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Group Counseling and Study Skill Methods of Assisting Fifth and Sixth Grade Underachievers

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GROUP COUNSELING AND STUDY SKILL METHODS
OF ASSISTING FIFTH AND SIXTH GRADE
UNDERACHIEVERS

A Thesis
Presented to
The Graduate Faculty
Central Washington State College

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

by
Donald M. Whitney
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

This experiment was designed to evaluate the use of two different methods of assisting fifth and sixth grade underachievers: (1) group counseling as described by Ohlsen (40) and Ohlsen and Proff (41) and (2) the didactic approach as exemplified in the SQ3R method of study expounded by Robinson (42). The results of this investigation would appear to have meaning for elementary school teachers, administrators, and guidance consultants.

In this chapter will be found a more complete description of the two methods of aiding underachieving elementary children, definitions of the terms used, and a statement of the problem and hypotheses tested.

The formal didactic method as utilized in this investigation involved the presentation of a modified form of the SQ3R (survey, question, read, recite and review) method of study (Robinson, 42). Briefly, this involved an explanation of the method by the instructor, a discussion by instructor and students of the method and implications relative to study habits, and utilization of this method by the students under the supervision of the instructor (this investigator).

The other approach, group counseling, might best be described in terms of phenomenological psychology which emphasizes the subjective and affective aspects of experience (Combs and Snygg, 11; Rogers, 43; van Kaam, 47; and Harper, 22). The phenomenological position stresses a group oriented atmosphere with the major responsibility for the movement of the group resting with the members themselves. In general, this approach provided the group with the opportunity to discuss anything which seemed of importance to them. The investigator's role as a counselor was based on Ohlsen's (40) definition of the group-counselor's role (40: 310-311). In summary, the counselor attempted to function in the following manner in relation to the students in this group: (1) to focus on the feelings expressed rather than just the words; (2) to understand the meaning of the feelings and ideas expressed and to help the student express ideas and feelings; (3) to help them focus on the issues raised within the group by the members themselves; (4) to accept and avoid criticizing any member of the group regardless of his personal attitudes; (5) to maintain an atmosphere which was permissive and would allow and encourage all members to participate if they desired; (6) to focus on the individual speaking and still respond to the group as a whole relative to the feelings being expressed, verbally and nonverbally; and (7) in general, to act as a facilitator

relative to the members interpersonal relationships. This topic will be discussed further under the section "Definition of Terms."

II. THE PROBLEM

Statement of the Problem. A survey of the research dealing with underachievers reveals a number of studies in which different methods have been utilized in an attempt to assist these students to perform better academically (Baymur and Patterson, 3; Cohn and Sniffen, 10; David, 14; Broedel and others, 4; Ohlsen and Proff, 41; Hogue, 24; Hart, 23; and many others). All of these studies have dealt with the underachiever at the junior high school, high school, and/or college level.

There have been a few studies on elementary under-achievers which have been reported in the professional literature; however, the majority of these studies have emphasized identifying and/or describing the characteristics of the underachiever (Shaw and McCuen, 45; Bruch and Bodwin, 5; Karnes, 30; Gowan, 20; and Miller, 37). In general, these researchers have agreed with Meeks (46); Shaw and McCuen (45) and Gowan (2) relevant to the need for help for the under-achiever at the primary and elementary level. The consensus seems to be that the few studies which have been reported are lacking in adequate research methodology (Jensen, 29; Ney, 39;

Kokovich, 31). Only Howard (26) and Groves (21) report studies which appear to provide sound research practices and which utilize subjects from one or more grade levels.

Davis (14), Baymur and Patterson (3), Caplan (8), Cohn and Sniffen (10), and Jensen (29) have written concerning the counseling of underachievers either individually or in groups. They have not compared the efficacy of a study-method approach with group counseling at the elementary level. It is toward a better understanding of this problem that this research is undertaken.

Hypotheses to be tested. The hypotheses tested in this study are concerned with the efficacy of different methods of trying to aid underachievers. Specifically they are:

1. There is no difference in academic achievement as reflected in grade-point-average between students who received group counseling, special study instruction and no special treatment.
2. There is no difference in study skills as reflected by the Iowa Test of Basic Skills (Work Study Skills subtest) between students who received group counseling, special study instruction, and no special treatment.
3. There is no difference in social adjustment as measured by the Pupil Adjustment Rating Scale between students who received group counseling, special study instruction, and no special treatment.

III. DEFINITION OF TERMS USED

Underachiever. The underachiever is defined in this study as any student whose standard I.Q. score on the Large-Thorndike Intelligence Test (verbal subtest) exceeds his standard G.P.A. (mathematics, science, social studies, English) by one standard error of the difference of the means of the two groups or more. In this instance the standard error of the difference between means was 0.7424.

Academic grade-point-average (g.p.a.). This term is defined as the mean score of the student's grades in the academic subjects (English, mathematics, social studies, and science). The letter grades have been converted using a twelve point scale, e.g., A+ = 12, A = 11, A- = 10, etc., and the g.p.a. computed for each student.

Group counseling. The term as it is used here is taken from Ohlsen and Proff (41). They define group counseling:

...as a process by which a person (or persons) with problems obtains from a qualified professional worker, assistance in improving his adjustment...The authors use the term group counseling to indicate that they are treating normal (reasonably healthy) individuals in a nonmedical setting (41:1).

More specifically, the group counselor's role is delineated by Ohlsen (40:310-311) as follows:

1. The counselor is conscious of all members, but he concentrates on the speaker.
2. He gives full attention to helping others.
3. He attempts to capture the speaker's feelings and helps him to unfold his story.
4. At the same time he observes the responses of the others and helps them to become involved members of the group.
5. He gradually conveys to each and everyone in the group his warmth, understanding, and acceptance.
6. The counselor tries to accept each person as he is.
7. The counselor conveys to each pupil the impression that the pupil does not have to see things as the counselor does to be accepted.

SQ3R study skill instruction. This definition is taken from Robinson's (42) book, Effective Study. He describes this approach as a means of helping the student (1) select what he is expected to know, (2) comprehend ideas rapidly, (3) fix ideas in his memory, and later (4) review more efficiently (42:29). Furthermore, he states: "The method must be more efficient and less time-consuming than rereading lessons. And it should not be difficult to learn" (42:29). For a more elaborate description of the SQ3R method of study refer to Appendix A.

The chapter following reviews the literature concerning underachievement as it is dealt with in this study. The remaining chapters include procedures utilized, results, and discussion.

CHAPTER II

REVIEW OF THE LITERATURE

Since specific related researchers were mentioned in the Introduction, this chapter presents only a review of the literature relative to three major areas of investigation: (1) underachievement at the elementary level, (2) group counseling, and (3) the teaching of study skills.

I. UNDERACHIEVEMENT AT THE ELEMENTARY LEVEL

Underachievement is a term which is usually defined in the abstract as where a student falls below his expected level of performance. There is, however, a lack of consistency in defining underachievement (Faraquhar, 16; Miller, 37). Shaw (44) indicates that part of this problem is because many researchers fail to distinguish explicitly between different types of underachievement, e.g., high grades but low standardized test results; low grades but high standardized test achievement; situational as opposed to chronic underachievement; and hidden underachievement, the student receives low aptitude scores, low grades, and low standardized achievement results (44:15-30). Furthermore, he hypothesizes that the problem is further proliferated because of lack of agreement relative to the criteria for achievement or ability.

Social or personal adjustment. An overview of the literature reveals that the problem of underachievement is probably best characterized as a phenomenon which impinges not only on the pupil but also on the parental relationship as well as the school and the curriculum. Barrett (2) in an intensive study of gifted underachievers, found that parental attitudes, neutral or uninterested, appeared to go hand in hand with underachieving fifth graders. This tended to support Gowan's (19) findings that family and home conditions assume an important role relative to the child's achievement level. Later studies have tended to confirm these earlier findings (Krugman and Impellizzeri, 32; and Combs, 12).

The underachieving pupils' attitudes tend to be negative and/or hostile toward education, the school, and adult authority in general, as indicated by Gowan (19), Barrett (2), Shaw (44), Bachtold (1), and Combs (12).

Bruch and Bodwin (5) found a significant relationship between scholastic underachievement and immature self-concept in students at various grade levels. Their study included sixty subjects equally divided among grades three, six, and eleven. These results are in agreement with Meed's (36) hypothesis that the underachiever suffers from low self-esteem. Other investigators in studies at the junior high and high school levels tend to concur with

these conclusions (Combs, 12; and Krugman and Impellezzari, 32).

Spiering (46), in a study of past achievement patterns of eighth grade students, found boys underachieve girls by a two-to one ratio at the elementary level. These results tend to be confirmed by Manning's (34) research with 1,468 S's from the upper elementary and seventh grade level. He reports that there were significantly more boys than girls. Spiering (46) and Manning's (34) results indicate a grade level differential. They found significantly more underachievers at the sixth grade than at the fourth grade level. Shaw and McCuen's (45) investigation included S's from grades four, five, and six. They found that the number of boys exceed the girls; however, they believe that the boys probably begin underachieving at the time of school entrance (45:103).

In a study of 2,495 sixth graders, equally divided between different levels of achievement, e.g., under, over, and average achievers, Dahl (13) found that the underachievers (males and females) as rated by their teachers on an Index of Social Behavior, were significantly lower than the average and the over-achievers. Furthermore, the males tended to be even less popular than the female underachievers. The results of Bachtold's (1) investigation provides evidence in support of the above findings. She found non-

achieving students exhibited greater emotional instability, less cheerfulness, and less social sophistication as compared to those achieving at average and above levels.

Academic adjustment. One investigator found evidence which indicates that the underachiever begins to exhibit poor achievement in the areas of reading, language, and arithmetic as early as the fourth grade (Spiering, 46).

Landrum (33), in a study of under, average, and over achievers' performance on the WISC and the short form of the CTMM found underachievers had significantly lower verbal abilities than performance abilities. Furthermore, the underachievers scored significantly lower on the Arithmetic subtest of the WISC than the other groups.

In summary, Miller (37:71) states:

Research indicates that underachievers have certain characteristics generally. They tend to be more negative in their attitudes toward themselves and in their evaluation of others than are achievers. They show a higher degree of hostility and have stronger feelings of inferiority. They demonstrate behavior considered to be less mature than that shown by their achieving peers. In most schools underachieving boys outnumber underachieving girls, 2 to 1.

In the main, the literature on underachievement at the elementary level seems confined to describing and/or identifying characteristics of this group.

II. GROUP COUNSELING

There have been relatively few studies reported

wherein counseling for groups of underachievers at the elementary level was provided. The differences among the studies which have been reported are possibly related to the extent to which adequate experimental controls were applied. In the main, the literature on group counseling with underachievers seems concerned with either modifying their self-concepts or with improving their academic achievement.

Attempts to modify academic achievement. Jensen (29) reports an attempt to assist primary underachievers in the second, third, and fourth grades by means of group counseling. He indicates that eight of the ten children in the study clearly benefited from group counseling, as indicated by: (1) increased achievement in reading, writing, and spelling, (2) improved ability to work independently, (3) more positive social relationships, (4) less discouragement and dissatisfaction, (5) improved skill in working within groups in the classroom, and (6) more adequate organization relative to their classroom assignments (29:290). These controls would appear to be somewhat questionable.

In a similar study, Ney (39) utilized multiple (group) counseling with ten sixth graders who were identified as underachievers. These S's were matched relative to sex and were average or above in intelligence. She reports the results of this experience as "good;" her criteria for

"good" was not clear to this reviewer. Furthermore, she indicates that these subjects received limited individual counseling.

Attempts to influence concept of self. There have been many studies done at the high school and college level which utilized group counseling in an attempt to change self-concept. At what might be considered similar studies at the elementary level, Caplan (8) reports an attempt to modify self-concepts of seventh graders. He matched 34 S's relative to age, I.Q., achievement, socio-economic status, and antisocial behavior. Analysis of the data indicated no significant improvement by either experimental or control group relative to: (1) school behavior, or (2) school achievement; however, he found a significant difference in favor of the experimental group relative to more positive concept of self (.01 level).

Clements (9) attempted to compare the efficacy of individual and group counseling with fifth, eighth, and tenth grade students. The results indicated no significant differences between groups relative to: (1) change in self-concept, and (2) improved school achievement.

In a study, in which few controls were exercised, Kokovich (31) found that his group of five fourth, fifth, and sixth grade underachievers improved in social behavior but not in academic achievement.

In summary, the majority of studies reviewed provide little in the way of controls or definitions of methods of counseling employed. Under these circumstances it would appear that much more controlled research must be done before the efficacy of one or another method of counseling can be advanced.

III. TEACHING OF STUDY SKILLS

The professional journals are replete with articles emphasizing the need for teaching study skills at the elementary level (Goldberg and associates, 10; Horn, 25; Hunnicutt, 28; Van Norman, 48; etc.). The number of research studies which have attempted, empirically, to evaluate the teaching of study skills at the elementary level are exceedingly scarce.

Miller (38) expounds on the need for teaching study skills and provides a comprehensive list of tasks he feels improves study skills (38:138-139). Hunnicutt (28:620) reports the success of study skill courses in college and points out the need for a similar program at the elementary level. The consensus of other researchers and writers in the area of underachievement give credence to this plea (Meeks, 34; Miller, 37; Shaw, 44; Van Norman, 48; and Horn, 25).

In one of the few research studies dealing with the

teaching of study skills, Howell (27) found that students of low ability profited the least and students of intermediate ability the most as measured by the work-study skills section of the Iowa Test of Basic Skills. The S's in this investigation ranged from grade four through eight and included 264 boys and girls. The results of this study were not subjected to statistical analysis to test the significance of this difference, if such a difference existed.

Two research studies which relate to this area, indirectly, report experiments with high school students (DiMachael, 15; Fohey and Waller, 17). DiMachael (15) found the experimental group exceeded the control group only in history; these gains were significant at the .01 level of confidence. Fahey and Waller (17) found the experimental group exceeded its previous performance, significant at the .01 level of confidence; however, the difference between the control and experimental groups was not significant.

In general, the few empirical studies investigating the teaching of study skills at the elementary level are inconclusive because of inadequate methods of control and analysis. Those which are cited indicate that beneficial results accrue from programs which have the objective of teaching study skills.

CHAPTER III

PROCEDURE

The purpose of this research was to investigate the relative efficacy of group counseling compared with the teaching of study skills as procedures for modifying academic achievement, social adjustment, and study skills of fifth and sixth grade underachievers. This chapter describes (1) the research instruments, (2) population and sample, (3) the procedures followed in this study, and (4) the method utilized in analyzing the data.

I. RESEARCH INSTRUMENTS

Scholastic aptitude. The 1957 revised Lorge-Thorndike Intelligence Test (verbal section) was selected as a means of providing a measure of scholastic aptitude. According to Buros, the Lorge-Thorndike is a multi-level (K-12) instrument which combines two measures of aptitude, verbal and nonverbal. The reliability equivalent forms for the verbal scales (levels 3, 4, and 5) are respectively .90, .86, and .86. A prediction validity coefficient of .67 was established between the test when administered at the beginning of the ninth grade and the "average achievement" of pupils at the end of the year. Their study included 214 S's. Concurrent validity coefficients are

provided as indicated by comparing the Lorge-Thorndike Intelligence Test and Stanford Achievement Test grade-equivalent scores in reading (.87) and arithmetic (.76).

Further evidence in support of concurrent validity is provided with correlations of .63 and .54 between first grade childrens' performances on the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Test, respectively. Using S's at a higher grade level (seven and nine) with the same instruments resulted in correlation coefficients of .71 and .77 respectively (6:350).

In general, the Lorge-Thorndike Intelligence Test provides a measure of scholastic aptitude which was well suited to the purposes of this study.

Work study skills. The Iowa Test of Basic Skills (ITBS) is a multi-level achievement test with alternate forms which provides a standardized measure of academic progress as well as a measure of work-study-skills. According to Buros (6:16), this instrument proposes to measure the functional skills of children in grades three through nine. It provides an estimate of work-study-skills which makes it especially appropriate for this particular investigation. Split-half reliability coefficients for the test range from .84 to .96. Reliability for the subtests range from .70 to .93, split-half estimates (6:16).

Social adjustment. The Rating Scale for Pupil Adjustment (RSPA) (Refer to Appendix B) assesses eleven areas of personality. It was developed by the Michigan Department of Mental Health. Each student is rated by his teacher on a five-point scale, e.g., A = good, E = poor. Each student is compared to a hypothetical total population rather than his immediate classroom. Test re-test reliability for a group of 23 children is reported in Buros (6:103) with a coefficient of .84. No validity data is available in the manual (35) or Buros (6).

II. POPULATION AND SAMPLE

The groups for this study were drawn from the students in the fifth and sixth grades in the Maple Valley Grade School. This school is located in a semi-rural area within close commuting distance of a large urban industrial area (Seattle and vicinity). The population is composed primarily of children whose parents are either industrial workers or professional people.

The sample was selected according to the under-achievement criteria as described in Chapter I, page 5.

III. PROCEDURES FOLLOWED

The students in the fifth and sixth grades of the Maple Valley Grade School were administered the Lorge-

Thorndike Intelligence Test. Each student's verbal I.Q. score was converted to a standard score. First quarter grades in mathematics, science, social studies, and English were collected and converted to a g.p.a. score which was based on a twelve-point scale. The g.p.a. for each student was then converted to a linear standard score.

The standard error of the difference between means was computed (0.7424). Those students whose g.p.a. fell .7424 or more below their scholastic aptitude measure were identified as underachievers.

The Work Study Skills section of the ITBS, Form One, was then administered to all subjects identified as underachievers.

The occupation of each student's father was then identified. This information was found in the cumulative records. Each father's occupation was then rated to determine socio-economic status utilizing a modified version of Warner's scale for Socio-Economic Status (49: Ch. 8-9).

The S's were then grouped as closely as possible relative to (1) grade, (2) age, (3) sex, (4) I.Q., (5) g.p.a., and (6) parents' socio-economic status. Two groups were arbitrarily selected as experimental groups A and B and the other group was designated as a control.

Each parent was informed of his student's academic status. Those parents whose students were in the

experimental groups were requested to allow them to participate in a special program of either group counseling or study skill instruction for one hour per week for one semester.

Each student was rated by his homeroom teacher on the Rating Scale for Pupil Adjustment prior to and following the experimental treatment.

Group A met for a total of seventeen weeks on the average of fifty minutes per week and received group counseling. Group B received instruction in the use of the SQ3R method of study (42). The control group did not receive any counseling or study skill instruction.

At the end of seventeen weeks all S's were administered Form Two of the Work Study Skills section of the ITBS. Each pupil was rated by his homeroom teacher on the Rating Scale for Pupil Adjustment and grades were collected and recorded.

IV. METHOD UTILIZED IN ANALYZING DATA

This study was designed to test these hypotheses:

(1) there is no difference in academic achievement as reflected in g.p.a. between students who received group counseling, special study instruction, and no special treatment; (2) there is no difference in study skills between students who received group counseling, special study

instruction, and no special treatment; and (3) there is no difference in social adjustment as reflected by a measure of social adjustment utilizing teachers as raters between students who received group counseling, special study instruction, and no special treatment.

It was decided that all computations in this research must reach the five per cent level of confidence to be considered significant. Analysis of covariance was utilized to analyze and test the significance of the data. A correlated t-test was used to determine growth within each group.

CHAPTER IV

RESULTS

This chapter presents the analysis of the data and the results of the experiment.

I. STATISTICAL RESULTS OF ANALYSIS OF COVARIANCE

In this research there were three criterion subjected to analysis. They were as follows: (1) grade-point-average or g.p.a.; (2) a measure of work study skills as measured by the Work Study section of the Iowa Test of Basic Skills; and (3) social adjustment as measured by the Rating Scale for Pupil Adjustment. The results of the F-test values are not of sufficient magnitude to reach the .05 level of confidence. Therefore, the null hypotheses that no differences exist between students who have received group counseling, special study instruction, and no special treatment cannot be rejected.

Table I shows the results of the analysis of covariance on three criteria: g.p.a., work study skills, and social adjustment between the group counseling, study skills instruction, and the control group.

TABLE I

ANALYSIS OF COVARIANCE RESULTS ON THREE CRITERIA
BETWEEN GROUP COUNSELING, STUDY SKILLS
INSTRUCTION, AND CONTROL GROUPS

Criterion	F-test
Grade-point-average (g.p.a.)	0.0405
Word Study Skills (ITBS)	0.6819
Rating Scale for Pupil Adjustment	0.3232

II. RESULTS OF t-TEST

Following the analysis of covariance, the data were analyzed using a correlated t-test. The data were analyzed for each group on each of the criterion variables, e.g., Group A (those students involved in counseling) was analyzed on the basis of g.p.a. to determine if there was a significant difference between the mean scores prior to and following the treatment relative to (1) grade-point-average (g.p.a.); (2) improvement in study skills; and (3) improvement in social adjustment.

Table II presents the results of the correlated t-test coefficients. The group which received special study instruction (Group B) did improve significantly (beyond the .01 level of confidence) in terms of g.p.a.

TABLE II

CORRELATED t-TEST VALUES BETWEEN G.P.A., WORD
STUDY SKILLS, AND SOCIAL ADJUSTMENT,
AND GROUP COUNSELING, STUDY SKILL
INSTRUCTION, AND CONTROL GROUP

Group	Grade-Point-Average	
A	t = 1.2504	.05% level
B	t = 3.6759	.01% level
C	t = 0.7785	.05% level
Group	Study Skill Instruction	
A	t = 0.4672	.05% level
B	t = 0.4267	.05% level
C	t = 1.6638	.05% level
Group	Social Adjustment	
A	t = 0.4671	.05% level
B	t = 0.4267	.05% level
C	t = 1.6636	.05% level

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

I. DISCUSSION OF THE RESULTS

The analysis of covariance relative to the criteria (1) g.p.a., (2) study skills as measured by the Iowa Tests of Basic Skills, and (3) social adjustment as measured by the Rating Scale for Pupil Adjustment, indicated no significant differences between those students who received group counseling, study skill instruction, and no treatment (control group). Therefore, the null hypotheses stated in Chapter I cannot be rejected.

Several factors may have accounted for the failure to find any differences between groups. First, two members of the counseling group exhibited considerable hostility and aggression. Broedel (4) in a study of gifted adolescents, found that members who were hostile to one another were a deterrent to positive group processes. Secondly, it may well be that group counseling or study skill instruction, by itself, is an inadequate means of assisting fifth and sixth grade underachievers to increase their academic standing.

The failure to find differences between the experimental groups and the control group could also be a function of the attitudes and expectations expressed by the

adult society (parents and teachers) toward the under-achiever. Much has been written concerning the parent relationship (Barrett, 2; Combs, 12; Gowan, 19; and Meeks, 36); however, little consideration has been given to the relationship between the teacher's attitudes and/or expectations and achievement of these students.

Another factor which should be taken into consideration is the time and duration of the treatment. It seems reasonable to assume that a program of study skills instruction or group counseling of fifty minutes per week over seventeen weeks duration is not realistic in terms of the complexity of the underachievement problem. The use of multiple methods of treating the problems of underachievement might produce beneficial results.

The results of the correlated t-test indicated an improvement in g.p.a. for those students who received study skill instruction. There were, however, no significant improvement in study skills or social adjustment for this group. The students who received group counseling did not improve significantly on any of the criteria (g.p.a., study skills as measured by the ITBS, or social adjustment as measured by the Rating Scale for Pupil Adjustment). Also, the control group showed no significant improvement on any of the criteria.

The students who received study skill instruction in the SQ3R method of study did significantly increase their g.p.a. It should not be assumed that this treatment was the causal factor in this increase. Further research is necessary to identify specific factors which may have contributed to the improvement.

There appears to be some question relative to the effect of group counseling on the academic achievement of underachievers. Broedel (4) found that his subjects had a significant decrease in g.p.a. following group counseling. The students who received group counseling in this investigation made a slight increase in g.p.a., however; this increase was not of sufficient magnitude to be significant. In general, the results of this study are inconclusive relative to the efficiency of group counseling as a means of assisting fifth and sixth grade underachievers. It would appear that much more research is necessary before the efficacy of group counseling can be determined.

The lack of a significant increase in the work study skills (as measured by the Iowa Test of Basic Skills) for the group which received study skill instruction might be the result of several factors. First, it may be reasonable to assume that this particular instrument (Iowa Test of Basic Skills) was inadequate in terms of assessing the SQ3R criteria. Secondly, the SQ3R method of study may not

provide adequate study skills for underachievers, especially at the elementary level, as this procedure (SQ3R) was originally developed for college level students. A third factor relates to the question concerning the adequacy of the instruction involved teaching the study skills and how well the students learned to apply the SQ3R method. The significant increase in g.p.a. for those students who received study skill instruction would, however, appear to indicate that some type of benefits accrued from this treatment.

There has been much written concerning the social adjustment of underachievers. However, there have been few studies reported in the literature which have dealt with the treatment aspect of this problem. The lack of significance between the experimental and control groups on this criterion could certainly be a function of lack of sensitivity either on the part of the raters or the rating scale. Another factor which could influence this criterion would relate to the "halo effect." It would appear that this would be more prevalent at the elementary level because the student remains with one teacher throughout the full school day.

II. LIMITATIONS

There were a number of limitations in this study

of which the most obvious was the small number of students in each group. With groups of only eleven students, a large difference would be needed to rule out chance effects. The lack of parent involvement would also appear to be another limitation of this research.

Another problem deals with the amount of time per session, number of sessions per week, and the duration of the treatment. The two experimental groups in this research met for fifty minutes once a week for seventeen weeks. This time allotment might very well be inadequate in terms of the nature and complexity of the problems encountered in working with underachievers.

III. RECOMMENDATIONS

The following recommendations are presented as a result of this study. First, some consideration should be given to investigating a program which combines a study skills approach with group counseling.

Further research is needed as to the extent group counseling affects elementary underachievers' attitudes toward themselves, their parents, and the school program, as well as academic achievement.

Some consideration should be given to the relationship between teachers' expectations as compared with those of the underachieving student.

Further study is needed to determine the extent to which time is a factor in effecting change in elementary underachievers' academic behavior as well as the extent and direction of change. It would seem logical that this question would apply for any type of program being utilized to assist underachievers. Directly related is the question concerning the nature and type of child who can most benefit from group counseling or study skill instruction. It may well be that because of the underachiever's particular characteristics specific programs will be necessary for specific types of students. It would appear that much more research is needed in this area.

In general, it would seem advisable to conduct a more detailed study of the same methods using similar criteria, but incorporating the parents, teachers, and students. Follow-up measures over a greater period of time would appear to be desirable; this should include academic performance, as well as personal and social adjustment.

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APPENDIX A

APPENDIX A

STEPS IN THE SURVEY Q3R METHOD

The title for this new higher-level study skill is abbreviated in the current fashion to make it easier to remember and to make reference to it more simple. The symbols Survey Q3R stand for the steps which the student follows in using the method; a description of each of these steps is given below:

- SURVEY 1. Glance over the headings in the chapter to see the few big points which will be developed. Also read the final summary paragraph if the chapter has one. This survey should not take more than a minute and will show the three to six core ideas around which the discussion will cluster. This orientation will help you organize the ideas as you read them later.
- QUESTION 2. Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. It will bring to mind information already known, thus helping you to understand that section more quickly. And the question will make important points stand out while explanatory detail is recognized as such. Turning a heading into a question can be done on the instant of reading the heading, but it demands a conscious effort on the part of the reader to make this a query for which he must read to find the answer.
- READ 3. Read to answer that question, i.e., to the end of the first headed section. This is not a passive plodding along each line, but an active search for the answer.

- RECITE 4. Having read the first section, look away from the book and try briefly to recite the answer to your question. Use your own words and name an example. If you can do this you know what is in the book; if you can't glance over the section again. An excellent way to do this reciting from memory is to jot down cue phrases in outline form on a sheet of paper. Make these notes very brief!

Now repeat steps 2, 3, and 4 on each succeeding headed section. That is, turn the next heading into a question, read to answer that question, and recite the answer by jotting down cue phrases in your outline. Read in this way until the entire lesson is completed.

- REVIEW 5. When the lesson has thus been read through, look over your notes to get a bird's eye view of the points and of their relationship and check your memory as to the content by reciting on the major subpoints under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then expose each major point and try to recall the subpoints listed under it.

These five steps of the Survey Q3R Method--Survey, Question, Read, Recite, and Review--when polished into a smooth and efficient method should result in the student reading faster, picking out the important points, and fixing them in memory. The student will find one other worth-while outcome: Quiz questions will seem happily familiar because the headings turned into questions are usually the points emphasized in quizzes. In predicting actual quiz questions and looking up the answers beforehand, the student feels that he is effectively studying what is considered important in a course.

APPENDIX B

APPENDIX B

RATING SCALE FOR PUPIL ADJUSTMENT

Be sure to compare the pupil with others of his own age group. See Manual for further directions.

- I. Over-all Emotional Adjustment
(Definition: Total emotional adequacy in meeting the daily problems of living as shown in school.)
 - A. Very well adjusted
 - B. Well adjusted
 - C. Moderately adequate adjustment
 - D. Poorly adjusted
 - E. Very poorly adjusted
- II. Social Maturity
(Definition: Ability to deal with social responsibilities in school, in the community, and at home, appropriate to his age.)
 - A. Very superior social maturity
 - B. Slightly superior social maturity
 - C. Average social maturity
 - D. Slightly inferior social maturity
 - E. Very inferior social maturity
- III. Tendency Toward Depression
(Definition: Tendency toward pervasive unhappiness.)
 - A. Generally very happy
 - B. Moderately happy
 - C. Occasionally unhappy
 - D. Tendency toward depression
 - E. Generally depressed
- IV. Tendency Toward Aggressive Behavior
(Definition: Overt evidence of hostility and/or aggression toward other children and/or adults.)
 - A. Rarely aggressive
 - B. Occasionally aggressive
 - C. Fairly aggressive
 - D. Frequently aggressive
 - E. Extremely aggressive

V. Extroversion-Introversion

(Definition: Tendency toward living outwardly and expressing his emotions spontaneously vs. tendency toward living inwardly and keeping emotions to himself.)

- A. Extremely extroverted
- B. Characteristically extroverted
- C. About equally extroverted and introverted
- D. Moderately introverted
- E. Extremely introverted

VI. Emotional Security

(Definition: Feeling of being accepted by and friendly toward one's environment and the people in it.)

- A. Extremely secure
- B. Moderately secure
- C. Only fairly secure
- D. Moderately insecure and apprehensive
- E. Extremely insecure and apprehensive

VII. Motor Control and Stability

(Definition: Capacity for effective coordination and control of motor activity of the entire body.)

- A. Extremely good motor control and stability
- B. Moderately good motor control and stability
- C. Fair motor control and stability
- D. Moderately poor motor control and stability
--restless, hyperkinetic
- E. Extremely poor motor control--markedly
restless, hyperkinetic

VIII. Impulsiveness

(Definition: Tendency toward sudden or marked changes of mood.)

- A. Extremely stable in mood
- B. Stable in mood
- C. Usually stable--only infrequent and minor
mood changes
- D. Unstable in mood--shows marked mood changes
on occasion
- E. Extreme changes in mood--shows marked or
sudden mood changes frequently

IX. Emotional Irritability

(Definition: Tendency to become angry, irritated, or upset.)

- A. Unusually good-natured
- B. Good-natured--rarely irritable
- C. Fairly good-natured--occasionally irritable
- D. Moderately irritable--frequently shows moderate irritation.
- E. Extremely irritable--frequently shows marked irritation

X. School Achievement

(Definition: Over-all evaluation of pupil's competency in school subjects, relative to his own age group.)

- A. Very superior
- B. Slightly superior
- C. Average
- D. Slightly inferior
- E. Inferior

XI. School Conduct

(Definition: Conduct in the classroom situation as evidence of his ability to accept the rules and regulations of the school community.)

- A. Exceptionally good conduct
- B. Superior conduct
- C. Average conduct
- D. Somewhat inadequate conduct--troublesome disciplinary problem
- E. Very inadequate conduct--very serious disciplinary problem

XII. Below are listed a number of physical conditions which may handicap the child in some or all phases of his adjustment to school life. Place a cross in the parentheses to the right to indicate which conditions apply to this child. Feel free to add any relevant comments in the space labeled "Comments."

- 1. Unusually tall for his age ()
- 2. Unusually short for his age ()
- 3. Markedly overweight ()
- 4. Unusually underweight or anemic ()
- 5. Physical disfigurement (specify) ()
- 6. Limitations in the movement of his arm(s) ()

- | | | |
|--|---|---|
| 7. Limitations in the movement of his leg(s) | (|) |
| 8. Seriously impaired vision | { | } |
| 9. Seriously impaired hearing | { | } |
| 10. Poor heart condition | { | } |
| 11. Diseased lung condition | { | } |
| 12. Speech handicap (specify) | { | } |

Comments: _____

Number of A ratings for items
I, II, VI, & VIII
Multiplied by 5 _____

Number of B ratings for items
I, II, VI, & VIII
Multiplied by 4 _____

Number of C ratings for items
I, II, VI, & VIII
Multiplied by 3 _____

Number of D ratings for items
I, II, VI, & VIII
Multiplied by 2 _____

Number of E ratings for items
I, II, VI, & VIII _____

TOTAL SCORE _____