**EFFECTIVENESS OF SHORT-TERM GROUP GUIDANCE WITH A
GROUP OF TRANSFER STUDENTS ADMITTED
ON ACADEMIC PROBATION**

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DISSERTATION

**Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements**

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By

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TABLE OF CONTENTS

	Page
LIST OF TABLES.	iv
 Chapter	
I. INTRODUCTION.	1
Statement of the Problem	
Hypothesis	
Definition of Terms	
Limitations	
Basic Assumptions	
Need and Significance of the Study	
II. REVIEW OF LITERATURE.	11
Probationary Students	
Transfer Students	
Research Using the <u>Edwards Personal</u>	
<u>Preference Schedule</u>	
Group Guidance	
III. METHODS AND PROCEDURE	42
General Description	
Participants in the Study	
Procedure for Gathering Data	
Nature of the Group Sessions	
Evaluating Criteria Used in the Study	
Description of Test Instrument	
Organization and Treatment of Data	
IV. ANALYSIS OF THE DATA.	56
Attendance at Guidance Sessions	
Factors Relating to Group Differences	
Factors Relating to the Evaluation of the Group Guidance	
V. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS . . .	64
Results	
Conclusions	
Recommendations	
APPENDIX.	69
BIBLIOGRAPHY.	88

LIST OF TABLES

Table	Page
I. Difference Between Mean Grade-Point Averages, Reading Test Scores, Ability Test Scores, and t -Ratios for Experimental and Control Groups.	58
II. Difference Between Mean Grade-Point Averages and t -Ratios for Experimental and Control Groups.	59
III. Differences Between Score Changes on EPPS Variables and t -Ratios for Successful and Unsuccessful Students	60
IV. Differences Between Mean Pre-Test and Post-Test Scores on EPPS Variables and t -Ratios for the Experimental Group.	61
V. Differences Between Mean Score Changes on EPPS Variables and t -Ratios for Experimental and Control Groups.	62
VI. Correlation Coefficients for Grade-Point Averages and EPPS Variables for Experimental and Control Groups and t -Ratios. . . .	63

CHAPTER I

INTRODUCTION

One of the major problems confronting the nation today is that of manpower shortages, particularly in technical and professional fields. Many people are unable to utilize their potentialities and take their places in the labor pool. The number of college students who have the ability to succeed in college but who fail to do so is one source of wasted manpower which is of great concern to business, governmental, and educational institutions. Some relief for this problem could be gained if techniques could be developed for preventing the loss of potential entries into these fields.

Jones (7) has written that most high school graduates who desire to enter college do so, but that many drop out or are failed, creating much frustration and despair for themselves and their families. Fidelis (5) has stated that only half of the students in a given class entering in any year graduate four years later. Gekoski and Schwartz (6) have estimated that approximately 50 per cent of college students leave before they get degrees, with most leaving the first year. They have agreed with Jones (7) that the high drop-out rate results in frustrations for students and wasted human

resources for the nation (6). Waggoner (10) has reported that not only is the freshman year the most critical period for the student, but that it is often the most neglected area of university life.

There seems to be general agreement among writers that many students fail who have the ability to succeed. It is also agreed that most of those who fail do so during their freshman year.

Statement of the Problem

The problem of this study was to determine the effectiveness of short-term group guidance in improving the academic achievement of transfer students admitted to North Texas State University on scholastic probation. In addition to the primary problem, an analysis was made of the differences in changes in certain psychological needs, as measured by the Edwards Personal Preference Schedule (4), between academically successful and unsuccessful students. Changes in these psychological needs were determined for students who participated in group guidance sessions and compared with changes made by a group of students who did not participate in group guidance. The relationship between these need changes and grade-point average was studied for these students. A comparison of the number of drop-outs was made between students who participated in group guidance sessions and students who did not participate.

Hypothesis

The basic hypothesis for this study was as follows: Freshman transfer students entering North Texas State University on academic probation will improve their academic achievement significantly by participating in short-term group guidance. The secondary hypotheses for the study included:

1. There will be a significant difference in changes made on scores on the EPPS between those students in the experimental group who succeed in college and those in the experimental group who fail;

2. Scores made by subjects in the experimental group on the EPPS prior to group guidance will differ significantly from scores made on the EPPS by subjects in the experimental group following group guidance;

3. There will be significantly greater changes in scores made on the EPPS by members of the experimental group than by members of the control group during the course of the investigation;

4. The relationship between grade-point average and score change on the scales of the EPPS will be significantly higher for members of the experimental group than for members of the control group; and

5. The number of drop-outs will be significantly greater in the control group than in the experimental group.

Definition of Terms

For purposes of the study the following definitions of terms were used:

1. Probationary Transfer Student. The probationary transfer student was a student who: (1) had applied for admission to North Texas State University from another college or university; (2) had taken The School and College Ability Tests and The Nelson-Denny Reading Test; and (3) had been accepted by, and enrolled in, North Texas State University.

2. Experimental Group. The experimental group was a group of freshman transfer students on academic probation participating in group guidance sessions.

3. Control Group. The control group was a group of freshman transfer students on academic probation who did not participate in group guidance sessions.

4. Group Guidance. Group guidance was a group relationship in which the individuals were engaged in a semi-structured learning situation where the counselor was responsible for meaningful discussion and for aiding the members of the group to gain significant learning and satisfaction from participation in the group sessions.

5. EPFS. The abbreviation EPFS was used to refer to the Edwards Personal Preference Schedule. A description of the manifest needs associated with each of the fifteen EPFS variables appears in the Appendix.

6. Academic Achievement. Academic achievement referred to the grade-point averages compiled for the groups involved in the investigation.

7. Successful Students. Students who were successful in college were those who earned at least a 1.0 grade-point average.

Limitations

It was necessary to establish certain limitations in order to structure the design of the investigation. These included:

1. The selection of the student sample from only one university and the small number of cases comprising the data will be limitations on the use and application of the findings; and

2. Generalizations from the findings will be limited to freshman transfer students on academic probation attending North Texas State University and residing in Denton, Texas.

Basic Assumptions

It was also necessary to propose certain basic assumptions in order to structure the investigation. These included:

1. It was assumed that since the students were randomly assigned to the experimental and control groups all variables other than the independent variable were controlled;

2. It was assumed that the students who received group guidance attended the sessions with seriousness of purpose;

3. It was assumed that the counselor was capable and qualified to conduct the group guidance sessions; and

4. It was assumed that the needs measured by the EPPS were common to all members of the sample population.

Need and Significance of the Study

Many institutions are attempting to determine what factors are most directly related to student failures. In a study of 816 entering freshman students at Temple University, Gekoski and Schwartz (6) found that a 40 per cent loss occurred in one and one half years, with two thirds of the loss occurring in the first year. The withdrawal group scored significantly lower than those remaining in college on a scholastic aptitude test, a reading test, and the social adjustment section of a personality test. It was concluded, however, that the ability of the withdrawing students was sufficiently high that they could have been expected to succeed in college under optimum conditions. They recommended that improved counseling services, better relationships between faculty and students, and an improved orientation program with exit interviews with withdrawing students be instituted to reduce withdrawals.

One of the purposes of many institutions of higher education is to provide services which will enable students to make effective use of their potentialities. Passow (9) has said that a major goal of the college is to bring forth the intellectual potential of youth. Chambers (2) wrote that American higher education should assist each citizen to reach his potential.

Counseling has been the tool used by most institutions to assist students in working through their problems, thereby enabling them to reach their potentials. The programs of individual counseling in most colleges are not adequate to achieve this goal. The work load of many college counselors prohibits them from doing extensive individual counseling. Moreover, many colleges do not provide full-time counselors. It would be impossible to provide individual counseling for all students needing help in this area if they should suddenly desire assistance.

A number of studies have been made in the area of academic underachievement. However, Krugman and Impessizzeri (8, p. 283) have stated that most of these studies have been weak in that they have dealt with small numbers of students, are statistical rather than delving into problems of personality, and have generally been limited to information gathering with no application of treatment techniques.

Since the primary purpose of the present study was to evaluate the effectiveness of short-term group guidance, it was felt that the study met two of the limitations mentioned above. The present study attempted to ascertain psychological differences as measured by the EPPS between the control group and the experimental group, and between passing students and failing students. It also met a limitation listed above in that a treatment technique in the form of short-term group guidance was applied during the investigation.

The decision to use short-term group guidance was based on a study by Baymour (1). His study was designed to investigate the effectiveness of different methods of counseling in helping underachievers in high school. In his study, thirty-two students were divided into groups. Subjects were placed into four groups and matched according to degree of underachievement, chronological age, socio-economic status, and sex. The first experimental group was assigned to individual client-centered therapy once a week for twelve weeks. The second experimental group was assigned to client-centered group therapy for nine sessions. The third experimental group was given one session of motivational-appeal counseling. A fourth group of students served as a control group. He found no significant differences between the groups with regard to improvement in study habits and attitudes and no significant differences with respect to improvement in personal adjustment. However, he did find that the group counseling method was significantly more effective than individual counseling or the single session of motivational-appeal counseling in improving academic achievement.

The lack of academic success by potentially capable students, as discussed by a number of writers (5, 6, 7, 10), has pointed out the need for further research in this area. A number of studies (1, 8, 11) indicate the possibility of using short-term group guidance as a tool for assisting such students to achieve at the level at which they are capable.

Recent research conducted in the guidance office at North Texas State University has indicated that only 38 per cent of the probationary transfer students admitted to the university are successful in their academic work. This is significant because only those students deemed capable of performing at the college level are admitted. Failure of 62 per cent of these students handicaps them in realizing their potential for self-fulfillment, with an accompanying loss to society. If it can be shown that probationary transfer students can benefit from short-term group guidance, a partial solution to the problem can be offered.

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CHAPTER II

REVIEW OF LITERATURE

To provide a perspective or frame of reference for evaluating the effects of short-term group guidance upon academic achievement of freshman transfer probationary students, four areas were given specific consideration in reviewing the literature. These were: (1) probationary students; (2) transfer students; (3) the EPPS as an instrument for measuring needs of students; and (4) group guidance.

Probationary Students

Buschman (8) compared grade-point averages with number of hours scheduled by probationary students at Vanport College. He also interviewed these students to determine the causes of their poor academic records and to evaluate the effectiveness of the policies of the academic committee of the college.

The results of his study indicated: (1) that 55 per cent of the students who decreased their academic loads improved their grade-point averages; (2) that 67 per cent of the students who increased their academic loads showed an improvement; (3) that 60 per cent of those who maintained the same number of semester hours of course work improved their grade-point

averages; (4) that the students who showed less academic potential, as measured by a test of mental ability, profited more from a reduced academic load than did the more qualified students; (5) that few students actually lacked the time for adequate preparation for their subjects. A major problem was the lack of an adequate place to study with a reasonable amount of isolation and quiet; (6) that participation in school activities among the probation group was very limited and confined almost entirely to sports. This was attributed to lack of time or to a general lack of interest in school and school activities; and (7) that less than half of the group interviewed had any definite plans for improving their work. The author concluded that: (1) the policy of reducing the load of probation students might not be sound; and (2) low scholarship students might be successful in college if they were permitted to carry a lighter load and thus spread their educations over a longer period of time.

The purposes of a study by Shearer (48), in which he studied 275 students placed on probation, were: (1) to determine if probationing of low scholarship students is worthwhile; (2) to determine if probation pays in improved grades; and (3) to determine if probation pays in improved adjustment. He concluded from the results of this study that there is a high correlation between scholarship and psychological rating, and that the probationing of low scholarship students seems to have little effect on grades.

Shearer (48) found that about the same number of students lowered their grades as raised them after being placed on probation by the college. He concluded that probation provides motivation for those few borderline students who have the necessary aptitudes for college work but need occasional prodding greater than that instituted by their professors.

De Ridder (14) studied 212 students in the College of Literature, Science, and the Arts at the University of Michigan who had been placed on probation, but who had sufficiently raised their grade-point averages to graduate from college. He compared these students on selected variables with 212 students not on probation, who had been randomly chosen according to sex from the same graduating class. Variables found to be significantly associated with probationary status included: (1) the field and area of concentration; (2) performance on the American Council on Education Psychological Examination; (3) the quintile rank of men in their high-school classes; (4) the entering and graduating ages of men; and (5) summer school attendance. He found that the above factors seemed to distinguish the probationary students from those who are never placed on probation. He also found that male students entering college as freshmen had the most distinguishable pattern in that they were on probation more frequently than women, received more disciplinary actions per capita than women, had significantly lower A. C. E. gross scores, and had significantly lower quintile ranks in their high-school

classes than other groups. He concluded that much of the academic failure and its attendant waste could be prevented through an improved guidance and counseling program for first-year students.

The purpose of a study by Merrill (42) was to evaluate the effectiveness of the system of probation at the University of Utah, and to partially describe the students. The subjects included 216 sophomore probation students who served as the experimental group and 132 nonprobationary students who served as a control group. He found: (1) that no one school (e.g., School of Business, School of Education, etc.) attracted more of the probation students than would be expected on the basis of chance; (2) that no significant difference existed between a high percentile group and a low percentile group on the Ohio State Psychological Examination in relation to grade-point average and college success as measured by graduation; (3) that being placed on probation did not help the student raise his grade average for the next semester, but that during the second semester after being placed on probation there was an increase in the grade average; and (4) that the non-probation student was far more likely to remain in school and graduate than the probation student. He concluded: (1) that there is a need for improved selection procedures as well as improved counseling services; (2) that probation students are inferior to non-probation students, but may eventually succeed; and

(3) that probation systems should be a part of the personnel program to assist those who succeed and provide guidance for those who are required to choose other goals.

In an evaluation of the program for probationary students at Maryland University, Blake (2) attempted to determine the effectiveness of the program and to determine the reactions of the participating students to the program. He found that students who were assigned to a probationary status, and were required to participate in a study skills program, benefited academically. Further, the great majority of the students recognized these benefits. He concluded that the compulsory training given students does help many students achieve their immediate goals, despite the stigmatization suffered in varying degrees by students when first placed on probation.

Blake (3) conducted another investigation at Maryland University to determine the effectiveness of compulsory study and reading skills training. The subjects included: (1) those students whose high-school records did not indicate that they would be able to succeed in college; (2) students who had failed in other colleges; and (3) those who were placed on probation after they had started work at Maryland University. After five years, 100 of these students were compared with a control group. Blake (3) found that the two groups were approximately equal in terms of the number of students who had graduated. The students, in a majority of the cases, stated that the program was beneficial to them.

Jones (34) studied a group of 100 students on probation whose continuation in college was quite tenuous. Thirteen responded to suggestions as to methods of work or time schedules and quietness for study. They changed from poor (C- level) students to superior (B average) students within a year. He found that another twenty-five students had made significant improvements but were not quite out of danger of failing.

In a study at Buffalo University, utilizing thirty-five probationary students and thirty-five control subjects, Jones (33) found that the capable student: (1) had been reared in a home with relatively little discord; (2) had been encouraged in hobbies outside the areas of athletics and mass receptiveness, as in listening to radio; (3) was more independent; (4) had been an active participant in some interest; (5) did not seem to have been a strong fiction reader; and (6) was not free from worries. He also found that the average number of extra-curricular interests was much the same for both groups, but the inferior students were more likely to be either extremely interested or very lacking in outside interests.

He found that three times as many students who had participated in required counseling, individually or in small discussion groups, were graduated as students who did not participate in regular counseling. He credited good personnel work with being able to reduce failure, thereby rendering a service to the student, to his family, and to

the college, as well as contributing to the conservation of natural resources.

Jones (33) indicated that the best approach to assisting the probation student in achieving independence of decision and initiative was to give the student sympathetic support in his main goals, to clarify these goals as much as possible, and then to provide adequate time for verbal analysis. He implied that externally imposed advice and values usually serve to make the student rebellious.

Klingelhofer (37) studied the effects of one hour of counseling versus the effects of four hours of counseling on the academic performance of sixty-nine male and female probationary students. Both groups improved in academic achievement, although quantitative differences in amount of counseling failed to produce different levels of achievement.

According to Jones (35), the failing student is not a hopeless case, but is a challenging problem that can be met providing the necessary time and effort is spent on him. He is one of the few writers who has mentioned the therapeutic value to the student of just having someone interested enough to sit and listen to him talk. He has stated that the provision of an opportunity to verbalize without fear of being criticized was a necessary aspect of counseling with failing students.

Chambers (11) recognized the effect of new pressures and experiences of college life as being factors contributing to

student attrition. He advocated adequate counseling during this period of adjustment as a means of solving some of the problems associated with student attrition.

Grace (25) designed a study to test the hypothesis that students who value both independence and responsibility would be most likely to continue their education while students who are irresponsible and dependent would be most likely to leave college. This hypothesis was accepted at the .01 level of significance for women, but little difference was found for men. As a result of this study, she recommended that personality factors be considered as indicative of graduation potential, and that anxious students be counseled in the direction of greater independence and responsibility.

Gekoski and Schwartz (23) studied students who dropped out of college prior to graduation. As a result of their study, it was recommended to the administration of Temple University that a greatly expanded and well-publicized counseling service, with emphasis on early discovery and early identification of student problems, be instituted.

Research available at the present time concerning students on probation has indicated that: (1) reducing the academic load of students on probation is not a factor in improving grades except for low scholarship students who spread their education over a longer period of time; (2) placing students on probation is not an effective means of raising grades for most students; (3) there is a high positive correlation between scholarship and psychological test

ratings; (4) male students are placed on probation more frequently than women; (5) being placed on probation lessens the chance for graduation; (6) compulsory training in study and reading skills is beneficial to the probationary student; (7) the capable student possesses certain characteristics which differentiate him from the incapable student; (8) the amount of time spent in counseling is not a significant factor in improving achievement; (9) the failing student can be helped; and (10) the provision of adequate counseling services during the period of adjustment to college is a means of solving some of the problems associated with attrition.

It may be seen from the studies reported that research findings concerning probationary students are inconclusive. This may be due in part to the uniqueness of each college or university. Additional investigation of the problems of probationary students and research in the use of potential techniques for assisting these students with their problems would seem warranted. This study was an attempt to validate the use of short-term group guidance as an acceptable process in improving the academic achievement of transfer probationary students.

Transfer Students

The literature pertinent to transfer students has been perused in the hope that information might be presented which would give a better understanding of the transfer student. There is a paucity of material in this area, with most

of the literature dealing with the student who has transferred from a junior college to a senior institution. Only two studies were found which were considered relevant to the present investigation.

Conrad (28) analyzed the scholastic characteristics of ninety-six students who transferred to Indiana State Teachers' College in 1948. He classified them into four groups: (1) those dropped by other colleges; (2) those not dropped by other colleges; (3) those above the standards for continuation at Indiana State Teachers' College; and (4) those below the standards for continuation at Indiana State Teachers' College. He found that only nine of the ninety-six students failed to meet the acceptable level of achievement, while one student was placed on probation. Results of the study of these different groups indicated: (1) that 90.6 per cent of the students above the standards for continuation made above "C" averages; (2) that 42 per cent of the students who were dropped from other institutions were able to meet the minimum standards; and (3) that 13.3 per cent of the students who did not have to leave the institution chose to discontinue their studies at the institution. He concluded: (1) that the transfer students were representative of the total student body; and (2) that the percentages of withdrawals and transfers caused by dissatisfaction with courses and by failure could be reduced by better guidance methods.

Holmes (28) presented a rather comprehensive account of the literature pertaining to transfer students. He reviewed

a number of publications seeking research information concerning the transfer student. He found that there were no patterns or established norms of any type available for the transfer student. He indicated that it was doubtful if any college or university could make valid statements based on research regarding the success or lack of success of transfer students at their respective institutions. He suggested that each institution validate its success or lack of success with transfer students through its own research.

In summary, it is apparent that there is a need for more research which will give answers to questions pertaining to the transfer student. While there has been little research done pertaining to the transfer student, even less has been done that applies to the transfer student who is admitted on probation.

Research Using The Edwards Personal Preference Schedule

Two reviews reported in the Fifth Mental Measurements Yearbook indicate the possibilities of the use of the EPPS for research purposes. It is stated that the inventory is theoretically oriented and technically sound (7). Shaffer gave the following review:

The EPPS . . . sidesteps that pitfall of many questionnaires, ego involvement. Because the need scales are short, the modest reliabilities are not unexpected. Internal consistencies range from .60 to .87, and retest correlations range from .74 to .88. The subscore intercorrelations are low. The

validity of such a schedule is not easily expressed in simple terms, but the manual contains interesting data on clinical observations, and on relationships with ratings and other questionnaires. It is a long time since this reviewer has seen such a questionnaire that seems to possess such potentialities for use and research (7, p. 119).

Klett (36) explored the relationship between the scores on the EPPS and various aspects of academic achievement. High school students served as subjects for the study, with the sexes studied separately. He found that the inclusion of EPPS variables on a predictive battery yielded multiple correlations significantly higher than the largest single validity coefficient which was the intelligence quotient. However, when beta weights were applied to scores of independent, randomly drawn subgroups of the same class of high school students, the increment in prediction efficiency of the multiple correlations over intelligence quotient alone proved to be neither practically nor statistically significant. When the beta weights applied to the scores were based on the total class of the previous year, the multiple correlations for both boys and girls continued to contribute significantly to prediction over the intelligence quotient alone. Klett indicated that further work needs to be done to establish the extent of the contribution that the EPPS can make to the prediction of academic achievement.

An investigation by Harriman (26) was designed to determine whether group-centered therapy and selected mental health films, used alone or in combination as treatment methods,

would bring about measurable changes in certain attitudes. Among others, the following attitudes as measured by the EPPS Intracception, Abasement, and Aggression scales were studied: (1) understanding motives and feelings of self and others; (2) estimate of personal worth; and (3) hostility. He found that attending group-centered therapy sessions, viewing selected mental health films, or viewing selected mental health films supplemented by group-centered therapy did not affect changes in attitudes measured by the scales utilized.

Howard (29) used the EPPS to study underachieving college students with high academic ability. He found that needs for achievement, affiliation, change, and endurance were related to academic performance. Another investigator, Diener (16), found no significant differences between overachieving and underachieving males on any scale of the EPPS except Order, which favored the overachievers. In another study, Gebhart and Hoyer (22) found that underachieving freshmen scored significantly higher on the EPPS scales, Nurturance, Affiliation, and Change, than other freshmen. They scored lower on the Achievement, Order, Intracception, and Consistency scales.

A study by Krug (39) had two objectives: (1) to replicate the Gebhart and Hoyer (22) study with regard to engineers; and (2) to attempt to test the difference between aptitude-based and performance-based determinations of expected performance. Two samples, each consisting of 120 subjects, were selected from a population of 411 entering freshman engineering and

science students. In each sample, twenty subjects were studied at each of three levels of expected performance for both under-achieving and overachieving groups.

In regard to the first objective of the study, the following conclusions were drawn:

(1) Overachievers scored significantly higher on the achievement, order, and endurance scales, and significantly lower on the affiliation and heterosexual scales; (2) these scales are statistically independent within the relevant samples, indicating that several patterns of over- and underachievement are present; (3) high ability subjects scored significantly higher than low ability subjects on dominance and heterosexuality, and significantly lower on deference, order, and abasement; and (4) significant interactions between ability level and over- and underachievement were present for the deference, succorance, and endurance scales (39, p. 136).

In regard to the second objective of the study, the following conclusions were drawn:

(1) When over- and underachievers are taken as a departure from a regression line based on achievement tests and high school record, only the achievement scale of the EPPS discriminates between the two groups. In addition, the correlations between scale score and ability disappear, and there are no significant ability-achievement interactions; (2) the variance which EPPS scores account for is the same variance that is explained by a subject's past performance-ability differential; (3) theories of over- and underachievement may start with the personality description of subjects who deviate from an aptitude-based regression line. Certain of the EPPS scales provide labels descriptive of this behavior; and (4) for purposes of selection, the EPPS and certain evidences of past performance are functionally equivalent (39, p. 136).

Weiss, Wertheimer, and Groesbeck (53) used the EPPS (Achievement scale) and the McClelland (TAT) Picture Story

in an investigation of the relationship between achievement motivation, academic aptitude, and college grades. They concluded that two measures of achievement motivation may actually be indices of the same thing, although measuring it differently, and that a combination of ability and motivation measures seems to be a powerful predictor of academic performance. They recommended that further research be undertaken in this area due to conflicting findings.

Demos and Spolyar (13) used the EPPS to compare the manifest needs of 245 freshman students who were selected to be participants in the study on the basis of their achievement as related to scholastic aptitude. Subjects for the study included: (1) achieving students of high scholastic aptitude (the achievers); (2) nonachieving students of high scholastic aptitude (the underachievers); (3) achieving students of low scholastic aptitude (the overachievers); and (4) nonachieving students of low scholastic aptitude (the nonachievers). They found no significant differences between the achievers and the underachievers or between the overachievers and the nonachievers. They recommended that caution be used in using this type of instrument with this problem and that consideration be given to a less dogmatic stand on the question of whether a student is actually overachieving or underachieving.

Favorable reviews have been presented as to the soundness of the EPPS. The instrument has been found to have value in predicting academic achievement. Although one study reported

no significant differences between students based on their academic achievement status, definite characteristics of underachievers and overachievers have been determined through the use of the EPPS in other studies reported. However, due to the lack of research regarding the use of the full scale, the need for further research in this area is indicated. It would seem that the evidence supports the potentiality of the EPPS for use as an instrument to determine psychological needs of transfer students on probation.

Group Guidance

The accelerated increase in the student population has caused considerable stress in many areas of the educational system. This is especially true in the area of guidance and counseling. Dethrick (15) has said that there is a considerable shortage of trained personnel in this area at all levels of the school system. Although the federal government has provided funds for special institutes to alleviate the shortage, many students still do not have access to proper counseling. In a study of school drop-outs, the United States Labor Department asked high school students to give their opinions as to how their school experiences could have been more valuable (52). Of those who replied to this question, approximately one third of the boys and one half of the girls asked for more vocational counseling. They found that most students leaving school did so before any kind of counseling or occupational information was available to them.

The literature indicated an awareness of a need for more efficient measures for assisting greater numbers of students with their problems. Calhoun (9) has pointed out that the tensions which have arisen between democratic and totalitarian ways of life have brought into focus the need for each person to make maximum use of his learning capacity, and that serious shortages of trained personnel looming in the future require that the most effective use of human intellectual resources become a major educational objective. Chambers (11) has deplored the loss of human resources and the enormous financial investments that are wasted by the high nation-wide student mortality rate. More provision should be made for mass education by our school systems, according to Mortensen and Schmuller (43). They stated that the schools should be able to cope with the need for more and varied skills, but that they were unable to do so.

Much attention is being given to group guidance in the hope that it will be the means whereby more attention can be given to the increasing numbers of students with problems. Several writers have expressed the idea that this technique will not only help relieve the pressure, but that it also has some desirable side effects which individual counseling does not have. Mortensen and Schmuller (43) have asserted that effective group guidance would considerably lighten the load of the school struggling with the problem of mass education. Warters (51) has suggested that the rapid growth of group counseling could be attributed to World War II. It was used at

that time as an economy measure, but has been continued because of other values inherent in the technique.

Although group guidance has experienced its most rapid period of growth since World War II, it is not a new technique. Matthewson (41) has reported that Jesse Davis used group guidance as early as 1907 in the public schools, with personal and social development as specific objectives.

Definitions

There is some confusion regarding the term "group guidance;" however, this is due primarily to semantics. It is often used synonymously with "group counseling" or "multiple counseling." Reviewing educational research on group procedures in guidance and personnel work, Hoyt and Moore (30) have reported that "group procedures in guidance" has not been specifically defined, but the impression is given that this phrase pertains to any activities of guidance workers carried out with students in a group, as opposed to individual, relationship.

Good (24) defined group guidance as, "the procedure of conferring with a group rather than an individual, used when the problems involved have elements common to the counselees present, so that discussion is helpful either in arriving at decisions or in preparing the way for later individual counseling" (24, p. 194). He said that the term "group counseling" is incorrectly used as a synonym for the term "group guidance" and that, correctly, counseling applies to guidance of an individual.

In order to avoid the semantic pitfall, Froehlich (21) has used the phrase "group procedures in the guidance program" in his discussion. He used this term to cover all the activities provided in the experience for intelligent personal planning with groups. He coined the term "multiple counseling" to refer to situations in which a counselor works with a group of individuals with common problems.

Bennett (1), Carroll (10), and Strang (49) have presented definitions similar to that of Froehlich (21). Strang (49) has advocated the use of this technique with highly verbal counselees without serious personal or emotional problems.

Jones (32) defined group guidance as an activity designed to assist each individual in the group to solve his problems and to make his adjustments. Wright (55) wrote that multiple counseling is concerned with helping the counselee make individual decisions by participating in a group situation.

Ohlsen (44) described the similarities and differences between individual and group counseling. He indicated that the term "group counseling" was used to indicate that the counselees with whom he worked fell within the normal range of adjustment and that he was treating them in a non-medical setting.

Grammer and Shostrom (4) used the term "multiple counseling" in approximately the same manner in which others have used the term "group guidance." They differentiated multiple counseling from group psychotherapy in that depth

of feeling is more controlled in multiple counseling and the group usually works on a common problem.

Mortensen and Schuller (43) described group guidance as a means for assisting more than one person in achieving emotional and social adjustment. They interpreted this to mean that group guidance becomes an interactive process underlining a give-and-take relationship in which each participant makes a unique contribution to the group and in turn shares the benefits derived from these contributions.

Warters (51) also wrote that the group members have a therapeutic effect upon each other. She mentioned that the group situation permits the individual to discover inadequacies in his interpersonal patterns, and at the same time provides him with a protective situation in which to try out new modes of behavior.

It is apparent that there is a problem in semantics when discussing the term "group guidance." Many writers have used different terms to describe very similar group processes. Most have agreed, however, that regardless of the term used, the process can be used effectively in assisting people who have problems. Stoops and Wahlquist (48) took a desirable approach when they wrote that there are semantic differences as to whether all guidance is individual and that group guidance is a misnomer, but that all methods should be considered which will give more adequate help to those seeking assistance.

Purpose and Values

Several writers have expounded the values and purposes of group guidance. Brammer and Shostrom (4) have stated that group work is beneficial in that it provides support, stimulation, and reality opportunities for members of the group.

According to Mortensen and Schmuller (43), group guidance has already proven itself in many areas as an economical and time-saving procedure when working with groups of students who have individual problems. They stressed the importance of providing for group guidance as a technique of instruction in all guidance programs.

Stoops and Wahlquist (48) have recommended the group technique, when applicable, for the sake of economy. They indicated that group guidance should serve similar and common needs of pupils, and that guidance workers should discriminate between the similar and dissimilar needs and then choose the appropriate approach.

Bennett (1) listed the following as purposes of group guidance: (1) the provision of opportunities for learning, essential for self-direction with respect to individual, vocational, and personal-social aspects of life; (2) the provision of opportunity for the therapeutic effects of group procedures gained through the study of common human problems and the release of emotional tensions; (3) the provision of a more economical approach in achieving the objectives of guidance; and (4) the basis for more effective individual

counseling. Similar lists of purposes have been cited by a large number of other writers (10, 17, 18, 31, 32, 38, 50, 55).

Although different terms are used, there is general agreement among the writers as to the purposes and values of group guidance. It appears to have a definite place in the guidance program as a distinct technique which has certain values of its own.

Research Studies

Research findings related to the effectiveness of group guidance with transfer students admitted on academic probation are scarce in the literature. However, several studies have been reported which would indicate that group guidance has some inherent characteristics that would make it a desirable technique for use with this particular type of student.

Broedel (5) counseled an experimental group sixteen times during an eight-week period, using the multiple-counseling approach. His control group received no counseling. He used the following criteria in his study: (1) increases in school grades; (2) increases in scores made on achievement tests; (3) increases in acceptance of self; and (4) reduction in the incidence of stated problems. He found a significant difference with regard to the variable, increased acceptance of self. There were no significant differences with regard to increase in school grades. However, significant differences were found for experimental subjects on scores on achievement

tests given immediately after counseling and on those given sixteen weeks later.

In an investigation by Hewer (27), designed to compare the effectiveness of multiple counseling and individual counseling, forty-eight students received multiple counseling and forty-five students received individual counseling. They were evaluated on the basis of changes in certainty and realism of vocational choice. No significant differences were found between the two groups.

Calhoun (9) counseled underachievers but no clear-cut results were found with respect to scores on standardized achievement tests. However, the counseled group did have superior school marks after counseling.

In an investigation by Froehlich (20), seventeen students were counseled individually and twenty-five students were counseled in small groups of four to six students. Agreement between self-ratings and test scores was used as the criterion to evaluate the effectiveness of the two methods. He found that multiple counseling produced significant increases, whereas individual counseling failed to do so.

Ohlsen (44) used the group counseling technique with twenty-nine underachieving ninth-grade students. He found that those students who participated in group counseling showed an increased acceptance of themselves and of others, as well as an improvement in behavior at school and at home. However, they did not significantly improve their grades.

Winborn (54) investigated the effectiveness of short-term group counseling upon the academic achievement of potentially superior but underachieving college freshmen. He found that students who were not counseled made significantly higher grades than those students who were counseled.

Sheldon and Landsman (47) studied the use of non-directive group therapy with students who were experiencing academic difficulty, and who were enrolled in an academic methods course. The population for the study consisted of twenty-eight freshmen in the second semester. A control group was conducted in the traditional lecture-discussion manner, while an experimental group was conducted primarily in a non-directive manner. Following the study, they found no significant differences in reading test scores or personality scores. However, significant differences were found between the groups with respect to grade-point averages at the end of the semester in favor of the experimental group. A follow-up study was made one year later, revealing that 47 per cent of the conventional group and only 25 per cent of the non-directive group had left school.

Broedel, Ohlsen, Proff, and Southard (6) studied twenty-nine ninth-grade students participating in multiple counseling. They found that group counseling failed to improve the underachievers' academic performance. However, they did find that three out of four of their groups achieved significant growth in other areas. Other areas studied included: (1) scores on an achievement test battery; (2) a

set of responses to a Picture Story Test; and (3) observations made by the subjects, their parents, and members of observer teams. This would lead to the conclusion that group counseling might assist underachievers to improve in a number of areas to the extent that academic assistance might be of value.

Faries (19) used short-term counseling with 140 college freshmen who had been matched with a control group receiving no counseling. The purpose of the study was to determine whether there would be differences between groups at the time of graduation. It was found that the counseled students graduated in significantly greater numbers than did members of the control group. Faries (19) concluded that since the counseling was voluntary, the factor of personal motivation would have to be taken into consideration.

Richardson and Perry (45) studied the effect of counseling with 108 technology students having scholastic difficulties. They found that the response to the counseling relationship over a period of time was directly related to the percentage of students who recovered academically. Another investigator, Lee (40), determined that the problems of students who participated in group counseling decreased more than the problems of those students who did not participate in group counseling.

A review of research studies pertaining to the use of group guidance has indicated the usefulness of the technique. Although negative results were found in some studies, enough positive evidence was found to indicate that additional research

could provide further evidence as to the effectiveness of group guidance.

A study of related literature indicates that: (1) there is a need for treatment techniques in the area of scholastic underachievement; (2) there is a need to delve into problems of personality dynamically in the area of academic underachievement; (3) the EPPS is an acceptable instrument for use in the measurement of personality variables; (4) there is general agreement as to the purpose and value of group guidance; and (5) group guidance is an appropriate treatment technique for use with underachievers.

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CHAPTER III

METHODS AND PROCEDURES

The basic design established for this investigation was adopted in view of the objectives set forth for this research and the possible contributions that could be made in assisting transfer students admitted on academic probation to achieve in their academic studies. The principal objective was to investigate the effectiveness of short-term group guidance with a group of transfer students admitted on academic probation to North Texas State University for the spring semester of the 1961-1962 school year. The study was designed to utilize the method and procedure of comparing a group of students who were counseled with a similar group of students who were not counseled.

General Description

All freshman transfer students who entered North Texas State University in the spring semester of the 1961-1962 school year who resided in Denton, Texas, were selected as subjects for the investigation. The population was limited to students residing in Denton to maintain a more homogeneous population. This was done in an effort to eliminate variables

such as time spent in commuting to and from school and supervision of study time by parents. These students were randomly assigned to an experimental group (who received guidance) and a control group (who did not receive guidance) for the purpose of studying the effects of short-term group guidance upon the experimental group.

The experimental and control groups were asked to complete the Edwards Personal Preference Schedule prior to guidance of the experimental group. After the experimental group had participated in a period of group guidance, the EPPS was administered again to subjects in both groups. An analysis was made of the spring semester, 1962, academic grades to determine the effectiveness of short-term group guidance upon the academic achievement of freshman transfer probationary students. Scores made on the fifteen scales of the EPPS were also examined to determine: (1) if there had been significant differences in scores between those students in the experimental group who succeeded in college and those students in the experimental group who did not succeed; (2) if there had been a significant change in scores of members of the experimental group as a result of group guidance; (3) if the scores made by participants in the guidance sessions changed significantly more than scores of students who did not participate; (4) if the relationship between grade-point averages and score changes was significantly higher for members of the experimental group than for members of the control group following group

guidance. An analysis was also made of drop-outs among the population of the study to determine if there was a significantly greater number of drop-outs among the control group than among those students participating in group guidance.

Participants in the Study

Subjects for the study were students attending North Texas State University, which had a student population during the second semester of the 1961-1962 school year totalling 8,042 full-time students. These included 938 graduate students, 1,532 seniors, 1,567 juniors, 1,692 sophomores, and 2,313 freshmen.

Fifty-two freshmen were identified as transfer students admitted on probation in the spring semester, 1962. These students resided in Denton, Texas, and were participants in the study. All of the participants in the study had made total raw scores of 49 or more on The School and College Ability Tests and total raw scores of 47 or more on The Nelson-Denny Reading Test.

A random sample of twenty-six students was drawn from the fifty-two subjects through the use of a table of random numbers (1). This sample constituted the experimental group. The remaining twenty-six students were designated the control group. There were twenty-five males and one female in the experimental group, while the control group included two females and twenty-four males. There was no attempt to match students in the experimental and control groups in

terms of age, sex, family background, or other factors. It was assumed that such factors would be randomly distributed throughout the groups.

Next, the members of the experimental group were divided into four sub-groups according to their personal schedules. This was done in order to arrange regular group guidance sessions which students in the experimental group would be free to attend.

An advanced doctoral student who was enrolled in the School of Education at North Texas State University served as counselor for the experimental group of probation students. The counselor was majoring in counseling and personnel administration, had received a thorough preparation in counseling psychology and related subjects, and was therefore considered to be well qualified to conduct the group sessions. In addition, the counselor had had four years of previous experience counseling college and university students.

Procedure for Gathering Data

Members of the control group met with the counselor after being contacted by letter (see Appendix), asking them to attend the meeting. The purpose of the meeting was to administer the EPPS. Students in the control group were told only that they were participating in a research project that could assist them in deriving more value from their college work. Attempts were made during the following week to contact all members of the control group who were unable to attend the meeting and to

arrange for the administration of the EPPS. Less than 50 per cent of the control group subjects attended the first meeting. A follow-up letter was sent to those students not attending the first meeting, asking them to come to the Guidance Office of the university. All but four of the remaining students reported immediately and took the EPPS. The remaining four students were sent postcards reminding them to come to the Guidance Office, and a personal contact was made with each of them. All indicated a desire to participate in the study, and explained that they had been unable to come to the Guidance Office for various reasons. An appointment was made with each of these students, but they failed to appear. A personal visit was made and the students were asked to complete the EPPS in their places of residence. All but one student complied with this request.

On the same day that the EPPS was administered to the control group, the members of two of the sub-groups of the experimental group met with the counselor. The remaining members of the experimental group met with the counselor the following day. The members of the experimental group had also been previously contacted by letter (see Appendix), which asked them to attend the meetings.

A regular staff member of the Guidance Office at North Texas State University was asked to greet the students, inform them of the purpose for the meeting, and explain the reason for their being selected to participate in the study.

The counselor then explained the nature of the guidance sessions. The students were invited to introduce themselves and present any information that would help the group members to become better acquainted. During the second session the EPPS was administered. Members of the experimental group who were unable to attend the initial sessions of the group to which they had been assigned were contacted immediately by telephone and by personal visit and asked to participate in the study and to take the EPPS. Eleven students attended the initial sessions and all but six students responded to the following contact. The formation of a new group which met at night enabled two of these students to participate. One member of the experimental group could not participate in the investigation due to a work schedule, while two members of the experimental group took the EPPS but would not attend the guidance sessions.

Extensive efforts were made to encourage students to attend the guidance sessions. Each student was sent postcards, contacted by telephone, and personally visited by the counselor. Those students not responding were contacted repeatedly and extended personal invitations to attend the sessions.

The group guidance sessions continued for six weeks after the initial meetings with the experimental and control groups. Thirteen sessions were held for each sub-group during this period of time. Participants met twice each week except for the time when the spring recess for the university was

scheduled. The members of each sub-group were reminded at the last meeting prior to the spring vacation that the guidance sessions would continue the week following the vacation. Since group guidance sessions were held for six weeks, each participating student had an opportunity to attend thirteen sessions, including those in which the EPPS was administered.

Four sub-groups were involved in the guidance sessions, the size of the different sub-groups ranging from three to six students. The size of the sub-groups could not be controlled because of individual class and work schedules of students. Group guidance sessions were held on Tuesday and Thursday at 9:00 A.M. for Sub-Group A, on Tuesday and Thursday at 10:00 A.M. for Sub-Group B, on Monday and Wednesday at 4:00 P.M. for Sub-Group C, and on Tuesday and Thursday at 6:30 P.M. for Sub-Group D.

During the last group guidance session, the members of the experimental group were administered the EPPS for the second time by the counselor. The EPPS was administered to the control group by the counselor after members of this group had been informed of a meeting by mail (see Appendix). Attempts were made during the following week to contact the members of both the experimental and the control groups by telephone and in person to arrange for make-up sessions for the administration of the EPPS. All participants in the investigation were re-tested except one. This student reported for the examination, but asked to be excused until a later

date. He resisted all attempts by the counselor and by his instructors to persuade him to return for the re-test.

Nature of the Group Sessions

The members of the experimental group met for thirteen group guidance sessions, with approximately one hour devoted to each session. The sessions extended over a period of approximately seven weeks.

The experimental group was divided into four smaller sub-groups for guidance purposes. Three of these sub-groups met in a conference room equipped with comfortable chairs and a table. This proved to be an excellent facility in which to conduct the group guidance sessions. One sub-group met in a dormitory room. Consideration was given to meeting in a study room of the dormitory, but it was decided that the room of one of the participants in the investigation would serve as an adequate place in which to meet. This room was not as desirable as the other facility, primarily due to the noise factor, but it proved an adequate meeting place.

The counselor was not limited to any particular approach in structuring the content of the group sessions. However, group-centered activity was emphasized where the interests and feelings of members could be expressed. Efforts were made to provide meaningful discussions for the group as a whole, together with significant learning and satisfaction for individual members. It was carefully explained to participants that

any pertinent topics relating to their probationary status could be presented for discussion. This semi-structured approach was used since it was not possible to predetermine the various problems of the individual group members. The first sessions were structured, however, in such a manner as to aid the student in determining the cause of his probationary status. The EPPS scores and a description of the variables were handed to the students and they were given the opportunity to verbalize about them.

Shortly thereafter, the Associate Registrar of North Texas State University was invited to visit with the groups for the purpose of discussing the mechanics involved in being placed on probation and in removing probationary status. He was well received by the members, and discussed such topics as: (1) the transfer of hours from other institutions; (2) grade points; (3) number of hours and grade points required to remain off probation at the various class levels; (4) the university requirements regarding the removal of probationary status; (5) preparation for the English Proficiency Examination; and (6) procedures for adding and dropping courses. Later sessions were spent discussing such topics as budgeting of time, methods of study, and the advantages to be gained through graduation from college. Considerable time was spent discussing how to prepare for and take examinations. Throughout the sessions it was pointed out by the counselor that the members were capable of performing at the college level.

With the exception of the sub-group which met in the dormitory, most of the sessions were devoted primarily to vocational-educational topics. The group which met in the dormitory had a tendency to move rather quickly into the area of personal-psychological problems. At times, their sessions appeared to take on aspects of deeper group psychotherapy.

Evaluating Criteria Used in the Study

The effectiveness of the short-term group guidance technique was evaluated by the use of academic grades made by members of the experimental and control groups after the conclusion of the group guidance sessions. Second semester (spring) grades for the academic year, 1961-1962, were used as the criterion to determine the effectiveness of group guidance upon academic achievement. The following method was used in computing the grade-point averages: For purposes of the study, the grade of A equals 3 grade points per semester hour; B equals 2 grade points per semester hour; C equals 1 grade point per semester hour; D equals 0 grade points per semester hour; and F equals -1 grade point per semester hour. The grade-point averages were computed by dividing the total number of grade points earned by the total number of hours attempted by each student.

The number of drop-outs among the students participating was obtained from the Registrar's Office at the end of the spring semester, 1962, and compared by groups. An appraisal was also

made of the effect of the short-term group guidance upon scores made on the fifteen scales of the EPPS following group guidance.

Description of Test Instrument

The Edwards Personal Preference Schedule, developed by Allen L. Edwards, was first published in 1954, and then revised in 1959. The schedule was developed for "normal" subjects, its fifteen scales being designed to measure fifteen personality variables originating in certain manifest needs as presented by Henry Murray and others (3). In addition to the fifteen personality variables, there is also a test consistency score.

The EPPS contains 225 items and is designed to be largely self-administering. The directions are simple and easy to read. The subject selects one of the two statements which are presented as being most characteristic of him. Both male and female norms have been developed for college students. The norms and the description of the manifest needs associated with each of the fifteen EPPS variables are presented in the manual of the EPPS (2).

Organization and Treatment of Data

Initially, there were twenty-six subjects in the experimental group and twenty-six in the control group. At the end of the semester, complete data were available for twenty subjects in the experimental group and twenty-two subjects in

the control group. Six subjects originally selected for the experimental group did not participate. One of these students had a conflicting work schedule, one refused to respond to all invitations to participate, two took the pre-test but refused to participate in the guidance sessions, and two were found not to be on probation. Four subjects selected for the control group did not participate. One of these students refused to take the pre-test, one refused to take the post-test, and two were found not to be on probation. Grade-point data were available for the two students in this group who did not complete the tests. Complete data were available for nineteen males and one female in the experimental group and for twenty males and two females in the control group.

Grade-point averages, scores on The School and College Ability Tests, scores on The Nelson-Denny Reading Test, and scores made on the EPPS were transferred to IBM punch cards at the North Texas State University computing center. All data computations were made by an IBM 1620 computer.

The first step in the statistical treatment of the data was to determine the validity of the sampling technique in the distribution of subjects into the experimental and the control groups. This was accomplished by using the t -test to determine if significant differences existed between the two groups with respect to scores on The School and College Ability Tests, scores on The Nelson-Denny Reading Test, and

academic achievement as measured by grades transferred to North Texas State University.

The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between score changes on the scales of the EPPS and grade-point averages for experimental and control subjects. All other hypotheses were tested through the use of the t -test.

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CHAPTER IV

ANALYSIS OF THE DATA

An analysis was made of the data to determine the effectiveness of short-term group guidance in improving academic achievement with transfer students admitted to North Texas State University on scholastic probation. The procedure followed in evaluating the effectiveness of the group guidance was to compare college grade-point averages and scores on the fifteen variables of the EPPS made by the experimental group, after a period of guidance, with those of a control group who did not receive group guidance.

The data were treated statistically by the use of the t -test for difference between means of the experimental and control groups. Relationships between score changes on the EPPS and grade-point averages for each of the groups were determined by using the Pearson Product-Moment Correlation Coefficient technique. Differences between groups were considered to be significant when they reached values at the .05 level. It was assumed that any significant differences between means of the experimental and control groups and any significant correlations between score changes and academic achievement as measured by grade-point averages for the

experimental group could be attributed, at least in part, to the influence of the short-term group guidance process.

Attendance at Counseling Sessions

The mean number of meetings attended by subjects in the experimental group was 7.75 meetings or 59.6 per cent of the total meetings for the group. The smallest number of sessions attended by a student was five and the largest number of sessions attended by a student was twelve.

Factors Relating to Group Differences

No attempt was made to equate the experimental and control groups, nor were students matched within these groups. However, the validity of the sampling procedure used in this investigation was examined by determining if significant differences existed between the two groups prior to the guidance sessions. The criteria used to determine probationary status and to identify the probationary student were used to examine the validity of the sampling technique. A t -test was used to determine if significant differences existed between the two groups with respect to scores on The School and College Ability Tests, scores on The Nelson-Denny Reading Test, and academic achievement as measured by grades transferred to North Texas State University. Means for subjects in the experimental and control groups on each of these three measures and t appear in Table I.

TABLE I

DIFFERENCE BETWEEN MEAN GRADE-POINT AVERAGES, READING
TEST SCORES, ABILITY TEST SCORES, AND t -RATIOS
FOR EXPERIMENTAL AND CONTROL GROUPS

Measure	Experimental Group Mean	Control Group Mean	Difference	t
Ability Test	72.00	70.25	1.75	.538
Reading Test	70.90	70.79	0.11	.024
Grade-Point Average	0.451	0.480	-0.029	-.440

The data in Table I show no significant differences between members of the experimental group and members of the control group with respect to the three variables under consideration. The basic assumption made concerning the distribution of these factors between the groups due to the random assignment of students to the groups was shown to be valid.

Factors Relating to the Evaluation of the Group Guidance

The primary purpose of the investigation was to test the hypothesis that short-term group guidance would have a significant effect on the academic achievement of a group of transfer students admitted to North Texas State University on probation. The null hypothesis that there would be no significant differences between subjects receiving short-term group guidance and subjects not receiving guidance was tested through the use of a t -test. A comparison of grade-point averages made by students

in the experimental and control groups for the spring semester is shown in Table II.

TABLE II
DIFFERENCE BETWEEN MEAN GRADE-POINT AVERAGES AND t -RATIOS
FOR EXPERIMENTAL AND CONTROL GROUPS

Measure	Result
Mean Grade-Point Average in Experimental Group	.849
Mean Grade-Point Average in Control Group.	.572
Difference	.277
t -Ratio.	1.219

Data presented in Table II show that the mean grade-point average of subjects in the experimental group was higher than the mean grade-point average of subjects in the control group. The obtained t -ratio was not significant at the .05 level.

Five secondary hypotheses were proposed and treated statistically. Hypothesis I stated that there would be a significant difference between changes in scores made on the EPPS by successful and unsuccessful students in the experimental group. The null hypothesis that no significant differences existed between these score changes was tested through the use of a t -test. Mean score changes on each variable of the EPPS for successful and unsuccessful experimental subjects and the obtained t -ratios are presented in Table III.

The data in Table III indicate that a significant difference was found with respect to only one variable, Dominance.

TABLE III

DIFFERENCES BETWEEN MEAN SCORE CHANGES ON EPPS VARIABLES
AND t -RATIOS FOR SUCCESSFUL AND UNSUCCESSFUL STUDENTS

Variable	Mean Score Change		Difference	t
	Successful Students	Unsuccessful Students		
Achievement	-1.286	-0.615	0.671	-0.386
Deference	-1.571	-0.077	1.494	-0.844
Order	-0.143	2.462	-2.319	-1.263
Exhibition	0.429	1.846	-1.417	-0.854
Autonomy	-0.429	-0.462	-0.033	0.021
Affiliation	-0.571	0.769	-0.198	-0.770
Intraception	-0.714	0.923	-0.209	-0.756
Succorance	0.857	0.385	0.472	0.204
Dominance	3.571	0.385	2.186	* 2.122
Abasement	-2.286	-1.846	0.440	-0.215
Nurturance	4.000	0.538	3.462	1.868
Change	-0.571	-1.154	-0.583	0.332
Endurance	-0.429	0.308	0.121	-0.377
Heterosexuality	0.571	0.092	0.479	0.167
Aggression	-2.714	-2.000	0.714	-0.326
Consistency	-0.429	-0.692	-0.263	0.223

*Significant at the .05 level

with successful students making significantly greater change than unsuccessful students. The t -value of 2.122 is significant at the .05 level.

Hypothesis II stated that EPPS scores of experimental group subjects prior to group guidance and following guidance would differ significantly. The t -test was used to test the null hypothesis that there would be no significant difference between pre-test and post-test scores on the EPPS for subjects in the experimental group. Mean pre-test scores, mean post-test scores, differences, and t -ratios for each variable are shown in Table IV.

TABLE IV
DIFFERENCES BETWEEN MEAN PRE-TEST AND POST-TEST SCORES
ON EPPS VARIABLES AND t -RATIOS FOR THE
EXPERIMENTAL GROUP

Variable	Pre-Test Mean	Post-Test Mean	Difference	t
Achievement	12.90	13.75	-0.85	-0.629
Deference	10.05	10.65	-0.60	-0.462
Order	11.40	9.85	1.55	0.824
Exhibition	15.95	14.60	1.35	0.919
Autonomy	15.40	15.85	-0.45	-0.311
Affiliation	16.45	16.15	0.30	0.255
Intracception	16.65	16.30	0.35	0.251
Succorance	10.85	10.30	0.55	0.424
Dominance	15.30	13.80	1.50	0.971
Abasement	11.85	13.90	-1.05	-1.226
Nurturance	15.80	14.05	1.80	1.304
Change	16.30	17.25	-0.95	-0.570
Endurance	11.50	11.45	0.05	0.031
Heterosexuality	17.80	17.60	0.20	0.108
Aggression	11.30	13.55	-2.05	-1.195
Consistency	11.70	12.30	-0.60	-1.075

No significant differences were found between pre-test and post-test scores for any variable on the EPPS for experimental group subjects.

Hypothesis III stated that experimental group subjects would make significantly greater changes in scores on the EPPS than subjects in the control group. The t -test was used to test the null hypothesis that score changes on the EPPS did not differ significantly between the two groups. Mean change and the resulting t -ratios for each of the EPPS variables tested are shown in Table V.

TABLE V

DIFFERENCES BETWEEN MEAN SCORE CHANGE ON EPPS VARIABLES
AND t -RATIOS FOR EXPERIMENTAL AND CONTROL GROUPS

Variable	Mean Score Change		Difference	t
	Experimental Group	Control Group		
Achievement	-0.850	-0.364	0.486	0.474
Deference	-0.600	0.045	0.555	0.552
Order	1.550	0.773	0.777	-0.590
Exhibition	1.350	1.045	0.305	-0.307
Autonomy	-0.450	0.909	-0.459	1.485
Affiliation	0.300	0.227	0.073	-0.068
Intracception	0.350	-2.000	-1.650	-1.773
Succorance	0.550	-0.727	-0.177	-0.885
Dominance	1.500	0.409	1.091	-1.074
Abasement	-2.000	-1.045	0.955	0.807
Nurturance	1.750	-0.955	0.795	*-2.125
Change	-0.950	-0.136	0.814	0.612
Endurance	0.050	0.182	-0.132	0.102
Heterosexuality	0.200	1.909	-1.709	0.938
Aggression	-2.250	0.273	1.977	1.770
Consistency	-0.600	-0.636	-0.036	-0.049

*Significant at the .05 level

Data in Table V show that change on the EPPS variable, Nurturance, was significantly greater for experimental subjects than for control subjects. The t -value is significant at the .05 level.

Hypothesis IV stated that the relationship between score changes on the scales of the EPPS and grade-point average would be significantly higher for members of the experimental group than for members of the control group. The Pearson Product-Moment Correlation Coefficient was used to determine the relationship between grade-point averages and score changes

on the scales of the EPPS for members of the groups. The significance of the difference between the obtained correlations was tested by means of a t -technique. The coefficients of correlation and t -ratios used in the test of Hypothesis IV are presented in Table VI.

TABLE VI
CORRELATION COEFFICIENTS FOR GRADE-POINT AVERAGE AND
EPPS VARIABLES FOR EXPERIMENTAL AND CONTROL
GROUPS AND t -RATIOS

Variable	Experimental Group r	Control Group r	t
Achievement	-.11	.31	-0.620
Deference	-.16	-.06	0.297
Order	-.29	.23	0.010
Exhibition	-.09	-.04	0.150
Autonomy	-.08	-.06	0.090
Affiliation	-.26	-.13	0.397
Intracception	-.17	-.08	0.270
Succorance	.15	-.15	0.001
Dominance	.33	.33	0.685
Abasement	.01	.42	1.288
Nurturance	.12	-.16	-0.110
Change	.08	-.29	0.640
Endurance	-.05	.35	-0.929
Heterosexuality	.17	-.37	0.638
Aggression	-.07	-.07	0.000
Consistency	-.03	.09	-0.176

It may be seen from the data in Table VI that no significant differences were found between the obtained correlation coefficients for experimental and control groups.

Hypothesis V stated that the number of drop-outs in the control group would be significantly larger than the number of drop-outs in the experimental group. Since no drop-outs occurred in either group, no statistical test was needed.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

An investigation was made to determine the effectiveness of short-term group guidance with a group of transfer students admitted to North Texas State University on academic probation. Fifty-two freshmen who were identified as transfer students admitted on probation in the spring semester, 1962, were subjects for the study. The investigation was designed to determine whether group guidance, over a short period of time, would effect significant differences in academic achievement between a group of transfer students on academic probation who participated in guidance and a similar group of students who did not participate. In addition to the primary problem, consideration was given to differences in amount of change in certain psychological needs, as measured by the Edwards Personal Preference Schedule, between academically successful and unsuccessful students. Changes in these psychological needs were determined for students who participated in group guidance as compared with a group of students who did not participate. The relationship between the grade-point averages and score changes on the scales of the EPPS for the experimental group and for the control group during the course of the investigation was

determined. An analysis was made to ascertain if the relationship between the grade-point averages and score changes on the scales of the EPPS for members of the experimental group differed significantly from this relationship for members of the control group. A comparison of the number of drop-outs among the students who participated in the study was made between those students who participated in group guidance sessions and those students who did not participate.

The Pearson Product-Moment Correlation technique was used to determine the relationship between grade-point averages and score changes on the scales of the EPPS. All other comparisons were made through the use of the t -technique.

Results

The statistical analysis of the data of the investigation indicated:

1. The assumption that the sampling procedure would randomly distribute certain intervening variables was upheld after testing for differences between experimental and control subjects with respect to scores on The School and College Ability Tests, scores on The Nelson-Denny Reading Test, and grades transferred to North Texas State University. No significant differences were found between the groups.

2. The primary hypothesis which the investigation was designed to test was not supported. No significant differences were found between grade-point averages for experimental and control group subjects.

3. The hypothesis that successful students would make significantly greater score changes on the EPPS than unsuccessful students was only partially confirmed. Significantly greater change on the variable, Dominance, was noted for successful students. No other significant differences in changes on scores on the EPPS were found.

4. The hypothesis that there would be a significant difference between pre-test and post-test scores on the EPPS by experimental group subjects was not supported.

5. The hypothesis that there would be a significant difference between score changes by experimental and control subjects was only partially supported. Experimental subjects were found to have significantly greater changes in scores on the EPPS variable, Nurturance, than control group subjects. No other significant differences were found.

6. The hypothesis that there would be a significantly higher relationship between grade-point average and score change on the EPPS for members of the experimental group than for members of the control group was not supported. No significant differences were found.

7. Since no drop-outs occurred in either of the groups studied, it was not necessary to make a statistical test of the final hypothesis which stated that drop outs would be significantly greater for control group members than for experimental group members.

Conclusions

In view of the results of the investigation, the following conclusions are presented:

1. Short-term group guidance was not effective in producing significantly higher grade-point averages. However, higher grade-point averages were made by subjects participating in group guidance than by subjects not participating in group guidance. This would indicate that there may be a possibility for utilizing group guidance in assisting students in improving their academic performance.

2. Short-term group guidance did not produce significant differences in scores or score changes on most EPPS variables. Successful students in the experimental group did make significantly greater changes in scores on the variable, Dominance, than unsuccessful students, with the change being in the direction of an increased need. This would indicate that successful students in the experimental group evidenced an increased need to express themselves and argue for their points of view, to be leaders in groups to which they belonged, and to influence others.

Experimental subjects made significantly greater score changes on the EPPS variable, Nurturance, than control subjects, with the change being in the direction of an increased need. This would indicate that guidance resulted in an increased understanding of others, generosity toward others, and affection.

Recommendations

The following recommendations for additional research are based on the findings of this investigation:

1. In light of research indications of the uniqueness of each college and university, and the contradictory results of studies utilizing group guidance, studies of this type should be instituted in other schools to determine the effectiveness of short-term group guidance on academic achievement.

2. Research should be designed to study the effect of one semester of compulsory group guidance, structured to promote study skills and personal and social maturity, with transfer students admitted to college on academic probation.

3. Emphasis should be placed upon preventive measures rather than remedial measures where transfer probationary students are concerned.

4. Techniques other than short-term group guidance should be utilized in improving the academic achievement of transfer students admitted on academic probation.

5. Consideration should be given to a study of the use of instruments other than The School and College Ability Tests and The Nelson-Denny Reading Test for the identification of potentially successful transfer students admitted on probation to North Texas State University.

APPENDIX

THE MANIFEST NEEDS ASSOCIATED WITH EACH OF THE
FIFTEEN EPPS VARIABLES*

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

* Manual, Edwards Personal Preference Schedule, p. 11

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection of others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working

in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at one's work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to engage in kissing with those of the opposite sex, to be in love with someone of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

INITIAL LETTER TO SUBJECTS

Dear

Our records indicate that you have transferred to North Texas State University with a below C average and are on academic probation. The Guidance Office is attempting to find means of helping transfer students to be more successful, and you have been selected as a member of a small but very significant group of students who are being asked to participate in this important educational project.

The meeting for your group has been set for Thursday, March 22, at A.M. in Room 218 of the Administration Building. If you cannot attend this meeting, please call Mr. Kenneth Maroney at extension 312 Wednesday, March 21, between 2:00 and 4:00 P.M. and other arrangements will be made for us to get together.

I will be looking forward to seeing you Thursday.

Sincerely yours,

Kenneth Maroney

FOLLOW-UP LETTER

Dear

Last week you received a letter telling you of a meeting in which guidance assistance was being set up for students who entered North Texas State University this semester with a below C average or on academic probation. If my records are correct, you were not present at this meeting. Perhaps the letters were sent at a time too close to the scheduled meeting or perhaps there was a schedule conflict which prevented you from attending.

There is another meeting scheduled for 10:00 A.M. on Tuesday, March 20, in Room 254 of the Administration Building. If you can attend this meeting, you will save both of us a lot of time because eventually it will be necessary for us to get together. If you cannot attend this meeting, call me at extension 312 or at my home (387-2523).

I am looking forward to seeing you on Tuesday, and I am sure that we can accomplish much by working together.

Sincerely yours,

Kenneth Maroney

FINAL LETTER TO CONTROL GROUP SUBJECTS

Dear

It will be necessary for you to come to Room 218 of the Administration Building at 9:00 A.M. or 10:00 A.M. on Tuesday, May 8, to complete your part in the research project that is being conducted by the Guidance Office.

If you so desire, you make an appointment at this time to get your test scores interpreted for you.

If there is a time conflict with the above mentioned periods, come by or call me at the Guidance Office (222) on Monday afternoon between 1:00 and 3:00 P.M.

Sincerely yours,

Kenneth Maxoney

**OUTLINE OF INITIAL AND SECOND GUIDANCE
SESSIONS - ALL SUB-GROUPS**

Session 1

I. Introduction: Regular member of counseling center, NTSU

A. Purpose of Sessions

- 1. Improve academic achievement**
- 2. N.T.S.U. research**
 - a. 62 per cent fail**
 - b. Accept only those with ability**

B. Brief explanation of mechanics of group guidance

- 1. Group-centered (participation)**
- 2. Progress through interaction with group**

II. Presentation of counselor for the group sessions

A. Introduction of members

- 1. Hometown**
- 2. Family background**
- 3. High points in life**
- 4. Major field**
- 5. Future plans**

B. Short discussion: "Why am I on probation?"

Session 2

I. Short description of the EPPS

II. Administration of the EPPS

COUNSELOR'S REPORT OF GROUP GUIDANCE SESSIONS FOR
EACH OF FOUR SMALL SUB-GROUPS*

Sub-Group A

Session 3

This meeting was spent in the Registrar's Office. The Associate Registrar spent the hour answering questions regarding probation, grade points, and study tips.

Session 4

A brief explanation of the EPPS was presented. The subjects were then given a copy of the explanation of the fifteen needs. They studied these for a few minutes and then discussed scores.

S. was concerned about his Agg score and G. was concerned about his Ord score. G. felt that his score was a good indication of his actual situation. W. indicated that he had flunked out of A & M College because he did not want to go there in the first place. The rigidity of the system there bothered him and he was not satisfied with his major. S. picked up the conversation and added that he had made poor grades because he did not like his major at A & M. G. said that he had quit going to class although he had a "B" going in one course and a "C" in the other. He pulled the discussion back to the EPPS by stating that he did not go to class because he got tired of the routine and that his Ord score was indicative of this. The hour was up and the group indicated that they wished to continue their discussion of the EPPS at the next session.

Session 5

This meeting was spent discussing the variables on the EPPS. Several points were raised. It was concluded by the group that this was not a good instrument for stimulating group discussion since it was too vague.

The last part of the meeting was spent discussing study skills. Some questions were raised regarding the mechanics of getting off probation. These were tabled until later. S. wanted to get some help in choosing a vocation. It was suggested that the next session be spent in discussing study skills.

Session 6

This was perhaps our best meeting. A resource person from the Registrar's Office visited with the group. He answered

*Letters are used to protect the identity of subjects.

questions from the group regarding the mechanics of probation. Several specific questions were answered. Considerable time was also spent discussing the Student Use of English Examination which all students are required to take. Several suggestions were given for obtaining a passing grade on this test.

All students participated freely. A brief definition of the transfer student was given and the discussion progressed from there.

Session 7

Only S. and G. attended this session. Contrary to what had been planned, both expressed the desire to discuss possible vocational choices. They were both undecided as to what they should choose for majors. The first part of the discussion concerned major interests and aptitudes. A copy of the occupations listed in the Kuder Vocational Preference Inventory Manual was secured and some time was spent in looking over these occupations. A copy of the 1959 edition of The Occupational Outlook Handbook was also secured and specific information about various occupations was presented as requested.

Both boys wanted to get a better understanding of their possibilities. They were referred to the Guidance Office for testing. It was suggested that they take the General Aptitude Test Battery and the Kuder Vocational Preference Inventory.

Session 8

The discussion centered around study skills. The counselor requested that this topic be pursued. The materials presented by the counselor were taken primarily from Successful Adjustment to College and Effective Study. The discussion dealt primarily with preparing for and taking essay examinations. This covered such points as the SQ3R method of study, evaluating the amount of time to allocate to test questions, outlining the question prior to writing it, proof reading each question at the end of the examining period, and writing a neat paper.

Session 9

This session seemed to have difficulty "getting off the ground." The members of the group had a number of questions which were answered by the members themselves.

Each time the conversation lagged, the counselor attempted to get back to the topic of preparing for objective examinations. Usually, another question arose which led to other discussion. Most of the time was spent discussing the poor study habits of one of the group members. He had received a "flunk" slip in chemistry, and was considering a change to biology. He was not sure which course would be the easiest. It was pointed out to him that the proper study skills would make this an insignificant point.

Session 10

This session was spent discussing skills in taking matching tests, multiple-choice tests, and completion-type tests. The material presented in Effective Study was used as an outline.

Some time was spent in permitting each group member to ventilate his feelings toward professors. It was the consensus that professors, as a rule, tend to give fair and sensible tests at North Texas.

Session 11

No meeting was held.

Session 12

Only S. attended this session. The entire time was spent in a discussion of job possibilities for the summer.

Session 13

The final session was used for the re-administration of the EPPS.

Sub-Group B

Session 3

This hour was spent discussing reasons for the probationary status of the group members. Several useful questions were raised regarding the mechanics of raising grade-point averages, removal of probationary status, and graduation requirements. It was suggested that someone from the Registrar's Office visit the group to answer these questions.

There seemed to be more interaction in the group than had been noticed previously. The counselor used questions to stimulate the members to participate in the discussion. The group members indicated that they would like to discuss the results of the EPPS at the next session.

Session 4

A brief explanation of the EPPS was given to the group by the counselor. A written explanation of the variables was handed to the members of the group for their consideration. After they had read the description of the variables, they were given their profile sheets.

The Ach variable was the first discussed. The Agg variable was discussed next. The implications of both needs were discussed. The Ord variable was mentioned next by one member of the group. Most seemed in agreement with the scores. The Chg variable was discussed at some extra length. All but one of the group members had high scores on this variable. Reasons for transfer students on probation scoring high on the variable were discussed by the group. They ranged from not wanting to be confined to "restlessness."

The group did not finish the discussion of the EPPS and decided to request the member of the Registrar's staff to delay his visit for one session to enable them to finish it.

Session 5

The discussion was begun by mentioning that several EPPS variables had not been discussed at the previous session. About half the period was spent discussing these variables. The group as a whole seemed to understand the purpose of the EPPS much better than they had at the previous session. However, they concluded that the EPPS did not really help them and that it just seemed to confirm what they already knew about themselves.

The latter part of the period was spent discussing the skill of listening. V. gave a good account of his problem of always being seated in the rear of the classroom. He gave some good tips about how to keep in tune with the teacher. D. indicated that he always had to sit in the front, but that he would have liked to sit in the rear. He indicated that he always sat where the pretty girls were seated in classes which did not require seating charts. It was the consensus of the group that the front seats are the most desirable if one expects to get the most from the lecture. D. did not agree with this, but he appeared by this time to be establishing a pattern of negativism, being against or in disagreement with the rest of the group on most issues.

Session 6

A staff member from the Registrar's Office was a guest at this meeting. He was asked to present information pertinent to probation or the mechanics of probation. He made an excellent presentation of facts regarding the purpose of probation and the requirements for removing probation. The group members asked several questions regarding their specific situations. He left about fifteen minutes prior to the end of the meeting.

The remainder of the period was spent discussing topics to be considered in following meetings. These all pertained to

study skills. "Budgeting of time" and "how to prepare for an examination" were scheduled for the next two sessions.

J. wanted to take a personality inventory but was asked to wait until the following session to discuss it.

Session 7

J. called long distance and said that he would meet with Sub-Group C the following hour, which he did.

Some feelings arising as a result of initial failure in college were discussed early in the session. This evolved into a discussion of the feeling of well-being that one has when he is performing at his expected level of performance. The point was made again that the goal of college success could be achieved by these students since they had the ability to succeed.

The discussion moved rapidly to the area of study skills at the insistence of the counselor. Test-taking hints presented in Effective Study were used. The discussion dealt primarily with preparing for and taking essay examinations. This covered such points as the SQ3R method of study, evaluating the amount of time to allot to each test question, outlining the question prior to writing the answer, proof reading each question at the end of the examination, and writing a neat paper.

Session 8

A brief review of the previous session was presented by the counselor. The entire session was dominated by the counselor, as he presented facts and information pertinent to study skills.

More specifically, skills associated with taking objective tests were discussed. Points mentioned were: reading directions, determining scoring systems, looking for key words, answering all questions on the test, and proof reading.

It was mentioned that the utilization of a skill that would result in satisfaction to the user would mean a great deal as far as incorporating the skill into the habit system is concerned. It was pointed out that gradual change would be a hoped for outcome, and that few people are able to radically change their habits of study.

Session 9

The greater part of this meeting was spent discussing the skills involved in taking objective examinations. In fact, the session was a continuation of the previous session.

Nothing significant occurred. Most of the material pertaining to objective examinations in Effective Study was covered.

Session 10

H. was the only group member present at this session. She was given the opportunity to talk about any topic she chose. Most of the time was spent in discussion of vocational plans. She indicated that she had received some benefits from the group guidance sessions.

Session 11

The first part of this session was spent discussing the mechanics of reading. L. gave some examples of how he had improved his reading. The latter part of the session was devoted to a discussion of the monetary rewards of a college degree. Examples of what a degree might mean to an individual were given.

Session 12

For the first time since the discussions began, L. became quite verbal. He was concerned about being an introvert. He explained that he was an introvert, and that he was often put on the spot because of it. An excellent discussion developed with most of the time being spent in this general area. H. was quite supportive.

Session 13

The EPPS was re-administered to the subjects at this time.

Sub-Group C

Session 3

The group was somewhat slow in getting started this session. G. started by discussing his indecision regarding a major. He was torn between business and farming. He went into his background and indicated that he had flunked out of Tarleton because it was impossible to study in the dormitory there. He related incidents which had occurred there. D. volunteered some of his experiences at the University of Dallas. He attributed his problems to the rigid dormitory regulations at that college. He indicated that he assumed a rebellious attitude and did not cooperate with school authorities. It was mentioned by the counselor that another group was going to ask the Registrar's Office to send a staff member to visit and answer questions. The members of this group decided that they would like for him to visit with them.

Session 4

A brief explanation of the EPPS was given to the group by the counselor. The written explanation of the variables was given to them to read. They were then given the profile sheets.

The Ach variable was the first to be discussed. The attitudes of students toward their scores on this and the Agg variable were explored, followed by a discussion of the implications of these two needs. Group members failed to understand the EPPS. N. was adamant in stating that the instrument did not measure needs at all. It is worth noting that during the administration of the EPPS, N. constantly made comments based on his feeling that we were going to find out a great deal about him. This was particularly true of items with sexual implications. This defensiveness prevailed through the administration. During the interpretation, N. was still defensive. He stated, "If I had known that you were trying to measure needs, I would have given different answers to every question."

B. was not very cooperative in this meeting. His consistency score indicated that there was some question about the validity of his answers. He disagreed with most of the scores on his profile. G. stated that his profile was rather accurate.

It appeared that this session was filled with tension. There was not much verbalization or free expression. Most of the verbalization was elicited by the counselor.

The group decided to ask the member of the Registrar's staff to delay his visit until a later date to permit further discussion of the EPPS.

Session 5

The early part of the session was spent in discussing the EPPS. B. did not understand the mechanics of the test. However, he did say that he felt he had an understanding of it at the end of the discussion. His consistency score indicated that his score was somewhat unreliable.

B. began to verbalize about his problems at the college he had last attended. His father is the Assistant Dean at that college and B. felt that he was living in his shadow. Most of his teachers knew him personally and made remarks in class, such as, "I remember when I used to play with you when you were just a little red-headed boy." B. did not appreciate this at all. He also felt that all he had to do was to go to class to get a C or a D. His father did not want him to come to North Texas but he won the argument. A. had very little

to say during this period. He seemed very interested in B.'s comments. B. expressed some hostility toward a teacher at North Texas and A. seemed especially interested in this.

Session 6

A staff member from the Registrar's Office was to have been with the group for this session to discuss the mechanics involved in getting off probation. His secretary brought word at the last minute that he was in conference and would be unable to attend. Since the counselor had been in two sessions where he had presented this information, it was decided to conduct the group discussion on this topic.

The information was presented in much the same manner as the Associate Registrar had presented it. Specific questions were answered for each individual.

The latter part of the period was spent discussing the approach to take in the coming sessions. The fact that all the members of the group had the ability to succeed was stressed. This point has been made repeatedly in other sessions. A few points were made in regard to skills in taking tests.

It was decided that "budgeting of time" and "preparing for examinations" would be discussed at the next session.

Session 7

Prior to the beginning of the session, the group members were discussing the advantages and disadvantages of living in a dormitory. This carried over into the meeting time. A short period was spent discussing the advantages and disadvantages of marriage prior to graduation.

The discussion moved rapidly to the area of study skills at the suggestion of the counselor. The materials presented followed the plan outlined by Robinson in his Effective Study. The discussion dealt primarily with preparing for and taking essay examinations. This covered such points as the SQ3R method of study, evaluating the amount of time to allocate to each test question, outlining the question prior to writing it, proof reading each question at the end of the examining period, and writing a neat paper.

Session 8

A brief review of material covered in the last session was presented. This session was dominated by the counselor as he presented facts and information pertinent to study skills.

More specifically, skills associated with taking objective examinations were discussed. The primary sources of material were Successful Adjustment to College and Effective Study. Points mentioned were: reading directions to test questions, determining the scoring system in use, looking for key words, answering all questions on the test, and proof reading.

Key words to look for in true-false statements were given to the members. These pertained primarily to relationships and may be found in Effective Study.

Session 9

This session was a continuation of the last session. It was devoted to the discussion of the skills associated with taking objective examinations, as presented in Effective Study.

Session 10

The first part of this session was also spent in discussing skills connected with taking objective examinations. Special attention was given to recall items, sentence completion, and matching questions.

The remainder of the session was used for discussing the high attrition rate of probationary transfer students. Lack of a good place to study, poor motivation, and lack of direction as evidenced by indecision regarding a major field were mentioned as possible contributing factors. A factor mentioned which received considerable support from the members of the group was associated with the selection of North Texas State University as the college to attend. A group member mentioned that many students on probation come to North Texas because of its reputation as the number two party school in the nation. They attend other colleges and hear about North Texas. When they flunk out, the first place they think of is North Texas.

Session 11

The first part of this session was spent discussing the mechanics of reading. The discussion turned quickly to B.'s relationship with his parents. They feel that he should work to put himself through college. His father is a dean at a small liberal arts college.

The counselor turned the discussion toward a consideration of the monetary rewards of a college degree. B. indicated that he was not satisfied with being the son of parents holding degrees. He indicated that he resented his "up-bringing" and was extremely sure that he would not put on "airs" even if he should become a financial success.

Session 12

N. was the only group member present at this session. He was very upset about losing a term paper which he was to turn in at 2:00 P.M. He had left it on his study desk in the dormitory, but it had disappeared. It became evident rather quickly that he was in no condition to participate in a discussion. It was suggested that he seek out his instructor and get his advice, or else return to the dormitory to search for the paper.

Session 13

This final session was devoted to the re-administration of the EPPS.

Sub-Group D

Sessions 3-6

These sessions were held with Sub-Group C.

Session 7

This group met in the dormitory. A general discussion of study skills consumed most of the hour. Specific questions from each student were answered. They had been absent when the results of the EPPS were discussed in the other sub-group. Therefore, they were curious about the results of the EPPS. The profiles were scheduled to be interpreted at the next session.

D. had been in the bed each time the counselor had visited with him. The group met in his room and he was in bed when they arrived. He did not bother to get out of bed, but rather stretched out and relaxed during the discussion. Occasionally, he sat up and took part in the discussion. L. seemed very anxious to pick up any tips he could. A. seemed very defensive. He appeared to be a disrupter in the group sessions, wanting very much to improve but reluctant to give himself the opportunity. He made the statement, "I have been going through this stuff (counseling) since I was five years old and it hasn't helped any."

The latter part of the hour was spent discussing "budgeting of time."

Session 8

The EPPS was interpreted to D., the only member present. Most of the time was spent discussing the results. He was

rather indifferent to the scores. However, he seemed very anxious to get the interpretation. His mannerisms indicated that he was somewhat nervous and insecure.

The latter part of the hour was spent discussing the proper way to prepare an assignment.

Session 9

This session lasted one hour and twenty minutes. The discussion opened with the presentation of materials pertinent to study skills. The SQ3R method of study, as outlined in Effective Study, was presented by the counselor. The next topic was "preparing for and taking essay examinations." Again, the material was taken from Effective Study and from Successful Adjustment to College.

The members of the group sidetracked the discussion into a very interesting session on personality dynamics. Two members of the group apparently have rather severe emotional tensions. They have not been able to verbalize about it yet; however, they often make critical remarks concerning psychology. These remarks are of the nature that would seem to indicate hyper-defensiveness on the part of these two individuals. It will be interesting to note whether the members of the group will wish to continue in the area of personality or will choose to return to the discussion of study skills at the next session.

Session 10

L. and A. were interested in further discussion of the implications of the EPPS. Special attention was given to the Agg., Het., Abs., and Ord variables. The discussion turned rather quickly to problems peculiar to each member of the group. A. was vehement as he denounced psychology as worthless. He has had psychological counseling and was disappointed that the psychologist had not been able to prescribe a cure for him. It was evident from the discussion that A.'s father had dominated him throughout his life. When the discussion reached this point, D. broke in and denounced his father. He indicated that he was in favor of his mother's getting a divorce. L. also expressed resentment and hostility toward his father. He indicated that his father was convinced that he could do anything he wanted to. He would accept no explanation for failure.

The discussion ran over the time limit again. It lasted one hour and twenty minutes.

These three are engaged in the type of relationship that it was hoped all groups would develop. They are going beneath the surface, but there is much resistance. The group could

disintegrate if either A. or D. should decide to terminate. They are taking some "kidding" in the dormitory.

Again, this session was very unstructured. There was some reflection, most of this being done by the members of the group.

Session 11

This session was somewhat different from the last few sessions. A. did not express much hostility. In fact, both he and D., the only other member present, seemed to want help with their problems. A. indicated that he just could not pass a quiz. He gave some examples where he felt that he knew more than anyone else in the class, yet he made D's on the quizzes. He was outspoken in his decision that if he does not make it through his courses this time, he is going to quit school.

D. indicated that he was studying a lot, but did not receive many benefits. He asked for some assistance in learning to spell. He gave some examples of his spelling and it was felt that he did need assistance. He indicated that he would like to spend some time this summer learning to spell if he could find someone to work with him.

Session 12

D. was the only member present at this session. He discussed his visit to his home during the Easter holidays. He indicated that he had a good vacation even though it was not necessarily a happy one. He made the comment, "I don't get happy much anymore."

The counselor turned the discussion toward the monetary rewards of a college degree. This was discussed at some length.

Session 13

This final session was devoted to the re-administration of the EPPS.

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