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Effectiveness of methodologies for human relations

training as perceived by participants

by

James B. Austin

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CHAPTER I. THE INTRODUCTION

Statement of the Problem

Historically, states have mandated certain requirements for the preparation of teachers. Little research is available on the best possible method(s) of teacher preparation. Frequently these mandates came about because a neighboring state passed a similar law or the U.S. Office of Education allocated monies for their implementation. Often these mandates achieve incongruent outcomes between what the initiators required or expected and what the teachers received. This inconsistency, therefore, established a need for further research into effective instructional methodology to be used in teacher preparation.

With regard to the human relations training requirement enacted recently by a number of states, very little research was available on what method(s) of instruction were deemed to be most effective in providing human relations training. Research showing what methods of instruction are most effective in meeting the needs of human relations training programs should therefore be beneficial to persons involved with teacher training.

Purpose of the Study

The purpose of this study was to conduct a carefully designed survey of a representative sample of teachers who had participated in the human relations training programs in Minnesota. This survey was designed to assist in determining the most effective methods of instruction for human

relations training. From this survey, those persons with the responsibility of training participants in human relations should be able to utilize these findings for implementation of their programs. Ideally, this will provide the instructor with more effective methods of instruction and result in a more productive and useful human relations training program.

Teachers in Iowa who do not hold a permanent professional certificate will be required to attain forty-five hours of human relations training prior to receiving certificate renewal effective August 31, 1980. Therefore, learning from the experiences of Minnesota trainees who embarked upon their program in February, 1971 should be beneficial for Iowa and other states as they mandate similar human relations training programs for teachers.

Background Information Regarding Human Relations Training

The issue of human relations training has important implications for educators because of the growing number of states that have implemented, or are in the process of implementing, mandates requiring school personnel to obtain training in the human relations field. In addition to state-mandated human relations programs, many local school districts are requiring teachers to attend inservice training programs dealing with the human relations field or are encouraging staff members to attend workshops and seminars designed to develop skills in communication, problem-solving and decision-making in order to improve their classroom teaching ability and overall effectiveness as an educator (Buchanan,

1972, pp. 4-6; Jerrems, 1971, pp. 66-68 and Whaley, 1972, p. 31).

This investigator contacted each of the fifty states regarding implementation of a state-mandated human relations training program (see Appendix A). Five states, Illinois, Minnesota, Oregon, South Dakota and Wisconsin, currently have an ongoing human relations training program specifying varying requirements for certification or recertification of teachers. Although only five states have implemented such programs, several others are in the process of establishing state-mandated training programs such as California, Iowa, Nebraska and Pennsylvania. Iowa's state-mandated human relations training program has been made effective as of August 31, 1980. Still other states such as Indiana, Nevada, North Carolina and Texas have requirements for certification of teachers that provide training in multicultural education and other aspects of the human relations field but do not have a specific human relations training program. Responses from other states indicated a desire that such a training program be established and reflected the belief that the educational system would benefit from such an endeavor. However, no preparations were being initiated in that direction. It should be noted that this survey was made among state departments of education for state-mandated human relations programs only. Many local school districts or other concerns have established their own human relations training programs which are not state-mandated and some have evaluated these training programs as very successful.

The requirements for a human relations training program stem from the belief that educators are not interacting effectively with one another

and/or with students in a humane fashion (Henderson, 1974, pp. 7-8).
Human relations training is designed to effect changes in people (Rinne,
1974, p. 37) and has in fact been found to change the perception of
trainees toward themselves and others (Hipple, 1970, p. 37; Hipple, 1973,
p. 156). According to Argyris (1962, p. 145), human relations training
"is designed to provide maximum possible opportunity for the individuals
to expose their behavior, give and receive feedback, experiment with new
behavior and develop everlasting awareness and acceptance of self and
others." Not only is the training in human relations designed to improve
interpersonal relationships by which students and educators become better
aware of self and others but, also, to develop intergroup relationships
through understanding and appreciation of human behavior and human dif-
ferences (Dirlam and Buchanan, 1974, p. 22). It has been noted that
only through developing an appreciation of one's self can one appreciate
others (Whaley, 1972, p. 13; Dirlam and Buchanan, 1974, p. 23). There-
fore, in establishing an effective program, a positive attitude of human
relations must be developed in staff members before it can be fostered
in children.

More and more research supports the belief that affective education
is as important as cognitive learning and, in fact, for real learning to
transpire, the two cannot be separated (Dirlam and Buchanan, 1974, p. 22).
Various studies indicate how imperative it is for teachers to possess
interpersonal skills in the classroom in regard to student achievement.
Davis and Gazda (1975, p. 185) state in regard to the Coleman Report
"that achievement is influenced by other students and teachers rather

than curricula and facilities." Also, it has been found that there is

a positive correlation between the achievement level of students and the

levels of understanding, warmth and empathy displayed by teachers (Aspy,

1969, p. 47; Kratochvil, Carkhuff and Berenson, 1969, p. 163). These

findings certainly support the concept that human relations training is

a needed requirement for educators to maximize the learning potentials

of students.

It has been established that prejudices are deeply rooted in chil-

dren who have little opportunity to learn about human diversity (Buchanan,

1972, p. 3; Dirlam and Buchanan, 1974, p. 24). Human relations training

objectives consistently include goals that are designed to deal with

recognizing, understanding and respecting racial, cultural and economic

diversity. The human relations program established by the state of

Minnesota was designed to (1) understand the contributions and lifestyles

of the various racial, cultural and economic groups in our society; (2)

recognize and deal with dehumanizing biases, discrimination and preju-

dices; (3) create learning environments which contribute to the self-

esteem of all persons and to provide positive interpersonal relations;

and (4) respect human diversity and personal rights (Shaffer, Hummel,

and Rhetts, 1974, p. 2).

The Madison Public School System in Madison, Wisconsin had extab-

lished a training program which is designed to assist educators in devel-

oping their abilities to understand themselves as well as how to relate

and communicate with others and to use human relations skills to analyze

and plan strategies to solve human relations problems within the

classroom. The intergroup relations aspect of the program focuses on how the perceptions and attitudes that educators have about family, class and ethnic differences affect the learning processes and the operational values and design of the schools. Evaluation of this program in Madison revealed that significant changes took place on cognitive, affective and behavioral levels. Both evaluative instruments and verbal responses of participants indicated changes in understanding, respecting and accepting the pluralistic society in which they lives (Dirlam and Buchanan, 1974, p. 23).

Other writers also identify the understanding and appreciation of human behavior and human differences as goals of human relations training for educators (Whaley, 1972, p. 12). It has been found that faculties trained in human relations skills were more able to adapt to the classroom setting (Hicks, 1975, p. 31), and that students valued the kinds of behavior displayed by a trained faculty (Hocking and Schnier, 1974, p. 608). Training in the human relations field was also found to increase the facilitative levels of communication of teachers and to allow the teacher to sharpen his perceptions and insights with respect to himself and others (Davis and Gazda, 1975, p. 188).

It can, therefore, be concluded that involving educators in a human relations training program will result in a better understanding of the racial, cultural and economic differences that do exist in our communities, states and nation and will assist educators in dealing with these problems more effectively in the classroom setting. Although there is sufficient research to show the need for a well-developed human relations

training program for educators, there is little agreement among researchers on what methods of instruction should be used to teach such a program. This feeling is expressed by Kirby and Bowers (1975, p. 2) when stated: "Unfortunately few investigators have focused upon determination of efficient methods for providing teachers with requisite human relations skills." Supporting this concern, it is noted that research evaluates training programs rather than specific techniques and little evidence exists as to the merits of different methods of achieving specific training objectives (Landy and Trumbo, 1976, pp. 286-287). The writers elaborate upon this concept observing the trend in evaluating research seems to be to demonstrate that a new technique "works", rather than to show it is more effective than established techniques for accomplishing the same training objectives. The need is established for systematic studies which test the effects of independent variables, including different methods, media and techniques.

This investigation will attempt to assess the degree of satisfaction with the methods of instruction used in training educators who have completed a state-mandated human relations training program. It will also attempt to assess the effects this training had upon their personal growth. In ascertaining the degree of satisfaction with the methods of instruction and the effects of the training upon personal growth, the perception of the participants will be assessed. It has been found by Campbell (1967, pp. 818-820) and Segall, Campbell and Herskovits (1966, pp. 20-21 and 213-214) that one's perceptions are given truths. The greater the adherence to the rules of evidence and procedures of

experimentation, the more error free the observations will be. But the interpretation of the given data can be viewed differently by those observing, and although there may not be agreement among observers, each considers his own viewpoint as being a truth (Kidder and Stewart, 1975, p. 2). Harrison (1966, p. 517) states that an individual perceives that which he has conceptualized. In order for an individual's perception to be changed, his concept must first be altered. Therefore, for a teacher's perception of the effectiveness of a method of instruction to be changed, first his concept of the basic value of that instruction must be altered.

Objective of the Study

The objective of this study was to survey participants who had been involved in the human relations training program in Minnesota thus providing those persons responsible for its initiation and implementation in Iowa with more effective methods of instruction. The primary methods of instruction used in teaching the human relations training mandate were compared to the participants' degree of satisfaction with that method of instruction and to the effects it had upon their personal growth. The demographic variables, which were derived from the review of literature, were also analyzed and compared to the participants' degree of satisfaction with the primary method of instruction used and the effects it had upon their personal growth. These data will be useful to persons responsible for implementing and instructing human relations training programs in Iowa and in other states.

Hypotheses

The following null hypotheses were tested:

1. There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate.

2. There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth.

3. There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when concerning the demographic variables listed below.

4. There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth when concerning the demographic variables listed below.

   a. Age of participants

   b. Sex of participants

   c. Grade level of instruction at which participants were employed

   d. Highest professional degree held by participants

f. Institution or personnel from which human relations
   training was received .

g. Number of months elapsed since completion of the human
   relations training

h. Number of clock hours involved in the human relations
   training

Definition of Terms

For the purposes of this study the following operational definitions
were used:

1. Affective: Refers to the feeling or emotional aspect of experi-
   ence and learning.

2. Cognitive: Refers to the activity of the mind in knowing an
   object, to intellectual functioning. What an individual learns
   and the intellectual process of learning it would fall within
   the cognitive domain--unless what is learned is an attitude or
   value, which would be affective learning.

3. Human Relations: Refers to individual behaviors and institu-
   tional practices which affect the extent and ability of persons
   to understand and obtain knowledge about themselves and others
   and to use knowledge and understanding to interact productively
   with others.

4. Human Relations Components: Refers specifically to the aspects
   of human relations training as cited on the questionnaire form
   (see Appendix C) sent to participants of the human relations

training program in Minnesota.

5. <u>Human</u> <u>Relations</u> <u>Mandate</u>: Refers to human relations training

programs that are a requirement for teacher certification.

Delimitations

The delimitations or scope of investigation are as follows:

1. The questionnaire was sent only to Minnesota teachers who had

completed the human relations training. In Minnesota those

teachers who had life certificates were not required to take

the training.

2. Only the components of the Minnesota human relations mandate

were of concern to this study. Other states that have imple-

mented or are in the process of establishing human relations

training programs were found to have had similar requirements

and therefore Minnesota's mandate was comparable.

3. Such variables as facilities, financial resources, geographical

location of participants, religion and race were not of concern

in this study.

4. A status study, rather than a longitudinal study was undertaken.

This should provide states that are implementing human rela-

tions training programs with data identifying more effective

instructional methods.

Summary

This chapter provided an overview of the implications human relations training has upon education. The trend toward state-mandated human relations training programs prompts the investigation into the effectiveness of methods of instruction used in the training of educators in the human relations field. This chapter supports the belief that human relations training does result in a better understanding of racial, cultural and economic differences and upholds the concept that training in these skills will improve the teacher's classroom effectiveness. There is evidence for the need of an effective human relations training program along with results showing the overall effectiveness of specific training programs. A need to study the effectiveness of the methods of instruction used in human relations training programs was evident as there was no comprehensive research data available that examined which method(s) of instruction were most effective in accomplishing the training objective. From this study, those persons with the responsibility of training participants in human relations will be able to utilize these findings for implementation of their program. This will provide the instructor with more effective methods of instruction and result in a more productive and useful human relations training program. The findings should be of interest to Iowa and other states as they enact legislation mandating human relations training for educators.

CHAPTER II. REVIEW OF SELECTED RELATED LITERATURE

Overview

A complete compilation and discussion of all the research and liter-
ature relating to human relations training programs would be too broad
an area to cover adequately. Research in this area is growing at an
accelerated rate. However, as noted earlier in this investigation, there
are limited amounts of research and literature available which focus on
efficient methods of teaching educators in the requisite human relations
field. Therefore, this investigation has dealt primarily with those pro-
grams now in operation, with special attention given to the methods of
instruction used in training educators in the human relations field.
Areas covered included the following topics:

1. A general background of human relations training

2. The importance of establishing an effective and useful human
    relations training program for educators

3. Studies regarding personnel who should be involved in human
    relations training programs and when in their professional
    preparation or career this training should occur

4. Studies relating to various human relations training programs
    with an emphasis upon approaches used in these programs

General Background of Human Relations Training

The condition of our country in the 1930s, 40s and 50s lent itself to the rise of human relations training. This was a time when our nation as a whole focused on materialism and bureaucratic organizations. This preoccupation nurtured the qualities of helplessness, passiveness and indecisiveness in people and caused them to question their self-worth. The young, in their questioning of existing socialization processes and their searching for interpersonal relations, brought the need for a return to a more personal relationship with others and thus was a factor in fostering the idea of personal growth groups. Other conditions, such as urbanization, science and technology, etc., which tend to dehumanize the individual, can also be held accountable for the rise of human relations training (Henderson, 1974, pp. 3-7; Rogers, 1970, pp. 175-177).

During this era human relations training was a method in which individuals could deal with the psychological and social conditions that tended to isolate themselves from others. It was a way in which the individual could grow--emotionally, intellectually and spiritually in order to achieve his full potential for growth and "growth", Henderson (1974, p. 15) states, is a basic concept in human relations.

In looking back to the leaders in the humanistic movement, one can observe how the growth concept was derived. Maslow, sometimes called the father of humanistic psychology, emphasized growth and development of one's potential rather than dwelling upon one's inadequacies. Carl Rogers also stressed movement of an individual in a positive direction-- one directed toward personal growth and social cooperation. Other

psychologists and philosophers who were involved in the humanistic move-
ment agreed that growth in interpersonal relations--the ability to dis-
close one's self to others and related honestly to them--is basic to a
healthy personality. Carl Rogers stated, "the personal-growth aspect
of human relations is one of the most successful modern inventions for
dealing with the feeling of unreality, of impersonality and of distance
and separation that exists in so many people in our culture" (Henderson,
1974, p. 17).

It is a function of human relations training to assist the individ-
ual in developing his potential for humaneness. Therefore, if human
relations programs can assist individuals in achieving their potentials
for growth and thus to find happiness within themselves and others, it
would justify such programs as worthy endeavors.

From this initial humanistic movement came the development of human
relations training which was primarily organized by a group of men who
worked with Kurt Lewin; Leland Bradford, then director of the Adult Edu-
cation Division of the National Education Association and his colleagues,
Ronald Lippitt and Kenneth Benne. The National Training Laboratory,
although developed by educators, first gained acceptance from industry,
then social and behavioral scientists and finally, after strong opposi-
tion, from educators. The emphasis of the training programs was origi-
nally centered upon the development of an individual's personal growth
(Mial, 1971, pp. 46-48; Birnbaum, 1971, pp. 52-53).

Since the conception of human relations training, the emphasis on
programs for the individual has been shifted to that for organizational

development for entire faculties or staff groups (Mial, 1971, p. 48).
It is worthy to mention that although self-actualization, personal
growth, human potential or other such programs that are directed toward
the individual have grown considerably in dimension, development of organ-
izational processes in order to deal more effectively with intergroup re-
lationships has been gaining momentum. In education, organizational
development attempted to increase the effectiveness of groups as task-
oriented entities. The objective of such programs was to enable the in-
dividuals to function more effectively as a member of the group (Mial,
1971, p. 48; Birnbaum, 1971, p. 55; Dirlam and Buchanan, 1974, pp. 22-
24).

Training in human relations can be seen to develop personal quali-
ties of empathy and human objectivity which are needed to effectively
relate to students and their problems (Birnbaum, 1971, p. 58). Aspy
(1972, p. 29), among others, has supported the conception that learning
which occurs in a humane atmosphere is more likely to be put into prac-
tice than learning from an inhumane climate. Human relations training
can also assist teachers in reducing resistance to change, which is
according to Carl Rogers, a goal of education (Dirlam and Buchanan,
1974, p. 23). Rogers states that "the goal of education must be to de-
velop individuals who are open to change, who are flexible and adaptive,
who have learned how to learn, and are thus able to learn continuously."
Training in human relations can provide easier adjustment to change for
teachers, particularly in the area of teacher-student relationships.
This training can equip teachers to teach in a more humane atmosphere

basing instruction on a learning group of peers where there is a sharing

process in the teaching-learning transaction (Birnbaum, 1971, p. 58).

Importance of Establishing an Effective and Useful

Human Relations Program for Educators

In studying the background literature, a definite need for human

relations training programs can be seen. Acquiring maximal human effec-

tiveness by developing skills for living effectively, as well as helping

others to do so, certainly warrants a need for human relations training.

Training in this field is widespread and includes nearly every facit of

our society. This review of literature was limited to the importance of

human relations training for educators.

The training of educators in the human relations field can have far-

reaching effects not only for the individual but also for the lives of

those associated with the educational process. Not only writers men-

tioned in this investigation, but also a number of others, such as Carl

Rogers (1969, pp. 103-126), Arthur Jerslid (1955, pp. 78-99) and Don

Dinkmeyer (1971, pp. 617-619) have pointed out the need for educators to

acquire training to become more effective in the classroom as well as in

developing more meaningful human relationships. In order for educators

to teach others to recognize and accept the values of others, they must

personally be able to cope with these areas themselves. It has been

found that only after educators are able to understand their own feel-

ings and the why of these feelings are they able to help students to be

more aware of and express their feelings (Dirlam and Buchanan, 1974,

p.23; Dinkmeyer, 1971, pp. 617-619).

Spokespersons for the New York Public School System express this

same concept in this statement:

> It is only through the development of an apprecia-
> tion of one's own culture and heritage that one is
> able to appreciate others, that one recognizes that
> cultural differences belong to each group including
> one's own. It is only through an appreciation of
> self that one is able to regard others with respect
> and with the perception that each of us is a member
> of the human family, pursuing the common goal of ful-
> fillment; economically, emotionally and socially; and
> of sharing a common destiny. (Whaley, 1972, p. 12)

To further reinforce this concept, Harry Stack Sullivan stated, "One

can't integrate with others until one integrates with self" (in Dirlam

and Buchanan, 1974, p. 23). One of the goals of human relations train-

ing is to develop skills and relationships that will enhance perception

and insight with respect to various ethnic groups (Whaley, 1972, p. 12).

In looking at the outcomes of the following human relations train-

ing programs that have focused upon development of the individual, it

can be seen such training has been considered effective by evaluators

and/or participants. In an evaluation of Chicago's human relations

training program, evaluators and participants found the inservice pro-

grams as being valuable and well-conceived (Whaley, 1972, p. 61). Rep-

resentatives of the Palo Alto Unified School District also undertook an

extensive inservice training program and found through response to a

questionnaire that participants felt they had increased their awareness

of interaction patterns and the feelings of others (Whaley, 1972, p. 62).

Officials of the Los Angeles Unified School District came to the conclu-

sion that after inservice training in human relations, teachers did

make positive behavioral changes (Piper, 1972), p. 32). Likewise, evaluation of the human relations training program in Fort Worth showed that participants were less "ressentient," than coworkers who had not participated in the program (Sparks, 1973, p. 45). The writer described ressentient as similar to resentment but less conscious and representing repressed revenge, hatred, malice, envy or the impulse to detract and be spiteful. In this same evaluation observers within the supervisory spectrum indicated that virtually every incident encountered by a participant in human relations training program was handled skillfully.

Various other studies support the concept that human relations training does increase the effectiveness of teachers. After laboratory training in human relations, teachers have been found to be more self-actualized, less authoritarian and developed better interpersonal relationships, insights and leadership skills (Khanna, 1969, pp. 7-43). They were also found to better adapt these skills to the classroom setting than faculty members who were not trained in human relations (Hicks, 1975, p. 31). Jerrems (1971, p. 64) found that sensitivity training improves an individual's interpersonal relation skills and develops understanding and skill in person-to-person relationships.

In addition to improving qualities of the individual teacher to help achieve his own growth potential, human relations training for educators can improve relationships with other staff members and improve teaching qualities which will result in a more conducive learning environment. In a study conducted in the Quincy Public Schools in Massachusetts, it was found that trainees involved in a human relations

laboratory program were able to develop greater self-awareness, more
ease of communication in staff-student relationships, better understand-
ing of their pupils and greater ability to cope with pressures and frus-
trations of teaching (Israel and Savitsky, 1972, p. 14).

Another study involving educators in human relations training was
found to improve the staff's skills in the areas of communication, prob-
lem-solving and decision-making (Jerrems, 1971, p. 66). A study by K. L.
Davis and G. M. Gazda (1975, pp. 188-189) supports the belief that human
relations training does increase the facilitative levels of communication
for teacher educators and teacher supervisors.

In the Madison Schools one approach that was used in the human re-
lations training program was the Intergroup Relations Program. It was
designed to aid educators in becoming more flexible and productive with
students by discussing and sharing ideas and focusing on how the percep-
tions and attitudes that educators have affect learning processes of
students. Evaluations of this human relations program showed changes of
participants in understanding, respecting and accepting the diversity of
society. The program in Madison provided the faculty, as a group, with
a sense of unity (Dirlam and Buchanan, 1974, p. 26).

The effect human relations training has upon the teacher-student re-
lationship is perhaps the most important aspect for developing the need
for an effective training program. An effective human relations training
program seeks to develop qualities of empathy and human objectivity
(Birnbaum, 1971, p. 58) which are vital qualities to possess in the teach-
ing role. It has been established that there exists a positive

relationship between levels of teacher-offered empathy and cognitive

growth of students. Kratochvil, Carkhuff and Berenson (1969, p. 163)

suggest "that teachers, and perhaps parents, need to be functioning near

minimally facilitative levels for their offered levels of facilitative

conditions to have a significant, positive impact on students' level of

functioning." In the Coleman Report Caldwell (1970, p. 41) states. "The

relatively small amount of variation in achievement that school charac-

teristics account for depends much more on the people at the school--

other students and teachers--than on facilities and curricula." Truax

and Tatum (1966, pp. 456-459) found more positive adjustments of pre-

schoolers made when teachers expressed feelings of empathy and warmth.

In a study conducted with twenty preschool children, Truax and Tatum con-

cluded that children who received higher amounts of empathy from the

teacher showed a greater change toward overall school adjustment and great-

er positive change toward better adjustment to peers. Likewise, the

children who received the highest level of unconditional positive regard

or warmth from teachers displayed greater positive change toward a better

overall adjustment to the school setting, to the teacher and to peers

(Truax and Tatum, 1966, p. 459). These humane qualities transfer even

to college level students. Perkins found that "even college students

gave higher ratings of effectiveness to teachers who scored high on facil-

itative dimensions of empathy, genuineness and respect" (in Davis and

Gazda, 1975, p. 185). Hocking and Schnier (1974, p. 607) agree that stu-

dents value the kinds of behavior displayed by a faculty trained in human

relations skills. Therefore, from the belief that students can benefit

through improved learning environments from teachers who have been trained in human relations, such a program would be deemed as worthwhile and needed for quality education.

Studies Regarding Personnel Who Should Be Involved in Human
Relations Training Programs and When in Their Professional
Preparation or Career this Training Should Occur

After establishing a need for an effective human relations training program, the next step should include; first, who should be considered for training in human relations skills and at what point in their career should this training occur; and second, what approaches used in training programs have been found to be most effective in developing these skills in educators.

First, consideration shall be given to some of the theories that various writers have upon the subject of who should be trained in human relations skills and when this training is considered to be most valuable. Reported in The National Elementary Principal, a study conducted by Terry Thomas (1971, pp. 59-62) stressed the importance of human relations training for administrators since the focus of administration is on people. The findings of this study support the use of a human relations laboratory as one means of effecting change in the interpersonal relations of elementary school principals with their staff. It goes on to imply that principals, as a result of such training, became more aware of the conditions that facilitate effective group functioning and alter interpersonal behavior with the school staff. Administrators felt less

threatened by teachers and thus were more willing to engage in democratic decision-making processes as a result of their training.

Evaluation of another human relations training program for educational administrators supported the continuation of the group experiences as a formal part of the academic program. Participants felt the program provided a vehicle for learning not present in a regular classroom, and the experience was meaningful enough that they recommended human relations experiences as a requirement of the graduate program (Moracco and Bushwar, 1976, p. 34). Israel and Savitsky (1972, p. 3) state in their study, "Several reports (Clark and Miles, 1954; Smith, 1967; Thomas, 1970) indicate positive gain in working with administrators. They show that after training, administrators reveal more positive behavior in their interpersonal relations with staff members, more concern for creating a positive socio-emotional school climate, more flexibility in attitude and better supervisory skills in personnel." A spokesperson for the Vermont State Department of Education recommended human relations training for all educational administrators in his reply to the survey of state-mandated human relations training programs (see Appendix B).

Several writers advocate human relations training for students who are entering the teacher education field (Hicks, 1975, p. 30; Hartzell, Anthony and Wain, 1973, p. 457; Garner, 1971, p. 99). Hartzell, Anthony and Wain (1973, p. 457) report that it has been found that students of teachers who rate high on human relations skills such as empathy, genuineness, respect, etc., show the most gain on achievement tests. They

further state, it appears that the long-term effects of a high-level functioning teacher are negated if the student is then exposed to low-level teachers. Therefore, training prospective teachers in the human relations field so that there would no longer be low-level functioning teachers would be logical. Aspy (1972, p. 29) goes further in his study to show that learning which takes place in a humane atmosphere is more likely to be translated into practice than learning from an inhumane atmosphere.

It has been suggested that human relations training programs for student teachers could obtain their best results by conducting the training group prior to student teaching, then having booster sessions concurrent with the student teaching. Also, training groups for the cooperating teacher should be conducted as a part of this program (Hartzell, Anthony and Wain, 1973, p. 460). Another study supports this basic training schedule with a prestudent teaching course to develop skills, a refresher experience to provide for the transition between course and student teaching and finally, an implementation of skills during student teaching (Hicks, 1975, pp. 32-33). Still another study showed that undergraduate students who had participated in human relations training found the training highly favorable. The training not only was effective at changing behavior, but also equipped the students with effective skills useful in the helping professions and provided a learning experience that participants felt was relevant and useful (Anthony and Hill, 1976, p. 308). The general feeling of writers seems to demonstrate the importance of not only training for the student teachers but

also for the functioning professional staff, especially those who will be interacting with the student teachers trained in the human relations field.

Thus far this investigation has focused upon human relations training for administrators who deal directly with the public and are also responsible for the quality of their teaching staff and thus, indirectly with the learning environment of the student. It has also dealt with the student teacher and cooperating teacher who are designated as prime candidates for human relations training. The cooperating teacher must be qualified to guide the trainee in establishing an effective learning environment where human relations skills help provide meaningful teacher-student relationships and thus enhance learning. It is apparent that training begun early in teacher preparation and reinforced throughout one's career would be an ideal learning situation. However, there are educators now employed by school districts who are certified to teach and who have had no human relations training in their careers. These educators are of primary consideration in the establishment of human relations training programs. These are the individuals who are now responsible for teaching in the classroom and who need to be trained in human relations so that the students of today can benefit through the teacher's ability to display higher facilitative levels of communication.

A great deal of research explains inservice training programs for teachers in the human relations field. States which have enacted legislation mandating human relations training for teachers (see Appendix A)

have incorporated inservice training or workshops into their programs to provide for the employed teacher. Many universities and colleges provide summer workshops and seminars or evening classes to allow adequate opportunity for educators to pursue this training. In addition to colleges and universities providing training in the human relations field, many other sources are assisting in this endeavor, such as private agencies, local school districts and educational agencies. Although no research was found to state the "best" time to train existing classroom teachers in the human relations field, there are innumerable articles and literature dealing with inservice human relations training for the classroom teacher. Because of the lack of training in human relations by the present teaching staffs, emphasis upon the need for such training at this level is understandable.

Studies Relating to Various Human Relations Training

Programs with an Emphasis upon Approaches

Used in These Programs

The growth and development of human relations training has been accomplished by many changes in design and methods since its conception. A wide variety of approaches to human relations training has emerged and developed into effective training programs.

One approach to laboratory training is a program based upon the individual's personal growth; to effect a change in perception toward self and others (Mial, 1971, pp. 48-49). Laboratory training techniques involved with individual growth and development include personal growth

labs, encounter groups, confrontation sessions, nonverbal exercises and similar experiences. This type of laboratory training has been found to result in a change of interpersonal behavior (Hipple, 1970, p. 39; Hipple, 1973, p. 156; Argyris, 1962, pp. 145 and 257; Schein and Bennis, 1965, p. 165). In an investigation conducted by Schein and Bennis (1965, p. 165) the results pointed to the fact that laboratory experience does increase the participant's knowledge of himself and his feelings and also his feelings about others. Khanna (1969, p. 7) reports that educators participating in human relations training "became less rigid in their thinking and could handle their hostilities in a more realistic manner." He further states (Khanna, 1969, p. 9) that the "experimental group became more time competent; gained in existentiality; their feeling reactivity increased, self-regard and self-acceptance increased, they became more aware of themselves and developed a capacity for more intimate contact with other human beings." As a result of human relations training, Khanna feels educators gain a better insight into their own selves. Israel and Savitsky (1972, p. 4) support this statement by reporting that after human relations training, teachers are found to be less authoritarian, more self-actualized and developed better interpersonal relationships, insight and leadership skills.

A second approach to laboratory training is a program designed to facilitate organizational needs (Mial, 1971, p. 48). This organizational development program seeks to increase individual effectiveness (as a member of the group) in application of group procedures to organizational meetings, problem-solving or classroom learning. Organizational change

focuses on intergroup or community-school problems (Birnbaum, 1971, p.

55). Trainees in laboratory training were found to develop greater

self-awareness, more ease of communication in staff-student relation-

ships, better understanding of their pupils and greater ability to cope

with the pressures and frustrations of teaching (Israel and Savitsky,

1972, p. 4). It has been demonstrated by Schmuck, Runkel and Langmeyer

that laboratory training does increase problem-solving capabilities and

has been responsible for helping educators make the transfer from learn-

ing to practice (in Mial, 1971, pp. 48-49).

Directly related to laboratory training is sensitivity training

and T-groups which are also considered as effective methods for effecting

change in perception of self and others and in developing interpersonal

skills (O'Hare, 1965, p. 233; Jerrems, 1971, p. 64; Burke and Bennis,

1961, p. 180; Birnbaum, 1971, p. 52; Whaley, 1972, p. 31). When cor-

rectly used, sensitivity training can result in substantial educational

change and can improve the quality of education by dealing with the

affective components of learning. There are a wide variety of techniques

used in sensitivity training and T-groups which are effective in devel-

oping human relations skills. According to Birnbaum (1971, p. 53) the

T-group is, because of its intense emotional impact, by far the most

significant aspect of any human relations laboratory. The purpose of

the training must determine which techniques will provide maximum learn-

ing potential. Depending upon the objective to be reached, the training

experience can be designed to improve the individual's capacity to work

effectively as a member of a group or stimulate his personal growth

(Birnbaum, 1971, pp. 54-55). Henderson (1974, p. 290) has noted that T-groups offer great possibilities for the improvement of interpersonal relations because the methods used in training focus upon the individual's feelings, attitudes, perception and skills.

Another type of human relations training program used to increase the effectiveness of interpersonal skills in teachers is the human potential seminar (Kirby and Bowers, 1975, pp. 7-11). The technique used in this program is for participants to perform educational exercises which have been modeled by a leader. Systematic human relations training is another type of program which has been found to increase the facilitative level of communication for teachers (Davis and Gazda, 1975, pp. 88-89).

These are some of the more frequently used programs for teaching human relations. There are many variations to these approaches and the techniques vary considerably from program to program.

All of the above human relations training programs are based upon their effectiveness to change behavior. There are numerous other studies that have assessed the results of human relations training programs as well. For example, an evaluation of a program in Chicago, Illinois found the inservice training programs sponsored by the department to be valuable and well-conceived by both evaluators and participants (Whaley, 1972, p. 61). Another study concluded inservice training experiences designed to further humanize the teacher-learner relationship in the classroom was found highly desirable by faculty members (Hocking and Schnier, 1974, p. 608).

Although there are a considerable number of studies dealing with

the outcomes of human relations training programs, Levin and Kurtz (1974,

p. 526) state that few have focused on comparison of methods derived

from divergent theoretical positions. Other writers share this concern

for investigation into what methods of instruction used in teaching human

relations can best facilitate learning. Again, Kirby and Bowers (1975,

p. 2) note the need for investigators to research which methods of in-

struction provide teachers with the requisite human relations skills.

Although studies show human relations training changes perception of

self and others, it has not been established what element of the train-

ing causes this behavior change (Hipple, 1970, p. 30; Hipple, 1973, p.

156). Another writer feels the perceptions and attitudes of teachers

in regard to human relations skills ought to be more extensively studied

(O'Hare, 1965, p. 233).

Still further investigation reinforces the need for a study evalu-

ating the methods of instruction used in human relations training pro-

grams to determine which technique is most effective in accomplishing

the training objective. Landy and Trumbo (1976, pp. 286-287) cite that

training research has been directed toward evaluating the training pro-

grams rather than specific techniques and that little research has been

done on the merits of different methods for achieving specific goals

and objectives. The trend according to Landy and Trumbo is directed

basically to show that a technique does work and not to determine whether

it is more effective than other techniques in achieving the same objec-

tives. Emphasis is placed upon the importance of a study to evaluate

the effects that the method of instruction has upon the effectiveness of the training program.

In accordance with these basic concerns for investigation into the effectiveness of methods of instruction used in human relations training programs, it is the intent of this study to determine which method(s) of instruction are perceived by teachers who have successfully completed a training program, as being the most effective in the training-learning process.

Summary

This chapter presented a review of selected literature to provide a background for the study of determining the most effective methods of instruction for human relations training in order to provide a more productive and useful training program for educators. It should be noted that there is literature contrary to some of the views presented in this section. The review provided a general background of human relations training, outlining its development and growth. The need for an effective and useful human relations training program was established and the outcomes of various programs discussed. The review included studies regarding personnel who should be involved in the training programs and when this training would be most beneficial. Various approaches used in human relations training were discussed.

Overall, the literature reviewed in this chapter indicates that much research focusing on issues in human relations training has been conducted. The literature also provided a basis for the research methods used in this study. It established a need for investigation into

effectiveness of the methods of instruction used in human relations training programs in order that more effective techniques can be implemented to achieve the training objectives.

CHAPTER III. RESEARCH METHODOLOGY

Selection of the Sample

The purpose of this investigation was to examine the methodology
used in teaching human relations. Teachers employed by school districts
in the state of Minnesota during the 1977-78 school year were partici-
pants in this investigation. Names of the school districts were made
available by the Minnesota State Department of Education. With the co-
operation of that department a three percent (3%) random sample was drawn
from the total population of 1,825 attendance centers. Those schools in-
volved in the design were selected using M. G. Kendall and B. B. Smith's
Table of Random Numbers (Popham, 1967, p. 381). The sample was com-
prised of 57 attendance centers. All schools selected through the ran-
dom sampling procedure were sent enough questionnaires for the faculty.
Those teachers who had obtained a Lifetime Teaching Certificate and were
exempt from the human relations training mandate in Minnesota were not
involved in the design.

Selection of the State

All states were sent a questionnaire developed by the author to
determine their present involvement in human relations training. With
this questionnaire a request was made for each state to forward to the
investigator copies of any laws or departmental rules they had requiring
teachers to be involved in human relations training. From these responses

a collective survey of requirements for human relations training was developed. In scrutinizing this survey, the author determined that Minnesota's human relations training mandate comprised the most comprehensive list of requirements. Because the requirements of Minnesota's human relations training mandate appeared to be representative of other states and the mandate had been in effect since 1971, it was determined by the author that Minnesota would be used in this experimental design.

Mailings and Returns

On August 29, 1977 the writer received listings of all Minnesota schools from the Minnesota State Department of Education which contained the names of administrators and addresses of schools. From this listing 57 attendance centers were randomly selected by the author for participation in the investigation. A personal letter was mailed to the administrator of each of the 57 schools on September 23, 1977 (see Appendix C) explaining the purpose of the investigation and asking for their assistance in dispersing the questionnaire packet to the teaching staff. A self-addressed, stamped envelope was enclosed with each letter for response as to the willingness of that school to participate and for the number of questionnaire packets needed for the teaching staff.

During the months of September and October, 1977, forty administrators (70%) responded favorably in regard to their teaching staffs participating in the investigation. A total of 1,263 questionnaire packets consisting of a cover letter, a questionnaire form and a definition sheet (see Appendix D, Questionnaire Packet) were mailed to the sample

of Minnesota teachers. In addition a personal letter was mailed to the administrator (see Appendix E) thanking him for participating in the investigation and asking him to return the completed questionnaires in the self-addressed, stamped envelope enclosed.

Four of the administrators indicated their teaching staffs refused to be involved in the investigation. One of the four felt his teachers would not assist because it was not a part of their negotiated contract.

On October 7, 1977 a personal letter was sent to administrators (see Appendix F) who had not responded to the September 23 letter stressing the importance of their staff's participation in the investigation. Anonymity of participants was reaffirmed and again a self-addressed, stamped envelope was included for response.

With all questionnaires returned by February, 1978, forty (70%) attendance centers participated in the investigation, four refused (7%) and thirteen centers (23%) did not respond. A total of 488 questionnaires (38.6%) were returned. Of the 488 questionnaires returned, 67 were completed by Minnesota teachers who had Lifetime Teaching Certificates and were exempt from the human relations training madate. These questionnaires were not involved in the design and therefore the number of questionnaires edited in preparation for analysis equaled 421 (33.3%).

The Questionnaire

The measure used to determine the various methods of instruction used in the human relations training program in Minnesota was a questionnaire designed by the investigator. The instrument is described in

detail below.

The questionnaire distributed to each of the various participants
(approximately 1,263) was developed specifically for that purpose. After
the investigator developed the instrument, a sample of seventy teachers
was asked to complete the questionnaire to determine its ease of read-
ability and amount of time necessary to complete the survey. The ques-
tionnaire was then revised to compensate for any discrepancy in items or
problems with interpretation of the instrument.

The questionnaire was a self-administered paper and pencil survey
which took approximately twenty minutes to complete. The first section
of the questionnaire asked participants for demographic data. Included
in this section was birth date and sex of the participant, level of in-
struction at which participant is employed, highest degree held, years
of teaching experience, which type of institution or agency administered
the training, number of months elapsed since completion of training and
number of clock hours involved in the human relations training program.
Participants were then asked if they were exempt from the human relations
training requirement and if so, why. If they were exempt, they were in-
structed to stop at that point and return the questionnaire. As noted
before, sixty-seven questionnaires were returned by teachers who had
Lifetime Teaching Certificates and thus were exempt from the training.

The second section of the questionnaire contained instructions for
completing the survey along with examples for each type of question.

The third section was entitled methods of instruction and listed
twenty instructional methods. These methods were selected from a list

provided by Campbell, Dunnette, Lawler and Weick (1970, pp. 233-253) because these methods are highly related to the classroom environment. The twenty methods of instruction were grouped into three main categories (information presentation technique, simulation method and on-the-job training) for easy association by participants. The methods of instruction were selected from Campbell, Dunnette, Lawler and Weick because of the extensive amount of research dedicated to their development.

The final section of the questionnaire contained the data to be completed by participants involving the methods of instruction used in their human relations training program. The first column listed twenty-six components of the human relations training mandate as established in Minnesota. In column 2 the participants indicated from the list of methods of instruction which method was used in teaching each of the specific components of their training. The questionnaire provided an opportunity for the participants to indicate both the primary and secondary methods of instruction used, however because a large portion of participants did not adequately complete the secondary method of instruction used, that section (secondary only) was deleted from the results.

In column 3 the participants indicated their degree of satisfaction with the method of instruction used for each of the components of the human relations training. A rating scale of one to seven was used with one representing a low degree of satisfaction with the primary method of instruction used and seven a high degree of satisfaction. In column 4 the participants indicated a suggested method of instruction (again,

from the list of instructional methods given) they felt would be most beneficial in covering each component of the human relations training mandate. Last, in column 5 the participants indicated their perception of the effects the training had upon their personal growth for each of the components. The same rating scale of one to seven that was used in the third column was used here also.

The questionnaire packet mailed to each participant contained a cover letter explaining the purpose of the investigation, the need for their participation and instructions for the return of the survey. Also, a supplemental sheet defining the different methods of instruction as used in the questionnaire was attached for reference by participants.

Treatment of Data

The demographic and method of instruction data collected in the questionnaire were tabulated using a computer program from the Statistical Package for the Social Sciences (SPSS). The analysis of variance (ANOVA) used to determine the participants' degree of satisfaction and the effects the training had upon their personal growth was also selected from the SPSS. The mean scores of the eighteen groups were analyzed using an F-test on the means. The .05 level of significance was used as the cut-off point. These data were indicated by one asterisk and reported at the bottom of the table. However, if a significant difference was found at the .01 level, these data were indicated by two asterisks and likewise reported at the bottom of the table.

The Duncan's Multiple Range Test was used as a follow-up

investigation to the ANOVA to determine where the specific significant

differences occurred. The result of this test is reported at the highest

level of significance obtained, i.e., either at the .05 or .01 level.

In interpreting the Duncan, any treatment means not underscored by the

same line are significantly different. Any treatment means underscored

by the same line are not significantly different.

Summary

This chapter explained the purpose and step-by-step procedure of

this study. The process used in selection of the sample and of the state

was detailed. The development of the questionnaire was described as

well as correspondence relating to its distribution. Treatment of the

data was reviewed.

CHAPTER IV. ANALYSIS OF DATA

Introduction

The questionnaire discussed in Chapter III was designed to yield

demographic data about participants as well as data relating to the null

hypotheses upon which the study was based. The demographic data col-

lected from teachers, included age, sex, grade level of instruction at

which employed, years of teaching experience, where (pertaining to what

kind of institution or personnel) human relations training was received,

number of months elapsed since completion of human relations training

and number of clock hours involved in the human relations training. The

data were arranged in the above order for analysis and presentation in

this chapter.

The data yielded by the methods of instruction portion of the

questionnaire were arranged for analysis and presentation in three parts.

Analysis of the first part provided a summary of the participants' re-

sponses to four sections. These sections included the primary method

of instruction used in teaching the human relations training mandate,

the degree of satisfaction they had with that method, the method of in-

struction the participants suggested be used in the training and the

effects the training had upon their personal growth.

Analysis of the second part compared the primary methods of instruc-

tion used in teaching the human relations training mandate to the degree

of satisfaction the primary method of instruction had upon participants

and to the effects the training had upon the personal growth of the

participants.

The third part analyzed the variables of the demographic data and compared each of these variables to both the degree of satisfaction the participants had with the primary methods of instruction and to the effects the training had upon their personal growth.

Analysis of Demographic Data

The demographic data collected with the questionnaire described some of the characteristics of teachers who had received human relations training in the state of Minnesota. Ages of participants ranged from 21 through age 65 and over. More than half of the participants involved in the human relations training mandate were in the 20 to 34 year age group, which encompasses 57.9 percent of the sample. As can be seen in Table 1, thirty-four percent of the participants were in the age group of 35 to 49. The age group of 50 to 64 contained 7.3 percent of the sample and in the age group of 65 and over there were four participants.

In looking at the variable of sex, 42.8 percent of the participants were male while 57.2 percent were female (Table 2).

Most of the teachers who participated in this survey were found to be employed at the 7 to 12 grade level. In Table 3 it can be observed that 57.0 percent of the sample were employed in grades 7 through 12. The next largest group was teachers employed in grades K (kindergarten) through 6 which comprised 33.0 percent of the total sample. Employment of participants in grade levels K through 12 contained 8.3 percent. In the last grouping of this table (Table 3) there were seven participants;

Table 1. Age of participants

Age	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
20-34	244	57.9	58.0
35-49	142	34.0	91.7
50-64	31	7.3	99.0
65-over	4	0.8	100.0
Total	421	100.0	100.0

Table 2. Sex of participants

Sex	Absolute frequency	Relative frequency (%)
Male	180	42.8
Female	241	57.2
Total	421	100.0

four of these indicated other levels of employment and three participants did not respond to the question.

The highest percentage of participants in the survey held a bachelor of arts (B.A.) degree with 61.0 percent so indicating. Other groups consisted of 19.5 percent holding a bachelor of science (B.S.) degree, 14.7 percent with a master of arts (M.A.) degree, 2.1 percent with a

specialist degree and 2.6 percent or eleven participants not responding to this item (Table 4).

Table 3. Grade level at which participants were employed

Grade level	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
K-6	139	33.0	33.0
7-12	240	57.0	90.0
K-12	35	8.3	98.3
Other	7	1.7	100.0
Total	421	100.0	100.0

Table 4. Highest professional degree held by participants

Degree held	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
B.A.	257	61.0	62.7
B.S.	82	19.5	82.7
M.A.	62	14.7	97.8
Specialist	9	2.1	100.0
Missing	11	2.6	100.0
Total	421	100.0	100.0

Total years of teaching experience ranged from just beginning to
35 years in the profession. The mean for the total group was 8.9 years.
Participants who had taught from first year experience to three years
comprised 33.2 percent of the sample (Table 5). Participants who had
four to ten years of teaching experience accounted for 30.7 percent and
those having taught eleven or more years made up 36.1 percent of the
total sample.

Table 5. Years of teaching experience by participants

Years	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
0-3	140	33.2	33.3
4-10	129	30.7	63.9
11-over	152	36.1	100.0
Total	421	100.0	100.0

$\overline{X}$ = 8.9   S.D. = 7.1

In looking at Table 6 it can be seen that over three-fourths (77.9
percent) of the participants received their human relations training
from a four-year college. A private individual or agency personnel
accounted for the teaching of 11.2 percent of the sample. Smaller per-
centages were trained in human relations by personnel from local school
districts, intermediate service agencies and two-year colleges.

Table 6. Institution or personnel from which human relations training
was received

Institution/ personnel	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
Private individual or agency personnel	47	11.2	11.2
Local school district personnel	22	5.2	16.4
Intermediate service agency personnel	17	4.0	20.4
Two-year college personnel	7	1.7	22.1
Four-year college personnel	328	77.9	100.0
Total	421	100.0	100.0

The number of months that had elapsed since participants completed
human relations training was divided into three groups (Table 7). There
was little variance among the groups--0 to 29 months comprised 33.8 per-
cent of the sample, 30 to 44 months contained 30.1 percent and 45 months
and over made up 36.1 percent.

The last item of demographic data to be analyzed pertained to the
number of clock hours involved in the human relations training. The
mean for the total group was 54.7 hours of training. There was 43.4 per-
cent of the sample who received 1 to 59 hours of training in human rela-
tions. The next largest group, those receiving 60 clock hours of train-
ing in human relations, comprised 35.3 percent of the sample. Those

receiving 61 clock hours or more of training made up the remaining 21.3

percent of the sample (Table 8).

Table 7. Elapsed time since completion of human relations training
program

Number of months	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
0-29	142	33.8	33.7
30-44	127	30.1	63.9
45-over	152	36.1	100.0
Total	421	100.0	100.0

Table 8. Number of clock hours involved in human relations training
program

Clock	Absolute frequency	Relative frequency (%)	Cumulative frequency (%)
1-59	182	43.4	43.2
60	149	35.3	78.6
61-over	90	21.3	100.0
Total	421	100.0	100.0

$\overline{X}$ = 54.7   S.D. = 18.53

Analysis of Data Using Descriptive

and Inferential Statistics

This section analyzed data collected from the methods of instruc-
tion portion of the questionnaire. The findings were divided into three
parts as explained in the introduction of this chapter. The first part
analyzed the responses of participants in regard to which method of in-
struction was primarily used in teaching the twenty-six components of
the human relations training mandate, the degree of satisfaction the
participants had with that method of instruction, the method of instruc-
tion the participants suggested be used and the participants' perceptions
of the effect the training had upon their personal growth.

The second and third parts analyzed data comparing the participants'
degree of satisfaction and the effects the training had upon their per-
sonal growth to the primary methods of instruction used in teaching the
human relations training mandate and to the demographic variables.

Tables in parts two and three include mean scores and standard de-
viations, ANOVA summary tables and results of the Duncan Multiple Range
Test. In interpreting the Duncan, any treatment means not underscored
by the same line are significantly different. Any treatment means under-
scored by the same line are not significantly different. A .05 level
of significance was selected for the Duncan. However, if a highly sig-
nificant difference (.01) was found, only this difference is reported in
the tables. Because of the large number of tables in this section, the
reader may desire to relate the findings as presented here to the dis-
cussion of the findings relative to the hypotheses stated in Chapter V.

In Table 9 the rows were numbered from 1 to 20 identifying the choices participants were given in the questionnaire to select the primary method of instruction used in teaching the components of the human relations training mandate. The columns were also numbered from 1 to 20, each number represented a method of instruction respective of those identified in the rows. In the questionnaire participants were asked to indicate for each of the twenty-six components of the human relations training mandate which method of instruction was primarily used, making their selection from a list of methods provided in the questionnaire. They then were asked which method of instruction they would suggest be used (again, from the list provided). The rows in Table 9 indicate the number of participant responses to the primary method of instruction used in teaching the twenty-six components of the human relations training mandate. The columns indicate the number of participant responses to the method of instruction they suggested be used to teach these same twenty-six components.

The sampling consisted of 421 teachers allowing 10,946 possible responses protraying both the method of instruction used and the suggested method of instruction. In looking at Table 9 the grand total of responses representing both these variables was 10,385. The discrepancy of 560 can be accounted for by the fact that not all the components of the human relations training mandate were taught to all the participants and that some participants did not have a preference as to what method of instruction should be used in teaching the components.

Table 9 compares the number of participant responses indicating

Table 9. Analysis of participants' responses using the primary method of instruction used and method of instruction participants suggest on every component of the human relations training mandate

Methods	Method of instruction suggested							
	1[a]	2	3	4	5	6	7	8
1. Lecture	1088	472	461	236	200	53	36	23
2. Conference-seminar	198	533	170	85	43	28	9	3
3. Sensitivity training	110	82	273	52	36	1	6	3
4. Laboratory education	21	17	21	86	13	4	21	2
5. Systematic observation	11	27	1	27	14	4	13	1
6. Closed circuit TV	28	11	13	2	9	0	3	1
7. Programmed instruction	148	38	45	6	4	3	27	1
8. Training by correspondence	17	4	2	0	7	2	0	5
9. Motion picture	121	21	43	37	9	16	4	3
10. Reading list	110	64	22	30	22	4	9	8
11. Case method	36	10	12	10	1	0	0	1
12. Incident method	24	18	6	3	5	0	0	1
13. Role playing	183	35	33	23	29	0	4	7
14. Task-centered games	18	19	32	7	17	0	0	1
15. Task model	3	1	6	13	1	0	0	0
16. In-basket technique	11	0	4	0	3	0	0	0
17. Job rotation	1	0	0	0	0	0	0	0
18. Committee assignment	9	9	1	7	1	1	2	1
19. On-the-job coaching	24	10	8	0	1	0	1	0
20. Other	6	2	0	0	0	0	0	0
Totals	2167	1373	1153	624	415	116	135	61

(left vertical label: Primary method of instruction used)

[a]The numbers in this row (1-20) correspond to the methods and their respective numbers (1-20) as listed at the left hand column.

9	10	11	12	13	14	15	16	17	18	19	20	Total
348	141	252	94	254	135	8	13	34	40	49	0	3,937
51	26	39	30	69	23	10	5	5	26	14	1	1,367
18	14	94	38	76	16	3	24	2	8	12	0	868
21	2	4	16	24	14	7	0	8	7	10	0	298
6	5	5	4	3	7	4	0	5	45	0	0	182
9	1	12	8	9	3	0	1	0	4	4	0	118
6	2	34	9	40	10	6	5	0	2	0	0	386
10	0	4	0	0	0	1	2	0	0	0	0	54
123	5	15	54	13	6	0	2	2	4	5	0	483
40	73	9	12	17	3	0	8	0	1	4	0	436
1	3	132	16	85	37	1	1	8	3	3	0	361
0	1	18	25	32	8	0	7	0	6	4	0	158
54	2	17	44	366	50	4	11	0	3	30	0	895
2	0	16	4	9	82	0	3	4	1	0	0	215
0	0	1	2	1	5	9	0	0	0	0	0	42
0	2	83	6	1	2	1	7	0	0	0	0	120
2	0	7	0	0	0	3	0	1	4	0	0	18
11	2	5	1	2	2	1	0	5	80	15	2	157
35	5	10	1	0	1	2	7	6	10	122	0	243
0	5	0	0	2	1	0	0	0	1	1	29	47
737	289	757	364	1003	405	60	96	80	245	273	32	10,385

the primary method of instruction used in teaching the human relations

training mandate to the number of responses suggesting the method to be

used. For example in row 4, column 1, it can be observed that Labora-

tory Education (4) was used as the primary method of instruction and

that Lecture (1) was suggested as the method to be used 21 times. When

reading the same numbered row as column; for example row 4, column 4, it

can be seen that the number of responses for the suggested method will

be the same as for the primary method used (86 responses). Another

example would be in row 20, column 20 where 29 responses indicated "Other"

both as the primary method of instruction used and as the suggested

method of instruction.

The last cell in each column indicates the total number of responses

suggesting a method of instruction to be used. For example in column 1,

2,167 responses suggested Lecture (1). Likewise, the last cell in each

row indicates the total number of responses having that primary method

of instruction used. In looking at the total for row 1, the last cell

in that row, 3,937 responses indicated Lecture (1) as the primary method

of instruction used in their human relations training.

In analyzing the data in Table 9 it can be observed by looking at

the row 1 total that Lecture (1) was used as a primary method of instruc-

tion nearly three times as frequently as any of the other instructional

methods. The column 1 total (2,167) indicated that Lecture was also

suggested as the method of instruction to be used more frequently than

any of the other methods; however the frequency for suggesting Lecture

was not as great as its actual use as a primary method (totals for column

1 and row 1). The row 2 total indicates Conference-Seminar (2) as the second most frequently used primary method of instruction tallying 1,367 responses. It was also second as a suggested method of instruction (total for column 2) with about the same number of responses--1,373.

In looking at the total for row 17, Job Rotation was the instructional method used the least number of times with only 18 responses. When considering suggested methods of instruction, "Other" (total of column 20) contained the least number of responses having a total of 32.

Participants' responses to both their degree of satisfaction and the effect of the training upon their personal growth was averaged for each of the primary methods of instruction used in teaching the components of the human relations training mandate and presented in Table 10. Data were collected from participants' responses on the questionnaire. For each of the twenty-six components of the human relations training mandate participants indicated their degree of satisfaction with the primary method of instruction used and the perceived effect that the training had upon their personal growth. A rating scale of one to seven was used with seven representing the highest score. The responses for all participants were averaged for each of the primary methods of instruction.

In analyzing Table 10 "Other" (as a primary method of instruction) showed the highest average on both the degree of satisfaction and the effect on personal growth. When comparing the average degree of satisfaction to the effect on personal growth for each of the primary methods of instruction, Incident Method, Task-Centered Games and Committee

Table 10. Mean comparison of degree of satisfaction and effect of
training upon personal growth for the primary methods of
instruction used in teaching human relations training
mandate

Primary methods of instruction	Degree of satisfaction	Effect upon personal growth
Lecture	3.732	3.380
Conference-seminar	4.438	4.005
Sensitivity training	4.219	3.664
Laboratory education	4.337	3.867
Systematic observation	4.833	4.392
Closed circuit TV	3.588	2.983
Programmed instruction	3.234	4.930
Training by correspondence	3.333	3.075
Motion picture	4.116	3.177
Reading list	4.259	2.921
Case method	5.144	5.032
Incident method	4.250	4.220
Role playing	4.340	4.410
Task-centered games	4.807	4.843
Task model	4.854	4.667
In-basket technique	4.367	5.425
Job rotation	4.500	5.111
Committee assignment	4.640	4.665
On-the-job coaching	4.640	4.252
Other	5.260	5.717

Assignment had similar averages. Programmed Instruction represented the
largest span between the average degree of satisfaction and effect on
personal growth.

Table 11 ranked by average the primary methods of instruction used
by degree of satisfaction with the primary method of instruction and by
the effect the participants felt (perceived) that method of instruction

Table 11. Rank of mean comparison of degree of satisfaction and effect of training upon personal growth for the primary methods of instruction used in teaching human relations training mandate

Rank of methods[a]	Degree of satisfaction		Effect upon personal growth	
1	Other	5.260[b]	Other	5.717[b]
2	Case method	5.144	In-basket technique	5.425
3	Task-centered games	4.807	Job rotation	5.111
4	Task model	4.854	Case method	5.032
5	Systematic observation	4.833	Programmed instruction	4.930
6	On-the-job coaching	4.640	Task-centered games	4.843
7	Committee assignment	4.582	Task model	4.667
8	Job rotation	4.500	Committee assignment	4.665
9	Conference-seminar	4.438	Role playing	4.410
10	In-basket technique	4.367	Systematic observation	4.392
11	Role playing	4.340	On-the-job coaching	4.252
12	Laboratory education	4.337	Incident method	4.220
13	Reading list	4.259	Conference-seminar	4.005
14	Incident method	4.250	Laboratory education	3.867
15	Sensitivity training	4.219	Sensitivity training	3.664
16	Motion picture	4.116	Lecture	3.380
17	Lecture	3.732	Motion picture	3.177
18	Closed circuit TV	3.588	Training by correspondence	3.075
19	Training by correspondence	3.333	Closed circuit TV	2.983
20	Programmed instruction	3.234	Reading list	2.921
	N = 10,641		N = 10,560	

[a]Primary methods of instruction were ranked from highest to lowest for degree of satisfaction and effect upon personal growth.

[b]Participants scored the primary methods of instruction used on a one to seven scale with seven the highest possible score for all of the twenty-six components of the human relations training mandate. This represents an average of those responses.

had upon their personal growth. "Other" as a primary method of instruc-
tion was ranked as the highest average for both the degree of satisfac-
tion and the effect upon personal growth. Averages for degree of satis-
faction with the primary method of instruction were higher than those
for the effect of the training upon personal growth. The total mean
score for the degree of satisfaction with the primary method of instruc-
tion was 4.342, whereas the total mean score for effect of training upon
personal growth was 4.229.

The second part of the analysis compares the primary methods of in-
struction used in teaching the human relations training mandate to the
participants' degree of satisfaction with those methods and to the effects
the training had upon the personal growth of the participants. In parts
two and three the methods of instruction were divided into four groups;
lecture, presentation, simulation and on-the-job training. Lecture was
singled out as one group because of the large number of participants
who had this method of instruction used in their human relations train-
ing. The other three groups were divided according to divisions pre-
viously set up on the questionnaire form. These divisions were based
upon research conducted by Campbell, Dunnette, Lawler and Weick (1970,
pp. 233-253). The method of instruction, "Other", was omitted from the
four method groups and was not used in the analysis of data for the re-
mainder of this chapter. The basis for division and grouping of the
demographic data in part three was found in other studies. Grouping
divisions can be observed on the tables as presented in this chapter.

Table 12 shows an ANOVA summary table for the primary methods of

Table 12. ANOVA summary table for the degree of satisfaction with the primary method of instruction used relative to the four method of instruction groups used in teaching the human relations training mandate

Source	df	SS	MS	F
Between groups	3	1,094.7907	364.9302	110.707**
Within groups	10,595	34,924.9070	3.2964	
Total	10,598	36,019.6953		

**Highly significant - .01 level.

instruction used in fulfilling the human relations training mandate by analyzing the participants' degree of satisfaction with that method. A highly significant difference was found between groups. Table 13 exhibits the degree of satisfaction with the primary method of instruction used mean scores, standard deviations and Duncan results for the four method of instruction groups. The Duncan revealed that simulation and on-the-job training groups did not differ from each other.

Table 14 depicts an ANOVA summary table for the primary methods of instruction used in fulfilling the human relations training mandate by analyzing the effects the training had upon the personal growth of the participants. A highly significant difference was found between groups. Table 15 shows effects of training upon personal growth mean scores, standard deviations and Duncan results for the four method of instruction groups. The Duncan revealed that all method of instruction groups were different.

Table 13. Group degree of satisfaction with the primary method of in-
struction used mean scores, standard deviations and Duncan
results at the .05 level for degree of satisfaction with the
primary method of instruction groups used in teaching the
human relations training mandate

	Lecture	Presenta-tion	Simulation	On-the-job training	Total
N	4,053	4,305	1,817	424	10,599
S.D.	1.8100	1.7757	1.8639	2.0537	1.8436
Mean	3.7325	4.2014	4.5630	4.6179	4.1008

Table 14. ANOVA summary table for the effects of training upon personal
growth of participants relative to the four method of instruc-
tion groups used in teaching the human relations training
mandate

Source	df	SS	MS	F
Between groups	3	2,270.6004	756.8667	221.829^{**}
Within groups	10,510	35,859.3999	3.4119	
Total	10,513	38,130.0000		

**Highly significant - .01 level.

The third part of this section compares the variables of the demo-
graphic data to the participants degree of satisfaction with the primary
methods of instruction and to the effects of the training upon their
personal growth. Table 16 presents an ANOVA summary table for the degree

Table 15. Group effects of training upon personal growth mean scores,
standard deviations and Duncan results at the .05 level for
the four primary method of instruction groups

	Lecture	Presenta-tion	Simulation	On-the-job training	Total
N	4,053	4,245	1,812	422	10,514
S.D.	1.8500	1.8571	1.7579	2.0861	1.9045
Mean	3.3804	3.6273	4.6457	4.4431	3.7408

Table 16. ANOVA summary table for the degree of satisfaction with the
primary methods of instruction used in teaching the human
relations training mandate relative to the participants'
age as grouped

Source	df	SS	MS	F
Between groups	2	1,196.2899	398.7632	120.556[**]
Within groups	10,691	35,359.4430	3.3077	
Total	10,693	36,555.7305		

[**]Highly significant - the .01 level.

of satisfaction with the primary methods of instruction used in teaching

the human relations training mandate when compared to the participants'

age as grouped. A highly significant difference was found between groups.

Table 17 shows the degree of satisfaction with the primary method of

instruction used mean scores, standard deviations and Duncan results for

the four age groups. The Duncan revealed that all age groups were

Table 17. Group degree of satisfaction with the primary method of in-
struction used mean scores, standard deviations and Duncan
results at the .05 level for the age of the participants
as grouped below

	20-34	35-49	50-64	65-over	Total
N	6,225	3,622	769	78	10,694
S.D.	1.8436	1.8699	1.3714	1.1358	1.8490
Mean	3.9033	4.1911	5.1821	4.6667	4.0983

different.

Table 18 exhibits an ANOVA summary table for the effects the train-
ing had upon the personal growth of the participants when compared to
their age as grouped. A highly significant difference was found between
groups. Table 19 protrays the effects of training upon personal growth
mean scores, standard deviations and Duncan results for the four age
groups. The Duncan revealed that all four age groups were different.

Table 20 shows an ANOVA summary table for the degree of satisfac-
tion with the primary methods of instruction used in teaching the human
relations training mandate when compared to the sex of the participants.
There was a significant difference between groups. Table 21 portrays
the degree of satisfaction with the primary method of instruction used
mean scores and standard deviations for the sex groups.

Table 22 shows an ANOVA summary table for the effects the training
had upon the personal growth of the participants when compared to their

Table 18. ANOVA summary table for the effects of training upon personal growth of participants relative to their age as grouped

Source	df	SS	MS	F
Between groups	3	870.9757	290.3252	81.208**
Within groups	10,630	38,003.0609	3.5751	
Total	10,633	38,874.0352		

**Highly significant - the .01 level.

Table 19. Group effects of training upon personal growth mean scores, standard deviations and Duncan results at the .05 level for the age of the participants as grouped below

	20-34	35-49	50-64	65-over	Total
N	6,197	3,599	760	78	10,634
S.D.	1.8901	1.9271	1.7767	1.1997	1.9121
Mean	3.5922	3.7969	4.6026	5.1667	3.7453

Table 20. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the sex of the participants

Source	df	SS	MS	F
Between groups	1	17.4158	17.4158	5.097*
Within groups	10,692	36,536.3008	3.4172	
Total	10,693	36,553.7148		

*Significant - the .05 level.

Table 21. Group degree of satisfaction with the primary method of instruction used mean scores and standard deviations at the .05 level for the sex groups

	Male	Female	Total
N	4,612	6,082	10,694
S.D.	1.8104	1.8770	1.8489
Mean	4.1446	4.0631	4.0983

Table 22. ANOVA summary table for the effects of training upon personal growth of participants relative to their sex group

Source	df	SS	MS	F
Between groups	1	6.8681	6.8681	1.879
Within groups	10,632	38,865.5156	3.6555	
Total	10,633	38,872.3828		

Table 23. Group effects of training upon personal growth mean scores and standard deviations at the .05 level for the sex groups

	Male	Female	Total
N	4,566	6,068	10,634
S.D.	1.9655	1.8706	1.9120
Mean	3.7159	3.7673	3.7453

sex. There was no significant difference between groups. Table 23 por-
trays the effects of training upon personal growth mean scores and stand-
ard deviations for the sex groups.

Table 24 exhibits an ANOVA summary table for the degree of satis-
faction with the primary methods of instruction used in teaching the
human relations training mandate when compared to the grade level of in-
struction at which the participants were employed. A highly significant
difference was found between groups. Table 25 depicts the degree of
satisfaction with the primary method of instruction used mean scores,
standard deviations and Duncan results of the three grade levels of in-
struction groups. The Duncan revealed that teachers employed at grade
levels K through 12 differed from those employed at both K through 6 and
7 through 12.

Table 26 shows an ANOVA summary table for the effects the training
had upon the personal growth of the participants when compared to the
grade level of instruction at which they were employed. A highly signif-
icant different was found between groups. Table 27 presents the effects
of training upon personal growth mean scores, standard deviations and
Duncan results for the three grade levels of instruction groups. The
Duncan revealed that all levels of instruction groups were different.

Table 28 exhibits an ANOVA summary table for the degree of satisfac-
tion with the primary methods of instruction used in teaching the human
relations training mandate when compared to the highest professional de-
gree held by participants as grouped. A highly significant difference
was found between groups. Table 29 portrays the degree of satisfaction

Table 24. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the grade level of instruction at which participants were employed

Source	df	SS	MS	F
Between groups	2	287.1125	143.5562	42.022**
Within groups	10,509	35,900.7036	3.4162	
Total	10,511	36,187.8125		

**Highly significant - the .01 level.

Table 25. Group degree of satisfaction with the primary method of instruction used mean scores, standard deviations and Duncan results at the .05 level for the grade level of instruction groups of participants

	K-6	7-12	K-12	Total
N	3,489	6,142	881	10,512
S.D.	1.8202	1.8559	1.9045	1.8555
Mean	4.1677	4.1324	3.5516	4.0954

Table 26. ANOVA summary table for the effects of training upon personal growth of participants relative to the grade level of instruction groups at which they were employed

Source	df	SS	MS	F
Between groups	2	235.9882	117.9941	32.436**
Within groups	10,450	38,014.0911	3.6377	
Total	10,452	38,250.0781		

**Highly significant - the .01 level.

Table 27. Group effects of training upon personal growth mean scores, standard deviations and Duncan results at the .05 level for the grade level of instruction groups at which the participants were employed

	K-6	7-12	K-12	Total
N	3,507	6,072	874	10,453
S.D.	1.8829	1.9299	1.8449	1.9130
Mean	3.9264	3.6497	3.4645	3.7271

Table 28. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the highest professional degree held by participants as grouped

Source	df	SS	MS	F
Between groups	1	882.2690	882.2690	264.336[**]
Within groups	10,425	34,791.3125	3.3373	
Total	10,426	35,673.5781		

[**]Highly significant - the .01 level.

Table 29. Group degree of satisfaction with the primary method of instruction used mean scores and standard deviations at the .05 level for the highest professional degree held by participants as grouped

	B.A.	Higher degree	Total
N.	8,611	1,816	10,427
S.D.	1.8554	1.6845	1.8498
Mean	3.9692	4.7362	4.1028

with the primary method of instruction used mean scores and standard

deviations for the highest degree held groups for participants.

Table 30 depicts an ANOVA summary table for the effects the train-

ing had upon the personal growth of the participants when compared to the

highest professional degree held by participants as grouped. A highly

significant difference was found between groups. Table 31 shows the

effects of training upon personal growth mean scores and standard devia-

tions for the highest degree held groups for participants.

Table 32 presents an ANOVA summary table for the degree of satis-

faction with the primary methods of instruction used in teaching the

human relations training mandate when compared to the number of years of

teaching experience acquired by participants as grouped. A highly sig-

nificant difference was found between groups. Table 33 portrays the de-

gree of satisfaction with the primary method of instruction used mean

scores, standard deviations and Duncan results of the three groups iden-

tifying the number of years of teaching experience of participants. The

Duncan revealed that all three groups were different.

Table 34 exhibits an ANOVA summary table for the effects the train-

ing had upon the personal growth of the participants when compared to the

number of years of teaching experience they had obtained. A highly sig-

nificant difference was found between groups. Table 35 shows the effects

of training upon personal growth mean scores, standard deviations and

Duncan results for the three groups identifying the number of years of

teaching experience acquired by participants. The Duncan revealed that

all three groups were different.

Table 30. ANOVA summary table for the effects of training upon personal growth of participants relative to the highest professional degree held by participants as grouped

Source	df	SS	MS	F
Between groups	1	58.0436	58.0436	15.743**
Within groups	10,361	38,200.7891	3.6870	
Total	10,362	38,258.8320		

**Highly significant - the .01 level.

Table 31. Group effects of training upon personal growth mean scores and standard deviations at the .05 level for the highest professional degree held by participants as grouped

	B.A.	Higher degree	Total
N	8,577	1,786	10,363
S.D.	1.8983	2.0217	1.9215
Mean	3.6915	3.8897	3.7257

Table 32. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the number of years of teaching experience acquired by participants as grouped

Source	df	SS	MS	F
Between groups	2	900.4653	450.2324	134.998**
Within groups	10,691	35,655.4922	3.3351	
Total	10,693	36,555.9570		

**Highly significant - the .01 level.

Table 33. Group degree of satisfaction with the primary method of in-
struction used mean scores, standard deviations and Duncan
results at the .05 level for the number of years of teaching
experience acquired by participants as grouped

	0-3	4-10	11-56	Total
N	2,723	4,094	3,877	10,694
S.D.	1.9043	1.7569	1.8420	1.8490
Mean	3.66882	4.0540	4.4331	4.0983

Table 34. ANOVA summary table for the effects of training upon personal
growth of participants relative to the number of years of
teaching experience acquired by them as grouped

Source	df	SS	MS	F
Between groups	2	682.1447	341.0723	94.939[**]
Within groups	10,631	38,192.4180	3.5926	
Total	10,633	38,874.5625		

[**]Highly significant - the .01 level.

Table 35. Group effects of training upon personal growth mean scores,
standard deviations and Duncan results at the .05 level for
the number of years of teaching experience acquired by par-
ticipants as grouped

	0-3	4-10	11-56	Total
N	2,717	4,086	3,831	10,634
S.D.	1.8913	1.8568	1.9386	1.9121
Mean	3.3717	3.7303	4.0261	3.7453

Table 36 presents an ANOVA summary table for the degree of satis-
faction with the primary methods of instruction used in teaching the
human relations training mandate when compared to where (pertaining to
what kind of institution or personnel) the human relations training was
received. No significant difference was found between groups. Table 37
portrays the degree of satisfaction with the primary method of instruc-
tion used mean scores and standard deviations for the kind of institu-
tion where the training was received as grouped.

Table 38 shows an ANOVA summary table for the effects the training
had upon the personal growth of the participants when compared to where
they received their human relations training. A highly significant dif-
ference was found between groups. Table 39 exhibits the effects of
training upon personal growth mean scores and standard deviations for the
kind of institution where the training was received as grouped.

Table 40 presents an ANOVA summary table for the degree of satis-
faction with the primary methods of instruction used in teaching the
human relations training mandate when compared to the number of months
that had elapsed since the participants completed their human relations
training. A highly significant difference was found between groups.
Table 41 shows the degree of satisfaction with the primary method of in-
struction used mean scores, standard deviations and Duncan results for
the number of months that had elapsed since the participants completed
their human relations training as grouped. The Duncan revealed that the
group where 0 to 29 months had elapsed since completion of training dif-
fered from the group where 30 to 44 months had elapsed.

Table 36. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to where (pertaining to what kind of institution or personnel) human relations training was received as grouped

Source	DF	SS	MS	F
Between groups	1	4.5170	4.5170	1.321
Within groups	10,692	36,459.1602	3.4184	
Total	10,693	36,553.6758		

Table 37. Group degree of satisfaction with the primary method of instruction used mean scores and standard deviations at the .05 level for where human relations training was received as grouped

	4-Year college	Other institution	Total
N	8,341	2,353	10,694
S.D.	1.8445	1.8642	1.8489
Mean	4.1092	4.0595	4.0983

Table 38. ANOVA summary table for the effects the training had upon the personal growth of participants relative to where (pertaining to what kind of institution or personnel) human relations training was received as grouped

Source	df	SS	MS	F
Between groups	1	56.2366	56.2366	15.404**
Within groups	10,632	38,815,9922	3.6509	
Total	10,633	38,872.2266		

**Highly significant - the .01 level.

Table 39.   Group effects of training upon personal growth mean scores and standard deviations at the .05 level for where human relations training was received as grouped

	4-Year college	Other institution	Total
N	8,256	2,378	10,634
S.D.	1.8973	1.9568	1.9120
Mean	3.7843	3.6098	3.7453

Table 40.   ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the number of months that had elapsed since the participants completed their training

Source	df	SS	MS	F
Between groups	2	33.1092	16.5546	4.846**
Within groups	10,691	36,522.6211	3.4162	
Total	10,693	36,555.7266		

**Highly significant - the .01 level.

Table 41.   Group degree of satisfaction with the primary method of instruction used mean scores, standard deviations and Duncan results at the .05 level for the number of months that had elapsed since participants completed their human relations training

	0-29	45-99	30-44	Total
N	3,597	3,859	3,238	10,694
S.D.	1.9257	1.8291	1.7821	1.8291
Mean	4.1693	4.0884	4.0312	4.0983

Table 42 presents an ANOVA summary table for the effects the train-
ing had upon the personal growth of the participants when compared to the
number of months that had elapsed since completion of their human rela-
tions training. A highly significant difference was found between groups.
Table 43 depicts the effects of training upon personal growth mean scores,
standard deviations and Duncan results for the three groups identifying
the number of months that had elapsed since participants completed their
human relations training. The Duncan revealed that all groups were dif-
ferent.

Table 44 shows an ANOVA summary table for the degree of satisfac-
tion with the primary methods of instruction used in teaching the human
relations mandate when compared to the number of clock hours involved in
the training. No significant difference was found between groups.
Table 45 exhibits the degree of satisfaction with the primary method of
instruction used mean scores, standard deviations and Duncan results for
the three groups which identify the number of clock hours involved in
the human relations training. The Duncan revealed that the group re-
ceiving 61 or more hours of training differed from the group receiving
1 to 59 hours.

Table 46 shows an ANOVA summary table for the effects the training
had upon the personal growth of the participants when compared to the
number of clock hours involved in their human relations training. A
significant difference was found between groups. Table 47 portrays the
effects of training upon personal growth mean scores, standard deviations
and Duncan results for the three groups identifying the number of clock

Table 42. ANOVA summary table for the effects of training upon personal growth of participants relative to the number of months that had elapsed since the participants completed their human relations training

Source	df	SS	MS	F
Between groups	2	72.9104	36.4552	9.988**
Within groups	10,631	38,801.7695	3.6499	
Total	10,633	38,874.6797		

**Highly significant - the .01 level

Table 43. Group effects of training upon personal growth mean scores, standard deviations and Duncan results at the .05 level for the number of months that had elapsed since participants completed their human relations training as grouped

	0-29	45-99	30-44	Total
N	3,571	3,812	3,251	10,634
S.D.	2.0324	1.8661	1.8216	1.9121
Mean	3.7496	3.6493	3.8530	3.7453

Table 44. ANOVA summary table for the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate relative to the number of clock hours involved in the training as grouped

Source	df	SS	SS	F
Between groups	2	15.0820	7.5410	2.206
Within groups	10,691	36,541.6484	3.4180	
Total	10,693	36,556.7266		

Table 45. Group degree of satisfaction with the primary method in-
struction used mean scores, standard deviations and Duncan
results at the .05 level for number of clock hours involved
in the human relations training of participants as grouped

	1-59	60	61-over	Total
N	4,640	3,823	2,231	10,694
S.D.	1.8344	1.8786	1.8269	1.8490
Mean	4.0672	4.0957	4.1672	4.0983

Table 46. ANOVA summary table for the effects of training upon personal
growth of participants relative to the number of clock hours
involved in their training as grouped

Source	df	SS	MS	F
Between groups	2	24.5322	12.2661	3.357*
Within groups	10,631	38,850.1953	3.6544	
Total	10,633	38,874.7266		

*Significant - the .05 level.

Table 47. Group effects of training upon personal growth mean scores,
standard deviations and Duncan results at the .05 level for
number of clock hours involved in the human relations train-
ing of participants as grouped

	1-59	60	61-over	Total
N	4,571	3,815	2,248	10,634
S.D.	1.9823	1.8352	1.8924	1.9121
Mean	3.6926	3.7699	3.8924	3.7453

hours involved in the human relations training. The Duncan revealed that the group receiving 61 or more hours of training differed from the group receiving 1 to 59 hours.

Summary

This chapter has presented the results of a survey of randomly selected teachers in Minnesota who completed the human relations training mandate concerning the methods of instruction used in their training. Data from 421 questionnaires were analyzed.

The first section of the chapter presented a descriptive analysis of the demographic data as reported by the participants. The second section provided an analysis of data reported on the Methods of Instruction portion of the questionnaire by using descriptive and inferential statistics. Because of the large number of tables, the reader was advised to consider the findings as presented in this chapter along with the discussion of these findings as found in Chapter V.

CHAPTER V. FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine the methodology used in teaching human relations. Teachers in Minnesota who had completed the state-mandated human relations training program were randomly selected for the sampling.

For the purposes of discussion Chapter V was divided into the following sections:

1. The Findings of the Study,

2. The Conclusions,

3. The Discussion of the Findings,

4. Limitations of the Study, and

5. The Recommendations.

The Findings of the Study

The first section of this chapter presents the findings of the study which are relative to the hypotheses tested. For easy understanding and reference in reading Chapters IV and V, the hypotheses were arranged and presented consistent with the tables in the preceding chapter. Thus following hypotheses one and two, hypotheses three and four were presented in the order of three (a) and four (a), three (b and four (b) and so on through three (h) and four (h). Each of these--three (a), four (a), three (b) etc were considered as separate and independent hypotheses to be tested. By arranging the findings in this manner, a comparison can be

observed when applicable between the participants' degree of satisfaction with the primary method of instruction used in the human relations training and the effects that the primary method of instruction used had upon their personal growth when considering each of the demographic variables.

Null hypothesis one:

There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate.

There was a highly significant difference (p $\geq$ .01) relative to the participants' degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate. Therefore, null hypothesis one was rejected.

The methods of instruction were grouped into four categories as discussed in Chapter IV. The groups consist of lecture, presentation, simulation and on-the-job training. Mean scores for the method of instruction groups ranged from 3.7325 for lecture to 4.6179 for on-the-job training. The Duncan revealed that simulation and on-the-job training groups were not significantly different from each other, however they both differed from the lecture and presentation groups. On-the-job training had the highest mean score and therefore it was determined that participants who had that method group used as the primary method of instruction in their training were the most satisfied. The simulation group with a mean score of 4.5630 had the second highest degree of satisfaction with the primary method of instruction used in their human relations

training. Lecture differed significantly from presentation, simulation and on-the-job training groups. Participants who had lecture used as the primary method of instruction were found to be the least satisfied with that method. Participants who had the presentation group used as the primary method of instruction differed significantly from those indicating lecture, simulation and on-the-job training groups. The mean score for the presentation group was 4.2014.

Null hypothesis two:

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth.

There was a highly significant difference (p $\geq$ .01) relative to the effects the training had upon the personal growth of the participants. Therefore, null hypothesis two was rejected.

The Duncan revealed that the four method of instruction groups all differed from one another. Lecture showed the lowest mean score (3.3804) for the effect the primary method of instruction used in the training had upon the participants' personal growth and the simulation group had the highest mean score of 4.6457. Mean scores for the groups presentation and on-the-job training respectively were 3.6273 and 4.4431.

A further breakdown of mean scores for the participants' degree of satisfaction with the primary methods of instruction used and for the effects the training had upon their personal growth for each of the primary methods of instruction can be seen on Tables 10 and 11 (pp. 53-54 of this study). Table 10 compares the mean scores of the degree of satisfaction with the primary method of instruction used and the effects

of the training upon the personal growth of participants for each of

the primary methods of instruction used, whereas Table 11 expounds upon

this comparison by ranking these methods of instruction.

Null hypothesis three (a):

> There are no significant differences (p $\geq$ .05) among the percep-
> tions of the participants surveyed relative to their degree of
> satisfaction with the primary method of instruction used in teach-
> ing the human relations training mandate when concerning the age
> of the participants.

A highly significant difference (p $\geq$ .01) relative to the degree of

satisfaction with the primary method of instruction used in teaching the

human relations training mandate was found when considering the age of

the participants. Therefore, null hypothesis three (a) was rejected.

The ages of participants were grouped into four categories--20 to

34, 35 to 49, 50 to 64 and 65 and over. The Duncan revealed that the

four age groups were all different. The age group of 50 to 64 had the

highest mean score (5.1821) indicating participants in this age group

were more satisfied with the primary method of instruction used in their

human relations training than participants in other age groups.

Null hypothesis four (a):

> There are no significant differences (p $\geq$ .05) among the percep-
> tions of the participants surveyed relative to the effects the
> primary method of instruction had upon their personal growth when
> concerning the age of the participants.

There was a highly significant difference (p $\geq$ .01) relative to the

effects of the training upon the personal growth of the participants when

considering their ages. Therefore, null hypothesis four (a) was re-

jected.

The Duncan revealed that all four age groups were different. The mean scores indicated that participants in the age group of 65 and over perceived the primary method of instruction used in their training had a greater effect upon their personal growth than any of the other age groups.

Null hypothesis three (b):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when the sex of the participants was the variable.

It was found there was a significant difference (p $\geq$ .05) relative to the degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when the sex of the participants was the variable. Therefore, null hypothesis three (b) was rejected.

The male sex group was found to have had a higher degree of satisfaction with the primary method of instruction used in their training than the female group.

Null hypothesis four (b):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth when the sex of the participants was the variable.

It was found there was no significant difference relative to the effects of the training upon the personal growth of the participants when sex was the variable. Therefore, we fail to reject null hypothesis four (b).

When comparing the participants' sex group to either their degree

of satisfaction with the primary method of instruction used in their

training or with the effects upon their personal growth, it can be ob-

served that there was a significant difference of the sex groups in

their degree of satisfaction with the primary method of instruction used

but not in the perceived effect upon their personal growth derived from

the training.

Null hypothesis three (c):

> There are no significant differences ($p \geq .05$) among the percep-
> tions of the participants surveyed relative to their degree of
> satisfaction with the primary method of instruction used in teach-
> ing the human relations training mandate when concerning the level
> of instruction at which the participants were employed.

It was found there was a highly significant difference ($p \geq .01$)

relative to the degree of satisfaction with the primary method of in-

struction used in teaching the human relations training mandate when con-

sidering the grade level of instruction at which the participants were

employed. Therefore, null hypothesis three (c) was rejected.

The Duncan revealed that participants employed at grade levels

kindergarten through 12th grade differed in their degree of satisfac-

tion with the primary method of instruction used in their training from

participants employed at either grade levels K through 6 or 7 through 12.

Participants employed at grade levels K through 6 and 7 through 12 did

not differ significantly from one another, however K through 6 had the

higher mean score (4.1677) indicating participants in this group had the

highest degree of satisfaction with the primary method of instruction

used in their training. Participants in groups K through 6 and 7

through 12 had a higher degree of satisfaction with the primary method
of instruction used in their training than did the participants employed
at the K through 12 group. Participants in the K through 12 group had
the lowest mean score of 3.5516.

Null hypothesis four (c):

> There are no significant differences (p $\geq$ .05) among the percep-
> tions of the participants surveyed relative to the effects the
> primary method of instruction had upon their personal growth when
> concerning the grade level of instruction at which the partici-
> pants were employed.

It was found there was a highly significant difference (p $\geq$ .01)
relative to the effects the training had upon the personal growth of par-
ticipants when considering the grade level of instruction at which they
were employed. Therefore, null hypothesis four (c) was rejected.

The Duncan revealed that all three grade level of instruction groups
differed. Participants employed at grade levels K through 6 showed the
primary method of instruction used in their training had a greater effect
upon their personal growth than participants employed at the other grade
level of instruction groups. Participants employed at K through 12 had
the lowest mean score of 3.4645.

Null hypothesis three (d):

> There are no significant differences (p $\geq$ .05) among the percep-
> tions of the participants surveyed relative to their degree of
> satisfaction with the primary method of instruction used in teach-
> ing the human relations training mandate when concerning the high-
> est professional degree held by the participants.

There is a highly significant difference (p $\geq$ .01) relative to the
degree of satisfaction with the primary method of instruction used in

teaching the human relations training mandate when considering the highest professional degree held by the participants. Therefore, null hypothesis three (d) was rejected.

The professional degrees were divided into two groups--B.A. and higher degree as shown on Table 29. It should be noted that participants in the "higher degree" group were more satisfied with the primary method of instruction used in their human relations training than those participants in the B.A. group.

Null hypothesis four (d):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth when concerning the highest professional degree held by the participants.

There was a highly significant difference (p $\geq$ .01) relative to the effects the training had upon the personal growth of participants when considering the highest professional degree they held. Therefore, null hypothesis four (d) was rejected.

It is noted here that again the participants who were in the "higher degree" group indicated that the primary method of instruction used in their training had a greater effect upon their personal growth than did the participants who were in the B.A. group.

Null hypothesis three (e):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when concerning the years of teaching experience of the participants.

There was a highly significant difference (p ≥ .01) relative to the participants' degree of satisfaction with the primary method of instruction used in their training when considering the number of years of teaching experience they had acquired. Therefore, null hypothesis three (e) was rejected.

The number of years of teaching experience of participants was divided into three groups as shown in Table 33. The Duncan revealed that these three groups all differed from one another. The mean scores indicated that participants in the group having taught 11 to 56 years were the most satisfied with the primary method of instruction used in their human relations training. Those participants who had taught from 0 to 3 years were the least satisfied with the primary method of instruction used.

Null hypothesis four (e):

> There are no significant differences (p ≥ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth when concerning the years of teaching experience of the participants.

It was found there was a highly significant difference (p ≥ .01) relative to the effects the training had upon the personal growth of participants when considering the number of years of teaching experience they had acquired. Therefore, null hypothesis four (e) was rejected.

The Duncan revealed that the three groups were all different. It was found that like the degree of satisfaction with the primary method of instruction used in the training, the effects that the training had upon the participants' personal growth was greater for those who had

taught 11 to 56 years than for those in the other two groups. Those participants who had 0 to 3 years of teaching experience showed that the primary method of instruction used in their training had the least effect upon their personal growth.

Null hypothesis three (f):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when concerning the institution or personnel from which the human relations training was received.

It was found there was no significant difference relative to the participants' degree of satisfaction with the primary method of instruction used in their training when considering where the training was received. Therefore, we fail to reject null hypothesis three (f).

The institutions where the human relations training was received were divided into two groups--the four-year college and other institutions. The four-year college was responsible for training the largest number of participants in human relations with a total of 8,341 of the sample. All other institutions, including private individuals or agencies, local school districts, intermediate service agencies or two-year colleges, were combined into a separate group which trained the remaining 2,353 participants involved in the study. Although there was no significant difference, participants who received their training from the four-year college indicated a higher degree of satisfaction with the primary method of instruction used in their training than those who received the training from other institutions.

Null hypothesis four (f):

> There are no significant differences (p ≥ .05) among the percep-
> tions of the participants surveyed relative to the effects the
> primary method of instruction had upon their personal growth when
> concerning the institution or personnel from which the human re-
> lations training was received.

It was found there was a highly significant difference (p ≥ .01)

relative to the effects the training had upon the personal growth of

participants when considering where the human relations training was re-

ceived. Therefore, null hypothesis four (f) was rejected.

Those participants who received their training from a four-year col-

lege indicated that the primary method of instruction used in their train-

ing had a greater effect upon their personal growth than did the partici-

pants who received their training from other institutions. Although the

difference was highly significant only toward the participants' per-

ceived effect upon personal growth, it should be noted that participants

who received their human relations training from a four-year college

were more satisfied with the primary method of instruction used in their

training than those who received the training elsewhere.

Null hypothesis three (g):

> There are no significant differences (p ≥ .05) among the percep-
> tions of the participants surveyed relative to their degree of
> satisfaction with the primary method of instruction used in teach-
> ing the human relations training mandate when concerning the num-
> ber of months elapsed since completion of the human relations
> training.

There was a highly significant difference (p ≥ .01) relative to

the degree of satisfaction with the primary method of instruction used

in teaching the human relations training mandate when considering the

number of months elapsed since completion of the graining. Therefore, null hypothesis three (g) was rejected.

The grouping of number of months elapsed since completion of training was divided into three groups--0 to 29 months, 30 to 44 months and 45 to 99 months. The Duncan revealed that participants in the group where 0 to 29 months had elapsed since completion of training differed from the group where 30 to 44 months had elapsed but did not differ significantly from the group where 45 to 99 months had elapsed. Participants in the group where 0 to 29 months had elapsed since completion of the training showed the highest mean score of 4.1693 indicating this group had the highest degree of satisfaction with the primary method of instruction used in their training. The Duncan also revealed that participants in the groups where 30 to 44 and 45 to 99 months had elapsed since completion of training did not differ significantly from each other, although the group consisting of 45 to 99 months showed a slightly higher degree of satisfaction with the primary method of instruction used than the group consisting of 30 to 44 months.

Null hypothesis four (g):

> There are no significant differences (p $\geq$ .05) among the perceptions of the participants surveyed relative to the effects the primary method of instruction had upon their personal growth when concerning the number of months elapsed since completion of the human relations training.

It was found there was a highly significant difference (p $\geq$ .01) relative to the effects of the training upon the personal growth of the participants when considering the number of months elapsed since completion of their human relations training. Therefore, null hypothesis

four (g) was rejected.

The Duncan revealed that all three groups differed significantly from each other. It should be noted that participants in the group consisting of 30 to 44 months elapsed since completion of training had the highest mean score of 3.8530 and therefore it was determined that this group felt the primary method of instruction used in their training had a greater effect upon their personal growth than those contained in the groups of 0 to 29 months and 45 to 99 months. Participants in the group containing 45 to 99 months elapsed since completion of their human relations training showed the lowest mean score of 3.6493.

Null hypothesis three (h):

> There are no significant differences ($p \geq .05$) among the perceptions of the participants surveyed relative to their degree of satisfaction with the primary method of instruction used in teaching the human relations training mandate when concerning the number of clock hours involved in the human relations training.

There was no significant difference relative to the participants' degree of satisfaction with the primary method of instruction used in their training when considering the number of clock hours involved in their human relations training. Therefore, we fail to reject null hypothesis three (h).

The number of clock hours involved in the human relations training mandate was divided into three groups--1 to 59 hours, 60 hours and 61 hours and over. The Duncan revealed that participants who received 60 clock hours did not differ from those who received 1 to 59 clock hours or from those who received 61 or more clock hours. However, participants

who received 61 or more clock hours did differ from those receiving 1

to 59 clock hours. The highest mean score of 4.1672 was found for par-

ticipants who had received 61 or more hours of human relations training.

The lowest mean score was found for participants in the group contain-

ing 1 to 59 clock hours. It was therefore determined those participants

who received the greater number of clock hours in their human relations

training were more satisfied with the primary method of instruction used,

however, the difference among groups was not significant.

Null hypothesis four (h):

> There are no significant differences ($p \geq .05$) among the percep-
> tions of the participants surveyed relative to the effects the
> primary method of instruction had upon their personal growth when
> concerning the number of clock hours involved in the human rela-
> tions training.

It was found there was a significant difference ($p \geq .05$) relative

to the effects the training had upon the personal growth of participants

when considering the number of clock hours involved in the human rela-

tions training. Therefore, null hypothesis four (h) was rejected.

The Duncan revealed participants who received 60 clock hours did

not differ significantly from those who received 1 to 59 clock hours or

from those who received 61 or more clock hours. However, participants

who received 61 or more clock hours did differ significantly from those

receiving 1 to 59 clock hours of training. Participants who received 61

or more clock hours of human relations training had the highest mean score

of 3.8924 and those who received 1 to 59 clock hours had the lowest mean

score of 3.6926. It was therefore determined that participants who had

the greater number of clock hours in human relations training also felt

the primary method of instruction used in that training had the greater

effect upon their personal growth.

When considering the number of clock hours involved in the human re-

lations training in relationship to the participants' degree of satis-

faction with the primary method of instruction used and to their perceived

effects of the training upon their personal growth, it can be observed

that participants felt the greater the number of clock hours involved in

the training, the greater their degree of satisfaction and the greater

the effects upon their personal growth. However, it must be noted that

the difference among groups was not significant when considering the

participants' degree of satisfaction with the primary method of instruc-

tion used.

Conclusions

Based upon the analysis of the data collected in this survey, the

following conclusions appeared tenable:

Method of instruction groups

1. A highly significant difference appeared relative to the partic-

ipants' degree of satisfaction with the primary method of instruction

used in the teaching of the human relations training mandate. When group-

ing the methods of instruction into four categories, simulation and on-

the-job training groups had the highest mean scores and did not differ

significantly from each other (see Table 13). In breaking these groups

down into mean scores of degree of satisfaction with the primary method

of instruction used for each of the methods of instruction (see Table 11),

it can be observed that three out of four of the instructional methods
that had the highest mean scores for the degree of satisfaction were
included in the simulation group. The simulation group consists of six
methods of instruction. The one method of instruction that was not a
part of the simulation group, but included in the four top-ranked in-
structional methods with the highest mean score for the degree of satis-
faction was "Other". "Other" was not included in any of the four method
of instruction groups and therefore was not considered in the analysis
of data. The other three methods of instruction which were included in
the simulation group ranked lower in the respondents' degree of satis-
faction (tenth, eleventh and fourteenth) and therefore the mean score
for the simulation group dropped slightly, although not significantly,
below the on-the-job training group.

On-the-job training as a method of instruction group had the highest
mean score for the degree of satisfaction with the primary method of in-
struction used. Three methods of instruction were included in this
group and when these methods were analyzed independently regarding their
mean scores for degree of satisfaction, they ranked sixth, seventh and
eighth when considering all twenty methods of instruction. Because of
the large number of participants who had lecture used as the primary
method of instruction, it was considered as a group in itself. Lecture,
as a group, had the lowest mean score for degree of satisfaction; how-
ever when considering lecture as one of the twenty primary methods of
instruction used, it ranked seventeenth.

Method of instruction groups

     2. A highly significant difference appeared relative to the effects the primary method of instruction used had upon the participants' personal growth. When grouping the methods of instruction, the simulation group as the primary method of instruction had the highest mean score for the effect upon the personal growth of the participants (see Table 15). In looking at the breakdown of mean scores of the effects the training had upon the personal growth of the participants (see Table 11), it can be observed that out of the top ten ranked methods of instruction, five were from the simulation group--one of the top ten methods was "Other" which, again, was not considered for analysis in the method groups.

     The on-the-job training group had the second highest mean score for the effects the training had upon the personal growth of the participants. Presentation was next and lecture again had the lowest mean score when considered as one of the four method of instruction groups.

Age

     3. A highly significant difference appeared relative to the degree of satisfaction with the primary method of instruction used and relative to the effects the training had upon the personal growth of the participants when considering the four age groups. When looking at the age groupings, it can be observed that the participants in the 20 to 34 age group had the lowest mean score for both the degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. Participants in the age group 35 to 49 had

the second lowest mean score. Participants in the age group 50 to 64 had the highest mean score for the degree of satisfaction with the primary method of instruction used, whereas participants in the age group of 65 and over had the highest mean score for effects of training upon personal growth. It appears from the data analyzed that participants who were 50 and over derived the greatest satisfaction with the primary method of instruction used and perceived the training had the greatest effect upon their personal growth.

Sex

4. When considering the sex of the participants, there appeared to be a significant difference relative to their degree of satisfaction with the primary method of instruction used in the human relations training, but no difference in their perceived effects upon personal growth. Males were found to have a significantly higher degree of satisfaction with the primary method of instruction used than females.

Grade level of instruction

5. A highly significant difference appeared relative to the participants' degree of satisfaction with the primary method of instruction used in the human relations training and the perceived effects the training had upon their personal growth when considering the grade level of instruction at which they were employed. Participants employed at K through 6 had the highest mean scores for both their degree of satisfaction with the primary method of instruction used and the effects upon their personal growth. Participants employed at K through 12 had the

lowest mean scores for both their degree of satisfaction and their effects upon personal growth. When considering the degree of satisfaction with the primary method of instruction, the mean scores for K through 6 did not differ significantly from 7 through 12; however, the K through 6 mean score was higher.

Highest degree held

6. When considering the highest professional degree held by participants, a highly significant difference appeared relative to both their degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. The participants who held a higher professional degree had a higher mean score for both their degree of satisfaction with the primary method of instruction used and for the effects the training had upon their personal growth.

Years of teaching experience

7. When considering the number of years of teaching experience acquired by participants, a highly significant difference appeared relative to both their degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. It should be noted that participants who had acquired the most teaching experience (11 to 56 years) had the highest mean score for both their degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. It appears from these data that those participants who had the greatest number of years of teaching experience perceived the greatest degree of satisfaction

with the primary method of instruction used and the greatest effect upon their personal growth. From the data collected there appears to be a relationship between the participants' age group and the number of years of teaching experience acquired relative to their degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. Those participants who were in the age groups of 50 to 64 and 65 and over, as well as those who had the greatest number of years of teaching experience (11 and over) both had the highest mean scores for the degree of satisfaction with the primary method of instruction used and the effects of the training upon their personal growth.

Where training was received

8. When considering where the human relations training was received (four-year college or other institution), a highly significant difference appeared relative to the effects of the training upon the participants' personal growth, but no difference appeared toward the participants' degree of satisfaction with the primary method of instruction used. Participants who received their training from a four-year college had a significantly higher mean score for the effects of the training upon their personal growth than did the participants who received their training elsewhere. In considering the degree of satisfaction with the primary method of instruction used, participants who received their training from a four-year college had a higher mean score than those who received their training from another institution, however the difference between the groups was not significant.

Months elapsed since training

9. When considering the number of months elapsed since completion of the human relations training, a highly significant difference appeared relative to the participants' degree of satisfaction with the primary method of instruction used and the effects of the training upon their personal growth. In looking at the participants' degree of satisfaction with the primary method of instruction used, those participants who were in the group of 0 to 29 months had the highest mean score. Those in the 45 to 99 month group had the next highest mean but did not differ significantly from participants in the 0 to 29 month group. Participants in the 30 to 44 month group had the lowest mean score, however this group did not differ significantly from the 45 to 99 month group.

In looking at the effects the training had upon the personal growth of the participants, it can be observed from Table 43 that all three groups differed from each other. Those participants who were in the 30 to 44 month group had the highest mean score, those in the 0 to 29 month group were next and participants in the 45 to 99 month group had the lowest mean score.

When comparing group mean scores for the degree of satisfaction with the primary method of instruction used and the effects the training had upon the personal growth of participants concerning the number of months elapsed since completion of the human relations training, there appears to be no relationship.

Clock hours

10. When considering the number of clock hours involved in the human relations training, a significant difference appears relative to the effects of the training upon the personal growth of the participants, but no difference appeared relative to their degree of satisfaction with the primary method of instruction used. It should be noted that although there was no significant difference toward the participants' degree of satisfaction with the primary method of instruction used in considering the number of clock hours involved in the training, those participants who had 61 or more hours of training had the highest mean score. Participants who had 60 hours of training did not differ significantly from those having 61 or more hours, however the mean score was slightly lower. It is also notable that participants who had 1 to 59 hours of training had the lowest mean score, but this group did not differ significiccantly from those who had 60 hours of training.

In looking at the effects the training had upon the personal growth of the participants when considering the number of clock hours involved in the training, a significant difference appeared among the groups. Participants who had 61 or more hours of training had the highest mean score; those who had 60 hours of training did not differ significantly from those having 61 or more hours, however they did have a slightly lower mean score. Participants who had 1 to 59 hours of training had the lowest mean score, however this group did not differ significantly from those who had 60 hours of training.

In comparing the degree of satisfaction with the primary method of

instruction used to the effects the training had upon the personal growth of the participants when considering the number of clock hours involved in the training it can be observed that the greater the number of clock hours involved in the training, the greater the degree of satisfaction and the greater the effects upon the personal growth of the participants. It should be noted that although the mean scores for participants who received 61 or more hours of training were highest for both the degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth, the difference was significant only on the effects upon personal growth.

Discussion

In looking at the conclusions of this survey a number of points for discussion were revealed. First, when considering the primary methods of instruction used in teaching the human relations training mandate both individually and as grouped in the tables, it is interesting to note the participants' degree of satisfaction with that method of instruction and the effects that method had upon their personal growth. Instructional methods in both the groups of on-the-job training and simulation appear to have given the participants the greatest degree of satisfaction. As indicated earlier in this chapter, the category of "Other" is not included in the analysis of data and therefore will be disregarded in this section. On-the-job training, committee assignment and job rotation (the three instructional methods included in the on-the-job training group) along with case method, task-centered games and task model (three

of the six methods included in the simulation group) would appear to be choice methods of instruction for teaching human relations as these methods gave participants the greatest degree of satisfaction. In fact, nine out of ten of the methods indicated as giving the highest degree of satisfaction were included in the groups of on-the-job training and simulation (see Table 11). This observation is surprising and surely should be taken into consideration by persons teaching human relations. A study further evaluating those methods of instruction included in the groups of on-the-job training and simulation would appear feasible when considering how high they ranked in comparison to other methods of instruction used. It is noted that the methods of instruction included in the groups of on-the-job training and simulation were not used as frequently as some of the other instructional methods and perhaps this would have an effect upon the results.

When looking at these same methods of instruction and the effects they had upon the participants' personal growth, it was found that methods included in the simulation group had the greatest effect upon participants. There are six methods of instruction in the simulation group and five out of the six ranked within the top ten methods which gave participants the greatest effect upon their personal growth (see Table 11). In-basket technique, case method, task-centered games, task model and role playing would appear to give participants the greatest effect upon their personal growth. All three methods of instruction included in the "on-the-job training" group also ranked within the top ten for effects upon the participants' personal growth. Because of the high

degree of satisfaction and the great effect upon the personal growth of

the participants when methods of instruction included in the on-the-job

training and simulation groups were used in their human relations train-

ing, it appears to the writer that these methods of instruction should

be used by instructors teaching human relations training programs.

The second point of discussion evolves around the participants'

degree of satisfaction with the primary method of instruction used and

the effects of the training upon their personal growth when considering

various aspects of the demographic data included in the questionnaire.

When looking at the demographic variables as grouped in the tables, it

can be noted that participants in the older age groups (50 to 64 and 65

and over) indicated the highest degrees of satisfaction with the primary

method of instruction used and the greatest effect upon their personal

growth. Likewise, participants who had the most teaching experience in-

dicated the highest degree of satisfaction and the greatest effect upon

personal growth. In looking at these two demographic variables--age and

years of teaching experience--it could be assumed that the older the

participants, the more teaching experience they would have acquired.

These groups found the greatest satisfaction with the primary method of

instruction used and had the greatest effect upon their personal growth.

Thusly it appears to the writer these groups should be involved in human

relations training.

Another point of discussion is that males had a higher degree of

satisfaction with the primary method of instruction used than did females.

It cannot be determined from this survey why this would be so; however,

it is interesting to note. No difference was found between males and females in regard to the effects the training had upon their personal growth.

When looking at the grade level at which the participants were employed, those who taught at K through 6 had the highest degree of satisfaction and the greatest effect upon personal growth. Participants in the 7 to 12 group were second highest. By far the largest number of responses were included in these two grade level groups (90%) and it cannot be determined from this study if this discrepancy in the number of responses affected the results for the K through 12 grade level group.

It can be noted that participants who held a professional degree higher than a B.A. indicated a higher degree of satisfaction with the primary method of instruction used and a greater effect upon their personal growth. Perhaps with more advanced study involved in obtaining a higher degree in the educational field, the more cognizant the participant became of the needs for a human relations training program. There is a large discrepancy in the number of responses between the groups of B.A. and "higher degree" however, which could have an effect upon the results and should be considered in this comparison.

Another point of discussion involves where the participants received their human relations training. Because the greatest number of participants indicated the four-year college (77.9%), only two groups were considered in the analysis--the four-year college and "other institutions" which comprised agency or private individual, local school district, intermediate agency and two-year college. Participants who received

their training from the four-year college indicated the highest degree of satisfaction and the greatest effect upon personal growth. Again, it cannot be determined from this study if this is because the four-year colleges provided better instruction than other institutions or if the large discrepancy in participant responses would affect these results.

An interesting point of discussion involves the number of months elapsed since completion of the human relations training. From the findings of this survey it is noted that participants who most recently completed the human relations training (0 to 29 months) indicated the highest degree of satisfaction. No significant difference was found between this group and the 45 to 99 month group which represented the longest time lapse. In contrast, participants who most recently completed the training were most satisfied while participants in the group 30 to 44 months since completion of the training indicated the greatest effect upon their personal growth. In this survey there appears to be no relationship between the degree of satisfaction with the primary method of instruction and the effects the training had upon personal growth when considering the number of months elapsed since completion of the training. Perhaps further study would reveal some type of relationship since the differences between the groups were highly significant.

It is interesting to observe that the more hours of training involved in the human relations training program, the more satisfied were the participants and the greater the effect upon their personal growth. It would appear that a human relations training program should therefore consist of at least 60 clock hours of instruction for participants to

derive the highest degree of satisfaction and the greatest effect upon

their personal growth.

Limitations

The following limitations were placed upon this survey:

1. Results of the survey were based upon the participants' percep-

   tion and not on objective data or behavioral or attitudinal

   changes of the participant as observed by others.

2. No attempt was made to evaluate the instructors who provided the

   participants with the human relations training.

3. Personal experiences of participants prior to completing the

   questionnaire which could have an effect upon their responses,

   thus resulting in a mind set that would influence their true per-

   ception were not considered.

4. Due to the disproportionate responses of the participants (as

   can be seen on Tables 13-47), it would be invalid to compare

   the demographic data to the methods of instruction either treated

   independently or as grouped. This limitation will be expounded

   upon in the recommendation section of this chapter.

Recommendations

As a result of the data collected and analyzed, the following

recommendations are suggested:

1. The survey indicated that participants who received their human

   relations training by the method of instruction group "on-the-job

training" had the highest degree of satisfaction with the primary method of instruction used. Those participants trained by the simulation method group did not differ significantly from those trained by the "on-the-job training" method group. Therefore, instructors for human relations training should be cognizant of the methods of instruction included in these groups which gave the participants the highest degree of satisfaction.

2. The survey indicated that participants who received their human relations training by the method of instruction group simulation had the greatest effects upon personal growth. Therefore, instructors for human relations training should be cognizant of the methods of instruction included in the simulation group and their mean scores for the effects the training had upon the personal growth of the participants.

3. As noted in the limitations section of this chapter, there is a rather large discrepancy in the number of participant responses for the primary method of instruction used for both the method of instruction groups and the demographic variables as grouped. This discrepancy should be noted on Tables 13 and 15 and taken into consideration when observing the results for the degree of satisfaction with the primary method of instruction used and for the effects of the training upon the personal growth of the participants. Because of this discrepancy, the writer has selected to examine the mean differences for the total group.

This discrepancy in the participants' responses to the primary method of instruction used is also found when considering the demographic variables as indicated on Tables 16 through 47. Therefore, it was impractical to make a comparison between the demographic variables as grouped and the methods of instruction used in the human relations training either independently or as grouped. Therefore, the writer elected to examine the mean differences for the total group in this area, also. A study comparing the demographic variables to the primary methods of instruction used in teaching human relations is recommended keeping the participants' responses to the primary methods of instruction used constant.

4. The survey indicated that most of the demographic variables considered in this survey had a significant difference toward the participants' degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. As noted in the third recommendation there was a large discrepancy in the participants' responses to the primary method of instruction used for many of the demographic variables and this should be observed. Because the demographic variables did make a significant difference (often a highly significant difference) toward the participants' degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth, it is recommended that these variables be considered when implementing

human relations training programs.

The participants' grade level of instruction at which employed (K-6 had the highest mean score), the highest professional degree held (degree higher than B.A. had the highest mean score) and the number of years of teaching experience (11 and over had the highest mean score) all had a highly significant difference relative to the participants' degree of satisfaction with the primary method of instruction used and the effects the training had upon their personal growth. Mean scores for the number of clock hours involved in the training indicated the more hours involved, the greater the participants' degree of satisfaction and the greater the effects upon their personal growth. This difference was significant only toward the effects the training had upon the personal growth of the participants. Participants who received their human relations training at four-year colleges had a greater degree of satisfaction with the primary method of instruction used and perceived the training had a greater effect upon their personal growth. This difference was highly significant only relative to the effects the training had upon the participants' personal growth.

5. The survey revealed additional data which could be analyzed and presented for other comparisons pertinent to a human relations training program. This investigation presented only that data which was within the scope of the study.

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APPENDIX A: SURVEY OF STATE-MANDATED HUMAN
              RELATIONS REQUIREMENTS

SURVEY OF STATE-MANDATED HUMAN RELATIONS REQUIREMENTS

State	Have a program	In process	Multi-cultural	No program	No response
Alabama				X	
Alaska				X	
Arizona				X	.
Arkansas				X	
California		X			
Colorado				X	
Connecticut					X
Delaware				X	
Florida				X[1]	
Georgia					X
Hawaii				X	
Idaho				X	
Illinois	X				
Indiana			X		
Iowa		X			
Kansas				X	
Kentucky					X
Louisiana				X	
Maine				X[1]	
Maryland					X
Massachusetts				X	
Michigan				X	
Minnesota	X				
Mississippi				X	
Missouri				X	
Montana				X	
Nebraska		X			
Nevada			X		
New Hampshire				X	
New Jersey					X
New Mexico				X	
New York					X

[1] A desire to see a human relations training program implemented as a state requirement was indicated.

Survey of state-mandated human relations requirements (Continued)

State	Have a program	In process	Multi-cultural	No program	No response
North Carolina			X		
North Dakota					X
Ohio				X	
Oklahoma				X[1]	
Oregon	X				
Pennsylvania		X			
Rhode Island				X	
South Carolina				X	
South Dakota	X				
Tennessee					X
Texas			X		
Utah				X	
Vermont				X[1]	
Virginia					X
Washington				X	
West Virginia					X
Wisconsin	X				
Wyoming				X	

APPENDIX B: LETTER FROM SPOKESPERSON FROM
              THE STATE OF VERMONT

STATE OF VERMONT

Department of Education

Montpelier

05602

February 3, 1977

Mr. James B. Austin
405 N. W. Beechwood
Ankeny, Ia.   50021

Dear Mr. Austin:

Human relations programs are of enormous value and should be
required of all administrators in public service. My reference is
not to a requirement for service, a qualification for employment, but
rather to a requirement of management, a qualification of employers.
In brief, they should, in the interest of efficiency and public ser-
vice of the highest order, manage professional staffs in a humane
fashion as the enclosed paper indicates.

The state of Vermont has no law saying anybody should have
"human relations" training.

Sincerely yours,

Henry S. Bissex, Assistant Director
Teacher and Continuing Education
Research and Development

HSB/jk
enc

APPENDIX C: PERSONAL LETTER TO SCHOOL ADMINISTRATORS

P.O. Box 336
Morning Sun, Iowa 52640
September 23, 1977

HUMAN RELATIONS TRAINING QUESTIONNAIRE

I am presently involved in a doctoral program in Educational Administration at Iowa State University under the supervision of Dr. Ross A. Engel. For my doctoral dissertation I have selected a topic concerning the best method(s) of instruction used in fulfilling the human relations training requirement.

As a part of my research I have developed a questionnaire which shall be given to a sampling of Minnesota teachers who have completed this training requirement. I am asking your assistance in distributing this packet (consisting of a cover letter explaining the purpose of the study and instructions, the questionnaire and a supplemental definition sheet) to teachers in your attendance center who have completed a human relations training program. A self-addressed, stamped envelope will be provided for the return of the questionnaires. The questionnaire takes approximately 20 minutes to complete.

The responses of the sampling of Minnesota teachers will be beneficial in establishing similar programs in Iowa and other states. I feel the results of this study will provide instructors with more effective methods of instruction and will result in a more productive and useful human relations training program. I would very much appreciate your assistance in this area of my study. A simple note at the bottom of this letter indicating your willingness to distribute the questionnaire to teachers in your attendance center would be appreciated. Please indicate the number of packets needed for your staff. I have enclosed a stamped, self-addressed envelope for your reply. Thank you.

Sincerely yours,

James B. Austin

APPENDIX D: QUESTIONNAIRE PACKET

P.O. Box 336
Morning Sun, IA   52640
October 7, 1977

Dear Educator:

HUMAN RELATIONS TRAINING QUESTIONNAIRE

The attached questionnaire concerned with the methods of instruction
used in human relations training programs is a part of a state-wide
study we are conducting as a part of a doctoral dissertation under
the supervision of Dr. Ross A. Engel of Iowa State University. This
survey will assist in determining the most effective methods of in-
struction for human relations training. The results of the study
will provide instructors with more effective methods of instruction
and will result in a more productive and useful human relations train-
ing program.

We are particularly interested in obtaining your responses because
your experiences in completing the human relations training program
will be beneficial in establishing similar programs in Iowa and other
states. Your participation is extremely important. The enclosed
questionnaire has been tested with a sample of school teachers, and
revised in order to make it possible to obtain all the necessary data
while requiring a minimum of your time. It takes approximately 20
minutes to complete the questionnaire. Responses will remain anonymous
as names are not to be given on any part of the questionnaire. A supple-
mental sheet defining the different methods of instruction as used in
the questionnaire is attached for your reference.

It will be appreciated if you will complete the questionnaire within
ten days. We have provided your principal with a self-addressed,
stamped envelope for the return of the questionnaire. Other phases
of this research cannot be carried out until analysis of this data is
completed. Thank you for your cooperation.

Sincerely,

James B. Austin

HUMAN RELATIONS TRAINING SURVEY

DEMOGRAPHIC DATA

BIRTH DATE_____ SEX ___M ___F

LEVEL OF INSTRUCTION AT
WHICH YOU ARE EMPLOYED: ___Elementary (K-6) ___Secondary (7-12) ___K-12 ___Other

HIGHEST DEGREE YOU HOLD_____ YEARS TEACHING EXPERIENCE_____

TRAINING IN HUMAN RELATIONS RECEIVED FROM:

___Private Individual or Agency Personnel

___Local School District Personnel

___Intermediate Service Agency Personnel

___2 Year College Personnel

___4 Year College Personnel

___Other; Please Specify_____

NUMBER OF MONTHS SINCE COMPLETED HUMAN RELATIONS TRAINING_____

NUMBER OF CLOCK HOURS INVOLVED IN HUMAN RELATIONS TRAINING PROGRAM_____

ARE YOU EXEMPT FROM HUMAN RELATIONS REQUIREMENT ___Yes ___No (If yes, why?)_____
If you are exempt from the human relations training, please return this sheet and DO NOT continue
with the questionnaire.

INSTRUCTIONS

(a) Please examine the different methods of instruction listed on the reverse side of this sheet
and determine the primary and secondary methods your instructor used in covering the various
components of human relations training listed in Column 1. If your instructor failed to cover
any of the specified components in your human relations training course, please leave Column 2,
Column 3 and Column 5 blank. Now place the corresponding numbers on the space provided in
Column 2. Use only the secondary spaces if a second and/or third method was used.

	Column 1	Column 2
		Primary--Secondary
Example:	Participation of racial groups	19 13 ____

(b) Following each of the various components of human relations training, determine the degree of
satisfaction with the primary method your instructor used. The scale ranges from 1 to 7 with
1 being the lowest degree of satisfaction and 7 being the highest degree of satisfaction.
Determine your degree of satisfaction and so indicate by circling one of the numbers within the
scale. PLEASE BE SURE TO CIRCLE A NUMBER for each of the various components. If you are
undecided as to the degree of satisfaction, leave it blank.

	Column 1	Column 2	Column 3
		Primary--Secondary	
Example:	Participation of racial groups	19 13 ____	1 2 3 4 5 6 ⑦

The above example reflects the highest degree of satisfaction possible by using the method
of on-the-job coaching. Likewise, if 1 were circled, it would reflect the lowest degree of
satisfaction possible.

(c) In Column 4 indicate the method of instruction (using one of the corresponding numbers) you
feel would be most beneficial in covering each component of the human relations training.

- - - - - P L E A S E   T U R N   O V E R - - - - -

Please use only one number--the one you feel is most appropriate. If you feel the instructor used the most appropriate method of instruction, indicate the number of that method in the space provided.

(d) In Column 5 the same instructions will apply as stated for instruction b. In this column we are looking for the perceived value obtained in each of the various components of human relations training. 7, again, will indicate a high degree of personal growth (change in attitude and/or knowledge) obtained from the training, whereas 1 will indicate a low degree of personal growth. PLEASE CIRCLE A NUMBER. Again, if you are undecided. leave it blank.

METHODS OF INSTRUCTION

INFORMATION PRESENTATION TECHNIQUE		SIMULATION METHOD	ON THE JOB TRAINING
1 Lecture	6 Closed Circuit TV	11 Case Method	17 Job Rotation
2 Conference-Seminar	7 Program Instruction	12 Incident Method	18 Committee Assignment
3 Sensitivity Training	8 Training by Correspondence	13 Role Playing	19 On-the-job Coaching
4 Laboratory Education	9 Motion Picture	14 Task-Centered Games	
5 Systematic Observation	10 Reading List	15 Task Model	20 Other; Please Specify
		16 In-Basket Technique	

Column 1	Column 2	Column 3	Column 4	Column 5
COMPONENTS OF HUMAN RELATIONS TRAINING	METHODOLOGY USED	DEGREE OF SATISFACTION IN METHOD USED	SUGGESTED METHOD TO USE	EFFECTS OF TRAINING ON PERSONAL GROW.
Participation of members of various:	Primary--Secondary			
racial groups	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
cultural groups	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
economic groups	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
Develop the ability to:				
Understand the contribution of various				
racial groups	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
cultural groups	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
economic groups	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Understand life style of various				
racial groups	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
cultural groups	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
economic groups	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Recognize				
dehumanizing biases	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
discrimination	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
prejudices	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Deal with				
dehumanizing biases	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
discrimination	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
prejudices	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Create learning environments which contribute to				
self-esteem of all persons	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
positive interpersonal relations. .	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
positive intergroup relations . . .	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Respect				
human diversity	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
personal rights	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
Teachers will be aware of their own feelings on the following				
racism	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
prejudice	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
discrimination	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
Evaluation of instructional materials in regards to.				
racism	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7
prejudice	___ ___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6 7
discrimination.	___ ___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6 7

Please use <u>only one</u> number--the one you feel is most appropriate. If you feel the instructor used the most appropriate method of instruction, indicate the number of that method in the space provided.

(d) In Column 5 the same instructions will apply as stated for instruction b. In this column we are looking for the perceived value obtained in each of the various components of human relations training. 7, again, will indicate a high degree of personal growth (change in attitude and/or knowledge) obtained from the training, whereas 1 will indicate a low degree of personal growth. <u>PLEASE CIRCLE A NUMBER</u>. Again, if you are undecided. leave it blank.

METHODS OF INSTRUCTION

INFORMATION PRESENTATION TECHNIQUE

1 Lecture	6 Closed Circuit
2 Conference-	TV
Seminar	7 Program
3 Sensitivity	Instruction
Training	8 Training by
4 Laboratory	Correspondence
Education	9 Motion Picture
5 Systematic	10 Reading List
Observation	

SIMULATION METHOD

11 Case Method
12 Incident Method
13 Role Playing
14 Task-Centered
Games
15 Task Model
16 In-Basket
Technique

ON THE JOB TRAINING

17 Job Rotation
18 Committee
Assignment
19 On-the-job Coaching

20 Other; Please Specify

Column 1	Column 2	Column 3	Column 4	Column 5
COMPONENTS OF HUMAN RELATIONS TRAINING	METHODOLOGY USED	DEGREE OF SATISFACTION IN METHOD USED	SUGGESTED METHOD TO USE	EFFECTS OF TRAINING ON PERSONAL GROW
Participation of members of various:	Primary--Secondary			
racial groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
cultural groups	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
economic groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Develop the ability to:				
Understand the contribution of various				
racial groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
cultural groups	___ ___	: 2 3 4 5 6 7		1 2 3 4 5 6
economic groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Understand life style of various				
racial groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
cultural groups	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
economic groups	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Recognize				
dehumanizing biases	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
discrimination	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
prejudices	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Deal with				
dehumanizing biases	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
discrimination	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
prejudices	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Create learning environments which contribute to				
self-esteem of all persons	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
positive interpersonal relations. .	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
positive intergroup relations . . .	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Respect				
human diversity	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
personal rights	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
Teachers will be aware of their own feelings on the following				
racism	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
prejudice	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
discrimination	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
Evaluation of instructional materials in regards to.				
racism	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6
prejudice . . . :	___ ___	1 2 3 4 5 6 7		1 2 3 4 5 6
discrimination.	___ ___	1 2 3 4 5 6 7	___	1 2 3 4 5 6

DEFINITIONS FOR METHODS OF INSTRUCTION

INFORMATION PRESENTATION TECHNIQUES

1 Lecture: An exposition of a given subject delivered before an audience or class for the purpose of instruction.

2 Conference-Seminar: Emphasis is on small group discussion, and the leader provides feedback rather than instruction.

3 Sensitivity Training: Emphasis is on small groups and individual participation; the subject matter for discussion is the actual behavior of the individuals in the group, or the "here and now."

4 Laboratory Education: A more complete program of training experiences in which some form of sensitivity group is the prime ingredient. Other ingredients may include short lectures, group exercises, etc.

5 Systematic Observation: Individuals in the training program observe a trained person in action as he deals with the "real thing."

6 Closed-Circuit TV: Television transmission circuit with a limited number of reception stations and no broadcast facilities.

7 Programmed Instruction: Defining what is to be learned, breaking it down into its component elements, and deciding on the optimal sequence for the presentation and learning of these elements.

8 Training by Correspondence: Instruction is given by mail, sending lessons and examinations to the learner.

9 Motion Pictures: Use of films usually for introducing new subject matter and stimulating discussion relative to human relations problems.

10 Reading Lists: Provides straight information and can be organized around regular discussion sessions to exchange opinions and ideas about what has been read.

SIMULATION METHODS

11 Case Method: Certain aspects of the program are simulated by describing conditions on paper; trainees identify problems, offer solutions and otherwise react.

12 Incident Method: Trainee is given sketchy outline of a particular incident which requires action; by questioning trainer, they (trainees) are to reach a solution.

13 Role Playing: Trainees "act out" the roles of individuals who are described in the case.

14 Task-Centered Games: Trainees are given a set of specified relationships or rules and are asked to make decisions based upon these relationships.

15 Task Model: A complex, but easily built physical object is constructed and a group of trainees is assigned the task of duplicating the model,

given the proper materials. Communication difficulties and solutions are discussed.

16 In-Basket Technique: Trainee is presented with a description of a specific role and is to assume all responsibility for decisions and advise on incoming correspondence.

ON-THE-JOB TRAINING

17 Job Rotation: Gives trainee factual knowledge about the operation of the program and practice in the skills required.

18 Committee Assignment: Trainees form committees and are given problems to solve.

19 On-The-Job Coaching: A teacher-learner relationship is established where the superior acts as a tutor.

APPENDIX E: LETTER THANKING ADMINISTRATOR
(ACCOMPANIED QUESTIONNAIRE PACKETS)

P.O. Box 336
Morning Sun, IA   52640
October 7, 1977

Dear Principal:

<u>HUMAN RELATIONS TRAINING QUESTIONNAIRE</u>

Thank you for your response to my letter of September 23 indicat-
ing your willingness to distribute the questionnaire packet to
teachers who have completed the human relations training program.

Enclosed are the designated number of copies as needed for your
staff and a stamped envelope for the return of the questionnaire.
Each packet consists of a cover letter, the questionnaire and a
supplemental definition sheet. Only the completed questionnaire
form need be returned; other sections may be discarded. Responses
will remain anonymous as names are not to be given on any part of
the questionnaire.

It would be greatly appreciated if the questionnaire could be
returned to me within 10 days so other phases of my research can be
completed. Thank you again for your participation.

Sincerely,

James B. Austin

APPENDIX F: FOLLOW-UP LETTER TO ADMINISTRATORS

P.O. Box 336
Morning Sun, IA   52640
October 7, 1977

Dear Principal:

HUMAN RELATIONS TRAINING QUESTIONNAIRE

On September 23, 1977 I sent you a letter asking your assistance
in dispersing a questionnaire to teachers in your attendance center
who had completed a human relations training program. I would like
to stress the importance of your reply and the participation of your
staff in this study. Responses will be completely anonymous as names
are not to be given on any portion of the questionnaire.

Please indicate either your willingness to distribute this question-
naire to your staff or your reluctance of such by checking one of
the boxes below and returning to me. Your cooperation will be
appreciated.

☐   Yes, I shall distribute the questionnaire
    and I need _____ copies.

☐   No, I will not participate in the study.

Sincerely,

James B. Austin