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ABSTRACT
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a form of the Semantic Differential Scale with targets of "self as
parent" and "ideal parent". A reduction in the difference between
real and ideal ratings resulted from the pre-post tests. One hundred
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teacher" scale. A similar reduction is anticipated. (Author)

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THE EFFECT OF TRAINING IN VALUE-SHARING

ON

SEMANTIC DIFFERENTIAL SCORES

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Earlier training attempts to prevent drug abuse were predicated on a
cognitive-behavior link. Increased information generally resulted
in more positive attitudes toward drug use. An educational alternative
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Drug Abuse Prevention programs have all too often assumed that there is a causal link between information and behavior such that increasing one's knowledge about a given subject will lead one to behave in a proper manner (our way). It seems strange that this assumption persists into new areas, such as drug abuse prevention, considering its shaky history in having an impact on behaviors such as smoking, overeating, driving without seat belts, driving while intoxicated, and contracting venereal disease.

Cognitively based prevention has been gaining a reputation for being ineffective at best and possibly a source for the motivation to begin experimentation with illicit drugs. (Swisher, Crawford, Goldstein and Yura, 1971; Delone, 1972; Zazzaro, 1973.) Lack of information does not seem to be the problem for abusers and first time experimenters, rather there seems to be a complex of motives which include peer pressure, search for pleasure, curiosity, poor self-concept, boredom and lack of resistance to advertising messages. This list was suggested by and formed the basis for the drug education program in Coronado, California (Bensley, 1971; Carney, 1971). In June of 1971, Dr. Nancy Seiders, then with the Coronado Unified School District, ran a 45-hour training course for the teachers in Harrisburg under the auspices of Tri-County Council on Addictive Diseases. The program she presented has been expanded by the staff of TRI-AD and is called Value-Sharing (not a totally unique designation). Recently, the efforts at training teachers in Value-Sharing was augmented by having TRI-AD named as the South Central Regional Addictions Prevention Laboratory. The APL is a statewide effort at developing, testing and disseminating primary prevention strategies to the community. It is run out of the Counselor Education program at Pennsylvania State University and funded

by the Governor's Council on Drug and Alcohol Abuse.*

Value-Sharing is a distillation of a model of education which places primary focus on human values (Rucker, Arnspiger and Brodbeck, 1969) and seeks to allow students to explore those values and identify a process for maximally enhancing personal values while also enhancing the values of others. The specific methods involved include special strategies for Values Clarification (Raths, Harmin and Simon, 1966), suggested communication techniques for the instructor, and practice in integrating personal values in subject matter (Harmin, Kirschenbaum and Simon, 1973).

While some of the techniques employed are specific to the classroom setting, most of them can and are employed in other environments, such as the family and client service agencies. The intended effect on the student population is indirect with regard to drug taking or other troublesome behaviors and involves a shift in self-concept, risk taking and decision making. For the parents and teachers involved in our training, the intended effects include making use of Value-Sharing techniques and a change in attitude about themselves.

With the latter goal in mind, a pilot study was carried out in the Spring of 1974 using parents enrolled in a five-session Value-Sharing for Parents Course. A form of the semantic differential (Osgood, Suci, Tanenbaum, 1957) was administered to them before taking the course and at the conclusion, with the target being "Self as Parent" and "Ideal Parent". It was hoped that as a result of the Value-Sharing training, the difference between the real and ideal endorsement would diminish. The

implication of such a reduction in the difference score is that it is related to "Mental Health" (Rogers and Dymond, 1954). The results of that pilot effort were encouraging so that a larger sample was employed to further test the usefulness of the semantic differential to assess changes from Value-Sharing training.

The instrument used in the present study consists of 13 bi-polar stimuli chosen to assess a wide range of concepts toward the role of teacher and also to include the factor structure discovered to be included in virtually all concepts (Osgood, et al, 1957). Items are constructed on a seven point Likert format. Two assessments are made, one for "Myself as Teacher" and the other for "An Ideal Teacher". The forms were completed by each teacher enrolled in a teacher training course offered by TRI-AD in the Fall of 1974 during the first and the last session of the class. Two forms of training were employed, a 45-hour three credit graduate course and a 15-hour one credit in-service course.

The four sections of the in-service course involved non-voluntary training program for two school districts. Each district had one section for elementary and one for secondary (7-12) with about 2 in the elementary course and 4 in the secondary. The three sections of the graduate course were voluntary and each was offered within different school districts. Of the 55 who took the course, 5 identified themselves as teaching above the 8th grade.

The items were scored so that seven represented the more socially desirable pole. A factor analysis revealed no clusters of items so no subscores were computed, instead, separate scores for each of the thirteen dimensions were used. Some data was lost on the posttest measure when one

instructor forgot a whole class. In addition, there was the expected
attrition of teachers not present when the posttest was administered.

It was hypothesized that the difference between the Real and
Ideal Teacher score on the pretest would be greater than the difference
between the Real and Ideal Teacher score on the posttest. Therefore, a
repeated measures factorial design was used.

There were three levels of repeated measures:

1. Pretest versus Posttest

2. Real Teacher versus Ideal Teacher

3. Thirteen separate bi-polar dimensions

Difference scores are generated and compared in this design.

(Insert Table 1)

Several describers of the teachers were identified; such as, sex of
student, length of years in teaching and present grade assignment. In
addition, there were two kinds of courses taught: one was 15 hours long;
one, 45 hours long. There were seven instructors, four females and three
males. When entering the date in various multi-factor designs, much data
was discarded to meet the requirement of proportionality within the design.
Although the subjects were discarded randomly, the number of subjects in
any one factorial design varied greatly. Only those designs which included
most of the data are summarized here.

RESULTS

If the Value-Sharing courses changed the semantic differential scores,
then the longer course should make the greater change. No differences
between teachers in the long or short courses should appear on the pretest,

but a difference should be there on the posttest; i.e., the teachers
have no reason to be different according to the length of the course they
are in on a pretest measure (N=103, probability=.234). However, on the
posttest measure there should be greater differences for the longer
course (N=103, probability=.008). Therefore, this hypothesis was supported
by the data.

(Insert Table 2)

Since the hypothesis was that the post scores should be closer
together, negative difference scores were predicted. Clearly the longer
course is more effective. The difference between Real and Ideal does
become less on the posttest and furthermore, the longer course produces
more negative difference scores, (t=2.82, probability<.01).

Other analyses were done with varying numbers of people involved
dependent on the particular factors analyzed. Only those with significant
results are reported here.

An anlysis using the sex of the student as an independent variable
revealed there was a greater impact of the Value-Sharing course on the
female teachers (N=25 females and 25 males, probability=.004).

A further analysis on the length of the course and the number of years
in a teaching career revealed that those who taught longer needed the longer
course to effect an attitude change (N=50, probability=.01).

DISCUSSION

It seems appropriate here to outline the limitations for generalizability
of this study: there were no control group measures; there were differences
between the courses other than length of time in that students in the longer

course were volunteers and this course was given graduate credit requiring
supervised implementation in the classroom; some classes were all female.

In three separate analyses the following questions were proposed:

1. Is there a change in the difference score as a result of
   Value-Sharing Training for teachers?

   Yes, posttest differences between Real and Ideal are
   less than pretest differences (N=50, probability=.027).

2. Does longer exposure to the Value-Sharing Course produce a
   greater change in difference scores?

   Yes, difference scores are reduced more in the scores
   in the longer course; however, the courses themselves
   vary in ways other than length which may be important
   in this result, (N=50, probability <.01).

3. Do female teachers change more than male teachers?

   Yes, females have difference scores smaller than male
   difference scores on the posttest, (N=50, probability=.004).

4. Do teachers who have been teaching longer need more time to
   change their attitudes?

   Yes, those who had taught longer changed more in the
   longer course, (N=50, probability=.01).

The preceding results constitute the analysis done to the present.
It would be of interest to undertake two further analysis to understand
the results and to continue in the present path of research with this
instrument. One line would be to sum the difference scores for each subject
and, therefore, develop a within person "D" which would then be used as
a predictor variable for other important teacher behaviors. This D score
might be related to in-class behavior using an interaction analysis adapted

for Value-Sharing categories (already in use), or a change in D score could be related to changes in approach toward different classes of pupils or pupil problems.

A second needed analysis is to understand better what accounted for the reduction in the difference scores reported. This could have occurred because of a shift in the endorsement for "ideal teacher" without any change in self report; or it could have resulted from an increase in "myself as teacher" scores with no change in "ideal teacher" reporting. Familiarity with the data suggests that the "ideal teacher" profile was reduced and less stereotyped for social desirability while the "myself as teacher" increased in the socially desirable direction (scores increased), but this is yet to be tested for stability by use of statistical methods.

Beyond the reanalysis of the present data available, there are a number of other areas which should be explored. The most obvious is to refine the instrument in use and include categories which stand a better chance of making important discriminations among the participants. Using additional target designations, such as, marijuana smokers, alcohol abusers, narcotic addicts, hyperactive child, etc., would extend the information about how this kind of training influences attitudes toward important target populations.

Finally, there is the evaluation of Value-Sharing itself other than the attitudinal ones investigated with the Semantic Differential form. What is taught in the courses? How do teachers use it in their classes? How many use it after the class is over? What is the impact on the students? I am pleased to be able to say that each question has either been investigated, is currently under investigation, or is imminently to be investigated. What

we have reported is just the beginning of systematic evaluation of this

primary prevention technique.

TABLE 1

Factorial Design

Pretest		Posttest	
Real Teacher	Ideal Teacher	Real Teacher	Ideal Teacher
1 through 13	1 through 13	1 through 13	1 through 13

TABLE 2

Length of Course
Ideal - Real Scores
N = 103

Response	15 HOURS			45 HOURS		
	Pre	Post	Post-Pre	Pre	Post	Post-Pre
1	.76	.91	.15	.92	.54	-.38
2	1.26	1.13	-.13	1.60	.89	-.71
3	.97	1.02	.05	1.46	1.14	-.32
4	1.18	.80	-.38	1.15	.79	-.36
5	.31	.20	-.11	-.16	.20	.36
6	1.54	1.61	.07	1.60	1.24	-.36
7	.96	.57	-.39	.88	.49	-.39
8	1.00	1.05	.05	1.02	.51	-.51
9	1.48	1.09	-.39	1.37	.88	-.49
10	1.44	1.61	.17	1.47	1.19	-.28
11	.50	.35	-.15	.90	.58	-.32
12	.85	.61	-.24	1.10	.75	-.35
13	.17	.06	-.11	.24	.63	.39

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Appendix

INFORMED CONSENT

One of the efforts at evaluating the impact of the training you are receiving will include the form which we would like you to fill out twice. Once at the beginning of the course, and once at the end. It is a simple form which we hope will measure some of the attitudes you hold about yourselves as teachers. The purpose is to see if we are at all effective in what we are trying to do. We are asking for some information to make our analysis more meaningful for us. Your specific responses will be coded and put on cards for analysis without any way of tracing it back to you. Furthermore, none of the results will be inspected until after the course is complete and grades assigned. If, however, you still don't feel comfortable filling out the forms, <u>then don't!</u> simply hand it in blank, but we do hope that you will fill it out for our use. YOU ARE FREE TO WITHDRAW YOUR CONSENT AND TERMINATE YOUR PARTICIPATION AT ANY TIME.

To fill out the forms, simply place a mark in the middle of the spaces (_:X:_). The words describe dimensions along which you can think about certain roles of jobs you have. <u>Put down your first impression</u>, you don't have to think hard about an answer. If you feel that the concept is very closely related to one end of the scale, you should place your mark close to that word; if you feel that the concept is only slightly related to one end of the scale, place the mark closer to the middle.

<u>IMPORTANT</u>, on the first page which follows, <u>write</u> as a heading "MYSELF AS TEACHER". On the second page, write as a heading "AN IDEAL TEACHER". The task is to fill out the forms to describe yourself as a teacher and to describe what might be an ideal teacher.

To help us better understand what is happening with these results, would you give the following information: (Remember, after you fill these out and they are coded they will not be identifiable in the analysis.)

MALE _____ FEMALE _____

NAME _____

DATE _____

NUMBER OF YEARS TEACHING _____

GRADE LEVEL _____,_____,_____,_____

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1. Active   ___:___:___:___:___:___:___: Passive

2. Good   ___:___:___:___:___:___:___: Bad

3. Relaxed   ___:___:___:___:___:___:___: Tense

4. Unpleasant   ___:___:___:___:___:___:___: Pleasant

5. Fast   ___:___:___:___:___:___:___: Slow

6. Dull   ___:___:___:___:___:___:___: Interesting

7. Flexible   ___:___:___:___:___:___:___: Rigid

8. Weak   ___:___:___:___:___:___:___: Strong

9. Effective   ___:___:___:___:___:___:___: Ineffective

10. Disorganized   ___:___:___:___:___:___:___: Organized

11. Fair   ___:___:___:___:___:___:___: Unfair

12. Unrewarding   ___:___:___:___:___:___:___: Rewarding

13. Controlled   ___:___:___:___:___:___:___: Independent

1. Active	___:___:___:___:___:___:___	Passive
2. Good	___:___:___:___:___:___:___	Bad
3. Relaxed	___:___:___:___:___:___:___	Tense
. Unpleasant	___:___:___:___:___:___:___	Pleasant
5. Fast	___:___:___:___:___:___:___	Slow
6. Dull	___:___:___:___:___:___:___	Interesting
7. Flexible	___:___:___:___:___:___:___	Rigid
8. Weak	___:___:___:___:___:___:___	Strong
9. Effective	___:___:___:___:___:___:___	Ineffective
10. Disorganized	___:___:___:___:___:___:___	Organized
11. Fair	___:___:___:___:___:___:___	Unfair
. Unrewarding	___:___:___:___:___:___:___	Rewarding
1. Controlled	___:___:___:___:___:___:___	Independent