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An Experimental Study of Selected Group Guidance Techniques in the Seminary Classroom

Charles R. Hobbs

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AN EXPERIMENTAL STUDY
OF SELECTED GROUP GUIDANCE
TECHNIQUES IN THE SEMINARY CLASSROOM

A Thesis
Presented to the
Department of Personnel and Guidance
Brigham Young University
Provo, Utah

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Charles R. Hobbs
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TABLE OF CONTENTS

| LIST OF TABLES                                      | vi |

Chapter

I. INTRODUCTION ................................................. 1

   Statement of the Problem .................................... 1
   Hypothesis .................................................... 1
   Setting of the Problem ...................................... 1
   Procedures .................................................... 1
   Determinant for Research Procedures ...................... 4
   Delimitations .................................................. 6
   Need for the Study ............................................ 6
   Summary ....................................................... 8

II. REVIEW OF LITERATURE ........................................ 10

   The Philosophy of Personal Guidance Within the Seminar
   Program ......................................................... 10
   Literature Relating to Guidance Services Within the
   Seminar Program .............................................. 14
   Literature Related to Group Guidance Techniques in
   the Small Group and Classroom Setting .................... 18
   Summary ....................................................... 23

III. PREPARATORY PROCEDURES TO THE EXPERIMENTAL PERIOD .... 26

   Location and Description of the Study ...................... 26
   Criteria for the Selection of Classes ....................... 28
   The Mooney Problem Check List ................................ 29
   The California Test of Personality ............................ 32
   Special Student Records ....................................... 34
   Summary ....................................................... 37

IV. THE EXPERIMENTAL PERIOD ..................................... 39

   General Classroom Procedures ................................. 39
   Group Discussion Method ....................................... 41
   Free Discussion ................................................ 46
   Sociodrama ..................................................... 47
   Sub-groups ..................................................... 50
   Social Adjustment Lessons ..................................... 52
   Counseling Follow-ups ......................................... 54
   Procedure for Testing the Hypothesis ......................... 55
   Summary ....................................................... 55
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. FINDINGS</strong></td>
<td>57</td>
</tr>
<tr>
<td>Discussion of Results</td>
<td>60</td>
</tr>
<tr>
<td>Summary</td>
<td>62</td>
</tr>
<tr>
<td><strong>VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</strong></td>
<td>63</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>63</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>63</td>
</tr>
<tr>
<td>Procedures</td>
<td>63</td>
</tr>
<tr>
<td>Delimitations</td>
<td>66</td>
</tr>
<tr>
<td>Findings</td>
<td>66</td>
</tr>
<tr>
<td>Conclusions</td>
<td>67</td>
</tr>
<tr>
<td>Recommendations</td>
<td>68</td>
</tr>
</tbody>
</table>

**APPENDIX**

| I.                                                                     | 69   |
| II                                                                     | 72   |

**BIBLIOGRAPHY**                                                       | 76   |
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Comparison of Areas Related to Student Background in the Three Classes Reported in Percentages</td>
<td>28</td>
</tr>
<tr>
<td>2. Major Categories in the High School Form of the Mooney Problem Check List</td>
<td>30</td>
</tr>
<tr>
<td>3. Principal Components and Sub-divisions of the California Test of Personality</td>
<td>33</td>
</tr>
<tr>
<td>4. Special Student Record</td>
<td>35</td>
</tr>
<tr>
<td>5. Student Problems Determined From the Pre-Testing of the Mooney Problem Check List in the Three Classes</td>
<td>53</td>
</tr>
<tr>
<td>6. Results From the Pre-Test and Post-Test of the Mooney Problem Check List and California Test of Personality Using the One-Tailed Test as a Measure of Significance</td>
<td>58</td>
</tr>
<tr>
<td>7. Scheduled Old Testament Lessons Presented Four Days Each Week During the Nine-Week Experimental Period</td>
<td>69</td>
</tr>
<tr>
<td>8. The Total Distribution of Raw Scores on the Pre-Test and Post-Test of the Mooney Problem Check List and California Test of Personality in the Three Sections</td>
<td>72</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The Board of Education of the Church of Jesus Christ of Latter-day Saints is in constant search for new teaching methods which will provide better subject matter learning experiences, and techniques improving student personal and social adjustment. This board recognizes a strong need for guidance services within the seminary program. Students with personal problems often seek the assistance of their seminary teacher; yet the typical seminary instructor has a heavy teaching load, leaving insufficient time for devoting individual attention to his students. This unavoidable situation results in a basic problem in the seminary program—the problem of providing adequate guidance services for students with personal and social adjustment needs. The writer feels that the application of selected group guidance techniques within the seminary classroom setting is practicable in partially meeting the need for improving student adjustment, and that the techniques are worthy of experimental investigation.

Statement of the Problem

To what extent will seminary students of the Church of Jesus Christ of Latter-day Saints change in their social adjustment during a nine-week period of seminary classroom attendance wherein selected group guidance techniques are used?
Hypothesis

It is hypothesized that some improvement will occur in the social adjustment of the students during the experimental period in which group guidance techniques are employed. This improvement will result in more favorable scores on the Mooney Problem Check List and the California Test of Personality.

Setting of the Problem

The study was conducted in the Provo Seminary of the Church of Jesus Christ of Latter-day Saints. Three tenth-grade Old Testament classes were used in the study. Each class included both boys and girls, and there was an average enrollment of twenty-eight students in each class. All but three students were affiliated with the Latter-day Saint Church.

Procedures

Prior to the experimental period, the California Test of Personality and Mooney Problem Check List were administered to the three classes. At the termination of the nine-week period, each class was retested with the same instruments. Then, the scores of the pre-tests and post-test were compared to determine the extent of change in student social adjustment during the experimental period, as measured by these instruments.

The nine-week period of regular classroom attendance consisted of five fifty-minute periods each week, or a total of forty-five regular periods for each of the three classes. Four of the five days each week were devoted to regular Bible study, utilizing the selected
group guidance techniques. The remaining day was devoted specifically to major social problems as determined from the preliminary testing of the Mooney Problem Check List. Group guidance techniques were also utilized on this day.

The nature of students' individual problems was partially determined by the use of special student records prior to and during the nine-week period. The record for each student consisted of requested data filled in by students, information from high school cumulative records, test results of the Mooney Problem Check List and California Test of Personality, and notes from teacher observations and individual counseling.

The general practices within each classroom guidance session were directed towards attaining group cohesiveness by encouraging the class members to work together for a common goal. Cooperative rather than competitive relationships among group members, and the spirit of oneness prompted by common thought processes through definite channels of communication were also encouraged to increase group solidarity. It was the goal of the instructor to identify himself as a member of the group without disassociating himself from the function of leader. A democratic climate was attempted by permitting the group to make its choices within the limits set by the teacher.

The following selected group guidance techniques were utilized throughout the experimental period:

1. Group discussion method of social problems was used by presenting related case studies, and by providing free discussion of social problems.
2. Sociodrama was used periodically in the group guidance sessions.

3. Each class was divided periodically into sub-groups wherein social problems were discussed.

**Determinant for Research Procedures**

In planning the research design the writer was aware of the extreme complexity of variables existing in applying experimental guidance techniques to the classroom setting. He was also aware that this study was of such a nature as to be unable to control these influences which may contribute positively or negatively to the adjustment of students during the experimental period. Because of existing uncontrollables, Pepinsky states that group guidance techniques in classroom therapy "... is an area in which much practical work has been done as against very little experimentation."¹ He states further that other variables such as differences resulting from variation among therapists, and variation in kinds and severity of maladjustment, and others "... make an inclusive experimental design well-nigh impossible at the present time."²

Lifton illustrates that the difficulties in group therapy experimentation vindicate the many studies in this area that have made little use of control groups placing emphasis on "process analysis":

²Ibid. p. 720.
The area of research in group therapy presents a fair picture of the status of scientific techniques applied to problems of social science. To the psychologist, weaned on experiments with rats, where all variables except one can be controlled, the attempt to establish scientific controls for a group of interacting individuals represents a truly unwholesome prospect. Add to this the size limitations required in therapeutic groups, and the experimenter then loses most of the statistical devices he can employ to randomize the unwanted uncontrolled variables. In the face of losing all the props needed to do "respectable" research, it is small wonder that little incentive exists to do work in the area. It is also a partial explanation why the bulk of the studies reported made little use of control groups, and why major attention has been put on the validation of measurement tools or process analysis and rarely on evaluation of effectiveness.3

Lifton further explains that:

Attempts to establish control groups which are based upon the equivalence of the groups in terms of their atmosphere or the nature of the group interaction raise one of the most difficult problems for research in group process.4

In consideration of the syntality5 variance of the groups that were available for investigation in this study, as well as other above-mentioned variables, the test-retest method was selected using the three groups as experimental factors. Emphasis was placed on the introduction and description of selected group guidance techniques utilized in the seminary classroom setting rather than on the statistical evaluation of experimental analysis.


4Ibid. p. 160.

5Margaret E. Bennett, Guidance in Groups, (New York: McGraw Hill Book Co., 1955), p. 98. "Syntality" is a term "... being used frequently to describe for the group what we call 'personality' for the individual. Syntality refers to all the interrelated attributes or independent variables by which a group may be defined."
Delimitations

The Mooney Problem Check List and California Test of Personality may not indicate a positive change in student problems of social adjustment during the nine-week experimental period because:

1. The guidance activities may have induced student awareness of his social and personal problems to such a degree that he was apt to indicate more problems on the second administration of the tests than the first, even though he may have improved in his social adjustment.

2. Both instruments may lack the sensitivity to have measured adequately the extent of change in student problems during the nine-week period as well as to determine the underlying problems of the students.

3. The time for the study was limited to nine weeks.

4. Influences on the students outside of the classroom may have affected the results of the study positively or negatively.

5. The study was limited to a sample of eighty-three Old Testament students in three classes.

6. The study was limited to the personal skills of the researcher.

Need for the Study

The average child spends the majority of his growing years within a socially interacting classroom atmosphere. From the pressures of his peers he develops many personality traits and undergoes vital adjustment processes. In the classroom the young student is not only realizing academic achievement, but is developing personal-
ly and socially. Although little experimental investigation has been reported in this area, a great potential for personal and social adjustment exists within the schools through classroom group guidance.

Everett W. Bovard has indicated that:

We need more experimental investigation on the consequences of relationships between student and teacher, and between student and student, for personality development. We are hardly aware of what the classroom is or does as yet, just as we used to be unaware of how emotional attachments in childhood, in the family situation, influenced our later lives. But the attachments were there whether we recognized them or not. 6

Realizing the value and need of group therapy in the classroom, Slavson suggests:

If we are going to apply group therapy in an increasing measure it will be necessary to find or create the conditions under which its application can be most easily introduced. It is one of my own fantasies that some of the precepts evolved by group therapy should be incorporated into the teaching methods in the classroom and in the ways of dealing with children's fundamental needs in the school. . . . 7

In a study prepared by John James Glenn effort was made to evaluate current guidance opportunities and practices in the seminary system. Through his analysis, Mr. Glenn concluded that there is a need for further research concerning certain phases of the guidance program in the seminary system. He recommended "... that further effective study be given to the possibilities of a more frequent and effective utilization of group guidance techniques in the

7Lifton, op. cit., p. 156.
As a teacher, the writer feels the need for improved guidance services within the seminary program, and he recognizes the potential of integrating selected group guidance techniques within the curriculum.

Summary

The purpose of this study was to determine the extent that seminary students of the Church of Jesus Christ of Latter-day Saints would change in their problems of social adjustment during a nine-week period of seminary classroom attendance wherein selected group guidance techniques were used.

Three tenth-grade Old Testament classes in the Provo Seminary were pre-tested and post-tested with the Mooney Problem Check List and California Test of Personality to determine the extent of change in student social adjustment taking place during the experimental period. It was hypothesized that some improvement would occur in the social adjustment of the students during the experimental period.

The extreme complexity of variables existing in applying experimental guidance techniques to the classroom setting presents

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9 Personal encouragement in the study of group guidance techniques in the seminary classroom has been given to the writer by William E. Berrett, Vice President in charge of Religious Instruction of the Unified Church School System.
enigmatic limitations to the researcher. For this reason the point of emphasis in this study was placed on the description of procedures rather than on the final analysis of results.

Special student records were utilized prior to and during the nine-week period to determine the nature of individual problems.

The following group guidance techniques were utilized throughout the experimental period:

1. Group discussion method of social problems was used by presenting related case studies, and by providing free discussion of social problems.

2. Sociodrama was used periodically in the group guidance sessions.

3. Each class was divided periodically into sub-groups wherein social problems were discussed.

Very little research has been done in the area of classroom group guidance, yet a great potential for student personal and social adjustment exists within the seminaries through guidance practices in their curriculums.
CHAPTER II

REVIEW OF LITERATURE

The objectives of this chapter include a presentation of the philosophy of personal guidance practices within the seminary program, a review of literature accomplished in the guidance program within the seminary system, and a review of literature related to group guidance techniques in the small group and classroom setting.

The Philosophy of Personal Guidance
Within the Seminary Program

In the Announcement of Program for 1949, the L. D. S. Department of Education presented nine objectives pertaining to the functioning of religious and secular instruction on the high school and college levels. Of these objectives, I and VII suggest the interest of the department in student social adjustment and personality development.

I. To help students acquire skills, knowledge, and attitudes in secular and religious fields which will enable them to earn a livelihood and fit them for a worthy place in society.

VII. To foster in students a progressive and continuous development of personality and character which is harmonious within itself, adjusted to society, to the physical environment, and to God. This objective is fostered by courses in leadership, supervised recreation, by periods of worship, by student counseling, by class work and by the creation of a general religious environment.1

Having listed such objectives as those above, the Department of Education indicates a favorable interest in any effort towards the promulgation of student adjustment within the seminary classroom. Interest by the department in this area is further illustrated in the Announcement of Program for 1957-58 wherein student personal guidance is emphasized as a central objective in the seminary educational philosophy.

The basic philosophy underlying this trend is that subject matter has value only insofar as it affects the faith, attitude, conduct, and life of the student; the center of interest, therefore, is the student himself. The educational process begins with the student. Material from books, teachers, and the students' own experiences serves to promote the process of learning. Biblical and other sacred scriptures are the basic source materials used to guide the students in meeting life's problems.2

In order for a seminary teacher to meet the curriculum objectives effectively, he should contribute to the personal and social lives of his students. William E. Berrett, Vice President in charge of Religious Instruction of the Unified Church School System, proposes the method of "teacher-counseling" to partially meet the requirements of assisting in student adjustment.

It has been my observation, over many years of association in the Seminary System of the Church, that next to classroom instruction the most important work for the Seminary teacher is counseling of students upon the many problems which they bring in confidence to him. Accordingly, from the standpoint of the Administration of the Church School System, it is desirable that Seminary teachers be chosen on the basis not alone on their ability to teach and their faith in the Gospel, but also on their possibility as successful counselors. It is to be

regretted that more of our Seminary teachers have not had counseling training, and it is my hope that those who prepare to enter the Church Educational System will obtain some course work in this field.3

Other proposals for student personal guidance were presented in the Seminary Handbook for 1949. These comments are suggestive of utilizing group guidance procedures within the seminary classroom situation.

Value of Guidance. Young people come out of all types of homes. Many of them are blocked in their desires for achievement and if these barriers are not removed, personality maladjustment may arise. Students need to be released from these frustrations so they can find peace from within. Guidance will assist the student to remove the barriers that block their progress and assist them to find expression to their highest desires. Students may stumble along for years before they finally find themselves. A good guidance program will help them make new discoveries and overcome their handicaps.

The art of guidance is important. The student should be permitted to draw his own constructive solution and not be dogmatically pushed into it by the teacher. Students should learn the art of making wise decisions. With the confidence of a good teacher they can hurdle many barriers.

Group Guidance. Effective guidance can be done in the group with certain problems. For example, if a student is timid she may not be helped only in the group. Activities

3Letter to John James Glenn from William E. Berrett, Vice President of Religious Education, Department of Education, Church of Jesus Christ of Latter-day Saints, June 29, 1955, "cited by" John James Glenn, "A Study of Guidance Opportunities and Practices in the Seminary System of the Church of Jesus Christ of Latter-day Saints" (unpublished Master's thesis, Brigham Young University, 1956), p. 21. (Glenn emphasized that the viewpoints expressed in the above statement were those of President Berrett alone, and that it was not an "official" pronouncement issued by the Department of Education, p. 21.)
may be created to assist her in overcoming her timidity. Lack of confidence in social activities can only be strengthened by social participation. There are many such problems that can be solved in the group.

An alert teacher can recognize many needs in his students and with the assistance of the group help guide them into more constructive ways of living. The whole seminary program is designed for that very purpose. 4

The use of group guidance methods within such a large interacting group as a classroom presents a complexity of variables in experimental research, yet the practical usability of such procedures is apparent, as has been illustrated in the above quote. Experimentation beckons to the skillful researcher for further study in this area.

As has been illustrated in the preceding pages, the L. D. S. Department of Education is intensely interested in the personal guidance of pupils within the seminary program. Student personality development and social adjustment are emphasized as one of the major objectives in the philosophy of the program. The department stresses that the teaching of "subject matter" is meeting the goals of the system only insofar as it is affecting the lives of the students. The seminary teacher's responsibility is that of a "counselor" as well as an instructor. Not only is the teacher expected to provide individual counseling for his students, but whenever possible he is to practice group guidance methods within the classroom situation.

If selected group guidance techniques were taken from the

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traditional small group and tempered into useability in the seminary classroom setting through experimentation and research, it is assumed that the guidance philosophy of the seminary program would be much more fully realized.

Literature Relating to Guidance Services Within the Seminary Program

Glenn\(^5\) prepared a study of guidance opportunities and practices in the Seminary System of the Church of Jesus Christ of Latter-day Saints wherein the guidance phase of the seminary program was evaluated. Teacher and student questionnaires were sent out to released time seminaries to gather information as a basis of determining responses, opinions, and attitudes on various phases of guidance opportunities and practices in the seminary program. The findings from the questionnaires were processed and recorded as follows:

Of the teachers in seminary work 96.8 percent recognize guidance as one of their important responsibilities.

The students in the study ranked the seminary teacher in a "favorable position" as a confidant and accepted source of guidance in relation to other teaching and guidance personnel in the church auxiliaries and public high schools.

Approximately one-half of the students in the study expressed the existence of problems requiring help in their solution.

Many of the life-problem areas, in which student problems were revealed, definitely fall within the interest of the stated objectives of the seminary program and receive consideration in the in-

struction and activity phases of the seminary program.

Very little use has been made, according to the teachers who cooperated in the study, of group guidance techniques.

On the whole, the seminary teachers who responded to the study were not extensively trained in the professional fields of personnel and guidance.

Seventy percent of the students in the study felt that sufficient opportunity was being given in the seminaries for individual students to obtain guidance and counsel concerning their personal problems.6

If seminary teachers are not competently trained in the fields of personnel and guidance, as is indicated, the most effective services in this area are evidently not being realized. However, Glenn indicates that almost all teachers recognize guidance as one of their important responsibilities. The students also place seminary teachers in a favorable position as a "confidant" in their personal guidance. Add to this the continuous effort that is being made to encourage and provide guidance training to the seminary teacher7 and the outlook of future effective guidance services in the seminaries is favorable.

According to Glenn's findings, the need for future group guidance research in the seminary program is apparent. Approximately one half of the students interrogated in the questionnaire had problems requiring help in their solution. Although seventy percent of

6Ibid., pp. 136-137.
7Glenn, op. cit., p. 21.
the students answered that sufficient opportunity was being given in the seminaries for individual counseling, the percentages actually receiving such help is highly questionable. Many of these students will be reached only through guidance in the classroom. No formal research, as yet, has been attempted in classroom or group guidance in the seminary program, and, as Glenn presents "... very little use has been made by the teachers in the study of group guidance techniques."

Anderson\(^8\) conducted a study to determine the difference between self-perceived general and religious problems of students enrolled at the Provo L. D. S. Seminary during the school years of 1954-55 and 1955-56. The high school form of the Mooney Problem Check List was used to measure "self-perceived general problems," and a special check list was developed by the researcher to measure self-perceived religious problems. Anderson found, first, that over half of the students tested indicated a desire to talk to someone concerning their personal problems. Second, the problems checked most frequently on the Mooney Problem Check List by tenth-grade students were in the areas of "adjustment to school work" and "social psychological relations."

The first finding listed above is coherent with Glenn's study\(^9\) wherein approximately one-half of the students expressed problems and the need for help. This finding further substantiates the need for

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\(^9\)Glenn, op. cit., p. 15.
research in seminary guidance services to meet this exigency.

The second finding listed above is commensurate with the results of the first administration of the Mooney Problem Check List in the present research.\textsuperscript{10} "Adjustment to school work" and "social psychological relations" were the problems checked most often by tenth-grade seminary students in both studies.

A similar study to Anderson's was developed wherein self-perceived religious problems of ninth- and twelfth-grade seminary students enrolled in the Davis School District for the school year 1955-56 were compared.\textsuperscript{11} A special L. D. S. inventory was constructed to measure student problems. In this study Johnson found that twelfth-grade students preferred to talk to mother, seminary teacher, and bishop, in the order given, about their problems. Here again, as was found in Glenn's study,\textsuperscript{12} the seminary teacher was ranked as a confidant in helping to solve student problems.

As a summary of the studies presented relating to guidance services in the seminary program, it has been shown that seminary students do have problems that are in need of being solved. These major problem areas, according to the Mooney Problem Check List in two studies, are "adjustment to school work" and "social psychological relations." A seminary teacher is in a favorable position as a

\begin{itemize}
\item \textsuperscript{10}See p. 52.
\item \textsuperscript{12}Glenn, \textit{op. cit.}, p. 15.
\end{itemize}
confidant to help solve these problems. Although the teacher may have realized his responsibility and may be receiving some training in the area of guidance, he is generally lacking in the proper skills to administer this responsibility efficiently. It was also concluded that very little use of group guidance techniques has been made by the teachers. No formal research, as yet, has been attempted in classroom or group guidance in the seminary program.

**Literature Related to Group Guidance**

To the method of procedure in group work experimentation and evaluation.

An experimental study conducted by Peters and Jones\(^3\) at the Veterans' Hospital, North Little Rock, Arkansas, was undertaken with the purpose of determining whether or not the Porteus Maze Test and the Mirror Tracing Test are sensitive to the improvement wrought by group therapy. These psychological instruments were administered twice within an interval of about four months to two groups of hospitalized schizophrenics. The experimental group received one-and-one-half hours of group psychotherapy once a week during the interval between the two testings; the other group of patients received routine treatment. Ten patients were included within each group. The procedures within the experimental section were conducted as

follows:

Psychodrama was the therapy technique most consistently used in this group. The atmosphere was permissive and tolerant, any form of spontaneity was encouraged, and when ever a patient showed an inclination to assume leadership, he was allowed to do so. Psychodramas were for the most part pointed at interpersonal relations involved in ward and hospital adjustment. Thus the immediate goal of therapy was to improve the social adjustment of the patients within the hospital. A large portion of each hour-and-a-half session was spent in open discussion; attitudes, expressions, although they were sometimes rejected by patients. With the exception of a brief summary after each meeting, in which the group activities of that session were translated into simple terms of interpersonal relations and social adjustment, the therapist was careful to avoid interpretations.\textsuperscript{14}

Marked differences were found between the performances of the two groups on both tests at the second examination. The psychotherapy group improved in quantitative and qualitative scores on the mazes; performance on mirror tracing also improved. The patients in the control group did not show significant evidence of improvement on either test.

In the present study, group techniques run a close parallel with the procedures used by Peters and Jones. Role playing, open discussion, permissive group atmosphere, the sessions ending in a brief summary, and the goal of improving social adjustment are all common elements within the two studies. However, the approach with these techniques is different due to the contrasted size and adjustment level of the groups. Through experimentation, such techniques in small therapy groups are becoming well established. These techniques employed in classroom adjustment seldom receive the scientific app-

\textsuperscript{14}Ibid. p. 364.
roach due to the complexity in size and heterogeneity of the large group.

Lifton\textsuperscript{15} made an evaluation of classroom guidance wherein he attempted to help counseling trainees evaluate their attitudes towards their clients and themselves. Effort was made by the instructor of the class to provide a therapeutic atmosphere where self-evaluation could take place. To help establish the "therapeutic quality" within the group, the instructor utilized the following process:

A common purpose within the group which represents real and recognized student needs must be established.

The teacher-counselor must be proficient in the use of group therapy techniques.

All participants must be made to feel secure in the classroom situation.

The nature of the group's responsibility and method of operation must be clearly defined and agreed upon at the earliest possible moment.

In the beginning of the quarter, the students were given the opportunity to meet each other informally. Later in the period, they each reported to the class what they had learned about each other.

Through discussion the students in the group had become acquainted with each other and had discovered areas of interest where they could exchange ideas and help one another. The instructor's role as a resource person was defined and tested by the group. The

The major areas in which the group wished to operate were defined by them, and they were left with the problem of developing skills within the limits and purposes of the course.

The group was divided into sub-groups determined by the diversity of interests among the class members. The major problems within each sub-group were defined, and each group with a recorder discussed how their situation could be handled. Role playing situations were developed within each of the sub-groups.

Throughout the course, the students were given opportunities to evaluate their progress and the course.

It is apparent that the above method was a descriptive evaluation rather than a formal research. Its purpose was to propagate guidance methods that have been found effective in a practical situation rather than to produce a statistical evaluation of these methods. As in the present study, the therapeutic techniques of discussion, role playing, establishing a feeling of security among the group members, and permissiveness were applied with satisfaction by the therapist for their useability in the classroom setting.

In an independent study, Jackson inferred that if pupil contact with one teacher is increased or decreased, student maladjustment will be directly or inversely commensurate with such contact. If such were the case, the home-room organizational pattern, which affords greater concentration of time, would occupy an eminent position in

\[16\] Jackson, "Effect of Classroom Organization and Guidance Practice upon the Personality Adjustment and Academic Growth of Students." Journal of Genetic Psychology, LXXXIII (September, 1953), pp. 159-170
the guidance philosophy of the classroom, or conversely speaking, the
departmental classroom organization pattern would be the least desir-
able plan for approaching the emotional upheavals of children.

Two experimental groups and one control group were used in
the study. In the "home-room plan" a majority of the pupil subjects
were taught by the same teacher and the guidance initiative rested
with her. This group and the "block-off-time plan" were experimental
groups. The "block-off-time" plan was a compromise between the "home-
room" and "departmental plans." Within the "departmental plan" the
pupil encountered a different teacher hourly for each subject. This
was the control group. The study lasted one-and-one-half years at
the Lowrey Junior High School. The experimental groups used addition-
al time and techniques necessary for good guidance practices. These
techniques included emphasis on the study of emotional problems, per-
sonality testing, case studies, and personal interviews. Each of the
three groups were tested before and after the experiment with the
California Test of Personality and with the Otis Quick Scoring Mental
Abilities Test. The null hypothesis and standard error of the diff-
ERENCE were employed as tests of significance in this study.

After three semesters of experimentation, it appeared that
the home-room situation tended for better social integration than did
the departmental control group from test to re-test. It was found
through observation that an increase in pupil-teacher contact, such
as the home-room, does not necessarily provide improved sociometric
or personality integration within a classroom unless the teacher in-
fluence provides attention to pupil needs. Such classroom administra-
tive constituents as teacher turnover, multiple preparations, scheduling upheavals, and excessive extra-curricular activities can render classroom guidance ineffective. "Conventional classroom procedure, no matter what its organizational plan, will contribute very little to the emotional wants of the students unless an effort is made to delve into the individual and group dynamics of the situation. As a matter of fact, group sociometric and personality characteristics may continue to deteriorate."17

According to the findings above, the seminary program objective of meeting the emotional needs of the students in the classroom will not be realized unless individual and group dynamics are employed and the teacher's influence provides attention to pupil needs. Once again, experimentation of group guidance techniques within the seminary classroom beckons.

**Summary**

The objectives of this chapter were to include a presentation of the philosophy of personal guidance practices within the seminary system, a review of literature accomplished in the seminary guidance program, and a review of literature related to group guidance techniques in the small group and classroom setting.

Student personal guidance has been emphasized as a central objective in the seminary educational philosophy. The department of education has stated that even subject matter has value in the classroom only insofar as it affects the attitude, conduct, and life of

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17 Ibid. p. 169.
the students. The department has further suggested that these goals can and should be partially accomplished through guidance practices of classroom interaction techniques. It is therefore assumed that if selected group guidance techniques were taken from the traditional small group and tempered into usability in the seminary classroom setting through experimentation and research, the guidance philosophy of the seminary program would be much more fully realized.

From the literature reviewed relating to guidance services within the seminary program, it was found that very little research has been accomplished in this area, and no formal research, as yet, has been attempted in classroom or group guidance in the seminary program.

In a study by Johnson, a seminary teacher is ranked in a favorable position as a confidant in helping to solve student problems, although they were generally lacking in the proper skills to administer this responsibility efficiently. Anderson found that over half the students tested in his study indicated a desire to talk to someone concerning their problems. The heavy teaching load of seminary teachers does not allow adequate time to meet the many student problems individually, consigning an alternative of practicing guidance within the classroom situation. If selected group guidance techniques were made adaptable for use in all seminary classrooms, the objectives of the Department of Education would be much more fully realized. From the findings presented, it is apparent that further research is needed in the seminary program.
The literature related to group guidance techniques in the small group and classroom setting was representative of the studies accomplished within this area. The procedures of an experimental study in group therapy by Peters and Jones were somewhat related to the techniques of the present study. Role playing, open discussion, permissive group atmosphere, the sessions ending in a brief summary, and the goal of improving social adjustment were all common elements within the two studies.

Two other studies were reviewed which illustrated the feasibility of applying group guidance techniques within the classroom setting. Jackson found that the conventional classroom procedure will contribute very little to the emotional wants of the students unless an effort is made to practice group dynamics.

The purpose of this study was to adapt selected group guidance techniques to the seminary classroom situation in an effort to influence the improvement of student social adjustment. The literature reviewed in this chapter was indicative of the need and practicability of the present study.
CHAPTER III

PREPARATORY PROCEDURES TO THE EXPERIMENTAL PERIOD

Location and Description of the Study

The research was conducted in the Provo Seminary of the Church of Jesus Christ of Latter-day Saints. An aggregate of eighty-three students in three tenth-grade Old Testament classes were used in the experiment which constituted a nine-week period of forty-five classroom group guidance sessions. A description of each class and a report of teacher observations are given below:

Section one met five days a week at 10:30 a.m. for a fifty-five-minute class period. Nine boys and twenty girls were enrolled in the class; two of the girls were non-members of the L. D. S. Church. This section, in comparison with sections two and three, was superior in academic achievement and motivation in class projects. Expressions of interest and satisfaction were evident during the group guidance experiences. Each student indicated an interest in helping his classmates solve their personal and social problems.

Section two met five days a week at 12:15 p.m. for a fifty-five-minute class period. Nineteen boys and nine girls were enrolled in this class, and all were affiliated with the L. D. S. Church. This group, when compared to the other two sections, was below average in academic achievement and in interest towards class projects. It was generally observed, however, that student motivation in this
group increased when guidance techniques were employed in the place of regular classwork. Within the group were two cliques of boys who smoked and had occasional conflicts with the law. Several of the students were isolationists in the classroom setting, and in three or four cases the students banded dualistically.

Section three met five days a week at 2:20 p.m. for a fifty-five-minute class period. Thirteen boys, one a non-member, and thirteen girls were enrolled in the class. This section met the last period of the day and occasionally indicated slight fatigue in their behavioral patterns. Almost all pupils took an active part in class projects, and a strong solidarity existed within the group. A wholesome empathic relationship was developed among the students through their acceptance of the responsibility of solving their classmates' problems.

Table 1 presents a comparison of selected areas related to student background in the three classes. The information was derived from the special student records. The percentage of students from broken homes, with working mothers, with fathers inactive in the priesthood, and with poor Church activity on their own parts—this percentage was much higher in section two than in either of the other two sections. Section two also shows a lower grade point average (74%) than does section one (82%) and section three (81%) for 1956-58. From teacher observation and the findings presented in Table 1, it is apparent that section two is notably different from sections one and three in attitudes, academic proficiency, and environmental influences outside of class.
TABLE 1
A COMPARISON OF AREAS RELATED TO STUDENT
BACKGROUND IN THREE CLASSES
REPORTED IN PERCENTAGES

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Parent Divorced Or Not Living</th>
<th>Mothers' Working Fulltime</th>
<th>Fathers' Priesthood Senior Aaronic None</th>
<th>Pupils Not Attending Church Meetings</th>
<th>Numerical Grades All Classes 1956-58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. 1</td>
<td>3</td>
<td>31</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Sec. 2</td>
<td>18</td>
<td>50</td>
<td>29</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>Sec. 3</td>
<td>4</td>
<td>30</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

A total of eight students were excluded from the study. Two pupils discontinued school entirely because of failing marks, and two changed their registration in order to participate in spring sports. The other four students were eliminated from the study because their excessive absences resulted in incomplete test data for analysis.

The total number of individuals used in the final analysis was eighty-three. Of the eighty-three, an average of 1.2 pupil absences occurred per day in each section during the nine-week period.

Criteria for the Selection of Classes

The three classes described above were selected for the study because of their availability to the researcher who had been teaching the students four months preceding the experimental period. During this time the students had demonstrated a cooperative effort in the classroom setting, and upon occasions expressed desire to talk more
about their problems in class. Other members of the classes had
received individual counseling from the teacher through self-referrals.

The physical plant was ideal for the study. Since it was
new and in its first full year of use, it helped to provide a desir-
able atmosphere. The student desks were moveable, which proved
affectiive in dividing the classes into sub-groups, and a private office adjacent to the classroom was available. This made follow-up
counseling possible and convenient.

The Mooney Problem Check List

A pre-testing and post-testing of the high school form of
the Mooney Problem Check List was conducted in each of the three ex-
perimental groups on the dates of December 19, 1957, and April 11,
1958. Care was taken to be consistent in the method of administer-
ing the Check List each time.

The Problem Check List is not a test. It does not measure
the scope or intensity of student problems so as to yield a test
score. The list indicates the number of items checked, as a "census
count" of each student's problems limited by his awareness of his
problems and his willingnes to reveal them.¹

There are eleven categories with thirty items to be checked
in each category. The categories are presented in Table 2. Students
are asked to read each item and underline the problems that are of

¹Ross L. Mooney and Leonard V. Gordon, The Mooney Problem
Check List, a manual, (New York: The Psychological Corp., 1950),
p. 3.
TABLE 2

MAJOR CATEGORIES IN THE HIGH SCHOOL
FORM OF THE MOONEY PROBLEM
CHECK LIST

<table>
<thead>
<tr>
<th>Category</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health and Physical Development</td>
<td>MPD</td>
</tr>
<tr>
<td>2. Finances, Living Conditions, and Employment</td>
<td>FLE</td>
</tr>
<tr>
<td>3. Social and Recreational Activities</td>
<td>SRA</td>
</tr>
<tr>
<td>4. Social-Psychological Relations</td>
<td>SPR</td>
</tr>
<tr>
<td>5. Personal-Psychological Relations</td>
<td>FPR</td>
</tr>
<tr>
<td>6. Courtship, Sex, Marriage</td>
<td>CSM</td>
</tr>
<tr>
<td>7. Home and Family</td>
<td>HF</td>
</tr>
<tr>
<td>8. Morals and Religion</td>
<td>MR</td>
</tr>
<tr>
<td>9. Adjustment to School work</td>
<td>ASW</td>
</tr>
<tr>
<td>10. The Future: Vocational and Educational</td>
<td>FVE</td>
</tr>
<tr>
<td>11. Curriculum and Teaching Procedure</td>
<td>CTP</td>
</tr>
</tbody>
</table>

concern to them. They are to then read over the items they have
underlined and circle the more serious problems. The number of
underlined items and circled items are totaled and indicated as
"Totaled Score" and "Circled Score." These two raw scores were used
in the statistical analysis of the study under investigation.

The last section of the Mooney requests essay responses to
four summarizing questions. They are:

1. Do you feel that the items you have marked on the list
give a well-rounded picture of your problems?  .  .  .

2. How would you summarize your chief problems in your own
words?  .  .  .

3. Would you like to have more chances in school to write
out, think about, and discuss matters of personal concern to
you?  .  .  .

4. If you had the chance, would you like to talk to some-
one about some of the problems you have marked on the list?  .  .  .
The responses to these questions were recorded on the special student record for future referral in the study.

This instrument was chosen for the study because of its availability and useability, and because of the high reliability rating established for survey purposes. Two sources are presented illustrating the later criterion.\(^2\)

The first source is a study of four educational groups in which the check list was repeated from one to ten weeks after a first administration. The mean numbers of problems in each of the eleven problem areas remained virtually the same from one administration to the other in each of the four groups, thus giving a rank order correlation coefficient varying from .90 to .98.

The second source was a study conducted by Gordon\(^3\) in which the pre-1950 revision of the Problem Check List was administered twice to 116 college students. The frequency with which the items were marked on the two administrations revealed a correlation coefficient of .93.

A single validity index is not available because the instrument is used, not as a test to predict definite patterns, but as a check list wherein data must be studied in terms of particular people in specific situations.

\(^2\)Ibid. p. 9.

\(^3\)Ibid.
The California Test of Personality

The second instrument utilized was the California Test of Personality, secondary level, which was also repeated at the conclusion of the nine-week period. Dates of administration were January 3, 1958 and April 12, 1958.

The California Test of Personality was designed to identify and reveal the status of certain highly important factors in personality and social adjustment that defy appraisal or diagnosis by means of ordinary ability and achievement tests. Its purpose is to make available the data for helping individuals to maintain or develop a normal balance in personal and social adjustment.4

The two principal components in the instrument are: "Personal Adjustment" and "Social Adjustment." The six sub-divisions of each component are given in Table 3. Fifteen items constitute each sub-division, resulting in a total of 180 items in the test.

Some of the items in this test touch relatively sensitive adjustment areas, in which such student attitudes may change in a short time. This and other reasons influence the statistical reliability somewhat; however, the following coefficient reliability has been established on the principal components with the secondary level of the test: Personal Adjustment .90, Social Adjustment .89, and Total Adjustment .93.5


5 Ibid. pp. 4-5.
TABLE 3
PRINCIPAL COMPONENTS AND SUB-DIVISIONS OF THE
CALIFORNIA TEST OF PERSONALITY

<table>
<thead>
<tr>
<th>Personal Adjustment</th>
<th>1A Self-Reliance</th>
<th>1B Sense of Personal Worth</th>
<th>1C Sense of Personal Privacy</th>
<th>1D Feeling of Belonging</th>
<th>1E Withdrawing Tendencies</th>
<th>1F Nervous Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustment</td>
<td>2A Social Standards</td>
<td>2B Social Skills</td>
<td>2C Anti-Social Tendencies</td>
<td>2D Family Relations</td>
<td>2E School Relations</td>
<td>2F Community Relations</td>
</tr>
</tbody>
</table>

Total Adjustment

Buros suggests that the validity of the California Test of Personality is unestablished. 6 This is further evidenced in the 1953 revision of the test manual wherein no validity correlation is presented. The manual does give reference, however, to the value of the test as an instrument of research in the Summary of Investigations wherein approximately ninety studies are described that used the test. 7 "Syracuse University found that the California Test of Personality correlated more closely with clinical findings than any other personality test." 8

7 Thorpe, op. cit., p. 8.
8 Ibid. p. 7.
The California Test of Personality was selected for use in the present study because the instrument was designed specifically to reveal the status of personal and social adjustment factors. Ease of scoring, availability of the test, and the reliability of the coefficient also served as determinants for the choice.

### Special Student Records

In order to meet the needs of the study, a special student record was developed. The two objectives of the record were to provide compact and readily available information on each student for the study and to make available an organized method of recording observed student behavior throughout the experiment. Another purpose was to centralize personal data on each student for potential follow-up of individual counseling.

The student record is divided into five major areas: general information, data from high school accumulative records, results of the pre-test and post-test of the Mooney Problem Check List and the California Test of Personality, and a section for observational notes. A description of each of these areas follows. A prototype of the Special Student Record is presented in Table 4.

The "general information" was obtained through student response to sixteen questions. To insure accurate response, each question was explained by the teacher and then answered on paper by the students simultaneously. Parental background included four questions: "father's priesthood, father's occupation, if parents are living together, and mother's occupation." For the "father's priesthood"
### TABLE 4

**SPECIAL STUDENT RECORD**

<table>
<thead>
<tr>
<th>Parental Background</th>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s Priesthood</td>
<td>Father’s Occupation</td>
</tr>
<tr>
<td>Father’s Church Affiliation</td>
<td>Father’s Occupation Physical Interest Disability</td>
</tr>
<tr>
<td>Are Parents Living Together?</td>
<td>Are Parents Living Together?</td>
</tr>
<tr>
<td>Mother’s Occupation</td>
<td>Mother’s Church Member?</td>
</tr>
<tr>
<td>Active Church Member?</td>
<td>Hobby General Health</td>
</tr>
<tr>
<td>Grade in School</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Age</td>
<td>Student’s Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Information</th>
<th>California Grade Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Average</td>
<td>Otis Mental Abilities</td>
</tr>
<tr>
<td>Grade Average</td>
<td>Mental Abilities</td>
</tr>
</tbody>
</table>

**Summary of Student Problems and Desire for Help**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cir</th>
<th>Tot</th>
<th>Cir</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWE</td>
<td></td>
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<tr>
<td>PLE</td>
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<tr>
<td>SRA</td>
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<tr>
<td>CSN</td>
<td></td>
<td></td>
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<tr>
<td>SPR</td>
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<td>IR</td>
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<td>MF</td>
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<td>FVL</td>
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<td>AST</td>
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<tr>
<td>CTP</td>
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<tr>
<td>Total PR</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Observational Notes**

<table>
<thead>
<tr>
<th>Component</th>
<th>Cir</th>
<th>Tot</th>
<th>Cir</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR</td>
<td></td>
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<tr>
<td>P/</td>
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<td>PF</td>
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<td>D</td>
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<td>CT</td>
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<tr>
<td>US</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tot Per Adj</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SSN</td>
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<td></td>
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<tr>
<td>SSK</td>
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<td>AT</td>
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</tr>
<tr>
<td>CR</td>
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<td></td>
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<tr>
<td>Tot Soc Adj</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tot Adj</td>
<td></td>
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</tbody>
</table>
the students were to answer by writing none, deacon, teacher, priest, elder, seventy, or high priest. The "father's occupation" was to be indicated by the exact work the father is doing. "Are parents living together" was to be answered "no" if the parents were presently divorced or if one or both were deceased. Only if the mother was working fulltime was the student to indicate her occupation. "Student information" included the following twelve questions: your church affiliation, if an active church member, occupational interest, hobby interests, physical disability, general health, grade in school, grade point average for the school years 1956-57 and 1957-58, age, date of birth, telephone number, address, and name. The student's name was written in the upper right hand corner of the record which made the alphabetized sheets easily accessible. The "general information" does not purport to reveal complete data on each student. Its purpose was to provide concise, general information to the preceptor as an aid in group and individual guidance.

Of the eighty-three students in the study, fifty-four high school accumulative records were available, eight of those available were partially incomplete as to data sought out. Information from the following tests were recorded on the special student record: California Achievement Test, Otis Quick Scoring Test of Mental Abilities, and the Pinter-Cunningham and Pinter-Durost Elementary Test of Mental Abilities. Grade point averages for 1956-57, and a small amount of information from anecdotal records and health records were also transferred from the accumulative records.
A summary of student problems and individual requests to talk to someone were entered on the special student records from questions one through four of the latter section of the Mooney Problem Check List. "Circled" and "Toteled" scores in each category of the pre-test and post-test were recorded on the right side of each sheet, thus providing efficient availability of test results. Percentile rank and raw scores of each component in the pre-test and post-test of the California Test of Personality were also recorded. The percentile rank was noted for individual counseling purposes, and the raw scores were used in the statistical analysis of the study.

The "observational notes" section was used by the instructor to keep an account of student reaction to the group guidance techniques employed. Observed individual progress in social and personal adjustment was also noted in this section of the record.

The special student records proved effective in meeting their designed objectives. Each phase of the record was periodically referred to by the researcher, and each phase provided much insight to individual needs. Each student sheet was bound alphabetically by classes in a loose-leaf folder which made the information readily accessible. The records were also found to be practicable in counseling and were used extensively for that purpose.

Summary

This chapter was designed to explicate a description of the experimental groups under investigation and to review the instru-
ments used in testing the hypothesis. The purpose and construction of special student records were also presented.

The study was conducted in the Provo Seminary of the Church of Jesus Christ of Latter-day Saints. An aggregate of eighty-three students in three tenth-grade Old Testament classes was used in the experiment. From teacher observation and findings taken from the special student records, class section two was found to be notably different from sections one and three in attitudes, academic proficiency, and environmental influences outside of class. The classes were receptive to the guidance techniques employed and cooperated very well throughout the nine-week period.

The Mooney Problem Check List and California Test of Personality were the instruments used in testing the hypothesis. Both tests were selected for the study because of their availability, useability, and reliability.

Special student records were developed in order to provide compact and readily available information on each student, to provide an organized method of recording observed student behavior, and to centralize personal data on each student for potential follow-up of individual counseling.
CHAPTER IV

THE EXPERIMENTAL PERIOD

General Classroom Procedures

Student Government and Devotional Services.—A democratic student government existed within each of the three groups, consisting of a class president, vice president, secretary, song leader, and pianist. The president, vice president and secretary were elected by the class members. The song leader and pianist were appointed by the teacher through recommendation of the presidency. It was the duty of the president and vice president to assume full responsibility for bringing the class to order and conducting the daily devotional services.

The devotional is fundamental in all seminary classrooms. Each class commences with these services which last from five to eight minutes, being comprised of sacred recorded music, scriptural and philosophical readings, hymns sung by the group, occasional musical and verbal performances by class members, and prayer. The purpose of the devotional is to engender a harmonious, reverential attitude within the students.

The secretary was responsible for the class attendance records. The song leader and pianist conducted group singing in devotional services when designated to do so by the presidency.
Group Cohesiveness.---The general practices within each classroom guidance session were directed to attain the following conditions:

1. Everyone was encouraged to work together for a common goal and accept responsibility for group chores.

2. Frequent association was provided, and cooperative rather than competitive relationships among members was encouraged.

3. The spirit of oneness was prompted by common thought processes through definite modes and channels of communication.

4. Friendliness and loyalty to fellow members was encouraged, yet the instructor was continually on the alert for friendship ties developing into cliques which might operate to divide the group.

5. Extreme care was taken to avoid unpleasant experiences, unattractive activities, group frustrations, conflicting goals, differences regarding suitable ways to reach an accepted goal, rivalry for status, and interpersonal dislikes.

It was the goal of the instructor to identify himself as a member of the group without disassociating himself from the function of leader. He attempted to establish a democratic climate by permitting the group to make its choices within the limits set by the leader. Free expression and the acceptance of such expression by fellow members was encouraged by the teacher. Pupils were reminded periodically by the instructor that nonconformity would obstruct a positive interacting group relationship, and that the diversified

---Bennett, op. cit., pp. 101-103.
student would not only restrict his associates' progress, but he would also lose social prestige and thus suffer non-acceptance by the group.

It was observed that the cohesiveness of the groups was increased during the period under investigation.

**Weekly Class Procedures.**—Traditional Bible study using selected group guidance techniques with a social adjustment application was used Monday, Tuesday, Wednesday, and Thursday during the nine-week period. On Friday of each week, social adjustment lessons were presented with selected group guidance techniques. The social adjustment lessons are considered in the latter part of this chapter. Lessons included in the traditional Bible study are given on Table 7 in the Appendix which presents the group guidance techniques and social adjustment approach used in conjunction with the scheduled Old Testament lessons.

During the nine-week period the guidance procedures were supplemented with subject matter recitation, written quizzes, game quizzes, story telling, oral reports, outside voluntary assignments, map drawing, and chalk talks.

**Group Discussion Method**

Bloom has defined the discussion class which was adapted to the present study as:

... a cooperative attack on a common set of problems, based on a common set of data, materials, and experiences, in which the problem is pursued to as complex and deep a level as possible. The instructor, ideally, in a discussion class helps the group focus on the common problem, helps them extend and deepen the problem, brings whatever
resources he may have to the attack and finally helps the group recognize when the problem has been solved as well as the further implications of the solution.²

The responsibility of the instructor was basically to help the class focus on, and extend into, a common problem and help the group recognize the solution to that problem. To accomplish such an objective, the teacher endeavored to maintain a balance by curbing those members of the class who desired to monopolize the discussion, without antagonizing them, and encouraging the less verbal members to talk, without embarrassing them. He tried to maintain an objective attitude and allowed the group to accept or reject what was said, within the limits of Latter-day Saint standards. His function was to serve the group, not dominate it.³

Emphasis was placed on two discussion techniques; the case study discussion and free discussion.

Case Study Discussion.—The case studies presented for discussion were adapted stories of Joseph the son of Jacob, Moses, and cases in the present-day environment that paralleled, as near as possible, the problems experienced by the students. Table 7 in the Appendix gives a brief description of the social adjustment approaches used in each case study. When cases were presented to the group by the teacher, they were accompanied by thought-provoking questions requiring a solution. It was the responsibility of the students, as

³Bennett, op. cit., p. 112.
a group, to provide the solution to each problem. The teacher summarized each discussion session and clarified the solution that had been derived to the problem in question. An example is given to further illustrate the approach and method of procedure practiced within the case study discussion.

The narrative of "Joseph in Potiphar's House and In Prison" was presented to the class. Joseph, having problems and solving them through personal effort, was paralleled with existing student problems that might be resolved through personal effort. Although the problems of class members and the surface problems of Joseph were not fully related, the common exigency existed and the need for a solution was emphasized.

As the story of Joseph was told by the teacher, four major issues or problems were stressed:

1. Joseph, the Hebrew, was sold to the Egyptian Potiphar as a slave with little hope of material progress or personal freedom.

2. Joseph was enticed by Potiphar's wife to commit adultery. He was her slave, yet such an act would bring dishonor to his master's house and to himself.

3. Joseph, having been cast into prison for a crime he did not commit, had little hope of receiving pardon and being released.

4. Joseph faced the challenge of interpreting the dreams of the Pharoah, a feat unaccomplished by anyone else.

At the termination of the narrative, each of the four problems was reiterated and its connection with problems experienced in our day was shown. The following questions in each of these areas were
presented and discussed:

1. How did Joseph find freedom in Potiphar's house while yet a slave? How might one be freed when enslaved to parental control?

2. How had Joseph probably prepared in his earlier life to withstand the moral temptation created by Potiphar's wife? How can we fortify ourselves against moral sin?

3. What was Joseph's probable reaction when cast into prison with little hope for the future? What is your reaction to the uncertainty of the future?

4. When you come to face a problem where there is no tangible solution, what are you going to do? What did Joseph do when he was given the responsibility of interpreting the Pharaoh's dream?

Each of the four sets of questions was individually discussed by the groups and summarized by the teacher with the following conclusions:

1. Even as a slave, Joseph probably reached out for every opportunity and advantage. He was a hard worker and probably made wise use of his time. Because of his interest in the welfare of others, they took an interest in him. This, along with unquestioned loyalty and integrity, resulted in his becoming overseer of Potiphar's entire household while yet a slave. If one feels he is enslaved to parental control, he might also experience an inward freedom through exerting extra empathic energies and interest in the welfare of his parents, as well as through making better use of his time.
2. Joseph adhered strictly to his father's teaching throughout his life. Whenever possible he probably avoided temptation, even in its lighter form. Thus he was able to avoid the temptation of Potiphar's wife. We also can fortify ourselves against moral sin by listening to our parents' counsel and by avoiding temptation.

3. Even though Joseph had no future in prison, he probably was true to his ideals and did not lose hope of future deliverance. Today the future is uncertain, yet we must have hope, establish goals, and live that standard.

4. When Joseph was given the responsibility of interpreting the dream of the Pharaoh, which no one else could do, he turned to a higher divine source from whence he received an answer. Prayer is in order when we come to face a problem where there is no tangible solution.

The discussion carried into a second period which was concluded with a summary of the great qualities of Joseph that assisted in the solution of his problems. These qualities were listed on the chalk board and copied into the students' journals.

The case study discussion of "Joseph in Potiphar's House and in Prison" covered a broad scope and involved several discussion questions. It is to be noted, however, that the majority of case studies were limited to two or three related questions.

The students in the three classes responded favorably to the case study discussion technique.
Free Discussion

An extemporaneous discussion technique, allowing the group to discuss anything they wished in relation to their social or personal problems, was used periodically throughout the nine-week period. This method of discussion was used only when group cohesiveness and solidarity was at a maximum. Student reaction to other classroom activities, as well as the teacher's listening to informal conversation before class, were helpful in launching free discussion. The discussions were started by the teacher and reflected something one of the group members may have said or asked a member how he felt about a statement made by one of the other class members.

(Another approach found to be effective was for the instructor to announce that the session was open for free discussion of social problems. A small paper was given to each student on which he was to indicate any pressing problem. If the student felt he had no problem, he was to hand in the blank paper. Each paper was kept anonymous, and was folded by the pupil and placed in a question box. The instructor would draw a paper from the box, read the stated problem to the students, and they were to offer ideas and solutions. This method had its limitation in that time did not permit all presented problems to be discussed. The students, however, sensed their responsibility of assisting a friend, and many students were helped. Upon one occasion a problem was presented and discussed of a girl who was deprived of much personal freedom by her parents. As the

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4 Helen Irene Driver, Multiple Counseling (Monona Publications, Madison, Wisconsin, 1954), pp. 173, 186.
discussion progressed, the girl, recognizing the supportive group relationship, identified herself to the class and described even deeper parental problems than she had written on her paper. The group accepted her attitudes and needs readily and offered appropriate solutions. Several days later she reported to the instructor that she had tried some of the suggestions offered and a marked improvement had taken place in her relationship with her parents.

Sociodrama

Super indicates the useability of role playing in educational institutions and guidance centers:

Role playing is another method of group therapy which has shown signs of being useful in educational institutions and in guidance centers. It can be used in helping young people to learn social skills and to acquire confidence in social situations, whether the skill be asking a girl to dance or applying for a job; it can be helpful in coaching group leaders, in inducting salesmen, and in training vocational counselors. Role playing involves trying out skills, exercise in putting an emerging self concept into practice; it involves converting ideas about ones behavior into concrete, criticizable action. It can be used at almost any age level, and in connection with a great variety of needs and problems.  

The term sociodrama is defined by Bennett as a form of role playing, dealing with problems lodged in a societal situation.

Two kinds of structure were used in the classroom sociodrama. Informal, unrehearsed role playing was developed from discussion

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6Bennett, op. cit., p. 117.
warm-up or by presenting a provocative question to the group. Formal, rehearsed role playing was used wherein roles were previously assigned and practiced by the actors. The informal method was a skit usually extending from the discussion itself. The formal method was a skit conceived by the teacher with a prepared plot; members of the cast were selected and briefed on their parts, yet the dialogue was not learned. 7

The following basic process was used in developing the sociodrama in the classroom. Group discussion was used as a warm-up, after which the roles to be played were assigned by the instructor. These parts were given to those whose interpretation of the roles might illuminate the problem and to those who might gain personal development through playing the role. The roles were defined to the players and the class was oriented to the purpose and function of the play so as to effect an intelligent observation on the part of each student. The roles were then played. After the play, the instructor sought group reaction to the situation on how the presentation affected the students, what new insights were provided, and how the participants could have handled the problem differently. Questions regarding the feeling and reactions of role players after they had finished the performance were also included. When deemed beneficial, the roles were replayed. In each situation the instructor generally concluded the sociodrama activity with a summary. 8

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7 Driver, op. cit., pp. 119-120.
8 Bennett, op. cit., pp. 117-119.
sociodrama situations are cited below.

A discussion of parents not allowing children to stay out at night later than an appointed hour evolved into a role playing situation. Many students felt that parents were too strict and unfair. After an energetic discussion, roles were assigned.

The opening scene was an angry father and mother pacing the floor late at night, with the daughter and her date walking slowly up to the house thirty minutes late. The boy said goodnight to the girl and she stepped into the house to face her parents. From this point, the extemporaneous actors were on their own. As the girl entered the house, a family argument ensued with the parent actors playing their own parents' roles, and the young girl playing her own role. Replay was employed reversing the roles of the actors, thus giving them opportunity to experience both points of view. During the plays an observer would now and then voluntarily speak out exclaiming, "That's my dad!" or, "That's the very thing I go through!" Later, the role players ventilated their feelings and reactions, usually stating that they were much too harsh and misunderstanding in the play. In the summary, it was concluded that the students' responsibility was to endeavor to better understand their parents' viewpoint, and where misunderstanding existed, the child should discuss the matter with his parents.

Another extemporaneous play developed when a boy came to the teacher, before class commenced, announcing that he had wrecked his car while driving to school. He said, "I'm not so much concerned about my car as I am about what my dad's reaction will be when I
tell him about the wreck." Upon suggestion, the boy readily accepted the opportunity to participate in a classroom sociodrama. A close friend was chosen to play the role of the father. The boy played his own role. As the sociodrama ended, the boy appeared to be more relaxed concerning his problem, and he mentioned to his friends that the meeting with his father was much easier after practicing before the class.

Along with the two incidents described above other role playing situations found success and pupil enthusiasm.

Sub-groups

The sub-group method used in this study has been fundamentally described by Grambs as it was used in a Senior Problems Class.9

The teacher counted off the students by fives and asked each group to answer a specified question. The groups were given ten minutes to make their lists in answer to the question, then a report was asked for from each group. A master list was put on the chalk board from which a lively discussion followed.

Grambs further describes this group method as providing opportunities for a wide sharing of leadership roles among all class members. Participation and involvement of the members of the class become effective through focusing on individual effort. The cooperative activity facilitates peer recognition and the development of social skills. This group situation also provides the teacher with

an opportunity to observe students in action and gain insights as to individual needs and potentialities.

Illustrating the sub-group method in practice as it was used in the three Old Testament sections, the solution from one class is an example of the response to the proposed question, "Should we go steady in high school?"

At the beginning of the period, the instructor posed the question, "Should we go steady in high school?" The class was composed of students who were steadies as well as non-steadies, and this situation created a lively discussion. Early in the discussion the teacher suggested attempting to solve the problem in sub-groups. The suggestion was accepted, and the students organized themselves into groups of their own choosing, four or five students being in each group. Each small group chose a reporter who recorded the pro's and con's expressed by his group. Ten minutes were allotted for the small group discussions. Then each reporter presented the findings of his group to the class. As the reports were given, the pro's and con's of going steady were listed on the chalk board by the instructor. These two lists were discussed, and the teacher concluded the session by reflecting the group decision to the class. In the final analysis not only this class but also the other two conceded that there were more disadvantages than advantages for the high school student going steady.

One sub-group session every five or six days was used in each class. Student reaction to these sessions was very favorable.
Social Adjustment Lessons

Each Friday, during the experimental period, the time was used specifically for social adjustment lessons, excluding the Old Testament studies. Selected group guidance techniques were also used throughout these class sessions. The purpose of this day was to provide opportunity for lessons focusing on problems not a part of the regular Bible study but which were most frequently indicated on the pre-testing of the Mooney Problem Check List.

To determine these problems, mean scores were computed in each of the eleven categories in the pre-testing of the Mooney Problem Check List in each class. The mean scores were listed in rank order, thus revealing the major problem areas indicated by the Check List in each of the three groups. Table 5 indicates four of the problem areas checked most frequently. In all three classes, Adjustment to School Work ranked first in order. Other problems in rank order were, Social Psychological Relations, Personal Psychological Relations, and Morals and Religion. Section two varied from sections one and three, by indicating Social Recreational Activities as second in the list of problems checked.

From these results it was decided to utilize the Friday periods for lessons on adjustment to school work and personality development.

Students were instructed how to improve their study habits through lessons on methods of improving reading comprehension and speed, systems for effective note taking in class, the purpose and
construction of tests and correct attitudes towards them, the use of study time wisely, and methods of reviewing to increase retention.

TABLE 5
STUDENT PROBLEMS DETERMINED FROM THE PRE-TESTING OF THE MOONEY PROBLEM CHECK LIST IN THE THREE CLASSES

<table>
<thead>
<tr>
<th>Rank</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adjustment to School Work</td>
<td>Adjustment to School Work</td>
<td>Adjustment to School Work</td>
</tr>
<tr>
<td>2</td>
<td>Social Psychological Relations</td>
<td>Social Recreational Relations</td>
<td>Social Psychological Relations</td>
</tr>
<tr>
<td>3</td>
<td>Personal Psychological Relations</td>
<td>Social Psychological Relations</td>
<td>Personal Psychological Relations</td>
</tr>
<tr>
<td>4</td>
<td>Morals and Religion</td>
<td>Personal Psychological Relations</td>
<td>Morals and Religion</td>
</tr>
</tbody>
</table>

The personality development lessons were adapted from Carnegie.¹⁰ Six ways to make people like you were presented, discussed and dramatized in the classroom. They were:

1. Become genuinely interested in other people.

2. Smile.

3. Remember that a man’s name is to him the sweetest and most important sound in the English language.

4. Be a good listener. Encourage others to talk about themselves.

5. Talk in terms of the other man's interest.

6. Make the other person feel important—and do it sincerely.

The students were well motivated throughout the social adjustment class periods.

**Counseling Follow-ups**

During the classroom guidance sessions, there was an increase of self-referrals to the teacher for personal guidance and counseling. Throughout an eighteen-week period previous to the experiment, five students from the three classes requested help from the instructor in personal adjustment problems. The nine-week period was typified by eleven self-referrals to the instructor for personal guidance. This increase may have been influenced to some degree by the tendency for students to express more confidence in one with whom they are acquainted and feel they can trust. Thus the increase of experience in the student-teacher relationship may have been somewhat commensurate with the number of pupils seeking guidance from the teacher. This variable does not fully compensate for the fact, however, that the number of student self-referrals more than doubled during the nine-week period over the previous eighteen-week period.

A total of thirty-four individual interviews were engaged in by the teacher and pupils during the nine-week period wherein personal and social problems were considered. Included within these sessions were six students, called in by the instructor, who were counseled for a series of eight interviews.
Procedure for Testing the Hypothesis

To substantiate the hypothesis, t-tests were made to compare raw scores of the pre-test and post-test of the Mooney Problem Check List and California Test of Personality. A t-test was computed on the Circled Scores and Totaled Scores of the Mooney Problem Check List, and on the Personal Adjustment, Social Adjustment, and Total Adjustment scores of the California Test of Personality for the three classes combined.

Summary

The procedures of the experimental period were presented in this chapter. A description of the organization and functions of the classroom student officers was given, including their responsibility of bringing the class to order, directing devotional services and keeping class attendance records. The procedures used to develop cohesiveness and solidarity in the group were given, as well as the role of the teacher in his relationship to the students.

The selected group guidance techniques of case study discussion, free discussion, socio-drama, and sub-groups were described and discussed as they had been applied to the three groups under investigation. These techniques, used with the emphasis of student social adjustment were all observed to be functional in the seminary classroom and to produce a desirable student response.

Social adjustment lessons were presented to the three groups, one day each week during the experiment. The topics for these lessons were determined from problems most frequently checked on the
pre-test of the Mooney Problem Check List--problems of adjustment
to school work and of personal and social psychological relations.
General classroom procedures and selected group guidance techniques
were used in presenting lessons on school adjustment and personality development.

During the nine-week period, the number of student self-referrals for individual guidance more than doubled over the previous eighteen-week period. Thirty-four individual interviews were engaged in by the teacher and pupils during the experimental period.

As a test of the hypothesis t-tests was made to compare scores of the pre-test and post-test of the Mooney Problem Check List and California Test of Personality.
CHAPTER V

FINDINGS

The Mooney Problem Check List provides two major divisions for summarizing student problems: Totaled Scores and Circled Scores. The Totaled Scores represent the sum of all problems checked as troubling the student. The Circled Scores indicate the sum of problems checked as troubling the student most. The California Test of Personality provides three major divisions that were used for analysis: Personal Adjustment, Social Adjustment, and Total Adjustment. Table 6 presents each of these major areas of the two instruments and shows a comparison between the pre-test and post-test mean raw scores in each area in the combined three experimental groups. Within each major area t-ratios are also presented, thus showing the probability of decrease in student problems during the experimental nine-week period.

Because the Check List scores are a summation of problems checked by students, results of improvement are indicated by a decrease in mean scores from the pre-test to the post-test. In the pre-test and post-test of the California Test of Personality, positive results are indicated by an increase in mean scores. It is therefore evident from Table 6 that all scores presented fall in the direction of manifesting some improvement in student problems during the nine-week period. The positive hypothesis with a number of eighty-three was used in the statistical analysis.
TABLE 6

RESULTS FROM THE PRE-TEST AND POST-TEST OF THE MOONEY PROBLEM CHECK LIST AND CALIFORNIA TEST OF PERSONALITY USING THE ONE-TAILED TEST AS A MEASURE OF SIGNIFICANCE

<table>
<thead>
<tr>
<th>Areas Tested</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>Difference Between Means</th>
<th>t-ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mooney Problem Check List</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circled Scores</td>
<td>12.67</td>
<td>8.48</td>
<td>4.19</td>
<td>2.12</td>
<td>.025</td>
</tr>
<tr>
<td>Totaled Scores</td>
<td>41.86</td>
<td>31.97</td>
<td>9.89</td>
<td>2.31</td>
<td>.025</td>
</tr>
<tr>
<td>California Test of Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Adjustment</td>
<td>66.01</td>
<td>69.04</td>
<td>3.03</td>
<td>1.53</td>
<td>---</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>69.66</td>
<td>70.94</td>
<td>1.28</td>
<td>.78</td>
<td>---</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>135.55</td>
<td>139.98</td>
<td>4.43</td>
<td>1.31</td>
<td>---</td>
</tr>
</tbody>
</table>

N = 83

On the Circled Scores of the Mooney Problem Check List students checked more problems in the pre-test, with a mean score of 12.67, than in the post-test, with a mean score of 8.48. The mean difference was 4.19. This decrease in problems checked was found to be significant at the .025 level with a t-ratio of 2.12. A t-ratio of 2.00 is necessary for confidence at the .025 level using the one-tailed test.
Students in the three classes checked significantly fewer problems at the close of the experiment ($M = 31.97$) than in the initial testing ($M = 41.86$) on the Totalled Scores of the Check List. The difference between the means was 9.89. The t-test indicated a decrease in problems checked at the .025 level of confidence over the nine-week period. A t-ratio of 2.31 was obtained which is close to the .01 level of significance which requires a t-ratio of 2.39.

Test scores in each area of the California Test of Personality indicated some improvement in student problems during the nine-week period, however, the improvement was not great enough to be significant.

The greatest improvement manifest in the California Test of Personality was in the area of Personal Adjustment. Mean scores on the pre-test and post-test were 66.01 and 69.04 with a mean difference of 3.03. The t-ratio was 1.53, falling .12 under the 1.67 ratio necessary for significance at the .05 level.

Improvement in the Social Adjustment scores was found to be below the level of significance with a t-ratio of .78. The difference between means was 1.28 with a pre-test mean of 69.66 and a post-test mean of 70.94.

The Total Adjustment mean scores were 135.55 and 139.98 on the two administrations with a difference between the means of 4.43. The t-test was 1.31, with the scores falling in a positive direction, but they were not sufficiently large to determine a significance of variance.
Discussion of Results

From the findings presented above, the question follows of why a significant difference in test scores was found in both areas of the Mooney Problem Check List, and no such significance was disclosed in the three areas of the California Test of Personality. The justification to this query might be found in the construction of the two instruments.

The Check List is composed of 360 items, and the California Test is limited to 180 responses. Thus the Mooney offers the potential of covering a wider scope of student problems. Furthermore, student response to the California Test is limited to the two choices of "yes" and "no" on each item, while the Mooney reports the problems checked which the student feels are of concern to himself. Test items, therefore, may have allowed more freedom of response on the Check List than on the California Test of Personality.

A major constituent in the experimental process is the utilization of a control or constancy as criteria for measuring change in the experimental factor. It is generally accepted that the present type of study be conducted with a control group. In consideration of the wide differences in the three groups available for the study, however, utilization of a control group was found to be somewhat impracticable. The three groups in the study were therefore used as experimental factors without the traditional control group.

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1See p. 4, "Determinant for Research Procedures." Also p. 27 presents a discussion of the differences in the three experimental groups.
In a test of reliability wherein four educational groups were tested at the beginning and end of a ten-week period, the Mooney Problem Check List revealed virtually no change in each of the eleven problem areas. The rank order correlation coefficient ranged from .90 to .98. The reliability coefficient of the California Test of Personality was found to be from .69 to .93 in the major adjustment areas. The imperfect reliabilities of the two instruments may have slightly influenced the test results of the present study, but most likely not to a degree of significance.

According to the observations of the researcher during the nine-week period, experiences of the students were not affected by any extreme influences outside of the guidance sessions.

In consideration of the above-mentioned factors, the results of the Mooney Problem Check List and California Test of Personality are assumed as valid with the uncontrolled variables influencing only slight variations in the final analysis of results.

It is assumed from observations and results of the present study that the group guidance practices engaged in during the experimental period can be used profitably in all seminary classrooms under proper conditions. Such conditions must include proper administrative support, a teacher with sound understanding and the ability to cope with classroom interacting forces, and students with a cooperative attitude and desire to attain self-improvement. "Conventional classroom procedures, no matter what its organizational plan, will contribute very little to

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2 See pp. 29 and 32 for discussion of instruments used.
the emotional wants of the students unless an effort is made to delve into the individual and group dynamics of the situation.3

The potential of practicing group guidance techniques in the seminary classroom is apparent, and the need for such a program is recognized. The future effectiveness of group guidance techniques will be realized only in proportion to the acceptance and integration of such principles by the seminary teacher.

Summary

The findings presented in the study under investigation are summarized as follows:

1. There was a significant decrease at the .025 level of confidence in problems troubling students most over the experimental period as indicated by the Circled Scores of the Mooney Problem Check List.

2. A significant decrease at the .025 level of confidence in problems troubling students over the nine-week period was found in the Totaled Scores of the Mooney Problem Check List.

3. The Personal Adjustment, Social Adjustment, and Total Adjustment scores of the California Test of Personality tended to fall in the direction of decrease in student problems during the experimental period, although no level of significance was manifest in the final analysis.

The utilization of selected group guidance techniques in the seminary classroom was found to be practicable and effective in assisting towards the improvement of student social and personal adjustment.

3Jackson, op. cit., p. 169.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Need for the Study

A major objective of the Unified Church School System is to facilitate improved student personal and social adjustment in the seminary program. Little research, as yet, has been completed in the area of seminary guidance services, yet these services offer a prodigious potential for student personal and social adjustment.

Purpose of the Study

This study was undertaken to determine the extent that seminary students of the Church of Jesus Christ of Latter-day Saints would change in their problems of social adjustment during a nine-week period of seminary classroom attendance wherein selected group guidance techniques were used. It was hypothesized that some improvement would occur in the social adjustment of the students and would result in more favorable scores on the Mooney Problem Check List and California Test of Personality.

Procedures

Three tenth-grade Old Testament classes in the Provo Seminary of the Church of Jesus Christ of Latter-day Saints were used in the study. An aggregate of eighty-three students participated with an average of twenty-eight boys and girls in each class. Prior to the
experimental period, the Mooney Problem Check List and California Test of Personality were administered to the three classes. At the termination of the nine-week period each class was re-tested with the same instruments. The raw scores of the pre-tests and post-tests were compared by means of a t-ratio to determine the extent of change in student social adjustment as measured by these instruments during the experimental period.

The difficulty of applying experimental guidance techniques to the classroom setting presented enigmatic limitations. The point of emphasis in this study therefore was placed on the description of procedures rather than on the final analysis of results.

The nine-week period of regular classroom attendance consisted of five fifty-minute periods each week, or a total of forty-five regular periods for each of the three classes. Four of the five days each week were devoted to regular Bible study, utilizing the selected group guidance techniques. The remaining day was devoted specifically to major social problems as determined from the preliminary testing of the Mooney Problem Check List. Group guidance techniques were also used on this day.

In order to meet the needs of the study, special student records were developed. The objectives of these records were to provide compact and readily available information on each student for the study, and to make available an organized method of recording observed student behavior throughout the experiment. Another purpose was to centralize personal data on each student for potential follow-up of
individual counseling. The record for each student consisted of requested data filled in by the pupils, information supplied by high school cumulative records, test results gathered from the Mooney Problem Check List and California Test of Personality, and notes taken from teacher observations and individual counseling.

The general practices within each classroom guidance session were directed towards attaining group cohesiveness by encouraging the class members to work together for a common goal. Cooperative rather than competitive relationships among group members, and the spirit of oneness prompted by common thought processes experienced through definite channels of communication, were also encouraged to increase group solidarity. It was the goal of the instructor to identify himself as a member of the group without disassociating himself from the function of leader. A democratic climate was attempted by permitting the group to make its choices within the limits set by the teacher.

The following selected group guidance techniques were utilized throughout the experimental period:

1. Group discussion method of social problems was used by presenting related case studies, and by providing free discussion of social problems.

2. Sociodrama was used periodically in the group guidance sessions.

3. Each class was divided periodically into sub-groups wherein social problems were discussed.

During the nine-week period, the number of student self-referrals for individual guidance more than doubled over the previous eighteen
week period. Thirty-four individual interviews were engaged in by the teacher and pupils during the experimental period.

**Delimitations**

The Mooney Problem Check List and California Test of Personality may not have indicated the precise change in student problems of social adjustment during the nine-week experimental period because:

1. The guidance activities may have induced student awareness of his social and personal problems to such a degree that he was apt to indicate more problems on the second administration of the tests than the first, even though he may have improved in his social adjustment.

2. Both instruments may lack the sensitivity to have measured adequately the extent of change in student problems during the nine-week period as well as the underlying problems of the students.

3. The time for the study was limited to nine weeks.

4. Influences on the students outside of the classroom may have affected the results of the study positively or negatively.

5. The study was limited to a sample of eighty-three Old Testament students in three classes.

6. The study was limited to the personal skills of the researcher.

**Findings**

1. There was a significant decrease in those problems indicated by the Circled Scores of the Mooney Problem Check List which
troubled students most over the experimental period.

2. A significant decrease in problems troubling student over the nine-week period was found in the Totaled Scores of the Mooney Problem Check List.

3. The Personal Adjustment, Social Adjustment, and Total Adjustment scores of the California Test of Personality tended to fall in the direction of decrease in student problems during the experimental period, although no level of significance was manifest in the final analysis.

4. The guidance techniques used in the present study were effective in assisting students in the seminary classroom to solve personal and social adjustment problems.

5. The practice of group guidance in the seminary classroom resulted in an increase of student self-referrals for individual counseling.

Conclusions

1. No formal investigation other than the present study has been completed, as yet, in the area of applying group guidance techniques to the seminary classroom.

2. Very little research has been done relating to guidance practices in the seminary program or in classroom guidance methods in general education.

3. The guidance techniques utilized in the present study were found to be practicable in the seminary classroom, and contributed to student motivation and group cohesiveness.
4. The guidance techniques used in the present study were effective in assisting students in the seminary classroom to solve personal and social adjustment problems.

5. The practice of group guidance in the seminary classroom resulted in an increase of student self-referrals for individual counseling.

Recommendations

1. It is recommended that future research of group guidance techniques be conducted in the seminary classroom.

2. It is recommended that group guidance techniques in the classroom setting be introduced to all seminary teachers, and the instruction of such methods be included in the seminary in-service training program.

3. It is recommended that seminary teachers use a personality check list, such as the Mooney Problem Check List, as an aid in guidance practices in the seminary curriculum.

4. It is recommended that the seminary program allow more time for teachers to follow such guidance practices.
APPENDIX
APPENDIX I

TABLE 7

SCHEDULED OLD TESTAMENT LESSONS PRESENTED FOUR DAYS EACH WEEK DURING THE NINE WEEK EXPERIMENTAL PERIOD

<table>
<thead>
<tr>
<th>Title of Lesson</th>
<th>Technique</th>
<th>Social Adjustment Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph's Dreams</td>
<td>Case study discussion</td>
<td>Joseph's spiritual qualities were compared with agnosticism.</td>
</tr>
<tr>
<td>Coat of Many Colors</td>
<td>Sub-groups</td>
<td>&quot;What would you do if you suddenly realized you were a favored child?&quot; &quot;What would your reaction if a brother or sister was being favored over you?&quot;</td>
</tr>
<tr>
<td>Joseph in Potipher's House and in Prison</td>
<td>Case study discussion</td>
<td>Joseph accepted his present problems realistically and resolved them.</td>
</tr>
<tr>
<td>Joseph Meets Success</td>
<td>Case study discussion</td>
<td>Discussion of Joseph's qualities of greatness, his setting of goals and his developing a plan to attain them.</td>
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<tr>
<td>Moses' Conditioning for Greatness</td>
<td></td>
<td>Gaining self-confidence through preparation.</td>
</tr>
<tr>
<td>The Call of a Leader</td>
<td>Case study discussion</td>
<td>Student reaction to being prepared for and accepting a call to service in the Church.</td>
</tr>
<tr>
<td>Freedom From Bondage</td>
<td>Case study discussion</td>
<td>Ingratitude.</td>
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<tr>
<td>Title of Lesson</td>
<td>Technique</td>
<td>Social Adjustment Approach</td>
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<td>-------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Thou Shalt Have no Other Gods Before Me</td>
<td>Socio-drama</td>
<td>Rehearsed play of a good man destroying false Gods showing importance of perceiving correct values and personal needs.</td>
</tr>
<tr>
<td>Thou Shalt Not Take the Name of God in Vain</td>
<td>Sub-groups</td>
<td>&quot;What does one have to lose by swearing?&quot; &quot;How can swearing be overcome?&quot;</td>
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<tr>
<td>Keep the Sabbath Day Holy</td>
<td>Case study</td>
<td>A case study of a young girl who broke the Sabbath day.</td>
</tr>
<tr>
<td>Honor Thy Father and Mother</td>
<td>Socio-drama</td>
<td>A student had wrecked his father's car. Unrehearsed role-playing of father and son discussing the matter.</td>
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<tr>
<td></td>
<td>Socio-drama</td>
<td>A student coming home late at night to angry parents.</td>
</tr>
<tr>
<td>Thou Shalt Not Kill</td>
<td>Socio-drama</td>
<td>Mock battle of two boys becoming angry at each other over a girl friend--showing what a loss of temper can lead to.</td>
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<tr>
<td></td>
<td>Case study</td>
<td>A story presented of a mercy killing. Was it justifiable?</td>
</tr>
<tr>
<td>Thou Shalt Not Commit Adultery</td>
<td>Sub-groups</td>
<td>Story of Joseph Smith and a snake--discussion on respect for life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;What might a boy, (or girl), do to keep himself and associate of the opposite sex clean?</td>
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### TABLE 7--Continued

<table>
<thead>
<tr>
<th>Title of Lesson</th>
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<tbody>
<tr>
<td>Thou Shalt not Steal</td>
<td>Socio-drama</td>
<td>Boys practiced asking girls for a date with a pretended telephone.</td>
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<tr>
<td></td>
<td>Sub-groups</td>
<td>&quot;Should we go steady in high school?&quot;</td>
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<tr>
<td>Thou Shalt not</td>
<td>Case study discussion</td>
<td>Story of a boy who habitually breaks this commandment. &quot;Is it all right to associate with this boy?&quot;</td>
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<tr>
<td>Bear False Witness</td>
<td>Case study</td>
<td>&quot;Your gang sets out to raid a watermelon patch. What is going to be your reaction?&quot;</td>
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<tr>
<td>Thou Shalt not Covet</td>
<td>Socio-drama</td>
<td>The effects of idle gossip were demonstrated by passing the story of a student through six sources. In most cases the story had lost its identity by the fourth telling.</td>
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<tr>
<td></td>
<td>Case study discussion</td>
<td>The story of Balak and Balaam was presented. The significance of Balaam's mistake was discussed.</td>
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APPENDIX II
### APPENDIX II

#### TABLE 8

THE TOTAL DISTRIBUTION OF RAW SCORES ON THE PRE-TEST AND POST-TEST OF THE MOONEY PROBLEM CHECK LIST AND CALIFORNIA TEST OF PERSONALITY IN THE THREE SECTIONS

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Unified School System, Announcement of Program, Salt Lake City, Church of Jesus Christ of Latter-day Saints, 1957-58.
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AN EXPERIMENTAL STUDY
OF SELECTED GROUP GUIDANCE
TECHNIQUES IN THE SEMINARY CLASSROOM

Abstract
of a Thesis Presented to the
Department of Personnel and Guidance
Brigham Young University
Provo, Utah

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Charles R. Hobbs
July 1958
ABSTRACT

A major objective of the Unified Church School System is to facilitate improved student personal and social adjustment in the seminary program. Little research, as yet, has been completed in the area of seminary guidance services, yet these services offer a prodigious potential for student personal and social adjustment.

The purpose of this study was to determine the extent that seminary students of the Church of Jesus Christ of Latter-day Saints would change in their problems of social adjustment during a nine-week period of seminary classroom attendance wherein selected group guidance techniques were used. It was hypothesized that some improvement would occur in the social adjustment of the students and would result in more favorable scores on the Mooney Problem Check List and California Test of Personality.

Procedures

Three tenth-grade Old Testament classes in the Provo Seminary of the Church of Jesus Christ of Latter-day Saints were used in the study. The Mooney Problem Check List and the California Test of Personality were administered as a pre-test and post-test to the three experimental groups. A t-test was computed from the raw scores to determine the extent of change in the students' social adjustment as measured by these instruments during the experimental period.
The difficulty of applying experimental guidance techniques to the classroom setting presented enigmatic limitations. For this reason the point of emphasis in this study was placed on the description of procedures rather than on the final analysis of results.

The nine-week period of regular classroom attendance consisted of five fifty-minute periods each week, or a total of forty-five regular periods for each of the three classes. Four of the five days each week were devoted to regular Bible study, utilizing the selected group guidance techniques. The remaining day was devoted specifically to major social problems indicated in the preliminary testing of the Mooney Problem Check List. Group guidance techniques were also used on this day. Special student records were developed to aid the study.

The general practices within each classroom guidance session were directed towards attaining group cohesiveness and a democratic climate.

The following selected group guidance techniques were utilized throughout the experimental period:

1. Case study discussion
2. Free discussion
3. Sociodrama
4. Problem solving through sub-groups

There was an increase of student self-referrals for individual counseling during the classroom guidance sessions.
Findings

There was a significant decrease at the .025 level in problems troubling students most over the experimental period, as indicated by the Totaled Scores and Circled Scores of the Mooney Problem Check List.

The Personal Adjustment, Social Adjustment, and Total Adjustment scores of the California Test of Personality tended to fall in the direction of decrease in student problems during the experimental period, although no level of significance was manifest in the final analysis.

Conclusions

No formal investigation other than the present study has been completed, as yet, in the area of applying group guidance techniques to the seminary classroom.

The guidance techniques utilized in the present study were found to be practicable in the seminary classroom and contributed to student motivation and group cohesiveness.

The guidance techniques used in the present study were effective in assisting students in the seminary classroom to solve personal and social adjustment problems.

Recommendations

It is recommended that future research of group guidance techniques be conducted in the seminary classroom.

It is recommended that group guidance techniques in the classroom setting be introduced to all seminary teachers and the instruction
of such methods be included in the seminary in-service training pro-
gram.

It is recommended that seminary teachers use a personality
check list as an aid in guidance practices in the seminary curriculum.
This Thesis, by Charles R. Hobbs, is accepted in its present form by the Department of Personnel and Guidance as satisfying the Thesis Requirements for the Degree of Master of Arts.

Date ____________

Signed

[Signature]
Chairman of Committee

[Signature]
Member of Committee