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ABSTRACT

The paper contrasts an affective education program with a traditional education program in a school district in Kentucky. Over 200 elementary students participated in affective activities in three 30-minute sessions per week during a 12-week pilot phase and a two-year study phase. For final data analysis, children were placed in groups labeled either traditional (having little or no exposure to the program) or affective. The children also were identified as belonging to one of six temperament groups created by combining characteristics such as "energetic-active," "socially outgoing," "compliant-passive," and "individually retiring." Results show that participation in the affective program had desirable effects upon overall self-competency and attitude toward school. Students in the "energetic," "outgoing" temperament groups made meaningful gains in the affective program, whereas students in the "retiring" temperament groups made meaningful gains in the traditional program. Findings indicate that different programs are beneficial for different types of students. Further research in this area should consider the effects of classroom management, regional differences, and temperaments across cultures and across socioeconomic groups. (Author/AV)

LONG TERM EFFECTS OF AN AFFECTIVE-SOCIAL EDUCATIONAL PROGRAM UPON ELEMENTARY SCHOOL AGE CHILDREN

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LONG-TERM EFFECTS OF AN AFFECTIVE-SOCIAL EDUCATIONAL PROGRAM UPON ELEMENTARY SCHOOL AGE CHILDREN

Commitment to affective education is a unique event. It is not quickly gained. Usually obtaining such a commitment means that both academic programs and career education must give up some of their precious time.

The decision to become involved in an affective education program was shared by several consituencies. Administrators, teachers, parents and some students were involved in this decision. Indeed, these several groups must be involved in the planning; development, implementation, and evaluation of any new program (Stilwell, 1976a), especially an affective education program (Stilwell, 1976b).

In the last three years the Superintendent School Board, teachers, parents, and students have supported and have been participants in Stuttgart (AR) School District, No. 22's affective education program. The School District represents the desirable instance in which the Superintendent and the Board want the program. Our experience suggests that administrative/Board commitment is essential for a successful program.

The purpose of this report is to describe the effects of an affective education program in contrast with a traditional education program in this School District. Over the last two years a series of reports have been prepared to monitor the development of this program (Stilwell & Barclay, 1977a, 1977b, 1978).

Paper presented during the program on "Temperament Treatment Interactions: A New Key to the Change Process" at the Annual Meeting of the American Educational Research Association, Toronto, March 30, 1978.

The work of Roger Aubrey, Edmond Barnett, Mary Alice Acklin, and Ned W. Mosley has been crucial in the development and implementation of this program. Superintendent Mosley without reservation supported and facilitated the program. Mary Alice Acklin was the program manager and responsible for teacher-collegial as well as parent training. Edmond Barnett prepared the grade-level teacher teams for cooperative work as well as sensitive management of their own classrooms. Roger Aubrey presented during in-service training "The Circle" which was an integration of the Magic Circle, DUSO, and Focus on Self. James Barclay and the author designed and evaluated the program events over its two year existence. It is the cooperative effort that produced the results which we will describe.

METHOD

Students

Two hundred twnety-one students (105 boys and 16 girls) were involved in the final two-year data collection (Stilwell & Barclay, 1978). These children provided full data sets for the pilot program as well as the three May assessments (1975, 1976, 1977).

In previous studies (Barclay, 1977) little differences were found between boys and girls when their temperaments were considered. For this report we did not discriminate between boys and girls in our analyses.

Programs

The "affective education program" on this study was a planned integration of DUSO, Focus on Self and The Magic Circle. The students worked on selected activities on a regularly scheduled basis: three 30-minute sessions per

week. On a weekly basis the teachers on each grade level met, compared successes and discussed progress with the program's elementary counselor. Those grade level teams represent the learning team model proposed by Stilwell and Santoro (1976).

Design

Intially students were assigned to one of four program groups: (1) students who participated in a 12-week pilot program plus the full two program years; (2) students who were involved in only the last year of the study; (3) students who worked in only the 12-week pilot program; and (4) students who remained in the traditional program throught the full study.

In the purposes of this report we identified two "programs" in the Stuttgart School District. Our final groups were labeled as traditional and affective. The traditional group was made up of two groups: one group had been participants only in the 12-week pilot program while the second traditional group has been assigned to the traditional school throughout the study. The affective group included the students who has been involved in affective education for the full study and those students who had been involved in the program for 1976-1977.

Teachers

Crucial to the success of this program was the willingness of teachers to yield three 30-minute sessions to the program. Of course the leadership from the administration was facilitative, but the classroom teachers did give up academic time, did learn new interpersonal skills, and presented a new curriculum. The experience in the affective program was apparently rewarding since these teachers volunteered to conduct the pre-program

in-service for the fifth grade teachers who received children who had been in the program for one or two years. The in-service program for these fifth grade teachers was an imitation of the 12-week six-session pre-program in-service offered by Ed Barnett. Indeed, the grade level team and its subsequent commitment to peer training represents an example of the team-approach described in Stilwell and Santoro (1976).

Criterion

The students were assessed with the Barclay Classroom Climate Inventory (BCCI) (Barclay, 1977) in May 1975, May 1976, and May 1977. Only 15 BCCI scales were used in the later analysis.

Try as we might the program manager was unwilling to encourage the unobstrusive collection of behavioral data (eg., attendance, grades, discipline instances) and interview data from students, parents and teachers. She argued that enough changes were occurring in the Stuttgart schools.

Six Temperaments Groups

Using the meta analysis reported elsewhere (Barclay, 1977), the students were identified as members of a particular BCCI temperament group. Barclay suggests that people can be located in one of six cells according to their position on two bipolar scales: Group 1, energetic-active, individually retiring; Group 2, energetic active, socially outgoing; Group 3, compliant-passive, individually retiring; Group 4, compliant-passive, sociable-outgoing; Group 5, blend of 1 and 2; Group 6, blend of 3 and 4. Thus the children became identified according to their membership in one of six temperament groups.

Data Analysis

In earlier analyses simple univariate analyses of variance and covariance were reported (Stilwell & Barclay, 1977a, 1977b, 1978). We performed a series of univariate analyses of covariance using MULTIVARIANCE IV (Finn, 1968). Thus, the students provided data for 2 (programs) X 6 (temperament group) univariate analysis of covariance. The covariate was the appropriate May 1975 BCCI scale score.

RESULTS

The results from this series of univariate analyses of covariance provide information which can be helpful in educational decision making. Adjusted Mean Scores and F statistics are presented in tabular format. Eleven of the 15 Program X Temperament Group interactions were significant at the .10 level or less. This higher than conventional level was suggested by Cronbach and Snow (1977) for studies of this kind. Of the remaining four BCCI variables, we found two group main effects in the career-awareness area (SOC, VTOT) and two program main effects in self-report (STOT, CCI). Thus, we obtained significant differences on each of the 15 selected BCCI scores.

Main Effects

Program Effects. The results from the two program effects show that participation in "The Circle" did have desireable effects upon overall self-competency and in the students' attitude toward school (see Table).

Temperament Group Effects. The two group effects display patterns which might be anticipated. That is, Group 4 students seem to be outgoing and have some leadership skills; indeed, they appear to want to learn more about people-oriented careers. Also Group 6 students seem to be "playing

things" very conservatively and succeeded in raising their scores.

Program X Temperament Group Interactions

The thrust of this effort is to identify the program x temperament groups interactions. In the long run we want to be able to recommend programs for certain kinds of children. Indeed, the BCCI temperaments seem to signal certain styles of personal interaction, which can be called temperaments. Our findings suggest that temperaments do interact in ways which are more meaningful than main effect results. In presenting these findings we will look at the figures displaying the adjusted mean scores with the May 1975 covariate eliminated (see pages 10 through 13).

Peer Support. The largest number of significant program x BCCI temperament group interactions were found on the peer support scales of the BCCI. Plotting these scores produced patterns that showed differences in the same scales for students who had been in the affective program and for students who had been assigned to the traditional curriculum. On GAI, GRM, GSC and GE generally compliant belnds (Group 6) and energetic outgoing (Group 2) students made meaningful gains in the affective program while retiring students (Group 1 and Group 5) made gains in the traditional program. This pattern could be anticipated by the character of the two programs--supporting outgoing expressive styles of interaction versus maintaining a controlled, managed classroom.

A similar pattern was found for GR and GD. Improvement on both of these scales is signaled by a lower post program score. The traditional program seems to have been successful in keeping these scores low which means the students were seen as more compliant. In contrast the affective

program provided an opportunity in the quiet (Group 6) students to become more open and outgoing. This pattern offers the teacher and administrator an option to choose one program style over another, depending on program goals.

The overall peer support score (GTOT) seems to summarize the thrust of the group x program interactions. The passive compliant students (Groups 3 and 4) stayed about the same over the two years. The GTOT results suggest the affective program supported the outgoing styles of selected students (Groups 2 and 6). At the same time the traditional program seemed to reward those students who were quiet and retiring (Groups 1 and 5).

Career Awareness. Participation in the two program alternatives appeared to have an effect upon two measures of career awareness. The students in the affective program appeared to have "turned on" the quiet children (Groups 1 and 2) to outdoor masculine occupations (REAL) and to intellectual careers (INT). At the same time the traditional program appears to have stimulated the energetic blend (Group 5) students in these same two areas. Thus, the pattern suggests that different overall program alternatives (affective versus traditional) can benefit selected students development of career awareness in certain areas.

Teacher Support. A major thrust of this program was on teacher in-service training. The group x program results suggest that teachers did respond differentially to their students. More specifically, the affective program teachers seem to have responded more positively (TR+) to the outgoing, active and energetic students in their classes. In contrast the teachers in the traditional program were more positive to the quiet and compliant students. This pattern suggests that teachers support students who are

"fitting in" with the program or classroom goals. Teachers were also negative (TR-) toward certain kinds of students, but differentially by program and group. More specifically, the blend (Groups 5 and 6) students seem to be more "troublesome (?)" for the affective program teachers than other students. Meanwhile in the traditional program the teachers seem to be more negative toward passive students who probably are more dependent and require special teacher support.

SUMMARY

The affective education program in Stuttgart (Magic Circle, DUSO, Focus on Self plus teacher in-service and parents groups) represents a bold step for a school system. It is a change in a beneficial direction. While our data do not cover all the bases (e.g., psychometric, observational, and interview), we do have an appreciation for the two programs' benefits for selected students. The affective program seems to have facilitated interpersonal skills and social interests. The traditional program appears to have maintained many appropriate (self-controlled) skills. At the same time we found that both programs were not appropriate for all children. This alone is not new, but it is important to obtain this finding again.

Our approach of looking at children by their temperament group seems to be an important step forward in educational research. Our model is that of Cronbach and Snow (1977), but the reality of the classroom and school situation often does not permit the rigor which they suggest. Accordingly we have moved in a direction which allows us to begin individualizing instructional styles around temperament clusters. We must go on to look at more programs, more different classroom management/curriculuar interventions, at the differences among regions, temperaments across cultures and across

socioeconomic groups. Indeed, we have a question which must be answered "What learning program is most effective for each temperament group with that unique learning outcome?"

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Adjusted Mean Scores and F Statistics for BCCI Scales Over Two Program Years

Variable	Program		$F_{1,208}$	P<
	Affective	Traditional		
Self-Competency	14.96	14.18	3.2445	.0731
Group				
Artistic Intelligence	4.497	4.691	.004	.9835
Realistic Masculine	4.494	4.078	1.0305	.3111
Social-Conventional	6.328	6.326	.2787	.5982
Enterprising	6.983	6.227	.4043	.5257
Reticent	3.030	2.566	.2315	.6311
Disruptive	3.051	2.105	3.5465	.0611
Overall	22.30	21.32	.4740	.4920
Career				
Realistic	4.425	4.185	.1257	.7233
Intellectual	4.099	4.612	2.1139	.1475
Social	5.457	5.913	.6625	.4167
Overall	33.19	34.88	1.9629	.1627
Teacher				
Positive Rating	18.43	16.45	5.1845	.0239
Negative	5.571	3.873	1.2887	.2575
Attitude Toward School	9.159	8.600	3.5170	.0622

Note 1. Ignoring Group and Program x Group Interaction Effects

2. Ignoring P x G and eliminating Program Effects

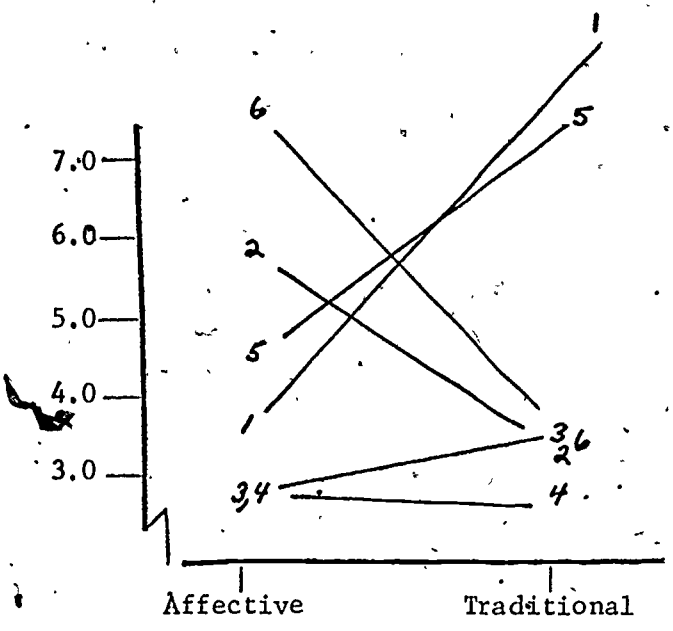
3. Eliminating Program and Group Effects

4. Error term in the ANCOVA is the residual.

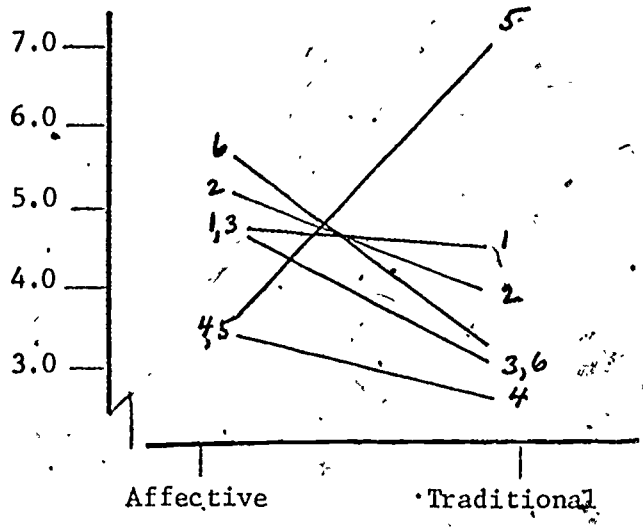
Adjusted Mean Scores and F Statistics for BCCI Scales Over Two Program Years (continued)

Temperament Group[2]								Interaction[3]	
1	2	3	4	5	6	$F_{1,208}$	P<	$F_{5,208}$	P<
14.11	15.17	14.54	14.01	15.27	14.32	.7873	.5600	.6972	.6262
6.024	4.498	3.003	2.340	5.956	5.742	3.5704	.0041	2.9149	.0145
4.707	4.504	3.834	3.059	5.134	4.479	1.7889	.1165	2.4857	.0327
8.471	6.472	5.496	4.353	7.104	6.069	2.9137	.0145	2.5161	.0309
7.875	4.989	5.404	4.793	8.517	8.054	1.7781	.1187	3.0536	.0111
2.784	1.595	3.129	2.684	2.615	3.982	1.9066	.0946	1.9332	.0902
2.263	2.242	2.205	2.864	2.115	3.778	.8159	.5397	1.8986	.0959
26.84	20.65	17.54	14.67	26.84	24.34	3.6925	.0032	4.2514	.0011
4.283	4.187	5.011	4.446	4.425	3.526	1.0219	.4055	1.9772	.0834
4.151	4.875	4.536	4.729	4.452	3.391	1.3395	.2488	2.1271	.0635
5.329	6.201	6.286	6.497	5.231	4.564	2.1044	.0662	1.1201	.3506
32.18	35.02	34.95	37.18	33.71	31.17	2.1976	.0559	1.7159	.1323
18.48	16.05	19.23	16.01	17.20	17.68	.8687	.5031	2.0428	.0741
2.932	3.520	5.199	5.985	5.356	5.340	1.8041	.1134	2.2924	.0469
8.572	9.290	8.984	8.373	9.297	8.761	.9646	.4406	1.6369	.1516

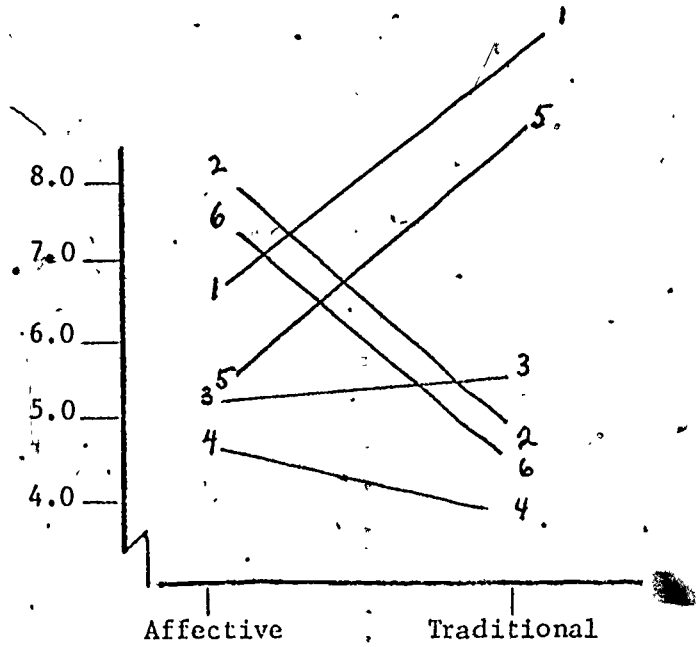
Adjusted Means with Covariate Eliminated for
Significant Program X Group Interactions



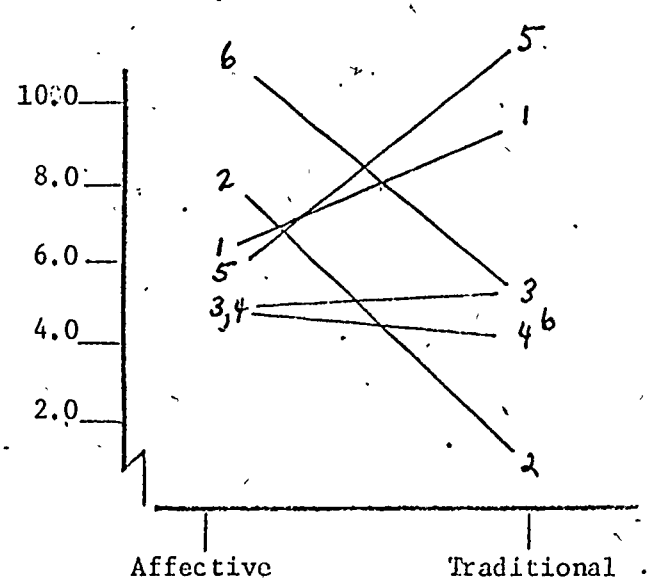
GAI $F_{5,208} = 2.9149$ $p < .0145$



GRM $F_{5,208} = 2.4857$ $p < .0327$

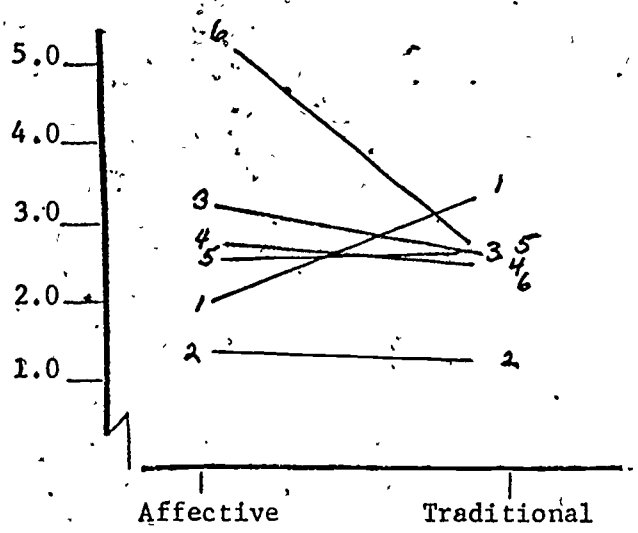


GSC $F_{5,208} = 2.5161$ $p < .0309$

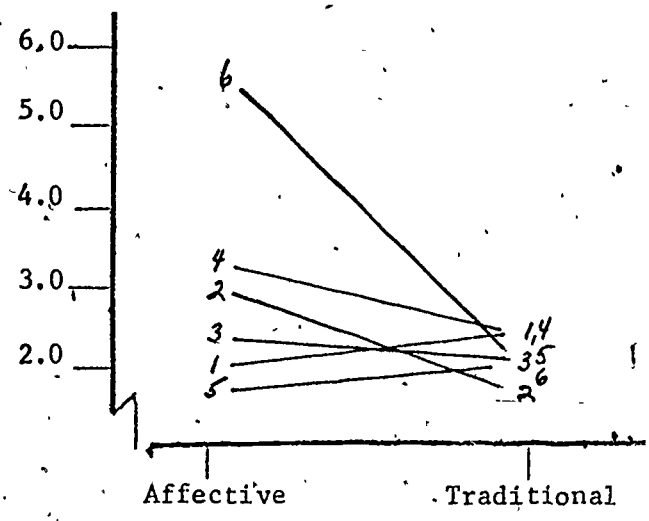


GE $F_{5,208} = 3.0536$ $p < .0111$

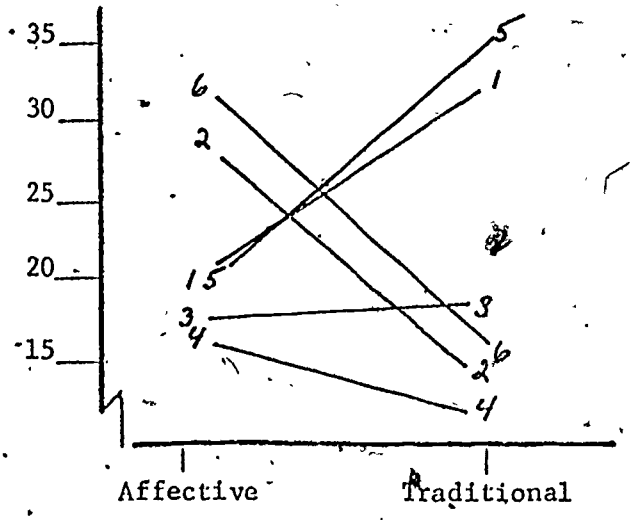
Adjusted Means with Covariate Eliminated for Significant Program X Group Interactions



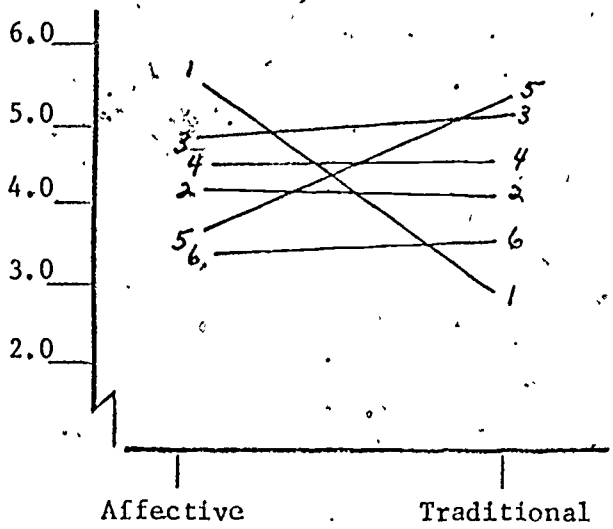
GR $F_{5,208} = 1.9332$ $p < .0902$



GD $F_{5,208} = 1.8986$ $p < .0959$

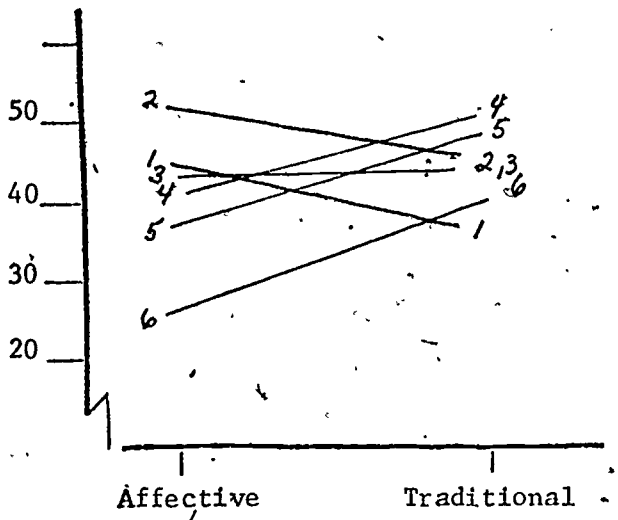


GTOT $F_{5,208} = 4.2514$ $p < .0011$

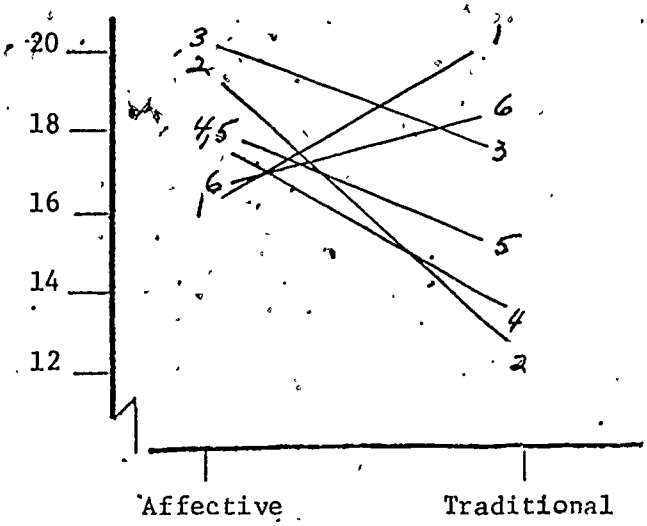


REAL $F_{5,208} = 1.9772$ $p < .0834$

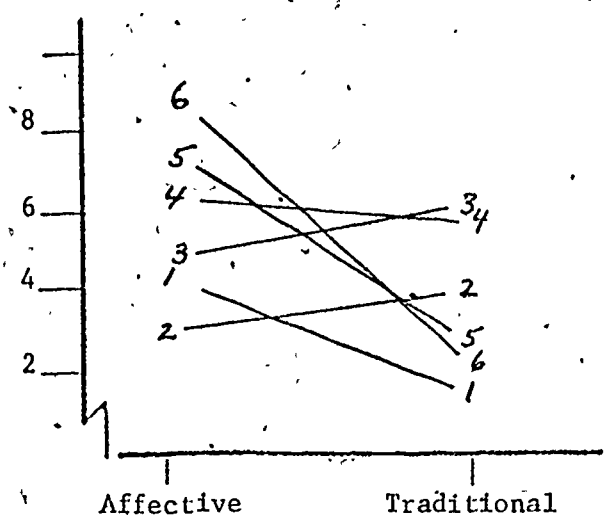
Adjusted Means with Covariate Eliminated for Significant Program X Group Interactions



INT $F_{5,208} = 2.1271$ $p < .0635$



TR+ $F_{5,208} = 2.0428$ $p < .0741$



TR- $F_{5,208} = 2.2924$ $p < .0469$

NOTE: Group 1 - controlled responsible, self-regulated; Group 2 - leaders with social power; Group 3 - low peer and teacher support; Group 4 - leadership drive, but lack social power; Group 5 - blend of 1 and 2; Group 6 - blend of 3 and 4.

Summary Display of BCCI Scales by Significance Level

	Program			Group			Interaction		
	<10	<05	<01	<10	<05	<01	<10	<05	<01
STOT	x								
GAI						x		x	
GRM								x	
GSC					x			x	
GE								x	
GR				x			x		
GD	x								x
GTOT						x			
REAL							x		
INT							x		
SOC					x				
VTOT					x				
TR+		x					x		
TR-								x	
CCI	x								