The Effect of Reading and Understanding Essays on Students' Valuing of Empathy in Basic English II Students in Assumption University (ABAC)

By
Rodel J. Abalus

A Thesis of the Twelve - Credit Course
ED 7000 Master's Thesis

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education
in Curriculum and Instruction
Assumption University

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THESIS COMMITTEE'S APPROVAL

This is to certify that the thesis entitled:

THE EFFECT OF READING AND UNDERSTANDING ESSAYS ON STUDENTS' VALUING OF EMPATHY IN BASIC ENGLISH II STUDENTS IN ASSUMPTION UNIVERSITY (ABAC)

presented by

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a Master of Education degree in

Curriculum Instruction

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ACKNOWLEDGMENT

The researcher wishes to recognize and express deep gratitude to his Major Advisor Associate Professor Dr. Pornchulee Achava-Amrung from Chulalongkorn University; and Co-Advisors, Associate Professor Dr. Somtawil Dhanasobhon from Kasetsart University, and Dr. Pimporn Chandee from Assumption University for their unfailing support, guidance, patience and encouragement through the whole research. They are noteworthy advisors and benevolent persons.

Gratitude is also due to Assumption University (ABAC), Bangkok where the researcher is employed, for its support, assistance and for granting the researcher the scholarship to pursue the Master Degree and for giving permission for the research to be conducted in the said school. Such gratitude is also due to the Faculty of Arts and the Department of English for their support. Much gratitude is also due to all the participants of the study for their willingness to be a part of the research otherwise the research would not have been possible.

The researcher also wishes to express gratefulness to the following people for reviewing and giving comments and suggestions about the research: The Dean of Counseling Psychology Dr. Dolores De Leon; The English Department Chairperson, Laura Bhramakasika; Dr. Parvathy Varma and the researcher's Colleagues from Assumption University; and Mr. Somboon Boondeekul from Chulangkorn University. Gratitude must also be mentioned for the Library staff at Chulalongkorn University and Assumption University, Bangkok for their patience in dealing with someone who was persistent in looking for materials for the research. Likewise, gratitude is also due to most of the Computer Laboratory staff who untiringly yielded to the uncountable printing requests. Thanks to all who cheered on the sidelines. To

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all the lives, visions and personal accounts and literary works of countless individuals - they served as a moving inspiration for the researcher.

Thanks to the parents of the researcher who always thought of the researcher's education and to the brother of the researcher who passed away too soon, but continues to be an inspiration. The rest of the family is also a part of this accomplishment.

Special thanks goes to Candice Bergen, the researcher's wife and friend whose unfailing understanding, support, kindness and love means a great deal to the researcher; to Nina Christine who, like her mother, is always an inspiration, and who has always reminded the researcher of how to be a father and what the important things in life are; and to Maria Victoria "Nicole Margareth," a new daughter and new source of inspiration.
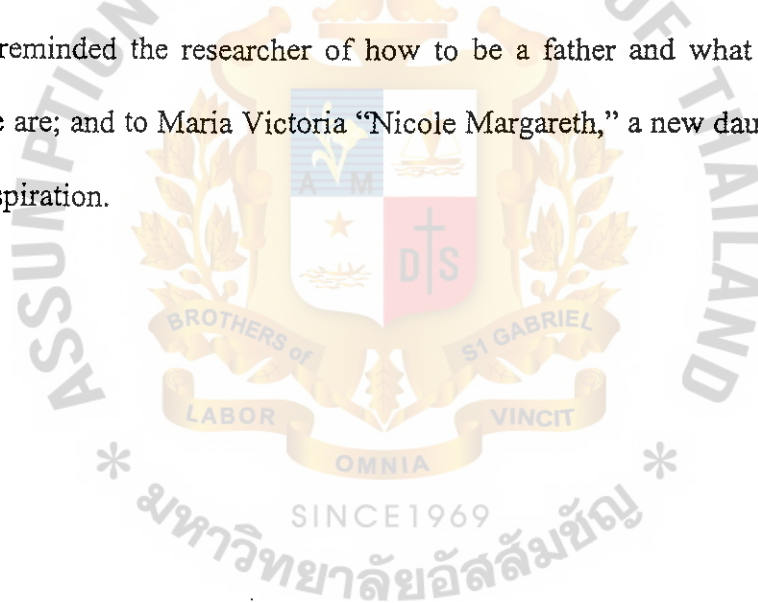
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Thesis Title	: The Effect of Reading and Understanding Essays on Students' Valuing of Empathy in Basic English II Students in Assumption University (ABAC)
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Level of Study	: Master of Education
Program of Study	: Curriculum Instruction
Faculty	: Faculty of Education
Year	: 2001

The purposes of the study were to 1) measure the student's valuing of empathy and 2) determine if reading and understanding essays have a positive effect on students' valuing of empathy. The population was students in Basic English II in Assumption University. The simple random sampling technique was employed to draw samples from the population.

The research design was Quasi Experimental with Pre-test and Post-test. The Independent variable was the reading and understanding of essays and the Dependent variable was Valuing of Empathy. Tests were the Instruments used. The students read 3 essays about people who need help, poor people, and people of different nationality for 40 minutes each within 2 weeks. Direct Instruction and Inquiry Method were then used to explain the essays to enable the students to translate the words, phrases and the various representational devices used within 25 minutes for each of the essays. The students then took the tests under Interpretation level based

on the Taxonomy of Educational Objectives: Cognitive Domain (Bloom et al, 1956) within 25 minutes, within the period of 2 weeks. For Valuing of empathy, the students took the Pre and Post-tests within 30 minutes in the first and in the last day of the experiment. The test was constructed and classified on the three levels of Valuing: Acceptance of Value, Preference for a Value and Commitment based on The Taxonomy of Educational Objectives: Affective Domain (Krathwohl et al, 1973). The students participating in the experiment were screened in order to be qualified for the data analysis. Eighteen students from both groups, the Experimental and Control were qualified. The t-test was used for the hypothesis testing. The Paired Samples Correlation of the Pre and post-tests of the two groups were analyzed. Frequencies were used for the Comments of the students.

The following are the conclusions based on the findings of the Hypothesis testing. In the Experimental group, there was a significant difference between the means of the Pre and Post-test for Preference for a Value. But there was no significant difference for the two other levels of Valuing and the Total, the Null Hypothesis was not rejected for those levels. In the Control group, there was no significant difference between the means of the Pre and Post-test in all the three levels and the Total.

In the Paired Samples Correlation for the Experimental group, the Pre and the Post-test scores showed significant Correlation on Acceptance of a Value, Preference for a Value, levels and the Total except on the level of Commitment. For the Paired Samples Correlation for the Control group the opposite was observed.

More students from the Experimental group responded willingly when asked to give comments about the experiment compared to the students from the Control

group. The descriptive analysis, based on the three levels of valuing, of the comments made by the students from the Experimental group and Control group supports the findings of the Hypothesis testing and Paired Samples Correlation.

In consideration of the findings and limitations of the present research the following are the recommendations. For the extension of the findings, further research is needed on how long the span of time students have to be exposed to readings and how many essays have to be read in order for effects to occur and not occur significantly. In addition, further research is needed to study the interrelationship of the three levels of valuing. Future research should study further whether being confronted alone by issues about people who need help, poor people and people of different nationality promotes commitment to empathy. More time should be given for the writing of comments. The extensive use of either the Direct Method or Inquiry Method of teaching could lead to meaningful results, however implications of such change should be considered.

Chapter I

INTRODUCTION

Background of the study

The emphasis on cognitive objective and cognitive learning has always been emphasized compared to the affective objectives and affective learning (Scott, K.1991:357; Boekaerts, M., 1994:199). However, the affective domain comes with it significance.

In the review of related literature, researches suggest that affective objectives, such as empathy, in school learning, suggests promising directions for fostering social responsibility (Oliner in Scott, K. 1991:359). Leewhorf noted that "language is the major factor in determining our perception of reality (Leewhorf cited in Preston, F.1989)." If language is a major factor in determining our perception of reality then what students read not only in Social studies class, in English class, and in one's entire life, is greatly significant in how one views and interacts with the world.

What one reads basically should mean something to the reader. If the opposite is true then all the readings that one does in one's life does not have any significance. Then education has no meaning at all and, one does not really learn anything from what one read in school, specifically for this case, in reading essays. However, writers and psychologists say that what one encounters means something to the individual. It does not have to be a direct experience for students to be able to internalize the experiences of others and learn from them (Gagne, D. 1992: 89-90).

Krathwohl & et al wrote that Affective domain objectives in education are more concerned that an individual does do it when it is appropriate after that individual has

learned that he or she can do it. "Even though the whole school system rewards the student more on a can do than on a does do basis, it is the latter which every instructor seeks" (Krathwohl et al, 1973:60-61).

Students' sole concern for marks seem to be caused by some factors. One perhaps from self-initiated need for achievement. Another reason perhaps, is due to significant persons in the students' life, and many other factors. Various may be are the causes of the sole concern for marks, one cannot simply ignore the fact that 'knowing what is' and 'doing what one knows' are both significant.

According to Boekaerts (1994) "...authors have argued that past theories of learning and instruction have focused mainly on knowledge and skill acquisition and have disregarded crucial aspects of human learning (ex. the affective variables of learning) (Boekaerts, M., 1994:199). He noted however that "...It has become evident that effective teaching is not a question of putting information across to a group of students. It is more of a question of initiating behavioral change in every student" (Ibid).

Contrary to what people believe, affectivity does not consist only of feeling, at least of the term empathy (Fesbach; Hoffman; Rogers, cited in Scott, K. 1991:359), rather, it consists of affective, cognitive and psychomotor components. Empathy as defined by Ian –Stuart Hamilton (1995) is "The ability to experience and understand the feelings and needs of others (as opposed to 'sympathy' which is a feeling of sorrow but without necessarily an understanding of others) Stuart-Hamilton, I., p. 82)." And as Rycroft defines it, it is

> " ...The capacity to put oneself into the other's shoes. The concept implies that one is both feeling oneself into the object and remaining aware of one's own identity as another person. The word is necessary since sympathy is only used to refer to the sharing of unpleasant experiences and does not

imply that the symphatizer necessarily retains his objectivity...." (Rycroft, C., 1972:42-43).

Considering the relative significance of empathy and the scarcity of related researches about the topic, perhaps it is important to value and therefore study empathy as an objective in school. Such is what this study is about.

Significance of the Study

I. General Significance of the Study

Earlier studies noted that affective objectives consist of rewards for individuals and society. If such objectives are significant for individuals and society- humanity, then it is crucial to study such objectives especially in this multicultural and increasingly globalized world where there is an increasing need to understand others.

If one considers the rewards of affective objectives in learning, one can realize that it is very important to determine the effect of reading essays in the valuing of empathy of students.

Especially significant in the study are the following factors:

1. It is suggested that students can observe and learn attitudes from any forms of human model. It is not important that the human models are seen or known personally, they can even be read in books, which give a tremendous potential of printed literature for the determination of attitudes and values (Gagne, R., et al, 1992:88-89).

2. No person could experience all the experiences of other persons. What teachers ask students to read could be significant and could influence their learning on how to empathize.

3. In the review of related literature, the assumption of operant conditioning states that "the dynamics of an organism's interaction with the environment is the same for all

species" (Gredler, M., 1997:69-70). If it does, then students could view or empathize with the characters of the stories in the essays. Essays then could serve as learning means for understanding without necessarily experiencing things firsthand.

4. There is a current emphasis on multiculturalism and globalization in education. The thesis may not be directly studying cultures, multiculturalism or globalization, but these issues are relevant since reading about and understanding the lives of 'others,' means other people who may or may not have the same values like the students who will read the essay writings have.

5. Conflicts are often caused by simple misunderstandings, if people could be more empathic of others, perhaps one of the causes of conflicts could be prevented.

6. Parents believe that the social and emotional developments of students are highly desirable goals of schooling...parents ranked personal and social developments second only to academic subjects with regard to importance in a poll in 1985 in the United States (Freeman, Cusick, & Houang, in Scott, P). It is the researcher's belief that students are not supposed to become just carriers of knowledge of what they read and understand, rather, they should also know how to empathize with others as well.

7. "Researchers have documented positive relationship between empathy and prosocial behavior" (Eisenberg, p. 357; Radke-Yarrow et. al, 1983:359, cited in Scott, K. 1991).

8. The following Reforms of Curriculum and Learning Process are featured in the 1999 National Education Act of Thailand:

   - **Curricula at all levels of education will be diversified, aiming at human development with a desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility. In addition, higher education curricula will emphasize academic development, with priority given to higher professions and research for the development of bodies of knowledge and society.**

- The provision of education will emphasize knowledge, morality, learning process and integration of the knowledge about oneself and the relationship between oneself and society;...knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom; knowledge and skills in mathematics and languages as well as in pursuing one's career and ability of leading a happy life.
- In organizing the learning process, educational institutions and agencies concerned will:

  -...provide training in thinking processes, management, and how to face various situations;
  -organize activities for learners to draw from actual experience;
  -achieve a balanced integration of subject matter, integrity, values and desirable attributes;
  -enable instructors to create the environment for learners to learn, to be able to benefit from research as part of the learning process; and
  -enable learning to occur at all times and in all places.

(National Education Act. 1999:200-202)

II. Significance of the Study to Assumption University

The researcher is employed at Assumption University thus students at Assumption University will be chosen for the study for accessibility, assistance; and its relevance to the said University. This is so since one of the objectives and policies of the said university is:

> To serve the nation by providing scientific and humanistic knowledge in the business education and management science through research and interdisciplinary approaches

And the University aims at forming intellectually competent graduates who are:

> morally sound, committed to acting justly and open to further growth; appreciate freedom of expression, imbibe right attitudes and ideologies through carefully integrated curriculum of ethics, science, languages and effective decision making (Assumption University Graduate-Undergraduate Bulletin 1999:9; Assumption University Faculty Manual, 3rd Edition 1999:3).

In the Non Discrimination Policy of Assumption University it is stated that it

> "Does not discriminate in the programs and activities against any person because of race, color, ethnic origin, ancestry, religion, age and sex. This non-discrimination policy applies to admissions, employment, treatment of individuals, and access to programs."

(Assumption University Graduate-Undergraduate Bulletin 1999:9)

The research tried to find-out the effect of reading and understanding essays in the Valuing of empathy. Such objectives, aims and policies are somehow related to empathy (cognitive component: perspective taking, affective component: an individual's capacity to experience the emotional state of another, and psychomotor component: communication of empathic feeling) making the experiment relevant to Assumption University.

Furthermore, the philosophical cornerstones of the University includes: social responsibility; freedom of expression, and rationality (Assumption University Faculty Manual, 3rd Edition 1999:2). All of which are related, and in which, one must value empathy in order to achieve.

Moreover, Assumption University of Thailand envisions its graduates, among others, as:

- Open-minded persons characterized by personal integrity, an independent mind...
- Professionally competent, willing to exercise responsible leadership for economic progress in a just society
- Being able to communicate effectively with people from other nations and to participate in globalization process

(Bro. Komolmas, Prathip in Assumption University Faculty Manual, 3rd Edition 1999:4)

In those visions, empathy with its three components (cognitive: perspective taking, affective: an individual's capacity to experience the emotional state of another, and behavioral: communication of empathic feeling) is a necessary characteristic.

III. Significance to different fields of study:

A. Psychology

"Attitude Learning -the conditions favoring the learning of attitude and the means of bringing about changes in attitudes are rather complex matters, about which much is yet to be discovered" (Gagne, R., & et al 1992:87).

A. Sociology

The Linguistic relativity theory suggests that "each language shapes its speaker's view of the world in ways that reflect specific aspect of its culture...(Preston, F., & Smith, R., 1989:78)." The thesis then is important if people could learn how to empathize from what they read. Further, it was reported that "language is the major factor in determining our perception of reality" (Leewhorf, B., cited in Preston, F. 1989:71).

Preston & Smith noted that "just because perceptions of the world vary, as...language differences indicate, does not mean we are prisoners of language, with practice we too can distinguish the meaning of others' languages according to context (Preston, F. & Smith R. 1989:68). "Just as culture is a product of history, people are the agents of history, which records deliberate acts" (Ibid. p. 71).

C. Social Studies

According to Scott "(Although) researchers from variety of perspectives have (already) examined affective behavior, the expressions of feelings or emotions...the field is a challenging one because of limited knowledge and understanding of affective processes, the difficulties of measuring affect, and the overlap between affective and cognitive processes..." (Scott, K., 1991:357).

It was noted that

> "Research on empathy and the development of prosocial behaviors suggests promising directions for fostering social responsibility (in youth). If what is known about empathy and the development of prosocial behavior were incorporated into Social Studies program teachers could expect that providing prosocial models from the school or community as well as studies from history, diverse cultures, literature, and current events would have an impact" (Oliner, cited in Scott, K., 1991:359).

Classroom strategies highlighting prosocial values and encouraging responsibility norms hold promise (Battistich, Watson, Solomon, Schaps, & Solomon in press, Ibid, 1991: 359).

In the review by Scott, K. (1991) of the findings from research in three areas: values and character education, prosocial behavior and empathy, and moral development; it was noted in the implications for social studies educators and researchers that:

> "While none of the areas is the sole responsibility of social studies educators, all are part of a vision of social education that is aimed at creating caring, reflective and proactive adults. The challenge to develop the emotional capacities of children and youth as well as their intellectual capacities should not be overlooked by social studies educators...affective, cognitive, and behavioral capacities are interactive. Meaningful development in the area cannot occur without consideration of the other two. Therefore, educators and researchers are cautioned from viewing students' cognitive processes in isolation from affective processes or behavioral indices. However, until educators and researchers depart from the time honored emphases on precise, measurable objectives, implementation of such a shift in conceptualization remains distant" (Scott, K. 1991:365).

Regarding attitudes and motives, according to Thomas (1973),

> "Attitudes and motives are formed on the basis of emotional experiences. It was told that Abraham Lincoln saw slaves being sold on the New Orleans market, he was so disturbed emotionally that he resolved: 'If ever I have the chance, I will hit that thing (slavery) hard.' The emotional disturbance left upon him an indelible imprint that later may have influenced his decisions and actions" (Thomas, P. Y., 1972:32).

The themes mentioned in multiculturalism, conflicts, parents' belief on the social and emotional development of students (as highly desirable goals of schooling), Thailand's National Education Act 1999's Reform of Curriculum and Learning Process, Assumption University's: objectives and policy, aims, non-discriminatory policy, philosophical cornerstones and visions on graduates- highlight the significance of empathy.

In attempting to find the means to achieve the desired goals in education, it is erroneous not to consider the weight of past research findings and suggestions. The Human model; Operant conditioning; the positive relationship between empathy and prosocial behavior. To Psychology- Attitude Learning; Sociology- the Linguistic Relativity theory and our perception of reality, and our perceptions of the world; Social Studies-on the research on empathy and the development of prosocial behaviors (providing social models from the school or community as well as studies from history, diverse cultures, literature, and current events would have an impact) and its promising directions for fostering social responsibility (in youth). All these are related to fostering of empathy.

These findings and suggestions led to one of the reasons why the researcher decided to research on the topic. If one tries to read the findings in researches in depth, one will realize the importance of empathy and its effects which also give insight to the seemingly important role of reading in empathy.

Another significance of the study is: (as suggested by Scott, K. 1991:365) the affective, cognitive and behavioral indices should not be studied separately without the consideration of the other indices since meaningful development in one area cannot

occur without considering the other two. With this in mind the present research tried to combine the three indices together in the experiment.

Still, another significance is, in view of the limited literature available to the researcher, one might notice the lack or if not the lack, the unavailability of materials specifically on using essays in testing a person's development of empathy. It is, therefore, necessary to research on this, and perhaps beneficial for future researches to study this seemingly new but significant means of fostering empathy.

Research Question

1.   Do reading and understanding essays have a positive effect on student's Valuing of empathy in Basic English II Students in Assumption University (ABAC)?

Research Objectives

This research aimed to:

1.   Measure the students' Valuing of empathy.

2.   Determine if reading and understanding essays have a positive effect on student's Valuing of empathy in Basic English II students in Assumption University (ABAC).

Research Hypothesis

"Reading and understanding essays have a positive effect on student's Valuing of empathy in Basic English II students in Assumption University (ABAC)."

Conceptual Framework

The conceptual framework was based on the review of related literature.

Reading and Understanding Essays	Valuing of Empathy
Comprehension Level: Interpretation Instructional Procedure: Direct Instruction & Inquiry Method	Valuing Levels: 1. Acceptance of a Value 2. Preference for a Value 3. Commitment to a Value
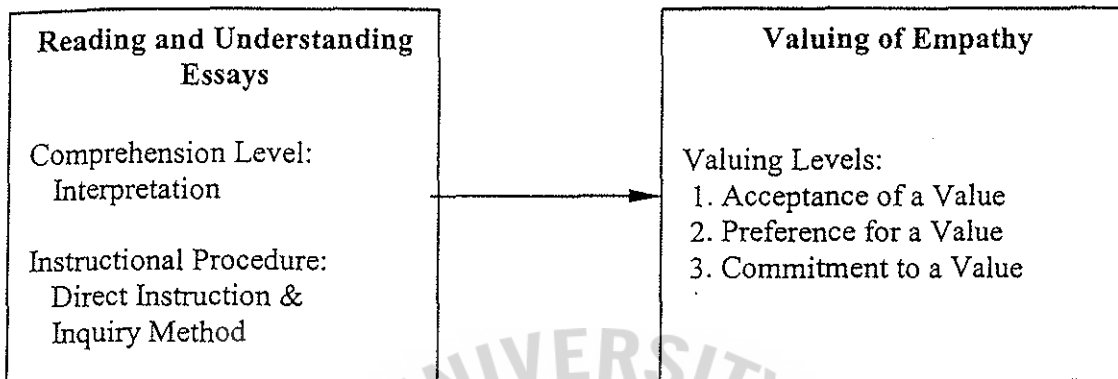
Scope of the Study

1. The study was conducted on Basic English II Students in Assumption University (ABAC) Bangkok, Thailand. Regarding this, one should be cautioned from generalizing the findings to other settings without prior testing.

2. The independent variable Reading and Understanding Essays consisted of the (1) Comprehension level Interpretation based on Bloom's Taxonomy of Educational Objectives: Cognitive Domain. (Bloom & et al, 1956) and the (2) Instructional Procedures which were Direct Instruction and Inquiry Method.

3. The dependent variable Valuing of Empathy consisted of three levels namely: 1 Acceptance of a value, 2 Preference for a value, and 3 Commitment (Krathwohl, D., et al 1973:19).

Limitation

The researcher tried to measure students' valuing of empathy. Empathy as noted in the review of related literature consists of three aspects namely: (1) cognitive component: perspective taking, (2) affective component: an individual's capacity to

experience the emotional state of another, and (3) behavioral component: communication of empathic feeling. However, the categories of empathy were not measured by the research rather, the three levels of valuing of empathy were what the research measured by means of the tests that were based on Krathwohl et al's Taxonomy of Educational Objectives: Affective Domain.

DEFINITION OF TERMS

- *Essays*

This refers to the 3 essays from a collection of prize winning essays selected by the researcher from "Student Writers at Work: The Bedford Prizes" (1) Egnor, D. 1982, A Life of Quiet desperation, p. 56-57; (2) Landmann, D. G., 1982, The House, p. 97-99; (3) Seilsopour, J. M., 1982. I Forgot the Words to the National Anthem, p. 132-134. These were read by the experimental group between the pre and the post-tests.

- *Interpretation*

This term refers to dealing with a communication as a configuration of ideas whose comprehension may require a reordering of the ideas into new configuration in the mind of the individual. This also includes thinking about the relative importance of the ideas, their interrelationships, and their relevance to generalizations, implied or described in the original communication. Evidence of interpretation behavior may be found in the inferences, generalizations, or summarizations produced by the student.

This was measured by the tests and indicated by scores in the test on Interpretation of the essays under the Cognitive level of Comprehension based on the Taxonomy of Educational Objectives: Cognitive Domain by Bloom et al (Bloom, et al 1956). With the grand total, for the 3 Interpretation tests, of 30.

- *Direct Instruction*

This refers to the explanation of the meaning of vocabulary words in order to enable the students to comprehend, and eventually interpret (on their own) the words and their meanings on the essays. This instructional method was used together with the Inquiry method. One example is "Is there any word that you cannot understand in the essay? What is it?" If students asked a question the researcher answered by explaining the meaning of the word or words.

- *Inquiry Method*

This refers to the asking of questions that would make students reflect about the essays in the research in order to develop their intellectual discipline and skills necessary to raise questions and search out answers stemming from their curiosity, thus questions were based on discoverable ideas (Joyce, b. & Weil, M. 1996: 194-195) The question was "Why do you think did the writer of the essay entitled the essay as...?"

- *Valuing*

This term means a thing, phenomenon, or behavior has worth. Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding the value. At the lowest level of *valuing*, he is at least willing to permit himself be so perceived, and at the higher levels he may behave so as to further this impression actively.

- *Empathy*

This refers to one's ability to experience and understand the feelings and needs of others (as opposed to 'sympathy' which is a feeling of sorrow but without necessarily an understanding of others) (Stuart-Hamilton, I., 1995:82)." The capacity to put oneself into the other's shoes. The concept implies that one is both feeling oneself into the object and remaining aware of one's own identity as another person. The word is necessary since sympathy is only used to refer to the sharing of unpleasant experiences and does not imply that the symphatizer necessarily retains his objectivity.

- *Valuing of Empathy*

This refers to the students' internalization of the value as measured by the tests indicated by the score in the pre-test and post-test in the valuing of empathy tests based on Krathwohl's Taxonomy of Educational Objectives: Affective Domain. (Krathwohl, et al 1973). The Total score was 27.

- *Valuing levels:*

Acceptance of a Value

This lowest level of Valuing is concerned with the lowest level of certainty, there is more of a readiness to re-evaluate one's position than at the higher levels. It is a position that is somewhat tentative; the belief is not yet firmly founded. At this level the student is both sufficiently consistent that others can identify the value and sufficiently committed that he/she is willing to be identified. A student indicates his/her reading of the essay has produced an interest in such social concerns as people who need help, poverty and the problems of people of different nationality. In a word, as a result of

much voluntary and satisfying general reading he/she accepts these matters as being important, or of value. This is the first step to specialized reading.

Preference for a Value

At this level the behavior implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it. Here, there is an involvement of the student concerning the valuing of empathy which either takes the form of overt action such as writing letters to the press, working for the improvement of health regulations, etc, or takes the form of armchair inquiry which is characterized by a great deal of reflection and speculation.

Commitment

The belief at this level involves a high degree of certainty. The ideas of 'conviction' and 'certainty beyond a shadow of doubt' help to convey further the level of the behavior intended. In some instance this may border on faith, in the sense of it being a firm emotional acceptance of belief upon admittedly non-rational grounds. Loyalty to a position, group or cause would also be classified here.

The person who displays behavior at this level is clearly perceived as holding the value. He acts to further the thing valued in some way, to extend the possibility of this developing it, to deepen his involvement with it and with the things representing it. He tries to convince others and seek converts to this cause. In contrast to the lowest level of 'Valuing' and its preceding levels, there is a tension here which needs to be satisfied. At this level the action is the result of an aroused need or drive. There is a real motivation to act out the behavior.

- ***Students***

This refers to students studying English on the level of Basic English II in the second semester of the school year 1999-2000 in Assumption University (ABAC).

RESEARCH EXPECTATIONS

1. It is expected that the research would contribute to the discourse on teaching and learning process on how to attain affective goals. And that it could share insight on what policies to make, and on how to achieve aims regarding social responsibility, human development with a desirable balance regarding knowledge, development of critical thinking capability, organization of learning process, enabling learning to occur at all times and in all places, morality, the relationship of oneself and society.

2. Consequently, it is expected that the research could hopefully illicit attention to affective domain objectives and consequently would be seen in a better perspective-to be as important as cognitive domain objectives in human development and improvement of society.

3. It is also expected that we as educators would see an answer from the research on how to make students value empathy realizing the many potentials it offers, and that we could further realize that what we teach and what students read matters.

Chapter II

REVIEW OF RELATED LITERATURE

In this chapter the different theories and concepts of reading, teaching instruction, and valuing of empathy are presented. The concept of valuing and the various issues that concern such study are also taken into consideration.

COGNITIVE OBJECTIVE

Educators set objectives to be achieved in learning. An objective is defined as what one tries to achieve (Collins Cobuild Learner's Dictionary, 1996:752). There are different kinds of objective and one of them is cognitive objective. This kind of objective "emphasizes on remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and reorder given material or combine it with ideas, methods or procedures previously learned. It varies from simple recall of material to highly original and creative ways of combining and synthesizing new ideas and materials (Krathwohl et al, 1973:7)."

According to the Taxonomy of Educational Objectives: Cognitive domain (Bloom et al, 1956)

there are six categories of cognitive objectives: Knowledge; Comprehension; Application; Analysis.; Synthesis; Evaluation. Only the category of Comprehension was studied by the present research.

Comprehension

There are different kinds of skills in English and one of them is reading. Such skill is important because of the enormous benefits that it offers a reader. This is so since it is considered that one of the most important forms of learning is language itself and it is the medium for other forms of learning (Young, R., 1995:118).

Nevertheless, before anyone benefits from reading it is imperative that a reader comprehends the material or text that is read. Because the present research is all about comprehension, let study comprehension closer. Comprehension, according to The Taxonomy of Educational Objectives: The Cognitive Domain, are: "…those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication…(and in) reaching such understanding, the student may change the communication in his mind or in his overt responses to some parallel form more meaningful to him. There may also be responses which represent simple extensions beyond what is given in the communication itself" (Bloom et al 1956:89).

Under the term comprehension, there are three types of comprehension behavior, within which belongs the level of Interpretation. Those levels are: (1) Translation-"the ability to understand non-literal statements," (2) Interpretation, (3) Extrapolation-"the ability to deal with conclusions of a working terms of the immediate inference made from the explicit statements; skill in predicting continuation of trends (Bloom et al, 1956:204-205)."

Interpretation

The present study focused on the level of Interpretation, The Taxonomy of Educational Objectives: the Cognitive Domain defines Interpretation as a term that involves "dealing with a communication as a configuration of ideas whose

comprehension may require a reordering of the ideas into new configuration in the mind

of the individual" which "also includes thinking about the relative importance of the

ideas, their interrelationships, and their relevance to generalizations, implied or described

in the original communication. Evidence of interpretation behavior may be found in the

inferences, generalizations, or summarizations produced by the individual" (Ibid. p. 90).

The Taxonomy further clarifies the term stating that, in order for the reader to

interpret the communication,

> "The reader must first of all be able to translate each of the major parts of it —this includes not only the words and phrases, but also the various representational devices used.
> "...The essential behavior in interpretation is that when given a communication the student can identify and comprehend the major ideas which are included in it as well as understand their interrelationships. This requires a nice sense of judgment and caution to avoid reading into the document one's own ideas and interpretations. It also requires some ability to go beyond mere repetition and rephrasing of parts of the document to determine the larger and more general ideas contained in it. The interpreter must also recognize the limits within which interpretations can be drawn (Ibid, p. 93).
> "In evaluating the ability to interpret, the individual is presented with communication and is asked to supply or recognize inferences which may be drawn from the communication. The inferences may be at a more general level than the communication itself and should, where possible, be based on more than one element in the communication. Sometimes, the inferences may represent generalizations based on particulars given in the communication, or may pertain to particulars to which generalizations given in the communication apply" (Ibid, p. 106).

The following objectives are the Illustrative Educational Objectives of

Interpretation according to the Taxonomy. The ability to:

- Grasp the thought of work as a whole at any desired level of generality.
- Comprehend and interpret with increasing depth and clarity various types of reading material.
- Distinguish among warranted, unwarranted, or contradicted conclusions drawn from a body of data.
- Interpret various types of social data.

- **(Make) proper qualifications when interpreting data.**
(Ibid. p. 94)

(For "testing for Interpretation objectives, and illustrative test items," refer to 106-116, Ibid)

AFFECTIVE OBJECTIVE

Another kind of the objective in learning is affective objectives. It refers to the kind of objectives that emphasize a feeling, a tone, an emotion, or degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience (Krathwohl et al, 1973:7).

There are six categories of affective objectives according to the Taxonomy of Educational Objectives: Affective domain (Krathwohl et al, 1973). They are: Receiving; Responding; Valuing; Organization; Characterization by a value or value complex; Characterization. Only the category of Valuing and its three levels (1) Acceptance of a value, (2) Preference for a value, (3) Commitment were studied by the researcher.

A. Valuing

Valuing is a part of the affective objective of the present study. Valuing a thing, phenomenon, or behavior means considering it has worth, this is in part a result of the individual's own assessment, "but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth (Ibid, 180)." Such "description of the process of internalization is not a product of any theory or point of view. As we see it, it is not a new concept but a useful combination of old ones. English and English (1958) define it as ...adopting as one's

own ideas, practices, standards, or values of another person or society" (English &

English cited in Krathwohl, et al, 1973:29-30).

The category Valuing is appropriate for many objectives that use the term attitude

as well as "the term value (Ibid, 180). The following terms are the definitions of the term

attitude and value to which the concept of the category valuing is derived:

1. The term 'attitude'

> "...was found to include objectives with a wide range of behaviors. On the one
> hand, it is used to describe the involvement of the student who is willing to grant
> that he has a positive feeling toward something when he is asked about it. At
> the other extreme, it is expected that his commitment is such that he goes out of
> his way to express it and even seeks instances in which he can communicate it to
> others. Objectives dealing with attitudes frequently require the individual to
> have a clear conception of his attitude which he can verbalize"(Krathwohl,
> 1973:25).

2. "When we speak of an individual as 'holding a value,' the same range of
    behavior described for attitudes comes into play. Further, both the terms
    'attitude' and value' may refer to behavior which has either rather specific
    referents as its object, e.g., one's next door neighbors, or much more general
    and pervasive referents, e.g., all minority groups (Ibid. 25)."

Krathwohl et al defines the meaning of Valuing as:

> "...In its usual sense: that a thing, phenomenon, or behavior has worth. This
> abstract concept of worth is in part a result of the individual's own valuing or
> assessment, but it is much more a social product that has been slowly
> internalized or accepted and has come to be used by the student as his criterion
> of worth.
> "Behavior categorized at this level is sufficiently consistent and stable to have
> taken on the characteristics of a belief or an attitude. The learner displays this
> behavior with sufficient consistency in appropriate situations that he comes to
> be perceived as holding the value. At the lowest level of *valuing*, he is at least
> willing to permit himself to be so perceived, and at the higher levels he may
> behave so as to further this impression actively.
> "The category gives more specificity to the term 'value' than is present in its
> ordinary usage in that it defines three levels of *valuing*, each representing a
> stage of deeper internalization. At the lowest level of *valuing*, the student has
> what we might typically call a belief: he merely accepts a value, and so we call
> this level *ACCEPTANCE OF A VALUE*. At the highest level, the term
> 'commitment' or 'conviction' is more appropriate than belief, with its
> connotation of 'belief with little doubt.'

"...The values of our society are not completely internally consistent (e.g. competition versus cooperation)...At this level, however, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal values (Krathwohl & et al, 1973:139)." "...The objectives classified here are the prime stuff from which the conscience of the individual is developed into active control of behavior..." (Ibid:140).

"An important element of behavior characterized by *valuing* is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior. In the socialization process, the learner may conform externally to a number of socially desirable rules of behavior that he has only partially accepted as his own has only partially internalized (Ibid. p. 140).

It was noted in the taxonomy however that: "The matter of determining the congruence between (the learner's) internal state and the overt behavior is a measurement problem (Ibid)." This problem was prevented by means of maintaining anonymity and making it known to the students that there were no marks allocation for responding to the research.

The following are the levels of valuing as classified by the Taxonomy:

ACCEPTANCE OF A VALUE
"At this lowest level of Valuing we are concerned with the lowest level of certainty, that is, there is more of a readiness to re-evaluate one's position than at the higher levels. It is a position that is somewhat tentative; the belief is not yet firmly founded...

"One of the distinguishing characteristics of the behavior is the consistency of response to the class of objects, phenomena, etc, with which the belief or attitude is identified. This is true even at this, lowest level of Valuing, for it is implied that the value is internalized deeply enough to be consistently controlling force on behavior...

"At the level we are describing here, he is both sufficiently consistent that others can identify the value and sufficiently committed that he is willing to be identified" (Krathwohl & et al, 1973:140-141).

Testing for Acceptance of a Value:
"In testing for Acceptance of a value we must go beyond mere satisfaction and pleasure in the response to those behaviors which can be taken as evidence of seeking or wanting an object because it has worth and is considered to be important in its own right.

"Take reading for an example. There is certainly satisfaction in reading at Acceptance of a Value. But it is more than a thrill over an exciting story. The

student now views reading as an important activity and exhibits certain behavior which is indicative of this. He browses in bookstore, or he reads book reviews, or he plans a summer reading program around a particular theme, or he reads biographical sketches of authors of works he has read, or, after completing a book, he reads what critics have said about it. Each of these behaviors indicates a positive sentiment toward reading and a belief that reading has intrinsic worth beyond just simple satisfaction. A student who exhibits any one of these behaviors is at the level of (Acceptance of a Value).

"Another type of indication of (this level's) behavior is seen when the reading takes on a deeper and richer quality. The student now identifies with the characters he admires. Or he seeks out friends who have also read the book to discuss the ideas in it that have stimulated him...

"Acceptance of a value is inferred when new interests emerge from reading. For example, the student becomes fascinated with problems of urban renewal and planning and seeks out the writings of those holding variety of viewpoints on this matter. Reading, in this instance is the springboard to new kinds of goal-directed activity" (Ibid. p. 142).

The classic direct and structured test of attitudes and beliefs is the most common device for testing at this level. Such a test consists of a series of value-laden statements. The student considers each statement and indicates the extent to which he is in agreement with it (Ibid. p. 142).

PREFERRENCE FOR A VALUE

"Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it (Ibid. p. 145).

"At the 3.1 'acceptance of a value' a student indicates his reading of books has produced an interest in such social problems as crimes and poverty. In a word, as a result of much voluntary and satisfying general reading he accepts these matters as being important, or of value. This is the first step to specialized reading...

"At 'Preference for a value' there is an involvement of the student in an object or phenomena. This involvement either takes the form of overt action such as writing letters to the press, working for the improvement of health regulations, etc. or takes the form of armchair inquiry which is characterized by a great deal of reflection on and speculation about the object or phenomenon."

Testing for Preference of a Value:

"Thus testing for 'Preference for a value' essentially requires obtaining concrete evidence of ...a preference for those interests or values over others, as reflected in particular modes of behavior or particular points of view."

"The situational method is a most appropriate one for appraisal at the 'Preference of a value level.' The general formula for such an approach is to devise a situation in which a variety of choices is available to the student...(Krathwohl & et al, 1973:146).

COMMITMENT

"Belief at this level involves a high degree of certainty. The ideas of 'conviction' and 'certainty beyond a shadow of doubt' help to convey further the level of the behavior intended. In some instance this may border on faith, in the sense of it being a firm emotional acceptance of belief upon admittedly non-rational grounds. Loyalty to a position, group or cause would also be classified here.

"The person who displays behavior at this level is clearly perceived as holding the value. He acts to further the thing valued in some way, to extend the possibility of this developing it, to deepen his involvement with it and with the things representing it. He tries to convince others and seek converts to this cause.

"In contrast to the lowest level of 'Valuing' and its preceding levels, there is a tension here which needs to be satisfied. In (Preference for a Value) 'Satisfaction in response,' the learner derives pleasure, but this is not necessarily sought because of an urgent need for this pleasurable satisfaction. At (Commitment) the action is the result of an aroused need or drive. There is a real motivation to act out the behavior (Krathwohl & et al, Ibid. p. 149).

Testing for Commitment

"The following characteristics are central to our notion of 'Commitment.' Collecting evidence on them must therefore represent the main thrust of a program of testing for this level of the 'Affective taxonomy."

"1. The valuing of an object or phenomenon endures over a period of time. Commitment is never a momentary or occasional enthusiasm or passion which is here today and gone tomorrow or next week, to be replaced by another temporary passion. When testing for 'Commitment' the examiner must collect evidence on (a) how long the value has been held, and (b) how likely that the value will continue to be held.

"2. The holding of a value over an extended period of time is not itself sufficient evidence of commitment to it.

There must also be a considerable investment of energy in the object or phenomenon that is valued. It is as though the object has taken hold of the student, and he, at the same time has taken hold of the object. The student is engrossed with it that he talks about it at many opportunities and relates it to a host of other matters..."

"3. There should be actions in behalf of the value, belief, or sentiment-actions which by their very nature imply a commitment. For example: as a consequence of the social-studies objective 'Identification with current social problem,' one student volunteers to assist a juvenile-delinquent group worker in a neighborhood community center and devotes every Saturday during the school year to this work, while another student becomes interested in capital punishment and reads widely on the subject, attends lectures and public meetings, and talks with public officials and criminologists. It is these types of actions which the evaluator looks for when testing for Commitment.

"There are instances in which the student is committed to a view but has never had the opportunity to act in behalf of it. The examiner must then construct a

testing situation that not only elicits the belief but also provides information on the student's willingness to act (Krathwohl et al, Ibid. p. 150-151).

B. Empathy

Empathy is the affective objective of the present study. Empathy is "the ability to experience and understand the feelings and needs of others (as opposed to 'sympathy' which is a feeling of sorrow but without necessarily an understanding of others) (Stuart-Hamilton, I., 1995:82)." Rycroft further defines it as

> "...The capacity to put oneself into the other's shoes. The concept implies that one is both feeling oneself into the object and remaining aware of one's own identity as another person. The word is necessary since sympathy is only used to refer to the sharing of unpleasant experiences and does not imply that the symphatizer necessarily retains his objectivity..." (Rycroft, C., 1972:42-43).

It is viewed currently that empathy comprises three components: affective cognitive and communicative. The affective component is referred to an individual's capacity to experience the emotional state of another (Fesbach; Hoffman; Rogers, cited in Scott, K. 1991:359). And the 'cognitive component refers to an individual's capacity to discriminate the affective state of another and to comprehend the perspective of another in order to understand the situation from another's point of view (Feshbach, cited in Scott, K., 1991:359). The third aspect of empathy is the communication of empathetic feeling, which has received little attention (Scott, K., 1991:359).

Empathy and its Significance

A. Developmental Psychologists and Prosocial Development

Empathy has been singled out as a significant characteristic in the development of children and has received considerable attention by researchers one of them is developmental psychologists. It is reported that "researchers have documented positive

relationship between empathy and prosocial behavior, a relationship that strengthens as a child mature" (Eisenberg; Radke-Yarrow et al., in Scott, K., 1991:359).

An empathy training-project for children in grade 3 through 5 from multiethnic public school settings was conducted by Feshbach (Feshbach cited in Scott, K. 1991:359) in an effort to promote prosocial values and behavior and to reduce aggression and anti-social behaviors. The exercise was focused on the three aspects of empathy namely: affect identification, perspective taking and emotional responsiveness. The findings showed

"...that children in the empathy training group displayed more frequent daily prosocial behavior than the problem-solving control group and increased their mean number of prosocial behaviors over the 15 weeks of the intervention. However, there were no differences between the empathy-training and the problem-solving groups in aggressive behaviors: both group decreased aggressive behavior" (Feshbach, cited in Scott, K., 1991:359).

According to Scott (1991), because of the presumed link of empathy with prosocial behavior and with ethical decision-making, empathy, it has been singled-out as an important characteristic in development of children (Scott, K. 1991:358). One of the generalizations noted from experimental and correlational studies on the development of prosocial behavior in children is that "adult's use of reasoning instead of power assertion to settle disputes or make decisions affecting children is correlated with greater expression of prosocial behavior (Ibid. p.359)." Also, "Researchers have documented a positive relationship between empathy and prosocial behavior, a relationship that strengthens as children mature." (Eisenberg; Radke-Yarrow et al, cited in Scott 1991, p. 359) "Social perspective taking is a factor contributing to the individual's capacity for prosocial behavior (Ibid).

"One of the educational model based on research findings on the development of prosocial behavior is the Child Development Project (Battistich et al, cited in Scott, K. 1991:359)." The contents implemented in the study included promoting social understanding of others, and highlighting prosocial values. After five years of the project, student behaviors showed that students were more likely to engage in spontaneous prosocial behavior. Among the other results noted is that, they also showed greater perspective taking skill, and showed more consideration of the other persons needs as well as their own in problem situations and selected more prosocial and cooperative strategies than were the comparison students (Battistich et al, cited in Scott, K. 1991, Ibid. p. 359).

B. Issues on Moral Education and Character Education

Many are the presumed importance of empathy and social perspective taking, however, there is controversy on whether it is to be taught or not. "Since the inception of public schools, the one mandated area of social and affective growth has been moral and character education. Perhaps no other area of schooling, however, has proven as controversial as moral education" (Nucci 1989, cited in Nucci 1992:43).

"Controversy reigns over the approaches to moral education. On one side of the debate are the traditionalist who favor forms of character education, which emphasize the inculcation of generally held societal values through the use of role models and systematic reward structures for desired behavior (Ryan & Mc Lean, cited in Nucci, L. & Lee, J. 1992:43). On the other side of the debate are developmentalists who assume that moral action is a function of moral judgment and that moral reasoning undergoes development. From the developmentalist perspective, moral judgment based on societally defined values represent a lower point of view, the character-education emphasis on traditional social values retards moral development (Nucci, L. & Lee, J., 1992: 43).

The current research do not propose to un-democratic learning of values characterized by forcing students to behave in such manner we deem appropriate to them, rather, the object of the study is to study the effect of reading and understanding essays in the valuing of empathy (which involves cognitive thinking), perspective taking

(affective learning) an individual's capacity to experience the emotional state of others, and (behavioral learning) communication of empathic feeling.

The rather enormous importance of empathy could be studied in one of the most significant places, which is in school. It makes it especially significant due to the present emphasis on perspective taking with regard to multiculturalism in education and our present society's increasing role in globalization especially that we become increasingly interrelated with other people from other countries. It is very significant if the hypothesis is accepted because by knowing what students read and understand does matter and what teachers teach does matter, teachers would carefully choose and prepare what they teach and ask the students to read.

Although there is an obvious conflict on the importance of character education, it is nevertheless important in education. Empathy consists of affective component (Fesbach; Hoffman; Rogers, cited in Scott, K. 1991:359), cognitive component (Fesbach, cited in Scott, K., 1991:359), and behavioral component (Scott, K., 1991:359), therefore it won't be merely an imposed personal value to students. Krathwohl et al (1973) also emphasized that affective learning is more than socialization.

"English and English note that the term is close relative of the term 'socialization,' which, though it is 'often used as a synonym ...[properly means]...conformity in outward behavior without necessarily accepting the values.' They define socialization as 'the process whereby a person...acquires sensitivity to social stimuli...and learns to get along with, and to behave like others in his group of culture.' They also note that it is a major part of the acquisition of personality.

"This definition suggests that the culture is perceived as the controlling force in the individual's actions. It is true that the internalization of the prevailing values of the culture describes the bulk of contemporary objectives. But it is equally true that our schools, in their role as developers of individualism and as change agents in the culture, are not solely concerned with conformity. Internalization as defined in the taxonomy provides equally for the development of both conformity and non-conformity, as either role pervades individual behavior. The term 'internalization,' by referring to the process through which values, attitudes, etc., in general are required, is thus broader

than socialization, which refers only to the acceptance of the contemporary value pattern of the society." ... "An old educational axiom states that "growth occurs from within.' The term internalization refers to this inner growth which takes place as there is acceptance by the individual of the attitudes, codes, principles, or sanctions that become a part of himself in forming value judgments or in determining his conduct' (Good, 1959). This growth takes place in different ways. One of these ways is the increased emotional impact of the experience. At the lowest levels of the internalization continuum there is little emotion in the behavior. At this end the individual is mainly just perceiving the phenomenon. At the middle levels, emotional response is a recognized and critical part of the behavior as the individual actively responds. As the behavior becomes completely internalized and routine, this emotion decreases and is not a regular part of most responses.")

[The levels mentioned refers to the affective levels in Krathwohl's taxonomy of which the middle level is what the researcher used, specifically called ' valuing'].

"Another aspect of the growth is the extent to which external control by the environment yields to inner control as one ascends the levels/continuum. Thus at the lowest level of the continuum, inner control serves only to direct attention. At higher levels, inner control produces appropriate responses, but only at the bidding of external authority. At still higher levels, inner control produces the appropriate response even in the absence of an external authority" (Krathwohl et al, 1973:29-30).

COGNITIVE OBJECTIVE AS A MEANS TO AFFECTIVE GOALS

One's objective is defined as what one tries to achieve (Collins Cobuild Learner's Dictionary 1996:752). The cognitive objective of the present research is for the students to interpret the essays that they would read. Likewise, the researcher wanted to study the result of such cognitive objective to affective goals. The relationship of affective and cognitive objectives was recognized by the authors of the affective taxonomy:

"The careful observer of the classroom can see that the wise teacher as well as the psychological theorist uses cognitive behavior and the achievement of cognitive goals to attain affective goals. (In many instances she does more intuitively than consciously). In fact, a large part of what we call "good teaching" is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs..." (Ibid. p. 55-56).

The relationship between these objectives is thought that under some conditions the development of cognitive behaviors may actually destroy certain desired affective

behaviors and, that, instead of a positive relation between growth in the cognitive behavior it is possible that there may be an inverse relation between growth in the two domains. And for this, there is a need for conclusive experimentation and research (Krathwohl et al 1973:20).

A. Affective learning in relation to cognitive learning

There is a distinction between objective as goals to be worked for directly and objectives that are assumed to be the by-products of other objectives (Sawin and Loree cited in Krathwohl, D., & et al, 1973:19). "For a long time it was assumed that if a student learned the information objectives of a course, he would as a direct consequence of this information learning develop the problem solving objectives in that course (Krathwohl, D. et al, 1973:19)." It is believed that if cognitive objectives are developed, there will be a corresponding development of appropriate affective behaviors (Ibid. p. 20). It is also viewed that:

> "Under some conditions the development of cognitive behaviors may actually destroy certain desired affective behaviors, and that instead of positive relation between growth in cognitive and affective behavior it is conceivable that there may be an inverse relation between growth in the two domains...
> "There are some instances where the cognitive has resulted in learning just the opposite of that intended. Thus the infamous example of the careful and detailed study of 'good' English classics, which was intended to imbue us with a love of deathless prose, has in many instances alienated us from it instead. Emphasis on very high mastery of one domain may in some instances be gained at the expense of the other (Ibid. p. 56)."

Regarding this assumption, Krathwohl noted that there is a need for conclusive experimentation and research on the relations between the two domains (Ibid).

B. On the focus on cognitive learning

If affective learning is equally important to cognitive learning, then what could be the reason that somehow the sole focus of educators is on cognitive learning? "Affectivity and intellectual development are perceived as discrete domains (Krathwohl, Bloom & Masia, cited in Nucci, 1992:42) whose development is seen as the responsibility of different groups of professionals. The teaching profession, after briefly experimenting in the early 1970's with humanistic approaches to education (Neill; Rogers, cited in Nucci, L., 1992:42), has by large limited its issues on academic attainment, leaving personal and emotional growth to psychologists and school counselors or to outside influences such as the family" (Nucci, L. & Lee, J. 1985,in Alkin, M. 1992:42).

Little attention has been give to the third aspect of empathy, communication of empathic feelings, it is claimed however that among adults those who communicate empathic understanding to others contribute to their capacity to handle a problem... (Goldstein & Michaels, cited in Scott, K., 1991:359). One of the reasons pointed out is that

> "...Affective processes are viewed as less important to schooling than cognitive processes, for which the link to achievement outcomes is presumed to be direct. Therefore, curriculum objectives rarely include affective processes as specific outcomes though processes with affective component, such as values of attitudes, maybe cited. As consequence, little research is available that directly examines social studies teaching and learning related to affective objectives" (Scott, K., 1991:357).

Parents, however, believe that the social and emotional development of students is highly desirable goal of schooling...parents ranked personal and social development second only to academic subjects with regard to importance in a poll in 1985 in the United States (Freeman, Cusick, & Houang 1985 in Scott, K.1991:357). It is also the

researcher's belief that students are not supposed to become just carriers of knowledge

rather, they should also know how to empathize with others as well.

The following are, among others, Thailand's Reforms of Curriculum and Learning

Process featured in the 1999 National Education Act of Thailand:

- Curricula at all levels of education will be diversified, aiming at human development with a desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility. In addition, higher education curricula will emphasize academic development, with priority given to higher professions and research for the development of bodies of knowledge and society.
- The provision of education will emphasize knowledge, morality, learning process and integration of the knowledge about oneself and the relationship between oneself and society;...knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom; knowledge and skills in mathematics and languages as well as in pursuing one's career and ability of leading a happy life.
- In organizing the learning process, educational institutions and agencies concerned will:
    -...provide training in thinking processes, management, and how to face various situations;
    -organize activities for learners to draw from actual experience;
    -achieve a balanced integration of subject matter, integrity, values and desirable attributes;
    -enable instructors to create the environment for learners to learn, to be able to benefit from research as part of the learning process; and
    -enable learning to occur at all times and in all places.
(National Education Act p. 1999:200-202)

An affective education program "...to increase the capacity of children to interpret

their own feelings and those of others in the context of social problem solving" was

designed by Selman in 1980. In the program, videotaped social dilemmas were shown to

the students and then they were systematically led through a discussion of the thoughts

and feelings of the actors involved in the process of resolving the dilemma. This

approach, it was found out, stemming from Selman's analysis of developmental stages of

role-taking, tends to promote interpersonal sensitivity among participating students

(Nucci, L. & Lee, J., 1992:43).

RELATED DIFFERENCES BETWEEN THE COGNITIVE AND AFFECTIVE DOMAINS IN SCHOOL

Cognitive and affective domains have been considered separate (Krathwohl, Bloom & Masia, cited in Nucci, 1992:42). "In the cognitive domain we are concerned that the student shall be able to do a task when requested. In the affective domain we are more concerned that he does do it when it is appropriate after he has learned that he can do it... (Krathwohl, D. et al. 1973:60-61)."

Often educators are concerned only about the cognitive objectives of education tend to forget or not pay attention to the affective objectives in school. Nevertheless the importance of the relationship that exists between the two domains should be taken into consideration.

> "Even though the whole school system rewards the student more on a can do than on a does do basis, it is the latter which every instructor seeks. By emphasizing this aspect of the affective components, the affective domain brings to light an extremely important and often missing element in cognitive objectives.
> "Because of the emphasis on "does do" behavior in the affective domain, evaluation of achievement is more difficult. In many instances producing the 'right' answer is not so much a matter of ability or of previous learning. It is often a matter of perceiving that a behavior which is already in the student's repertoire is appropriate and expected at a given point in time" (Ibid).

ESTABLISHING OR CHANGING OF ATTITUDES

Attitude change could be achieved, however, 'how" is a question. Gagne et al wrote: "The conditions favoring the learning attitudes and the means of bringing about changes in attitudes are complex matters, about which much is yet to be discovered" (Gagne, R. et al, 1992:87). On the question on how the individual acquire or modify internal state that influences his choices in a particular area of action, it is said that plenty

of evidence show that it is not done by means of persuasive communication, for example: "Be kind to others," or "Drive carefully" (Mc Guire, 1969, cited in Gagne, et al. 1992:87). It is also claimed that even more elaborate communications—emotional appeals or the ones developed by careful chain of reasoning, often have equally poor effects. "One must seek more sophisticated means than these for changing attitudes and more elaborately specified conditions for attitude learning (Ibid. p. 89).

> "Some of the more interesting relationships between the cognitive and affective domains (and some of the clearer indications of the inter-relatedness of the two domains) are those in which the attainment of a goal or objective of one domain is viewed as the means to the attainment of a goal or objective in the other. In some instances we use changes in the cognitive domain as a means to make changes in the affective; e.g., we give the student information in order to change his attitude (Krathwohl et al, 1973:54).

Krathwohl et al suggested three major means to elicit 'does do' behavior and evaluate the achievement of 'does do' objectives:

1. Removal of clues that the behavior is being observed in the school setting,

2. concealed observation in a more realistic non-school setting (e.g. the playground),

3. elimination of the authority aspect of the situation by assuring anonymity or by assuring that the behavior will not be graded' (Ibid, 60-61).

Indirect Method

One of the methods of establishing or changing attitudes of great importance and widespread utility is human modeling (Bandura, cited in Gagne, R., et al, 1992:89). It is explained by Gagne, R. et al that the method is called indirect method because the chain of events that constitute the procedure for learning is longer than for the more direct

method (the use of classical conditioning response & reinforcement) (Gagne, R., et al, 1992:88-89).

It is suggested that students can observe and learn attitudes from many forms of human model. It is not important that the human models are seen or known personally— they can be seen on the television or in the movies. It is also suggested that these human models can even be read about in books, giving emphasis to the tremendous potential of printed literature for the determination of attitudes and values (Gagne, R., Ibid. p. 89).

The following are the characteristics that the human model must have according to Gagne, et al (Ibid):

- Must be someone the learners respect; or someone with whom they can identify; the desirable characteristics of the model are supposed to be perceived as credible and powerful.
- It must be observed by the learner that the model is making the desired kind of choices of personal action, as in exhibiting kindness, cleaning up litter; in the case of the teacher-dispense praise consistently and impartially.
- After perceiving the action, the learner must also see that such action leads to satisfaction on the part of the model (This step in the process is called vicarious reinforcement by Bandura). (Bandura, in Gagne, R., 1992:89)

The presumed important characteristics of attitudes and conditions for their learning using human modeling were summarized by Gagne (Ibid) as:

Performance- An attitude indicated by the choice of a class of personal actions. They can be categorized as showing either a positive or negative tendency toward some objects, events, or persons.

1. Internal conditions- An attitude of respect for or identification with the human model must preferably be already present in the learner. If it is not, it needs to be established as a first step in the process. Intellectual skills and knowledge related to the behavior exhibited by the model, must have been previously acquired for this behavior to be imitated.

Gagne noted however that "such prerequisite knowledge does not in itself engender the attitude" (Ibid).

2. External conditions- may be described as the following sequence of steps:
   a. Presentation of the model and establishment of the model's appeal and credibility.
   b. Recall by the learner of the situations to which the attitude applies.
   c. Communication or demonstration of the model of the desired choices of personal action.
   d. Communication or demonstration that the model obtains pleasure or satisfaction with the outcome of the behavior. This step is expected to lead to vicarious reinforcement on the part of the learner (Gagne, R. et al, 1992: 90).

Gagne et al added though that: "Modification of these steps is possible when the human model is not directly seen and when the desired performance cannot be directly observed. The essential conditions may still be present when the learner is viewing television or reading a book (Ibid)."

LEARNING THEORIES AND CONCEPTS

When one studies something one's main aim is to learn. Learning is defined as obtaining knowledge or skill through studying (Collins Cobuild Dictionary, 1996:623). There are different methods of learning likewise different theories and concepts also exist regarding them. In this section, theories and concepts about teaching and learning are discussed. Here, learning and the theories and concepts related to it are presented.

A. Learning from Text

In the article "Learning from the Text," by Kintsch, E. & Kintsch, W, (1996), it was written that "...understanding of how people understand and learn from written text is fundamental to preparing texts in such a way that the learning is optimized...this understanding is equally important to the task of equipping students with the skills needed to efficiently acquire from a text knowledge that is both usable and easily accessible" (Kintsch, E. & Kintsch W. 1996:519).

B. Cognitive theory:

One of the theories in learning is cognitive theory. Such theory explains the role of

logic and the learners' cognitive structure in learning (Young R., 1995:118). According

to current cognitive theory, learning from text is

> "...Ultimately connected to the kinds of processes occurring during comprehension...Making inferences about the situation depicted in the novel serve to tie the content more closely to the reader's existing knowledge resulting in a much richer representation of the text. This kind of 'deep learning' provides usable knowledge, knowledge that can be applied to a new problem or in a different context" (Ibid).

C. Text Comprehension theory

Text comprehension theory states that the mental representation constructed during

reading comprises at least three levels of analysis:

> " The readers encode (1) some elements of the surface structure- the actual words and phrases in the text and the linguistic relations between them, (2) the semantic content and its rhetorical structure from the *textbase.*" And the (3) situation model in which readers have deeper level of understanding of the situation depicted in the text (Kintsch and van Dijk, cited in Kintsch, E., & Kintsch W., 1996:519).

Kintsch noted, in the article "Learning from text," the relationship of deeper level

of understanding a text (and consequently the importance of Interpretation) by writing:

"(reading mostly happens) in a much more passive manner. The content is understood

well enough to recall or summarize it, but readers who only understand a text at the level

of the textbase will not easily perceive relationships between the newly learned

information and the other analogous situations. Thus, they may not draw the appropriate

inference between related ideas nor be able to work with the information or reason on its

basis" (Kintsch, E., & Kintsch W., 1996:519).

D. Behaviorism

Behavioral theories of learning explain why learning has or has not taken place (Young R., 1995:117). Behaviorism's relationship to learning and the present study is highlighted by this statement from Bijou, S. W. (1996):

> "**Behavioral Psychology is concerned with the interaction between behavior (verbal and nonverbal) and the environment. From this perspective, human development consists of the changes that occur in the relationships between the behavior of a biological evolving or devolving person with his or her hereditary potential environmental conditions, past (history) and present**" (Bijou, S. W., 1996:90).

Behavioral theories of learning explain why learning has or has not taken place (Young R., 1995:117). They are based on reward inducing or need-reducing stimulus-response association as the explanation of underlying mechanism of learning (Ibid). Some behavioral theories of learning define rewarding features of an organism's environment as reinforcers of behavior. Such definition tends to assert that whatever has induced learning tends to be defined as reinforcer (Ibid) yet some behaviors learned perhaps do not depend mostly, if at all, in such rewards.

This concept of learning is taken into consideration in the present research, thus the students were not given any rewards, they were simply asked to take part in the research in their own free will. This is to find out if learning how to value empathy is possible without immediate rewards.

E. Principle of Development (Operant Conditioning)

The assumption of operant conditioning states that "the dynamics of an organism's interaction with the environment is the same for all species" (Gredler, M., 1997:69-70). If it does then students could view or empathize with the characters in the

essays. What one reads then could serve as learning means for understanding without necessarily experiencing things firsthand.

> "Operant principles apply to changes in purposeful or goal-seeking behavior (e.g., an infant grasping a rattle and bringing it to his or her mouth to the most complex behavior (e.g. decision –making and problem-solving). They describe the strengthening and weakening of behavior on the basis of consequences, which are referred to as positive and negative reinforcers, punishment, and extinction (Bijou, S. W., 1996:90).

This may be the case, however, Bijou (1996) also mentioned variations of operant conditioning:

> "The occurrence of behavior not specifically reinforced, for example is saying "hello" to a stranger (generalization)...the development of behavior similar to the behavior seen in another person (modeling or imitation); and decision making and problem solving behavior (self management) (Ibid).

F. Constructivist theories

Constructivist theories of learning conceive of learning as a process construction by which readers are encouraged to use their own intelligence, knowledge, goals, and interests to interpret and evaluate what they read as opposed to the traditional conception of learning which is "knowledge assimilation" (Ibid).

> "...Constructive theories of learning, instead emphasize the conceptual processes by which understanding is achieved. (It) seeks to replace repetition, drills, and overt attempts to memorize textual content in school with effortful thinking processes: generating inferences, reorganizing information, questioning and evaluating ideas, repairing comprehension problems, developing theories and hypothesis about phenomena, reflecting upon and acting upon information" (Kintsch, E., & Kintsch, W. 1996:520).

In this theory, "learners at any given age are considered to be active constructors of meaning, they relate it to existing knowledge that they have already organized in a particular way, giving the new information organization and meaning (Bruner, 182; Vygotsky, 1962, 1978 in Alleman J. E. & Rosaen, C. L. 1991:123)."

G. Language-based theories:

1. Psycholinguistics theories

Piaget's pioneering cognitive-evolutionary or genetic theory of learning contained a skeptical view of the efficacy of teaching as a means of promoting cognitive development (Young, R., 1995:118). He identified the learning-related speech in children yet he saw the development of children as a general product of innate tendencies and interaction with the material environment rather than any deliberate process of teaching. With this view teachers' could facilitate this interaction with the environment but could not otherwise affect it (Ibid). Vygotsky "had a different view, he thought that the internalization by the learner of teacher speech was a key part of the learning process, he saw a developmental process in a manner broadly similar to Piaget, something directed by adults at first such as teachers and gradually internalized by the learner...thus the adults' model of reasoning is adopted and imitated by the child (Ibid)."

2. Structuralist theories

The emphasis here about language and learning is on the degree to which students from different class or cultural background are equipped to benefit from the linguistic environment...or to express themselves in linguistically approved ways in language performances (Ibid).

In close inspection the following influenced the research: Indirect method in establishing or changing attitudes; behaviorism-the use of experimental treatment; as well as cognitive theories in comprehension; psycholinguistic theories-although the present research does not entirely agree that teachers could not affect student's interaction with the environment; constructivist theories which conceive of learning as a

process construction and readers are encouraged to use their own intelligence, knowledge, goals, and interests to interpret and evaluate what they read as opposed to the traditional conception of learning which is "knowledge assimilation;" and to the same degree by the finding of researchers that competent readers exhibit actively construct meaning through interactive process in which they interact and transact with the words on the page, integrating new information with pre-existing knowledge structures (Anderson, R. et al in Flood J. 1992:439).

INSTRUCTIONAL PROCEDURES

Instruction is defined as to teach people something or to offer them help with a particular problem (Collins Cobuild Learner's Dictionary, 1996:577), while procedure is the way of doing something especially the correct way (Ibid, 868). The two instructional procedures that were used in the present study were direct Instruction and Inquiry Method.

A. Direct Instruction

Direct Instruction is defined in Joyce, Bruce and Weil, Marsha's "Models of Teaching" as: "...arranging the entire learning situation into sequences that ensure adequate transfer from one component to another and the achievement of prerequisite learning before more advanced learning" (Joyce, B. & Weil, M. 1996:xii). With this in view, the research used such a model to explain the meaning of vocabulary words in order to enable the students to comprehend and interpret the words in the essays. This method was used together with the Inquiry Method.

B. Inquiry Method

Inquiry Method is where Inquiry Training belongs which is "...built around sets of ...problems that the student attempt to solve by verifying data and developing concepts" among others (p. ix Ibid). This entailed the asking of questions about the essays in the research this is in order to "help students develop the intellectual discipline and skills necessary to raise questions stemming from their curiosity (194, Ibid) since this method based on research by Schlenker (Schlenker in Joyce, B. & Weil, M. 1996:193) results in skills of obtaining and analyzing information.

These two instructional methods were used with regard to the theories and concepts, mentioned in the next section, about learning.

Considering the nature of the research and its design, perhaps it could be said that the research does not seem too adhere to one particular theory or concept. Rather, a complementary use of concepts and theories about reading and teaching for students to understand essays and value or not value empathy are used. Because of such consideration it is therefore important for the reader to have an open mind and view the research, likewise, in a new perspective.

Chapter III

METHODOLOGY

POPULATION

- *Population*

The population of the study to which the results were inferred was Basic English II students in Assumption University.

SAMPLE

Sampling Technique

Sections taught in Basic English II, 2nd semester school year 1999-200 were assigned randomly to instructors, regardless of student gender, educational attainment or academic achievement.

The sample was chosen by means of Simple Random Sampling. This type of sampling eliminated the classifications of the population giving each student in the population the equal chance of being selected to take part in the experiment making the result generalizable to the population. Sections 2 and 7 were randomly assigned to the researcher regardless of student gender, educational attainment or academic achievement. An envelope containing the section numbers 2 and 7 was prepared by the researcher, from which a draw-lot was done with the help of the researcher's colleague to determine which were to be the experimental group and the control group. From the draw section 2 was drawn as the experimental group and eventually section 7 was assigned as the control group.

Sample

After conducting the simple random sampling procedure Section 7 was designated as the control group and Section 2 the experimental group. The number of students that attended the experimental group was 26, and 24 in the control group.

In the experimental group, one student absented in the pre-test, and three in the post-test, four did not pass the 70 percent Interpretation qualification. After going through the qualifying criteria of attending the pre-test and post-test and getting not less than 70% in each of the 3 Interpretation test, eighteen students were qualified for the analysis.

In the control group, four students absented in the pre-test and two absented in the post-test. After going through the qualifying criteria of attending the pre-test and post-test eighteen students were qualified for the analysis.

INSTRUMENTS

A. Test of Valuing of Empathy:

The valuing of empathy test was prepared by the researcher based on Krathwohl's Taxonomy of Educational Objectives: Affective Domain (Krathwohl, et al 1973). The valuing of empathy test was used to measure the experimental group and the control group's valuing of empathy. The first part consisted of 27 questions. The Total score was 27.

The second part of the students' valuing of empathy test was the writing of students' comments towards people who need help, poor people and people of different nationality.

1. Content Validity

Content validity of the valuing of empathy test as well as the classification of the answers were established by the help of five experts.

2. Reliability

The test was pilot tested to a different section of Basic English II students. Reliability of the valuing of empathy test was checked by the use of the Spearman-Brown reliability test. The reliability coefficient is .8815. The reliability was further enhanced by following standard conditions of data collection as suggested by the experts such as all subjects were given the same directions, all the students had the same timeframe in which to answer the questions, only the researcher was the one who administered the instruments, the instruments were also checked for reading level and language appropriateness by the experts.

B. Tests of Interpretation

The interpretation tests were prepared by the researcher based on Bloom's Taxonomy of Educational Objectives: Cognitive Domain (Bloom, et al 1956). The three tests of interpretation were used to measure the experimental group's interpretation of the three essays. The control group did not take these tests. The total score for each test was 10.

1.Content Validity

Content validity of the valuing of empathy as well as the classification of the answers was also established by the help of five experts.

2. Reliability

The three interpretation tests were pilot tested to a different section of Basic English II students. Reliability of the interpretation tests was checked by the use of the Spearman-Brown reliability test. The reliability coefficient is .8266. The reliability was further enhanced by following standard conditions of data collection as suggested by the experts such as all subjects were given the same directions, all the students had the same timeframe in which to answer the questions, only the researcher was the one who administered the instruments, the instruments were also checked for reading level and language appropriateness by the experts.

DATA COLLECTION

Permissions from the University authorities were requested prior to the implementation of the experiment.

A. Valuing of Empathy Test:

The test of valuing of empathy was used to collect the data from the experimental group and the control group.

1. The pre-test

The pre-test was conducted on the 10th of February year 2000.

The test papers were distributed by the researcher to each student. The test was completed by the students anonymously to ensure the validity of the students' responses. It was also made sure to the participants that their answers would in no way affect their grades. Regarding this, the students were allowed to choose where to sit while the researcher took note of the seating arrangement and identified the owner of each test

paper through an assigned code from letter A to Z for each student. This was done secretly while the students were already taking the tests.

The answering of the questions lasted not more than 30 minutes. There were 27 questions on valuing of empathy.

The questions were based on Krathwohl et al's Affective Domain of Educational Objectives. The data that were collected in the Pre-test were used as the baseline data.

2. The post-test

The post-test was conducted on the 24th of February year 2000

The same data collection materials and procedure in the pre-test were used in the post-test.

In addition, the students were asked to write their comments towards people who need help, poor people and people of different nationality at the bottom part of their valuing of empathy test paper.

B. Understanding of Essays Tests:

The tests of interpretation were used to collect the data from the experimental group. The control group did not take these tests since they were not allowed to read any essay.

1st Essay

The experimental group was asked to read the 1st essay on the 10th of February, year 2000.

A Copy of the 1st essay was distributed by the researcher to each student. The tests were completed anonymously. The same codes used in the pre-test for valuing of empathy were used. The students were not informed that their valuing of empathy were

to be measured later, but they were informed of one of the purposes of the test which was to give the teacher insight of their progress in Interpreting essays. The reading of the essays lasted not more than 40 minutes.

After the time frame allowed for the reading, the words and phrases and various representational devices used, were explained to students by using the Direct Instruction Method, and questions were asked using the Inquiry Method for the students to be able to interpret the essays. This was done in order to translate each of the major parts of the essays since this was necessary for the students to be able to interpret the written work (Bloom et al, 1956:93,).

After the explanation, the students were asked to answer the test of interpretation regarding the 1st essay. The test papers were coded by the use of numbers for the sole purpose of identification and classification of their test results. Answering of the test questions lasted not more than 25 minutes. There were 10 Interpretation questions regarding the essay that they had read. The questions were based on Bloom et al's Cognitive Domain of Educational Objectives for the assessment of the student's understanding of the essay under the level of Interpretation under the broader term Comprehension.

2nd Essay

The experimental group was asked to read the 1st essay on the 10th of February, year 2000.

The same procedures used in the first essay reading were used.

The same instructional procedures used in the 1st essay were used.

After the explanation, the students were asked to answer the test of interpretation regarding the 2nd essay. The same procedures used in administering the first essay test were used.

3rd Essay

The experimental group was asked to read the 3rd essay on the 24th of February year 2000.

The same procedures used in the first essay reading were used.

The same instructional procedures used in the 1st essay were used.

After the explanation, the students were asked to answer the test of interpretation regarding the 3rd essay. The same procedures used in administering the first essay test were used.

DATA ANALYSIS

If a student did not get at least 70% in each Interpretation test, the Interpretation test results and Valuing of empathy test results of that student were not included in the t-test analysis.

If a student/students absented during any testing the student's/students' data were not included in the analysis. A draw lot was supposed to be conducted after the qualification process if the sample sizes from both groups, the Experimental and the Control group, were not equal in number.

There were initially 26 students in the experimental group, 18 were qualified for the Analysis. One absented in the pre-test and three in the post-test, and four did not pass the 70 percent Interpretation qualification.

There were initially 24 students in the control group, 18 were qualified. Four absented in the pre-test and two absented in the post-test.

The data that was collected was analyzed using the Statistical Package for Social Sciences (SPSS) program. The Paired Samples t-test was used for the pre-test and post-

test of students' Valuing of empathy to test the hypothesis.   Paired Samples Correlation was also used to analyze the data.

For Descriptive purposes means and percentages were used.

The effect of reading understanding essays on student's valuing of empathy was inferred using the t-test upon the virtue of the research design.

Chapter IV

PRESENTATION OF THE STUDY

FINDINGS

This chapter presents the findings of the experiment and relates them to the hypothesis. The Paired Samples Correlation of the pre-test and the post-test scores for the experimental and the control group are also shown.

The t-test was utilized to test the null hypothesis and to compare the pre-test and the post- test mean scores.

VALUING LEVELS

Table 1. Experimental Group Paired Samples Test Results on Valuing of Empathy

	Pre-Test			Post-Test			Paired	Diff.
	Mean	Std. Deviation	Std. Error Mean	Mean	Std. Deviation	Std. Error Mean	t Value	Sig.(2-tailed)
1. Acceptance of a Value	5.67	1.28	.30	5.06	1.70	.40	1.94	.069
2. Preference for a Value	6.50	1.79	.42	7.17	1.42	.34	-2.20*	.042*
3. Commitment	5.28	1.71	.40	5.78	1.17	.27	-1.28	.217
Total	17.44	2.66	.63	18.00	2.40	.57	-1.37	.189

df-17, N-18, ·Significant at the .05 level, p<0.05

Table 1 Presents the Experimental Group Paired Samples Test Results on each Valuing Level and the Total using the t-test.

The following are the results of the hypothesis testing.

1. Acceptance of a Value

There was no significant difference between the means of the pre-test (5.67) and post-test (5.06) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, t (17) = 1.94, p = .069.

2. Preference of a Value

There was a significant difference between the means of the pre-test (6.50) and post-test (7.17) scores on Valuing of empathy on the level Preference for a Value in the experimental group, the mean increased significantly, t (17) = -2.20, p = .042.

3. Commitment

There was no significant difference between the means of the pre-test (5.28) and post-test (5.78) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, t (17) = -1.28, p = .217.

There was no significant difference between the means of the pre-test (17.44) and post-test (18.00) scores on the Total Valuing of empathy in the experimental group, t (17) = -1.37, p = .189.

Table 2. Experimental Group Paired Samples Correlation and Paired Samples Test Results

	Paired Samples Correlation		Paired Samples Test		
			Paired Differences		
	r	Sig.	Mean	t	P
Pre-test & Post-test Scores on Acceptance of a Value	.630	.005	.61	1.94	.069
Pre-test & Post-test Scores on Preference for a Value	.703	.001	-.67	-2.20*	.042*
Pre-test & Post-test Scores on Commitment	.387	.112	-.50	-1.28	.217
Pre-test & Post-test Total Scores	.773	.000	-.56	-1.37	.189

df=17, N=18, ·Significant at the .05 level, p<0.05

Table 2 Presents the Experimental Group Paired Samples Correlation and Paired Samples Test Results.

The following are the results of the hypothesis testing.

1. Acceptance of a Value

There was a significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Acceptance of a Value in the experimental group (r = .005). There was no significant difference between the means of the pre-test (5.67) and post-test (5.06) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, $t(17) = 1.94, p = .069$.

2. Preference of a Value

There was a significant Correlation between the pre-test and the post-test scores on Valuing of Empathy on the level Preference for a Value in the experimental group (r = .001). There was a significant difference between the means of the pre-test (6.50) and

post-test (7.17) scores on Valuing of empathy on the level Preference for a Value in the experimental group, the mean increased significantly, t (17) = -2.20, p = .042.

3. Commitment

There was no significant Correlation between the pre-test and the post-test scores on the Valuing of Empathy on the level Commitment in the experimental group (r = .112). There was no significant difference between the means of the pre-test (5.28) and post-test (5.78) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, t (17) = -1.28, p = .217.

There was a significant Correlation between the pre-test and the post-test scores on the Total Valuing of empathy in the experimental group (r = .000). There was no significant difference between the means of the pre-test (17.44) and post-test (18.00) scores on the Total Valuing of empathy in the experimental group, t (17) = -1.37, p = .189.

Table 3. Control Group Paired Samples Test Result on Valuing of Empathy

	Pre-Test			Post-Test			Paired Diff.	
	Mean	Std. Deviation	Std. Error Mean	Mean	Std. Deviation	Std. Error Mean	t Value	Sig. (2-tailed)
1. Acceptance of a Value	5.39	1.09	.26	5.56	1.82	.43	-.42	.681
2. Preference for a Value	6.89	1.53	.36	6.83	1.34	.32	.10	.918
3. Commitment	4.39	1.54	.36	4.94	1.00	.24	-1.89	.076
Total	16.67	2.50	.59	17.28	3.03	.71	-.71	.489

df=17, N=18, •Significant at the .05 level, p<0.05

Table 3 Presents the Control Group Paired Samples Test Results on each Valuing Level and the Total using the t-test.

The following are the results of the Hypothesis testing.

1. Acceptance of a Value

There was no significant difference between the means of the pre-test (5.39) and post-test (5.56) scores in Valuing of empathy on the level Acceptance of a Value in the control group, $t (17) = -.42, p=.681$.

2. Preference for a Value

There was no significant difference between the means of pre-test (6.89) and post-test (6.83) scores in Valuing of empathy on the level Preference for a Value in the control group, $t (17) = .10, p = .918$.

3. Commitment

There was no significant difference between the means of the pre-test (4.39) and post-test (4.94) scores in Valuing of empathy on the level Commitment in the control group, t (17) = -1.9, p = .076.

There was no significant difference between the means of the pre-test (16.61) and post-test (17.28) scores on the Total Valuing of empathy in the control group, t (17) = -.71, p =.489.

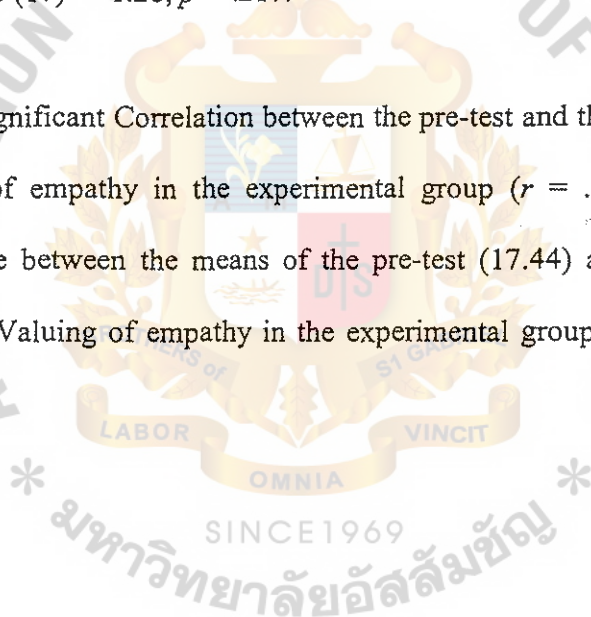Table 4. Control Group Paired Samples Correlation and Paired Samples Test Results

	Paired Samples Correlation		Paired Samples Test		
			Paired Differences		
	r	Sig.	Mean	t	p
Pre-test & Post-test Scores on Acceptance of a Value	.417	.085	-.17	-.42	.681
Pre-test & Post-test Scores on Preference for a Value	-.239	.339	.06	.10	.918
Pre-test & Post-test Scores on Commitment	.589	.010	-.56	-1.89	.076
Pre-test & Post-test Total Scores	.130	.608	-.61	-.71	.489

df=17, N=18, ·Significant at the ..05 level, p<0.05

Table 4 Presents the Control Group Paired Samples Correlation and Paired Samples Test Results.

The following are the results of the Hypothesis testing.

1. Acceptance of a Value

There was no significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Acceptance of a Value in the control group (r = .085). There was no significant difference between the means of the pre-test (5.39) and post-test (5.56) scores in Valuing of empathy on the level Acceptance of a Value in the control group, t (17) = -.42, p = .681.

2. Preference for a Value

There was no significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Preference for a Value in the control group (r = .339). There was no significant difference between the means of pre-test (6.89) and post-test (6.83) scores in Valuing of empathy on the level Preference for a Value in the control group, t (17) = .10, p = .918.

3. Commitment

There was a significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Commitment in the control group (r = .010). There was no significant difference between the means of the pre-test (4.39) and post-test (4.94) scores in Valuing of empathy on the level Commitment in the control group, t (17) = -1.9, p = .076.

There was no significant Correlation between the pre-test and the post-test Total Valuing of empathy in the control group (r = .608). There was no significant difference between the means of the pre-test (16.61) and post-test (17.28) scores on the Total Valuing of empathy in the control group, t (17) = -.71, p = .489.

COMMENTS

In the post-test, the experimental group and the control group were asked to write their comments towards people who need help, poor people and people of different nationality at the bottom of the last page of their valuing test papers. A number of students did not give any comments however they were not forced to do so as it might affect their valuing test performance or scores.

Experimental Group

Table 5. Experimental Group Frequency and Percentage Table for Students' Comments

	Frequency	Percent
Acceptance	3	16.66
Preference	8	44.44
Commitment	1	5.55
Irrelevant Comments	2	11.11
No Comments	4	22.20
Total	18	99.98

N=18

Table 5 shows that among those 18 students who were qualified for the analysis their comments/responses were as follows: 3 (16.66%) for Acceptance of a Value; 8 (44.44%) for Preference for a Value; 1 (5.55%) for Commitment, 2 (11.11%) for Irrelevant comments; and 4 (22.22%) for No comments in the experimental group.

The study demonstrated that the participants in the experimental group responded with comments that expressed their valuing of the following:

1. Acceptance of a Value

    2. The importance of kindness and sense of fairness in human relations

    3. The awareness on equality of rights and the sense of right and wrong

    4. The awareness of one's self and relevant issues in life

2. Preference for a Value

    1. Choice of words having emotional impact to individuals

    2. The need for interdependence

    3. The importance of knowing the conditions before helping and the logical responsibilities of an individual to society upon knowing others' needs

    4. The need to be aware to racial and gender equality, and fair mindedness with regard to multiculturalism

    5. Willingness to help if there is a chance

    6. Willingness to help others in a correct way with regard to one's feelings regardless of praises from others

    7. The importance of doing good for others in making a better society and as a means of solving the issue of inequality

    8. A sense of self direction yet it is important to understand each other's situation and point of view and that it is important for everyone to be treated equally

3. Commitment

    1. The belief that the poor should be helped because of their state regardless of other factors

Some students from the experiment group expressed their interest in keeping for themselves the essay copies after the essay readings one to three, to which the researcher agreed.

Control Group

Table 6. Control Group Frequency and Percentage Table for Students' Comments

	Frequency	Percent
Acceptance	3	16.66
Preference	2	11.11
Commitment	3	16.66
Irrelevant Comments	1	5.55
No Comments	9	49.99
Total	18	99.97

N=18

Table 6 shows that among those18 students who were qualified for the analysis their comments/responses were as follows: 3 (16.66%) for Acceptance of a Value; 2 (11.11%) for Preference for a Value; 3 (16.66%) for Commitment; 1 (5.55%) for Irrelevant comments; and 9 (49.99%) No comments in the control group.

The study demonstrated that students in the control group responded with comments that expressed their valuing of the following:

1. Acceptance of a Value

   1. The general importance of the issues and situations concerning the valuing of empathy to people/society

   2. The general importance of issues concerning the valuing of empathy to one's point of view

3. The general importance of issues concerning the valuing of empathy because they could improve something in society

2. Preference for a Value

    1. The need to help each other but not all the time

    2. The importance of understanding what others feel and doing things fairly

3. Commitment

    1. The need to help others because they are also people and that what one does affects others

    2. The importance of helping anyone who needs help and that one should try one's best to help others

    3. Readiness to help without thinking of other factors and not prejudicing others who need help especially the poor
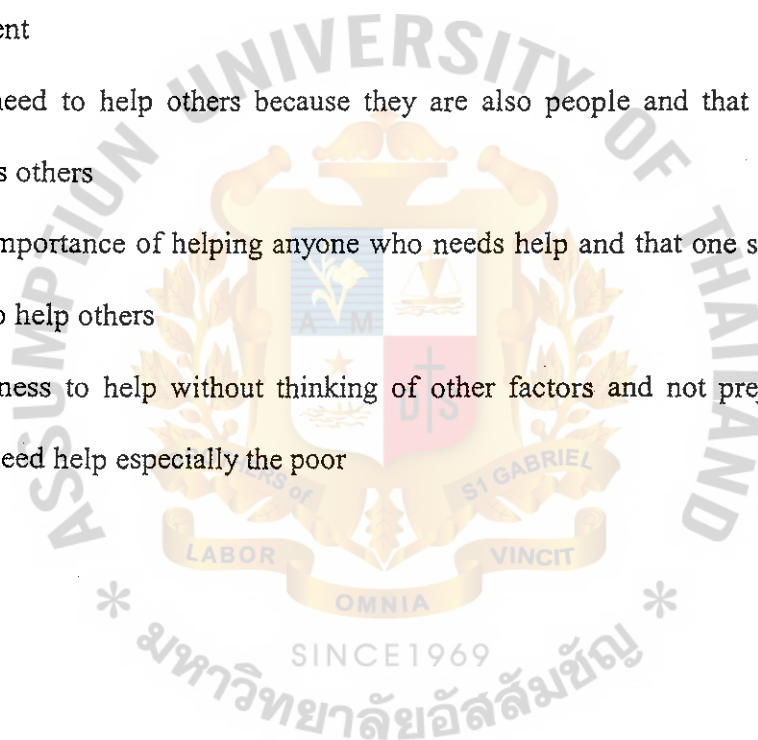
Chapter V

CONCLUSION, DISCUSSION, RECOMMENDATIONS

CONCLUSION

A. Research Objectives

The research objectives were to 1) measure the students' valuing of empathy and 2) determine if reading and understanding essays have a positive effect on student's Valuing of empathy in Basic English II students in Assumption University (ABAC).

B. Research Design

The research design is quasi-experimental with pre-test and post-test.

C. Findings

The Hypothesis testing results were: statistically significant for Preference for a Value, not statistically significant for Acceptance of a Value, Commitment and Total for the experimental group. And not statistically significant for Acceptance of a Value, Preference for a Value, Commitment and Total for the control group.

The Paired Sample Correlation showed the following results:

The Paired Samples Correlation for the experimental group was significant for the Acceptance of a Value, Preference of a Value and Total but not significant for the Commitment level. On the other hand, the Paired Samples Correlation for the control group showed the opposite which was, the Paired Samples Correlation for the Acceptance of a Value, Preference for a Value and Total showed non significant results but significant for the Commitment level.

With regard to the hypothesis testing and paired samples correlation the research had the following conclusions:

In the Valuing level, Preference for a Value, students who read essays and understand them, on the Interpretation level with the use of Direct Instruction and Inquiry Method as instructional procedures, have their Preference for a Value increased significantly (as evidenced by the statistically significant difference of means, the mean increased significantly) and the pre and post-tests that were also significantly correlated in the experimental group. These significant results on the Preference for a Value level, $p = .042$; $r = .001$, are meaningful especially when one bases the result of the study to the definition of terms based on Krathwohl et al (1973) as well as the theories and concepts mentioned in the review of literature. Such finding shows that, reading and understanding essays have a positive effect on students' Valuing of empathy in Basic English II in Assumption University (ABAC).

Another part of the conclusion is that in Acceptance of a Value, Commitment and the Total, the students who read and understand essays do not have a statistically significant difference of means. However their Paired Samples Correlation are significant for all the levels except on Commitment. This finding is important when one bases the result of the study to the Operational Definition of terms since at this level, Valuing signifies a conviction and at times bordering on non–rational grounds (Krathwohl et al 1973). More study is needed since the results are not significant.

On the contrary, the students who do not read and understand any essays have no statistically significant differences of mean in all the levels. However their Commitment level increases as shown by the nearly significant result in the control group where the difference of mean was $p = .076$. Remarkably the Paired Samples

Correlation for the control group was only significant for the level Commitment, r = .010. This implies that perhaps students who do not read essays have an increased valuing of empathy on the level Commitment with regard to people who need help, poor people and people from other nation. However such valuing in this level is a conviction at times bordering on non-rational grounds (Ibid). More research is needed on this.

Comparing these Paired Samples Correlation result for the control group with the experimental group shows that reading and understand essays (about people who need help, poor people and people from other nation) have a positive effect on students' Valuing of empathy with regard to internalization of their responses in Basic English II in Assumption University (ABAC).

Another part of the conclusion is that the difference of means of Acceptance of a value level for the experimental group tends to decrease which implies that reading and understanding somehow affects students' valuing which is important when referred to the definition of terms in which it is a valuing level which is somewhat still tentative; the belief is not yet firmly founded (Krathwohl et al 1973:29-30,142). More research is needed however since the increase is not statistically significant.

An additional part of the conclusion is that the difference of means for the control group tends to decrease which is important since it implies that without reading and understanding any essays concerning valuing, students involvement in an object or phenomena will tend to decrease. And that certain affective behavior perhaps destroy some cognitive behaviors. However more research is needed since the result is not statistically significant.

Non-verbal communication in the experiment such as responding to the request for comments, provided that such comments are related to valuing of empathy, also signifies

general valuing since at all the levels based on the definition the students are willing to be identified with the object or phenomenon. Moreover, the written communication enables the comments to be classified according to the three levels based upon their content. Thus, the written communications were analyzed to differentiate the comments based on the three levels of valuing.

When the students were asked to give comments about the experiment more participants from the experimental group commented willingly compared to the control group. More of the comments from the experimental group fell on preference level compared to the control group when classified under the three valuing categories. Such finding supports the findings of the t-test, likewise for the other levels however the result is not statistically significant with regard to the Paired difference of the means therefore more research is needed.

The students' comments were classified to the three levels of valuing of empathy except for the Comments of students Q and G (refer to Appendix L), from the experimental group, and student T (refer to Appendix M) from the control group, which could not be classified because the comments were not related to valuing of empathy. The findings for the experimental group were classified as 3 (16.66%) for Acceptance of a Value; 8 (44.44%) for Preference for a Value; 1 (5.55%) for Commitment, 2 (11.11%) for Irrelevant comments; and 4 (22.22%) for No comments. It was analyzed with the findings for the control group which had 3 (16.66%) for Acceptance of a Value; 2 (11.11%) for Preference for a Value; 3 (16.66%) for Commitment; 1 (5.55%) for Irrelevant comments; and 9 (49.99%) No comments. These findings support the t-test findings with regard to Paired differences of Mean and the Paired Samples Correlation

on Acceptance of a Value, Preference for a Value, and Commitment on the experimental group and the control group.

DISCUSSION

First, each aspect of Valuing of empathy is discussed. The next focus of the discussion is on instilling of valuing of empathy in students. Later the discussion focuses on the valuing levels in relation to the paired difference of the means results, and lastly the differences of the results on the valuing levels in relation to the paired samples correlation results are discussed.

A. DISCUSSION OF EACH OF THE VALUING LEVELS &THE TOTAL IN THE EXPERIMENTAL GROUP AND CONTROL GROUP

This part of the discussion focuses on each valuing level as well as the total in the experimental and control groups.

1. Preference for a Value Level in the Experimental Group

The research showed that the experiment is statistically significant on Preference for a Value. The responses for Preference for a value were classified, like the other Valuing levels, upon the definition of terms.

The statistically significant result of the experiment at this level shows that reading and understanding essays have a positive effect on Preference for a Value. This gives an important significance. The use of cognitive objective as a means to achieve affective goals is not an impertinent idea. The wise teacher as well as the psychological theorist uses cognitive behavior and the achievement of cognitive goals to attain affective goals. That in fact, a large part of what we call "good teaching" is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs.

Though it seem that cognitive, affective and behavioral domains are suggested to be separate here, in the definition of Preference for a Value the domains exist simultaneously. The seemingly simultaneous existence of the domains if one refers to the operational definition of the Preference level aside from being statistically significant is also practically significant. This is so since in Preference for a value there is an involvement of the student in an object or phenomena. This either takes the form of overt action such as writing letters to the press, working for the improvement of health regulations, etc. or takes the form of armchair inquiry characterized by a great deal of reflection on and speculation about the object or phenomenon.

At this level the students' beliefs are differentiated from the two other value levels namely: (1) Acceptance of a Value in which there is more of a readiness of the participants to re-evaluate their position than at the higher levels and it is a position that is somewhat still tentative; the belief is not yet firmly founded; and (2) Commitment in which the belief involves a high degree of certainty and that there is the idea of 'conviction' and 'certainty beyond a shadow of doubt' which conveys the level of the behavior intended, and in which it is said that in some instance may border on faith, in the sense of it being a firm emotional acceptance of belief upon admittedly non-rational grounds. The three definitions imply that the Preference for a Value is a well internalized belief and involvement in an object or phenomena, it is a value which is characterized by a great deal of overt action or reflection and speculation by the student.

The finding on Preference level is relevant for Education, Psychology and Society. This is important because of the presumed link of empathy with prosocial behavior and with ethical decision-making, it has been singled-out as an important characteristic in development of children (Scott, K. 1991:358). The research and previews researchers

have also documented positive relationship between empathy and prosocial behavior. In addition, the statistically significant result in Preference for a value level (with regard to its definition) shows that students think, make moral judgment and their valuing of empathy develops not only based on rewards as long as they understand what they read in the interpretation level.

There is controversy on whether Moral Education and Character Education are to be taught or not, "...since the inception of public·schools, the one mandated area of social and affective growth has been moral and character education. Perhaps no other area of schooling, however, has proven as controversial as moral education (Nucci, 1989, 1992:43). " Relating the findings and its significance to the controversy on the approach on Moral Education the present research takes the developmentalists' point of view which assumes that moral action is a function of moral judgment and that moral reasoning undergoes development. From developmentalists' perspective, moral judgment based on societally defined values represents a lower point of view, and the character-education emphasis on traditional social values retards moral development (Nucci, L. & Lee, J., 1992: 43).

Affective learning however is more than socialization. Socialization when defined is conformity in outward behavior like learning to get along with and behaving like others in one's group, without necessarily accepting the values which suggests that the culture is perceived as the controlling force in the individual's actions. It is true that the internalization of the prevailing values of the culture describes the bulk of contemporary objectives. But our schools, in their role as developers of individualism and as change agents in the culture, are not solely concerned with conformity. Internalization provides equally for the development of both conformity and non-conformity, as either role

pervades individual behavior. The term 'internalization,' by referring to the process through which values, attitudes, etc., in general are required, is thus broader than socialization, which refers only to the acceptance of the contemporary value pattern of the society (Krathwohl et al 1973;29-30).

As shown by the statistically significant result on Preference level, it shows that reading and understanding essays promotes Internalization which provides equally for the development of both conformity and non-conformity. The term 'internalization,' by referring to the process through which values, attitudes, etc., in general are required, is thus broader than socialization (Krathwohl et al 1973;29-30).

Furthermore, it shows that moral action is a function of moral judgment and that students have the capacity to develop moral judgment for, as developmentalists assume, moral reasoning undergoes development. Therefore it is not only practically important but also significant for educators to use reading and understanding essays in fostering moral reasoning.

There is difficulty in measuring affective processes. As acknowledged by Scott the field of affective behavior as a study is a challenging one because of limited knowledge and understanding of affective processes, the difficulties of measuring affect, and the overlap between affective and cognitive processes (Scott, K., 1991:357). Nevertheless such difficulty should not impede researchers and educators from further studying it. Researchers and educators should be discreet in viewing the three affective, cognitive and behavioral capacities of students in isolation from each other, since these three domains are interactive. In the review by Katryn Scott (Scott, K., 1991) of the findings from research in three areas: values and character education, prosocial behavior and empathy, and moral development, it is noted that none of the areas should be the sole

responsibility of social studies educators since all are part of a vision of social education that is aimed at creating caring, reflective and proactive adults. The challenge to develop the emotional capacities of children and youth as well as their intellectual capacities therefore should not be overlooked by social studies educators and researchers because affective, cognitive, and behavioral capacities are interactive. Meaningful development in the area cannot occur without consideration of the other two. Therefore, educators and researchers should be cautioned from viewing students' cognitive processes in isolation from affective processes or behavioral indices. Until educators and researchers depart from the time honored emphases on precise, measurable objectives, implementation of such a shift in conceptualization remain distant.

2. Preference for a Value Level in the Control Group

In the findings section there is no significant trend in the Paired Difference of the means in this level in the Control group. The paired difference was not a significant decrease. Although the result is not significant it is important since the decrease of the Paired samples mean implies those who do not read and understand essays will not have the capacity to develop their Preference for a value. The point is that at this level, based on the definition, Preference for a value is considered to be the level in which there is an involvement of the student in an object or phenomena. This involvement either takes the form of overt action or takes the form of armchair inquiry which is characterized by a great deal of reflection and speculation about the object or phenomenon, such involvement and great deal of reflection and speculation about the object and phenomena are almost non-existent in the control group because they were not allowed to read and understand any essays. Considering the sample size of the present study and the not significant result, additional research is needed.

3. Acceptance of a Value Level in the Experimental Group

In the findings section there is a nearly significant trend in the Paired Difference of the means in the Acceptance of a Value level in the experimental group. The paired difference was a nearly significant decrease. The nearly significant decrease of the Paired samples mean implies that perhaps reading and understanding essays decreases Acceptance of a Value. The point is that this level is considered to be at the lowest level of certainty, that there is more of a readiness of the participants to re-evaluate their position than at the higher levels, and that it is a position that is somewhat still tentative; the belief is not yet firmly founded. In this level one sees that the individuals' belief is still tentative and is ready to re-evaluate their position and the belief is not yet firmly founded when confronted with the issues of people in need, poor people and people from other nationalities. Such tentative belief about the valuing of empathy decreased in the experimental group since after reading and understanding the essay they have learned to be more involved in the object and phenomena characterized by great deal of overt action or reflection and speculation by the student. Under some conditions the development of cognitive behaviors may actually destroy certain desired affective behaviors and that, instead of a positive relation between growth in the cognitive behavior and affective behavior it is possible that there may be an inverse relation between growth in the two domains. And for this, there is a need for conclusive experimentation and research. Considering the sample size of the present study and as to further test this concept, additional research is needed.

4. Acceptance of a Value Level in the Control Group

In the findings section there is no significant trend in the Paired Difference of the means in the Acceptance of a Value level in the control group. Nevertheless the paired

difference was a non significant increase. In this valuing level, although the control group's paired difference was a non significant increase, there is more of a readiness to re-evaluate their position when confronted with the issues of people in need, poor people and people from other nationalities. Such observation resulted because the students from the control group did not read and understand the essays therefore, their valuing of empathy is characterized only by tentative position as shown by the increase in the paired difference unlike in the Preference level which is characterized by a great deal of reflection and speculation about the object or phenomenon

The increase of the Paired samples mean poses the question whether reading and understanding essays have some effect on Acceptance of a Value in which the opposite is observed in the Preference level. Considering the sample size of the present study and as to further test this concept, additional research is needed.

5. Commitment Level in the Experimental Group

There was no significant trend in the Paired Difference of the means in this level in the Experimental group. The paired difference was a not significant increase. Although the result is a not significant increase such finding is important especially when considered in relation to the result in the Paired Samples Correlation which was a not Statistically Significant only on Commitment. This implies that reading and understanding essays tend to increase students' Commitment but they tend to respond with uncertainty for this level, this is so since at this valuing level the behavior is considered to be bordered in faith in the sense of firm emotional acceptance of belief upon admittedly non-rational grounds. The finding on this level implies that students who read essays become more rational or sufficiently involved in valuing of empathy characterized by a great deal of reflection and speculation about the objects of valuing

(refer to the operational definition of Preference for a value) rather than valuing empathy upon non-rational grounds or emotionally (refer to the operational definition of Commitment) when confronted with issues like people who need help, poor people and people of other nationality. Considering the sample size of the present study and its practical importance, and as to further test this concept, additional research is needed.

6. Commitment Level in the Control Group

It was also presented in the findings that there is a nearly significant trend in the Paired Difference of the means in the Commitment level in the control group. The paired difference was a nearly significant increase.

The nearly significant increase of the Paired samples mean seems to imply that not reading and understanding essays seems to have an effect on the level Commitment which is an almost significant increase in the control group. The definition and the result on this level imply that perhaps the students who do not read and understand any essays becomes more emotional rather than rational when confronted with issues like people who need help, poor people and people of other nationality, this is so because they did not have the chance to read and understand the situations in the essays. This result gives the finding a practical importance. This is practically important since basing it to the operational definition of Commitment in this level one sees that the individuals' belief involves a high degree of certainty and that in some instance it may border on faith in the sense of it being a firm emotional acceptance of belief upon admittedly non-rational grounds. Here it implies that the belief takes the form of conviction and certainty beyond a shadow of doubt, and in some instance a sense of emotional acceptance of belief upon admittedly non-rational grounds. However, considering the results of the study further test and research on this concept is needed.

7. Total for All Levels in the Experimental Group

There is no significant trend in the findings in the Paired Difference of the means in this level in the experimental group. The paired difference was a not significant increase. This part shows no significant results since the Acceptance and Commitment levels are not statistically significant although there was a significant increase in the paired difference of the means. Looking at this result the importance of the definition of the three levels of valuing comes to mind.

8. Total for All Levels in the Control Group

Likewise, there is no significant trend in the findings in the Paired Difference of the means in this level in the control group. The paired difference was a not significant increase. This part shows no significant results since the Acceptance, Preference and Commitment levels are not statistically significant.

B. DISCUSSION OF VALUING LEVELS IN RELATION TO THE PAIRED SAMPLES CORRELATION RESULTS

This part of the discussion focuses on the noted differences of the results on the valuing levels in relation to the paired samples correlation results.

1. Paired Samples Correlation for Experimental Group and Control Group in
Acceptance of a Value, Preference for a Value and Total

Another part of the findings reported the Statistically Significant Paired samples Correlation for Experimental group in Acceptance of a Value, Preference for a Value, Total but not on Commitment in pre-test and post-test scores. One can compare this to the responses of the control group-their pre-test and post-test scores were not

significantly correlated in Acceptance of a Value, Preference for a Value and Total but significantly correlated on Commitment. The significant paired samples correlation of the pre-test and post-test for the experimental group in Acceptance of a Value, Preference for a Value and Total Valuing but not significant correlation in the Commitment level which is exactly the opposite for the control group implies that, the beliefs and convictions of the experimental group became internalized in the said levels. This could mean that students that read essays with issues about people who need help, poor people and people of different nationality (the objects of the essays) when confronted about those issues make responses that are internalized.

2. Paired Samples Correlation for the Experimental Group on Commitment and Paired Samples Correlation for the Control Group which is Significant only on Commitment

Interestingly, as noted above, the Paired samples Correlation for the experimental group on Commitment is not significant while the Paired samples Correlation for the control group is significant only on Commitment. Also in the result in the t-test for the control group it has nearly a significant trend for Commitment. This implies that the beliefs and conviction of the experimental group became internalized as shown by the significant correlation of their pre-test and post-test scores on Acceptance of a value and Preference for a value except on Commitment. This could also mean that students that read essays with issues about life like people who need help, poor people and people of different nationality when confronted about those issues make responses that are internalized but not on Commitment level. Such findings give indication on the practical importance of the further use of the three levels of Valuing on research to shed more light on the interrelationships of the cognitive, affective, behavioral domains with regard to valuing of empathy.

C. DISCUSSION ON INSTILLING OF VALUING IN STUDENTS THROUGH ESSAY

READING

Instilling of valuing in students is done in the present research by means of indirect method-the reading and understanding of essays with the use of the instructional procedures- Direct Instruction and Inquiry method.

The research uses indirect method of instilling valuing of empathy which uses human models in the form of essays from which students can observe and learn attitudes by reading. According to Gagne, such gives a great potential to reading of printed literature as means to establish or change attitudes (Gagne, R., Ibid, 1992:89). Given that there is a great potential of reading of printed literature as means to establish or change attitudes, one should also take into consideration the cognitive level of the students with regard to their understanding of the things they read (essays in particular). Kinstch noted that (Kintsch, E., & Kintsch W., 1996:519) readers who only understand a text at the level of the textbase will not easily perceive relationships between the newly learned information and the other analogous situations thus, they may not draw the appropriate inference between related ideas nor be able to work with the information or reason on its basis (Ibid. 1996:519), this is the consideration which makes it necessary for the students to have at least 70 percent Interpretation level to be qualified in the research, and the need of Direct Instruction and Inquiry Method to be used in the research to enable the students to attain deeper level of understanding of the situation depicted in the text which is considered necessary under the Text Comprehension theory (Kintsch and van Dijk, cited in Kintsch, E., & Kintsch W., 1996:519). "This kind of 'deep learning' provides usable knowledge, knowledge that can be applied to a new problem or in a different context" (Ibid). Moreover, Interpretation is a level that

involves "dealing with a communication as a configuration of ideas whose comprehension may require a reordering of the ideas into new configuration in the mind of the individual" which "also includes thinking about the relative importance of the ideas, their interrelationships, and their relevance to generalizations, implied or described in the original communication. Evidence of interpretation behavior may be found in the inferences, generalizations, or summarizations produced by the individual" (Bloom et al 1956: 90). Furthermore, the reader must first of all be able to translate each of the major parts of it –this includes not only the words and phrases, but also the various representational devices used and it is also essential that when given a communication the student can identify and comprehend the major ideas which are included in it as well as understand their interrelationships. It also requires some ability to go beyond mere repetition and rephrasing of parts of the document to determine the larger and more general ideas contained in it (Ibid. 1956:93).

Instilling of valuing of empathy in students through reading in the present research proposes moral judgment based on moral development. Although the word instilling of valuing of empathy in students through reading may seem to be a socialization process, socialization is defined as conformity without necessarily accepting the values thus the culture is the controlling force of individual's actions; instilling of valuing of empathy in students refers to moral judgment based on moral development.

In general the following influenced the research in instilling valuing of empathy: Indirect method in establishing or changing attitudes; behaviorism-the use of experimental treatment but without reinforcement; as well as cognitive theories in comprehension; psycholinguistic theories-although the present research does not agree that teachers could not affect student's interaction with the environment; constructivist

theories which conceive of learning as a process construction and readers are encouraged to use their own intelligence, knowledge, goals, and interests to interpret and evaluate what they read as opposed to the traditional conception of learning which is "knowledge assimilation;" and to the same degree by the finding of researchers that competent readers actively construct meaning through interactive process in which they interact and transact with the words on the page, integrating new information with pre-existing knowledge structures (Anderson, R. et al in Flood J. 1992:439)

The research does not adhere to one particular theory or concept. A complementary use of concepts and theories about reading and teaching for students to understand essays and value or not value empathy are used. Because of such consideration it is therefore important for the reader to have an open mind and view the research, likewise, in a new perspective.

D. DISCUSSION ON STUDENTS' COMMENTS

The experimental group made more comments than the control group on the on the object of valuing of empathy. The study demonstrated that it is possible to develop greater internalization of valuing of empathy when students read and understand essays as shown by the responses of the students from the experimental group. Such results occurred even if the students were not forced to give their comments.

E. DISCUSSION ON INSTRUCTIONAL PROCEDURES USED

Direct Instruction and Inquiry Method were used in the teaching process in bringing about positive impact in the experimental group. For Direct Instruction, the students were asked what particular words, phrases and representational devices were difficult for them to understand then such words were explained for the students to attain

deeper level of understanding of the situation depicted in the text which is considered

necessary under the Text Comprehension theory (Kintsch and van Dijk, cited in Kintsch,

E., & Kintsch W., 1996:519) which accounts for the at least 70 percent mark requirement

for each of the interpretation tests for a particular student to be included in the analysis.

"This kind of 'deep learning' provides usable knowledge, knowledge that can be applied

to a new problem or in a different context" (Ibid). For inquiry Method, the students were

asked the question "Why do you think the writer of the essay entitled the essay as...?"

This process enables the students experience the creation of a new knowledge stemming

from their curiosity by means of the question asked (Bruce & Weil., 1996:194-195).

Both methods were used in order to help the students interpret the essays in the required

mark since readers who only understand a text at the level of the textbase will not easily

perceive relationships between the newly learned information and the other analogous

situations thus, they may not draw the appropriate inference between related ideas nor be

able to work with the information or reason on its basis (Kintsch, E., & Kintsch W.,

1996:519).

These responses show that students learn from what they read and understand in

essays with the use of Direct Instruction, and Inquiry Method and in turn value empathy.

Thus these instructional methods are effective for such purposes.

RECOMMENDATIONS

A. RECOMMENDATIONS FOR ADMINISTRATORS IN EDUCATION

It is not baseless for parents as well as educators to believe that social and

emotional developments of students are highly desirable goals of schooling perhaps as

long as the means to achieve these goals are not by the traditional means of character

education which emphasizes the inculcation of generally held societal values through

systematic reward structures rather by developmentalist point of view which is by the use of moral judgment since moral reasoning undergoes development through reading and understanding essays as shown by the experiment. Furthermore, the development of valuing of empathy on the present study is not mere socialization, which means conformity without necessarily accepting the values, since the students answered the tests individually. And as internalization and the valuing levels are defined, it is the development of both conformity and non-conformity as either role pervades individual behavior. And as the research indicates there is a positive relationship between valuing of empathy and pro-social behavior.

Based on the result of the study, establishing valuing of empathy by means of reading and understanding essays at 70 percent level and higher of Interpretation could be achieved. As indicated by the research, reading and understanding essays is an important factor in determining our perception of reality. It could then be fruitful, and therefore not pointless for schools and makers of policy in learning to include values education through reading of carefully selected essays in schools since it shows that such education leads to the abovementioned advantages as long as the means is not emphasizing the inculcation of generally held societal values rather by allowing the use of moral judgment by the students since moral reasoning undergoes development.

B. RECOMMENDATIONS FOR TEACHERS

1. What teachers ask students to read and understand

What teachers ask students to read and understand, essays in particular, has effects on students' valuing of empathy. Teachers must therefore be increasingly aware of their social responsibility in choosing the readings to be assigned to students with regard to empathy. As it was said by Krathwohl et al (1973): a wise teacher as well as the

psychological theorist uses cognitive behavior and the achievement of cognitive goals to attain affective goals. A large part of what we call "good teaching" is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs (Krathwohl et al 1973:55-56). Classroom teaching and classroom learning are not disconnected from the outcome of such process.

2. Valuing and its instilling in students through essay reading

Valuing clearly has a lot of importance as shown in the present study. As suggested, students could learn attitudes from any forms of human model (in this case by reading and understanding essays on the interpretation level) it is not important that such model is seen or known personally. No person could experience all the experiences of others, nevertheless students can learn to value empathy from what they read and understand at a threshold level no matter what present values that they have. By empathizing with others perhaps more understanding could arise and conflicts could be prevented.

3. Use of instructional procedures

The present study following the strict methodological requirements of the research design has demonstrated that reading and understanding essays, with the use of Direct Instruction and Inquiry Method, have a significant effect on Valuing of empathy, at least on the level of Preference for a Value. However this was under controlled conditions. Nevertheless it would be practically important to use reading and understanding of essays in establishing valuing of empathy in natural conditions such as schools.

C. RECOMMENDATIONS FOR FUTURE RESEARCH

The present study while offering support to the conceptual framework of Valuing, it also provides a number of directives for future research.

1. General recommendations for future research

Although it is believed that (affective behaviors) interests, attitudes and personality characteristics are assumed to develop relatively slowly and are visible in appraisal techniques only long periods of time, perhaps even years as compared to cognitive behaviors (Krathwohl, p. 18-19), the present research shows valuing of empathy, which is an affective objective, could undergo sudden transformations by the use of reading and understanding essays in students.

Another concern in attitude learning is how it is developed. Classical conditioning and reinforcement were not used in the experiment and the length of the experiment was two weeks, nevertheless the present study showed significant result in the Preference level ($p<.05$), giving an evidence to the belief that it is possible that affective behaviors could undergo sudden transformations (Krathwohl, D. et al 1973:19), at least in the Preference level.

The assumption of operant conditioning stated that the dynamics of an organism's interaction with the environment is the same for all species (Gredler, M., 1997:69-70). If it does then students could view or empathize with the characters in the essays. What one reads then could serve as learning means for understanding without necessarily experiencing things firsthand.

Operant principles are mentioned to apply to changes in purposeful or goal seeking behavior and that they describe the strengthening and weakening of behavior on the basis of consequences, which are referred to as positive and negative reinforcers, punishment,

and extinction (Bijou, S. W., 1996:90). This may be the case, however changes in purposeful or goal seeking behavior could also be achieved without reinforcement by means of reading and understanding essays, Bijou (1996) also mentioned variations of operant conditioning: The occurrence of behavior not specifically reinforced, for example is saying "hello" to a stranger (generalization)…the development of behavior similar to the behavior seen in another person (modeling or imitation); and decision making and problem solving behavior (self management) (Bijou, S. W., 1996:90).

With regard to the above concepts and based on the definition, it shows that cognitive and affective behaviors are interrelated at least with regard to reading and understanding of essays and Valuing of empathy under the Preference for a Value level. As to what extent, especially in the Acceptance of a Value and Commitment levels taking into consideration the results of the experiment, needs to be further studied.

When one looks closer at the present research, somehow it disproves the notion that affect consists only of feelings, rather it includes thinking at least in students in Basic English II in Assumption University (ABAC) under the Preference for a Value level. Nevertheless, more research specifically on Acceptance of a Value and Commitment need to be carried out.

2. Sample Size, Length of the Experiment and the Number of Essay to be Read and Understood

Only a small sample size was available to the researcher and only three essay readings were used in the experiment within two weeks.

Although the present research was conducted in the span of two weeks, a significant result was observed in the Valuing level: Preference for a Value particularly

in the experimental group. However, some nearly significant results were also noted with regard to Acceptance of a Value for the experimental group, and Commitment to a Value for the control group. Future research should address additional questions regarding the strength of the effect of reading and understanding essays when the span of the experiment is increased or decreased. For instance, at how long is the span of time do students have to be exposed to the readings in order for the effects to occur and not occur significantly? Relatively, How many essays should be read for effects to occur and not occur significantly? Furthermore, the sample size should also be taken into consideration since the sample size is small. All these would be important to the extension of the concept of valuing of empathy and for practical implications.

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APPENDICES

APPENDIX A

(VALUING OF EMPATHY PRE-TEST/POST-TEST)

Instructions: Please try to answer all the questions by putting a tick (/) on the blanks provided after each question/statement.   Answers will be confidential and they will not affect your grade. Please try to answer the test as honestly as possible.

1. When you hear/read of the misfortune of others, do you feel more kind to them?

    Yes __   No __

2. Within the past two weeks have you ever tried helping those who needed your help? (Example: lend some money to a friend/someone you know who needs the money for enrollment/tuition fee).

    Yes __   No __

3. Do you always believe that you must help, for a good reason, those who need your help?

    Yes __   No __

4. People who are poor are generally lazy.

    Yes __   No __

5. Is it always important to understand what others feel?

    Yes __   No __

6. Do you always feel happy after you have helped someone who needs help?

    Yes __   No __

7. Do you always try to find ways to help others?

    Yes __   No __

8. People should help each other.

   Yes ___   No ___

9. Are you always ready to give help when it is needed?

   Yes ___   No ___

10. Do you strongly believe that people who go to other countries are main causes of

    problems of unemployment to the country where they go and should be stopped?

    Yes ___   No ___

11. The black race is more lazy compared to the white race.

    Yes ___   No ___

12. The Asian race is more honest than the black race.

    Yes ___   No ___

13. The white race is more intelligent than the black race.

    Yes ___   No ___

14. The white race deserves more respect.

    Yes ___   No ___

15. Do you always treat people from other culture equally?

    Yes ___   No ___

16. Men and women are equal with regard to human rights?

    Yes ___   No ___

17. In business, it is always necessary to consider the feelings of others involved when

    making decisions.

    Yes ___   No ___

18. Students who have low marks in class deserve it because they are not intelligent.

    Yes ___   No ___

19. In order to get what you want, it is alright to hurt others.

   Yes ___   No ___

20. Do you always try to get what you want even if you will hurt others' feelings?

   Yes ___   No ___

21. Do you try to understand the feelings of others if other people did something wrong

   to them?

   Yes ___   No ___

22. Do you often read, at least one of the following: essays, passages, articles, books,

   magazines, about the sufferings of others?

   Yes ___   No ___

23. If you saw someone being kidnapped, would you report it to the police right away?

   Yes ___   No ___

24. If you would hear someone telling a lie about someone, would you tell him/her to

   stop even if the one who is telling a lie would hate you for doing so?

   Yes ___   No ___

25. Do you always try defending someone who is being unfairly treated by others?

   Yes ___   No ___

26. Do you respect others because they can help you in something that you need?

   Yes ___   No ___

27. Whenever you hear others talking unfairly about other people, do you always try

   correcting them by telling them that they should not treat others unfairly?

   Yes ___   No ___

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APPENDIX B

TABLE OF SPECIFICATION

FOR

Appendix A -Pre test/Post test items Distribution of Value Categories for Yes & No answers, (Weight), and the Essay Reading

Pre Test/ Post Test Item Number:	Value Categories	"YES" Answers (Weight)	"NO" Answers (Weight)	Title of Essay Reading
1	Acceptance of a Value	(1)	(0)	*A Life of Quiet Desperation *The House *I Forgot the Words to the National Anthem
2	Preference for a Value	(1)	(0)	*The House
3	Preference for a Value	(1)	(0)	*The House
4	Acceptance of a Value	(0)	(1)	*The House
5	Preference for a Value	(1)	(0)	*A Life of Quiet Desperation *I Forgot the Words to the National Anthem
6	Preference for a Value	(0)	(1)	*The House
7	Preference for a Value	(0)	(1)	*A Life of Quiet Desperation

				*The House
8	Acceptance of a Value	(0)	(1)	*A Life of Quiet Desperation *The House
9	Commitment	(0)	(1)	*A Life of Quiet Desperation *The House
10	Preference for a Value	(0)	(1)	*I Forgot the Words to the National Anthem
11	Acceptance of a Value	(0)	(1)	*I Forgot the Words to the National Anthem
12	Acceptance of a Value	(0)	(1)	*I Forgot the Words to the National Anthem
13	Acceptance of a Value	(0)	(1)	*I Forgot the Words to the National Anthem
14	Acceptance of a Value	(0)	(1)	*I Forgot the Words to the National Anthem
15	Commitment	(1)	(0)	*I Forgot the Words to the National Anthem
16	Acceptance of a Value	(1)	(0)	*I Forgot the Words to the National Anthem
17	Preference for a Value	(1)	(0)	*I Forgot the Words to the National Anthem
18	Preference for a Value	(0)	(1)	*A Life of Quiet Desperation *The House *I Forgot the Words to the National Anthem

19	Preference for a Value	(0)	(1)	*I Forgot the Words to the National Anthem
20	Commitment	(0)	(1)	*I Forgot the Words to the National Anthem
21	Commitment	(1)	(0)	*A Life of Quiet Desperation *I Forgot the Words to the National Anthem
22	Preference for a Value	(1)	(0)	*A Life of Quiet Desperation *The House *I Forgot the Words to the National Anthem
23	Commitment	(1)	(0)	*A Life of Quiet Desperation
24	Commitment	(1)	(0)	*I Forgot the Words to the National Anthem
25	Commitment	(1)	(0)	*I Forgot the Words to the National Anthem
26	Preference for a Value	(0)	(1)	*A Life of Quiet Desperation *The House *I Forgot the Words to the National Anthem
27	Commitment	(1)	(0)	*I Forgot the Words to the National Anthem

The above classification for Appendix A was based on Krathwohl et al's Taxonomy of Educational Objectives: Affective Domain. (Krathwohl & et al, 1973)

Note: Each *Positive Valuing of Empathy Answer* as indicated in the table corresponded to a *Score of 1.* Consequently, a *Negative Valuing of Empathy Answer* corresponded to a *Score of 0.*

APPENDIX C

ESSAY I

DORIS EGNOR

Mesa Community College

Mesa, Arizona

Chris Crowe, instructor

The youngest of seven children, Doris Egnor was born in Pine Knob, West Virginia in 1945. She married soon after graduating from high school and was forced to put off her "dream" of going to college: "I had always intended to, but there never seemed to be enough time or money." Now the mother of three children and a resident of Arizona, she decided in 1982 to enroll at Mesa Community College along with her oldest child. She has worked for the past sixteen years as a secretary and recently received her company's Western Regional Secretarial Award.

Encouraged to write by her family and friends, Egnor has written poems for numerous personal special occasions for the past ten years. She reports that she likes to write at five o'clock in the morning, before the phone starts ringing and when her children are still asleep. "I sit at the kitchen table with a cup of coffee, lots of blank paper, and an appreciation of the early morning quiet," she says.

About her essay, Doris Egnor reports: "I think my subject selected me. We were asked to write an essay about the angriest we had ever been. I discarded numerous possibilities because I kept involuntarily returning to the idea of writing about my sister's death. I didn't want to, though. Yet every time I tried to write about another topic, my thoughts would drift back to my sister. I think it was something I had to write."

A Life of Quiet Desperation

I was more naïve and trusting ten years ago than I am today. I believed that all policemen were good, all doctors were caring, and all people shared my concern for their fellow man. I realized with anguish the folly of making such generalizations when my sister, Laura, committed suicide. I was not only angered about my own naivete but also outraged by the uncaring attitude of the people I encountered following the tragedy.

My own lack of understanding left me unprepared for Laura's death. I often visited her at the Veterans Administration Hospital where she was a patient of a halfway house for mentally ill veterans. Whenever I was with her, she appeared to be relatively happy. I realized, after her death, the tremendous effort she had made to appear that way for my benefit. I knew she had been diagnosed as chronic depressive; I did not understand the extent of her depression. Although Laura had made previous attempts to end her life, I was still shocked by her ultimate success. I should have realized how desperate she was because, in her usual protective way, she tried to prepare me. I received a letter shortly before she died in which Laura had written, "The panic and desperation are overwhelming." I did not heed her cry.

When we first learned of Laura's intentions, my family received no assistance in trying to determine whether she was dead or alive. My sister Carol received a letter from Laura which began, "Please forgive me. I just can't stand to live anymore." We immediately called the hospital and learned that Laura had already been missing for twenty-six hours. But despite our plea, no one at the Veterans Administration Hospital or the police department would agree to search for her. Mr. Thompson of the VA Hospital stated that Laura was no longer their responsibility since she had voluntarily left the hospital grounds. Donna Edwards of the police department's missing Persons Bureau callously remarked that they could do nothing because Laura was "government property." After driving to the hospital, a four-hour drive from our home, we began a systematic and nerve-racking verbal investigation of Laura's friends, cab companies and hotels. We found Laura, but our worst fears were confirmed. We were too late.

What really infuriates me is that no one tried to stop her. According to Kathy, a friend of Laura's who was also a patient at the VA center, something particularly upsetting and humiliating happened to Laura that day. After being assured by her doctor's secretary that the doctor would see her, Laura went to his office. Her psychiatrist rudely told her she would have to make an appointment for the following week. When Laura protested, he yelled, "Get the hell out, or I'll call the guards!" Laura got the hell out, determinedly went to her room where she wrote her last letter, then left the center. A short while later, Kathy saw Laura waiting at a bus stop. She asked Laura where she was going, and Laura replied, "I'm on my way to the executioner!" Kathy, aware of Laura's desperation, pleaded with the hospital personnel to do something to stop her or, at least, to call us. They refused. It took us only two hours to find Laura once we arrived in town; her death might have been avoided if we had been notified immediately or if the

hospital personnel had taken appropriate action themselves. Despite what might have been, the cruel reality was that Laura's retreat from a life she found intolerable was finally complete.

Laura's life was one of quiet desperation. She mutely screamed out the agony of her existence, but no one listened. She silently pleaded for help, but no one heard. Or cared. At least not enough. The anger I felt at this "don't give a damn" attitude has not significantly lessened after all this time.

APPENDIX D

INTERPRETATION TEST I

FOR ESSAY I

"A Life of Quiet Desperation"

By: Doris Egnor

["The items may be inferences which correctly pertain to interrelationships on either or both of the selections or they may be incorrect inferences or generalizations." (Bloom & et al p.106-107)]

Instructions: Please answer the following questions to the best of your ability by referring to the passage that you have just read.

*Put a **check/tick** on the space provided for letter **T** if your answer to the statement on the particular number is **True**.

*Put a **check/tick** on the space provided on letter **F** if your answer to the statement on the particular number is **False**.

1. According to the essay, Laura is crazy.

    T_____   F_____

2. According to the essay, all people care for others.

    T_____   F_____

3. According to the essay, Laura is not happy.

    T_____   F_____

4. According to the essay, the writer, Doris Egnor, did not believe that her sister would commit suicide.

    T_____   F_____

5. According to the essay the hospital did not help Doris to find her sister because they did not care enough.

  T_____   F_____

6. Basing on the essay, people should do what they promise.

  T_____   F_____

7. According to the essay, the writer was angry of the hospital personnel because they did not care enough for her sister.

  T_____   F_____

8. According to the essay, if the hospital helped in searching for Laura, she wouldn't have died.

  T_____   F_____

9. According to the essay, the main reason why Laura committed suicide was because she was crazy.

  T_____   F_____

10. According to the essay, the police officer should have helped Laura find her missing daughter.

  T_____   F_____

APPENDIX E

TABLE OF SPECIFICATION

FOR INTERPRETATION TEST I

"A Life of Quiet Desperation"

Test Item Number:	True answer = Correct Interpretation	False answer = Correct Interpretation
1	True	
2		False
3		False
4	True	
5	True	
6	True	
7	True	
8	True	
9		False
10	True	

The above classifications for Appendix D, were based on Bloom et al's Taxonomy of Educational Objectives: Cognitive Domain. (Bloom et al, 1956)

Note: Each *Correct Interpretation Answer* as indicated in the table corresponded to a *Score of 1.*

Consequently, a *Wrong Interpretation Answer* corresponded to

a *Score of 0*

APPENDIX F

ESSAY II

DAVID LANDMANN

East Texas State University

Commerce, Texas

Richard Fulkerson, instructor

"If someone walked into the room as I was starting to write," David Landmann explains, "he or she would see me with a coffee cup in one hand and a cigarette in the other. I would either be sitting in my chair, staring at a spot just below the space bar of my 1928 Royal Standard, or I would be standing in the middle of the floor, looking at my feet."

Born in Washington D.C., in 1946, David Landmann reports that he has always been encouraged to write. His earliest recollections of writing go back to third grade when he sat in class and wrote ghost stories when he was supposed to be doing other things. He also recalls writing picture stories about an imaginary alter ego named Jim who was the athlete and adventurer he thought he could never be. Landmann dropped out of college in 1966 because he was a "kid who enjoyed skiing more than studying." At the age of thirty-six, with the urging of his wife, he sold his house and car, returned to school, and began what he considered his last chance at formal education.

Asked to write a description, Landmann remembered an experience ten years ago in which he was the photographer half of a reporter-photographer team covering a family he had discovered living in a cardboard shack. Landmann had always wanted to write something about the family, and this assignment gave him the opportunity.

The House

The House, if you could call it that, stood in shambles just fifty feet from a major intersection. Hundreds of people passed it daily on their morning and afternoon trips between their comfortable middle-class homes two miles to the south and their comfortable white-dollar jobs in the high-tech glass and steel industrial complex two miles to the north. Hundreds of times each day, The House, the cardboard and scrap wood structure that was home for Isiah Lewis and his wife and three children, was virtually not seen.

If it was, its images were not allowed to register. Water-warped, refrigerator-carton walls; the single crate-frame window; the door, made of two discarded coffee-table tops wired to a rusted iron bed frame; the cluttered yard; the ancient, one eyed man; old-looking, stoop-shouldered young woman, holding an infant whose clothing was stained with its own excrement; the older children, whose hungry, haunting eyes scanned the big cars on the street: If those things weren't seen, they didn't unsettle. They didn't distress. Avoidance of The House and its images became a simple matter of passersby preserving the sanctity of their to-and-from-work drives. Out of sight, out of mind.

Isiah Lewis never thought himself invisible. When he held his hand up to the light, it was there, solid, black-skinned, yellow-nailed, leathery, arthritic. That hand and its twin had served him for the better part of his (as near as he could figure) seventy-three or seventy-four years. Those hands had built The House. They had fashioned the window and the door. They had kept Isiah Lewis and his wife and "babies" alive in the nearly six years since he had found "the woman" hiding in the city dump, pregnant and half-dead from malnutrition. Mute, probably retarded, "the woman," whom no one else seemed to want, stayed with the old man, who nursed her back to health, delivered her first baby, and fathered two more. The House had sheltered the oddly conceived family since the shack, in which Isiah had lived since middle age, had burned five years earlier. "Good Lawd willin'," The House would continue to keep them alive.

In summer, keeping alive meant scrounging bits of wire screen from the dump—screen to cover the window and the door—to keep the "babies" from "gittin' too bad skeeta-bit."

"Dat ol' watcherman at the dump, he blin' or sumpin'. I be walkin' in there big as day, an' carryin' stuff out wid no dem trespassin' signs all 'roun', an' he don't even bat a eye. He don't be sayin' nothin'. It's jus' like I ain't there."

Summer also meant keeping the paint can that served as his family's toilet outside and emptied. Lewis said he tried at the beginning of the last summer a lean-to privacy screen, but his arthritis kept his hands from doing the job. Consequently, the Lewis paint can and its patrons were visible at any time to everyone driving by.

"Dey jus' look' way," Lewis recalled. "One time dey was dis white man in a big white car. He be yellin' he gonna bring the health bo'd down on me. But they never come. I seen dat big white car. But they never come."

Food and water were year-round problems.

"We usta git our water from the man who be livin' down the road. But he up an' die. So we gits our wash water from the bar ditch, an we got us a rain barrel for drinkin'. Some of the church ladies up yonder usta bring us hot foods. But the church done moved, an' we ain't got us no cookstove. Can't put no cookstove in no cardbo'd house. Den the welfare usta git us some dat commode [commodity] food. But they done los' our card an' dey don't know we here no mo'," Lewis said.

When the church ladies stopped coming, Lewis began to send his two oldest "babies" to fetch what food they could find in the trash bins behind the supermarket that stood a half-mile south of The House. "Ain't never nobody 'roun' back there. If dey is, dey don't never pay no mind to the babies. The babies climb right inside them big ol' hoppers and carries lots of good stuff back here. If the white folks sees them babies, dey jus' don't say nothin' nohow."

But now it was winter, and winter in The House was what Isiah Lewis called "the wustest time." There was never enough rags in the dump to stuff in the holes in the makeshift walls of The House—never enough to keep the north wind out.

The cold outside meant the paint can had to be brought into the comparative warmth inside, where the can sat steaming next to the pile of newspapers and rags under which the Lewis family huddled at night. The only heat came from their own bodies (because you "can't put no cookstove in no cardbo'd house").

It was winter now, and Isiah Lewis was telling the story of The House to a white folks' newspaper reporter, who two days earlier had had a flat tire while driving through the intersection The House overlooked. He had overlooked The House every day for the past year, never seeing the ramshackle collection of cardboard and weathered wood until his right front tire blew and a broken jack handle forced him to go looking for a telephone. What he found was Isiah Lewis, who offered him all he had to offer—a tin can of cold rainwater and a place to sit out of the wind.

The story and the pictures of Isiah Lewis, "the woman," "the babies," and The House hit the streets on the day before Christmas. The following letter was published two days later:

Dear Editor:

This is to inform your readers that Isiah Lewis and his family are now being taken care of by our department. It is with regret we must admit that we were neither aware of the Lewises nor the

conditions in which they lived. We didn't know they existed simply because no one ever reported their existence to us. How hundreds of people could drive past the Lewis' helplessness each day and never see there was a problem is a question for which there are only unpleasant answers. The answer, however, remains. We simply chose not to see the Lewises. Unfortunately the old saying is still true. Out of sight, out of mind. Now...the Lewises are in our minds. Let us not forget them.

<div align="right">
Sincerely,

County Department of

Public Welfare
</div>

APPENDIX G

INTERPRETATION TEST II

FOR ESSAY II

"The House"

by: David G. Landmann

["The items may be inferences which correctly pertain to interrelationships on either or both of the selections or they may be incorrect inferences or generalizations." (Bloom & et al p.106-107)]

Instructions: Please answer the following questions to the best of your ability by referring to the passage that you have just read.

   *Put a **check/tick** on the space provided for letter **T** if you think the statement is

   True.

   *Put a **check/tick** on the space provided for letter **F** if you think the statement is

   False.

1. According to the essay, there are many poor people whom we do not 'notice' because we do not want to 'notice' them.

    T_____   F_____

2. According to the essay, most people do not care about poor people/the problems of other people.

    T_____   F_____

3. According to the essay, the Lewis family does not want any help from other people.

    T_____   F_____

4. According to the essay, it is okay to forget/ignore the problems of other people.

   T_____   F_____

5. According to the essay, some poor people could have a better life/ wont' suffer much

   if other people really want to help them.

   T_____   F_____

6. Basing on the essay, we notice the problems of other people because we do not really

   care about them.

   T_____   F_____

7. According to the essay, "most people ignore the misfortune of others unless they are

   absolutely forced to confront it."

   T_____   F_____

8. Basing on the essay, Mr. Lewis did not study in school.

   T_____   F_____

9. Based on the essay, Mr. Lewis is a selfish man, he only wants to take care of himself.

   T_____   F_____

10. Based on the essay, Mr. Lewis does not try his best to take care of his family.

   T_____   F_____

APPENDIX H

TABLE OF SPECIFICATION

FOR INTERPRETATION TEST II

"The House"

Test Item Number:	True answer = Correct Interpretation	False answer = Correct Interpretation
1	True	
2		False
3		False
4		False
5	True	
6	True	
7	True	
8	True	
9		False
10		False

The above classifications for Appendix F were based on Bloom et al's Taxonomy of Educational Objectives: Cognitive Domain. (Bloom et al, 1956)

Note: Each *Correct Interpretation Answer* as indicated in the table corresponded to a *Score of 1.*

Consequently, a *Wrong Interpretation Answer* corresponded to

a *Score of 0.*

APPENDIX I

ESSAY III

JAMES M. SEILSOPOUR

Riverside City College

Riverside, California

William F Hunt, instructor

James Seilsopour was born in Anaheim, California, in 1962 but spent most of his childhood and adolescence living in Teheran, until the Iranian revolution forced his family to return to the United States in 1979. He graduated from high school in Norco, California, in 1982 and enrolled in Riverside City College, where he is now working toward a major in English.

James Seilsopour says he did not plan "I Forgot the Words to the National Anthem" as a response to a specific course assignment but as a means "to talk about that part of my life." When he returned from Teheran, he was alienated from many of his American peers and ridiculed at times for his Iranian heritage, and he decided to write some poetry about these experiences. But then, as he explains, "I had fallen behind in my English class and needed a paper to turn in." Encouraged by his instructor to "write for publication," Seilsopour revised the essay several times ("Revisions are painful—like cutting yourself with a hot blade"), eventually pleased that his story "will finally get told."

"When people read my essay, I want them to imagine themselves in my place for just a moment— then never think about it again."

I Forgot the Words to the National Anthem

The bumper sticker read, "Piss on Iran."

To me, a fourteen-year old living in Teheran, the Iranian revolution was nothing more than an inconvenience. Although the riots were just around the corner, although the tanks lined the streets, although a stray bullet went through my sister's bedroom window, I was upset because I could not ride at the Royal Stable as often as I used to. In the summer of 1979, my family—father, mother, brothers, sister, aunt and two cousins— were forced into exile. We came to Norco, California.

In Iran, I was an American citizen and considered myself an American, even though my father was Iranian. I loved baseball and apple pie and knew the words to the "Star-Spangled Banner." That summer before high school, I was like any other kid my age; I listened to rock 'n' roll, liked fast cars, and thought Farrah Fawcett was a fox. Excited about going to high school, I was looking forward to football games and school dances. But I learned that it was not meant to be. I was not like other kids, and it was long, painful road I traveled as I found this out.

The American embassy in Iran was seized the fall I started high school. I did not realize my life would be affected until I read that bumper sticker in the high school parking lot which read, "Piss on Iran." At that moment I knew there would be no football games or school dances. For me, Norco high consisted of the goat ropers, the dopers, the jocks, the brains, and one quiet Iranian.

I was sitting in my photography class after the hostages were taken. The photography teacher was fond of showing travel films. On this particular day, he decided to show a film about Iran, knowing full well that my father was Iranian and that I grew up in Iran. During the movie, this teacher encouraged the students to make comments. Around the room, I could hear "Drop the bomb" and "Deport the mothers." Those words hurt. I felt dirty, guilty. However, I managed to laugh and assure the students I realized they were just joking. I went home that afternoon and cried. I have long since forgiven those students, but I have not and can never forgive that teacher. Paranoia set in. From then on, every whisper was about me: "You see that lousy son of a bitch? He's Iranian." When I was not looking, I could feel their pointing fingers in my back like arrows. Because I was absent one day, the next day I brought a note to the attendance office. The secretary read the note, then looked at me. "So you're Jim Seilsopour?" I couldn't answer. As I walked away, I thought I heard her whisper to her co-worker, "You see that lousy son of a bitch? He's Iranian." I missed thirty-five days of school that year.

My problems were small compared to that of my parents. In Teheran, my mother had been a lady of society. We had a palatial house and a maid. Belonging to the women's club, she collected clothes for the poor and arranged Christmas parties for the young American kids. She and my father dined with high government officials. But back in the States, when my father could not find a job, she had to work at fast-food restaurant. She was the proverbial pillar of strength. My mother worked seventy hours a week for two years. I never heard her complain. I could see the toll the entire situation was taking on her. One day my mother and I went grocery shopping at Stater Brothers Market. After an hour of carefully picking our

food, we proceeded to the cashier. The cashier was friendly and began a conversation with my mother. They spoke briefly of the weather as my mother wrote the check. The cashier looked at the check and casually asked, "What kind of name is that?" My mother said, "Italian." We exchanged glances for just a second. I could see the pain in her eyes. She offered no excuses; I asked for none.

Because of my father's birthplace, he was unable to obtain a job. A naturalized American citizen with a master's degree in aircraft maintenance engineering from the Northrop Institute of Technology, he had never been out of work in his life. My father had worked for Bell Helicopter International, Flying Tigers, and McDonnell Douglas. Suddenly, a man who literally was at the top of his field was unemployable. There is one incident that haunts me even today. My mother had gone to work, and all the kids had gone to school except me. I was in the bathroom in the mirror. For no particular reason I watched him. He was glancing at a newspaper. He carefully folded the paper and set it aside. For several long moments he stared blankly into space. With a resigned sigh, he got up, went into the kitchen, and began doing the dishes. On that day, I know I watched a part of my father die.

My father did get a job. However, he was forced to leave the country. He is quality control inspector for Saudi Arabian Airlines in Jeddah, Saudi Arabia. My mother works only forty hours a week now. My family has survived, financially and emotionally. I am not bitter, but the memories are. I have not recovered totally; I can never do that.

And no, I have never been to a high school football game or dance. The strike really turned me off to baseball. I have been on a diet for the last year, so I don't eat apple pie much anymore. And I have forgotten the words to the national anthem.

APPENDIX J

INTERPRETATION TEST III

FOR ESSAY III

"I Forgot the Words to the National Anthem"

by: James M. Seilsopour

["The items may be inferences which correctly pertain to interrelationships on either or both of the selections or they may be incorrect inferences or generalizations." (Bloom & et al p.106-107)]

Instructions: Please answer the following questions to the best of your ability by referring to the passage that you have just read:

  *Put a **check/tick** on the space provided for letter **T** if your answer to the statement on the particular number is **True**.

  *Put a **check/tick** on the space provided on letter **F** if your answer to the statement on the particular number is **False**.

1. According to the essay the citizens of a particular nation do not necessarily want what their country is doing.

    T_____   F_____

2. According to the essay citizens of nations that have problems of violence should not be condemned.

    T_____   F_____

3. According to the essay some people judge others too soon.

    T_____   F_____

4. According to the essay people are not affected by what other people say.

   T_____   F_____

5. According to the essay, from the time that the class and the teacher laughed at his

   country in the photography class, he began to feel that all people "laughs" at him.

   T_____   F_____

6. According to the essay to work in a fast food restaurant is not good.

   T_____   F_____

7. Basing on the essay the writer and his mother are "Iranians," but his mother told the

   cashier that they were "Italians" because she was shy that she is an "Iranian."

   T_____   F_____

8. According to the essay the father of the writer couldn't find a job because he is not

   good in his job.

   T_____   F_____

9. According to the essay the writer had forgotten the National Anthem because the

   words were difficult.

   T_____   F_____

10. According to the essay the writer had forgotten the National Anthem because of his

    bad experiences in the country where he stays.

    T_____   F_____

APPENDIX K

TABLE OF SPECIFICATION

FOR INTERPRETATION TEST III

"I Forgot the Words to the National Anthem"

Test Item Number:	True answer = Correct Interpretation	False answer = Correct Interpretation
1	True	
2	True	
3	True	
4		False
5	True	
6		False
7		False
8		False
9		False
10	True	

The above classifications for Appendix H was based on Bloom et al's Taxonomy of Educational Objectives: Cognitive Domain. (Bloom et al, 1956)

Note: Each *Correct Interpretation Answer* as indicated in the table corresponded to a *Score of 1.*

Consequently, a *Wrong Interpretation Answer* corresponded to

a *Score of 0.*

APPENDIX L

Experimental Group Comments

X: "I think that (')Do you always think about some word(') sometimes isn't a good word for someone.

B: "I think everybody should have a kindness, and shouldn't to look down others people"

I: "Sometimes we want to help from the other people because you don't live for alone in the world."

L: "Sometime the people want to me help them. I want to help but I want to know the reason to help and the good reason to help. So my thing (is, if) the reason is bad and not very good, I don't want to help the people. Because that thing not my responsibility to do. I don't want to know the problem of another people. Because that thing is bad for me and the problem is following when I know their problem."

J: "Someone are equal with regard to human even if they are black race, white race Asian race, men, women, etc.. Up to each someone, someone came from the another place. Everywhere have good people and bad people."

N: "I will help everyone if I have chance"

U: "If I can help someone, I will try to help him/her. If make something correct, I don't care, What do someone think with me. For me, my feeling is the most important.

P: "Every people have an equal right but each people will use its in right or wrong way."

Q: "Whenever It has do some test as same as this test. This test as same about tell thinking of my mind. People read finishing with tick and choose a good choose so I do it."

G: "In my opinion, I think the question is good and it's can explain meaning very well. Can you test the personality in this test?"

O: "Unfairly always happened in every society by stop unfairly in society. If we want to make perfect society we should do good things or try to help others in case we can do it."

C: "I think this test question is good, because I can know myself and think of something I never think before."

E: "-I think that the future is up to me.

-I think I still live in society I should to understand anybody because sometime I will do something wrong.

-About unfairly I think it very important to everybody we should to receive equal."

V: "I thing about when others people want help.   It is show about him or here very poor and I thing help is important thing in this period and you will think to yourself too.   And feeling is important and true is never die."

Note: If grammatical errors exist in the responses it was deemed important to let them stay the way they were written by the participants to prevent losing meanings from the responses. However, a few physical symbols and words were added in some of the responses just to make the meaning of the sentence understood, they can be seen in enclosed parentheses (') (') and (is, if).

APPENDIX M

Control Group Comments

A: "This test paper told us somehow to make the person and if the people have problem you will help them, because you are people."

B: "In this world. All the people must have one love heart. If everybody need help, You must try you best him or her."

O: "For me, everyone should help each other but not everytime."

C: "I think is someone need help, I would like to help them. No need to think of other ways. The people are poor, but someone doesn't lazy, maybe they didn't find the right way to become rich. Though I am not often read any magazines, but I think I am fair."

T: The paper is easy, most more different than it, when I reading the articles or magazines the suffering is different, the magazines is interested for me but the articles is a lonely."

S: "I think that these questions is very good. It's useful for people."

N: " I think that they are good questions because they tell to each own mind."

G: "The question is good and situation for servey idea each person. And can help improve something in society."

I: "I think it is very important to understand what others feel because we live in society together. When we do anything, we should fair each other and try to help other people when we have a chance.

Note: If grammatical errors exist in the responses it was deemed important to let the them stay the way they were written by the participants to prevent losing meanings from the responses.

APPENDIX N

Flow Chart for the Research Implementation

OBJECTIVES	POPULATION & SAMPLE	DATA COLLECTION	DATA ANALYSIS
1. To measure the students' valuing of empathy 2. To determine if reading and understanding essays have a positive effect on student's valuing of empathy in Basic English II students in Assumption University (ABAC)	**Population:** BASIC English II students Sections taught in Basic English II are randomly assigned to teachers. **Sample:** Simple Random sampling (draw lot) was used in selecting the Experimental and the Control group from Sections 2 & 7 **CONTROL GROUP** Section 7	Research, thesis, articles, taxonomy, books; theories, concepts (The respondents' performance in the test did not, in any way, affect their grades.) **PRE-TEST** *(Feb. 10, 2000))* & **POST TEST** [after 2 weeks from the pre-test *(Feb. 24, 2000)]* ▼ • Students answered 27 test items on Valuing of Empathy (within the time limit of not more than 30 minutes). Such test papers were secretly coded (by the use of numbers) for the sole purpose of identification and classification of their test results. • The students were allowed to sit on the chair of their own choice. The students were secretly pre-coded with a letter from A to Z which were used solely to identify and classify their test results. Numbers were also used as codes in the test papers. The same code was used in the Post-test. Subsequently, the codes were used in coding their seating arrangement.	Means, Percentages, Frequencies, t-test
	EXPERIMENTAL GROUP Section 2	**Note:** In the Pre-test & Post-test as well as the Interpretation test, the students were allowed to sit on the chair of their own choice. The students were secretly pre-coded with a letter from A to Z which was used solely to identify and classify their test results. Numbers were also used as codes in the test papers. The same code was used in the post-test and Interpretation tests. Subsequently, the codes were used in coding their seating	Positive Interpretation of an Essay if a student's score in each Interpretation test was 70%.

Subsequently, the codes were used in coding their seating arrangement.

PRE-TEST *(Feb. 10, 2000)*
- Students answered 27 test items on Valuing of Empathy (within the time limit of not more than 30 minutes). Such test papers were secretly coded for the sole purpose of identification and classification of their test results.

EXPERIMENTAL TREATMENT
Students will:
1. Read Essay I "A Life of Quiet Desperation" on Feb. 10, 2000 in not more than 40 minutes
After students' reading, Direct Instruction & Inquiry Method were used to explain parts of the essay within 25 minutes.
- Then students answered 10 test items on Interpretation (within the time limit of not more than 25 minutes) ▼

2. Read Essay II "The House" on Feb. 16 in not more than 40 minutes
After students' reading, Direct Instruction & Inquiry Method were used to explain parts of the essay within 25 minutes.
- Then students answered 10 test items on Interpretation (within the time limit of not more than 25 minutes) ▼

3. Read Essay III "I Forgot the Words to the National Anthem" on February 24, 2000 in not more than 40 minutes
After students' reading, Direct Instruction & Inquiry Method were used to explain parts of the essay within 25 minutes.
- Then students answered 10 test items on Interpretation (within the time limit of not more than 25 minutes) ▼

If a student did not get at least 70% in each Interpretation test, the Interpretation test results and Valuing of Empathy test results of that student were not included in the analysis. If a student/students absented during any testing the student's/students' data were not included in the analysis. A draw lot was supposed to be conducted after the qualification process if the sample sizes from both groups, the Experimental and the Control group, were not equal in number.

There were initially 26 students in the Experimental

		POST-TEST [after 2 weeks from the pre-test_ (*Feb. 24, 2000*)] • Students answered 27 test items on Valuing of Empathy (within the time limit of not more than 30 minutes) Notes: *The Valuing of Empathy test was based on Krathwohl's Taxonomy of Educational Objectives: Affective Domain (Krathwohl et al, 1973). *The three Essays were taken from "Student Writers at Work: The Bedfrord Prizes" (1994). *The *Interpretation* tests were based on Bloom's Taxonomy of Educational Objectives: Cognitive Domain (Bloom et al, 1956). *The words, phrases and various representational devices used, were explained to students for the students to be able to interpret the Essay Writings (Bloom et al, 1956).	group but only 18 were qualified for the Analysis. One (1) absented in the Pre-test and three (3) in the Post-test, and four (4) did not pass the 70 % Interpretation qualification. There were initially 24 students in the Control Group but only 18 were qualified. Four (4) absented in the Pre-test and two (2) absented in the Post-test.

CURRICULUM VITAE

NAME : Rodel J. Abalus

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DATE OF BIRTH : March 31, 1970

PLACE OF BIRTH : 20 Lumabang Street, Barangay Osmena, Solano, Nueva Vizcaya, Philippines

EDUCATION : Elementary, Saint Louis School, Solano Nueva Vizcaya, Philippines (1984)

High School, Saint Louis School, Solano Nueva Vizcaya, Philippines (1987)

Wood Framing, Livelihood Resource Center, Makati City, Philippines (1997)

Basic Photography, Livelihood Resource Center, Makati City, Philippines (1997)

Bachelor of Science in Nursing, Trinity College, Quezon City, Philippines (1987-1988)

Bachelor of Science in Nursing, De Los Santos College, Quezon City, Philippines (1992)

PRESENT POSITION : Full-time Lecturer, Assumption University (1997-Present)

An Executive Summary

Title: THE EFFECT OF READING AND UNDERSTANDING ESSAYS ON STUDENTS' VALUING OF EMPATHY IN BASIC
ENGLISH II STUDENTS IN ASSUMPTION UNIVERSITY (ABAC)

Part I Thesis Problem

Situation	Research Objectives	Research Questions	Significance of the study
Many researchers had expressed the need for research on the affective domain of learning yet few of this kind of research exist. One of the apparent reasons is the difficulty in its measurement. Individuals' personal accounts, and numerous literary works, as well as the need for research on this field prompted the researcher to come up with the present research.	The objectives of the research were to 1) measure students' valuing of empathy and 2) determine if reading and understanding essays have a positive effect on students' valuing of empathy in Basic English II in Assumption University (ABAC).	The research tried to answer the research question "Does reading and understanding essays have a positive effect in students' valuing of empathy in Basic English II students in Assumption University (ABAC)?"	The term Valuing of Empathy in the research should be viewed according to the context it was used which was based on the operational definition with the three levels: Acceptance of a Value, Preference for a Value, and Commitment, to better understand the research. The research is significant for schools wanting to develop social responsibility, open-mindedness and rationality in students. For Psychology, it serves as an additional means on how students' beliefs and behavior are challenged or changed not only by means of classical conditioning with reinforcement rather without such reinforcements in reading and understanding essays. And for Social studies and Sociology, (in internalization) to show that students do not just accept contemporary value pattern of society, they reason, feel and act accordingly if they read and understand the situations of what they read, essays in particular. And for researchers, an additional information on affective objective measurement and development in this case Valuing of Empathy. And for those who believe that somehow there is not much hope in younger generations-to think again.

An Executive Summary

Part II **Research Design**

Conceptual Framework	Independent Variables	Dependent Variables	Data Needed	Data Collection	Statistical Techniques
A complementary use of concepts and theories about reading and teaching students to understand essays and value or not value empathy are used. Therefore it is necessary for the reader to view the research likewise in such perspective. • **Gagne: Attitude change** Attitude change could be achieved, however, 'how" is a question. Gagne et al wrote: "The conditions favoring the learning attitudes and the means of bringing about changes in attitudes are complex matters, about which much is yet to be discovered" (Gagne, R. et al, 1992:87). • **Krathwohl et al** "Some of the more interesting relationships between the cognitive and affective domains (and some of the clearer indications of the inter-relatedness of the two domains) are those in which the attainment of a goal or objective of one domain is viewed as the means to the attainment of a goal or objective in the other. • **Gagne: Indirect Method** One of the methods of establishing or changing attitudes of importance and widespread utility is human modeling (Bandura, cited in Gagne, R., et al, 1992:89). It is suggested that students can observe and learn attitudes from many forms of human model. It is not important that the human models are seen or known personally-they can be seen on the television or in the movies. It is also suggested that these human models can even be read about in books, giving emphasis to the tremendous potential of printed literature for the determination of attitudes and values (Gagne, R., Ibid. p. 89).	The reading and understanding of three essays about people who need help, poor people, and people of different nationality, were and the Instructional Procedures: Direct Instruction and Inquiry Method used as Independent Variable	The Valuing of Empathy classified into three levels (based on Krathwohl et al, 1973): Acceptance of a Value, Preference for a Value and Commitment; was the Dependent Variable.	Nominal	**Population** Basic English II students in assumption University (ABAC) **Sample** Experimental group: 18 students Control group: 18 students **Research Design:** Quasi-Experimental with pre & post-test **Treatment** 2 weeks Sampling Method Simple random sampling	Paired Samples t-test Descriptive statistics - Frequencies, Content analysis

• **Text comprehension theory:** The mental representation constructed during reading comprises at least three levels of analysis: " The readers encode (1) some elements of the surface structure- the actual words and phrases in the text and the linguistic relations between them, (2) the semantic content and its rhetorical structure from the *textbase.*" And the (3) situation model in which readers have deeper level of understanding of the situation depicted in the text (Kintsch and van Dijk, cited in Kintsch, E., & Kintsch W., 1996:519). • **Krathwohl & et** "A particular item of information or a very specific skill is quickly learned and shows immediate results on cognitive examinations. Even more complex abilities may be learned in a one-semester or one year course, and the evidences of the learning may be seen in the examination given at the end of the course. In contrast, interests, attitudes, and personality characteristics are assumed to develop relatively slowly and to be visible in appraisal techniques only over long periods of time, perhaps even years. However, Krathwohl & et al also remarked: "Whether these assumptions are sound can only be revealed by much more evidence than is now available…It is even possible that just the opposite may be true; namely, that affective behaviors undergo far more sudden transformations than do cognitive behaviors" (Krathwohl, 1973:18-19). • **Constructivist theories:** Constructivist theories of learning conceive of learning as a process construction by which readers are encouraged to use their own intelligence, knowledge, goals, and interests to interpret and evaluate what they read as opposed to the traditional conception of learning which is "knowledge assimilation" (Ibid). • **Behaviorism:** Behaviorism's relationship to learning and the present study is highlighted by this statement from Bijou, S. W. (1996): "Behavioral Psychology is concerned with the interaction between behavior (verbal and nonverbal) and the environment. From this				

perspective, human development consists of the changes that occur in the relationships between the behavior of a biological evolving or devolving person with his or her hereditary potential environmental conditions, past (history) and present" (Bijou, S. W., 1996:90). • **Sociology** The Linguistic relativity theory suggests that "each language shapes its speaker's view of the world in ways that reflect specific aspect of its culture...(Preston, F., & Smith, R., 1989:78)." Further, it was reported that "language is the major factor in determining our perception of reality" (Leewhorf, B., cited in Preston, F. 1989:71). • **Principle of Development (Operant Conditioning):** The assumption of operant conditioning states that "the dynamics of an organism's interaction with the environment is the same for all species" (Gredler, M., 1997:69-70). • **Direct Instruction** Direct Instruction is defined in Joyce, Bruce and Weil, Marsha's "Models of Teaching" as: "...arranging the entire learning situation into sequences that ensure adequate transfer from one component to another and the achievement of prerequisite learning before more advanced learning" (Joyce, B. & Weil, M. 1996:xii). With this in view, the research used such a model to explain the meaning of vocabulary words in order to enable the students to comprehend and interpret the words in the essays. This method is used together with the Inquiry Method. • **Inquiry Method** In this method belongs Inquiry Training which is "...built around sets of ...problems that the student attempt to solve by verifying data and developing concepts" among others (p. ix Ibid). This entails the asking of questions about the essays in the research. • **Empathy** Empathy as "The ability to experience and understand the feelings and needs of others (as opposed to 'sympathy' which is a feeling of sorrow but without necessarily an understanding of others) (Stuart-Hamilton, I.,				

1995:82)." Rycroft further defines it as "…The capacity to put oneself into the other's shoes. The concept implies that one is both feeling oneself into the object and remaining aware of one's own identity as another person. The word is necessary since sympathy is only used to refer to the sharing of unpleasant experiences and does not imply that the symphatizer necessarily retains his objectivity…" (Rycroft, C., 1972:42-43). • **Valuing: Internalization-ts nature** "The description of the process of internalization is not a product of any theory or point of view. As we see it, it is not a new concept but a useful combination of old ones. English and English (1958) define it as …adopting as one's own ideas, practices, standards, or values of another person or society" (English & English cited in Krathwohl, et al, 1973:29-30). • **Empathy and its significance** Developmental Psychologists and Prosocial Development Empathy has been singled out as a significant characteristic in the development of children and has received considerable attention by researchers one of them is developmental psychologists. It is reported that "researchers have documented positive relationship between empathy and prosocial behavior, a relationship that strengthens as a child mature" (Eisenberg; Radke-Yarrow et al., in Scott, K., 1991:359). • **Affective learning in relation to cognitive learning:** There is a distinction between objectives as goals to be worked for directly and objectives that are assumed to be the by-products of other objectives (Sawin and Loree cited in Krathwohl, D., & et al, 1973:19). "For a long time it was assumed that if a student learned the information objectives of a course, he would as a direct consequence of this information learning develop the problem solving objectives in that course (Krathwohl, D. et al, 1973:19)." It is believed that if cognitive objectives are developed, there will be a corresponding development of appropriate affective behaviors (Ibid. p. 20).				

• **Psychology** "Attitude Learning -the conditions favoring the learning of attitude and the means of bringing about changes in attitudes are rather complex matters, about which much is yet to be discovered" (Gagne, R., & et al 1992:87). • **Social Studies** "(Although) researchers from variety of perspectives have (already) examined affective behavior, the expressions of feelings or emotions…the field is a challenging one because of limited knowledge and understanding of affective processes, the difficulties of measuring affect, and the overlap between affective and cognitive processes…" (Scott, K., 1991:357).			•	

• **Language-based theories:**
1. *Psycholinguistics theories*
   Piaget's pioneering cognitive-evolutionary or genetic theory of learning contained a sceptical view of the efficacy of teaching as a means of promoting cognitive development (Young, R., 1995:118). He identified the learning-related speech in children yet he saw the development of children as a general product of innate tendencies and interaction with the material environment rather than any deliberate process of teaching. With this view teachers' could facilitate this interaction with the environment but could not otherwise affect it (Ibid). Vygotsky "had a different view, he thought that the internalization by the learner of teacher speech was a key part of the learning process, he saw a developmental process in a manner broadly similar to Piaget, something directed by adults at first such as teachers and gradually internalized by the learner…thus the adults' model of reasoning is adopted and imitated by the child (Ibid)."
2. *Structuralist theories*
   The emphasis here about language and learning is on the degree to which students from different class or cultural background are equipped to benefit from the linguistic environment…or to express themselves in linguistically approved ways in language performances (Ibid).				

An Executive Summary

Part III Results

Findings	Conclusions	Recommendations
Experimental group The following are the results of the hypothesis testing. ***1. Acceptance of a Value*** There was no significant difference between the means of the pre-test (5.67) and post-test (5.06) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, t (17) = 1.94, p = .069. There was a significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Acceptance of a Value in the experimental group (r = .005). ***2. Preference of a Value*** There was a significant difference between the means of the pre-test (6.50) and post-test (7.17) scores on Valuing of empathy on the level Preference for a Value in the experimental group, the mean increased significantly, t (17) = -2.20, p = .042. There was a significant Correlation between the pre-test and the post-test scores on Valuing of Empathy on the level Preference for a Value in the experimental group (r = .001). ***3. Commitment*** There was no significant difference between the means of the pre-test (5.28) and post-test (5.78) scores on Valuing of empathy on the level Acceptance of a Value in the experimental group, t (17) = -1.28, p = .217. There was no significant Correlation between the pre-test and the post-test scores on the Valuing of Empathy on the level Commitment in the experimental group (r = .112).	After carefully following the strict methodological requirements for the research design the measurement of the students' valuing of empathy showed that reading and understanding essays have a positive effect on students' valuing of empathy in Basic English II students in Assumption University (ABAC) on the Preference level. But for the other levels the results were not statistically significant. The researcher recommends that more research on the effects of reading and understanding essay on Acceptance of a Value and Commitment levels be done. More students from the Experimental group responded willingly when asked to give Open-ended Comments about the experiment compared to the students from the Control group. The descriptive analysis, based on the three levels of valuing, of the comments made by the students from the Experimental group and Control group supports the	***A. RECOMMENDATIONS FOR ADMINISTRATORS IN EDUCATION*** It is not baseless for parents as well as educators to believe that social and emotional developments of students are highly desirable goals of schooling perhaps as long as the means to achieve these goals are not by the traditional means of character education which emphasizes the inculcation of generally held societal values through systematic reward structures rather by developmentalist point of view which is by the use of moral judgment since moral reasoning undergoes development through reading and understanding essays as shown by the experiment. Furthermore, the development of valuing of empathy on the present study is not mere socialization, which means conformity without necessarily accepting the values, since the students answered the tests individually. And as internalization and the valuing levels are defined, it is the development of both conformity and non-conformity as either role pervades individual behavior. And as the research indicates there is a positive relationship between valuing of empathy and pro-social behavior. Based on the result of the study, establishing valuing of empathy by means of reading and understanding essays at 70 percent level and higher of Interpretation could be achieved. As indicated by the research, reading and understanding essays is an important factor in determining our perception of reality. It could then be fruitful, and therefore not pointless for schools and makers of policy in learning to include values education through reading of carefully selected essays in schools since it shows that such education leads to the abovementioned advantages as long as the means is not emphasizing the inculcation of generally held societal values rather by allowing the use of moral judgment by the students since moral reasoning undergoes development.

4. Total

There was no significant difference between the means of the pre-test (17.44) and post-test (18.00) scores on the Total Valuing of empathy in the experimental group, $t(17) = -1.37$, $p = .189$.

There was a significant Correlation between the pre-test and the post-test scores on the Total Valuing of empathy in the experimental group ($r = .000$).

Control group

The following are the results of the Hypothesis testing.

1. Acceptance of a Value

There was no significant difference between the means of the pre-test (5.39) and post-test (5.56) scores in Valuing of empathy on the level Acceptance of a Value in the control group, $t(17) = -.42$, $p = .681$.

There was no significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Acceptance of a Value in the control group ($r = .085$).

2. Preference for a Value

There was no significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Preference for a Value in the control group ($r = .339$).

3. Commitment

There was no significant difference between the means of pre-test (6.89) and post-test (6.83) scores in Valuing of empathy on the level Preference for a Value in the control group, $t(17) = .10$, $p = .918$.

There was a significant Correlation between the pre-test and the post-test scores on Valuing of empathy on the level Commitment in the control group ($r = .010$). There was no significant difference between the means of the pre-test (4.39) and post-test (4.94) scores in Valuing of empathy on the level Commitment in the control group, t

findings of the Hypothesis testing and Paired Samples Correlation.

B. RECOMMENDATIONS FOR TEACHERS

1. What teachers ask students to read and understand

What teachers ask students to read and understand, essays in particular, has effects on students' valuing of empathy. Teachers must therefore be increasingly aware of their social responsibility in choosing the readings to be assigned to students with regard to empathy. As it was said by Krathwohl et al (1973): a wise teacher as well as the psychological theorist uses cognitive behavior and the achievement of cognitive goals to attain affective goals. A large part of what we call "good teaching" is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs (Krathwohl et al 1973:55-56). Classroom teaching and classroom learning are not disconnected from the outcome of such process.

2. Valuing and its instilling in students through essay reading

Valuing clearly has a lot of importance as shown in the present study. As suggested, students could learn attitudes from any forms of human model it is not important that such model is seen or known personally. No person could experience all the experiences of others, nevertheless students can learn to value empathy from what they read and understand at a threshold level no matter what present values that they have. By empathizing with others perhaps more understanding could arise and conflicts could be prevented.

3. Use of Instructional procedures

The present study following the strict methodological requirements of the research design has demonstrated that reading and understanding essays, with the use of Direct Instruction and Inquiry Method, have a significant effect on Valuing of empathy, at least on the level of Preference for a Value. However this was under controlled conditions. Nevertheless it would be practically important to use reading and understanding of essays in establishing valuing of empathy in natural conditions such as schools.

C. RECOMMENDATIONS FOR FUTURE RESEARCH

The present study while offering support to the conceptual framework of Valuing, it also provides a number of directives for future research.

$(17) = -1.9, p = .076.$

4. Total

There was no significant difference between the means of the pre-test (16.61) and post-test (17.28) scores on the Total Valuing of empathy in the control group, t $(17) = -.71,$ $p = .489.$

There was no significant Correlation between the pre-test and the post-test Total Valuing of empathy in the control group ($r = .608$).

1. General recommendations for future research

Although it is believed that (affective behaviors) interests, attitudes and personality characteristics are assumed to develop relatively slowly and are visible in appraisal techniques only long periods of time, perhaps even years as compared to cognitive behaviors (Krathwohl, p. 18-19), the present research shows valuing of empathy, which is an affective objective, could undergo sudden transformations by the use of reading and understanding essays in students.

Another concern in attitude learning is how it is developed. Classical conditioning and reinforcement were not used in the experiment and the length of the experiment was two weeks, nevertheless the present study showed significant result in the Preference level ($p < .05$), giving an evidence to the belief that it is possible that affective behaviors could undergo sudden transformations (Krathwohl, D. et al 1973:19), at least in the Preference level.

The assumption of operant conditioning stated that the dynamics of an organism's interaction with the environment is the same for all species (Gredler, M., 1997:69-70). If it does then students could view or empathize with the characters in the essays. What one reads then could serve as learning means for understanding without necessarily experiencing things firsthand.

Operant principles are mentioned to apply to changes in purposeful or goal seeking behavior and that they describe the strengthening and weakening of behavior on the basis of consequences, which are referred to as positive and negative reinforcers, punishment, and extinction (Bijou, S. W., 1996:90). This may be the case, however changes in purposeful or goal seeking behavior could also be achieved without reinforcement by means of reading and understanding essays, Bijou (1996) also mentioned variations of operant conditioning: The occurrence of behavior not specifically reinforced, for example is saying "hello" to a stranger (generalization)...the development of behavior similar to the behavior seen in another person (modeling or imitation); and decision making and problem solving behavior (self management) (Bijou, S. W., 1996:90).

With regard to the above concepts and based on the definition, it shows that cognitive and affective behaviors are interrelated at least with

regard to reading and understanding of essays and Valuing of empathy under the Preference for a Value level. As to what extent, especially in the Acceptance of a Value and Commitment levels taking into consideration the results of the experiment, needs to be further studied.

When one looks closer at the present research, somehow it disproves the notion that affect consists only of feelings, rather it includes thinking at least in students in Basic English II in Assumption University (ABAC) under the Preference for a Value level. Nevertheless, more research specifically on Acceptance of a Value and Commitment need to be carried out.

2. Sample size, Length of the Experiment and the Number of Essay to be Read and Understood

Only a small sample size was available to the researcher and only three essay readings were used in the experiment within two weeks.

Although the present research was conducted in the span of two weeks, a significant result was observed in the Valuing level: Preference for a Value particularly in the experimental group. However, some nearly significant results were also noted with regard to Acceptance of a Value for the experimental group, and Commitment to a Value for the control group. Future research should address additional questions regarding the strength of the effect of reading and understanding essays when the span of the experiment is increased or decreased. For instance, at how long is the span of time do students have to be exposed to the readings in order for the effects to occur and not occur significantly? Relatively, How many essays should be read for effects to occur and not occur significantly? Furthermore, the sample size should also be taken into consideration since the sample size is small. All these would be important to the extension of the concept of valuing of empathy and for practical implications.

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November 23, 2001

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November 23, 2001

St. Gabriel's Library, Au