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School morale and self-esteem involving adolescents with learning disabilities

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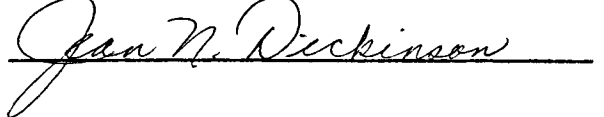
SCHOOL MORALE AND SELF-ESTEEM INVOLVING
ADOLESCENTS WITH LEARNING DISABILITIES

BY

TED E. BARRETT

APPROVED:


Supervising Professor

To my Parents and Friends

And to Mrs. Jean Dickinson
whose enthusiasm, knowledge,
interest, and general self
have been a major inspiration
for me

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SCHOOL MORALE AND SELF-ESTEEM INVOLVING ADOLESCENTS WITH LEARNING DISABILITIES

Rationale

A student's cognitive achievement may be facilitated or repressed by various elements that constitute his affective character; his feelings, attitudes, and expectations form a substantial relationship with achievement. Rather than limiting themselves to evaluating those cognitive areas that relate with various measures of achievement, the administrators and staff members at the New Community School (NCS) have specified a desire to investigate and measure both the attitudes toward school and the self held by their attending students. Within the domain of educational evaluation, greater significance is being accorded to the students' values, interests, and attitudes (Lockwood 1973). In keeping with such considerations, this evaluation is being adopted as part of a systematic evaluation of the goals and objectives at the NCS.

Objectives

When a special learning disability, difficulties involving spoken or written language, has been of some duration, as it has been with the adolescent at the NCS, a number of consequences result that affect motivation to learn, self-esteem, and general interest or feeling towards school. A program involving such adolescents should attempt to encourage and establish good morale towards school and self; to enhance affective characteristics as they interact with cognitive achievement.

The NCS is structured so as to offer academic remediation and a college preparatory (7-12 gr.) curriculum for dyslexic adolescents. The curriculum and environment are geared to serve both the student's academic and affective domain. Through individualized instruction involving language remediation, in an academic setting of warmth and personal contact, the student should begin to realize the true nature of his learning difficulties, to confront them, and to begin establishing the necessary basic skills that have eluded him. As the student progresses academically, an objective is for this improvement to spill over into other areas - that the growing confidence in his studies

be channeled towards greater confidence in his ability; that a more positive attitude be reflected towards school and himself.

This evaluation focuses on two important components of the student's affective character; his attitudes related to school and to self. A measure of school morale and self-esteem involving these students with learning disabilities is provided as well as further information concerning diagnosis and family structure. As part of an evaluation for the NCS, this will yield knowledge to be used by the administration, teachers, and the school system itself.

Description of the Program

The NCS is a non-profit independent school established solely for an adolescent population with language learning disabilities, developmental dyslexia. The program provides a faculty (which includes subject specialists), materials, and equipment capable of offering a college preparatory curriculum to such students. All students qualify for admission on the basis of two criteria. One, their performance has demonstrated an intellectual capacity for scholastic achievement; and two, they have a learning difficulty in relation to one or more aspects of the written language and in organizational and study skills. Because of the nature of the learning difficulties that are present, more attention is needed, and given, on an individual basis; to stimulate the student in both an academic and affective manner.

The NCS has a faculty of sixteen (nine being full-time and seven being part-time) and a student body of fifty. There is also an administrative assistant and an educational consultant. The program offers 25 academic courses in addition to language therapy and physical education. Each student takes a language fundamentals class where he is tutored one or two hours a day depending on his needs. The skills gained here he takes with him to his academic courses. The teachers involved with the language therapy and those in charge of the classrooms work closely together. With the tutorial sessions, the teacher and student work on a 1:1 basis. In the classroom, the ratio varies

from 4:1 to 7:1.

The courses are designed especially to provide concentrated effort and instruction involving the areas of deficits - reading, spelling, penmanship, writing, organizational and study skills and remedial mathematics. Each student begins a course at his level of need. The instruction is sequential and highly structured. For example, reading instruction is such that ensures learning of sound-symbol relationships, syllables, word structure and analysis, root words and affixes, vocabulary, signal words, phrasing and comprehension. Comprehension skills are developed for recognizing sentence and paragraph structure, significant details, main ideas, drawing logical conclusions and inferences. The goal is towards a systematic procession from word analysis to phrase analysis, to sentences, paragraphs, etc. Upon attaining sufficient basic skills, work is then concentrated towards developing rate and fluency. Some of the academic courses that are offered are: Social Studies (World History, U.S. History, American Political Systems); Science (Life Science, General Science, Earth Science, Biology, Chemistry); English; Mathematics (General Math, Algebra I, Geometry, Algebra II and Advanced Math); Spanish; Physical Education. (A more complete course description appears in Appendix I).

The 50 students include 40 males and 10 females within an age range of 12-0 to 17-6 years. The students qualify for the program as long as they meet the two criteria mentioned earlier. They come from families whose socio-economic status varies to a great extent; the school caters to the total spectrum. Ten students have received scholarships to attend the school.

Recognizing a need in the community, this school opened its doors in September, 1974. It was quartered in St. Stephens Episcopal Church and the first year was more experimental in nature. This year enrollment has doubled and the school now resides in limited facilities, second floor and basement of the Ginter Park Baptist Church facility.

The students at the NCS, because of their learning difficulties, have faced numerous frustrations that can affect desire, motivation, and interest

towards school. The objectives of this evaluation are as follows:

Objective 1: To determine the degree of increase in school morale for program I (NCS) as compared with the increase for program II (for a description of the comparison group refer to page 5).

Objective 2: To determine the degree of increase in self-esteem for program I as compared with the increase for program II.

A premise of these objectives is that both school morale and self-esteem involving those adolescents with learning disabilities (program I) should be lower to begin with than for those comparison adolescents (program II). If program I is therapeutic, school morale and self-esteem should rise. Therefore, the degree to which they increase with these adolescents should be compared to the degree in which school morale and self-esteem changes for the adolescents in program II.

Objective 3: To determine whether those adolescents in program I scoring lower on school morale and self-esteem entered the program at a later age than those adolescents who rank higher on school morale and self-esteem.

Objective 4: To determine whether those adolescents in program I scoring lower on school morale and self-esteem were more often misdiagnosed, that is diagnosed as any other classification above and beyond a learning disability, than those adolescents who rank higher on school morale and self-esteem.

A follow-up investigation centers on the adolescent's family structure. If family structure is intact and supportive in terms of the child's needs, the age at which diagnosis takes place may not be that important. Behavioral problems may be due to lack of family support. Defining the family as intact simply means that the child is living at home with both parents; that separation, divorce, or death has not impaired the nuclear family structure. The family as supportive indicates that it provides adequately for the needs of the child, economically, socially, emotionally, physically, etc.; that the child's

welfare in all facets is one of central concern to the parents and his growth as an individual is observed, felt, and expressed by both parties involved.

Objective 5: To determine whether students scoring low on both school morale and self-esteem exhibit more disturbed behavior (as judged by teacher ratings).

Objective 6: To determine whether in the absence of intact family structure, the lack of early diagnosis results in more disturbed behavior on the part of adolescents in program I than for those whose family structure is intact and where diagnosis is still delayed.

Evaluation Design

This evaluation utilizes two groups of students - those adolescents at the NCS are evaluated in relation to a comparison group of students. This group is composed of 50 students (40 males and 10 females within an age range from 12-2 to 17-3 years) randomly selected from program II. Program II is one of several relatively new, moderately priced private schools providing an academic program from Kindergarten-High School for normal achieving children. Courses at the upper level of this school for a college preparatory program include: English, Mathematics, Sciences, History, French, Spanish, and Physical Education.

When discussing attitudes, a concept is perceived that includes or suggests some thought, feeling or action; action that indicates some opinion or purpose. In expressing an attitude toward school, a judgement is asserted that results from opinion, direct experience, etc. These opinions can be viewed on a continuum, such as Like-Dislike, and evaluated as to a person's responses on a series of statements, each pertaining to him positively or negatively. This evaluation determines attitudes toward school arrived at through a series of statements characteristic of school life.

There are relatively few complete instruments that can objectively tap a student's attitude toward school. Some of the instruments that are accessible are discussed and the reasons why they prove insufficient for the present evaluation.

One such measurement has been devised by Getzels and Jackson (1959). In a study to investigate dissatisfaction with school, they examined classroom effectiveness and psychological functioning involving two groups of adolescents - one group being "satisfied," the other "dissatisfied," with school. Their study presented two major conclusions: 1) that "satisfied" and "dissatisfied" students differ in relation to psychological rather than scholastic variables; and 2) that dissatisfaction is expressed differently by boys and girls; boys projecting it upon the environment in an extropunitive manner and girls being more self-critical, turning it inwards.

Getzels and Jackson utilized a scale in this study called the "Student Opinion Poll" for selecting their groups. This opinionnaire is comprised of 60 statements designed to reflect satisfied and dissatisfied responses concerning four aspects of school life - the teachers, the curriculum, the student body, and classroom procedures. Sample items from each of the four areas are included in the appendix.

The "Student Opinion Poll" appears to be only appropriate for the upper grade levels; the multiple choice format and its wording would lead to a great deal of difficulty and confusion for adolescents with learning disabilities. For these reasons, this scale was not selected for the present evaluation.

Questioning the generality of the conclusions reached in the Getzels and Jackson study, Bredie (1964) replicated their procedures. Whereas the sample population incorporated into the Getzels and Jackson study represented above average socio-economic status and intellectual ability, Bredie selected from a more representative educational system; a sample comprised of a more diffuse socio-economic and ethnic variety. His study noted a contrast; that students "satisfied" with school outperformed these "dissatisfied" students when compared on scholastic achievement variables, specifically on the Iowa Tests of Educational Development. Dissatisfaction towards school does have a negative effect on classroom learnings of a scholastic nature. But he also

utilized the "Student Opinion Poll" and for the reasons previously mentioned, this scale will not be used for the present population.

Jackson and Lahaderne (1967) used a revision, "The Student Opinion Poll II," in a study designed to examine the relationship of teachers' ratings with student satisfaction toward school. This version of the scale consisted of 42 items of a multiple choice format encompassing the same four areas of school life as did Opinion Poll I. His findings included that teachers' estimates related more directly to the students' scholastic achievement than to his expressed satisfaction toward school.

A study was undertaken by Zweibelson, Bahnmuller, and Lyman (1965) to evaluate the influence that team teaching and flexible grouping has in a junior high school, specifically involving a social studies program. Their findings indicated that there was no difference, based on achievement test results, between the team taught group and those taught within a traditional classroom setting. But there were changes in attitudes, with the team taught group members evidencing a more positive attitude in terms of school, teachers, and social studies. The authors devised an 80-item attitude questionnaire; the statements were designed to reflect attitudes toward the areas of school, social studies, peers, democracy, newspapers, etc. It is a multi-dimensional scale; response choices include 2 favorable and 2 unfavorable answers - from strongly agree to strongly disagree. Items were analyzed into 7 factor clusters and identified as: 1) Group-School Attitudes; 2) Social Studies- School Attitudes; 3) Personal Attitudes; 4) Bias Towards Students; 5) Student-School Relationships; 6) Resistance to Learning and Change; and 7) Social Resistance.

This scale does have some worthy items, but will not be used for the present evaluation because of its multi-dimensional format and an item content that reflects attitudes toward inappropriate areas - democracy, newspapers, etc.

Presently, Del Eberhardt and Dann Lockwood (1974, 1975) head a research and evaluation committee which is conducting a study of the values, attitudes, and levels of expectations of beginning tenth graders at Greenwich High School,

Greenwich, Connecticut. They are utilizing the QUESTA (Questionnaire for Students, Teachers, and Administrators) put out by the Secondary School Research Program of the ETS. This questionnaire consists of two forms: QUESTA I is to be used for students who are starting high school work (tenth graders at Greenwich) and is designed to reflect attitudes toward the self, peers, previous schools they've attended, and anticipations they have regarding their new school. QUESTA II is designed to assess attitudes and values of senior students, teachers, and administrators.

The QUESTA program is scheduled to be used over a 3 year period. The reports available so far actually constitute a pre-test, with #14-R discussing the results of QUESTA I given to tenth graders in the beginning of school year 1973-74 (QUESTA II will be given to them prior to their graduation in 1976); #17-R discussing the most recent results pertaining to the QUESTA I given to beginning tenth graders for the year 1974-75. The findings are presented as the percentage of students who select the separate options that accompany the 12 different questions. The more important results include:

- 1) In both 1973 and 1974, students rated the desire to improve "ability to think" and "learn to accept responsibility" as their most important expectations of schooling.
- 2) In 1973 and 1974, 95% and 93% of the pupils expressed that their parents wanted them to "stay in school."
- 3) The "need to improve study habits" was rated as the number one anticipated problem in both 1973 and 1974.

The QUESTA program may be applicable for the assessment of the Greenwich Public Schools, but there are reasons why it is not used in the present evaluation. While it does offer percentages of these students indicating favorable responses, there is no information as to a factor breakdown pertaining to aspects of school life that it supposedly measures. Also, though there are some good questions, there are many alternatives or options for each; the options being answered according to a multi-dimensional scale. The arrangement is not applicable for adolescents with learning difficulties, specifically those with reading problems-- the wording and structure is too confusing. Even if read orally, it would be awkward to follow.

Eberhardt and Lockwood (1972 and 1973) also coordinated a study dealing with attitudes toward school of children at an elementary school level (grades one-six). Their first report introduces the scale they used - The School Sentiment Index (SSI) developed by the Instructional Objectives Exchange (IOX) at UCLA. The Index is comprised of two levels - the SSI-primary for grades K-3 contains 30 questions administered orally; and the SSI-intermediate for grades 4-6 which contains 75 questions that the students read to themselves and answer. The two levels measure various dimensions of school life which are represented by 6 subscales: 1) Teachers; 2) School Subjects; 3) Learning; 4) School Social Structure and Climate; 5) Peer; and 6) General.

Their first report (#6-R) was an exploratory study as to the reliability, validity, and usability of the SSI. With regards to their purpose, findings were positive as indicated from a student population (grades 1-6) at New Lebanon Elementary School in Greenwich, Connecticut. They also found a significant decline in positive feelings toward school from first through third grade, a direction not noticed in grades 4-6.

Consistent with these findings is a second study conducted by Eberhardt and Lockwood (1972) using the SSI with a student population at the Dundee School. The results show that for first and second grade students, there is no significant difference in average total SSI scores; but that third graders scored lower than both. There was no significant difference between the intermediate grades (4-6).

A third study involving the SSI at the elementary school level is reported by Lockwood (1973) dealing with a change in school attitude over a one year period. This study obtained SSI scores the following year on the same students from New Lebanon School who were tested in 1971. From this longitudinal comparison, Lockwood found:

- 1) Positive feelings decreased significantly from first to second grade, as indicated by a decline in SSI scores; no significant change seen in any other grade grouping.

- 2) With the exception of those students making the transition from third to fourth grade, there is a significant positive correlation in the consistency of SSI scores for all groups over a one year period.
- 3) Those in grades one and two showed a significant change in "positive attitude;" a decline in the percentage of favorable responses.

Still assessing attitudes at the elementary school level, as measured by the SSI, Eberhardt and Lockwood (1973) discuss a fourth study undertaken at the Parkway School. Their findings indicated a decline in positive attitude toward school from first to second to third grades; and, at the intermediate level, fourth graders had higher SSI scores than either the fifth or sixth grade groups, with no difference signified between the older two grades.

The SSI, which is being used to assess attitudes toward school in the Greenwich Elementary Schools, is also inappropriate for the present evaluation. In these studies, the administrators were mothers of the students at these schools; also the students were asked to identify their answer sheets. These two points can be questioned, but this relates more to the procedure involved. The two levels of the SSI are somewhat different; the primary level composed of 30 items administered orally and the intermediate level containing 75 items which the students read on their own. The levels can be considered only comparable, which may be an explanation as to the inconsistency of SSI scores for those students making the transition from third to fourth grade. But most important is that the SSI is constructed for grades one-six and not applicable for the adolescent population employed in the present evaluation.

For these reasons, and those pertaining to the previously mentioned scales, the decision was made to use another inventory for this evaluation - the School Morale Scale (SMS) developed by Wrightsman, Nelson, and Tarante (1968). The SMS has been administered to a number of student bodies (grades ranging from fourth through high school). Validity support has been found in regards to grade and sex differences, school differences, and the relationship of the students' score with teachers' nominations (Wrightsman, 1968). The data has revealed across schools and sex, that with increases in grade level there is a decrease in average school morale. Also, across grade levels

and schools, they found girls to have higher morale, on the average.

Wrightsmen, et.al., also found differences among schools, resulting from a comparison between two junior high schools in Tennessee. By breaking the SMS scores into components or subscales, specific differences can be noted in the items reflecting morale about: 1) the school building; 2) the quality of instruction and instructional materials; 3) the administration, rules and regulations; 4) the community and parental support; 5) relationships with other students; 6) teacher-student relationships; and 7) general feelings toward school.

Also of significance in regards to the validity of the SMS is an approach comparing the students' school morale scores with teachers' nominations. Teachers at both a junior high and elementary school level rated their students as having either "good" or "poor" morale. Wrightsmen reports on school by grade comparisons which indicated that those rated as having "good morale" also had significantly higher SMS scores than those students rated as having "poor morale."

Wrightsmen, et.al., have also correlated SMS total scores and subscale component scores with other variables, such as age, intelligence, grade point average, achievement tests, and authoritarianism. They have also correlated the SMS with a social desirability scale and found none of the correlations to be significant. This gives added reassurance because it implies that SMS scores are not influenced to any great extent by a predetermined set of responding in a socially desirable way.

Data reflecting the intercorrelations of the subscales of the SMS indicate significant correlations in the positive direction. Reliability studies have also been calculated on 3 samples for each subscale and of the 21 estimates (3 samples x 7 subscales) 18 surpass +.50 and 15 surpass +.60. The strongest scale is the one dealing with teacher-student relations (coefficients of .73, .72, and .78) and the weakest pertains to morale about the community and parental support (.42, .49, and .57).

The SMS consists of 84 statements with the students marking either "A"

indicating their agreement or "D" signifying their disagreement. These statements measure relationships and aspects involving school life which can contribute to one's general feeling about school. They are organized into 7 dimensions of 12 items each:

- 1) Morale about school plant or building
 typical items:
 Compared to most school buildings I've seen, this building is nicer.
 My school is too crowded.
 If I were a teacher I would want to teach in a school like this one.
- 2) Morale about the quality of instruction and instructional materials.
 typical items:
 This school has helped me develop hobbies, skills, and interests I didn't have before.
 Sometimes the assignments we are given are not very clear.
 My teachers use a lot of books, references, and audio-visual materials to help me learn.
- 3) Morale about the school administrative personnel, rules and regulations, guidance personnel, etc.
 typical items:
 The principal of this school is very fair.
 There are too many rules and regulations at this school.
 Things are done at this school in a neat, orderly way.
- 4) Morale about community support of the schools and parental involvement in education.
 typical items:
 The P.T.A. at this school is very active.
 My parents feel the community is spending too much for education.
 The people in this community want the schools to try out new educational methods and materials.
- 5) Morale about relationships with other students.
 typical items:
 I have many good friends at this school.
 I don't like most of the other students at this school.
 Most of my friends go to the same school that I do.
- 6) Morale about teacher-student relationships.
 typical items:
 Most teachers here help me feel comfortable and at ease in class.
 There is not a single teacher in my school who I could go to with a serious problem.
 Most of the teachers at my school are very friendly and understanding.
- 7) General feelings about attending school.
 typical items:
 I would not change a single thing about my school, even if I could.
 Often I'm afraid that I'll do something wrong at school.
 I am lucky that I get to attend this particular school.

To find a score on a particular subscale, agreements on favorable statements

and disagreements on unfavorable statements are summed. Scores for each subscale can range from 0 (very poor morale) to 12 (very good morale) with a total score ranging from 0 to 84.

Because of the extensive research, promising results, and applicability involving the SMS, it was selected as the measure of school morale for the present evaluation.

In conjunction with measuring a student's attitude toward school, the present evaluation will also measure the student's self-esteem. As a pupil's affective character and feelings may either facilitate or inhibit cognitive achievement, it is felt that such information would be of substantial worth. An important and central requirement necessary towards developing competent and effective behavior is self-esteem. This concept pertains to the appraisal an individual adopts with regards to himself; whether he holds himself to be competent and of significant worth. This concept is a subjective experience, a personal evaluation an individual expresses of himself and transmits to others through his behavior and verbal reports.

A number of measurements fall into the area of self-esteem. One such scale is the Tennessee Self Concept Scale which consists of two forms (Counseling and Clinical) comprised of 100 self-description items. Each item is answered on a 5 point scale from "completely false" to "completely true." The measure is designed to reflect information on 8 dimensions involving the self, such as identity, physical self, social self, etc. The strongest facet appears to be the Empirical scales which were developed from the various items that distinguish subjects of one group from those of another (normals, psychotics, neurotics, etc.; a procedure equivalent in the development of the MMPI scales). The Tennessee Self Concept Scale does yield valuable information as to distinguishing between normals and a psychiatric population; but this is not a required aspect for the present evaluation. The use of a screening device will not serve a purpose in meeting the present objectives. For this reason, along with the fact that the scoring method is cumbersome and tedious

and that the student must have at least a sixth grade reading level, this measure of self-esteem was not chosen for the present evaluation.

Another measurement of esteem is entitled the Thomas Self-Concept Values Test. This is a scale designed to measure self-evaluative responses to forced choice questions. The person responds to 14 adjective items, answering each from his own perspective and also from his perspective of other's perceptions of him (teachers, peers, etc.). It appears to be a useful tool for assessing self-esteem of young children, but due to cautions involving its use in research purposes and the fact that it is individually administered, this scale will not be used for the present evaluation.

With support of the National Institute of Mental Health, a study was undertaken by Coopersmith (1968). He reported that youngsters with high self-esteem are active, eager to lead in discussions and express themselves, have confidence in their own observations and efforts; they tend to be successful in both academic and social environments. In contrast, those low in self-esteem, when part of a social aggregate (school, etc.) will listen rather than participate, appearing unable to express themselves. From this investigation, self-esteem is seen as a significant component of one's behavior.

Another study by Coopersmith (1967) was carried out to investigate possible conditions linked with the development of different levels of self-esteem. The overall design consisted of: 1) selecting subjects differing in various levels of self-esteem; 2) a clinical evaluation of the subjects that include a variety of projective tests, questionnaires and interviews; 3) measuring behavior through laboratory experiments related to self-esteem; and 4) by interviews and questionnaires, determining antecedents of self-esteem. Subjective and behavioral tests were used to select groups of subjects. To measure the subject's self-attitudes, esteem from his own perspective, a Self-Esteem Inventory (SEI) was specifically developed. Initially given to fifth and sixth graders, results indicated no significant sex differences

between mean scores. Test-retest reliability, after a 5 week period, was found to be .88. Using a population from public schools in Connecticut, the Inventory was then given to a sample of 1,728 children with results again showing no significant sexual differences between mean scores and a test-retest reliability after a 3 year interval of .70. Each child's behavior (such as his reactions to failure, self-confidence, sociability, and need for encouragement) was rated by his teacher; also the principle initially rated a smaller sample of the children which provided a cross-rater reliability of .73. Such behavioral and subjective information gave Coopersmith the opportunity to select his groups of subjects.

Specifically, the Self-Esteem Inventory has two separate forms. Form A will be discussed as it is the form utilized in the present evaluation. This form consists of 58 items relating to four areas - peers, parents, school, and personal interests- and can be separated into 5 subscales allowing an assessment to be differentiated into such components. The subscales are:

- 1) General Self
typical items:
I often wish I were someone else.
Someone always has to tell me what to do.
I'm often sorry for the things I do.
- 2) Social Self-peers
typical items:
I'm a lot of fun to be with.
Kids usually follow my ideas.
I don't like to be with other people.
- 3) Home-parents
typical items:
I get upset easily at home.
My parents usually consider my feelings.
There are many times when I'd like to leave home.
- 4) Lie scale
typical items:
I always do the right things.
I never worry about anything.
I like everyone I know.
- 5) School-academic
typical items:
I'm proud of my school work.

I like to be called on in class.
I'm not doing as well in school as I'd like to.

With each statement, the student is to put a check (✓) in one of 2 columns, either "Like me" or "Unlike me," depending on whether the statement pertains to how he usually feels. Scores are then obtained in 2 ways; the total number correct on all scales, excluding the lie scale, (maximum of 50) and the total number of responses marked false on the lie scale indicating a lie answer (maximum of 8). The SEI total score is then multiplied by 2 to give a maximum score of 100 (maximum lie score still remains 8). Again, with using form A, separate subscale scores can be obtained and are computed likewise.

Self-esteem is important in terms of interpersonal behavior which plays a significant role in a person's school life. It was decided that, along with measuring one's attitude towards school, such additional information would be quite fruitful. The present evaluation incorporates both the SMS and the SEI as measures of school morale and self-esteem regarding adolescents with learning disabilities. The term "learning disability" is meant to include children who possess difficulties or learning problems involving spoken or written language. These may embrace psychological processes or functions required for listening, talking, and such subject material as spelling, reading, arithmetic, etc. It takes into account learning problems that have been labeled as perceptual disabilities, dyslexia, and aphasia but does not include difficulties based primarily on emotional handicaps, mental or physical retardation, or detrimental environmental conditions.

Each student was given both the SMS and the SEI. Copies of both tests were numbered and passed out individually to the students. This allows only the administrator to know the results of each individual; no names were put on the tests. This numbering process beforehand allows for anonymity of the responses. After the students were seated, pencils given to those who needed them, and the test copies passed out, the administrator read the directions for that specific test. This same procedure was done for both the SMS and the SEI

at both schools. The NCS and the comparison school had available within their data banks the necessary information concerning scores on the pre-measure. (The directions for each test, as well as copies of each, are given in the appendix I). With completion of the first tests, they were collected individually before the second test was administered. When these tests were completed, they too were individually collected; the testing session was then terminated and the students thanked for their cooperation.

RESULTS

Data analysis provides information for assessing each of the six objectives in this evaluation study. The first objective was to determine the degree of change in school morale for program I as compared with the change in program II. A three-way factor ANOVA, using total SMS scores, was computed across pre-and-post measures, schools, and sex (table 1, appendix II). The three factor interaction was significant ($F=18.658$; $df=1,74$; $<.05$). The subanalysis of the interaction across sexes yielded the following significant results: 1) that males scored significantly higher in school morale on the pre-measure in comparison to post-measure testing ($F=17.916$; $df=1,116$; $<.05$); 2) that males in program II scored significantly higher in school morale than did those in program I ($F=5.367$; $df=1,116$; $<.05$); and 3) that females in program I scored significantly higher in school morale than did those in program II ($F=5.934$; $df=1,32$; $<.05$) (tables 2 and 3, appendix II).

In addition, regarding the SMS, seven separate ANOVA'S (one for each subscale) were calculated across pre-and-post measures, schools, and sex. With regards to school morale about the school plant or building, the three-factor interaction was significant ($F=39.886$; $df=1,74$; $<.05$) (table 4, appendix II). The subanalysis of the interaction across sexes yielded the following information: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=4,296$; $df=1,116$; $<.05$); and 2) that males in program II scored significantly higher than did those in program I ($F=41.037$; $df=1,116$; $<.05$)

(table 5, appendix II).

School morale concerning the quality of instruction yielded a significant three-factor interaction ($F=4.545$; $df=1,74$; $<.05$) (table 6, appendix II). The subanalysis of the interaction across sexes gave the following information: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=9.658$; $df=1,116$; $<.05$); and 2) that females in program I scored significantly higher than did those in program II ($F=5.723$; $df=1,32$; $<.05$) (tables 7 and 8, appendix II).

With morale pertaining to school administrative personnel, rules and regulations, the three-factor interaction was significant ($F=11.108$; $df=1,74$; $<.05$) (table 9, appendix II). The subanalysis of the interaction across sexes resulted in the following: 1) that males scored significantly higher on the pre-measure in comparison to the post-measure testing ($F=7.285$; $df=1,116$; $<.05$); and 2) that males in program II scored significantly higher than did those in program I ($F=23.909$; $df=1,116$; $<.05$) (table 10, appendix II).

Morale about community support of the schools and parental involvement in education resulted in a significant three-factor interaction ($F=50.423$; $df=1,74$; $<.05$) (table 11, appendix II). The subanalysis of the interaction across sexes yielded the following: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=32.82$; $df=1,116$; $<.05$); 2) that males in program I scored significantly higher than did those in program II ($F=4.172$; $df=1,116$; $<.05$); and 3) that females in program I scored significantly higher than did those in program II ($F=16.838$; $df=1,32$; $<.05$) (tables 12 and 13, appendix II).

Morale about relationships with other students resulted in a significant three-factor interaction ($F=7.554$; $df=1,74$; $<.05$) (table 14, appendix II). Subanalysis of the interaction across sexes gave the following information: 1) that males in program II scored significantly higher than did those in program I ($F=14.536$; $df=1,116$; $<.05$) (table 15, appendix II).

With regards to morale about teacher-student relationships, the three-factor

interaction was significant ($F=12.125$; $df=1,74$; $<.05$) (table 16, appendix II). The subanalysis of the interaction across sexes resulted in the following: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=15.703$; $df=1,116$; $<.05$); and 2) that females in program I scored significantly higher than did those in program II ($F=5.841$; $df=1,32$; $<.05$) (tables 17 and 18, appendix II).

Morale related to general feelings about attending school resulted in a significant three-factor interaction ($F=16.0$; $df=1,74$; $<.05$) (table 19, appendix II). The subanalysis of the interaction across sexes yielded the following information: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=12.954$; $df=1,116$; $<.05$) (table 20, appendix II).

The second objective was to determine the degree of change in self-esteem for program I as compared with the change in program II. A three-way factor ANOVA, using total SEI scores, was computed across pre-and-post measures, schools, and sex. The three-factor interaction was not significant; with no significant differences, all scores can be assumed to be from the same population.

In addition, regarding the SEI, five separate ANOVA'S (one for each subscale) were calculated across pre-and-post measures, schools, and sex. With regard to self-esteem concerning the areas of general self, social self-peers, and home-parents, the three-factor interactions were not significant; data yielded no significant differences.

With reference to the Lie Scale of the SEI, the three-factor interaction was significant ($F=4.72$; $df=1,64$; $<.05$) (table 21, appendix II). The subanalysis of the interaction across sexes resulted in the following information: 1) that males scored significantly higher on the pre-measure in comparison to post-measure testing ($F=5.701$; $df=1,108$; $<.05$); and 2) that males in program II scored significantly higher than did those in program I ($F=4.002$; $df=1,108$; $<.05$) (table 22, appendix II).

Self-esteem concerning the school-academic area yielded a significant

three-factor interaction ($F=4.526$; $df=1,64$; $<.05$) (table 23, appendix II). The subanalysis of the interaction across sexes resulted in the following information: 1) that males in program I scored significantly higher than did those in program II ($F=5,298$; $df=1,108$; $<.05$) (table 24, appendix II).

The third objective was to determine whether those adolescents in program I scoring lower on school morale and self-esteem entered the program at a later age than those adolescents who rank higher on school morale and self-esteem. Data analysis involved two correlations; one correlating age and total SMS scores; the other, age and total SEI scores. Focusing on school morale, a negative correlation ($r= -.248$; $n=21$; $>.05$) was found indicating a trend that with increase in age, there is a decrease in SMS scores. But a trend can only be noted as the correlation itself was not significant. With respect to self-esteem, a low positive correlation ($r=.148$; $n=17$; $>.05$) was found indicating a trend that with increase in age, there is an increase in SEI scores. But this correlation was also found to be not significant.

The fourth objective was to determine whether those adolescents in program I scoring lower on school morale and self-esteem were more often misdiagnosed, that is diagnosed as any other classification above and beyond a learning disability, than those adolescents who rank higher on school morale and self-esteem. Two ANOVA'S were computed for both total SMS scores and SEI scores across three diagnostic categories - 1) a sole learning disabilities diagnosis; 2) additional clear-cut diagnoses, such as minimal brain damage or dysfunction, emotional disturbance, characterological problems, etc.; and 3) tendencies that have been observed, such as anxiousness, social withdrawal, feelings of inferiority, impulsivity, guilt and atonement, compulsivity, etc.

In viewing school morale, the ANOVA across the three diagnostic categories yielded significant treatment effects ($F=3,537$; $df=2,36$; $<.05$) (table 25, appendix II). which were further analyzed by a Newman-Keuls. By judging the critical

differences in the means (with $k=3, df=36, 25.633 > 21.417$; with $k=2, df=36, 13.983 < 17.778$ and $11.65 < 17.778$), the conclusion is that those students labeled with observed additional tendencies have significantly higher mean scores on the SMS than those students with additional clear-cut diagnoses. But that there are no significant differences in mean scores on the SMS between those students labeled with observed additional tendencies and those students diagnosed solely with learning disabilities; and no significant differences in mean scores on the SMS between those students with additional clear-cut diagnoses and those students diagnosed solely with learning disabilities.

Regarding self-esteem, the results were not significant; no significant differences between mean scores on the SEI between those students diagnosed solely as having learning disabilities, those students with additional clear-cut diagnoses, and those students labeled with observed additional tendencies.

The fifth objective of the evaluation was to determine whether students scoring low on both school morale and self-esteem exhibit more disturbed behavior, as judged by teacher ratings. Data analysis involved two correlations; one correlating the behavior rating average score with total SMS scores; the other, behavior rating average score with total SEI scores. Concerning school morale, a significant negative correlation ($r = -.378; n=33; < .05$) was found indicating that those students scoring lower on the SMS exhibit more disturbed behavior (have higher rating scores) as judged by teacher ratings. Focusing on self-esteem, a very low non-significant positive correlation ($r = .017; n=28; > .05$) was found signifying that there is no correlation to speak of between those students scoring low on the SEI and whether they exhibit more disturbed behavior. The statement cannot be made, as with school morale, that those scoring lower on self-esteem exhibit more disturbed behavior.

The sixth objective was to determine whether in the absence of intact family structure, the lack of early diagnosis results in more disturbed behavior on the part of adolescents in program I than for those whose family

structure is intact and where diagnosis is still delayed. Data analysis involved a chi-square with regard to students from intact or non-intact families and representing disturbed or non-disturbed behavior (using the median cut-off from teacher ratings). The results were not significant ($\chi^2=1.558$; $df=1$).

In addition to these six objectives, correlations were computed involving both the SMS and the SEI at each school under both pre-and-post conditions; such analysis would yield information as to whether both inventories were measuring two different characteristics - school morale and self-esteem. Four correlations were done: 1) pre-measures of both inventories with program I; 2) post-measures with program I; 3) pre-measures with program II; and 4) post-measures with program II. The resulting correlations were $-.053$, $-.007$, $.33$, and $.44$, respectively. The significant correlations for program II indicate a more consistent relationship with school morale and self-esteem.

DISCUSSION

A major underlying purpose of this evaluation is to contribute to the evaluation involving the goals and objectives at the NCS; specifically, to determine whether or not adolescents with a special learning disability will have lower school morale and self-esteem than a comparison group of adolescents. These adolescents have been exposed to school life for a period of years and, because of their learning difficulties, have consequently faced numerous frustrations that possibly have affected their motivation, their desire and interest towards school.

Currently, an objective at the NCS is to attempt to stimulate the student not only academically but also in related affective characteristics. The purpose of this evaluation was to determine whether school morale and self-esteem involving these adolescents increase to a greater degree when judged against a comparison group. If the program at the NCS is accomplishing its objectives, stimulating the students affectively as well as cognitively, such change should result. If not, then certainly the program is not as effective as it should be, as it could be.

Though females at the NCS evidenced greater school morale than did those

in program II, males scored significantly lower than did the comparison group, in addition to showing a decline in morale throughout the school year. Also with regard to school morale at the NCS, data from the separate subscales indicated negative attitudes in reference to: 1) the school plant or building - for males, morale is lower than for the comparison group, as well as showing a decline from the beginning of the year; 2) the quality of instruction, with males showing a decline in morale from the beginning of the year; 3) the school administrative personnel, rules and regulations, etc. with males evidencing poorer morale than the comparison group alongwith a decline from the beginning of the year; 4) community support and parental involvement in education, with males again showing a decline from the beginning of the year; 5) relationships with other students, males scoring lower than the comparison group, 6) teacher-student relationships, with males indicating a decline from the beginning of the year; and 7) general feelings about attending school, as males again reflect a decline throughout the year.

Positive attitudes are projected by the NCS students regarding: 1) females showing greater morale than the comparison group concerning quality of instruction; 2) both males and females showing greater morale than the comparison group concerning community support and parental involvement in education; 3) females indicating greater morale than the comparison group regarding teacher-student relationships; and 4) males expressing greater self-esteem concerning the school-academic area than did the comparison group.

Many more significant results were found pertaining to school morale than for self-esteem. The lack of significance relating to self-esteem may indicate that the students showed no improvement throughout the school year or possibly that their self-concept is at a good level and it is their attitude toward school which suffers.

With access to the files at the NCS, this evaluation was to further determine whether or not adolescents scoring lower in school morale and self-esteem

entered the program at a later age than adolescents ranking higher in morale and esteem. A trend was noted regarding morale, but with the lack of statistical significance, one cannot conclude that those students scoring lower entered the program at a later age. Also, in determining whether adolescents scoring lower on school morale and self-esteem were more often misdiagnosed (that is, diagnosed as anything beyond learning disabled) than those who rank higher, it was concluded that the students with additional clear-cut diagnoses (such as minimal brain damage or dysfunction, emotional disturbance, characterological problems, etc.) reflected poorer morale.

Such results may indicate that academic difficulties in school for those scoring lower have been passed off as effects due to a poor attitude towards school. In contrast, difficulties for those students having good morale must have its basis elsewhere; therefore, these adolescents are referred for testing and, more often than not, properly diagnosed at an earlier time. Not until later in the lives of these adolescents with lower morale are academic difficulties diagnosed as being a special learning disability. Poor school morale may be the result, and not the cause, of learning difficulties the student is experiencing. The key is to be aware of the interaction between affective characteristics and achievement.

In determining whether students scoring low on both school morale and self-esteem exhibit more disturbed behavior, results indicate that those students scoring lower on morale do exhibit more disturbed behavior as judged by teacher ratings.

As a follow-up, the final purpose of this evaluation was to determine whether absence of intact family structure results in more disturbed behavior by these students than for those whose family structure is intact. The question here is whether, when viewing the family surrounding the individual, the age at which diagnosis takes place may not be as significant for these students, in terms of their behavior, as is the nature of the family situation.

One that is intact may limit disturbed behavior. But the results proved non-significant indicating possibly no relationship between those students from intact and non-intact families and whether they exhibit more disturbed behavior or simply that these are more concerned families since they did take the child to a special school.

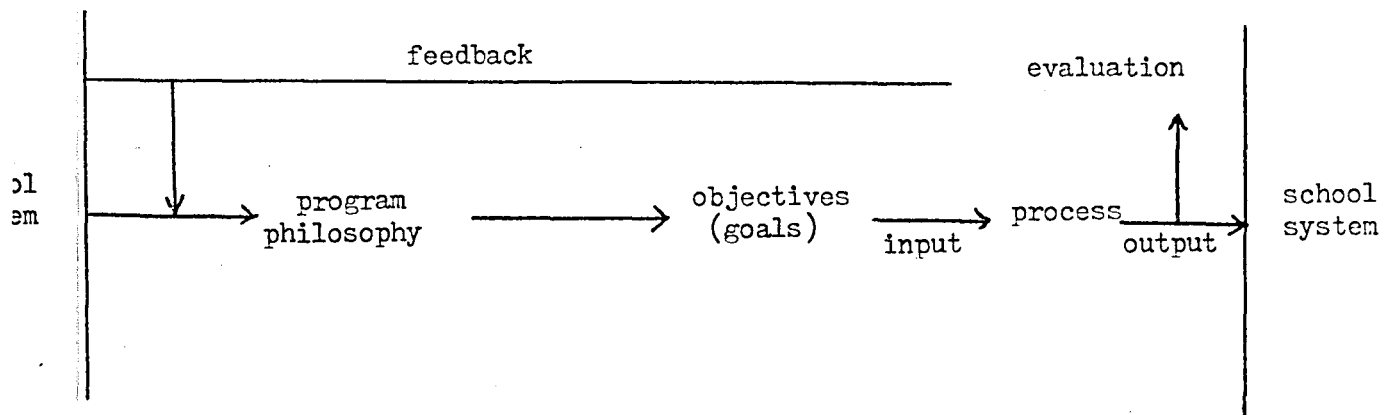
Specifically, in view of the results which reflect negative attitudes by students, a discussion of some of the conditions within the program at the NCS this year may prove helpful. Difficulties concerning staffing have been a highlight this past year. There was a carry over of members who had been inadequate the year before but due to circumstances were invited back. One left at the end of first term creating a vacancy and a teacher hired at the last minute himself had problems and left the week before first term finals, creating another vacancy. Also, a language therapist was informed by her doctor that she could not continue and therefore left after the first week of October, having to be replaced.

In addition, the school started without a headmaster and a teaching faculty member was given the administrative responsibility. This created an overload on him and an ambiguity with the staff and students. With due credit for an impossible situation, but without the experience that such a position requires, there was a rapid hiring of teachers who have since been replaced. Variations in the schedule of classes were made without awareness of the possible poor effects and which therefore necessitated a change back to the original schedule.

With the many revisions and changes that occurred throughout the year, the atmosphere of the program had to suffer. Examples of student misbehavior surfaced which resulted in some dismissals, and hence, requiring parental consultations, etc. Rather than consistency being the necessary pattern, much inconsistency existed within the program and, in turn, affected student attitude.

As important as the positive findings of this evaluation are, a glance

back at the negative attitudes reveal that some changes in the program need to be incorporated. An effective change may be one based on a closer look at individual needs. Walter S. Lee (1970) states some key points regarding such an analysis. The NCS may have to specify in detail its philosophy in relation to each individual student. Having this in consideration, the next step is to specify objectives and goals as they pertain to each student; not simply broad objectives for the program as a whole. These objectives toward individual needs are put into operation and incorporated within the learning process for each student. For example:



Continuous evaluation and feedback, by not only teachers and administrators, but also by students and parents, would yield invaluable information as to how the program is operating. It may be wise for the student to start taking more responsibility for his own schooling. Learning will depend on the problem or the difficulty that is present and the manner towards which it can be solved; a method which requires the student to learn how he learns... that he is capable of accepting some of the responsibility in evaluating his own performance. Such a model may have a very beneficial purpose.

It is important now to take this evaluation with its resulting information and feedback, and apply it to next years program. A further projected purpose may be for a continuing evaluation during the program next year, with its incorporated changes, and examine whether attitudes improve.

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APPENDIX I

Sample items from the "Student Opinion Poll"
Getzels and Jackson

3. While there are some differences among them, most teachers in this school are:
 - a. Very inspiring
 - b. Quite inspiring
 - c. Somewhat inspiring
 - d. Not inspiring

16. Most of the subjects taught in the school are:
 - a. Interesting and challenging
 - b. Somewhat above average in interest
 - c. Somewhat below average in interest
 - d. Dull and routine

14. From the standpoint of intellectual ability, students in this school are:
 - a. Too bright - it is difficult to keep up with them
 - b. Just bright enough
 - c. Not bright enough - they do not provide enough intellectual stimulation

5. The freedom to contribute something in class without being called upon by the teacher is:
 - a. Discouraged more than it should be - students do not have the opportunity to have their say
 - b. Encouraged more than it should be - students seem to be rewarded just for speaking even when they have little to say
 - c. Handled about right

THE NEW COMMUNITY SCHOOL
COURSE DESCRIPTION 1975-1976

Social Studies

- gr.7 People and Technology
Focuses upon the development of technology and its interaction upon social systems.
- gr.8 People and their Environment
Examines the inter-relationships of living organisms and the earth.
- gr.9-12 World History
A study of the changes that have shaped Western society in the areas of politics, economics, social organization and patterns of thought.
- United States History
The history of the U.S. and development of its institutions; to develop informed opinions about contemporary life.
- The American Political System in Historical Perspective
Examining five periods of British and American history in light of events that have shaped the U.S. political system.
- Exploring Human Nature
A cross-disciplinary course utilizing biology, anthropology, sociology, and psychology to examine the origins of human behavior, childhood and community, coming of age and the individual in society.

Science

- gr.7 Life Science
Ideas and discoveries that have helped the advancement of society. Focuses on cells, energy, reproduction, environment, balance of nature.
- gr.8 Physical Science
To gain skills that are required for high school science courses. Emphasizes prediction, energy, interaction and technology.
- gr.9-12 General Science: Interaction of Matter and Energy
Examining physical phenomena as to their nature, forms interconversions and interrelations.
- Earth Science: Interaction of Earth and Time
The earth as it sustains our forms of life; study of the earth, its geography and ecology, its solar system, geological eras, its natural resources, etc.
- Biology
Interaction of man involving physiology, anatomy, zoology, botany, evolution and ecology.
- Chemistry
The actions and interactions among atomic and polyatomic particles.
- Science and Technology
Examines the practical applications of science; its abstract theory as it is applied in modern technology.
-- If there are qualified students, Physics will be added to the Science curriculum; also a History of Science course is being planned.

English

- gr.7 -- This is taken as a separate subject by all students each year. focus is on how experience can be organized into a meaningful story. Through reading and writing, students examine cause and effect relationships of a story.
- gr.8 The theme here is on time and change; concepts that relate past and present, projections toward the future.
- Eng.I Main theme involves the development of a sense of identity as an individual and member of a social group. Readings, discussions, project groups, and writing concentrate on related subject matter.
- Eng.II Work begins on a more formal level in the readings of various forms

COURSE DESCRIPTION (cont.)

and styles of literature; main emphasis on writing.

Eng.III More advanced literature and a greater emphasis on individual responsibility and independent work.

Mathematics

gr.7 Examine properties associated with whole numbers, fractions, decimals, arithmetical operations and basic computational skills.

gr.8 Review of concepts introduced in gr.7; work on decimals, integers, percentages, rational and real numbers, equations.

General Math - for the student not ready for Algebra; more experience given in applying mathematical concepts and practice in computation.

Algebra I

Geometry

Algebra III and Advanced Mathematics

Spanish I

Independent Study - supervised by a faculty member

Physical Education.

Remedial Courses and Language Fundamentals

All students accepted at the New Community School have qualified for admission on the basis of two criteria. First, they have demonstrable intellectual capacity for scholastic achievement; and second, they have a learning problem in one or more aspects of the written language and in organizational and study skills. All students at the school, therefore, are enrolled in courses designed especially to give concentrated instruction in the areas of their deficits - reading, spelling, penmanship, writing, organizational and study skills. Many students need remediation in mathematics also.

Both the specific nature of the disability and the degree of severity vary considerably from student to student so that each student receives a course designed especially for him or her. Diagnostic considerations lead to placement in a one-to-one tutorial or a group of two or three. All students have at least one period daily. Whether the decision calls for group tutorial placement or a one-to-one tutorial, instruction is completely individualized. An adequate staff is maintained to support this program and ensure that individual needs will be met.

Instruction begins at the level of the student's need. For some this means beginning at the basic decoding or encoding stage of written language for others it may mean putting together disordered or fragmented knowledge and achieving coherence. Whatever the stage at which instruction begins, the goal is to achieve, as rapidly and as efficiently as possible, reading accurately with fluency and comprehension and writing with correct spelling, grammar, punctuation and organization. In Remedial Arithmetic, the goal is to bring computation, concepts and application to an appropriate age-grade level of functioning.

Once the specific deficits are identified, the student receives instruction that is sequential and highly structured. Reading instruction ensures knowledge of sound-symbol relationships; syllabication; word structure analysis; roots and affixes; vocabulary; signal words; phrasing; and comprehension skills. Comprehension skills are developed for recognizing sentence and paragraph structures; main and supporting ideas; recognizing and/or recalling significant detail; distinguishing between direct and implied statement; drawing logical conclusions; following a train of thought; recognizing a shift in the direction of thought; drawing inferences; and anticipating the author's thought and/or conclusion. Students proceed systematically from word analysis to phrase analysis, to sentence, paragraph etc. When the student has acquired sufficient basic skills, work is undertaken to develop rate and fluency and special techniques are used for that purpose.

Spelling instruction emphasizes discovery, rather than rote learning, of how English orthography relates to the sounds and patterns of English speech. The students learn the rules and generalizations that cover almost 90 percent of the written language and the remaining portion that falls into various historically determined categories. As in reading, the students learn the sound-symbol relationships, the syllabic and structural rules and their application. Students progress systematically through an ordered

sequence of instruction that takes them from the blending of word elements into whole words, then into phrases and sentences and, finally, into paragraph writing. Dictations are followed by spontaneous writing of prose as the student applies the rules and generalizations he has learned. Throughout, legible handwriting and good spatial organization is stressed and, if necessary, cursive penmanship is taught. Careful proof-reading and self-monitoring techniques are built into the daily instruction.

Upon school entrance, although the major thrust may be in reading instruction so that students will be able to handle course work as soon as possible and without further loss of grade years, the approach is an integrated one. Reading instruction is organized so that it lays the basis for spelling and writing; spelling and writing support phonic and structural word analysis for reading. Outlining for reading prepares for outlining for composition or vice versa. Organizational and study skills are related to course work.

Remedial mathematics begins wherever the student needs to start and stresses both computational skills and the concepts needed for various operations. The goal is not only to ensure the necessary skills and knowledge but also to help the student to learn to "think" mathematically and to learn to organize his work so that former problems of spatial organization no longer interfere with progress toward achieving an appropriate age-grade level.

Students in grades 9 through 12 who have gone beyond the basic stages of remediation and are now capable of working at a developmental level in reading and writing receive one credit in Language Fundamentals. This credit is based upon 150 hours of instruction in vocabulary development, reading and writing and may be counted toward the 18 units required for a high school diploma. Language Fundamentals does not replace the English courses required for college entrance and only one credit may be applied toward the total number of units needed for graduation.

Directions for the School Morale Scale

You were informed of the reasons as to why these questionnaires are being given. The purpose is for school evaluation. No one but me will know the results of how you actually do. This is not a test; you will not receive any grade on it. Answer as honestly as you can. Do not look at the questionnaire until told to do so.

Listen carefully: Again, I emphasize that this is not a test. This booklet lists a series of statements about your school. I will read each statement aloud as you read it silently. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital "A" in front of the statement (demonstrate on board). If you disagree, put a capital "D" in front of the statement (demonstrate on board). Make your best effort to answer all the questions.

Do not put your names on the questionnaires. No one at your school will see your answers; they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others. Remember: Do not answer the way you think you should, but the way you really feel.

Directions for the Self-Esteem Inventory

This questionnaire is a self-esteem inventory. Do not look at it until told to do so. Please mark each statement in the following way: If the statement describes how you usually feel, put a check (✓) in the column "Like me" (demonstrate on board). If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike me" (demonstrate on board). There are no right or wrong answers. With the statements, I will read each one aloud as you read it silently. This is not a test; you will not receive a grade on it. I do not want your names on them. Attempt to answer all questions. Remember: There are no right or wrong answers. Answer as honestly as you can.

The SM Scale

Name _____ School _____
Last First Mid. Initial
Date _____ Boy or Girl _____ Grade _____

Directions: This is not a test. This booklet lists a series of statements about your school. Read each one and decide whether you agree or disagree with the statement. If you agree, put a capital A in front of the statement. If you disagree, put a capital D in front of the statement.

This is a part of a project being done at many different schools all over the country. No one at your school will see your answers, they will be collected and taken away right away. So answer as frankly as you can. You will probably find that you agree with some of them and disagree with others.

Remember: Do not answer the way you think you should, but the way you really feel.

- ___ 1. Compared to most school buildings I've seen, this building is nicer.
- ___ 2. There are many more audio-visual materials available at this school than at the average school.
- ___ 3. There are too many rules and regulations at this school.
- ___ 4. The people in this community want the schools to try out new educational methods and materials.
- ___ 5. If there were more clubs here, this school would be a lot friendlier place.
- ___ 6. All my teachers know me by name.
- ___ 7. I look forward to Friday afternoons because I won't have to go to school for two days.
- ___ 8. My school building is too large; it is too far to walk from one class to another.
- ___ 9. Our reading area is not a very friendly place.
- ___ 10. The principal of this school is very fair.
- ___ 11. My parents feel the community is spending too much for education.
- ___ 12. Most of my friends go to the same school that I do.
- ___ 13. Most of my teachers laugh at my mistakes in class.
- ___ 14. I'd rather go to this school than most.

The SM Scale

- ___ 15. My school is too crowded.
- ___ 16. This school has helped me develop hobbies, skills, and interests I didn't have before.
- ___ 17. There are not enough janitors in my school to keep it clean.
- ___ 18. Teachers in my school get higher salaries than do teachers in nearby cities and counties.
- ___ 19. Most of the students here aren't very interested in how the school athletic teams do.
- ___ 20. Most teachers here help me feel comfortable and at ease in class.
- ___ 21. Often I'm afraid that I'll do something wrong at school.
- ___ 22.
- ___ 23. There is too much emphasis on the "three R's" at this school and not enough opportunity for students to develop their own interests.
- ___ 24. The guidance counselor here is helpful. (Leave blank if there is no guidance counselor in your school.)
- ___ 25. The parents of most of the students here are not very interested in the school.
- ___ 26. This school has just about the right number of students in it for me.
- ___ 27. Teaching is just another job to most teachers at this school.
- ___ 28. I would not change a single thing about my school, even if I could.
- ___ 29. This school building is old and run-down.
- ___ 30. Our homework assignments are fair and reasonable.
- ___ 31. There is too much supervision of students at this school.
- ___ 32. The Steward School spends more money on education than most schools do.
- ___ 33. Sometimes I'd just as soon eat lunch by myself, rather than with the other students here.
- ___ 34. Most teachers at this school don't have any "teacher's pets."

The SM Scale

- ___ 35. If it were possible, I would transfer to another school.
- ___ 36. If I were a teacher I would want to teach in a school like this one.
- ___ 37. Often I do more work and do it better than someone else, but I don't get any better grade for it.
- ___ 38. The principal of this school knows most of the students by name.
- ___ 39. Few of the parents attend school plays, sports activities, open houses, etc.
- ___ 40. The older children at this school are very friendly toward the younger ones.
- ___ 41. The teachers here are more interested in keeping the school bright and shiny than in helping the students.
- ___ 42. I am very proud of my school.
- ___ 43. Most of the classrooms in this school are drab and undecorated.
- ___ 44. At this school we can take subjects like Typing, Shop, and Music which are of special interest to us.
- ___ 45. The eating area here is too noisy.
- ___ 46. The people in the city (or county) I live in are very interested in having good schools.
- ___ 47. I wish that I went to a school which has fewer students than this one.
- ___ 48. Most of the teachers at my school are very friendly and understanding.
- ___ 49. I get scolded a lot at school.
- ___ 50. My school is a comfortable one.
- ___ 51. Sometimes the assignments we are given are not very clear.
- ___ 52. The janitors in my school do a good job.
- ___ 53. Most parents really aren't interested in how good our schooling is.
- ___ 54. There is a lot more "school spirit" here than at most schools.
- ___ 55. There is not a single teacher in my school who I could go to with a serious problem.

The SM Scale

- _____ 56. I am lucky that I get to attend this particular school.
- _____ 57. This school building is just about the ugliest I have ever seen.
- _____ 58. My teachers use a lot of books, references, and audio-visual materials to help me learn.
- _____ 59. Students are likely to get severely punished here for small offenses.
- _____ 60. The leaders of this community have provided school facilities equal to those anywhere.
- _____ 61. I wish the other children at this school were friendlier to me.
- _____ 62. The principal and teachers here are properly appreciative when a student has done something outstanding.
- _____ 63. There is a lot of wasted time at this school.
- _____ 64. My school building is the only one of its kind in the country.
- _____ 65. The textbooks used in this school are pretty dull and uninteresting.
- _____ 66. Things are done at this school in a neat, orderly way.
- _____ 67. The Steward School doesn't spend as much money as other schools.
- _____ 68. I have many good friends at this school.
- _____ 69. Teachers do not seem to understand the needs and problems of students here.
- _____ 70. Each morning I look forward to coming to school.
- _____ 71. My school is often dirty and smelly.
- _____ 72. Our library is well-stocked with good books and many reference materials.
- _____ 73. The principal and assistant principal are too strict here.
- _____ 74. The P.T.A. at this school is very active.
- _____ 75. There is no place in this school for a student to be by himself to think through a problem.
- _____ 76. Students here pretty much get the grades they deserve.
- _____ 77. Many of my friends at this school would like to go to _____ school instead.

The SM Scale

- ___ 78. There are many things in this school building which need to be repaired.
- ___ 79. The school work is too hard at my school.
- ___ 80. The assistant principal knows the names of most of the students. (Leave blank if there is no Assistant Principal in your school.)
- ___ 81. The community really supports our school.
- ___ 82. I don't like most of the other students at this school.
- ___ 83. Too many of my teachers are mean or unfriendly.
- ___ 84. I am ashamed of my school.

SELF-ESTEEM INVENTORY (SEI)

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check () in the column, "LIKE ME".

If the statement does not describe how you usually feel, put a check () in the column, "UNLIKE ME".

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming. _____		
2. I'm pretty sure of myself. _____		
3. I often wish I were someone else. _____		
4. I'm easy to like. _____		
5. My parents and I have a lot of fun together. _____		
6. I never worry about anything. _____		
7. I find it very hard to talk in front of the class. _____		
8. I wish I were younger. _____		
9. There are lots of things about myself I'd change if I could. _____		
10. I can make up my mind without too much trouble. _____		
11. I'm a lot of fun to be with. _____		
12. I get upset easily at home. _____		
13. I always do the right thing. _____		
14. I'm proud of my school work. _____		
15. Someone always has to tell me what to do. _____		
16. It takes me a long time to get used to anything new. _____		
17. I'm often sorry for the things I do. _____		
18. I'm popular with kids my own age. _____		
19. My parents usually consider my feelings. _____		
20. I'm never unhappy. _____		

		LIKE ME	UNLIKE ME
21.	I'm doing the best work that I can. _____		
22.	I give in very easily. _____		
23.	I can usually take care of myself. _____		
24.	I'm pretty happy. _____		
25.	I would rather be with kids younger than me. _____		
26.	My parents expect too much of me. _____		
27.	I like everyone I know. _____		
28.	I like to be called on in class. _____		
29.	I understand myself. _____		
30.	It's pretty tough to be me. _____		
31.	Things are all mixed up in my life. _____		
32.	Kids usually follow my ideas. _____		
33.	No one pays much attention to me at home. _____		
34.	I never get scolded. _____		
35.	I'm not doing as well in school as I'd like to. _____		
36.	I can make up my mind and stick to it. _____		
37.	I really don't like being a boy - girl. _____		
38.	I have a low opinion of myself. _____		
39.	I don't like to be with other people. _____		
40.	There are many times when I'd like to leave home. _____		
41.	I'm never shy. _____		
42.	I often feel upset in school. _____		
43.	I often feel ashamed of myself. _____		
44.	I'm not as nice looking as most people. _____		
45.	If I have something to say, I usually say it. _____		

LIKE ME UNLIKE ME

	LIKE ME	UNLIKE ME
46. Kids pick on me very often. _____		
47. My parents understand me. _____		
48. I always tell the truth. _____		
49. My teacher makes me feel I'm not good enough. _____		
50. I don't care what happens to me. _____		
51. I'm a failure. _____		
52. I get upset easily when I'm scolded. _____		
53. Most people are better liked than I am. _____		
54. I usually feel as if my parents are pushing me. _____		
55. I always know what to say to people. _____		
56. I often get discouraged in school. _____		
57. Things usually don't bother me. _____		
58. I can't be depended on. _____		

Using the categories below, rate the student's behavior as it applies to the following list of items.

- A** Behavior is not present to any noticeable degree
- B** Behavior is present but is not disruptive and/or disabling
- C** Behavior is disruptive to the class or teacher and/or disabling to the student's school performance

NOT NOTICEABLY PRESENT A	PRESENT BUT NOT DISRUPTIVE OR DISABLING B	DISRUPTIVE OR DISABLING C

1. Begins working on something before getting the directions straight.
2. Acts defiant (speaks disrespectfully to teacher, refuses to do what is asked).
3. Tells stories which are overly exaggerated and untruthful.
4. Belittles or makes derogatory remarks about school subjects.
5. Interrupts the teacher when he/she is talking.
6. Annoys or interferes with his classmates at work and at play (pokes, torments, teases, disrupts work periods).
7. Does not obey classroom rules (e.g., throws things, marks up desk or books, etc.).
8. Has to be continually reprimanded or controlled by the teacher because of his classroom behavior.
9. Quickly loses attention when you explain something or makes you doubt whether he is paying attention to what you are doing or saying (becomes fidgety, looks away, has blank or faraway look, etc.).
10. Does not visibly react to usually stimulating/exciting situations.
11. Is overly anxious or disturbed about grades or test scores.
12. Shows anxiety about schoolwork (worries about knowing "right" answer etc.).

13. Has difficulty changing from one task to another when asked to do so (may get upset or disorganized).
14. Looks to see how others are doing a task before he begins it (e.g., when teacher gives a direction, etc.).
15. Relies too heavily upon the teacher for directions and to be told how to do things or proceed in class.
16. Is adversely affected by peer behavior and quick to join in classroom disruptions.
17. Overreacts to criticism or correction of his school work (e.g., gets angry, sulks, seems "defeated", etc.).
18. Places blame on the teacher, the test, or external circumstances when things don't go well.
19. Blows up, becomes excited, loses self-control when can't get or do what he wants.
20. Is quick to say work assigned is too hard (e.g., "I don't know how," "I can't do it," etc.).
21. Is often difficult to reach (e.g., seems preoccupied with his own thoughts).
22. Tends to quit or give up when something is difficult or demands more than usual effort.
23. Has difficulty deciding what to do when given a choice between two or more things.
24. Displays inappropriate affect (e.g., laughs or cries with no apparent reason).
25. Tends to rush through his work and so make unnecessary mistakes.
26. Fidgets, tips chair, taps, hums, or displays other such "hyperactive" behavior.
27. Criticizes the failures of other children.

APPENDIX II

Table 1
Analysis of School Morale Scale (Total Scores)

Source of Variation	df	SS	MS	F
B (schools)	1	156		
A (sex)	1	595.21		
AB	1	1105.91		
Swg	74	12040.32		
C (pre-and-post)	1	2369.64	2369.64	33.472
BC	1	.03	.03	.000
AC	1	183.63	183.63	2.594
ABC	1	1320.88	1320.88	18.658*
CxSwg	74	5238.82	70.795	

$p < .05$

Table 2
Subanalysis of SMS total scores (males)

Source of Variation	df	SS	MS	F
B (schools)	1	725.209	725.209	5.367*
C (pre-and-post)	1	2421	2421	17.916*
BC	1	8.006	8.006	.059
error	116	15674.710	135.127	

$p < .05$

Table 3
Subanalysis of SMS total scores (females)

Source of Variation	df	SS	MS	F
B (schools)	1	536.695	536.695	5.934*
C (pre-and-post)	1	132.251	132.251	1.462
BC	1	23.36	23.36	.258
error	32	2894	90.438	

$p < .05$

Table 4
Analysis of School Morale Scale School Plant

Source of Variation	df	SS	MS	F
B (schools)	1	101.769		
A (sex)	1	41.368		
AB	1	55.143		
Swg	74	349.31		
C (pre-and-post)	1	20.103	20.103	14.504
BC	1	.025	.025	.018
AC	1	.031	.031	.022
ABC	1	55.282	55.282	39.886*
CxSwg	74	102.559	1.386	

$p < .05$

Table 5
Subanalysis of SMS School Plant (males)

Source of Variation	df	SS	MS	F
B (schools)	1	154.134	154.134	41.037*
C (pre-and-post)	1	16.134	16.134	4.296*
BC	1	.002	.002	.001
error	116	435.73	3.756	

$p < .05$

Table 6
Analysis of School Morale Scale Quality of Instruction

Source of Variation	df	SS	MS	F
B (schools)	1	24.64		
A (sex)	1	.218		
AB	1	8.894		
Swg	74	496.222		
C (pre-and-post)	1	66.692	66.692	16.258
BC	1	3.693	3.693	.9
AC	1	.453	.453	.11
ABC	1	18.645	18.645	4.545*
CxSwg	74	303.517	4.102	

$p < .05$

Table 7
Subanalysis of SMS Quality of Instruction (males)

Source of Variation	df	SS	MS	F
B (schools)	1	8.534	8.534	1.471
C (pre-and-post)	1	56.034	56.034	9.658*
BC	1	.298	.298	.051
error	116	673.001	5.802	

$p < .05$

Table 8
Subanalysis of SMS Quality of Instruction (females)

Source of Variation	df	SS	MS	F
B (schools)	1	25.0	25.0	5.723*
C (pre-and-post)	1	11.111	11.111	2.544
BC	1	9.0	9.0	2.06
error	32	139.778	4.368	

$p < .05$

Table 9
Analysis of School Morale Scale Administration, Rules, etc.

Source of Variation	df	SS	MS	F
B (schools)	1	101.769		
A (sex)	1	10.061		
AB	1	28.468		
Swg	74	518.394		
C (pre-and-post)	1	37.025	37.025	10.944
BC	1	2.078	2.078	.614
AC	1	4.012	4.012	1.186
ABC	1	37.58	37.58	11.108*
CxSwg	74	250.305	3.383	

$p < .05$

Table 10
Subanalysis of SMS Administration, Rules, etc. (males)

Source of Variation	df	SS	MS	F
B (schools)	1	130.209	130.209	23.909*
C (pre-and-post)	1	39.676	39.676	7.285*
BC	1	4.406	4.406	.809
error	116	631.701	5.446	

$p < .05$

Table 11
Analysis of School Morale Scale Community Support and Parental Involvement

Source of Variation	df	SS	MS	F
B (schools)	1	44.16		
A (sex)	1	16.395		
AB	1	18.849		
Swg	74	322.705		
C (pre-and-post)	1	84.776	84.776	65.162
BC	1	19.391	19.391	14.905
AC	1	25.433	25.433	19.549
ABC	1	65.6	65.6	50.423*
CxSwg	74	96.3	1.301	

$p < .05$

Table 12
Subanalysis of SMS Community Support and Parental Involvement (males)

Source of Variation	df	SS	MS	F
B (schools)	1	14.009	14.009	4.172*
C (pre-and-post)	1	110.209	110.209	32.82*
BC	1	10.207	10.207	3.04
error	116	389.567	3.358	

$p < .05$

Table 13
Subanalysis of SMS Community Support and Parental Involvement (females)

Source of Variation	df	SS	MS	F
B (schools)	1	49	49	16.838*
C (sex)	1	0	0	0
BC	1	11.111	11.111	3.818
error	32	93.111	2.910	

$p < .05$

Table 14
Analysis of School Morale Scale Other Students

Source of Variation	df	SS	MS	F
B (schools)	1	42.058		
A (sex)	1	8.042		
AB	1	20.27		
Swg	74	272.611		
C (pre-and-post)	1	11.853	11.853	2.852
BC	1	.519	.519	.125
AC	1	6.175	6.175	1.486
ABC	1	31.393	31.393	7.554*
CxSwg	74	307.56	4.156	

$p < .05$

Table 15
Subanalysis of SMS Other Students (males)

Source of Variation	df	SS	MS	F
B (schools)	1	61.634	61.634	14.536*
C (pre-and-post)	1	3.334	3.334	.786
BC	1	2.698	2.698	.636
error	116	491.801	4.24	

$p < .05$

Table 16
Analysis of School Morale Scale Teacher-Student

Source of Variation	df	SS	MS	F
B (schools)	1	21.564		
A (sex)	1	7.155		
AB	1	16.873		
Swg	74	697.305		
C (pre-and-post)	1	89.256	89.256	19.638
BC	1	4.333	4.333	.953
AC	1	33.003	33.003	7.261
ABC	1	55.11	55.11	12.125*
CxSwg	74	336.298	4.545	

$p < .05$

Table 17
Subanalysis of SMS Teacher-Student (males)

Source of Variation	df	SS	MS	F
B (schools)	1	4.409	4.409	.567
C (sex)	1	122.009	122.009	15.703*
BC	1	5.207	5.207	.67
error	116	901.367	7.77	

$p < .05$

Table 18
Subanalysis of SMS Teacher-Student (females)

Source of Variation	df	SS	MS	F
B (schools)	1	34.028	34.028	5.841*
C (pre-and-post)	1	.25	.25	.043
BC	1	.027	.027	.005
error	32	186.445	5.826	

$p < .05$

Table 19
Analysis of School Morale Scale General Feelings

Source of Variation	df	SS	MS	F
B (schools)	1	7.853		
A (sex)	1	19.103		
AB	1	24.556		
Swg	74	542.905		
C (pre-and-post)	1	73.392	73.392	21.341
BC	1	20.826	20.826	6.056
AC	1	7.795	7.795	2.267
ABC	1	55.023	55.023	16.0*
CxSwg	74	254.464	3.439	

$p < .05$

Table 20
Subanalysis of SMS General Feelings (males)

Source of Variation	df	SS	MS	F
B (schools)	1	23.409	23.409	3.867
C (pre-and-post)	1	78.409	78.409	12.954*
BC	1	21.673	21.673	3.581
error	116	702.101	6.053	

$p < .05$

Table 21
Analysis of Self-Esteem Inventory Lie Scale

Source of Variation	df	SS	MS	F
B (schools)	1	6.618		
A (sex)	1	6.122		
AB	1	2.004		
Swg	64	180.756		
C (pre-and-post)	1	10.618	10.618	7.05
BC	1	.263	.263	.175
AC	1	1.647	1.647	1.094
ABC	1	7.108	7.108	4.72*
CxSwg	64	96.364	1.506	

$p < .05$

Table 22
Subanalysis of SEI Lie Scale (males)

Source of Variation	df	SS	MS	F
B (schools)	1	8.581	8.581	4.002*
C (pre-and-post)	1	12.224	12.224	5.701*
BC	1	.08	.08	.037
error	108	231.535	2.144	

$p < .05$

Table 23
Analysis of Self-Esteem Inventory School-Academic

Source of Variation	df	SS	MS	F
B (schools)	1	24.736		
A (sex)	1	.003		
AB	1	1.681		
Swg	64	263.345		
C (pre-and-post)	1	12.971	12.971	5.88
BC	1	5.763	5.763	2.612
AC	1	.1	.1	.045
ABC	1	9.984	9.984	4.526*
CxSwg	64	141.182	2.206	

$p < .05$

Table 24
Subanalysis of SEI School-Academic (males)

Source of Variation	df	SS	MS	F
B (schools)	1	15.751	15.751	5.298*
C (pre-and-post)	1	11.572	11.572	3.892
BC	1	8.034	8.034	2.702
error	108	321.072	2.973	

$p < .05$

Table 25
 Analysis of School Morale Scale Across Three Diagnostic Categories

Source of Variation	df	SS	MS	F
treatments	2	3114.786	1557.393	3.537*
error	36	15852.65	440.351	

$p < .05$