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**Substance abuse prevention, student attendance, student achievement, and other consequences of teacher training in affective education.**

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**SUBSTANCE ABUSE PREVENTION, STUDENT ATTENDANCE, STUDENT  
ACHIEVEMENT, AND OTHER CONSEQUENCES OF TEACHER TRAINING  
IN AFFECTIVE EDUCATION**

A Dissertation Presented

by

**John R. Couture**

Submitted to the Graduate School of the University of  
Massachusetts in partial fulfillment of  
the requirements for the degree of

**Doctor of Education**

May 1988

EDUCATION

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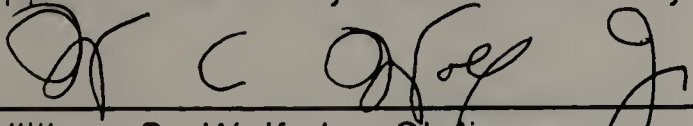
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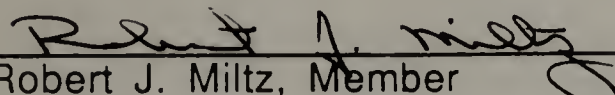
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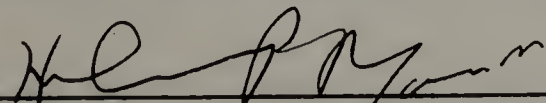
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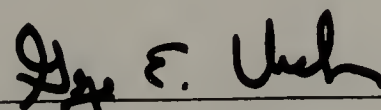
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Finally, I acknowledge the support from my friend, companion, and wife, Deborah, without whom this study would have been insurmountable.

## ABSTRACT

# SUBSTANCE ABUSE PREVENTION, STUDENT ATTENDANCE, STUDENT ACHIEVEMENT, AND OTHER CONSEQUENCES OF TEACHER TRAINING IN AFFECTIVE EDUCATION

May 1988

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This research project attempted to ascertain the effects of the affective training of teachers on the substance abuse problem, student attendance, student achievement, student self-concepts, and other consequences of that training in a rural high school.

Twelve subjects, including seven students, three teachers, and two parents were interviewed during the months of May and June, 1987. A pilot study was conducted during May, 1987.

A review of the affective education research literature pertaining to the relationship between affective education and the substance abuse problem revealed confounding and inconclusive outcomes. Programs did not often include evaluation components. When evaluations were reported, they focused upon deficient



evaluations suggesting other methods of data acquisition. The work in this research undertaking focused upon people most directly involved with substance abuse, i.e. students, their teachers, and their parents.

This qualitative research project is based upon a case study approach utilizing an in-depth, semi-structured interview technique. The basis for the methodology is described in The Discovery of Grounded Theory by Glaser and Strauss (1967). Data obtained were analyzed in the content of emerging categories as encapsulated in the written record and in the tape recording of each interview. An interview guide served as the basis for conversation to ensure similarity at the point of departure.

The effects of this study suggest that affective education is a potential part of a total solution for substance abuse. This research also suggests other consequences of affective education such as student achievement, improved attendance, and a greater feeling of self-worth. Other logical outcomes of this project were a healthier attitude toward the teacher and peers and greater motivation in school.



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# CHAPTER I

## INTRODUCTION

### Background

Substance abuse and how to prevent it is an issue of considerable concern to federal, state, and local authorities. The White House initiated a campaign that has filtered down to other levels of government and business (Time, 1986). The governor of Massachusetts, Michael Dukakis, has supported drug education programs while demanding tougher penalties for those who sell, possess, or consume drugs. The chairman of the New Hampshire School Boards Association, Kenneth Paul, has called for an end to drugs in school, stating that if "drugs interfere in a healthy and appropriate atmosphere for learning, then drugs have to go" (Manchester Union Leader, 1986).

The federal government has increased its drug-enforcement budget from \$853 million in 1982 to \$1.5 billion in 1986. The higher amount has provided for more border guards, more drug agents, and highly sophisticated weapons to pursue and apprehend drug smugglers. At the same time, the federal budget for drug treatment

and prevention has declined from \$200 million in 1982 to \$126 million in 1986 (Time, 1986). Federal emphasis seems to be enforcement rather than treatment at this time.

Consequences of smoking, sniffing, or consuming drugs estimated to be worth 27 to 110 billion dollars annually are far-reaching. Crime is an obvious companion to substance abuse. In New York, 56% of those arrested for a street crime were on drugs. Furthermore, the yearly bill for the treatment of alcoholism in the United States is \$116.7 billion dollars. More than 100,000 people in New Hampshire, or 10% of the total population, are alcohol abusers. Before all children in the United States reach the age of 18, 49% will have used alcohol. Over 66% of New Hampshire's children will have consumed alcohol by age 18. In the same state, 40% of divorces are alcohol related while almost 50% of the cases of incest occur when the perpetrator is intoxicated (Boston Globe, 1987).

The problem of substance abuse by secondary students was documented in a 1985 report by Johnston, O'Malley, and Bachman. Roughly two-thirds of all American young people (63%) try an illicit drug before they finish high school, and fully 40% have illicitly used drugs other than marijuana (p. 12). About 17% of all high school



seniors had tried cocaine, 61% had abused an illegal drug, while 93% had consumed alcohol. The study also indicated that the decline in drug abuse from 1980 through 1984 had halted. For the class of 1985, drug use remained at previous levels or increased. For those who graduated in 1985, monthly statistics demonstrated that 66% abused alcohol and 26% abused marijuana. The statistics indicated that the amount of daily abuse of alcohol was 4.8% while marijuana abuse was 4.9%. Before graduation, 93% of all seniors across the nation have abused alcohol. Johnston et al. concluded that these are truly alarming levels of substance abuse whether by historical standards or in comparison to other countries. In fact, they probably reflect the highest levels of illicit drug use to be found in any industrialized nation in the world (p. 13).

### The History of Substance Abuse Education

Results of educational attempts at substance abuse prevention are confounding and inconclusive. The late sixties provided information fraught with scare tactics and educational misinformation for students (Bukowski, 1979; Werner, 1979). The



goal of drug education was to perpetuate fear; fear in using drugs and the consequences of so doing. The next approach to drug education was the knowledge approach (Goodstadt, 1981). The drug education of the early seventies mandated that information about substances be given to students with the hope that understanding of the possible harmful effects of drugs would compel students and others into making the choice of abstinence (Goodstadt, 1974). In the early to mid seventies, drug education then added the element of humanistic education (Swisher, 1973; Bukowski, 1979). The education of the student would not only take the intellectual facet of the student's life into consideration, but also the affective domain (Goodstadt, 1974). A critical difference in this type of drug education was the necessity for teacher training in affective concepts including communication, decision making, human relations, and values clarification. These concepts were then manifested in the forms of contracting, communication techniques, fishbowling, brainstorming, team building, and group processes. The affective approach addressed the students' personal knowledge of oneself and the exploration of their thoughts, feelings, and actions in relation to others. The eighties have attempted to address the

issue of substance abuse with a combination of the knowledge and affective approaches.

The role of teacher training was a vital element in the concept of using affective educational techniques and strategies to reduce substance abuse. Teachers had to be knowledgeable and proficient in affective skills in order to implement them in the classroom. With the philosophy that affective education would reduce substance abuse, the federal government, through the United States Office of Education, provided \$3.5 million in 1970 to form five regional training centers across the country. The reason for the centers was to train teachers in the concept and skills of affective education in order to address the problem of substance abuse by students. Colleges and universities had also initiated and implemented programs for prospective teachers using affective models with the express design of reducing or eliminating substance abuse (Spillane & Levenson, 1977).

### Statement of the Problem

Affective education theorists have claimed that substance abuse

is caused by unfulfilled personal and social needs (Dohner, 1972; O'Donnell, 1976). Affective education proponents subscribe to the theory that affective education concepts and skills taught to teachers, and then implemented into programs in the classroom, address the personal and social inadequacies which cause substance abuse. Relationships between affective education programs and the reduction of substance abuse remain unclear.

Research efforts by Moskowitz, Malvin, Schaeffer, and Schaps (1982 & 1984) as well as the work of Newman, Mohr, Badger, and Gillespie (1984) demonstrated that teacher training in affective education had no effect or possibly a negative effect on program participants in terms of substance abuse. In the first instance, teachers were trained in the areas of communication, problem-solving, discipline, and self-enhancement skills. Teachers then implemented these affective skills in the classroom. The variables examined were current use, lifetime use, attitudes toward use, intention to use, and perceptions of peer attitudes toward drug use. The results of the treatment demonstrated no effect for girls, but the boys in the treatment group were more pro-drug in attitude, and also engaged in more alcohol and cocaine use than boys in the control

group. In the second case, teachers were trained in similar skills such as values clarification and decision-making skills. These skills were incorporated into a two-phase program. The first step was knowledge about drugs, and the second phase was process programs such as values clarification, decision-making etc. The program results indicated that students in the treatment group learned more about drugs than students in the control group, but the program found no support for the reduction of substance abuse. Their research also indicated that few program sponsors have been able to provide accurate performance data because of no evaluation, poor evaluation, or evaluations with improper methodology (Goodstadt, 1981).

Aspy and Roebuck (1977) contradicted the above mentioned consequences of teacher training in affective education. The National Consortium for Humanizing Education accepted a grant over a period of three years to study two general concepts: (1) that teachers and administrators could be trained to increase the levels of facilitative teaching skills; and (2) that increases in facilitative skills would be accompanied by positive pupil changes on indices of both mental health and cognitive growth (p. vii). Their research revealed that students achieved more, improved their attendance,

and felt better about themselves when teachers utilized affective methods and techniques. This project, however, was not designed to address the issue of substance abuse, nor were the students involved substance abusers.

The problem is that affective theorists claim to have a concept which will address the problem of substance abuse, but they cannot verify the contention. Research does not support the claim either in terms of the substance abused or the methodology employed. The literature hints some positive effects occur when teachers are trained in affective education. For example, student attendance increased, vandalism decreased, teacher turnover declined, students achieved better on reading tests, and the number of student fights declined (Aspy & Roebuck, 1977). In another research project by Alschuler, Phillips, and Weinstein (1977), it was hypothesized that students who participated in a self-knowledge curriculum would reduce their abuse of substances. The results illustrated that the students gained in self-knowledge, but the treatment had no effect on substance abuse.



## Statement of Purpose

Effects of teacher training in affective education upon substance abuse in a rural New Hampshire high school were investigated. Four specific purposes framed the study. They were:

1. To establish relationships between teacher training in specific affective methods and techniques and the reduction of specific manifestations of substance abuse (i.e., users' school achievement, attendance).
2. To establish relationships between teacher training in specific affective methods and techniques and changes in students' self-concepts.
3. To ascertain relationships between teacher training in specific affective methods and techniques and changes in teachers' responses to substance abuse.
4. To ascertain relationships between teacher training in specific methods and techniques and changes in parents' responses to substance abuse.

The study aspired to generate information pertaining to the following questions. First, what effects do teacher training

programs have upon students' substance abuse? Second, what effects do teacher training programs have on involved teachers and parents? And third, what other consequences of teacher training programs related to substance abuse might be discerned?

### Significance of the Study

A paucity of appropriate research on the consequences of teacher training in affective education in the quantitative paradigm has forced the researcher to view the same concepts, but from a different perspective. This study investigated the effects of teacher training in affective education through the use of in-depth interviews. Students, teachers, and parents had an opportunity to communicate personal consequences related to the training outcomes. The methodology of interviewing students, teachers, and parents enabled the researcher to determine the relationships between affective education and the issues of substance abuse, student achievement, school attendance, and self-concept. In addition, other results of the training evolved as the data unfolded.

The use of the case study method with semi-structured



interviewing enabled the researcher to analyze effects of affective training from personal perspectives. Since the researcher did not superimpose categories of analysis on the data, rather use the data obtained as a point of departure to define the analytical structure, the approach is quite unique in that it may overcome the methodological shortcomings cited in Randall and Wong (1976) and others. Results of the interview process were related to the impact of affective training of teachers upon substance abuse problems.

Results of the research effort suggested (1) effects of affective education on substance abuse; (2) effects of affective education on student achievement; (3) effects of affective education on school attendance; (4) effects on students' self-concepts; and, (5) other effects of affective education. Taken in context, relationships between qualitative evaluation of substance abuse programs in relation to affective education may be better understood as an outcome of research completed.

### Definition of Terms

Substance. The term used in this paper refers to licit and illicit

drugs, e.g., tobacco, alcohol (beer, wine, liquor), and drugs such as marijuana, heroin, PCP, amphetamines, and cocaine.

Substance abuse. Substance abuse as indicated by the literature is any illicit use of drugs or alcohol which is capable of altering attitudes, sensations, behaviors, and perceptions (Eddy, Halbach, Isbell, and Seevers, 1965).

Prevention. Smith, Loomis, Linda, Jacobs-White, Bricker, and Singleton (1973) define prevention at three levels: (1) primary prevention targeted toward an uninvolved population; (2) secondary prevention targeted at the prevention of drug abuse by an already involved population which has not yet suffered from residual disability; (3) tertiary prevention targeted at the rehabilitation of a deeply involved population which has significant residual disability as a consequence. Prevention in this report will refer to primary prevention only.

Affective education. Affective education refers to any learning opportunities designed deliberately to help persons explore their personal knowledge, that is, the consciousness of their thoughts, feelings, and actions in relationship to self and others, in order to foster psychological development as conceptualized in the works of

Maslow, Rogers etc. Affective education is also known as humanistic, confluent, and psychological education (Read & Simon, 1975).

Teacher training in affective education. Teacher training is defined as participation in programs designed to improve affective skills presumed to be related to substance abuse. These skills include communication skills, decision making skills, values clarification, listening skills, human relations skills, and small group process skills.

### Limitations of the Study

This research project was designed to describe the impact of the affective training of teachers on the substance abuse problem and other consequences of that training in a rural high school. The training program modeled the desired methods and techniques. A major shortfall of the training was that some teachers perceived the training to be of a different philosophy and style than that of their own approaches. Such divergence suggested that the training may not have been implemented in their classrooms. Confirmation of

implementation proved to be quite elusive.

Influences of the teacher training upon students' self-concepts was probed through analyses of the student interview data obtained. Responses were defined, probed, and clarified to discern effects of the training on the self-concept as manifested through school achievement, school attendance, and other behaviors. Interview data were used to discern categories of analysis as themes and patterns unfolded. This analytic process was based upon an assumption that honest, accurate information was offered during the interviews.

Other consequences of the training evolved as the analysis took place. Relationships between teacher training and the variables of achievement, attendance, self-concept, substance abuse reduction etc. were revealed during analyses of interview data. Again, the data reflects subjects' viewpoints and biases.

Finally, selection of subjects in a non-random fashion was due to the nature of the research and was consistent with the practice of research in grounded theory. Because of the sample selection, results will not be generalized easily.

## Organization of the Study

This study consists of five chapters. Chapter I presents the background, the history of substance abuse education, the statement of the problem, the statement of purpose, the significance of the study, definition of terms, limitations of the study, and the organization of the study. Chapter II reviews the relevant literature in affective theory, affective training of teachers, affective education programs, and methodology of substance abuse evaluation. Chapter III explains the theory of the methodology, describe the design of the study, the selection of subjects, the manifestations of affective training, the interview, procedures and timelines, and the analysis of qualitative data. Chapter IV presents the data and the analysis of the data. Chapter V summarizes the research, focuses upon salient outcomes, and offers appropriate recommendations.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of this review is to provide a framework of affective theory, teacher training in affective education, school programs for substance abuse prevention, other consequences of affective education, and the methodological and evaluative highlights of the state-of-the-art in substance abuse prevention. The first part of the review examines the theory of affective education as it relates to the causes of substance abuse. The second section deals with teacher education in affective training centering on the causes of substance abuse. The third segment discusses affective education programs and projects aimed at substance abuse reduction. The fourth part reviews other implications of the affective training of teachers. The fifth section discusses the methodological and evaluation procedures for drug education programs and the final section summarizes, discusses the findings, and includes recommendations for further study.

## Affective Education Theory for Substance Abuse Prevention

The theorists of affective education claimed that affective education focused on the causes of substance abuse. If students felt inadequate from the physical realm to the psychological realm (Maslow, 1959), those feelings caused drug abuse. Students with a poor self-concept, with low feelings of self-esteem, or who feel alienated from other segments of society might find comfort and warmth in substances. Affective education proponents theorized that substance abuse was caused by needs of the individual which were unfulfilled (Dophner, 1972; Nowlis, 1975). Affective educational programs were designed to give students skills to cope with their needs (Haagen, 1970; Smith, 1975; O'Donnell, 1976). The logical outcome would be that if the needs or if many of the needs of students were actualized, then the abuse of substances would decrease.

The causes of substance abuse most often cited in the literature were peer and parental use of drugs (Kandel, 1973), low expectations of success and low feelings of acceptance and capability (Braucht,



Brakarsh, Fallingstad & Berry, 1973), low self-esteem and poor interpersonal relationships (Brook, Kaplan & Whitehead, 1974), poor school achievement and behavior (Smith & Fogg, 1975), and inconsistency between one's own and one's parents opinions about drugs (Jessor & Jessor, 1977). The causes evolved from four categories; social influences, psychological factors, an impatience to assume adult roles, and developmental factors (Botvin, 1983).

Affective education approaches to prevent substance abuse, designed to address those causes, have found numerous supporters over the past twenty to twenty-five years. Rath, Harmin, and Simon (1966) advocated that the schools focus on the process of decision making in the development of their personal values. Others including Nowlis (1975), Webb, Egger and Reynolds (1978), Bukowski (1979), and Botvin (1983) have promoted educational programs which offer more than knowledge transfer. The affective, humanistic, or psychological components and processes which they supported target the student as a whole person.

The knowledge approach to drug education has been demonstrated to have a negative effect even having increased a student's desire to experiment with drugs (Richards 1969). The knowledge approach by

itself has provided negative or neutral data in the reduction of the use of substances (Plant, 1980; Kinder, Pape & Walfish, 1980).

What does the research indicate? Have affective, humanistic or psychological education programs documented a decrease in the abuse of drugs? What are the effects of teacher training in these programs in affective education? Do the training and the resultant treatment impact upon the substance abuse problem?

### Teacher Training in Preservice Programs

This section of the study reviews six teacher education programs in affective education. The programs are college or university teacher education courses of study specifically designed to address the substance abuse problem in schools. At the conclusion of this section, methodological and evaluative shortfalls will become evident in terms of offering improper data or no data for appropriate measurement and analysis.

If schools are to be the locus for developing programs and strategies to focus on drug prevention, then the key to success will be the training of teachers. The training of school staffs begins

with an understanding of the underlying causes for the abuse of chemicals by students. The programs and strategies which are to be devised will then be capable of addressing prevention, that is the encouragement of non-use or experimentation with substances.

Surette and O'Connell (1977) posited that "when communities realize the schools are an effective place to deal with the problems of substance abuse and other dysfunctional behavior, they will demand more of teachers in the classroom. Affective or humanistic educational techniques and programs that take into account the personal needs of young people can be effective prevention strategies" (p. 6).

The Life Resources/Boston College model project was designed to provide training for prospective teachers in humanistic education. The purpose was to develop alternative education programs for dysfunctional student behavior as well as to give teachers skills in creating the teaching-learning environment in the areas of challenge, freedom, respect, control and success.

Mankato State University developed a program with the goal of making learning more relevant to stifle the emotions of alienation or rejection which students may feel. The skill of fostering a caring

and concerned climate was nurtured. Eight process goals were the core of the substance abuse prevention program:

1. A more positive and realistic self-concept which contributes to becoming a more fully functioning individual in an increasingly stressful environment.
2. Trust and a willingness to earn the trust of others.
3. A functional values system which is clear to oneself and which recognizes the similarities and differences in the values of others.
4. Development and use of more imaginative and systematic skills for decision making and personal and group problem solving.
5. A growing commitment to, and improved skills for, effective interpersonal communication.
6. A recognition of the inevitability of change and skills for being an active participant in constructive change.
7. Responsibility for the consequences of one's own behavior.
8. An environment where learning is internalized and becomes operational. (McNeal & Burch, 1977, p. 17)

The University of Missouri sponsored a program entitled HIP, humanizing, individualizing, and personalizing. The purpose of the

program was to channel energy in the concept and practice of substance abuse prevention with three main processes; student self-awareness, a more positive self-concept, and values and decision making skills.

There were also three other projects by the University of Houston, the University of California at Santa Cruz, and the University of Northern Iowa. These projects operated on similar affective education principles as those cited above. The concepts of addressing socially destructive behaviors, making learning more relevant (Weinstein & Fantini, 1970), of modeling teacher training to resemble the humanistic approach, and to provide essential life skills such as self-awareness, interpersonal relations, values, self-concept development and decision making form the core of teacher education and the teaching-learning process in the classroom (Edwards, Potter, & Callender, 1975; Aspy & Roebuck, 1977).

Swisher cited these six points for substance abuse prevention:

1. Increased participation in alternatives.
2. Reduced alienation.
3. Clarified values.
4. Improved decision making.



5. Enhanced mental health.
6. Improved interpersonal relations. (p. 149)

How were the effects of these programs measured? Can this training be called productive? In terms of substance abuse, there were no evaluations to determine the impact of the training. This lack of evaluation provided no basis for comparisons or contrasts to measure the effects of training. More importantly, the long-term effects of the training cannot be determined leaving the questions; are the programs worthwhile? Should the training continue?

### Affective Education Programs for Substance Abuse Prevention

A research effort by Alschuler, Phillips, and Weinstein (1977) centered on the concept of self-knowledge as a strategy for dealing with substance abuse. That effort evolved into a dissertation by Phillips (1980) of the effects of a developmentally based psychological curriculum on substance abuse prevention. The project hypothesized that differences in the variables of self-knowledge, self-esteem, drug attitude, and drug use would be found for students who participated in the curriculum.

The subjects for the study were from four junior high schools in Maine. The teachers who participated were trained during a five-day workshop in human relations skills, psychological education, self-knowledge theory etc. The experiment had two designs. One group was a population randomly assigned and given pretests and posttests. The data was analyzed by analysis of covariance. The other three groups were not randomly assigned so a quasi-experimental non-equivalent control group design was used. The data from those three groups were analyzed by gain score analysis or analysis of covariance where appropriate. The results demonstrated that self-knowledge did increase for those who participated in the process under conditions of teacher motivation and skill in psychological education (p. 101). However, the effect of the curriculum upon substance use could not be documented. If the teacher had minimal skills in psychological education then the amount of drug use did not increase for the treatment group. If the teacher had no skills in the training then the curriculum appeared to have no effect on either the self-concept or substance use.

In 1982, Moskowitz, Malvin, Schaeffer, and Schaps concluded a study of a three year project. Teachers were trained in Effective



Classroom Management skills designed to meet the affective needs of students. The staff was trained in the areas of communication, problem-solving, discipline, and self-enhancement skills. The subjects in the study were 352 7th graders from the experimental school and 190 7th graders from the control school. All students were administered pretests at the beginning of the first year and posttest measures at the end of the third year. The instruments utilized were the Self Observation Scale, the Intellectual Achievement Responsibility Questionnaire, and the Drug and Alcohol survey.

The variables examined were current use and total lifetime use, attitudes toward use, intention to use, and perceptions of peer attitudes toward drug use. Each variable was examined against ten substances, alcohol, pot, etc. The data from the analysis of variance illustrated that the results showed no effects for girls. For boys, the treatment was negative. Boys in the experimental group were more pro-drug in attitude, and also engaged in more alcohol and cocaine use than boys in the control group (p. 21).

In 1984, Moskowitz et al. conducted another evaluation of a drug education course. Again, the teachers involved received training in

skills such as decision making, problem solving, goal setting, and assertiveness training. In the study were 473 subjects, 237 students in the experimental group and 236 in the control group. The study was carried out in two junior high schools in a suburban neighborhood in Northern California. The eight seventh grades were randomly assigned to receive the drug education course. Both groups were administered a pretest and a posttest using the Drug and Alcohol Survey. The program consisted of 12 treatment sessions of approximately one hour each. The curriculum was comprised of models of motivation and decision-making. The data for the pretest was analyzed using an analysis of variance technique while the posttest data was examined using an analysis of covariance method. Separate analyses were conducted on the posttest and follow-up data to increase statistical power and to control for initial differences. The results of the data indicated that the treatment had little effect on the students.

Newman, Mohr, Badger, and Gillespie (1984) researched the effects of teacher training in a drug education curriculum. Teachers participated in a three day workshop involving the two aspects of the program. Teachers were trained in drug knowledge and in

affective skills such as values clarification, decision making skills, etc. The program had two components; the first being knowledge about drugs, and the second being process programs such as values clarification, decision-making skills etc. The project included 25 schools divided into three groups, full experimental, partial experimental, and control. There were six units covered over ten class periods. The instrument measured drug and alcohol knowledge and also decision-making skills. All groups were given a pretest and a posttest measuring the two variables of 1) drug and alcohol related knowledge and 2) decision making skills. The analysis demonstrated that the groups with the trained teachers scored more gains in knowledge and greater growth in decision-making skills. However, the project could not support any claims about substance behavior.

Another program created to attend to the problem of substance abuse is Life Skills Training (Botvin & Wills, 1985). The basis of the program was to develop coping skills and skills to resist social influences through increased positive self-statements, communication skills, goal setting strategies, etc. Although the program began as a smoking prevention strategy, recent studies

showed some promise for other drugs such as alcohol and marijuana.

The LST had three major components; the substance-specific component, the personal skills component, and the social skills component. The first portion concentrated on the knowledge aspect of substances. The second segment focused on decision making with coping skills. The third part dealt with communication, social skills, and verbal and non-verbal assertive skills.

In the initial pilot study, the prevention strategy was tested in regard to tobacco. The study involved 281 8th, 9th, and 10th graders from two different schools in a New York suburb. Schools were randomly assigned to experimental and control groups. The treatment was ten sessions for the experimental group and no contact for the control group. All students were given a pretest and a posttest questionnaire. There was also a three month follow-up questionnaire. An analysis of variance of the data obtained was carried out. The results showed that for the experimental group smoking knowledge increased while the need for group acceptance decreased as did the level of social anxiety.

In an extension of this research, Botvin applied the same techniques and programs to examine their effects on alcohol and

marijuana. Utilizing 1311 7th grade students from ten suburban New York junior high schools, the data from the program indicated that the effect was significant in terms of alcohol and marijuana at the posttest. Marijuana use decreased from 7% to 2% monthly and from 6% to 1% weekly. Although apparently successful, Boitvin writes "much more research is necessary in order to be able to confidently draw conclusions about how and why these programs work" (p. 36).

In summary, the review of the literature shows little documented support of the effect of teacher training and the implementation of that training into programs on substance abuse prevention. Swisher (1974) wrote that "there is very limited evidence that any program has been successful in altering drug use patterns" (p. 158). Polich, Ellickson, Renter, and Kahan posited that affective education programs have not been supported by scientific data (1984). Jones and Battjes (1985), Bell and Battjes (1985), and Botvin (1985) corroborate the statement. More research is needed to link the impact of teacher training in affective education, and the implementation of that training to the prevention of substance abuse. Perhaps one of the keys was written by Jones and Battjes (1985); "no single prevention approach will be effective with all



groups" (p.273).

### Other Effects of Teacher Training

In the literature of teacher training which was linked to impacting upon the substance abuse problem, other factors evolved in the research. The training of teachers in affective concepts and skills achieved other successful results for students.

Safford, Deighan, Corder, and Miller (1975) conducted a program to train teachers to provide students with opportunities to explore their self-understanding and interpersonal relationships with the express goal of addressing substance abuse. However, the most significant result of the training was that students felt less alienated toward school, and the students' attitudes toward teachers were more favorable than in comparable groups.

In a research project which lasted three years, Aspy and Roebuck (1977) examined the impact of the training of principals and teachers and its subsequent effects. The effect of modeling behavior by the principal on the teachers was supported. The principal served as a model of interactive and cognitive behavior for



the teachers. If the principal became more active in interpersonal functioning, then the teachers modeled that behavior.

The training of teachers in increased facilitative skills improved the quality of the interaction between student and teacher, i.e. less criticism, more praise, etc. The program centered on the issues of genuineness of the teacher, positive regard, and empathy for the student. The consequences of such training was that when the teacher was functioning at high levels of acceptance and responsiveness, students missed fewer days of school (p. 196). In addition, students felt much better about themselves as indicated by the data analysis of the pretests and posttest administration of the "How I See Myself" test. Their self-concepts had improved. The third result of the training was that student achievement increased. Students gained in reading, math, and English scores.

In 1984, Schaps et al. evaluated the Effective Classroom Management training. This program, though designed to address substance abuse, demonstrated other effects upon the student. Peer relationships and classroom discipline improved while attitudes toward school became healthier. The students' academic achievement also increased.

## Methodology and Evaluation Procedures of Substance Abuse Prevention Programs

In spite of the time, effort, and money amount spent on drug prevention and prevention research, i.e. the NAPA study, NIDA projects etc., problems still continue in terms of what to do about substance abuse and how it can be done. Methodological and evaluative shortcomings have rendered the results of the research ineffective and without great utility.

Abrams, Garfield, and Swisher (1973) researched that most programs lack appropriate control groups, statistical analysis, and the ability to generalize to a whole population. The findings of Moskowitz et al. (1984) supported similar conclusions. They stated that in 17 drug education programs of the early seventies, there were errors in sample size, data collection, and the use and non-use of statistical analysis.

Goodstadt (1974) stated that few programs were validly evaluated, that is, they had poor designs and weak analyses. In 1981, he reported that "there are very, very few reports of

researched alcohol education programs, even if the most primitive forms of evaluation are included. Available research reports are of little assistance, in addition, because of inadequacies in either research design and/or analysis. This research, therefore, helps little in determining the most effective approaches for program development and implementation "(p. 7).

Randall and Wong (1976) examined over 200 studies of substance abuse prevention programs. Only 23 utilized a systematic evaluation procedure. Fifteen utilized a pretest-posttest research design. Other reviews such as Staulcup, Kenward, and Frigo (1979) supported the same methodological flaws in project design and experience.

Kinder et al. (1980) examined 25 studies dealing with substance abuse. Their findings provided more evidence of methodological errors. Kinder et al. recommended these criteria for future substance abuse programs:

1. Studies should describe characteristics of subjects, educational methods employed, including the training of drug educators.
2. Studies must include generally accepted experimental procedures, e.g., control groups, random assignment to groups.

3. The use of appropriate statistical procedures is needed.
4. Future outcome studies should include measure of knowledge, attitudes, and behavior.
5. The development and use of measures of attitudes, knowledge, and behavior that are psychometrically adequate is needed. (p.1051-1052)

The most comprehensive examination of substance abuse education programs was conducted by Schaps, Di Bartolo, Moskowitz, Palley, and Churgin (1981). This review covered the evaluation of 127 prevention programs between 1968 and 1977. These reports were book articles, journal articles, unpublished manuscripts, and reports to funding agencies. Approximately 50% of the programs utilized an affective education approach. Other approaches included counseling, knowledge about drugs, and combinations of knowledge and humanistic programs.

Schaps et al. stated: "Positive findings notwithstanding, we feel that the quality of evaluation data in primary prevention is still far from adequate for guiding policy formulation and program development. Most of the available data come from studies which were poorly designed or conducted (i.e., no control groups, small or

biased samples, questionable instruments, etc.) Often the data were inappropriately analyzed" (p. 41).

Schaps et al. recommended these criteria for future drug education programs

1. That rigorous evaluation of well established prevention programs be done, and that funding agencies provide the money needed to implement such evaluations.

2. That a well publicized repository for the collection and dissemination of program evaluation reports be established.

3. That more widespread and more systematic evaluation of prevention programs serving minority group populations and subpopulations be done.

4. That better descriptions of the program's setting, history, organizational structure, staffing, and management procedures be given.

5. That greater use of multiple measurement techniques be considered when evaluating prevention programs.

6. That measurement schedules include both pre and posttests, and if possible, a follow-up wave after the posttest should be conducted to determine the durability of program effects and to



detect any delayed effects. (p. 41-42)

McAlister (1983) recommended that "methodological problems must be overcome with proper units of analysis, large scale research, effective tracking, and a concentration on experimental studies" (p. 47). Sheppard, Goodstadt, and Williamson (1985) wanted to know the effect of programs and drug curricula. They recommended better measures of drug use and longitudinal studies of impact research. Johnston (1985) recommended techniques for reducing errors in measurement in drug use surveys including proper sampling, effective response rates, poorly designed questions, errors in instrument design, intentional response errors, and unintentional response errors.

### Summary

In the first section of the review, the theory of affective education and the causes of substance abuse were discussed. Affective skills were theorized to remedy the causes of substance abuse such as low self-esteem, poor achievement in school etc. The



second segment discussed teacher training programs designed primarily to attend to the problem of substance abuse. This part of the review examined six teacher education programs centered around an affective model. The programs had process goals for teachers while modeling the desired behaviors in a caring and trusting environment in an educational program. These programs, however, offered no data in terms of measuring the success of the teacher training.

The third section reviewed affective education programs in schools centralizing on the themes of coping skills, decision making, self-esteem enhancement, and creating one's own values. The results of the review have demonstrated that affective education programs have not shown success in reducing substance abuse (Moskowitz et al., 1984). Compounding and confounding the issue were other studies which portrayed limited findings, no findings, or recommendations that required more than one approach.

The fourth segment described other positive effects of the impact of the affective training and educational programs in schools. Students scored higher on tests, improved in attendance, and had improved self-concept. The fifth and final portion surveyed the

methodological and evaluative situation in substance abuse prevention programs. The review indicated that drug education programs which offered meaningful data and analysis were not in great quantity. Substance abuse prevention programs were inconclusive, provided no data, or provided data which was methodologically unsound (Randall & Wong, 1978). Recommendations for future research included proper units of analysis, larger samples, different populations, appropriate instruments, proper design, random assignment, control groups, generalizability, more experimental studies, correct analysis, and follow-up studies.

### Discussion and Recommendations

The issue of substance abuse prevention has created a history marked by varying approaches and methodologies. The sixties promoted the knowledge approach because it was thought that students consumed drugs due to ignorance of the harmful consequences of drugs. In the seventies, the humanistic movement theorized that students took drugs to fulfill a need. The eighties fostered a combination of both the knowledge and affective

approaches.

In spite of the research and programs of the past 20 years, the educational community has still not found a successful manner of dealing with substance abuse prevention. The programs reviewed illustrated that affective approaches to substance abuse cannot claim success in reducing the problem. In fact, in some instances, substance abuse increased for participants in programs. Although the affective approach has been supported as a way to address the problem, the results of the review demonstrated that the literature does not verify the theory.

From the methodological viewpoint, the programs which have been attempted had serious flaws. The works of Randall and Wong (1976) and Kinder et al. (1980) have documented the issues. The paucity of appropriate research is reflected in the fact that three ERIC searches retrieved 68 references from the descriptors of teacher training, affective education (humanistic education, confluent education, etc.), substance abuse ( drug abuse), and prevention programs (education programs, drug education, etc.). Twenty of the citations dealt with school programs such as the ones discussed, and some were curricula from state departments of

education. Eighteen of the references involved drug use including the predictors and the amount of use. Ten citations referred to teacher training. Other references were counselor training, treatment for alcoholics, nurses' training, and bulimia.

The issue of teacher training illustrated the problems of prevention programs. Colleges and universities embarked on lengthy and costly training programs for prospective teachers. Students were immersed in affective skills in order to experience the way that their students could feel, think, and behave. However, despite the commitment to addressing the personal needs of students, the training offered no process for data collection and no design for evaluation. Therefore, the success of the programs could not be measured nor evaluated.

The concept of teacher training was also discussed in the review of substance abuse prevention programs. Teacher training was a key element because teachers not trained in the affective skills of decision making, problem solving, values clarification, human relations skills, etc. could not be involved in the modeling of those behaviors for students and the transferring of those same behaviors to students. Teacher training also provided the difference in the

formation of the experimental and control groups.

The other effects of teacher training in affective education in the literature were higher student attendance, higher achievement, a greater feeling of self-worth, more positive attitudes toward school, and a better attitude toward teachers. These results indicate that the teacher training can have positive effects. However, those claims cannot be made in the area of drug education and substance abuse prevention.

Given the causes of substance abuse cited in the review such as peer and parental use of drugs, low expectations of success, low feelings of acceptance and capability, low self-esteem, poor interpersonal relationships, poor school achievement and poor school behavior, affective education programs have attempted to alleviate these conditions. However, the question remains whether short-term remediation such as teacher training and school programs can impact the student in a manner to address the causes of substance abuse. Affective education has shown success in the areas of school attendance, school achievement, and the students' self concept.

With the information above, recommendations include offering



new directions for research. Affective education programs should not be studied as they have in the past. Twenty years of research have provided minimal claims for success and methodology of questionable status. Future direction should include qualitative evaluation of substance abuse programs. The qualitative evaluation would offer a different method of investigating the soundness of teacher training in affective education programs, the programs themselves, and a different perspective in the evaluation of the data. The qualitative approach would involve more detail and involve students, teachers, and parents on a more personal level.

This review influenced the researcher to seek a different way of investigating the impact of affective education programs on the substance abuse problem and other school behaviors. Rather than attempt to force fit data into pre-determined categories, the researcher sought an approach which could surmount the methodological and scientific shortcomings as cited in the review. The emphasis of grounded theory is to generate rather than confirm theory. The hypotheses and theories will emerge out of collected data that are available in the phenomenal world (Glaser & Strauss, 1967, p. 1-3). This research contributes a qualitative study to the



confusing body of knowledge which theorizes that affective education addresses the problem of substance abuse.

# CHAPTER III

## DESIGN OF THE STUDY

### Introduction

Study methodology is described in Chapter III. The first section explains the theory of the methodology and the design of the study. The second segment defines the selection of subjects. The third section illustrates the manifestations of affective training. The fourth section describes the development of the interview guide and the interview process. The fifth part delineates the procedures and timelines. The sixth part explains data analysis and is followed by a summary.

# Design of the Study

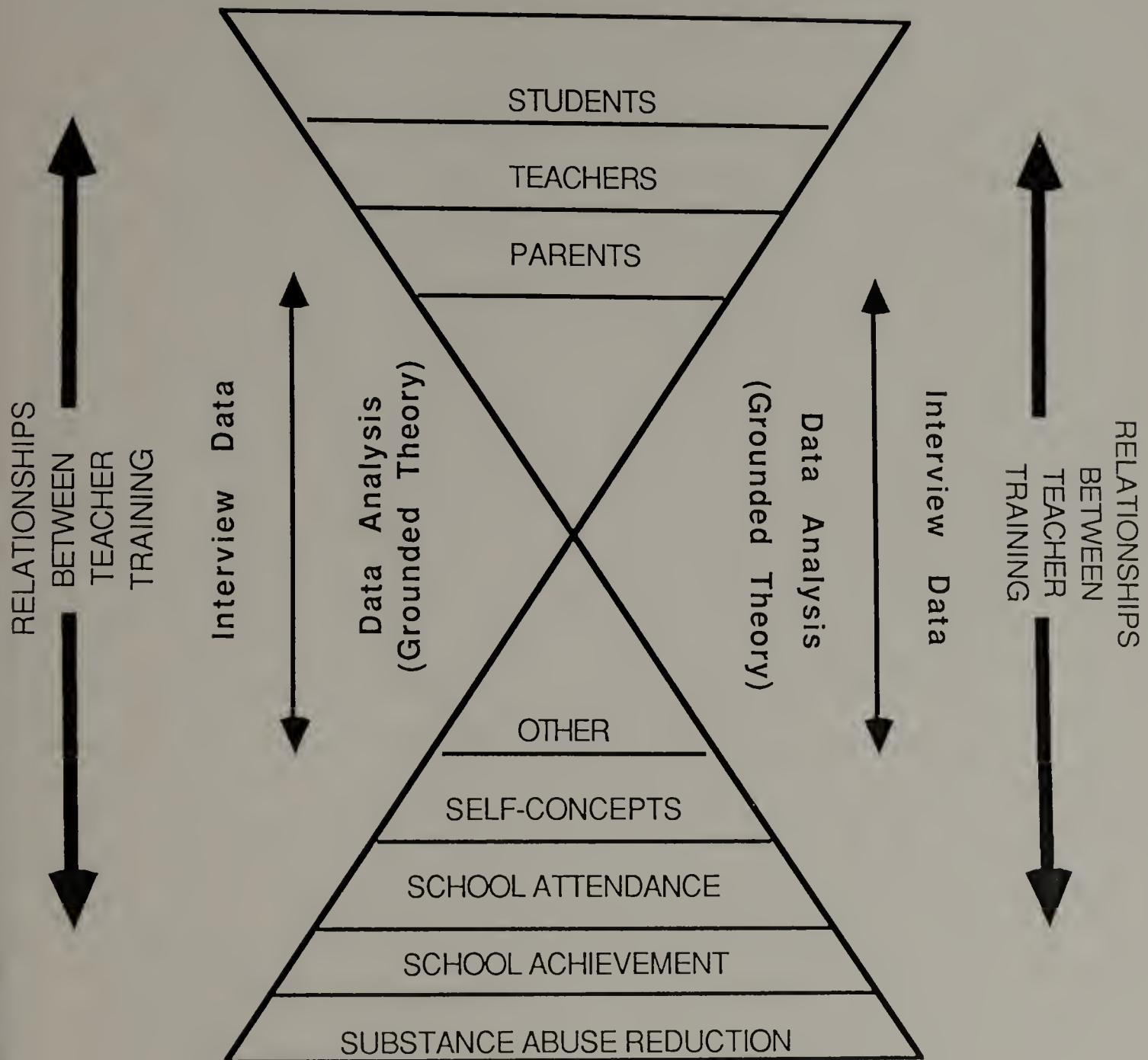


Figure 3.1 Design of the Study

The methodology utilized in this study is based on the principle of grounded theory cited in the work of Glaser and Strauss (1967). The concept denotes that theory is derived from data and from their emerging categories of analysis. The researcher begins with specific observations and builds toward general patterns (Patton, 1980, p. 40). Participant observation and interviewing are the two most common tools of the qualitative researcher (Filstead, 1970, p. 133). In this project, the case study approach is used with the utilization of the in-depth, semi-structured, interview technique.

The case study approach tries to illuminate a decision or a set of decisions: why they were taken, how they were implemented, and with what results (Schramm, 1971). In this project, the decision to train teachers in affective education, to implement those skills in the classroom, and to evaluate those results in regard to substance abuse was investigated. The research addressed the relationships between (a) teacher training in affective education and the reduction of student substance abuse, (b) teacher training in affective methods and techniques and student self-concepts, (c) teacher training and changes in teachers' responses to substance abuse, and (d) teacher

training and changes in parents' responses to substance abuse.

The essence of qualitative research consists of two conditions: (a) the use of close-up, detailed observation of the natural world by the investigator, and (b) the attempt to avoid prior commitment to any theoretical model (Van Maanen, Dabbs, & Faulkner, 1982, p. 16).

The use of the case study approach in combination with the qualitative strategy of interviewing will allow the researcher to describe the real-life context in which an intervention has occurred (Yin, 1984, p. 25). Specifically, in this study the training of teachers is the intervention. Yin (1984) supports the same ideology that data are to be collected from existing people and institutions, not within the controlled confines of the laboratory, the sanctity of a library, or the structured limitations of a questionnaire (p. 67).

Case analysis involves organizing the data by specific cases which permits in-depth study of these cases. Cases can be individuals, programs, institutions, or groups. The case study approach to qualitative analysis is a specific way of collecting data, organizing data, and analyzing data. The purpose is to gather comprehensive, systematic, and in-depth information about each case of interest (Patton, 1980, p. 303). This research investigates

the relationship between teacher training in affective methods and techniques and its impact upon students, teachers, and parents by investigating their thoughts, feelings, and perceptions about that relationship.

This is a qualitative, descriptive study of twelve subjects who have had contact with teachers trained in affective education. The purpose of the study is to ascertain effects of that training on students, teachers, and parents. In this study, teacher training is the independent variable or the treatment condition. Participation is based on the fact that certain teachers have been trained in affective methods and techniques by the Northeast Regional Training Center through the staff from Adelphi University. Students must have had contact with a trained teacher in the classroom while parents must be aware of the training and its subsequent activity. Teachers must have participated in one of the training sessions. Parents must have had contact with some aspect of the implementation of the training.

The dependent variables of interest in this project as points of departure will be substance abuse, student attendance, student achievement, students self-concepts, teacher attitude toward



substance abuse, and parental attitude toward substance abuse. In addition, the utilization of the qualitative technique of in-depth interviewing will allow the researcher to be close to the data. The commitment to get close, to be factual constitutes a significant commitment to represent the participants in their own terms. A major methodological consequence of these commitments is that "the qualitative study of people in situ is a process of discovery" (Lofland, 1971, p. 4).

### Selection of Subjects

For the case studies, seven students were interviewed. In addition, three teachers who have received training and two parents were interviewed. The students were offered the opportunity to participate in the project because they attended a class in which the affective techniques were introduced and practiced. Their interest was piqued during the brainstorming sessions during which the interview guide was conceived and developed. By participating in the initial phase of the study, the students indicated an interest to continue their participation as the project matured. This researcher

planned to interview only five students, but the overwhelming enthusiasm and desire of the students compelled more students to be included and left a list of over fifteen volunteers untapped.

The teachers in the research were involved in training through the Northeast Regional Training Center. The three teachers spent a week in full-day sessions or a weekend session to learn and practice the skills of brainstorming, community meetings, group work etc. These staff members incorporated some of the methods and techniques in their classrooms and were willing to share their apparent effectiveness. The parents came into contact with the concepts, methods, and techniques of affective education either as school board representatives or community members during a training session. As parents, they had a genuine interest in the possible effects of affective education on their sons or daughters.

The three levels of subjects were involved in the project to provide data from three segments of the educational community, students, staff, and community members. The strata of subjects offers layers of investigation as well as a triangle off which information can be defined and clarified.

No attempt was made to select these subjects randomly. Each

subject was chosen on the criteria of willingness to be involved, ability to communicate, and exposure to some aspect of the affective training of the teachers. People simply do not have an equal ability and willingness to make vivid the details and meaning in their lives. And while a good interviewer may be able to bring out the best in subjects, he or she cannot perform miracles on people who are not free with words (Bogdan & Taylor, 1975, p. 102). The capability to articulate in one's own words and the ability to respond to the interviewer were key aspects in the selection process. All subjects were enlightened as to the complete and total confidentiality of the interview data.

### Manifestations of Affective Training

Teacher training in affective education was conducted by the Northeast Regional Training Center through the staff of Adelphi University. The training became available partially through federal funding and partially through the funds of the local school district. The express purpose of the training was to address the issue of substance abuse by high school students. The training occurred

during a seven day training session for a core group and then expanded to over seventy staff members during a weekend session. The training sessions themselves served as models for the desired classroom behaviors. Other district workshops have included training in affective concepts, methods, and techniques.

The training manifests itself in classroom situations in the forms of class contracts, process wheels, fishbowl strategies, community meetings, brainstorming techniques, non-verbal learning, and strategies for group process and group work. Rogers (1957) contended that learning is enhanced when teachers view students with high levels of empathy, congruence, and positive regard. The rationale is to involve students in the processes of decision-making, problem solving, communication skills, peer relations, and values clarification by utilizing the skills listed above. In these processes, students develop a sense of identity, a spirit of trust, the ability to communicate with peers and teachers, a feeling of self-importance, a feeling of personal growth, and an opportunity to learn and demonstrate personal responsibility.

The consequences of training under investigation in the research project were implemented in the classrooms of teachers who had

been trained. Through discussion with students and staff, the use and frequency of incorporation was obtained. This study focused on grade ten students in the content area of science. The treatment was administered during the traditional class periods which meet five times per school week.

The interview process enabled the researcher to ascertain methods and techniques used by selected members of the teaching staff. The interview process also empowered the researcher to delve into the perceived relationships of those techniques and the resulting attitudes students, teachers, and parents as indicated in the interview data. The incorporation of the training into the classroom routine revealed itself as the interviews proceeded.

### The Interview Guide

The next step in the project was the development of an interview guide to define the content and the parameters of the interview itself. The guide served two purposes in this study. First, it necessitated clear thinking about the project and a synthesis of its objectives. To initiate the guide, the researcher began by



brainstorming ideas and concepts about the consequences of teacher training in affective education as cited in the literature, his own thoughts, and what results he had seen in practice. Lofland (1970) referred to that process as the teasing out and recording of those elements of interest in order to arrive at a concept which can be developed ( p. 76-77). Also, listening and speaking to students, teachers, and parents who have been influenced by the training is another process advocated by Lofland (1970) to generate thoughts, ideas, and concepts. Secondly, the interview guide served as a basic checklist during the interview to make sure that all relevant topics are covered (Patton, 1980, p. 198). In addition, in the actual process of interviewing, the guide served as a framework within which the interviewer developed questions, sequenced those questions, and made decisions about the information to pursue in greater detail (Patton, 1980, p. 201). The semi-structured interview format maximized the amount of data that could be collected, allowed for personal interaction so responses could be clarified and explained, and allowed the evolving data to formulate its categories of analysis.

The interview guide emerged from individual conferences and

group meetings with students, teachers, and parents. Input focused on personal perceptions, thoughts, and feelings about the relationship of affective training of teachers and the subsequent impact of training and the implementation of training on each group. The purpose of the interview was to uncover-in-depth what was on people's minds in relation to the results of teacher training. The purpose of the interview guide (Appendix A) is to make sure that basically the same information is obtained from a number of people covering the same material (Patton, 1980, p. 200).

The interview guide was formulated as an outcome of individual and group meetings. Certain themes and patterns became established in general categories which were written into the interview guide. The following themes emerged:

1. The students' perceptions of the manifestations of affective skills in the classroom.
2. The students' feeling about the classroom activities.
3. The students' attitudes toward communication exercises, problem-solving methods etc.
4. The teachers' and parents' perceptions of the impact of affective skills.

5. The teachers' and parents' feelings about the activities.

6. The teachers' and students' attitudes toward the affective methods.

The guide served to ensure that all significant topics were discussed in the interview. The guide remained flexible to uncover the diversity of relevant responses, whether or not these have been anticipated by the inquirer (Merton, Fiske, & Kendall, 1956. p. 12).

### The Interview

Using the interview guide, the interviews were conducted during the months of May and June, 1987. The interviews were held in the conference room of the school which provided a neutral site for the participants. The guide embellished the process by enhancing responses and allowing for further clarification and probing when necessary.

The purpose of qualitative interviewing in evaluation is to understand how program staff and participants view the program, to learn more about program potential, and to capture the complexities of their individual perceptions and experiences (Patton, 1980, p.

200). The underlying principle of interviewing is to hear the subjects express their own thoughts and feelings in their own words.

### Procedures and Timelines

This researcher had already spoken to students, teachers, and parents about the project during January, 1987. Many were interested in the study and were anxious to learn about the results as well as support the study. The researcher informed them during classroom visitations and school board meetings that participation by the school community would be essential. The School Board and Superintendent offered their total and complete support of the study. An atmosphere of trust, support, and assistance evolved with many subjects willing to be involved.

During the month of May a brainstorming session took place with students, teachers, and parents. Subsequently, a pilot trial of the interviews was conducted. Upon completion of the pilot, during the months of May and June, 1987, the subjects were chosen and the interviews were conducted. The data were analyzed during the months of July and August, 1987. The interviews were totally

confidential and were tape recorded. Using an interview guide, the content remained essentially similar with space for open-ended responses where appropriate.

### The Analysis of Qualitative Data

Glaser and Strauss (1967) supported the model of constant comparative analysis for data. This model provides for a combination of the codification of the data while the researcher inspects the data for theoretical categories. The basis of the method is to suggest many categories, properties, and hypotheses, but it is not concerned with statistical testing of hypotheses.

An important element is to begin the examination of preliminary data while still in the process of gathering it. The data from the interviews was recorded and transcribed. This action allowed the researcher to listen to the tapes as well as read the transcriptions in the process of data analysis. Patton (1980) posited that transcriptions can be enormously useful in data analysis and later in replications or independent analyses of the data (p. 248). Reviewing the transcripts enhanced the process of



constant comparative analysis in the formulation of categories which began in the interviewing.

The interview guide served as the vehicle which was used to obtain data on the relevant variables of interest. Topics in the guide were substance abuse, class attendance, school achievement, the self-concept, attitude toward school etc. Lofland (1971) refers to this approach as a flexible strategy of discovery. Intensive interviewing with an interviewing guide is designed not to elicit choices between alternative answers, but to elicit from the interviewee what he or she considers to be important questions relative to a given topic (p. 76). Interviewing encourages clarification and differentiation of the issues from each participant. Intensive interviewing evokes background, detail, and specific thought.

In the project, the categories of analysis evolved as the data unfolded from the interviews. Using the technique of open-ended questions, the subjects revealed what was on their minds in terms of thought and attitude. The researcher was able to probe and clarify responses as appropriate. The interviewer, utilizing the interview guide, focused on one topic at a time with the subject and

collected the data related to each topic. The subjects were encouraged to complete their thoughts and ideas in one area, and then, the researcher had the opportunity to discern differences and similarities on each topic from the subjects.

The data were analyzed through their own emerging categories. The researcher sought recurring concepts as noted in the tapes and the transcriptions. Patton (1980) wrote that the purpose of classifying qualitative data in preparation for content analysis is to search for patterns and themes within a particular setting or across cases (p. 302). The researcher developed the themes and categories as the data unfolded in the process of interviewing and in the review of the tapes and the transcriptions.

The analysis of data for the project involved five steps described in the literature on grounded theory and on qualitative research in general. The theory of the constant comparative method as written by Glaser and Strauss (1967) is to generate theory that is integrated, consistent, plausible, and close to the data (p. 103). Again, the constant comparative method invites many categories, properties, and hypotheses but does not address the testing of hypotheses.

The first step in analyzing data for grounded theory is to have a rough framework in place at the beginning of data collection. In the project, the initial brainstorming, the teasing out (Lofland, 1970), the development of the interview guide, the pilot interviews, and the interview process itself provided information for data analysis. The categories and themes suggested in those activities provided a direction for this inductive process.

The second step in analyzing the data is to reduce the bulk of words into readily analyzable units. Miles and Huberman (1984) define coding as an "abbreviation or symbol applied to a segment of words -- most often a sentence or paragraph of transcribed field notes -- in order to classify words" (p. 56). The codes are the evolving themes or categories which illustrate the gist of the data. Coding is the method which synthesizes data in preparation for analysis. The categories of attitude (a) toward the teacher, (b) toward class participation, and (c) toward peers in class were three of the codes which emerged. In addition, the themes of school motivation, peer pressure, and fear of failure also developed.

The third step in analyzing the data is the constant comparing or responses in the data. Glaser and Strauss (1967) emphasize that

while coding an instance it is important to compare that instance with previous ones in the same category. Constantly comparing the fresh data with data already coded compels the researcher to look for new properties of the category as well as to establish relationships with other categories. In this research, the effect of affective techniques were described and explained pertaining to each topic. However, the consequences of those techniques leads to relationships within the categories as well as among the categories.

The fourth step in analyzing the data is to group lower level categories into higher level patterns. As described by Miles and Huberman (1984), the researcher must grow from coding to the understanding of the patterns, the recurrences, the whys (p. 67). The authors contend that most pattern codes are hunches; the codes which endure are the conceptual hooks and the real meat of analysis (p. 68-69).

The fifth step in the analysis of data is memoing. Glaser and Huberman (1984) describe a memo as the "theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding ... it can be a sentence, a paragraph or a few pages ... it exhausts the analyst's momentary ideation based on data with

perhaps little conceptual elaboration "(p. 69). The authors contend that memos are always conceptual and do not merely report data. Memos tie different pieces of data together or illustrate that a piece of data is an instance of a general concept.

In the process of memoing, this researcher used one copy of the transcriptions to cut-up and paste according to the emerging categories. The background sheets were color-coded to differentiate between the categories and themes. The specific subjects were identified by using a numbering system from one through twelve as the themes were cut and pasted on the colored paper. Relationships within the individual categories became apparent as well as relationships across all categories.

### Summary

A qualitative research design was used by means of the case study method with in-depth, semi-structured interviewing. Twelve subjects were interviewed in a confidential manner. The subjects were chosen on the basis of their willingness to participate, their ability to communicate, and their contact with affective education.



The interviews were tape recorded and transcribed. The data were analyzed through classification of their emerging categories.

## CHAPTER IV

### DATA ANALYSIS

This section presents, describes, and integrates data accumulated from twelve interviews. First, four of the affective techniques are described with an explanation of their purposes. Secondly, the data are presented in response to the implementation of specific affective techniques in the classroom such as community meetings, group work etc. Thirdly, the data are categorized by responses into concepts which distinguish affective education techniques from other classes. Fourth, some resulting attitudes and other perceptions of the techniques of affective education including attitude toward class participation, attitude toward the teacher, and attitude toward peers are illustrated. The fifth section describes the perceived relationships between (a) affective education and substance abuse, (b) affective education and students' self-concepts, (c) affective education and student achievement, and (d) affective education and student attendance. The sixth section typifies other perceived consequences on attitudes toward school motivation, peer

pressure, and fear of failure. Finally, the data are presented in the form of frequency distributions for synthesis.

### Organization of the Data

The data are presented by category as they emerged from the interview process. The data are direct quotations of the subjects as to what was on their minds concerning a specific topic as generated during the interview. The data contained in this chapter represents typical responses given by either students, teachers, or parents to the same category as indicated in the interview guide. Each topic is followed by a brief summary, suggesting the properties of the category and its relationships.

### Affective Techniques

The four methods discussed in the interview process, community meetings, group work, brainstorming, and non-verbal learning are designed to help students explore their personal knowledge.

Personal knowledge entails one's thoughts, feelings, and action in

relationship to self and others. These techniques were the highlights of the teacher training and were specific activities which the trained could immediately bring back to the classroom.

Community meetings are an open forum in which persons may speak in a free manner. Participants may raise issues relevant to an individual or group. It is a meeting in the sense that all involved share what is on their minds in the context of the situation, be it classroom, conference room, or boardroom.

Group work is a strategy which has students working together to reach a common goal. Some of the purposes of students helping students are to facilitate communication between peers, to develop a sense of confidence and trust, and to promote self-identity and self-worth. The technique of working together fosters a spirit of cooperation rather than competition.

Brainstorming is a process which encourages the creating and sharing of ideas. A critical aspect of brainstorming is that all ideas are accepted as stated without evaluation or criticism. The concepts which participants contribute are extensions of themselves, and no criticism is permitted. Brainstorming is the process of a group working together to address a common problem,

situation, or goal.

Non-verbal learning is an activity during which oral communication is not permitted. Classroom communication is managed by utilizing other senses such as touch, sight, and hearing. One of the purposes of the technique is to make students aware that communication occurs in many forms, and that people do not necessarily communicate in the same manner.

### Interview Categories

#### Responses to the Implementation of Affective Education

##### Techniques in the Classroom

##### Community Meetings

Examples of students' responses are :

"Community meetings let us have a deeper discussion about the issues."

"Well, you learn to work with other people and listen to what they have to say. You learn about yourself and about other people."

"Everybody is pretty open. You hear what other people think."

"If somebody has something on their mind, we talk about it."



Examples of teachers' responses are:

"We talk about things like what we can do to improve the classroom atmosphere, how we can work together."

"Community meetings give a chance for the kids and their teachers, everyone that is involved to really look at everyone else that is involved."

"I think the most valuable part in my class was listening. They go in and listen to other people."

Examples of parents' responses are:

"I think the potential is almost a group therapy type of thing where kids come together and get a chance to talk openly and be honest with one another."

"It's a forum where students can really feel free to express things in the confines of the class. I think it is a really an opening tool for kids."

The effect of community meetings as suggested in the data was to make students feel as part of a group. The perceptions of community meetings was to develop communication skills such as listening and speaking. For both students and staff this technique provides an open forum in which all parties may offer ideas for

improvement in the classroom.

### Group Work

Examples of students' responses are:

"We get along now. I have more friends."

"It makes me learn more. Other people helping you and the kids-we all have to take part. It's fun, a lot more fun than just sitting there."

"I'd much rather do things with other people. I enjoy that."

"The teacher mixes up participation with learning, like we do skits and games. It helps out a lot more. I think you really think about it more."

"The group work makes me understand better. I always think that you learn better from kids anyway."

Examples of teachers' responses are:

"I loved it. By removing myself from the center of the attention in the classroom it gives me a chance to see what the kids are doing, really get to know the kids."

"The group work teaches them to listen to other people, to take other peoples' points of view, learning how to take positive and negative feedback. A lot of my kids just do not know how to deal with getting a positive, you did good, especially from peers."

"I think it's pretty neat, because if you do it right, everybody, they all participate the right way, everybody feels like they contributed."

Examples of parents' response are:

"I think they all bring students together, individuals in forming into a group, into a functioning community and they all feel part of it."

"It sets the kid up as a participant in how the class is going to run...there is a little dignity involved."

Group work changed attitudes in the sense that learning seemed to be more enjoyable. The revelations of the subjects echoed the theme of fun in the classroom. Another point of view which evolved was removing the teacher from the center of attention. Perceptions that working together provided for improvement in communication with peers and the teacher as well as a feeling of belonging to the group.

### Brainstorming

Examples of students' responses are:

"Brainstorming is fun. You use your imagination. It feels good letting out the steam."

"If everyone gets to write what they think, to get their ideas out in the open, then you have something to discuss not just one person

saying one thing. It brings out different ideas and if you think the idea is wrong, then we discuss and debate over it."

"You have to try to make things up for people to discuss."

"It's fun because you're allowed to say anything even if it doesn't make sense."

Examples of teachers' responses are:

"For just generating any kind of ideas at first about stuff, planning anything. I would have them brainstorm in the group just to get input from all the kids."

"Brainstorming lets a free flow of ideas happen. If everyone is participating in it you will get people who are timid and shy and are not usually bringing out ideas to throw out an idea because everyone else is doing it."

"Brainstorming makes them feel important, that they are contributing, and it makes them part of the class. For some reason, they like brainstorming, it sounds funny."

Examples of parents' responses are:

"It gives the kids a chance to participate without feeling stupid since there are no rights and wrongs. It gives the kid a chance to see his stuff up there as part of a list and the teachers has to make sure

that nothing is thrown out."

"I think that brainstorming is really exciting. I think that would energize the students and would hopefully start some creativity. Once they get used to letting their brains loose and letting fly with ideas, knowing they aren't going to be put down for something, that they can just let the ideas flow."

Brainstorming is a technique which encourages participation and creative thought. During the activity, students suggested that they are motivated to participate, think, and stretch their minds. Brainstorming seems to unite the class as students seek ideas about addressing a particular problem, question, or issue. Students apparently enjoy participating because they are treated as equals.

### Non-verbal Learning

Examples of students' responses are:

"I remember that, cause I really liked it. The teacher wouldn't let us talk, she threw eggs and stuff. I think it's fun to not be able to talk and communicate in other ways."

"It was good learning because you see what it's like to be like if you have one of your senses taken away from you."

"It was expressing yourself without speech. Trying to get people to



understand you with these different things. It was interesting and it just caught all our attention."

"I was flabbergasted. Didn't know what was going on. I guess the idea was to learn something without speaking, other ways of communicating."

Examples of teachers' responses are:

"The students were observing, using different senses. You want communication with other kids in the class and getting to know kids not only for the scientific method, but the scientific principle."

Examples of parents' responses are:

"I think the whole idea is valid and valuable because it gets kids to reach out, not to be passive recipients. Different kinds of learning get kids to trust their own ability to learn and their own instincts."

"Hopefully, it would make kids more sensitive to the needs of others. make them more aware of others and more accepting."

Non-verbal learning was a technique which forced students to use their other senses. The data suggested that they learned to communicate and hear without the use of speech. This method stretched their imaginations, forced them to think, and also changed their view of the teacher.

## Perceptions Which Make the Implementation of Affective Education

### Techniques Different than Other Classes

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
STUDENTS	7	7	0	0
TEACHERS	3	3	0	0
PARENTS	2	2	0	0

Examples of students' responses:

"The attitude of the teacher."

"A different style of teaching."

"I like the attitude in the class. I like the way it is handled. I like the way it's taught."

"The teacher understands that we are kids and not adults. The teacher handles kids well. If they have a problem, she doesn't yell and scream at them."

"Teacher is interested in our lives"

"I guess it's the way the teacher teaches. I don't know what she really does."

"It makes class fun. More of a group thing."

"Just the fact that the teacher is more personal, I guess, is the main point. She really is concerned about you and not just the whole class together."

Examples of teachers' responses are:

"The students don't know what is going to happen, so it keeps them on edge."

"The curriculum is designed around students' needs, not the need of the curriculum."

Examples of parents' responses:

"You have to feel good about yourself first, before working with kids."

"Kids feel like they have an active role in class; they can own it for a change."

Responses reported in this category suggested characteristics of affective education techniques that differed from techniques employed elsewhere. Every respondent indicated a belief that affective-oriented teachers and techniques did make a difference in the classroom. The atmosphere of the class and the attitude of the teacher were two outstanding differences. Understanding and caring were two words often used by students to describe the teacher. In

terms of curriculum, the students were the focus of the curriculum, as the curriculum was not something done to students.

Other Perceptions of the Manifestations of Affective Education in  
the Classroom

Attitude toward participation in class

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	7	0	0
Teachers	3	3	0	0
Parents	2	2	0	0

Examples of students' responses are:

"There are no put-downs in class."

"The atmosphere is different in that class."

"In other classes we don't communicate as well."

"The teacher listens well and really cares."

"I participate in this class much more because I don't like the feeling of working alone."

Examples of teachers' responses are:

"I think they really like the group work where kids get together in groups and do some team building stuff and they are working

together."

"I say that the overall student attitude is one of excitement, one of interest in the class because they have some control over what is happening."

Examples of parents' responses are:

"I think there would be an eagerness to participate. A definite willingness to participate if the teacher uses these methods."

"I think that if a student has bought in and is part of the process, part of the community, the student is within the group. He is right in the middle of everything."

The data suggested that the implementation of affective techniques had a positive impact upon students' attitudes toward participating in the class. The themes of fun, a different atmosphere, and caring by the teacher were common. Students were eager to participate because put-downs were not permitted. Students were recognized for their individual and unique abilities. Students developed a sense of the group. The teacher listened, the other students listened, and students became members of a group.



## Attitude toward the teacher in that class

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	7	0	0
Teachers	3	3	0	0
Parents	2	2	0	0

Examples of students' responses are:

"The teacher is not like an ordinary teacher. She plays games with you like mental games."

"Sometimes I don't understand why or the way the teacher does things. "

"The teacher kind of gets close to the kids."

"The teacher is more fun. More personal."

"The teacher is really strong on getting to know everybody and everyone getting to know each other too. I like that."

"We get to know the teacher. The teacher is involved and really cares."

Examples of teachers' responses are:

"The kids have to think about the interaction. I like it...I couldn't stand up in front of the class and give notes all the time."

"They probably think that I'm not fair because things are not black and white. I'm watching how they are working in groups and how they are working with someone else."

"The students have a lot of respect for those teachers who make them think. Sometimes they get angry or frustrated. They want you to set it out the way they are used to."

"I think they saw a difference after the training. They were confused at first."

Examples of parents' responses are:

"I think that the student would see the teacher as part of the group rather than an authority figure."

"Loving the teacher. And I'm saying that because I have a child in a class where the teacher is doing that."

The students believed that the teacher was more personal, more caring, and more interested in their lives. The students enjoyed getting to know the teacher and one another. The students liked the thinking and creative aspect which the teacher brought to the classroom. The teacher is viewed as part of the group rather than the "knowledge expert."

## Attitude toward peers in the class

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	6	0	1
Teachers	3	3	0	0
Parents	2	2	0	0

Examples of students' responses:

"We get to know the other people in the class."

"In class everybody talks to everybody."

"In class everyone opens up and everyone knows everyone else. I know them more, actually."

"The teacher makes sure the seating charts are mixed up so you can get to know other people."

"Everyone seems to have a good time in that class. Maybe it's just because we are more together."

Examples of teachers' responses are:

"I think for the most part they know each other and they work with each other and I think they do OK."

"I think they would look much more on their peers as partners, as being in a group. One of the things I work toward in my classes is

that the kids feel like they are in some kind of a group. So they feel they are peers and partners and they are all doing it together."

"Some of the kids, for the first time all year, were listening to somebody."

"They found out that the kids who sat next to them, they knew that they had some intelligence and they knew them better."

Examples of parents' responses are:

"The student who has bought in is within the group rather than being on the fringe or being out side the group looking in."

"I think there would be much more a sense of togetherness. A willingness to work together as a group rather than group competition."

The attitude toward peers is one of cooperation rather than competition. Students liked the process of getting to know the others in class as well as the process of getting to know and work with the teacher and other students. Students enjoyed talking to one another and listening to what others had to say. From the data, it appears that students want to be included in the group, participate in the group, and contribute to the group.

The Perceptions of the Relationship between Affective Education  
and the Prevention of Substance Abuse

SUBJECTS	NUMBER	POSITIVE RELATIONSHIP	NEGATIVE RELATIONSHIP	NO RELATIONSHIP
Students	7	4	0	3
Teachers	3	1	0	2
Parents	2	1	0	1

Examples of students' responses are:

"The teacher tells us what we can lose."

"In that class it's kids helping kids, not necessarily with drugs and alcohol. Kids listen to kids."

"The teacher shows us that she cares."

"Alcohol, you know I've done drinking before, but because the teacher has said a couple of things, and it changes your thoughts."

"The whole air of the class is an anti-drug atmosphere. I believe that the teacher, as a person, on a friendship basis is trying to save you."

"I really see no relationship in that."

"That's a hard question. I guess it has. The class situation has kids influencing other kids."



"This class has definitely changes my attitude toward drugs... The way the teacher puts into the class and the way she distributes it."

Examples of teachers' responses are:

"It would have some kind of impact. I think with some of the kids being personal with me helps. I treat them not as an authoritarian figure, but more like they think I am their friend."

"Alcohol and drugs are an escape mechanism. If students feel more responsible, if they can control what is happening around them, they won't need to turn to drugs and alcohol."

"High school is too late for prevention. They (students) have already experienced it."

Examples of parents' responses are:

"That's got to be more of a subtle change, but it might help kids make good decisions. Very important in the whole area of drug and alcohol abuse."

"I would hope that the kid would have the coping skills, the inner strength, and the self-esteem to feel good enough about themselves and not want to mess with something that would endanger."

The perceived relationship of the impact of affective education techniques on substance abuse prevention reflects mixed thoughts.

The relationship becomes an indirect one related to other variables such as feelings about oneself, feelings toward others self-confidence, the effect of peers, family attitude, and other factors cited in the literature review.

Perceptions of the Relationship between Affective Education and  
Student Self-Concepts

SUBJECTS	NUMBER	POSITIVE RELATIONSHIP	NEGATIVE RELATIONSHIP	NO RELATIONSHIP
Students	7	7	0	0
Teachers	3	3	0	0
Parents	2	2	0	0

Examples of students' responses are:

"I found out that I am a little smarter than I thought."

"If I can answer questions that I didn't think I knew, I have more self-confidence."

"It helps me to accept others' ideas and make them better."

"The class makes me feel good. Everybody is themselves. You feel equal with everybody."

"It makes me feel well because I knew I could do well in there."

"This teacher makes you feel better about yourself."

"If you could get as close to a family as you could, I think this class would be it."

"I'm not in a corner by myself. I don't feel that everyone hates me. I enjoy it more."

"I enjoy it more. I think it's good for most people in the class."

"I guess it has brought a better aspect to what life in general was supposed to be. Succeeding, not looking down on it."

"It makes me look better upon myself. Knowing people out there--care."

"The teacher makes me feel good. The teacher doesn't pick favorites and that makes you feel good because nobody is over you and you're over nobody."

"It makes me feel good. Not based just on work. We get into relationships to see how other people work besides yourself."

Examples of teachers' responses are:

"They felt good about doing a group thing. I think it gives them a lot of satisfaction."

"Their self-concept is going to turn from one of everyone does this to me to I do this to myself."

"The activities improve their attitude and behavior. Once they feel good about themselves, then they will want to behave."

"I think there is the potential for dramatic improvement in self-esteem and self-image. If the student buys into a program and he begins to feel successful, he's got to feel better about himself."

"I think that being successful gives students a lot of satisfaction. They can talk in class and they stand up in front of the class and do something in front of their peers and the others feel the same way about it."

Examples of parents' responses are:

"I think it makes them a real part of the team. I think that one way of building a kids' self-confidence is to make them a successful part of a group."

"The activities which they do improve their attitude and behavior. Once they feel good about themselves, they will want to behave."

In the interview process, the largest accumulation of data was in the category of students' self-concepts. The affective techniques suggested great impact in the area of the self-concept. The students discovered that they were more intelligent than they thought, they could accept the ideas of others without being threatened, students

and teachers could work together, students learned from one another, success was found and valued, people are treated the same, and satisfaction can be found.

Perceptions of the Relationship between Affective Education and  
Student Achievement

SUBJECTS	NUMBER	POSITIVE RELATIONSHIP	NEGATIVE RELATIONSHIP	NO RELATIONSHIP
Students	7	7	0	0
Teachers	3	3	0	0
Parents	2	2	0	0

Examples of students' responses are:

"The class is more enjoyable. And if the class is more enjoyable then you do better because you find it interesting and you try to do your best."

"A lot of kids are getting a lot better grades in that class. I think it's because of the way the teacher teaches. The relationship between the teacher and the student."

"You can sort of tell from my first quarter and my second and third quarter grades. There is such a difference after I changed classes."



"It helps me out when we do things not by the book. It makes me think."

"I enjoy that class more so I think that makes it better."

"Academically, no, but the way I behave and my enjoyment of it."

"If classes could be like this I think school would be a little easier. Easier to work in. Because if you are more open, then you see that teachers care more and you see whatever they assign you is for the best. Not just to get it done."

Examples of teachers' responses are:

"That's a hard one and I don't know. I think it makes kids happier to be in class, giving them freedom and responsibility."

"I think it will bring achievement up because they will start to realize that they have control over what is happening around them."

"Kids have to feel important about themselves before they are going to want to learn."

Examples of parents' responses are:

"I think achievement would be greater because kids would have bought into it. It would be almost fun."

"Yes, absolutely. That's where the teacher's expertise, sensitivity hopefully is going to come in."

The perceived relationship between affective education and student achievement focused on the classroom atmosphere. The central perceptions seemed to be student-teacher interaction or the way in which the class was handled had the effect upon achievement. In some instances, students did not see a relationship to their grades, but they did see one in the way they behaved. Most felt, however, that if classes were interesting and you were involved that students would try harder. The themes of openness and caring reoccurred. Learning responsibility and having control also evolved as themes.

Perceptions of the Relationship between Affective Education and  
Student Attendance

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	6	0	1
Teachers	3	2	0	1
Parents	2	1	0	1

Examples of students' responses:

"The more interesting it is, the more I become involved. It catches

your interest, so you are finding out, exploring new corridors."

"Everybody shows up for this class. This class is definitely a class I would not skip."

"I probably wouldn't skip."

"This class is a pretty good class, and I look forward to going to it."

"I'm more anxious to go to this class."

Examples of teachers' responses are:

"I think they like coming to class."

"I think it will increase attendance because they feel like they are involved. They have some effect on what's happening."

"I think that kids will want to come if it can be anything to make kids feel important about themselves."

Examples of parents' responses are:

"A student might cut geometry, but wouldn't cut a class using affective techniques."

"I think that attendance would be high because of what you've set up is a classroom where kids are feeling free to learn and they are participating in an accepting kind of experience."

Students were enthusiastic about attending classes using affective techniques. Class was fun and enjoyable; it offered them a

chance to communicate. From a different perspective, this type of class is a class which students would not skip.

### School Motivation

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	5	0	2
Teachers	3	1	0	2
Parents	2	2	0	0

Examples of students' responses:

"This class helped me a little bit. It got me going on a couple of things a little more than I think I would have before."

"Yes, I am definitely more motivated in other classes because of this class."

"Yes, a lot. If I do better in that class, then I want to do better in all my classes."

"It seems I am much more motivated in that class, probably because the way the atmosphere is, but as far as the rest of the school goes I would say no."

"A little I guess. Positive motivation."

Examples of teachers' responses:

"If they are motivated I don't think it really has that much effect. It

might as far as doing things in my class."

"I think it's going to increase their motivation because they feel like they have control and they have a group of peers who are all doing the same thing. So instead of aiming for failure, they are aiming for success.

"In class it has improved. Overall, I don't know if I could project."

Examples of parents responses are:

"Absolutely. A lot of kids do not get motivated in secondary education because it's so external. It's always people trying to force things upon them to do this, read that, study now, but with this program it becomes more internalized."

"I would like to think there would be enough of a push toward self-esteem to help kids become motivated."

The concept of transferring motivation from the affective class to school in general presented different conclusions. In some cases, the feeling of success generated feelings in other classes to succeed. The idea of self-esteem and self-enhancement wove through the comments which were positive. Motivation is a trait which comes from within in this type of situation. For some this trait was perceived as transferred, and for others it was not.



## Peer Pressure

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	3	0	4
Teachers	3	2	0	1
Parents	2	1	0	1

Examples of students' responses:

"It has changed only in that class."

"It's diminished. It's not there in that class. My parents are afraid peer pressure will make me do some things. And I won't. I don't know if it was specifically that class and other things, too."

"Positive role. They influenced me because everybody wants to learn."

"I've never had much of any thought about peer pressure. Everyone always says one of the main reasons people drink is peer pressure. I really don't feel that is a problem."

"It's like kids on kids. Kids tell kids to do something and you do it. Either positively or negatively."

Examples of teachers' responses are:

"I think the class had a big impact on it because we talk a lot about peer pressure. I think working in groups and having human beings

talking about how the classroom is."

"If students start to feel they have a peer pressure group that is going to support them positively they have more strength towards not being affected by negative peer leadership."

"I think once they feel they have something important to say, and they say it, they take their stand so I think that if they do this more and more they would not bend to student pressure."

Examples of parents' responses are:

"I think the class would definitely strengthen the student. Give that student a positive experience, and the student would more likely resist peer pressure."

"If the kid begins to feel sure of himself, if his self-esteem goes up and he feels he really has a say and positive input, to be acknowledged, he is more apt to be able to stand on his own."

The perspectives behind peer pressure indicated that affective techniques, for the most part, would assist the student in making better decisions. The student would feel comfortable with oneself so as to make decisions based on one's own experiences. Logically then, if the students exhibit self-confidence, then peer pressure is less likely to force a student into something.

## Fear of Failure

SUBJECTS	NUMBER	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NO CONSEQUENCES
Students	7	4	0	3
Teachers	3	2	0	1
Parents	2	1	0	1

Examples of students' responses are:

"I wish I was doing better in all my classes. The teacher doesn't look at you and say you are flunking. The teacher almost tells you that you are going to do something about it."

"It showed me that I can do better than what I thought."

"Helped me a lot. Because I knew I could do so much better in that class by trying, doing anything the teacher told me."

"That is something that really bothers me, too. This class hasn't helped a whole lot."

"Yes, in a certain way. Well, the way the class operates, it gives you more confidence, to try to be successful."

Examples of teachers' responses:

"The students realize that it's not a terrible thing to succeed. That they can succeed and that, if they fail, it's not the end of the world."

"I think that's one thing that needs to be worked on. They should

fear failure. I don't think that some of the kids even care."

"With affective techniques, the kid buys into the program so he's not going to feel like there is a possibility of failure."

Examples of parents' responses are:

"I think that it would lessen. Because in a class which is run this way the child will become, in a non-judgemental atmosphere, free to contribute."

"The kid buys into the program so that if he's doing all this stuff, he's not going to feel like there is a possibility of failure."

In general, the respondents believed that the fear of failure will decrease because the students have felt successful in class.

Receiving positive feedback for contributions and being allowed to make mistakes in a non-threatening atmosphere were themes in this area.

## CHAPTER V

### DISCUSSION, SUMMARY, AND RECOMMENDATIONS

The interview data revealed the personal thoughts and feelings of students, teachers, and parents. For them, the truth was in what they have stated in the interviews and how they felt about the topics discussed in the process. This researcher collected, collated, and compiled these thoughts and feelings into categories or themes.

The point of departure for this research was the effect of affective education on substance abuse. This research attempted to overcome the methodological shortcomings in previous quantitative studies as cited in Randall and Wong (1976) and others. The desired results of this study were; (1) to establish relationships between teacher training in affective methods and techniques and the reduction of specific manifestations of substance abuse (i.e., users' school achievement, attendance); (2) to establish relationships between teacher training in affective methods and techniques and changes in students' self-concepts; (3) to ascertain relationships between teacher training in affective methods and techniques and changes in teachers' responses to substance abuse; and (4) to



ascertain relationships between teacher training in affective methods and techniques and changes in parents' responses to substance abuse.

In addition, this study aspired to generate information pertaining to the following questions. First, what effects do teacher training programs have upon students' substance abuse? Second, what effects do teacher training programs have on involved teachers and parents? And third, what other consequences of teacher training programs related to substance abuse might be discerned?

Some of the themes which evolved from students as the interview data unfolded were listening, getting to know other people, wanting to participate, not feeling alone, respecting others, other ways of communicating, students working with students, fun, caring by the teacher, being equal, and listening to others' viewpoints. Themes which unfolded from teachers and parents were buying in, having some control, students learning from students, students as the focus of the classroom, cooperative learning, a different way of regarding teaching, and various ways of communicating.

The first major category of the relationship of affective

education and the problem of substance abuse mirrored prior studies. The results were confounding and varied. In this inductive process, it was impossible to uncover data which would establish a definite relationship between affective methods and substance abuse reduction. The data did not evolve in a manner so as to enable a definitive claim. Some subjects stated that they thought there was a relationship. Others thought that no relationship existed.

In the process of defining and clarifying this topic, the interviewer was left with what people perceived about the relationship. While asking probing questions, the researcher ended up with comments like " I really see no relationship in that" or "that's a hard question, I guess it has." The caring of the teacher, kids talking to kids, the atmosphere of the classroom, and the style of the teacher were themes for those who believed in that relationship. Still others hinted at an indirect relationship involving the processes of kids talking to kids and the interaction of student and teacher.

Teachers and parents perceived a potential indirect effect by stating that by being personal with students, by caring, the issue of substance abuse might be addressed . Also, they stated that if

students feel worthwhile, then they will not feel the need to escape with drugs and alcohol. A common theme of the teachers and parents was that if students possessed self-esteem, coping skills, decision-making skills, then students would make healthy decisions about substances.

An overwhelming case that affective education can solve the substance abuse problem cannot be made as a result of this research. However, there is a perception which suggests that affective educational techniques which foster self-knowledge and relationships with others can be one factor which impacts positively upon the problem. Affective education, per se, will not reduce or eliminate substance abuse, but it can serve in schools and in the home as a means of providing improved communication for students, teachers, and parents. By extension, enhanced communication can develop increased understanding, awareness, and knowledge as well as self-esteem, self-worth, and a feeling of belonging and importance. The data suggests that these feelings will not directly address substance abuse, but they affect the formation of attitudes and behaviors, which, subsequently, might be the basis for accepting or refusing substances.

It is beyond the parameters of the classroom to compete with multi-billion dollar advertisement campaigns idolizing the glory and style of substances. Television, radio, and other print media continually bombard the public with messages about the glamor and rewards of substance use. Although there have been some anti-substance campaigns, the promotion for the use of substances far outweigh those of non-use.

It is the hope of this researcher and the teachers and parents involved in this study that what we can do in the classroom will fortify students with strength and inner conviction that chemicals are not an essential part of life. The data supported the perceptions that if students can feel successful, worthwhile, and have a sense of belonging, then drugs may not be so important to them. "I hope that the kid would have the coping skills, the inner strength, and the self-esteem to feel good enough about themselves and not to mess with something that would endanger." Affective educational techniques are offered as a viable means of imparting success, self-importance, and a feeling of group affiliation which may, in turn, reduce substance abuse.

The second major theme, and the most often conceived, is the

dramatic impact which affective techniques could have on the self-concept. The themes of building self-confidence, feeling important, feeling more intelligent, being equals, being treated as equals, belonging to a group, accepting others and being accepted by them, success, caring of others and caring by others, and a sense of satisfaction emerged from the interviews. The self-concept and sense of personal identity are the nucleus for individual choices of behavior and the formation of attitudes.

The work of Aspy and Roebuck (1977) supported the perceptions that treating students with genuiness, empathy, and positive regard heightened achievement, attendance, and self-concept. Students continually remarked that they found out that they were smarter than they thought; that feeling gave them more self-confidence and self-esteem. "This teacher makes you feel better about yourself." The idea of communicating with peers and the teachers about the things which were important to them increased self-awareness and human potential. Students realized that what they had to say had value and importance, so therefore, they were important.

The third major theme of this research is that affective techniques are viewed as playing a role in increasing the level of



student achievement. The themes of enjoyment, teaching style, student-teacher relationship, group work, making students think, and self-importance reoccurred during the interviews. Students anticipated going to the class, they enjoyed the process of the classroom, and they not only paid attention, but were active participants in class.

This mode of operation compelled the students to talk, to be active, to think, and to work with the teacher and other students. Students learned to take risks and offer suggestions or solutions to questions because an atmosphere of respect and trust was developed. Put-downs were not allowed by the teacher or the students. Creative thinking was encouraged, thus generating energy and enthusiasm for the classroom. The students enjoyed the flow of the class while being asked to stretch their minds and contribute to the total group. "The class is more enjoyable...then you do better because you find it interesting." The style of the teacher shifted radically from traditional methods because the students are the focal point of instruction and the group process.

With a cooperative atmosphere established, the issue of discipline seldom arose. "I think it will bring achievement up

because they will start to realize that they have control over what is happening around them." The teacher and the students had other agendas which did not allow space or time for misbehavior. The students' feeling of control, their desire to succeed, and their perceptions of the teacher were logical outcomes from the use of affective techniques which fortified student attention and participation into higher academic achievement.

The fourth theme of this research is that student attendance is recognized as improving through the use of affective techniques. The themes of fun, communication, student-centered classrooms, caring, and not working alone were revealed in the interview process. Most students looked forward to attending classes using interactive, affective methods. The opportunity to talk to classmates, to interact as a group, to have a feeling of control, and to have input made students want to attend and participate. "Everybody shows up for this class. This class is definitely a class I would not skip." Students felt free to offer opinions, to give and take, to agree or disagree, therefore feeling important.

Some of the major sub-themes of this research were the suggested positive impact of affective techniques in the areas of

student attitude toward participation in class, attitude toward the teacher, and the resulting change of attitude toward one's peers. The students looked forward to participating in class because put-downs were not allowed and they were treated as equals. The class developed a spirit of comraderie with students listening and helping one another. Specific techniques like community meetings provided the opportunities for those attitudes and behaviors to form. The students actually enjoyed communicating with one another and the teacher. The development of listening skills opened the horizons of what one student can learn from another as well as the teacher.

The second sub-theme was the perceived change of the students' attitude toward the teacher. With the implementation of group process techniques, the students felt more involved and more personal with the teacher. The themes of caring and listening were repeated often. Students believed that they really mattered to the teacher and what they had to say was valued. The change from traditional teaching methods also piqued student interest from the standpoint of what to expect next.

The third major sub-theme was the shift in student attitude toward peers. Being involved in brainstorming activities, community

meetings, non-verbal learning exercises, etc. brought about a deeper level of student involvement, participation, and creativity. Students were encouraged to work together, to pool their thoughts, and to focus their energy. As they got to know others, trust and respect developed. Peers became people who helped and assisted in group work. A friendly, cooperative atmosphere permeated the classroom with the potential to enhance the learning environment.

### Summary

The problem of substance abuse by high school students is a concern at the national, state, county, and school levels. Educational experts had theorized that affective education programs would reduce substance abuse by students. Many school programs which had been developed to combat substance abuse had no evaluation components or provided evaluations with improper or incomplete methodology. The claims of prior research were mixed and confounding. This research was designed to overcome the methodological shortcomings of prior research by utilizing qualitative research methods. The project uncovered, examined, and

collated the thoughts, ideas, and feelings of students, teachers, and parents who had contact and/or training in affective educational techniques. These methods took into consideration the whole student as well as the process of student growth in the area of self-knowledge in relation to oneself and to others. Seven students, three teachers, and two parents were interviewed using an interview guide. The data was tape-recorded and transcribed.

In summary, the relationship between affective education and the prevention of substance abuse is still unsubstantiated. The relationship filters down in the project to how a student perceives oneself, the family atmosphere, choice of friends, the effect of peer pressure etc. A definite claim that affective education reduces substance abuse cannot be supported. The relationship between affective education and student achievement received positive support in terms of the subjects' attitudes. Many themes evolved to fortify this contention especially the fun of working together, the development of listening skills, respect of others and being respected, and the enjoyment of class participation.

The third theme of this research was to suggest a relationship between affective education and student attendance. Because



students enjoyed working with one another and the teacher, they anticipated going to class to contribute, to be productive, and to have fun. When the students realized that they had input in the class and some control in the way the class operated, an open and honest atmosphere evolved. Wanting to be in class superseded any desire not to be in attendance. The fourth theme is the interview data which alludes to a relationship between affective education and student self-concepts. Students felt good about realizing their own intelligence as well as the intelligence of their classmates. Students felt good about learning respect for teachers and other students. They also enjoyed learning about themselves and their relationship with their classmates and teacher. The perceived development of communication skills increased the feeling of belonging and group affiliation. Students developed both a sense of personal and group identity.

Other suggested effects of affective education were on participation in class, attitude toward the teacher, and attitude toward peers. Students stated that they enjoyed being involved in community meetings, group work, skits etc. In short, the communication methods struck a responsive chord in the students.

## Recommendations

### Recommendations for Teachers

As a consequence of this study, these recommendations are made as suggested logical outcomes for teachers; (1) learn, develop, and implement in the classroom specific affective techniques such as community meetings, brainstorming, group work, etc. In concept, these techniques increase student attendance, achievement, and self worth. On the other hand, discipline problems and disruptions could decrease; (2) place a significant priority in the classroom on communication skills. The data offer that the ability of students to learn from one another as well as the teacher is a powerful method. Listening to others also develops respect for others; (3) maintain a classroom atmosphere in which put-downs, categorizing, or stereotypes are not permitted. The use of brainstorming techniques is an excellent method in which students can flourish. Encourage thinking and creativity. Belittling of students by a teacher or other students cannot be productive. In fact, it is counterproductive; (4) treat all students as equals to one another. All students must be given similar opportunity to learn and discover. Fairness among students and unjust treatment are readily perceived; (5) implement

methods leading to self-knowledge as well as knowledge of others leading to group affiliation. The themes of alienation and the disenfranchised or disaffected student abounded in the reasons why students used substances. Whatever the teacher can do in the classroom to improve students' self-knowledge and a feeling of belonging might impact upon school attendance, achievement, and the self-concept with the potential to affect indirectly other choices which students make.

### Recommendations for Research

This research is the first study completed using the qualitative strategy of interviewing in the investigation of affective education and its consequences in a rural high school. Suggestions for research include replication of this study in a large city to enable a comparison between the effects of affective education in two different situations. The priorities of students, teachers, and parents might also evolve.

The second suggestion for research is to replicate this project without reference to substance abuse. If teachers were trained in affective techniques with the ideas of raising achievement, attendance, etc. it would be a significant contribution to the

literature to study the consequences of that training. The confirmation of the perceived results of this study as well as other factors would further explain the body of knowledge known as affective education and its perceived educational outcomes.

The third and final suggestion for research is a recommendation to perform unobtrusive research. Through a study of students records, could a case be made to study the problem of substance abuse? Documents such as behavior referrals, demerit listings, progress reports, attendance records, tardy slips, and report cards could be utilized. In addition, observation could serve as a resource. The family history would be another indirect manner of collecting data.

## Appendix

### Interview Guide

1. Can you describe how this class is different?

What makes it unique?

How do the differences make you feel?

2. Describe your attitude, thoughts, and feelings toward:

Participation in this class.

Homework in this class.

The teacher in this class.

Your attendance in this class.

Fellow students in this class.

Your behavior in this class.

3. How have you performed in this class? Why?

4. In this class, there has been an emphasis on group work, communication with the teacher and classmates, and activities like contracting.

How have these events affected you?

How do you feel about them?

What do you think about them?

5. Explain the activities of community meetings

problem solving



brainstorming

non-verbal learning

What effect did they have on you?

6. Describe the relationship of this class to your achievement.
7. Describe the relationship of this class to your attendance.
8. Describe the relationship of this class to your attitude or behavior toward drugs or alcohol.
9. Describe the relationship of this class to feelings and thoughts about yourself.
10. How has this class impacted your thoughts about school in general?

about your behavior in school?

your motivation?

your attitude toward peer pressure?

your fear of failure?

your fear of others?

11. What can you say about the class?
12. What other topics might we discuss which are important to you in relation to this class?

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