

Conclusions and Recommendations

Conclusions, Phases I and II

This project was exploratory in nature and as such was meant to probe the potential use of dramatic film as a means of improving the self-image in minority group children. Three distinct phases were in the study, each with its own scope and purpose. In Phase I the goals were 1) the experimental evaluation of an existing film, Frederick Douglass, 2) the analysis of its content, and 3) critical examination of its distribution pattern and uses, with a view to the informed planning of a new film. Phase I conclusions stated that the Frederick Douglass film did not modify self-image although actors' roles were accurately perceived. Other data led to recommendations for various changes in strategy, most of which were then incorporated in the Phase II film production effort.

Robert Saudek Associates, the subcontractor for Phase II film production, produced two cinematically esthetic and interesting films as judged by the subjective comments of teachers, professors of education, various consultants (including a drama critic, historian, children's literature specialist, and urban affairs expert), and persons to whom the films were shown at the 1971 National Convention of the Association for Educational Communications and Technology. The John Mercer Langston film was intended for use with students and provided several opportunities for students to internalize reactions through built-in discussion points. The When Children Search for Themselves film was intended for use with teachers and provided an example of how the Langston film discussions might be carried out. Together with their associated printed Teacher Guides, these materials represented a "black box" or total educational experience which was to be evaluated in Phase III.

Conclusions, Phase III

Phase III evaluation results indicated that students' ratings of present self, ideal self, and reflected self (aspects of the self-concept construct as measured on three semantic differential instruments) were generally more self-critical following exposure to the educational experience. In consideration of these results together with the processes of self-examination and self-appraisal which were recommended by teachers

during the Langston film discussion periods, e.g. calling for openness and frankness in a group setting, it seems reasonable to conclude that experimental students were more candid in their self-evaluation than were their counterpart controls. For many students, then, this subsequent paper and pencil evaluation resulted in lower scores but, in the long run, may have established a more realistic self-image and a greater level of self-awareness, both of which would be important as a first step in a sustained program of self-development.

Through use of a film report instrument, "Would John," it was determined that whites, blacks and Mexican-Americans perceived the educational experience somewhat differently. Overall, whites and blacks in film viewing groups perceived the film role model, John, as exhibiting self-satisfaction and personal competency. No overall positive or negative perceptions of John were observed on other attributes, i.e. self-improvement, perseverance, making good choices, making realistic plans, and control over events and others. Overall, Mexican-Americans did not perceive John as especially exhibiting any of the seven self-concept characteristics (or factors) as measured by the film report instrument. Based on these findings, it would appear that blacks and whites perceived the film role model favorably on only two of seven affective attributes or characteristics thought to be film relevant. Mexican-Americans did not perceive the role model especially favorably on any of these attributes. In consideration of the film script, which called for the film role model to exhibit uncertainty and self-doubt in early scenes but move gradually toward more assurance and self-confidence, it seems reasonable to conclude that for many students in the film viewing groups John's actions in the film were not consistently seen as associated with a high or positive self-image.

Analysis of the film report scores on the basis of self-image "level" indicates that patterns of response for low "level" students are different in many instances from those of high "level" students. Plots of the low, middle and high "level" students' perceptions of John's portrayal suggest that low "level" students in the film viewing groups tended to be more aware of the film scenes depicting John as full of self-doubt, while high "level" students in the film viewing groups tended to be more aware of the scenes depicting John as gaining self-assurance. It seems safe to conclude that the Langston film is a complex experience which allows people to see in it either enhancing or detracting self-image portray-

als by the film's role model. Exceptions are in the areas of self-satisfaction and personal competency, where the role model is typically seen as having these attributes.

Through use of a self report instrument, "Would You," it was determined that following the Langston film viewing and discussion, whites had more confidence in their own leadership, but less sense of control over their own future. Blacks who saw the film and participated in discussion felt they were more capable of independent thinking. Mexican-Americans who viewed the film and participated in discussion had less sense of control over their own future. No overall effects were noted on the remaining four personal attributes measured, i.e. self-improvement through self-evaluation, self-satisfaction, perseverance and delayed gratification, and satisfaction with education. Based on these findings, one can conclude that the Langston film and discussion does not produce clear, uni-directional effects on audiences of differing ethnic affiliations at least as far as most of the measured self-image attributes are concerned, but does benefit whites in confidence in their own leadership and blacks in independent thinking so far as attitudes are concerned.

In the area of sense of control over the future, however, a lower self-appraisal was noted for all three ethnic groups, although not significantly for blacks. Taken into consideration with the likelihood that a good many ambiguities about the future probably arose in the class discussions (excerpts from the script of the teacher training film tend to support this possibility), it seems reasonable to conclude that children in the film viewing groups were made less sure of their own future partly as a result of issues raised in class discussion and partly as a reflection of the ambiguities that faced John Mercer Langston in the stimulus film.

Based upon initial reactions from potential field users, that is, teachers in the schools and teacher-educators in the universities, there seems to be a consensus that the films have merit and can be used to generate class discussion about self-concept. As might be expected, different teachers would be inclined to conduct class discussions in ways other than those suggested in the teacher training film.

Recommendations

As is often the case in exploratory studies, many questions were raised by the present study which should be answered by further research that builds on the present findings. In particular, it is recommended that:

- . Further analyses of the present data should be undertaken to determine whether socio-economic status level, ability level or other population parameters in the sample groups are associated with particular main effects and response patterns.
- . Further analyses of the three semantic differential instruments should be undertaken to determine the extent of a "halo" effect that may be operating in the items and how a class discussion emphasizing examination of the self tends to moderate that effect.
- . Further correlational studies of responses to items on the film report and self report instruments would add appreciably to understanding whether role modeling was in fact occurring.
- . Additional data on reactions to the Langston film and discussion (and implicitly their associated teacher training film and Teacher Guides) should be obtained from other samples, as for example, the American Indian, to extend our understanding of how a given set of materials may be perceived differently by different ethnic groups.

In terms of further production efforts for educational materials aimed at modification of self-image, it is recommended that:

- . Every effort should be made to insure that the message of the film is not ambiguous for the viewer, but rather is made quite explicit and clear. Thus, a role model in a film may display behaviors which are thought to represent a positive self-image attribute, but, if left to the perceptions of various kinds of viewers, may well be interpreted differently by many in the audience. Similarly, if the behaviors of the role model are in any way contradictory in different scenes of the film (as in the case of moving from a state of self-doubt to a state of self-confidence), there may well be some in the audience who attend to and remember the "bad" examples more than the "good" ones.
- . It is apparent that this "black box" educational experience (student and teacher-training films, associated teacher guides

and class discussion) should be followed up with other activities and materials in which the children can begin a program of positive self-development. While the present materials did seem to have a useful purpose in setting the stage for constructive self-criticism, other materials should be developed which take the child from that point and, through structured experiences which provide for positive reinforcement, teach him how to improve on those attributes in which he believes he is deficient. These materials may well include media other than films and probably could be packaged for individual use, not requiring open group discussion or deferring it until a later date when the individual may not be threatened as much by it because of what he has learned the interim.

- While there are social and cultural reasons why a minority group might benefit from a film that is historically set and which tells the story of a minority person's rise to greatness, there are concomitant risks. A first risk is that the historical gap introduces a need for the teacher and student to translate from one era to another the relevant behaviors, events, and circumstances shown in the film. Less capable students may have more difficulty in making this abstract leap than those with high mental ability. A second risk is that using a role model of heroic proportions probably tends to reaffirm existing self-images in film viewers. That is, high self-image students may imagine themselves emulating the role model and thus be reinforced, but for the low self-image child, who has been closer to failure than to success, the gap to the hero figure may be so great that he becomes even more convinced of his own inadequacies. Consequently, it is recommended that for a subsequent film an effort be made to select a more contemporary role model, whose achievements are on a scale more commensurate with the potential of low to middle range self-image children.

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APPENDIX A

WOULD YOU?

1. How often would you try to make things turn out the way you want?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
2. How often would you be happy with your skin color?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
3. How often would you be happy with the way you look?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
4. How often would you like to learn new things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
5. How often would you feel like coming to school in the morning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
6. How often would you make up your own mind instead of listening to other kids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
7. How often would you think the teacher likes to teach you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
8. How often would you believe your life is valuable and important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
9. How often would you stick to a hard job until you finish it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	
10. How often would you work hard even if the payoff wasn't very soon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Not very often	About half of the time	Most of the time	Almost always	

APPENDIX B

Packet of Assessment Instruments

Cover Sheet

Please answer all of the following:

Name _____
 First Last

School _____

Grade _____

Age _____

Check one: Boy _____ Girl _____

When you are finished, this paper will be collected.

Wait for instructions before you take any other papers from the envelope.

1. _____

2. _____

APPENDIX B-1

Semantic Differential Instruments

This test has many different pairs of words along the sides of the page and boxed words at the top of the page. The paired words are used to describe how you feel about the words in the box. Look at a sample item:

I AM						
HEALTHY	X	_____	_____	_____	_____	SICK
STRONG	_____	X	_____	_____	_____	WEAK
BIG	_____	_____	X	_____	_____	LITTLE
FAST	_____	_____	_____	_____	X	SLOW

Look at the first pair of words: HEALTHY _____ SICK. If you think you are very healthy, you would put an X on the line next to healthy, as shown above. (If you thought you were very sick, you would put an X on the line right next to sick. If you thought you were in between healthy and sick, you would put an X on the line in the middle.)

Look at the second pair of words: STRONG _____ WEAK. The X on the second line next to strong means you are strong, but not very strong.

The third pair of words, BIG _____ LITTLE, would show that you thought you were in between big and little.

The last pair of words, FAST _____ SLOW, would show that you thought you were very slow.

You should put only one X between each pair of words. Put the X where it best describes how you feel about the words in the box. Remember to put down the X on how you really feel, and not on how you think you should feel.

If you have questions, ask them now.

APPENDIX B-1 (Cont.)

HOW I AM

GOOD	_____	_____	_____	_____	_____	BAD
BEAUTIFUL	_____	_____	_____	_____	_____	UGLY
CLEAN	_____	_____	_____	_____	_____	DIRTY
KIND	_____	_____	_____	_____	_____	CRUEL
HAPPY	_____	_____	_____	_____	_____	SAD
VALUABLE	_____	_____	_____	_____	_____	WORTHLESS
NICE	_____	_____	_____	_____	_____	AWFUL
HONEST	_____	_____	_____	_____	_____	DISHONEST
FAIR	_____	_____	_____	_____	_____	UNFAIR
PLEASANT	_____	_____	_____	_____	_____	UNPLEASANT

APPENDIX B-1 (Cont.)

HOW I WOULD
LIKE TO BE

GOOD	_____	_____	_____	_____	_____	BAD
BEAUTIFUL	_____	_____	_____	_____	_____	UGLY
CLEAN	_____	_____	_____	_____	_____	DIRTY
KIND	_____	_____	_____	_____	_____	CRUEL
HAPPY	_____	_____	_____	_____	_____	SAD
VALUABLE	_____	_____	_____	_____	_____	WORTHLESS
NICE	_____	_____	_____	_____	_____	AWFUL
HONEST	_____	_____	_____	_____	_____	DISHONEST
FAIR	_____	_____	_____	_____	_____	UNFAIR
PLEASANT	_____	_____	_____	_____	_____	UNPLEASANT

APPENDIX B-1 (Cont.)

MOST OF MY CLASSMATES
THINK I AM

GOOD	_____	_____	_____	_____	_____	BAD
BEAUTIFUL	_____	_____	_____	_____	_____	UGLY
CLEAN	_____	_____	_____	_____	_____	DIRTY
KIND	_____	_____	_____	_____	_____	CRUEL
HAPPY	_____	_____	_____	_____	_____	SAD
VALUABLE	_____	_____	_____	_____	_____	WORTHLESS
NICE	_____	_____	_____	_____	_____	AWFUL
HONEST	_____	_____	_____	_____	_____	DISHONEST
FAIR	_____	_____	_____	_____	_____	UNFAIR
PLEASANT	_____	_____	_____	_____	_____	UNPLEASANT

APPENDIX B-2
WOULD JOHN?

Directions: See how well you can describe John Langston.
Mark the box that tells how you feel about John Langston.
Here is a sample;

A. How often would John have a dollar in his pocket?



Almost
never

Not very
often

About half
of the time

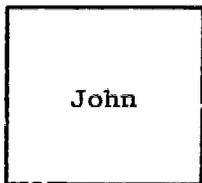
Most of
the time

Almost
always

If you think John would have a dollar in his pocket, you would have put an X in the circle where it says, "About half of the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe someone. Raise your hand if you have any questions.

1. How often would John be honest about his good points and weak points?



Almost
never

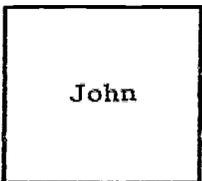
Not very
often

About half
of the time

Most of
the time

Almost
always

2. How often would John feel free to say what he really thinks?



Almost
never

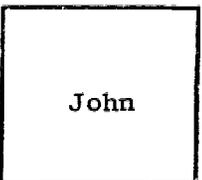
Not very
often

About half
of the time

Most of
the time

Almost
always

3. How often would John try to make things turn out the way he wants?



Almost
never

Not very
often

About half
of the time

Most of
the time

Almost
always

APPENDIX B-2 (Cont.)

4. How often would John be a leader when friends are around?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

5. How often would John be happy with his skin color?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

6. How often would John be sure he could do things right?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

7. How often would John be happy with the way he looks?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

8. How often would John take responsibility for the things he says and does?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

9. How often would John try to improve himself?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

10. How often would John like to learn new things?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-2 (Cont.)

11. How often would John expect to get a good job when he grows up?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

12. How often would John choose words instead of fist fights to get his way?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

13. How often would John feel he is smart enough to solve hard problems?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

14. How often would John depend on his own effort to get things done?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

15. How often would John make good choices?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

16. How often would John write and say things as clearly as his classmates?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

17. How often would John think things over instead of doing something foolish?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-2 (Cont.)

18. How often would John learn from his mistakes and try not to do them again?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

19. How often would John feel like coming to school in the morning?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

20. How often would John make up his own mind instead of listening to other kids?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

21. How often would John think the teacher likes to teach him?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

22. How often would John believe his life is valuable and important?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

23. How often would John stick to a hard job until he finishes it?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

24. How often would John feel happy to be who he is?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-2 (Cont.)

25. How often would John pay attention and not goof off in school?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

26. How often would John work hard even if the payoff wasn't very soon?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

27. How often would John think that other people like him?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

28. How often would John try his best at whatever he does?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

29. How often would John make plans about his own future?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

30. How often would John like to decide things for himself?

John	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-3

WOULD YOU?

Directions: See how well you can describe yourself.
Mark the box that tells how you feel about yourself.
Here is a sample:

A. How often would you have a dollar in your pocket?

You	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

If you think you would have a dollar in your pocket, you would have put an X in the circle where it says "About half of the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe yourself. Raise your hand if you have any questions.

1. How often would you be honest about your good points and weak points?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

2. How often would you feel free to say what you really think?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

3. How often would you try to make things turn out the way you want?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-3 (Cont.)

4. How often would you be a leader when friends are around?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

5. How often would you be happy with your skin color?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

6. How often would you be sure you could do things right?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

7. How often would you be happy with the way you look?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

8. How often would you take responsibility for the things you say and do?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

9. How often would you try to improve yourself?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

10. How often would you like to learn new things?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

1. How often would you expect to get a good job when you grow up?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

2. How often would you choose words instead of fist fights to get your way?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

3. How often would you feel you are smart enough to solve hard problems?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

4. How often would you depend on your own effort to get things done?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

How often would you make good choices?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

5. How often would you write and say things as clearly as your classmates?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

6. How often would you think things over instead of doing something foolish?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX B-3 (Cont.)

18. How often would you learn from your mistakes and try not to do them again?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

19. How often would you feel like coming to school in the morning?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

20. How often would you make up your own mind instead of listening to other kids?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

21. How often would you think the teacher likes to teach you?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

22. How often would you believe your life is valuable and important?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

23. How often would you stick to a hard job until you finish it?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

24. How often would you feel happy to be who you are?

You

Almost never

Not very often

About half of the time

Most of the time

Almost always

APPENDIX B-3 (Cont.)

25. How often would you pay attention and not goof off in school?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

26. How often would you work hard even if the payoff wasn't very soon?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

27. How often would you think that other people like you?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

28. How often would you try your best at whatever you do?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

29. How often would you make plans about your own future?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

30. How often would you like to decide things for yourself?

You	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost never	Not very often	About half of the time	Most of the time	Almost always

APPENDIX C

Self-Description Inventory

(Matched to the Would You Instrument Item Numbers)

1. Willingness to be truthful in describing oneself.
2. Belief in own freedom of action.
3. Sense of control over own future.
4. Estimation of status with peers.
5. Sense of satisfaction with own race.
6. Confidence in own actions.
7. Sense of satisfaction with own appearance.
8. Eagerness to accept personal responsibility.
9. Inclination toward self-improvement.
10. Personal interest in learning.
11. Future aspiration/expectation.
12. Preference for non-violent expression of need.
13. Evaluation of own mental abilities.
14. Dependence on own effort.
15. Capacity for making good choices.
16. Evaluation of own language adequacy.
17. Tendency to use reason over emotion.
18. Inclination to apply self-evaluation with purpose.
19. Estimation of own interest in attending school.
20. Sense of independence from peer influence.
21. Estimation of status with teacher.
22. Belief in own personal worth.
23. Persistence of goal orientation in the face of adversity.
24. Sense of satisfaction with own identity.
25. Perception of own classroom behavior.
26. Willingness to defer gratification.
27. Estimation of interpersonal adequacy.
28. Motivation to excel.
29. Inclination to set own goals and plans.
30. Eagerness to make own decisions and choices.

Rotated factor Matrix for Would John Instrument

Variable (Item)	Principal Component Factors							$h^2 +$
	I	II	III	IV	V	VI	VII	
1. How often would John be honest about his good points and weak points?	.18(16)*	.04(24.5)	.09(18.5)	.45(6)	.24(9)	-.30(30)	.18(7)	.42
2. How often would John feel free to say what he really thinks?	.01(26)	.15(13.5)	.21(11)	-.13(30)	.17(12)	.53(2)	.36(3)	.52
3. How often would John try to make things turn out the way he wants?	-.14(30)	-.11(29.5)	.12(17)	.06(22.5)	.10(16.5)	.21(8.5)	.70(1)	.59
4. How often would John be a leader when friends are around?	.13(19.5)	.22(8)	-.03(26)	-.04(28)	.00(24)	-.10(26)	.56(2)	.40
5. How often would John be happy with his skin color?	.13(19.5)	.77(1)	-.10(29)	.06(22.5)	.01(23)	-.12(28.5)	.06(13.5)	.63
6. How often would John be sure he could do things right?	.26(11.5)	.16(12)	.40(3.5)	-.11(29)	.19(11)	.13(13)	.06(13.5)	.32
7. How often would John be happy with the way he looks?	.16(17.5)	.61(3)	.28(8)	.01(27)	.02(22)	-.11(27)	.19(6)	.53
8. How often would John take responsibility for the things he says and does?	.54(5)	.09(18)	.06(22)	.04(25.5)	.34(4)	-.08(25)	.13(9)	.44
9. How often would John try to improve himself?	.60(1)	.10(16)	.16(15.5)	.24(10.5)	-.09(27)	.07(18.5)	.20(5)	.51
10. How often would John like to learn new things?	.47(6)	.09(18)	.16(15.5)	.29(9)	-.15(29)	.08(16.5)	.07(11.5)	.37
11. How often would John expect to get a good job when he grows up?	-.04(28)	.47(5)	.24(10)	.04(25.5)	.16(13.5)	.21(8.5)	.02(18.5)	.35
12. How often would John choose words instead of fist fights to get his way?	.09(22.5)	.06(22)	-.08(27.5)	.24(10.5)	.54(2)	-.12(28.5)	.15(8)	.41
13. How often would John feel he is smart enough to solve hard problems?	.21(14.5)	.14(15)	.34(6)	.05(24)	.26(8)	.16(12)	.27(4)	.35
14. How often would John depend on his own effort to get things done?	.58(2)	.18(11)	-.08(27.5)	.09(19)	.10(16.5)	.18(11)	.04(16)	.43
15. How often would John make good choices?	.05(25)	-.05(28)	.25(9)	.08(20)	.58(1)	.22(6.5)	.01(20)	.47

Variable (Item)	Principal Component Factors							h^2 †
	I	II	III	IV	V	VI	VII	
16. How often would John write and say things as clearly as his classmates?	.33(9)	-.01(27)	.62(1.5)	.10(17.5)	-.07(25.5)	.10(15)	.08(10)	.52
17. How often would John think things over instead of doing something foolish?	.57(3)	.04(24.5)	.19(12)	.07(21)	.30(5)	.00(22.5)	-.19(29)	.50
18. How often would John learn from his mistakes and try not to do them again?	.56(4)	.02(26)	.09(18.5)	.22(12.5)	.16(13.5)	.01(20.5)	-.16(28)	.42
19. How often would John feel like coming to school in the morning?	.09(22.5)	.20(9.5)	.40(3.5)	.39(7)	.23(10)	-.05(24)	-.33(30)	.52
20. How often would John make up his own mind instead of listening to other kids?	.31(10)	.08(20)	.03(24)	.19(14)	.46(3)	.41(3)	-.09(27)	.53
21. How often would John think the teacher likes to teach him?	-.04(28)	.39(6)	.36(5)	.49(4)	-.15(29)	.07(18.5)	-.06(22.5)	.56
22. How often would John believe his life is valuable and important?	.07(24)	.59(4)	.18(13.5)	.10(17.5)	-.07(25.5)	.33(4)	-.06(22.5)	.51
23. How often would John stick to a hard job until he finishes it?	.22(13)	.05(23)	-.01(25)	.73(1)	.12(15)	.12(14)	.07(11.5)	.62
24. How often would John feel happy to be who he is?	.12(21)	.65(2)	.08(20)	.16(15)	.07(18.5)	.20(10)	.00(21)	.51
25. How often would John pay attention and not goof off in school?	.16(17.5)	.07(21)	.30(7)	.46(5)	.29(6.5)	.00(22.5)	-.08(24.5)	.42
26. How often would John work hard even if the payoff wasn't very soon?	.26(11.5)	.15(13.5)	-.11(30)	.55(2)	.29(6.5)	.22(6.5)	-.08(24.5)	.55
27. How often would John think that other people like him?	-.04(28)	.29(7)	.62(1.5)	.13(16)	.07(18.5)	.01(20.5)	.02(18.5)	.48
28. How often would John try his best at whatever he does?	.42(7)	.09(18)	.07(21)	.53(3)	.06(20)	.08(16.5)	-.07(26)	.49
29. How often would John make plans about his own future?	.21(14.5)	.20(9.5)	.05(23)	.22(12.5)	.04(21)	.61(1)	.04(16)	.50
30. How often would John like to decide things for himself?	.41(8)	.11(19.5)	.18(13.5)	.33(8)	-.15(29)	.31(5)	.04(16)	.44
Percent of variance accounted for	9.5%	8.4%	6.4%	8.3%	5.5%	5.1%	4.6%	47.7%

*Figures in parentheses are the ordinal ranks for the variables based on the obtained loading of each component/factor.

†Communality

Principal Component Factors

Variable (Item)	I	II	III	IV	V	VI	VII
1. How often would you be honest about your good points and weak points?	.53(4)*	.15(14.5)	-.18(28.5)	.21(12)	-.09(29)	.34(5)	.01(22)
2. How often would you feel free to say what you really think?	.34(8)	.59(2)	-.09(25)	.13(15.5)	-.03(26)	-.06(28)	-.07(28)
3. How often would you try to make things turn out the way you want?	-.02(27)	.37(5)	.60(2)	-.01(29)	-.13(30)	.00(24.5)	.07(17)
4. How often would you be a leader when friends are around?	-.01(28.5)	.68(1)	.03(20)	-.03(30)	-.05(27)	.14(16.5)	.00(23)
5. How often would you be happy with your skin color?	.19(13)	-.07(27)	.11(17)	.74(1)	-.07(28)	-.03(26.5)	-.02(2)
6. How often would you be sure you could do things right?	.07(24.5)	.45(4)	.14(12)	.02(25)	.19(15)	.18(13)	.19(9.5)
7. How often would you be happy with the way you look?	-.04(26)	.25(8.5)	-.14(27)	.52(4)	.11(20)	.40(3)	.11(13.5)
8. How often would you take responsibility for the things you say and do?	.59(2)	.15(14.5)	.15(11)	.1(27)	.17(16.5)	.14(16.5)	.06(18)
9. How often would you try to improve your-self?	.41(6)	.08(20)	.29(5.5)	.32(8)	.32(6)	.05(21)	.03(20.5)
10. How often would you like to learn new things?	.33(9)	.11(17)	.22(8)	.53(3)	.15(18)	.13(30)	.21(7.5)
11. How often would you expect to get a good job when you grow up?	.11(20)	.17(12)	.30(4)	.35(7)	.27(11)	.10(19)	.24(5)
12. How often would you choose words instead of fist fights to get your way?	.14(17)	-.02(25.5)	.25(5.5)	.01(27)	.05(23.5)	-.09(29)	.64(2)
13. How often would you feel you are smart enough to solve hard problems?	.11(20)	.29(7)	.13(13.5)	.01(27)	.05(23.5)	.59(2)	-.01(24)
14. How often would you depend on your own effort to get things done?	.38(7)	.18(11)	.12(15)	.09(18)	.31(7.5)	.17(14)	-.10(29)
15. How often would you make good choices?	.13(18)	.16(13)	.18(9.5)	.04(22.5)	.28(9.5)	.39(4)	.10(15)

APPENDIX E (Cont.)

Variable (Item)	Principal Component Factors							$\sum b^2$
	I	II	III	IV	V	VI	VII	
16. How often would you write and say things as clearly as your classmates?	.15(16)	.33(6)	.24(7)	.06(21)	.17(16.5)	.30(7)	.21(7.5)	.36
17. How often would you think things over instead of doing something foolish?	.54(3)	.02(23)	-.02(22.5)	.04(22.5)	.25(12.5)	.16(15)	.11(13.5)	.40
18. How often would you learn from your mistakes and try not to do them again?	.66(1)	-.02(25.5)	.09(19)	.08(20)	.09(21)	.01(23)	.22(6)	.51
19. How often would you feel like coming to school in the morning?	.11(20)	.10(18.5)	-.18(28.5)	.02(24)	.06(22)	.23(10)	.66(1)	.55
20. How often would you make up your own mind instead of listening to other kids?	.32(10)	-.12(28)	.13(13.5)	.18(13)	.01(25)	.63(1)	.17(11)	.59
21. How often would you think the teacher likes to teach you?	.10(22.5)	.20(10)	-.25(30)	.37(6)	.28(9.5)	.06(20)	.47(3)	.56
22. How often would you believe your life is valuable and important?	.07(24.5)	.25(8.5)	-.10(26)	.42(5)	.38(4)	.33(6)	-.14(30)	.53
23. How often would you stick to a hard job until you finish it?	.20(12)	.13(16)	.11(17)	.09(18)	.73(1)	-.03(26.5)	.08(16)	.61
24. How often would you feel happy to be who you are?	.00(30)	.10(18.5)	.11(17)	.57(2)	.25(12.5)	.25(8.5)	.03(20.5)	.47
25. How often would you pay attention and not goof off in school?	.28(11)	-.15(29.5)	-.03(24)	.15(14)	.39(3)	.22(11)	.33(4)	.44
26. How often would you work hard even if the payoff wasn't very soon?	.18(14)	.03(22)	-.02(22.5)	.09(18)	.67(2)	.11(18)	.14(12)	.53
27. How often would you think that other people like you?	.01(28.5)	.51(3)	.00(21)	.23(11)	.24(14)	.04(22)	.04(19)	.37
28. How often would you try your best at whatever you do?	.43(5)	.05(21)	.18(9.5)	.29(9)	.35(5)	.00(24.5)	.19(9.5)	.46
29. How often would you make plans about your own future?	.10(22.5)	.01(24)	.41(3)	.24(10)	.31(7.5)	.25(8.5)	-.05(26)	.39
30. How often would you like to decide things for yourself?	.16(15)	-.15(29.5)	.63(1)	.13(15.5)	.12(19)	.19(12)	-.06(27)	.52
Percent of variance accounted for	8.4%	6.8%	5.5%	7.8%	7.5%	6.1%	5.0%	47.0%

*Figure in parentheses is the ordinal rank for that variable based on the obtained loading on each component/factor.
 †Communality

APPENDIX F

DESCRIPTION OF SAMPLE POPULATION

Ethnic Representation in Experimental and Control Groups*

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Experimental Groups	102	49.3	37	112	48.9	40.6	62	48.1	22.5	276 100%
Control Groups	105	50.7	36.3	117	51.1	40.5	67	51.9	23.2	289 100%
Totals	207	100%		229	100%		129	100%		

*Two American Indian cases are not included in the analyses.

Chi square = 0.04736 with 2 degrees of freedom. Significance = 0.9766

Ethnic Representation by Sex Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Male	108	52.2	36	124	54.1	41.3	68	52.7	22.7	300 100%
Female	99	47.8	37.4	105	45.9	39.6	61	47.3	23.0	265 100%
Totals	207	100%		229	100%		129	100%		

Chi square = 0.18012 with 2 degrees of freedom. Significance = 0.9139

APPENDIX F (Cont.)

Teacher Report on Student Self-Image

	White			Black			Mexican-American			
	n	col%	row%	n	col%	row%	n	col%	row%	Totals
High	155	74.9	35.6	179	78.5	41.1	101	78.3	23.2	435 100%
Low	52	25.1	40.3	49	21.5	38.0	28	21.7	21.7	129 100%
Totals	207	100%		228	100%		129	100%		

Chi square = 0.93932 with 2 degrees of freedom. Significance = 0.6252

Proportion of Language Arts Report Card Grades Received
by Ethnic Groups

	White			Black			Mexican-American			
	n	col%	row%	n	col%	row%	n	col%	row%	Totals
Report card grade 1 (rapid progress)	67	33.3	49.3	43	18.8	31.6	26	20.3	19.1	136 100%
Report card grade 2 (satisfactory progress)	62	30.8	33.2	79	34.5	42.2	46	35.9	24.6	187 100%
Report card grade 3 (acceptable progress)	54	26.9	28.1	99	43.2	51.6	39	30.5	20.3	192 100%
Report card grade 4 (little or no progress)	18	9.0	41.9	8	3.5	18.6	17	13.3	39.5	43 100%
Totals	201	100%		229	100%		128	100%		

Chi square = 31.07172 with 6 degrees of freedom. Significance = 0.0000

APPENDIX F (Cont.)

Proportion of Mathematics Report Card Grades Received
by Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Report card grade 1 (rapid progress)	51	25.2	48.6	33	14.4	31.4	21	16.4	20.0	105 100%
Report card grade 2 (satisfactory progress)	61	30.2	36.7	72	31.4	43.4	33	25.8	19.9	166 100%
Report card grade 3 (acceptable progress)	74	36.6	32.5	107	46.7	46.9	47	36.7	20.6	228 100%
Report card grade 4 (little or no progress)	16	7.9	26.7	17	7.6	28.3	27	21.1	45.0	60 100%
Totals	202	100%		229	100%		128	100%		

Chi square = 28.10213 with 6 degrees of freedom. Significance = 0.0001

Proportion of Earned Conduct Ratings Received
by Ethnic Groups

	White			Black			Mexican-American			Totals
	n	col%	row%	n	col%	row%	n	col%	row%	
Acceptable	175	84.5	38.2	173	82.8	37.8	110	85.3	24.0	458 100%
Unacceptable	32	15.5	36.8	36	17.2	41.4	19	14.7	21.8	87 100%
Totals	207	100%		209	100%		129	100%		

Chi square = 0.43379 with 2 degrees of freedom. Significance = 0.8050

APPENDIX F (Cont.)

The Ages of the Ethnic Groups

	White			Black			Mexican-American			
	n	col%	row%	n	col%	row%	n	col%	row%	Totals
11 Years	57	27.7	39.0	60	26.3	41.1	29	24.0	19.9	146
										100%
12 Years	122	59.2	36.1	155	68.0	45.9	61	50.4	18.0	338
										100%
13 Years	27	13.1	38.0	13	5.7	18.3	31	25.6	43.7	71
										100%
Totals	206	100%		228	100%		121	100%		

Chi square = 29.09512 with 4 degrees of freedom. Significance = 0.0000

APPENDIX G

DIRECTIONS FOR TEST ADMINISTRATION

1. Ask the students for their attention. When you have it, say,

This class and a few others in the Dallas schools are being given a chance to be a part of an important project being done by the American Institutes for Research in California. They have brought some materials which have helped other students your age to find out more about what they think of themselves. You will get the same chance today. By paying close attention, this can be an interesting experience for you. (Pause.) Raise your hand if you need something to write with.

2. Deliver pencils. Say,

You are about to receive a packet of materials. Do not open it until I tell you.

3. Pass out the packets, making sure each student gets only one packet. Say,

Take only the strip of paper that is on the top out of the packet. Quickly fill in your first and last name, the name of this school, your grade, your age, and check whether you are a boy or girl. (Pause.) Is everyone ready to pass these sheets in? (Allow a few more seconds.) Please pass them to the front of the room and wait for me to collect them.

4. Collect papers. Say,

The other papers in the packet give you a chance to tell the way you feel about yourself. There are no right or wrong answers. No one will see your answers but the people at the American Institutes for Research. You do not have to put your name on any of these tests. Now take the paper that has the words, "I AM" in a box at the top. I'll read the instructions with you.

5. Read aloud the instructions on the inventory. Say,

Now do the next three pages in the same way. As soon as you are finished, put your pencil down, turn your paper over, and put it to one side of your desk.

6. When the students appear to be finished, say,

Now take out the next paper. It says, "WOULD JOHN?" at the top. I'll

APPENDIX G (Cont.)

read the directions with you.

7. Read aloud the instructions on the inventory. Say,

Finish this page and the rest of the pages in the same way. When you are done, put your pencil down, turn your paper over, and put it with the other one on your desk.
8. When the students appear to be finished, say,

Now take out the last paper. It says, "WOULD YOU?" at the top. I'll read the directions with you.
9. Read aloud the instructions on the inventory. Say,

Finish this page and the rest of the pages in the same way. When you are done, put your pencil down, turn your paper over, and put it with the other one on your desk.
10. When the students appear to be finished, say,

As you finish, put the materials back in the packet and seal it. Please pass the packet to the front of the room. Thank you very much for your help in this part of the project. I am sure you found it interesting to see how you feel about yourself.
11. Dismiss the group or move into the next study activity.

APPENDIX H-1

PERCENTAGE RESPONSES BY ETHNIC GROUPS

Item No.	Response Categories	"Would Join"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
1.	A	1.0	3.5	2.3	1.9	3.5	3.1
	B	17.4	16.7	20.2	7.7	7.9	14.0
	C	27.5	34.2	29.5	44.4	40.5	44.2
	D	39.1	33.8	33.3	30.4	29.5	31.0
	E	15.0	11.8	14.7	15.5	18.5	7.8
		n = 207	n = 228	n = 129	n = 207	n = 227	n = 129
2.	A	8.2	10.6	3.9	5.3	4.4	7.0
	B	28.5	25.6	35.7	24.2	14.7	20.9
	C	36.7	20.7	26.4	27.1	28.0	31.8
	D	20.8	22.5	23.3	25.6	31.6	28.7
	E	5.8	20.7	10.9	17.9	21.3	11.6
		n = 207	n = 227	n = 129	n = 207	n = 225	n = 129
3.	A	8.2	13.2	7.0	1.0	8.4	2.3
	B	25.1	20.7	31.8	9.7	15.5	20.2
	C	30.4	23.3	31.8	35.3	28.8	28.7
	D	20.3	19.8	19.4	31.4	26.5	25.6
	E	15.9	22.9	10.1	22.7	20.8	23.3
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 129
4.	A	13.0	15.9	12.4	9.7	15.4	11.6
	B	34.3	28.3	31.0	30.4	21.6	26.4
	C	33.3	27.9	34.1	39.1	31.7	34.9
	D	15.9	14.2	17.8	15.0	18.1	20.9
	L	3.4	13.7	4.7	5.8	13.2	6.2
		n = 207	n = 226	n = 129	n = 207	n = 227	n = 129
5.	A	7.2	6.2	7.0	1.0	3.1	1.6
	B	18.8	13.2	7.8	2.4	3.1	0.8
	C	24.2	13.2	25.6	5.3	9.7	4.7
	D	21.3	22.9	19.4	15.5	14.5	15.6
	E	28.5	44.5	40.3	75.8	69.6	77.3
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 128
6.	A	2.9	5.8	2.3	2.9	1.8	0.8
	B	18.1	17.3	21.7	11.7	6.2	15.5
	C	43.6	36.7	48.8	45.1	35.0	41.9
	D	26.0	27.4	20.9	34.0	39.8	31.0
	E	9.3	12.8	6.2	6.3	17.3	10.9
		n = 204	n = 226	n = 129	n = 206	n = 226	n = 129

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
7.	A	5.4	5.3	4.7	5.3	5.8	3.1
	B	21.5	13.3	20.9	11.6	6.6	14.7
	C	36.6	17.3	24.8	30.9	17.7	20.2
	D	20.5	23.0	27.9	27.1	19.9	33.3
	E	16.1	41.2	21.7	25.1	50.0	28.7
		n = 205	n = 226	n = 129	n = 207	n = 226	n = 129
8.	A	7.2	9.3	3.9	2.4	3.5	3.1
	B	9.2	19.0	16.3	3.9	7.5	6.3
	C	29.0	34.1	37.2	30.1	32.6	35.9
	D	33.3	20.4	20.9	37.4	35.2	39.1
	E	21.3	17.3	21.7	26.2	21.1	15.6
		n = 207	n = 226	n = 129	n = 206	n = 227	n = 128
9.	A	4.8	6.6	3.1	0.5	2.2	0.8
	B	10.1	11.5	15.5	6.3	5.3	7.8
	C	22.7	16.7	21.7	21.3	15.0	21.1
	D	34.3	29.1	37.2	25.1	23.3	28.9
	E	28.0	36.1	22.5	46.9	54.2	41.4
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 128
10.	A	2.9	3.5	2.3	1.9	0.9	0.0
	B	6.8	6.6	8.5	1.0	3.1	1.6
	C	15.5	15.0	14.0	12.6	10.1	11.8
	D	23.2	24.7	28.7	21.7	18.9	28.3
	E	51.7	50.2	46.5	62.8	67.0	58.3
		n = 207	n = 227	n = 129	n = 207	n = 227	n = 127
11.	A	8.3	6.2	3.9	0.5	3.5	1.6
	B	28.6	14.6	20.9	4.8	4.8	4.7
	C	29.6	23.5	23.3	19.8	15.9	17.1
	D	15.5	24.8	25.4	40.1	32.6	40.3
	E	18.0	31.0	25.6	34.8	43.2	36.4
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129
12.	A	9.3	19.5	7.0	7.2	11.0	10.9
	B	20.0	19.0	14.1	13.5	13.7	11.6
	C	22.4	25.2	28.1	23.2	32.6	31.0
	D	20.0	20.4	25.8	26.1	22.5	25.6
	E	28.3	15.9	25.0	30.0	20.3	20.9
		n = 205	n = 226	n = 128	n = 207	n = 227	n = 129
13.	A	5.3	7.1	9.3	3.4	6.2	4.7
	B	26.7	20.4	23.3	12.1	15.9	20.2
	C	38.8	35.0	39.5	39.6	33.5	40.3
	D	20.4	22.1	20.9	32.9	27.8	31.8
	E	8.7	15.5	7.0	12.1	16.7	3.1
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would John"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
14.	A	3.9	5.3	0.8	1.4	3.1	1.6
	B	12.6	19.9	13.2	6.3	13.2	8.5
	C	27.2	31.4	41.1	28.0	26.9	35.7
	D	35.0	26.5	33.3	41.5	37.9	33.3
	E	21.4	16.8	11.6	22.7	18.9	20.9
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 129
15.	A	3.9	4.9	3.1	2.4	2.7	1.6
	B	11.7	15.0	19.4	11.1	11.6	13.2
	C	38.8	39.8	34.1	43.5	38.2	39.5
	D	28.6	25.2	30.2	30.4	30.2	30.2
	E	17.0	15.0	13.2	12.6	17.3	15.5
		n = 206	n = 226	n = 129	n = 207	n = 225	n = 129
16.	A	6.8	8.8	4.7	3.9	4.9	4.7
	B	15.5	13.3	19.4	11.1	11.9	19.4
	C	34.5	29.6	28.7	36.7	23.5	24.8
	D	27.2	27.9	33.3	29.5	34.5	38.0
	E	16.0	20.4	14.0	18.8	25.2	13.2
		n = 206	n = 226	n = 129	n = 207	n = 226	n = 129
17.	A	7.3	12.8	10.9	3.4	7.9	5.5
	B	13.1	15.5	13.2	13.0	11.0	15.6
	C	24.8	23.9	28.7	27.1	29.5	28.1
	D	32.0	27.4	25.6	38.6	26.0	28.9
	E	22.8	20.4	21.7	17.9	25.6	21.9
		n = 206	n = 226	n = 129	n = 207	n = 227	n = 128
18.	A	1.9	11.8	7.8	0.5	3.1	4.7
	B	6.8	11.4	14.0	3.9	4.8	6.3
	C	26.1	18.9	25.6	16.5	19.8	18.8
	D	34.8	31.6	30.2	42.2	30.4	35.2
	E	30.4	26.3	22.5	36.9	41.9	35.2
		n = 207	n = 228	n = 129	n = 206	n = 227	n = 128
19.	A	13.0	8.8	8.5	18.0	6.2	13.3
	B	19.8	17.5	15.5	18.4	14.1	16.4
	C	23.7	22.4	25.6	25.2	22.0	17.2
	D	24.6	23.2	23.3	19.4	25.6	25.0
	E	18.8	28.1	27.1	18.9	32.2	28.1
		n = 207	n = 228	n = 129	n = 206	n = 227	n = 128
20.	A	3.4	9.7	5.4	2.4	3.5	1.6
	B	14.5	12.4	10.1	7.3	7.0	14.1
	C	28.5	28.3	31.8	25.2	18.9	28.1
	D	30.0	22.1	34.9	38.3	35.2	31.3
	E	23.7	27.4	17.8	26.7	35.2	25.0
		n = 207	n = 226	n = 129	n = 206	n = 227	n = 128

APPENDIX H-1 (Cont.)

No.	Response Categories	"Would John"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
	A	7.8	4.8	4.7	6.8	3.5	6.3
	B	19.9	12.3	14.7	10.1	5.7	7.0
	C	27.7	29.1	29.5	29.5	23.3	22.7
	D	26.2	21.1	27.1	27.1	27.8	22.7
	E	18.4	32.6	24.0	26.6	39.6	41.4
		n = 206	n = 227	n = 129	n = 207	n = 227	n = 128
	A	9.2	8.8	5.4	7.2	2.2	3.1
	B	24.6	14.1	16.3	12.1	8.4	12.5
	C	29.5	18.9	29.5	25.6	23.1	23.4
	D	20.8	18.1	31.8	26.1	19.6	35.2
	E	15.9	40.1	17.1	29.0	46.7	25.8
		n = 207	n = 227	n = 129	n = 207	n = 225	n = 128
	A	3.4	4.4	7.8	1.9	2.2	0.8
	B	9.2	16.3	10.9	6.3	10.2	9.4
	C	23.2	26.4	25.6	22.2	21.7	20.3
	D	29.5	25.6	31.0	31.9	26.1	30.5
	E	34.8	27.3	24.8	37.7	39.8	39.1
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 128
	A	5.8	4.8	3.9	1.9	1.8	3.9
	B	17.4	12.3	10.1	4.3	7.1	4.7
	C	27.1	19.8	20.2	17.9	13.7	14.8
	D	23.2	18.9	24.0	26.6	20.4	28.1
	E	26.6	44.1	41.9	49.3	57.1	48.4
		n = 207	n = 227	n = 129	n = 207	n = 226	n = 128
	A	8.8	5.8	8.5	4.9	6.7	3.9
	B	14.1	9.0	16.3	9.3	7.1	11.6
	C	23.4	28.7	22.5	27.5	21.9	30.2
	D	26.3	24.2	22.5	38.7	29.5	30.2
	E	27.3	32.3	30.2	19.6	34.8	24.0
		n = 205	n = 223	n = 129	n = 204	n = 224	n = 129
	A	3.9	4.5	5.4	2.5	3.1	0.0
	B	11.2	17.1	10.9	6.4	7.1	9.3
	C	24.4	25.7	30.2	25.0	28.6	27.1
	D	38.5	29.7	32.6	43.1	31.7	38.0
	E	22.0	23.0	20.9	23.0	29.5	25.6
		n = 205	n = 222	n = 129	n = 204	n = 224	n = 129
	A	8.8	6.3	7.0	5.9	4.5	1.6
	B	18.5	15.7	24.0	9.3	8.5	15.7
	C	39.0	30.9	28.7	40.2	30.0	36.2
	D	26.8	27.8	22.5	34.8	37.7	33.1
	E	6.8	19.3	17.8	9.8	19.3	13.4
		n = 205	n = 223	n = 129	n = 204	n = 223	n = 127

APPENDIX H-1 (Cont.)

Item No.	Response Categories	"Would Join"			"Would You"		
		White	Black	Mexican-American	White	Black	Mexican-American
28.	A	2.4	6.7	3.9	0.0	3.1	2.3
	B	8.3	11.6	13.2	5.4	4.9	5.4
	C	21.5	21.9	21.7	15.7	14.7	25.6
	D	33.7	26.3	34.1	37.3	29.9	39.5
	E	34.1	33.5	27.1	41.7	47.3	27.1
		n = 205	n = 224	n = 129	n = 204	n = 224	n = 129
29.	A	8.8	8.5	7.0	3.4	4.9	4.7
	B	17.6	17.0	17.1	8.3	8.0	10.9
	C	32.2	28.7	30.2	23.5	21.9	21.7
	D	24.9	26.5	24.0	32.4	31.7	38.0
	E	16.6	19.3	21.7	32.4	33.5	24.8
		n = 205	n = 223	n = 129	n = 204	n = 224	n = 129
30.	A	2.0	6.7	2.3	1.0	2.2	3.1
	B	7.3	9.8	12.4	2.5	7.6	4.7
	C	19.0	23.2	18.6	14.2	13.8	19.4
	D	23.9	20.5	27.1	28.4	28.1	27.9
	E	47.8	39.7	39.5	53.9	48.2	45.0
		n = 205	n = 224	n = 129	n = 204	n = 224	n = 129

APPENDIX H-2

Chi Square, Degrees of Freedom and Significance Levels
for Cross Tabulations on "Would John" and "Would You" Instruments

No.	"Would John"			"Would You"		
	χ^2*	df	p	χ^2	df	p
	7.33210	8	0.5013	12.00547	8	0.1510
	36.92365	8	0.0000	12.40598	8	0.1340
	19.35394	8	0.0131	25.23001	8	0.0014
	21.27567	8	0.0065	17.66342	8	0.0239
	24.48059	8	0.0019	9.66939	8	0.2890
	12.39930	8	0.1343	25.36362	8	0.0013
	48.83751	8	0.0000	42.85646	8	0.0000
	22.09027	8	0.0048	8.16915	8	0.4171
	13.55183	8	0.0942	10.45053	8	0.2348
	2.42248	8	0.9652	10.32797	8	0.2428
	27.60008	8	0.0006	10.52566	8	0.2301
	24.96710	8	0.0016	11.33843	8	0.1833
	11.40789	8	0.1796	20.52478	8	0.0085
	20.76059	8	0.0078	11.75391	8	0.1625
	6.26390	8	0.6177	3.16556	8	0.9235

APPENDIX H-2 (Cont.)

Item No.	"Would John"			"Would You"		
	χ^2	df	p	χ^2	df	p
16.	8.61672	8	0.3757	20.41750	8	0.0089
17.	6.23590	8	0.6208	14.31411	8	0.0739
18.	24.61479	8	0.0018	13.11105	8	0.1081
19.	8.00723	8	0.4328	25.50285	8	0.0013
20.	17.13550	8	0.0287	15.14493	8	0.0564
21.	16.44150	8	0.0365	15.25333	8	0.0544
22.	51.15927	8	0.0000	30.65314	8	0.0002
23.	12.84498	8	0.1173	4.61333	8	0.7980
24.	18.40556	8	0.0184	9.09822	8	0.3341
25.	8.66535	8	0.3713	18.62662	8	0.0170
26.	7.77354	8	0.4559	10.76368	8	0.2155
27.	21.06050	8	0.0070	18.27811	8	0.0192
28.	10.31619	8	0.2435	23.31485	8	0.0030
29.	2.14578	8	0.9762	4.80666	8	0.7780
30.	14.25984	8	0.0752	10.88009	8	0.2086

* χ^2 = chi square, df = degrees of freedom, p = significance

PERCENTAGE RESPONSES BY ETHNIC GROUPS

Item No.	Response Categories	How I Am			How I Would Like to Be			Most of My Classmates Think I Am		
		White	Black	Mexican-American	White	Black	Mexican-American	White	Black	Mexican-American
1.	A	14.0	34.1	9.4	87.9	88.5	74.2	10.7	35.6	13.2
	B	47.8	23.5	23.4	8.7	5.5	17.2	38.5	16.7	26.4
	C	34.8	38.5	60.9	1.9	3.7	7.8	38.5	28.2	42.6
	D	2.9	0.4	1.6	0.5	0.5	0.0	5.4	4.2	6.2
	E	0.5	3.5	4.7	1.0	1.8	0.8	6.8	15.3	11.6
		n = 207	n = 226	n = 128	n = 206	n = 218	n = 128	n = 205	n = 216	n = 129
2.	A	2.9	26.5	3.1	62.1	73.4	56.6	3.9	22.7	4.7
	B	27.1	23.9	18.9	28.6	18.7	20.2	18.6	17.6	20.3
	C	58.0	42.5	62.2	8.3	7.0	20.9	46.1	37.0	47.7
	D	6.8	3.1	9.4	1.0	0.5	0.8	16.2	6.5	12.5
	E	5.3	4.0	6.3	0.0	0.5	1.6	15.2	16.2	14.8
		n = 207	n = 226	n = 127	n = 206	n = 214	n = 129	n = 204	n = 216	n = 128
3.	A	54.1	77.6	44.5	87.7	86.6	80.5	41.2	56.5	33.6
	B	33.3	17.0	35.2	9.3	7.9	13.3	30.4	22.4	28.1
	C	11.1	4.0	19.5	2.0	4.6	6.3	19.6	14.5	26.6
	D	1.4	0.9	0.0	0.5	0.5	0.0	4.4	2.3	6.3
	E	0.0	0.4	0.8	0.5	0.5	0.0	4.4	4.2	5.5
		n = 207	n = 223	n = 128	n = 204	n = 216	n = 128	n = 204	n = 214	n = 128
4.	A	27.8	47.1	26.2	88.3	81.9	64.6	22.1	42.3	15.6
	B	40.5	26.9	29.4	6.8	12.1	24.4	34.3	24.7	27.3
	C	27.3	21.5	35.7	3.9	3.7	8.7	31.4	23.3	35.9
	D	2.9	0.9	6.3	1.0	1.9	0.8	7.4	4.2	9.4
	E	1.5	3.6	2.4	0.0	0.5	1.6	4.9	5.6	11.7
		n = 205	n = 223	n = 126	n = 206	n = 215	n = 127	n = 204	n = 215	n = 128
5.	A	51.7	63.7	40.3	88.8	87.6	71.9	42.0	59.5	35.4
	B	23.7	17.3	21.7	6.8	6.9	14.8	29.8	14.4	30.7
	C	17.9	14.2	27.9	2.9	3.7	12.5	20.5	18.1	20.5
	D	4.8	0.9	5.4	0.5	0.9	0.0	3.4	2.3	4.7
	E	1.9	4.0	4.7	1.0	0.9	0.8	4.4	5.6	8.7
		n = 207	n = 226	n = 129	n = 206	n = 217	n = 128	n = 205	n = 215	n = 127

Item No.	Response Categories	How I Am			How I Would Like to Be			Most of My Classmates Think I Am		
		White	Black	Mexican-American	White	Black	Mexican-American	White	Black	Mexican-American
6.	A	19.3	36.4	16.5	69.9	72.9	50.4	11.8	36.2	8.6
	B	29.0	21.4	30.7	18.9	10.3	21.3	18.2	15.5	25.8
	C	37.7	33.2	40.9	9.2	11.7	23.6	33.5	30.0	44.5
	D	8.2	2.3	7.9	1.0	1.9	2.4	19.7	6.1	12.5
	E	5.8	6.8	3.9	1.0	3.3	2.4	16.7	12.2	8.6
		n = 207	n = 220	n = 127	n = 206	n = 214	n = 127	n = 203	n = 213	n = 128
7.	A	24.3	53.6	26.6	83.0	81.7	62.2	24.0	44.7	25.2
	B	44.2	19.6	32.0	12.1	13.6	26.8	38.7	25.3	29.1
	C	26.2	21.4	35.2	3.9	3.3	9.4	22.1	19.4	25.2
	D	1.9	2.7	2.3	0.0	0.0	0.8	6.9	4.1	10.2
	E	3.4	2.7	3.9	1.0	1.4	0.8	8.3	6.5	10.2
		n = 206	n = 224	n = 128	n = 206	n = 213	n = 127	n = 204	n = 217	n = 127
8.	A	35.9	42.8	23.6	86.9	80.3	64.8	25.1	46.7	21.1
	B	33.5	24.8	29.1	7.3	8.0	22.7	31.5	19.6	21.1
	C	24.3	26.1	33.1	4.4	8.9	10.2	29.6	22.4	34.4
	D	4.4	3.2	8.7	0.5	1.4	0.8	6.4	3.7	10.9
	E	1.9	3.2	5.5	1.0	1.4	1.6	7.4	7.5	12.5
		n = 206	n = 222	n = 127	n = 206	n = 213	n = 128	n = 203	n = 214	n = 128
9.	A	33.8	56.1	25.0	85.9	82.9	66.9	27.3	48.4	19.5
	B	43.0	22.6	27.3	8.7	9.7	16.5	34.6	14.6	31.3
	C	18.8	16.3	32.8	3.4	4.6	13.4	22.0	24.4	24.2
	D	3.9	1.4	10.2	1.0	0.9	0.8	6.8	4.7	10.2
	E	0.5	3.6	4.7	1.0	1.9	2.4	9.3	8.0	14.8
		n = 207	n = 221	n = 128	n = 206	n = 216	n = 127	n = 205	n = 213	n = 128
10.	A	29.0	56.1	18.0	83.0	81.6	68.0	24.9	49.1	23.6
	B	35.3	22.0	35.9	11.2	10.1	17.2	26.8	17.8	26.8
	C	30.4	17.0	37.5	3.9	6.0	12.5	30.7	22.7	24.4
	D	4.3	1.3	6.3	1.0	1.8	0.8	6.8	3.3	14.2
	E	1.0	3.6	2.3	1.0	0.5	1.6	10.7	7.0	11.0
		n = 207	n = 223	n = 128	n = 206	n = 217	n = 128	n = 205	n = 214	n = 127

APPENDIX 1-2

Chi Square, Degrees of Freedom and Significance Levels
for Cross Tabulations on Semantic Differential Instruments

Item No.	How I Am			How I Would Like to Be			Most of My Class- mates Think I Am		
	χ^2 *	df	p	χ^2	df	p	χ^2	df	p
1.	79.74228	8	0.0000	22.57549	8	0.0040	67.54562	8	0.0000
2.	76.69939	8	0.0000	29.34206	8	0.0003	50.91183	8	0.0000
3.	54.20256	8	0.0000	8.16693	8	0.4173	22.73412	8	0.0037
4.	37.85306	8	0.0000	33.90823	8	0.0000	42.96329	8	0.0000
5.	28.50473	8	0.0004	26.98412	8	0.0007	29.54303	8	0.0003
6.	31.19905	8	0.0001	30.76884	8	0.0002	70.45840	8	0.0000
7.	56.71634	8	0.0000	27.40102	8	0.0006	30.11281	8	0.0002
8.	21.74504	8	0.0054	30.52448	8	0.0002	42.33920	8	0.0000
9.	70.39340	8	0.0000	23.77628	8	0.0025	49.42645	8	0.0000
10.	69.51129	8	0.0000	17.17802	8	0.0283	45.87865	8	0.0000

* χ^2 = chi square, df = degrees of freedom, p = significance

APPENDIX J

The Analysis Model

The full model (FM) which was adopted is shown below:

$$Y_i = b_0 X_{0i} + b_1 X_{1i} + b_2 R_{Ei} + b_3 R_{Ci} + b_4 R_{Ei}^2 + b_5 R_{Ci}^2 + e_i, \quad (1)$$

where,

- Y_i = a dependent variable score for student i (i.e., a factor score),
- X_{0i} = a constant added by the regression program (equal to 1 [one] for each student),
- X_{1i} = a treatment/film variable which equals 1 (one) if student i belongs to an experimental (film) group and which equals 0 (zero) if student i was a control group (no film) subject,
- R_{Ei} = "self-image level" for student i if he were an experimental group student, 0 (zero) if he were a control group student,
- R_{Ci} = "self-image level" for student i if he were a control group student, 0 (zero) if he were an experimental group student,
- R_{Ei}^2 = the square of the student i 's R_E score,
- R_{Ci}^2 = the square of the student i 's R_C score,
- $b_0 - b_5$ = constants solved by a multiple regression program when X_1 , R_E , R_C , R_E^2 and R_C^2 are regressed on Y ,
- e_i = an error component.

(Note: The subscript i has been deleted from all the models/equations to be described later. The reader should remember that the values of the X and R variables actually pertain to individual students even though the subscript has been dropped.)

APPENDIX J (Cont.)

Now, for each control group student this model becomes,

$$Y = b_0X_0 + b_1^0 + b_2^0 + b_3R_C + b_4^0 + b_5R_C^2 + e,$$

or,

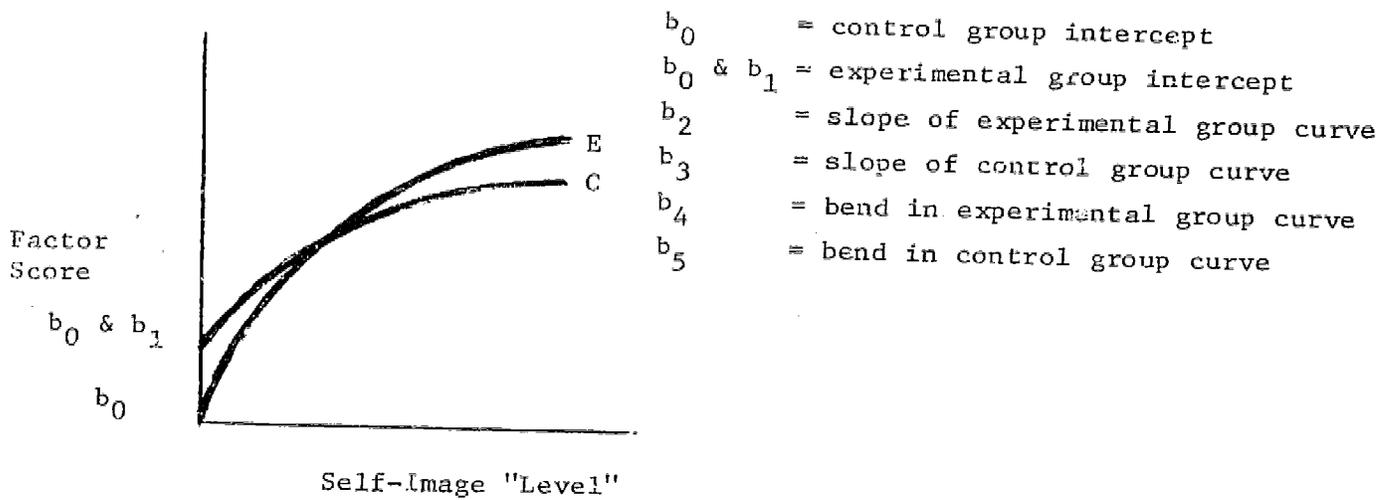
$$Y = b_0X_0 + b_3R_C + b_5R_C^2 + e, \tag{2}$$

because, for these students, X_1 , R_E and R_E^2 are all equal to zero. By the same logic, the full model for experimental group students will become,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_4R_E^2 + e. \tag{3}$$

In effect, then, the single full model (equation 1) incorporates two models at the same time, the relation of R_C and R_C^2 to Y (equation 2) and the relationship of R_E and R_E^2 to Y (equation 3). Figure 1 shows what two these two relationships might look like for such a full model.

FIGURE 1



APPENDIX J (Cont.)

Restricted Models. Restrictions are placed on a full model in accordance with the effects one is interested in testing. For example, one might ask whether at least one of the weights for the quadratic component is significantly different from zero. The null hypothesis, then, would be that,

$$b_4 = b_5 = 0,$$

in the full model, equation 1. Substituting this restriction into the full model equation yields,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + OR_E^2 + OR_0^2 + e,$$

which becomes,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + e. \quad (4)$$

One then regresses X_1 , R_E and R_C on Y and tests for a significant difference between the multiple R^2 for the full model (equation 1) and the multiple R^2 for this restricted model. The appropriate statistic for this test is the partial F test,

$$F = \frac{R_{FM}^2 - R_{RM}^2 / (NP_{FM}) - (NP_{RM})}{1 - R_{FM}^2 / N - (NP_{FM})} \quad (5)$$

where,

$$R_{FM}^2 = R^2, \text{ full model,}$$

$$R_{RM}^2 = R^2, \text{ restricted model,}$$

$$NP_{FM} = \text{number of parameters in the full model,}$$

$$NP_{RM} = \text{number of parameters in the restricted model,}$$

$$N = \text{the total number of subjects.}$$

APPENDIX J (Cont.)

$(NP_{FM} - NP_{RM})$ and $(N - NP_{FM})$ are the proper degrees of freedom for this F. In the present example $NP_{FM} = 6$ and $NP_{RM} = 4$. Let us assume that the F obtained in the present example was large enough that it was unlikely that $b_4 = b_5 = 0$ (i.e., either one or both of the coefficients is probably non-zero in the population).

The inference that either or both of the weights are non-zero, however, does not indicate that they are the same. Rather, we must create a new restriction to test this particular hypothesis. Let the null hypothesis be that b_4 and b_5 have the same value in the population; that is,

$$b_4 = b_5 = b,$$

where b is a common weight.

Placing this restriction on the full model shown in equation 1 yields,

$$Y = b_0X_0 + b_1X_1 + b_2R_E + b_3R_C + bR_E^2 + bR_C^2 + e.$$

But, R_E^2 and R_C^2 are multiplied by the same constant, b , so we can combine R_E^2 and R_C^2 into one variable as follows,

$$Y = b_0X_0 + b_1X_1 + b_2R_E^2 + b_3R_C^2 + b(R_E^2 + R_C^2) + e. \quad (6)$$

Since R_E^2 is the square of the "self-image level" for experimental students and zero for control students and since R_C^2 is the square of the "self-image level" score for control students and zero for experimental group students, the new variable $(R_E^2 + R_C^2)$ is merely a single variable with the square of each student's "self-image level" over both experimental and control groups.

APPENDIX J (Cont.)

One then regresses the four variables, X_1 , R_E , R_C and $(R_E^2 + R_C^2)$ on Y and performs the partial F test shown in equation 5. If the F is significant, the null hypothesis that,

$$b_4 = b_5 = b,$$

would be rejected. The reader should note that the present hypothesis is meaningful only if the null hypothesis that,

$$b_4 = b_5 = 0,$$

had been rejected. That is, it does not make much sense to ask if the two quadratic weights are different if neither of them is greater than zero.

Next, the same kind of restrictions may be placed on the constants for linear effects in equation 1. To test for the presence of linear effects, the appropriate null hypothesis would be,

$$b_2 = b_3 = 0.$$

The restricted model would become,

$$Y = b_0 X_0 + b_1 X_1 + 0R_E + 0R_C + b_4 R_E^2 + b_5 R_C^2 + e$$

or,

$$Y = b_0 X_0 + b_1 X_1 + b_4 R_E^2 + b_5 R_C^2 + e. \quad (7)$$

The constants in this model would then be estimated by regressing X_1 , R_E^2 and R_C^2 on Y and comparing the multiple R^2 of this model with that of the full model by means of a partial F test.

APPENDIX J (Cont.)

The null hypothesis that the two linear slopes are the same could also be tested. The restriction,

$$b_2 = b_3 = b,$$

could be placed on the full model yielding,

$$Y = b_0X_0 + b_1X_1 + bR_E + bR_C + b_4R_E^2 + b_5R_C^2 + e,$$

which can be reduced to,

$$Y = b_0X_0 + b_1X_1 + b(R_E + R_C) + b_4R_E^2 + b_5R_C^2 + e. \quad (8)$$

The new variable, $(R_E + R_C)$ is similar to that created previously for R_E^2 and R_C^2 , $(R_E^2 + R_C^2)$. The variables X_1 , $(R_E + R_C)$, R_E^2 and R_C^2 would then be regressed on Y and the usual partial F test computed. This test also does not make much sense unless there is reason to believe b_2 and/or b_3 is greater than zero.

Lastly, one may wish to test whether or not the experimental ($b_0 + b_1$) and control (b_0) group intercepts are significantly different. Thus, the null hypothesis,

$$b_1 = 0,$$

would be tested. If this restriction were placed on the full model, the restricted model would become,

$$Y = b_0X_0 + b_2R_E + b_3R_C + b_4R_E^2 + b_5R_C^2 + e. \quad (9)$$

This particular method of testing intercept differences by setting b_1 equal to 0 (zero) is most logical when one views $b_0 + b_1$ as a constant that is added to all experimental group scores and just b_0 is added to all control group scores; thus if $b_1 = 0$, then $b_0 = b_0 + b_1$.

APPENDIX J (Cont.)

All restricted model R^2 's were evaluated against the R^2 for the same six parameter full model; that is, when higher order effects (e.g., quadratic, quadratic interaction and even linear interaction effects) were not statistically significant, the investigators did not revise the full model so as to exclude such non-significant components. This latter procedure, similar to pooling non-significant sums of squares into the error term in the analysis of variance, involves assuming that the null hypotheses for non-significant effects are true when they cannot be rejected. The investigators chose not to be forced to make this kind of assumption since failing to reject a null hypothesis (i.e., that the effect tested is not statistically significant) is a function of the probability of failing to reject a false null hypothesis and since this probability is usually unknown - most certainly in exploratory studies such as the present one.

To review, the test of the full model that is shown examined whether or not all components in the model together could be zero. Restricted Model 1 simultaneously tested for the presence of quadratic relationships between "self-image level" and the factor score variable associated with it for experimental and control group students. Restricted Model 2 examined the hypothesis that these quadratic coefficients were different. Restricted Model 3 simultaneously tested the hypothesis that the linear relationship between "self-image level" and its dependent variable were non-zero for both experimental students and control students. Restricted Model 4 sought to answer the question of whether or not the linear coefficients were the same for experimentals and for controls. The last model, Restricted Model 5, examined the difference in intercepts between experimental and control group regression lines when the "self-image level" variable for each group was regressed on the appropriate dependent variable factor score for that group.

APPENDIX K

Regression Analysis Coefficients for the Seven Factors
of the "Would John" Instrument for Each Ethnic Group

		Factors (Whites)						
Coefficients	I	II	III	IV	V	VI	VII	
Curvilinear bend	5.93	4.34	3.13	4.32	5.00	4.80	2.62	
Curvilinear interaction	3.73	4.04	4.12	3.74	4.27	2.45	3.16	
Linear slope	-2.51	-1.14	0.02	-1.29	-1.48	-1.44	0.83	
Linear interaction	-0.62	-0.53	-1.08	-0.45	-0.73	0.36	-0.24	
Intercept (Controls)	-1.46	-2.36	-2.00	-1.75	-1.91	-1.34	-1.34	
Intercept difference*	-0.61	0.82	0.70	0.05	-0.04	-0.61	-0.17	

		Factors (Blacks)						
Coefficients	I	II	III	IV	V	VI	VII	
Curvilinear bend	4.10	5.25	3.55	3.91	3.69	3.59	3.71	
Curvilinear interaction	2.80	2.80	2.98	5.93	2.85	4.18	1.44	
Linear slope	-0.58	-2.03	-0.18	-0.53	-0.27	0.04	0.06	
Linear interaction	0.28	-0.05	0.13	-2.08	0.05	-0.46	1.48	
Intercept (Controls)	-1.56	-1.32	-1.81	-2.23	-1.45	-1.93	-1.40	
Intercept difference*	-0.43	-0.28	0.25	0.31	-0.45	0.27	-0.51	

		Factors (Mexican-Americans)						
Coefficients	I	II	III	IV	V	VI	VII	
Curvilinear bend	6.03	4.58	4.55	3.01	5.71	3.52	2.07	
Curvilinear interaction	2.99	6.26	4.72	3.03	3.91	3.35	3.23	
Linear slope	-2.14	-1.44	-0.78	0.64	-1.90	-0.16	1.58	
Linear interaction	0.22	-2.66	-1.44	-0.43	1.08	-0.41	0.22	
Intercept (Controls)	-1.53	-2.54	-1.92	-1.23	-1.50	-1.74	-1.81	
Intercept difference*	-1.06	0.61	0.08	-0.59	-0.84	-0.18	0.24	

* Intercept difference = experimental group intercept minus control group intercept.

APPENDIX L

Significance Levels of Regression Analyses on
the Seven Factors of the "Would John" Instrument
for Each Ethnic Group

F Tests	Factors (Whites)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.05	.01	.01	.01	.01	.01
Curvilinear interaction	.01	NS	.05	NS	NS	.01	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	NS	.05	NS	NS	.01	NS
Intercept	.01	.01	.01	NS	NS	.01	.05

F Tests	Factors (Blacks)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.05	.01	NS	.01	NS	NS	.01
Curvilinear interaction	.01	.01	NS	.01	NS	NS	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	.01	NS	.01	.05	NS	.01
Intercept	.01	.01	.05	.01	.01	.01	.01

F Tests	Factors (Mexican-Americans)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.01	.01	NS	.01	NS	.01
Curvilinear interaction	.01	.01	NS	NS	NS	NS	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.01	.01	NS	NS	.01	NS	.05
Intercept	.01	.01	NS	.01	.01	NS	.05

* Note: Significance levels of full model and linear slope are a consequence of the way in which the self-image "level" variable was derived (i.e., by ranking the dependent variable). This is true for all factors and for all races.

APPENDIX N

Regression Analyses of Factor Scores and Betwixt-age Level
for Each Ethnic Group on the "Should Join" Instrument

Ethnic Group

White			Black			Mexican-American		
R ²	Number of Parameters	F Value	R ²	Number of Parameters	F Value	R ²	Number of Parameters	F Value
FACTOR I								
.95	6	765.82	.97	6	1,364.04	.95	6	468.40
Full Model								
Restricted Models								
.93	4	38.96	.97	4	4.24	.94	4	14.08
.94	5	20.98	.97	5	7.64	.94	5	17.97
.82	4	264.61	.90	4	234.60	.85	4	111.99
.94	5	26.35	.97	5	16.16	.94	5	26.46
.94	5	42.52	.96	5	37.88	.92	5	64.81
FACTOR II								
.97	6	1,517.85	.96	6	960.93	.97	6	827.14
Full Model								
Restricted Models								
.97	4	3.73	.94	4	34.68	.95	4	57.35
.97	5	3.56	.95	5	33.81	.97	5	9.18
.89	4	313.55	.84	4	278.17	.82	4	339.75
.97	5	.79	.95	5	47.62	.97	5	15.61
.96	5	125.40	.95	5	12.92	.96	5	42.47
FACTOR III								
.93	6	568.28	.94	6	725.84	.93	6	329.75
Full Model								
Restricted Models								
.93	4	5.27	.94	4	.27	.92	4	5.94
.93	5	5.37	.94	5	.53	.93	5	.95
.86	4	110.96	.89	4	108.17	.83	4	85.62
.93	5	4.04	.94	5	1.61	.93	5	.06
.92	5	41.82	.94	5	6.70	.93	5	.28
FACTOR IV								
.93	6	563.48	.96	6	1,067.65	.94	6	369.37
Full Model								
Restricted Models								
.93	4	8.72	.95	4	31.52	.94	4	1.77
.93	5	3.32	.96	5	16.13	.94	5	3.46
.84	4	140.62	.85	4	313.62	.89	4	50.53
.93	5	1.46	.96	5	24.99	.94	5	.00
.93	5	.26	.96	5	12.20	.93	5	20.11

APPENDIX M (Cont.)

Ethnic Groups

	White			Black			Mexican-American		
	R ²	Number of Parameters	F Value	R ²	Number of Parameters	F Values	R ²	Number of Parameters	F Value
FACTOR V									
Full Model	.95	6	804.72	.95	6	896.50	.93	6	201.11
Restricted Models									
Curvilinear bend	.95	4	14.54	.95	4	.55	.92	4	11.79
Curvilinear interaction	.95	5	3.04	.95	5	.77	.93	5	1.22
Linear slope	.85	4	213.25	.90	4	147.81	.81	4	104.24
Linear interaction	.95	5	2.65	.95	5	4.80	.93	5	7.11
Intercept	.95	5	.13	.95	5	28.55	.91	5	31.75
FACTOR VI									
Full Model	.93	6	530.48	.96	6	1,148.94	.95	6	453.94
Restricted Models									
Curvilinear bend	.92	4	9.93	.96	4	1.55	.95	4	.77
Curvilinear interaction	.93	5	14.78	.96	5	1.75	.95	5	.24
Linear slope	.84	4	121.91	.90	4	198.53	.88	4	82.01
Linear interaction	.92	5	23.49	.96	5	2.22	.95	5	.10
Intercept	.92	5	32.92	.96	5	9.95	.95	5	2.26
FACTOR VII									
Full Model	.96	6	1,065.20	.95	6	850.45	.96	6	675.54
Restricted Models									
Curvilinear bend	.96	4	6.33	.94	4	13.36	.96	4	10.74
Curvilinear interaction	.96	5	9.82	.95	5	12.51	.96	5	7.07
Linear slope	.91	4	134.74	.91	4	88.61	.93	4	59.91
Linear interaction	.96	5	2.26	.94	5	29.44	.96	5	5.43
Intercept	.96	5	4.66	.94	5	30.55	.96	5	4.58

APPENDIX N

Regression Analysis Coefficients for the Seven Factors
of the "Would You" Instrument for Each Ethnic Group

Coefficients	Factors (Whites)						
	I	II	III	IV	V	VI	VII
Curvilinear bend	4.10	4.27	5.61	7.18	3.67	4.79	5.24
Curvilinear interaction	3.38	3.24	4.09	3.68	4.52	2.70	3.22
Linear slope	-0.33	-0.79	-2.27	-3.73	-0.44	-1.39	-1.78
Linear interaction	-0.70	-0.41	-1.26	-0.98	-1.46	-0.06	-0.36
Intercept (Control)	-1.36	-1.61	-1.30	-1.54	-1.84	-1.52	-1.63
Intercept difference*	-0.47	-0.11	-0.74	-0.80	0.21	-0.45	-0.44

Coefficients	Factors (Blacks)						
	I	II	III	IV	V	VI	VII
Curvilinear bend	3.90	4.14	4.38	6.43	3.21	5.14	2.93
Curvilinear interaction	4.05	2.82	4.49	4.18	3.86	4.48	3.05
Linear slope	-0.70	-0.44	-1.07	-3.04	0.28	-1.73	0.23
Linear interaction	-0.58	0.47	-1.40	-1.62	-0.49	-1.07	0.36
Intercept (Control)	-1.96	-1.65	-1.82	-1.45	-1.71	-2.03	-1.54
Intercept difference*	0.17	-0.20	-0.28	-0.57	0.13	0.20	0.14

Coefficients	Factors (Mexican-Americans)						
	I	II	III	IV	V	VI	VII
Curvilinear bend	4.93	2.62	4.63	8.08	6.20	4.17	4.83
Curvilinear interaction	3.56	3.80	3.86	6.01	3.28	3.83	5.26
Linear slope	-1.28	1.12	-1.04	-3.77	-2.46	-0.56	-1.40
Linear interaction	-0.06	-0.67	-0.61	-2.68	-0.10	-0.22	-1.26
Intercept (Control)	-1.82	-1.84	-1.58	-2.32	-1.90	-1.85	-2.38
Intercept difference*	-0.31	0.19	-0.73	-0.86	-0.47	0.19	0.28

* Intercept difference - experimental group intercept minus control group intercept.

APPENDIX O

Significance Levels of Regression Analyses on
the Seven Factors of the "Would You" Instrument
For Each Ethnic Group

F Tests	Factors (Whites)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	.01	.01	.01	.01	.01	.01
Curvilinear interaction	NS	NS	.05	.01	NS	.01	.01
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	.05	.05	.01	.01	NS	.01	.01
Intercept	.01	NS	.01	.01	NS	.01	.01

F Tests	Factors (Blacks)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.01	NS	.01	.01	NS	.01	NS
Curvilinear interaction	NS	.01	NS	.01	.05	NS	NS
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	NS	.01	NS	.01	NS	NS	NS
Intercept	.05	.01	.05	.01	NS	.05	NS

F Tests	Factors (Mexican-Americans)						
	I	II	III	IV	V	VI	VII
Full Model	.01*	.01	.01	.01	.01	.01	.01
Curvilinear bend	.05	.01	NS	.01	.01	NS	.01
Curvilinear interaction	NS	.01	NS	NS	.01	NS	NS
Linear slope	.01*	.01	.01	.01	.01	.01	.01
Linear interaction	NS	.05	NS	.01	.01	NS	NS
Intercept	NS	NS	.01	.01	.01	NS	NS

* Note: Significance levels of full model and linear slope are a consequence of the way in which the self-image "level" variable was derived (i.e., by ranking the dependent variable). This is true for all factors and for all races.

Regression Analyses of Factor Scores and Self-Image Level
for Each Ethnic Group on the "Would You" Instrument

Ethnic Groups

	White		Black		Mexican-American	
	R ²	Number of Parameters	R ²	Number of Parameters	R ²	Number of Parameters
FACTOR I						
Full Model	.98	6	.96	5	.93	6
Restricted Models						
Curvilinear bend		4	.95	4	.92	4
Curvilinear interaction		5	.96	5	.93	5
Linear slope		4	.87	4	.85	4
Linear interaction		5	.96	5	.93	5
Intercept		5	.96	5	.93	5
FACTOR II						
Full Model	.95	6	.97	6	.96	6
Restricted Models						
Curvilinear bend		4	.97	4	.96	4
Curvilinear interaction		5	.97	5	.96	5
Linear slope		4	.91	4	.91	4
Linear interaction		5	.97	5	.96	5
Intercept		5	.97	5	.96	5
FACTOR III						
Full Model	.95	6	.92	6	.89	6
Restricted Models						
Curvilinear bend		4	.91	4	.88	4
Curvilinear interaction		5	.92	5	.89	5
Linear slope		4	.82	4	.81	4
Linear interaction		5	.92	5	.89	5
Intercept		5	.92	5	.88	5
FACTOR IV						
Full Model	.88	6	.95	6	.95	6
Restricted Models						
Curvilinear bend		4	.91	4	.91	4
Curvilinear interaction		5	.95	5	.95	5
Linear slope		4	.77	4	.76	4
Linear interaction		5	.94	5	.95	5
Intercept		5	.94	5	.94	5

APPENDIX P (Cont.)

Ethnic Groups

	White			Black			Mexican-American		
	R ²	Number of Parameters	F Value	R ²	Number of Parameters	F Value	R ²	Number of Parameters	F Value
FACTOR V									
Full Model	.91	6	395.84	.97	6	1,263.45	.96	6	608.88
Restricted Models									
Curvilinear bend	.90	4	7.80	.97	4	2.88	.95	4	24.25
Curvilinear interaction	.91	5	3.43	.97	5	5.29	.95	5	23.14
Linear slope	.81	4	103.76	.90	4	208.92	.85	4	182.59
Linear interaction	.91	5	2.21	.97	5	3.45	.95	5	32.34
Intercept	.91	5	2.70	.97	5	2.81	.96	5	17.36
FACTOR VI									
Full Model	.96	6	1,009.58	.95	6	867.99	.92	6	381.71
Restricted Models									
Curvilinear bend	.96	4	17.27	.94	4	24.94	.92	4	.63
Curvilinear interaction	.96	5	16.10	.95	5	2.65	.92	5	.21
Linear slope	.87	4	249.27	.84	4	259.02	.85	4	51.77
Linear interaction	.95	5	36.20	.95	5	2.35	.92	5	.18
Intercept	.95	5	35.29	.95	5	4.47	.92	5	1.21
FACTOR VII									
Full Model	.97	6	1,147.10	.95	6	901.11	.95	6	440.99
Restricted Models									
Curvilinear bend	.96	4	30.46	.95	4	1.24	.94	4	9.29
Curvilinear interaction	.96	5	18.92	.95	5	.11	.95	5	.05
Linear slope	.86	4	325.93	.90	4	114.48	.84	4	122.79
Linear interaction	.96	5	35.34	.95	5	.09	.95	5	.43
Intercept	.96	5	34.77	.95	5	2.67	.95	5	3.82