THE EFFECTIVENESS OF TWO TECHNIQUES OF COUNSELING WITH STUDENTS ON ACADEMIC PROBATION

APPROVED:

Graduate Committee:

Earl W. Booker
Major Professor

Gerard G. Benson
Minor Professor

Edward C. Bond
Committee Member

Darrell R. Muncy
Committee Member

Dean of the School of Education

Robert B. Toulouros
Dean of the Graduate School
THE EFFECTIVENESS OF TWO TECHNIQUES OF COUNSELING
WITH STUDENTS ON ACADEMIC PROBATION

DISSERTATION

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

For the Degree of

DOCTOR OF EDUCATION

By

Philip Tenney Speegle, B. A., M. Ed.

Denton, Texas
August, 1962
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Hypothesis</td>
<td></td>
</tr>
<tr>
<td>Assumptions</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study and Related Literature</td>
<td></td>
</tr>
<tr>
<td>II. POPULATION, METHODS AND PROCEDURES</td>
<td>30</td>
</tr>
<tr>
<td>Procedure for Gathering Data and Population of the Study</td>
<td></td>
</tr>
<tr>
<td>Nature of the Group Sessions</td>
<td></td>
</tr>
<tr>
<td>III. PRESENTATION AND INTERPRETATION OF DATA</td>
<td>58</td>
</tr>
<tr>
<td>Analysis of the Data</td>
<td></td>
</tr>
<tr>
<td>IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>72</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX I</td>
<td>80</td>
</tr>
<tr>
<td>APPENDIX II</td>
<td>81</td>
</tr>
<tr>
<td>APPENDIX III</td>
<td>82</td>
</tr>
<tr>
<td>Appendix</td>
<td>Page</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
</tr>
<tr>
<td>APPENDIX IV</td>
<td>83</td>
</tr>
<tr>
<td>APPENDIX V</td>
<td>84</td>
</tr>
<tr>
<td>APPENDIX VI</td>
<td>85</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>88</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Number of Meetings Attended by Members of Group Guidance and Individual Counseling Sessions</td>
<td>37</td>
</tr>
<tr>
<td>II. Analysis of Variance of Grade-Point Averages of Students of Different Levels of Scholastic Aptitude Participating in Varying Types of Counseling Activities</td>
<td>59</td>
</tr>
<tr>
<td>III. Grade-Point Averages of Groups of Students of Different Levels of Scholastic Aptitude Participating in Varying Types of Counseling Activities</td>
<td>60</td>
</tr>
<tr>
<td>IV. Effect of Counseling, Scholastic Aptitude, and the Interaction of the Two on Self-Concept Scores on the Washburn Self- Structure Test</td>
<td>61</td>
</tr>
<tr>
<td>V. The Relationship Between Method of Counseling and Status in College</td>
<td>63</td>
</tr>
<tr>
<td>VI. Number of Absences Occurring Among Students of Varying Scholastic Aptitude Who Participated in Different Methods of Counseling</td>
<td>67</td>
</tr>
<tr>
<td>VII. Number of Courses Dropped by Students of Varying Scholastic Aptitude Who Participated in Different Methods of Counseling</td>
<td>68</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The rate of attrition in the colleges of America is rapidly becoming one of the major problems of the academic world (11). The leaders of this country have long been concerned with the waste of individuals and their intellectual talent (13). The political cold war that exists in the world today makes this concern even more vital, a fact that has been brought forcefully to the mind of the public with the spectacular advances of other countries in recent years.

As a result of the increasing emphasis on utilizing academic manpower to its fullest extent, methods of aiding the student on academic probation are being studied. In the past it was felt that students having academic difficulty would have to drop out of college or improve on their own ability and initiative. Beyond warning the student, the college or university felt little obligation to give him aid to enable him to complete his academic work successfully. More recently, however, the tensions that have
arisen between democratic and totalitarian ways of life have brought into focus the need for each person to make maximum use of his opportunity to learn, and the serious shortage of trained personnel requires that the effective use of human intellectual resources become a major educational objective (8).

Partially because of this pressure, society has now placed a high value on the college degree. This causes many who fail to attain this degree to feel that they have suffered a great loss, which is accompanied by feelings of frustration and a lowered evaluation of their personal worth. Some of these students, of course, are not capable of earning a degree, but those who are capable need help to avoid this misfortune.

The counseling of students who are on scholastic probation is one of the methods now being examined as a possible way of helping these students succeed in college. Several studies have been made concerning this subject. The major purposes of these studies have been (1) to determine the value of counseling in helping students on academic probation and (2) to discover the best method of counseling them. In these studies all students who were
on academic probation were counseled on an equal basis with no allowance being made for their varying scholastic aptitude. Moreover, no allowance was made for this varying aptitude in the statistical evaluation of the data (15, 21, 23, 49).

There is, therefore, a need for a study which considers the counseling of students having varying scholastic aptitudes. This study was an effort to analyze the effectiveness of counseling procedures on students of different levels of scholastic aptitude.

Statement of the Problem

The problem of this study was to analyze the effectiveness of two counseling procedures which were used with college students on academic probation.

The functions of the problem were:

1. To determine whether there were any differences on selected variables among three groups of college students on academic probation who participated in individual counseling, in group guidance, or were given no formal counseling.

2. To determine the degree to which the relative effectiveness of group guidance, individual counseling,
and no counseling was related to the scholastic aptitude of the students.

Hypothesis

The basic hypothesis of this study was that college students on academic probation who are exposed to certain counseling techniques will differ significantly in certain areas from students who are not exposed to these techniques. This includes the following sub-hypotheses:

1. Among students participating in certain group guidance procedures, individual counseling, and no counseling, there will be a significant difference in academic achievement as measured by the scholastic grade-point averages, with the averages descending in the order that the groups are named.

2. Among students participating in certain group guidance procedures, individual counseling, and no counseling, there will be a significant difference in self-concept as measured by the Washburn Self-Structure Scale at the end of the counseling sessions, with the self-concept scores descending in the order that the groups are named.

3. There will be a significant relationship between group membership and the number of students remaining in
school at the end of the semester in which the counseling took place. More of the students participating in group sessions will be scholastically eligible to remain in school than will students who participated in individual sessions, and more of these will be eligible to remain in school than will students who received no counseling.

4. There will be a significant relationship between group membership and the number of class absences in the semester in which the counseling occurred. Students participating in group sessions will have fewer class absences than will those who participate in individual sessions, who in turn will have fewer absences than students who received no counseling.

5. There will be a significant relationship between group membership and the number of students who drop courses. More of the students who participate in the group sessions will drop courses than will students who participate in individual sessions, and more of the students who participate in individual sessions will drop courses than those students who receive no formal counseling.

6. There will be a significant interaction between aptitude and counseling when the academic achievement and self-concept are used as criterion variables.
Assumptions

It was assumed in this study that:

1. The students in the experimental and control groups received similar extra counseling aid toward succeeding academically, raising their self-concepts, and changing their behavior in the areas pertinent to this study.

2. Since the students were assigned at random to their groups, other factors (motivation, parental or peer-group pressure, financial problems, etc.) which might have affected the results of the study balanced out.

Definition of Terms

The Washburn Self-Structure Scale (48) was used in this study as a measure of both the self-concept of the individual and the maturity of that concept.

The American College Testing Program compares the individual with students of the same academic level on his knowledge of English, mathematics, natural science, and social studies. From these comparisons a composite score is made. The composite score was used as the measure of scholastic aptitude in this study.
Limitations of the Study

The results of this study are limited in application to freshman college students on academic probation who are similar in background and scholastic aptitude to those at North Texas State University. The results are also limited by the level of competence of the counselors used for the study.

Procedure

At the beginning of the spring semester of 1962 the second-semester freshman students who had been placed on academic probation at North Texas State University were used as a population from which six groups were formed. The students were divided on the basis of their scholastic aptitude and then assigned at random into groups which were to receive either group counseling, individual counseling, or no counseling.

Those students who were to receive counseling were invited to participate in counseling sessions in an attempt to aid them with their scholastic problems. The counseling sessions had three main emphases, which were as follows: to determine the source of the students' problems, to teach definite skills to remedy these causes of poor grades, and
to motivate the students to work toward higher scholastic achievement. During the counseling sessions tape recordings were made at regular intervals of a representative number and type of counseling interviews to gain definite examples of changes or lack of changes made in the students.

The Washburn Self-Structure Scale was administered to the experimental groups prior to the beginning and just after the end of the counseling sessions. Because of the reluctance of college students to participate in an investigation unless they can see some personal benefit from their participation, it was assumed that obtaining test-retest data on those students who were to receive no counseling help would be difficult; therefore students in this group were not contacted, with the assumption being made that they did not differ significantly from the experimental group at the beginning of the study since the subjects were randomly assigned to groups.

At the end of the semester in which the counseling occurred, the grades, number of absences, and the number of students who dropped courses were obtained from the records of the office of the registrar. These data and the scores on the self-concept scale were treated with
appropriate statistical techniques to determine whether the counseling sessions were related to any significant differences in the level of maturation of the self-concept, the number of absences from class, the number of students who dropped courses, or in the level of grade-point averages. A detailed report of the methods and procedures used and of the statistical treatment applied to the results is given in Chapter II.

Significance of the Study and Related Literature

It has been estimated that approximately 50 per cent of the students who begin college never receive a degree (16). This situation presents to the individual a serious problem in ruined ambitions and frustration. If the student is capable, it also presents a problem to the nation in terms of wasted intellectual resources (19). Because of our increasing longevity and the low birth rate of the 1930's there will be an inconceivable shortage in the leadership age group fifteen to twenty years from now, and the nation cannot afford to lose some of this group through college attrition (11).

Many students drop their college work for various legitimate and necessary reasons. Others, however, are
dropped from the rolls because of the lack of a minimum grade-point average. For example, a study of the records of Miami University by Gerlach (20) found that 4.4 per cent of the student body was dropped from the rolls of the university for failing to achieve the minimum academic standards. Another study at City College of New York by Long and Perry (31) also found that a large percentage of the student body was being dropped for academic failure. At North Texas State University the general trend has been to have a lower percentage of the total student body dropped for academic reasons, but a larger absolute number dropped because of the increasing enrollment.

Merely placing the student on probation does not seem to be the answer to the problem of low academic achievement. Shearer (44) found that about the same number of students lowered their grades as raised them after being placed on probation. He concluded that it provided students motivation in a few borderline cases. Merrill (35) found that being placed on probation does not help the student raise his grade average for the next semester (significant on the .0001 level). He theorized that improvement could be made by students of higher intellect on probation, whereas those of lower ability might not be able to improve.
Jones (29) in realizing the limitations of probation found that giving the student sympathetic support in his main goals and working to help him in clarifying these goals was the best approach to its solution. Buschman (7) feels that the main thing necessary for improvement is the student's having a plan for improving his work. Gekoski and Schwartz (19) and DeRidder (10) suggest that a more extensive counseling service stressing early discovery (especially in the first year) would prevent much of the academic failure and its attendant waste. Other studies (43,45,41) have also emphasized that offering students some type of aid when they are in academic difficulty is becoming a major task and goal of the college of today.

A survey of the literature indicates, however, that there has been no unanimity of findings in studies of efforts to raise academic averages of students through counseling. The two major reasons for this appear to be that little effort has been made to structure the guidance process and that no allowances have been made for the varying mental ability of the subjects being counseled.

The result of this lack of unanimity is that it is not clearly known what methods of counseling are most effective for which level of student. This study gives
further insight into the best method of counseling different levels of students on academic probation and the extent to which this counseling will affect their self-concept and grade-point average. It also delves further into the question of the feasibility of group guidance as a method of counseling. This is vital, for effective group guidance would immeasurably lighten the burden of the colleges in their struggle to educate large numbers of students (38).

In a study by Brown, Ables, and Iscoe (5), the reason for a student's being on academic probation was found to be in the attitude of the student and in a corresponding activity delay. This activity delay was defined as procrastination. Buschman (7) found in his study that students felt they needed a time schedule to help them balance the time spent in their various activities. Pearlman (42) found an unrealistic goal for college to be the major distinguishing factor which separated achievers and underachievers among intellectually superior college students. Bryant (6) came to a similar conclusion in his study of students who dropped out of college. He felt that the primary reason for these students' lack of success was a lack of purpose in college. Boyce (3) also felt that
factors other than scholastic aptitude were the important ones in under-achievement in college students. The two he found significant were poor study habits and a lack of reading ability. Students who were more responsible and independent were found to be more likely to continue in college in a study by Grace (21). Jones (24) discovered that independence was a major factor in determining which students would succeed and which ones would be placed on academic probation. He also found that less than 20 per cent of the students on probation at the University of Buffalo were seriously handicapped in their use of English and other tools for thinking. He concluded that this would leave 80 per cent adversely affected by lack of motivation or by not knowing how to study. He summarized his findings by saying that study habits were more important in differentiating superior students from students who were likely to be placed on probation, even though both had about the same ability as measured by aptitude tests. He felt that his results, as well as those of many others, indicated that there were three major differences in superior and probationary students. The superior students used a larger variety of methods of studying, anticipated questions that they felt would be asked on examinations, and
integrated materials more often than did the probationary students. The superior student cared more about what was going on than did the probationary student. Jones (25) also concluded in another study that the greatest superiority of the superior students over probationary students seemed to be in preparing for examinations and in studying texts.

Achievers had greater ability in intellectual efficiency (study habits and time schedules), maturity of choice, and dominance, according to a study by Morgan (34). The self-concept of the achievers was also higher in this study. Very similar results were found by Borrow as reported by Gough (21). She found that motivation was the most important non-intellectual factor in college achievement and that maturity of goals, level of aspiration, personal efficiency (study habits), and good time-budgeting all had a better than .50 correlation with grades for high school students. Sheets and Hahn (45) did not completely concur with the above studies. They found that the three major causes for academic failure at the University of Utah were low ability, insufficient application, and an excessive amount of outside work.
In a majority of the cases the studies on the causes of academic failure indicate that the major non-academic problems for students are motivation, study habits, and a proper allotment of time to academic work. In most instances these studies also indicate that these factors are more important than the level of ability of the student in determining the student's academic success or failure.

Another factor, however, which has been presented as a cause for academic failure is the student's concept of himself. Sheldon and Landsman (46) felt that the root of many students' failure in college was not the inability to master study skills but an inadequate concept of self. They found that students with an opportunity to participate in non-directive counseling made a significant (significant at the .01 level) improvement in grades over students who were given directive aids toward getting better grades. They attributed this difference to the success of the non-directive counseling in enhancing the student's concept of self. The value of their study is limited, however, because they had a total of only twenty-seven students for subjects. Diller (12) found that students who failed were
prone to continue to do so because of the effect that failure had on the self-concept of the students. In his study self-estimates (significant at the .05 level) and expansiveness (significant at the .001 level) did decrease after failure. With a slightly different approach to the self-concept, Slater (47) found that students who were able to incorporate institutional, curricular, and professional objectives into the self-concept were the ones who had a better chance for success. In other words, those students who could visualize themselves as successful students had a better chance to succeed.

One of the ostensible values of a counseling program in a college or university is that through this program the students who are having difficulty in maintaining a minimum scholastic average may obtain help. Many studies have been conducted to evaluate the success of such a program in aiding these students. A study made by Hackett (24) at Purdue on the value of individual counseling for students on academic probation resulted in somewhat inconclusive evidence. At the conclusion of the counseling sessions the scholastic averages of the students had increased, personal adjustment scores as rated by a personal adjustment
measure were higher, and the students expressed the view that they had improved because of the counseling. The differences in grade averages were not significant, however, and the fact that the whole group was not compared with a control group in any way impaired the validity of the study. Sheldon and Landsman (46) investigated the use of non-directive therapy with students who were experiencing academic difficulty. They divided a group of twenty-eight of these students into two groups. One received non-directive counseling and the other received directive aid. The non-directive group had a higher grade-point average at the end of the counseling session.

Faries (15) also found a significant difference between those college students who participated in individual counseling sessions and those who did not, but she attributed their success to the motivation of the students in going to the counselor for aid rather than to the counseling process itself. Marx (34) probably had a similar result from a study he made on 181 under-achievers in college. In his study 181 students whose scores on the Iowa College Scholarship and Placement Test Battery were inconsistent with their grade-point average for the first semester in
college were invited to come to the counselor for help. Those who did come were divided into two groups to receive individual and group counseling. Those who did not come were used as the control group. Thus it is obvious that Faries' theory of motivation being the deciding factor in her study must also be considered important in Marx's study. Marx listed his results as inconclusive, though the individual counselees were found to be significantly higher in grade average at the end of the counseling sessions than were the group counselees or the control group. The counseled students were found to be more persistent than the control group in their efforts to obtain a college degree. Both of these differences, however, could still be attributed to the differences in motivation.

Klingelhofer (30) made another study on a program of academic advisement for the failing college student. He found that the students who participated in the program improved in academic achievement. However, he had no control to determine whether this achievement was related to the counseling or some other factor. Richardson and Perry (43) studied the effects of counseling upon 108 technology students who were having scholastic difficulty in regard
to academic recovery. They found that response to a counseling situation over a period of time was directly related to the percentage of students who recovered academically. Lee (31) determined that the problems of students who participated in group counseling decreased more than those of the students who did not participate in counseling. In a study by Guthrie and O'Neill (23), dormitory counselors failed to improve the academic averages of freshman students. The reasons given for this failure were (1) that the students did not feel a need for the counseling services and (2) that the counselors did not make an attempt to "sell" their product. Similarly Young (49) found no differences in grade averages, but the students in his study indicated that they were pleased with the counseling sessions. Holmes (26) found the same results in a study dealing primarily with counseling that consisted of presenting test information to students. Broedel, Ohlsen, Proff, and Sothard (4) also found that counseling failed to improve the under-achievers' academic performance. However, they did find that three out of four groups which received counseling did achieve significant growth and concluded that the counseling might have improved the
under-achievers to the extent that other school help might be of value. Contrary to these latter studies, Calhoun (8) found that, after counseling, the counseled students did have school marks superior to those of the control group. He found no clear-cut results on standardized achievement tests. Women were found to be easier than men to motivate for better grades in a study by Martinson and Stamatakos (33), although no significant difference in grades was found in either men or women.

In addition to the question of the effectiveness of the various programs for students on academic probation, the question of the relative merits of group and individual counseling arises. As has been mentioned before, group counseling would allow the understaffed guidance departments of colleges to reach more students. The question is whether or not it is as effective as individual guidance. Earlier it was noted that Marx found that group procedures were not as effective as individual techniques in his studies. Davis (9) and Froehlich (17) found results contrary to this. Davis used individual and group counseling in an attempt to modify the citizenship behavior of students in order to improve their grades. In this study a control
group was used. At the end of the counseling period the group counselees had a better citizenship grade than did the individual counselees (significant at the .05 level), but not significantly better than the control group. A major fault in the study was that the groups met two times a week for ten weeks, while the individual counselees were met only two times during the entire period. Froehlich (17) reported much more positive results in favor of group counseling. In his study seventeen students were counseled in small groups of four to six. He found that the group counseling produced significant increases in students' making realistic self-ratings, whereas individual counseling failed to do so. No differences were found, however, by Hewer (25) in an investigation designed specifically to study the effectiveness of multiple versus individual counseling in regard to vocational choice. Perhaps Eiserer's (14) conclusion is representative of the agreement of opinions. He feels that there is no general agreement about the similarities and differences or relative values of individual and group counseling.

Counseling has been found useful in raising the self-concept of an individual. Ohlsen (40) found that group
counseling with twenty-nine under-achieving ninth-grade students resulted in the students' having an increased acceptance of themselves and of others. This improved acceptance of themselves did not result in a significant improvement of their grade averages. Broedel (4) also found that group counseling resulted in an increased acceptance of self. These and other studies verify Moore's conclusion that counseling can lead to a more effective development of the student's self-concept (36).

One of the obvious points of many studies on counseling students in academic difficulty was that motivation in seeing the counselor was one of the primary factors relating to success or failure. A few studies have been made which controlled the factor of motivation by making the counseling compulsory. Jones (27) found that of students who have participated in required counseling, individually or in small discussion groups, three times as many graduated as students who did not participate in regular counseling. Blake (1) in conducting a study to determine the effectiveness of compulsory study and reading skills training found no difference in those who received the training and those who did not. The subjects for his study
were freshmen who had low high school records or students who had failed in other colleges. The students who received the counseling aid, however, did express the opinion that the sessions were beneficial to them. In a later study Blake (2) found that students who were required to engage in reading and study skills programs were benefited academically.

The greatest need for counseling services seems to be in the second semester of the freshman year. Fultz and Taylor (18) found that it was in this semester that the highest rate of dropouts occurred in college. Long and Perry (32), Munger (39), and Gerlach (20) confirm this conclusion, as they also found that the second semester of the freshman year was the one in which there was the highest rate of attrition.

From the studies above one can conclude that in the majority of the cases students on probation seem to be in this state because of factors other than a lack of ability. The factors most evident in the literature are a lack of motivation, poor study habits, and improper management of time. This study attempts to aid these students by working directly on these particular factors in order to enable the students to stay in college.
The most serious shortcomings of the studies made thus far are that there has been a lack of adequate control and that no allowance has been made for the varying scholastic aptitude of the students. A major control group which was drawn simultaneously with the experimental group was used in this study, and evaluation of the effect of counseling on students of different scholastic aptitudes is one of its major tests.
CHAPTER BIBLIOGRAPHY


2. ___________, "Do Probationary College Freshmen Benefit from Compulsory Study Skills and Reading Training?" Journal of Experimental Education, XXV (September, 1956), 91-93.


44. Shearer, William G., "A Study of Probationary Students at Indiana State Teachers College, School Year 1948," Teachers College Journal, XXII (October, 1950), 72, 73.


CHAPTER II

POPULATION, METHODS AND PROCEDURES

All freshman students who were placed on academic probation for the spring semester of 1962 at North Texas State University were selected as the total population of the investigation. Freshmen on academic probation at North Texas State University are those who passed a minimum of six semester hours but who failed either to pass nine semester hours or to make nine academic grade-points during the fall semester.

Two groups were selected from these students on the basis of the scores they had made on the American College Testing Program upon entering college. One group consisted of the upper 40 per cent of the scores, while the other consisted of the lower 40 per cent. Students in each of these divisions were assigned at random into (1) a group which was to receive group guidance, (2) a group which was to receive individual guidance, or (3) a group which was to receive no guidance. This made a total of six groups.
After the experimental groups (those receiving counseling) had participated in a period of counseling, an analysis was made of the spring semester academic grades in order to determine the effectiveness of the counseling upon the students. The analysis also included the number of absences from class and the number of reductions in class load made by these students.

A test-retest was made with the Washburn Self-Structure Scale to determine whether the scores on the retest made by the participants in the counseling program would be significantly different at the end of the counseling sessions from the scores of those who were not counseled and to note what changes, if any, were made by the counseled students.

Procedure for Gathering Data and Population of the Study

Male and female college freshmen who had been placed on academic probation at North Texas State University during the second semester in the 1961-1962 term were the subjects and participants in this study. North Texas State University had a student body of over 8,000 students for this semester, including 3,000 freshman students.
Two advanced doctoral students who were enrolled in the School of Education of North Texas State University were the counselors for this study. Both counselors were majoring in Guidance and Personnel Administration and had had training in methods and techniques of counseling, including actual practice in counseling with college students. Each counselor had a better than "B" average in his graduate work.

After the selection, by the use of a table of random numbers, of the students who were to be given counseling aid, a letter (see Appendix I) was sent to all of the students assigned to the groups which were to receive group guidance. This letter was sent to the students two weeks after the beginning of the first class period of the spring semester. The letter was designed in such a manner that it did not state that the students were required to attend the meetings, but neither did it state that they were not required to attend. One student called the counselor and asked if the meetings were required. Upon being told that they were not, he declined to participate.

Three days later a similar letter was sent to all of the students who were to receive individual guidance, asking
them to report on a different date. None of these students called to find whether the meetings were required.

Twenty-seven of the students who were assigned to group guidance attended the first meeting or made an appointment to see a counselor later. Twenty-two of those who were assigned to individual guidance responded. Because of the low rate of response a second letter (see Appendix II) was sent to all of the students who did not respond to the first one. This letter was worded much more strongly than the first, but still did not state that the students were required to attend. In order to begin the counseling sessions at the scheduled times, all of those students not previously attending were asked to attend the same meeting. Sixty students responded to this letter. Two of those that responded had not received a letter but attended anyway. One was a sophomore who had just been placed on probation, and the other was a student who came for personal counseling with a personal problem. Both of these students were referred to the University Guidance Office. Ten students failing to attend the second meeting were contacted by telephone and asked to make an appointment with the counselor. None of these ten students
participated enough in the counseling sessions to be included in the experimental group.

During the initial meeting of all groups the students were told that because of the high rate of dropouts due to academic failure at North Texas State University a program of counseling had been devised for freshmen. The counselor at the meeting told the students that he wanted each of them to "attend at least one of the counseling sessions" and that the decision as to whether to continue or not would be left up to them. Again the students were not told that they were required to attend the first session or that they were not required to do so.

It was also explained that attempts would be made to evaluate the counseling sessions. The Washburn Self-Structure Scale was then administered as part of this evaluation. As the students handed in their scales an appointment was made for each of them to begin his counseling sessions. In the group counseling, because of the variety of class and work schedules, the numbers and ability levels of the students in the groups could not be balanced out from one group to another. The largest group consisted of eight students, while the smallest had only
four. There were eight groups, each of which met once a week. The times were Monday through Thursday at 4:00 P.M.; Tuesday at 10:00 A.M. and 1:00 P.M.; and Thursday at 11:00 A.M. and 1:00 P.M. Individual appointments were made at the students' convenience any time between 8:00 A.M. and 5:00 P.M. Monday through Saturday. Some appointments were made during the noon hour and on Saturday afternoon.

Before the counseling sessions were begun, each counselor was given instructions on his role in the study. It was assumed that some deviation from the general plan would have to be made because of the differences in the counselors. For these instances, the counselors' discretion had to be the basis for the activities which occurred. Weekly meetings of the counselors were held to discuss the progress of the sessions and those cases which deviated from the outline. The counselors discussed specific cases with which unsatisfactory results were being obtained, in the hope that between them other solutions might arise.

Attendance in the group sessions ranged from 93.3 per cent to 42.5 per cent, with the mean attendance being 53.5 per cent. Sixty-eight per cent of the individual appointments were kept. Each week each student was sent a post
card (see Appendix III) reminding him of his next counseling appointment. Since Hackett (2) found that the most profitable number of counseling sessions ranged from two to five, this number of sessions was offered.

After the first counseling session the students were told that they were not required to return for any more of the sessions. All of them stated that they wanted to return, but ten students out of the group sessions and eight out of the individual sessions failed to return for another appointment. More than this number failed to appear for the second sessions, but these came to a subsequent session. Only the students who attended at least two counseling sessions were included as subjects in the study.

Students began concluding the counseling sessions at their own discretion after the second meeting. Table I indicates the attendance of each group for the different number of sessions. The attendance record and the feelings of the counselors indicate that it is possible that students felt a greater obligation to attend the individual sessions, since their absence would be more noticeable.
TABLE I

NUMBER OF MEETINGS ATTENDED BY MEMBERS OF GROUP GUIDANCE AND INDIVIDUAL COUNSELING SESSIONS

<table>
<thead>
<tr>
<th>Number of Sessions Attended</th>
<th>Group Counselees</th>
<th>Individual Counselees</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
</tbody>
</table>

After the counseling sessions were concluded, the students who participated in the meetings made an appointment to retake the Washburn Self-Structure Scale. Since the students concluded at different times, the time of the retest varied from four to eight weeks after the initiation of the sessions. After all of the students had finished their counseling sessions, those students who had been drawn to compose the control group were sent letters (see Appendix IV) asking that they take the Washburn Scale. Forty-two of these students responded to the first letter. All of the remainder were eventually contacted to be asked to fill out the scale. Four of the sixty students resisted four or more personal telephone
calls and at least one personal visit and never filled out the scale. Three more filled out the scale in such a manner that the results could not be considered valid.

Twelve of the students who participated in the counseling sessions did not keep their appointments to take the scale the second time. Great difficulty was encountered in attempting to get these students to come in and fill out the form. After they missed the meeting to fill out the scale, letters (see Appendix V) were sent to each of them, asking them to come to the Guidance Office at a specific time to take the scale. Two responded. Telephone calls, personal visits, and requests by classroom professors were used to obtain appointments (many of which were broken) and finally retest data on the scale. One student was called six times, asked twice by instructors to go to the Guidance Office, visited personally once by a counselor, and finally mailed a copy of the scale before he returned the completed form. All of the retests were eventually obtained.

The four groups had unequal numbers of students who completed the entire program. Since the analysis of variance technique which was used required all of the groups
to have an equal number, students were eliminated from
the larger groups by the use of a table of random numbers.
The high aptitude group counseled group originally had
27 members; the high aptitude individual group, 25; the
low aptitude group, 22; and the low aptitude individual,
24. The final cell contained 22 members.

Nature of the Group Sessions

The members of the experimental group attended from
two to five sessions. The first two sessions lasted ap-
proximately forty-five minutes, and the others were about
one hour in length. The first periods were shorter because
of the limited amount of time of the counselor in trying
to work with the large number of students.

The group sessions were held in classrooms in various
locations on the campus. The individual sessions were held
in the individual counseling booths in the Guidance Office.

All of the counseling sessions had three major areas
of concentration. These were to attempt to determine the
reason or reasons for the student's being on academic pro-
bation, to take definite steps to correct these factors,
and to motivate the students to make a genuine effort to
succeed in college. The expected deviations did occur in
some groups. Three of the groups spent the entire time of the sessions in studying study habits and the scheduling of time. In these instances the counselors felt that moving on to an attempt to motivate the students as a third phase of the outline would have seemed an arbitrary movement by the counselor away from the topic of interest to the group. Only one of the individual counselees failed to move to the third phase of the counseling for at least a brief period of time.

The first phase of the counseling was concentrated on determining the cause of the student's being on academic probation. This was done by a non-directive approach because it was felt that the counselor would not be able to pre-determine the counselee's specific problem. This process gave the students an opportunity for venting hostility that might have arisen against the University, catharsis by verbalizing the problems that they found in college, and appraising the specific reasons for their lack of academic success.

To further illustrate the activities of these sessions, tape recordings were made of a representative sample of the counseling sessions. It should be noted that both good and
poor examples are given in order to present a more nearly complete picture of what actually occurred in the sessions. Fictitious names are used in all the reports.

In the initial sessions there was a large amount of rambling conversation before any of the students began to come to grips with the problem. For example, in one group of five students the following statements were made after about twenty minutes had elapsed:

Jane: Anyway, I think that I wouldn't have had any trouble at all if I hadn't had to study history all of the time.

Jill: History! Why in the world did you take that?

Jane: Oh, I thought I was going to be a history major. I liked it in high school but . . .

Jim: That's the way a lot of things have been. I don't like any of the things that I liked in high school in college. I don't know what I'm going to do. I may drop out of school and join the National Guard.

(Long pause)

Counselor: John?

John: Oh . . . well, I started to say that I just didn't study enough. I'm going to make a B average this semester by studying more.

(Long pause)

Counselor: What are you going to do?

John: Hmm, I don't know; just put in more time, I guess.
Jane: Well, I put in a lot of time on history and it didn't do any good. Half of the class got F's.

Jim: The same thing happened to me in English. What are they trying to do? It would take a genius to pass here!

(Long pause)

Jack: Won't it be true that it don't make any difference what you've done so far? That's all water under the bridge. The main thing is what are we going to do this semester?

Jane: Well, I dropped history.

John: Well, that's right. I've moved into an apartment with some other boys on probation and we're going to study.

Jim: Does that help? I've been trying to get my dad to let me move, but he won't do it.

John: I think it does. Course it depends on your roommate. (All make comments of agreement.)

Counselor: Well, what are you going to do different this semester?

(Pause)

Jill: What can we do? I don't know. I think I've tried nearly everything.

John: Study!

Jack: Take the time to study.

Jane: There isn't enough time sometimes.

Jack: I have time, but I just can't make myself do it. (All agree.)
Counselor: Have any of you ever tried a time schedule?

Jill: I have, and they work if you stick to it, but I get tired after a couple of days. I guess I'm not...

Jim: They don't work for me. Too many things come up.

Counselor: Can't you allow for these in your schedule?

From here the group went on into a discussion of the study schedule, and eventually they all made one out and tried it for a week. This illustration shows the role of the counselor in the opening sessions. He did not direct the sessions until a general problem arose. When it did, however, he swayed the group in a direction which would lead to a solution to the problem.

Sometimes a discussion of study habits did not arise.

In an individual session with a female student the following conversation took place:

Counselor: So you feel that most of your problems have been due to your roommate?

Jo: Yes! I'm one of these people who don't like to be told what to do. I don't know why, but that's the way I am. Even my parents don't tell me what to do, but my roommate tries. And when she does, that's it! I wouldn't study after she tells me to for anything. And besides I think she studies too much. I think it's more
important to have friends than to make all A's. I wouldn't trade places with her for anything. I really feel sorry for her. No one in the whole dorm likes her. Do you know what I mean?

Counselor: You mean that she studies so much that she doesn't have time to make friends?

Jo: Yes, and I don't believe that's right, do you?

Counselor: Well, having friends is important, but it can be carried too far.

Jo: Oh, I know that! I don't mean that I'll never study. I can always do what I have to. Even in high school I could always bring my grades up when I had to. So now I have to, so I will.

Counselor: How?

Jo: Oh, by studying harder. Not like my roommate. There are some things more important than keeping your nose in a book all of the time. Do you know that she hasn't had but three dates all year? I really feel sorry for her, because she really would like to date but she doesn't know how. And another thing, she's messy. I've always been taught that there's a place for everything and everything in its place. But she leaves books and clothes scattered all over the room. I'm not usually this kind of person, but I really cussed her out good last week because I was just sick of all that mess. Do you know what I mean?

Counselor: You don't think you should study like your roommate.

Jo: No. I'll study enough but....

It was only at the third counseling session that this student began to face her real problems enough to talk about solving them.
It was realized that the bases of some problems would be of such nature that a more advanced level of counseling would be necessary to help the student find a complete solution to his problems. In these instances the students having problems were advised to take advantage of the counseling help offered to all of the students at North Texas State University through the Guidance Office. Three students, two from the group sessions and one from an individual session, did seek such help.

The second phase of the counseling process was concentrated on aiding the students to resolve the problems established in the first phase. Most of the second phase was a very free teaching situation in which the counselor taught specific facts about studying and time scheduling. This instruction was based on a section of Successful Adjustment to College (1), which deals with the acquisition of basic study skills.

At the beginning of the third meeting of one group which had progressed into the second phase in the previous meeting, the following conversation occurred:

Counselor: Well, did any of you try your time schedules out last week?

Jean: I did, but I couldn't stay on it. It would have helped if I had, but too many things came up.
Bill: That's the way I felt. I never even got started because things I hadn't planned on pulled me away.

(Pause)

Counselor: Did you allow for recreation in your schedules?

Bill: Yeah, but it never came at the right time. Sometimes I planned to study in the afternoon, but some of the guys would want me to go to the lake. When I tried to study at night, they'd want to do something else. I'm just not the kind that can follow a schedule.

Mary: I think you could follow one after you got used to it. I did follow mine Wednesday and Thursday, and it wasn't so hard.

Counselor: Did it do any good?

Mary: Mm-hmm. I went to Education with my lesson read for the first time in . . . well, for the first time, I guess.

Counselor: And that helped?

Mary: Well . . . yes! I knew more about what was going on.

Counselor: It gave you kind of a good feeling, didn't it?

Mary: Mm-hmm.

Counselor: You see, when you do follow a time schedule, you can find time to do some of the things which you have been skipping over.

Bill: But what if you can't follow it?

Counselor: I know it's hard to start on a schedule when you haven't been on one. What you have to
do is to get a little bit closer to following it every day. If you really try for a week, you could be following one pretty close by the next week. Now remember that following a schedule doesn't mean that you have to study all of the time. Its real purpose is to eliminate all of the time that you just piddle away. You can still date or go to the lake some of the time; it's just this all of the time that we've got to do something about. Also you don't have to put down what you do every minute, as Ann said she was going to do. You can just decide that you are going to study from, say, 3:00 to 5:00 on Monday afternoon. If something really important comes up you could study from 2:00 to 4:00 instead. You don't have to follow it to the letter.

Bill: Oh, well, if I had've known that I might have made it.

Ann: Mr. Smith, I don't think anyone could follow a schedule like that. I made out my schedule for every minute for every day and just followed it. If I let myself get off the track it would just be the same thing over again and I wouldn't get anything done.

Counselor: You never got off your schedule for a whole week?

Ann: No. . . well, at first I did because I didn't allow enough time to walk back from class and . . . you know, things like that. But after I changed the schedule I didn't get off it.

Counselor: Well, some people are able to follow a schedule like that. And if you can do it, fine. You've got to fit the schedule to your way of doing things.

It can be seen here that the counselor took a much more active role in the second phase because he was attempting
to impart information. Yet the interaction of the students continued to some degree.

The individual sessions were similar in nature. The counselor taught specific study skills to the individual. The choice of skills dealt with was left up to the discretion of the student. Studying for tests, taking notes, time scheduling, places to study, and so forth were some of the topics chosen. The range of problems was diverse. One student might not have been able to find enough time to study, another might have felt that he could not understand what he read, and others were apt to say that they never knew what to study in preparation for a test. For the solution to these problems the counselor taught specific facts about study skills. The instruction given, like that in the group sessions, was based on a section of Successful Adjustment to College by Chandler, Beamer, Williams and Armstrong (1). The students were also informed of special services offered by the University, such as a reading class or a mathematics problem session, if it was felt that these might aid an individual in solving his particular problem.
The third phase of the counseling was concentrated on motivating the students to improve their scholastic standing. This was done by demonstrating to the students that they were in danger of not being allowed to continue in college. Then the value of a college degree was shown to them by use of a discussion on what college meant to the individual and his future, and by the use of a pamphlet (see Appendix VI) which demonstrated in concrete terms the financial, social, and aesthetic values of a college education and degree.

In one individual session the following occurred:

Counselor: Do you have in mind what you are going to have to do to get off probation?

Fred: I have to have eighteen hours and eighteen grade-points at the end of this semester?

Counselor: Yes, and where does that leave you?

Fred: Well, I need ten hours and seventeen grade-points.

Counselor: Okay, and what do you need to stay in school?

Fred: Ten hours and seventeen grade-points.

Counselor: No, you need nine hours and nine grade-points to stay in college and you have two semesters to make up the other hour and the grade-points.

Fred: You mean I just need a nine-nine to come back in the fall?
Counselor: Yes, but that may not be as easy as it seems.

Fred: Oh no, but it will be a cinch compared to that other. I think I can do that.

Counselor: You can, but a lot of people don't.

Fred: Yeah, that is twice as good as last semester.

(Long pause)

Fred: I think I can do it.

Counselor: Have you ever thought about what you would do if you didn't do it?

Fred: No... I don't know... Probably join the Navy... or something. I don't know.

Counselor: What would you do if you graduate?

Fred: I'm trying to be a teacher. I'd like to teach automobile shop in some high school.

Counselor: Mm-hmm.

Fred: I don't think I can flunk out. If I can follow that schedule like last week I can make my grades.

Counselor: Mm-hmm.

Fred: I never thought much about flunking out. I can't afford that.

Counselor: It is expensive.

Fred: Yeah, and my parents aren't rich. We do all right, but, you know, we don't have enough to throw around.

In the group meetings the sessions were very similar to the second group example except that the topic of concentration
was the same as the individual one above. The discussions were centered on how college would specifically affect the individual student and his future. The length of time spent on each of the three phases of counseling had to vary from individual to individual and from group to group. One student might spend three counseling periods in pure catharsis, while others might realize what their problems were and move immediately to the second phase. Because of this, some of the students completed the three phases earlier than others.

In some of the group sessions great difficulty was encountered when an individual attempted to control the group to his own satisfaction. In a group of seven this happened:

Counselor: Well, did any of you try your study schedules this week?

Brad: Do I have to come to this meeting next week?

Counselor: No, you don't have to come to any of them if you don't feel that they are doing you any good.

(Long pause)

Gail: Do you honestly feel that budgeting time does any good?

Counselor: Well, what do you--
Brad: Say, can I ask you a question? Why won't they let you drop English in this school? I went to Dean Brown's office yesterday, and they said you couldn't drop English. I'm just going to fail it anyway.

Counselor: They probably feel that English is important.

Sam: And besides, you have to take it, so why not get it over with?

Brad: I don't know.

(Pause)

Counselor: Back to Gail's question, how do you all feel about time schedules?

Donna: I think it's good.

Counselor: Why? You must have some--

Brad: Do you know that little short guy that teaches ? He gave me a D last semester and I know that I didn't make one. I need to find his office so I can talk to him about it.

Sam: There is no use talking about it; the teacher has all the say in college. They can give you whatever they want. Have you ever heard of a time schedule?

Brad: Sure, but they aren't any good. How do I know what I want to be doing two days from now? Mr. Smith, why can't students form a union or something so that teachers don't have all the rights or . . .

It is fairly obvious here that Sam was trying to get Brad back on the subject, but Brad did not seem to notice it.
Brad did not return for any of the subsequent meetings, and the rest of the group did discuss many problems that they were having with their studies.

In the majority of cases the counselors felt that the individual sessions were more effective than the group sessions. It was much easier to come directly to the point in the individual cases. Much time was lost in aimless conversation and apparent indifference in the groups. In both cases many students were able to verbalize their problems and their causes to some degree. Plausible solutions were suggested and attempted by many students; however, in some instances it was quite obvious in the minds of the counselors that the students were looking for sudden insight which would cause them to make much better grades without having to exert much effort. There were some students who apparently did not care if they were not allowed to re-enroll during the next semester. As one student put it, "I'm here to have a good time and I'm going to do it!" At the end of the counseling sessions both counselors felt, however, that definite progress had been made and were confident that this progress would be reflected in the grade-point averages of the students at the end of the semester.
At the end of the semester in which the freshmen were counseled, the grades, the number of absences, and the number of students who dropped courses were obtained from the records of the office of the registrar. A two-dimensional analysis of variance, with method of counseling and scholastic aptitude as the dimensions, was then applied to the grade-point averages of the different students in order to examine the effect of the different counseling methods, the different scholastic aptitudes, and the interaction between counseling and aptitudes, upon grade-point averages of students on scholastic probation. The grade-point average of each student was determined by dividing the number of hours scheduled, minus the number of hours dropped during the semester, into the total number of grade-points. The number of grade-points was determined by giving each student 3 grade-points for each semester hour earned with a grade of A, 2 for each B, 1 for each C, 0 for each D, and -1 for each F.

Other analyses of variance with the same dimensions were applied to the independent scores on the Washburn Self-Structure Scale. These scores were the Inner-Controlled Self versus the Somatic Primitive Self, which measures one's
self-control; the Outer Controlling Self versus the Submissive Dependent Self, which measures one's control of his environment; and the Integrative Self-Actualizing Self versus the Detached Independent Self, which measures one's organization and creativeness. Each of these three scores was treated to determine the effects of method of counseling, scholastic aptitude, and the interaction of the two factors on the self-concept of the subjects as measured by the Washburn Scale. These four analyses of variance tested Hypotheses 1, 2, and 6. The test-retest scores on the Washburn Scale were tested by the use of a t test to determine whether or not any of the groups made a significant change in their self-concept and in what direction these changes were made.

Tests of Chi Square were applied to the non-continuous data to test Hypotheses 3, 4, and 5. At the end of the spring semester the students in each group were divided into categories of students who were scholastically eligible to remain in school and students who were scholastically ineligible to return. The test of Chi Square was applied to determine whether or not a relationship existed between membership in one of the groups and scholastic eligibility in college. This process tested Hypothesis 3.
Hypothesis 4 was tested by categorizing the subjects of the study within the groups by the number of absences they had from class. A test of Chi Square was applied to these data to find if there was any relationship between group membership and class absenteeism.

The students within each group were also divided into categories of students who dropped courses and students who did not drop courses during the spring semester. These categories were treated by a test of Chi Square to determine whether or not a relationship existed between group membership and the number of students dropping courses. This treatment tested Hypothesis 5.

Chapter III will present the results of the data obtained from the various statistical treatments employed in the study. An analysis and interpretation of the results will be included.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

This chapter is concerned with the presentation and interpretation of the grade-point averages, self-concept scores, and behavioral characteristics of the six groups in the study. The order of presentation will be the same as in the statement of the hypotheses.

Analysis of the Data

The results of the treatment of the grade-point averages by a complex analysis of variance are found in Table II. This analysis of variance resulted in an $F$ value which did not reach significance. From this it can be concluded that Hypothesis 1, that students participating in either type of counseling sessions would have significantly higher academic achievement, as measured by the scholastic grade-point average, than those who received no counseling, must be rejected. It would take an $F$ ratio of at least 3.04 to be significant with
TABLE II

ANALYSIS OF VARIANCE OF GRADE-POINT AVERAGES OF STUDENTS OF DIFFERENT LEVELS OF SCHOLASTIC APTITUDE PARTICIPATING IN VARYING TYPES OF COUNSELING ACTIVITIES

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling technique</td>
<td>439.765</td>
<td>2</td>
<td>.036</td>
</tr>
<tr>
<td>Scholastic aptitude</td>
<td>24.431</td>
<td>1</td>
<td>.004</td>
</tr>
<tr>
<td>Interaction</td>
<td>940.610</td>
<td>2</td>
<td>.077</td>
</tr>
<tr>
<td>Individual difference</td>
<td>6107.850</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7312.646</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>

the number of degrees of freedom involved. The final grade-point averages for each of the six groups can be seen in Table III. It is evident that the students who received group counseling did have the highest grade-point averages, the group who received individual counseling had the second highest grade-point average, and the control groups had the lowest average. The scholastic aptitude had little effect on even the direction of the averages, as both high and low aptitude students were grouped within each method of counseling.
<table>
<thead>
<tr>
<th>Group</th>
<th>Grade-Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High aptitude in group sessions</td>
<td>.909</td>
</tr>
<tr>
<td>Low aptitude in group sessions</td>
<td>.926</td>
</tr>
<tr>
<td>High aptitude in individual sessions</td>
<td>.624</td>
</tr>
<tr>
<td>Low aptitude in individual sessions</td>
<td>.541</td>
</tr>
<tr>
<td>High aptitude in control group</td>
<td>.441</td>
</tr>
<tr>
<td>Low aptitude in control group</td>
<td>.389</td>
</tr>
</tbody>
</table>

In order to test Hypothesis 2, that students participating in the counseling procedures would differ significantly in self-concept from students not participating in counseling sessions, a test of analysis of variance was applied to the scores of each of the six groups on the Washburn Self-Structure Scale. The *t* test was applied to the test-retest data to determine whether any significant
changes were to be found in the scores. The data were treated by a test of analysis of variance on each of the three independent sections of the self-concept scale, and no significant variations were found in either the main effects of the interactions of counseling by aptitude.

Table IV indicates the F ratio in each case, none of which

**TABLE IV**

**EFFECT OF COUNSELING, SCHOLASTIC APTITUDE, AND THE INTERACTION OF THE TWO ON SELF-CONCEPT SCORES ON THE WASHBURN SELF-STRUCTURE TEST**

<table>
<thead>
<tr>
<th>Self-Concept Score</th>
<th>Source</th>
<th>Sum of Sources</th>
<th>df</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Counseling</td>
<td>4,773.33</td>
<td>2</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Aptitude</td>
<td>835.34</td>
<td>1</td>
<td>.007</td>
</tr>
<tr>
<td>Inner-Controlling Self</td>
<td>Interaction</td>
<td>83,549.68</td>
<td>2</td>
<td>.353</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>119,333.83</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td></td>
<td>differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>208,492.18</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td>157.02</td>
<td>2</td>
<td>.002</td>
</tr>
<tr>
<td>Outer-Controlling Self</td>
<td>Aptitude</td>
<td>1,531.08</td>
<td>1</td>
<td>.039</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td>8,557.78</td>
<td>2</td>
<td>.353</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>39,255.78</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td></td>
<td>differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49,501.64</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td>28,341.66</td>
<td>2</td>
<td>.032</td>
</tr>
<tr>
<td>Integrative Actualizing Self</td>
<td>Aptitude</td>
<td>3,985.55</td>
<td>1</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td>46,940.87</td>
<td>2</td>
<td>.053</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>442,838.40</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td></td>
<td>differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>522,106.48</td>
<td>131</td>
<td></td>
</tr>
</tbody>
</table>
was near to the .05 level of significance. This indicates that there was no significant variance on the self-concept scores after the experimental groups had been exposed to the counseling techniques. On this basis Hypothesis 2, that students participating in either type of counseling sessions would have a significantly better self-concept, as measured by the Washburn Scale, than those who received no counseling was rejected.

Since there was no significant variance in the self-concept scores at the end of the counseling sessions, the test of significant differences by the t test could determine only whether significant changes were made but not the causes of these changes. When this test was applied to the test-retest scores on each of the sub-tests, the low scholastic aptitude students who participated in the individual counseling sessions made the only significant change. This change was on the Inner-Controlled Self score. Since the variance between the scores after the counseling sessions was not significant, it is very difficult to conclude that this difference was due to anything within the counseling sessions.

To determine whether or not differences in remaining in school were related to group membership, a test of chi
square was applied to the data. The distribution which was tested can be seen in Table V. The method of counseling and scholastic aptitude made up one variable, while the academic status of the students in college was the

TABLE V

THE RELATIONSHIP BETWEEN METHOD OF COUNSELING AND STATUS IN COLLEGE

<table>
<thead>
<tr>
<th>Groups</th>
<th>Dropped from College for Academic Failure</th>
<th>Scholastically Eligible to Remain in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group counselees of high aptitude</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Group counselees of low aptitude</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Individual counselees of high aptitude</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Individual counselees of low aptitude</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Uncounseled students of high aptitude</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Uncounseled students of low aptitude</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

other. The $X^2$ value for this test was 11.275, which is significant at the .05 level. It is evident, therefore, that the students who participated in group counseling
succeeded much better than the other two groups in remaining in school. This indicates that the method of counseling does play an important role in helping students to achieve to such a point that they can remain in college.

When the results of the first analysis of variance and the first chi square tests are examined, there appears to be a conflict in the results. The analysis of variance indicates that there is no significant difference in the grade-point averages of the students, but the chi square test indicates that there is a significant difference in the number of students who are allowed to continue in college. The question which arises is how there can be a difference among the groups of students who are allowed to remain in college while there is no difference in their grade-point averages. The answer to this question is based on two factors. First, the two methods of statistical analysis are different. The test of chi square measure categories of data on a non-continuous basis, while the analysis of variance measures continuous data. Therefore it is possible that a small change in grade-point average would be sufficient to allow the students to remain in school. Thus the change could be of such magnitude that
it would not be significant in terms of the continuous data, but would be large enough to change the categories of a sufficient number of students to be significant in the non-continuous chi square test.

The second factor might be in the method of computing the grade-point average of the students. Giving minus one grade-point for every semester hour failed makes it possible for students to get off probation in spite of a decrease in grade-point average. The criterion for getting off probation at North Texas State University is for the student to have a total of eighteen semester hours and eighteen grade-points at the end of the spring semester. If he does not make at least nine hours and nine grade-points during the spring semester alone, he is dropped from the school rolls as an academic failure. To show how it is possible to have a decrease in academic grade-point average and yet be removed from probation, the case of student number 185 can be considered. This student enrolled for fourteen semester hours and earned eight grade-points, which gave him a grade-point average of .0571. In the spring semester he enrolled for sixteen hours and earned eleven hours and twelve grade-points. Since in this latter
semester he earned five semester hours of F's, his grade-point average was found by dividing seven by sixteen resulting in 0.438. Yet, when his hours and grade-points were added for both semesters, he had twenty-five semester hours and twenty grade-points, which removed him from probation. Therefore, student 185 lowered his grade-point average while removing himself from academic probation.

This example also illustrates the fact that the advantage in being removed from probation is that one receives another chance to improve his grade-point average; it is not necessarily that he improves his grade-point average.

A test of chi square was made to test whether there was a significant relationship between group membership and fewer class absences which would indicate a better adjustment to the academic life at college. In Table VI the $X^2$ value for this test was 1.314, which is not significant. Thus Hypothesis 4 must be rejected. One observation which might be of value is that the high ability students averaged more absences than the low ability students within all of the types of counseling. Again the group counselees showed a better but not significant result than did the other students.
TABLE VI

NUMBER OF ABSENCES OCCURRING AMONG STUDENTS OF VARYING SCHOLASTIC APTITUDE WHO PARTICIPATED IN DIFFERENT METHODS OF COUNSELING

<table>
<thead>
<tr>
<th>Groups</th>
<th>0-2 Absences</th>
<th>3-5 Absences</th>
<th>5 or more Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>High aptitude in groups</td>
<td>9</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Low aptitude in groups</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>High aptitude individual</td>
<td>5</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Low aptitude individual</td>
<td>7</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>High aptitude control group</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Low aptitude control group</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

A second test of chi square was made to determine whether there was a significant relationship between group membership and the number of courses which were dropped. In Table VII the number of students who dropped courses and the number who did not drop courses in each group can be found. The $X^2$ value was 8.046, which is significant at the .025 level. Thus group membership did have a relationship
TABLE VII

NUMBER OF COURSES DROPPED BY STUDENTS OF VARYING SCHOLASTIC APTITUDE WHO PARTICIPATED IN DIFFERENT METHODS OF COUNSELING

<table>
<thead>
<tr>
<th>Group</th>
<th>Students Dropping Courses</th>
<th>Students Not Dropping Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group counselees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of high aptitude</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Group counselees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of low aptitude</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Individual counselees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of high aptitude</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Individual counselees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of low aptitude</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Uncounseled students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of high aptitude</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Uncounseled students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of low aptitude</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

to the number of students who dropped courses. Upon observing Table III and Table VI it can be seen that the groups who had the largest number of students who dropped courses were also the groups who had the lowest grade-point averages. It might be concluded, therefore, that dropping courses was due to a lack of scholastic adjustment.
This direction made it necessary to reject Hypothesis 5 even though there was a relationship between group membership and the number of students who dropped courses. Had the prediction of the hypothesis been in the opposite direction it could have been accepted as those students who had no counseling had the greatest number of its members dropping courses.

An examination of Tables II and IV will reveal that there was no interaction between the methods of counseling and the aptitude level of the students when either grade-point average or self-concept was used as the criterion measure. Upon this basis Hypothesis 4, that there would be a significant interaction of these two factors in both of these areas, must be rejected. Thus the effects of counseling were not related to the aptitude level of the students.

In summary, the effects of the two types of counseling on students of low and high scholastic aptitude were not significant when grade-point averages or self-concept scores were used as the criterion measure. The students who participated in group guidance did show a greater increase in most of the tests, but this increase was not
significant. Group guidance did help the students who participated in these sessions to remain in school. This relationship was significant. Thus, those students who participated in group guidance were better able to remain in school and have another chance to increase their grade-point averages.

Chapter IV will summarize the study and the findings. It will also offer recommendations and present suggestions for further research.
CHAPTER BIBLIOGRAPHY


The primary purpose of this study was to determine the relationship between group and individual counseling used with high and low scholastic aptitude students and the academic success of students who have been placed on academic probation on the college level. Sub-purposes were to discover whether the relative effectiveness of these counseling techniques varied with different aptitude levels. The criterion measures used were these students' self-concepts and their grade-point averages and behavioral characteristics which were thought to be indicative of a more positive attitude toward college.

The subjects in the study were selected from the total population of freshman students who had been placed on academic probation at the end of the fall semester of 1962. These students were assigned at random within two ability levels to three groups as follows: high aptitude students who were to receive group counseling; low aptitude
students who were to receive group counseling; high aptitude students who were to receive individual counseling; low aptitude students who were to receive individual counseling; high aptitude students who were to receive no counseling; and low aptitude students who were to receive no counseling.

Those assigned to group or individual counseling groups were invited to participate in counseling sessions. These sessions had three major emphases. The first was to non-directively determine the source of the student's difficulty which caused him to be on probation. The second was to teach study skills and other facts to aid the student in overcoming his problem. The final step was to motivate the students toward achieving academic success in college.

Test-retest data were obtained for the groups who participated in the counseling sessions on the Washburn Self-Structure Scale. Those students not participating in the counseling sessions were asked to take the Washburn Scale after the counseling sessions had been concluded, and it was assumed that their scores at the beginning of the study would have been similar to those made by the counseled students.
At the end of the spring semester pertinent data were obtained from the office of the registrar. These data and the scores obtained from the Washburn Scale were treated statistically to determine the effects of the counseling techniques and the different levels of scholastic aptitude upon grade-point averages, self-concept, and the behavioral characteristics of class attendance, dropping classes to lighten the student’s scholastic load, and remaining in school.

Conclusions

The analysis of the data allowed the drawing of the following conclusions which appear to be valid within the limitations of this study:

1. Neither of the methods of counseling used in this study was found to be effective in changing significantly the grade-point averages of students on academic probation.

2. The two methods of counseling were not found to make a significant difference in the self-concepts of the students. The low scholastic aptitude students who received individual counseling did have a significant (.01) test-retest difference on the Inner Controlled Self score on the Washburn Scale, but this must be minimized because
of the lack of significant variance in these scores among the three groups at the end of the counseling sessions. This does indicate that these students did improve in their concept of their self-control during the spring semester.

3. Those students participating in the group counseling sessions were significantly more able to remain in school than were the other students. This indicates that this method of counseling with groups does have some value in helping to keep probationary students in college.

4. No significant relationship was found between the average number of class absences made by the members of the six groups and their group membership.

5. A significant relationship was found between the number of semester hours dropped and group membership. By observation it could be seen that this difference was in the opposite direction than was predicted in that the students who had the lowest grade-point averages dropped the largest number of semester hours. From this, it might be suggested that the dropping of semester hours might be an indication of a lack of adjustment rather than one of better adjustment.
6. The lack of interaction which was found indicated that there was no variance on either the self-concept scores or the grade-point averages of the subjects in this study.

The over-all conclusion that can be drawn from these results is that short-term counseling in group or individual sessions with students of high and low scholastic aptitude had little effect on the status, self-concept, or behavior of students on academic probation. This conclusion is even stronger when it is considered that these students for the most part participated voluntarily and were at least overtly trying to overcome their problems. It is apparent, then, that the short-term counseling techniques which are now being used might not be as effective as many seem to assume that they are. Thus it is evident that some other help needs to be offered to these students if the college or university wants to give them concrete aid.

It is possible that the short-term counseling can be more effective in aiding students on academic probation. The counselors in this study might have been inexperienced enough to be unable to properly utilize the counseling
procedures. More experienced counselors might have been able to cause more changes than occurred in this study. Another possible fault of this study is that the true effectiveness of the counseling sessions might not appear in only one semester. It is possible that significant differences might be found if the students were compared at the end of later semesters. Each of these possibilities should be investigated before short-term counseling is finally discarded as a method for aiding students on academic probation.

Since the short-term sessions have proven to be ineffective for helping students on academic probation, perhaps long-term counseling could be an answer. In the short-term sessions grade-point averages were increased but not enough to be significant. Instead of having two to five sessions, it is possible that fifteen to twenty sessions would be the desirable number. Perhaps more sessions of a similar nature to those in this study would cause a significant improvement in the criterion measures.

Recommendations

Besides the above needs other research is needed.

The following areas are suggested:
1. More investigations should be made of the causal factors behind students being placed on academic probation. There is a definite need to determine whether or not lack of study habits and other similar factors are causal or are manifestations of deeper causes.

2. Further investigations should be made on the effects of counseling on students of varying ability. From this study it can be concluded that the effects are very small, but it is possible that students of different levels of ability need different procedures within the counseling sessions to achieve significant improvement. Because of the design of this study the aptitude levels were very broad and defined only within the particular population of this study. It is possible that narrower aptitude levels based on a national population would be more susceptible to counseling.

3. Other methods than short-term counseling should be investigated for aiding students on academic probation. It is possible that the burden for improving the standing of students on probation should be carried on by the conscious effort of the instructors in the classroom. Other solutions such as long-term counseling, mandatory schedule
limitations, and first semester preventative courses for potential probationary students should be tested.

4. An investigation should be made to determine the effects of compulsory attendance at guidance sessions for students on academic probation. Voluntary participation in the sessions in this study resulted in only slightly better than 50 per cent attendance. It is possible that more regular attendance could have resulted in greater increases in the students' adjustment to college.
APPENDIX I

February 19, 1962

Your record indicates that you will be placed on academic probation later this semester. In order to help you do a more successful job at North Texas State University this semester, a program of counseling has been established. The purpose of this counseling will be to help you determine what steps you can take to gain more satisfactory results in your academic work.

The first meeting to assign specific help at a convenient time for you will be held on Thursday, February 22, at 4:00 in room 301 of the Administration Building. If you cannot attend this meeting, call Mr. Speegle at extension 312 on Thursday between 12:30 and 2:15.

We are looking forward to seeing you and hope that together we can help you to gain your goal of success in university life.

Sincerely yours,

Philip T. Speegle
February 22, 1962

This week you received a letter from me telling you of a meeting in which counseling help was being set up for students who were going on academic probation at North Texas State University. 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 some other reason which prevented you from attending. There is another meeting scheduled for 4:00 P.M. Monday, February 26, in room 301 of the Administration Building. If you could attend this meeting, you would save both of us a lot of trouble because it is inevitable that we will get together. If you cannot attend this meeting either, call me at extension 312 on Monday between 9 and 12, or 1 and 3:30.

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

Sincerely,

Philip T. Speegle
Just a reminder that your next session is at 4:00 Wednesday in room 102 of the Education-Home Economics Building. I'll see you then.

Philip T. Speegle
APPENDIX IV

April 2, 1962

Please come to the guidance office, Room 251 of the Administration Building, on either Wednesday or Thursday afternoon, April 4 or 5, at 4:00 o'clock. I need to see you for a period of about one hour on one of these days.

If you cannot be present at one of these times, call me at extension 312 Wednesday afternoon between 1:00 and 4:00 for an appointment at your convenience.

If you either come by or call me, it will save both of us the trouble of my having to contact you personally. I am looking forward to seeing you.

Sincerely,

Philip T. Speegle
In order that you might finish the steps in the counseling program in which you are engaged, it will be necessary for you to come by and fill out the scale for the second time.

Therefore, if you will come to Room 218 in the Administration Building on Monday, April 2, or Tuesday, April 3, at 4:00 o'clock to do this you will conclude all of your responsibilities in regard to this program.

If you will come on one of these dates, it will save both of us the trouble of my having to contact you individually for an individual appointment. If you cannot attend at this time, call me at extension 312 Monday afternoon between 1:00 and 4:00 for an individual appointment at your convenience.

I appreciate the co-operation I have received thus far and wish you success in your future academic studies.

Sincerely,

Philip T. Speegle
APPENDIX VI

Why College?

What are the advantages of a college education? There are many answers to this question. One is that those gaining a college degree are able to make more money on the average than those who do not receive the degree. The average college graduate earns over $175,000 more in his lifetime than a high school graduate and, if inflation is considered, this figure might be closer to $200,000 or even $250,000 more (1). The average starting salary for college students who graduate this year will be around $485 per month. Graduates with degrees in science will average much more (5). Having a degree makes getting a job much easier. In the next nine years the labor force will increase by 13.5 million workers (4). Because of this there will be more competition than ever before for the good jobs. Those with a college degree will be preferred for these jobs. In fact the market for the college graduate is rapidly expanding (3).

Besides financial returns, there are many other rewards in college. For example, one can gain a deeper understanding
of himself and others, broaden his interests and experiences, and generally enrichen his life (2).

Finally a college degree can mean a great deal to one's way of life. With a degree one can do more satisfying work, mix in a more interesting social set, and have a greater general knowledge about the world around him. For most people getting a college degree will be one of the most significant occurrences in their lives, for this degree is the foundation for building toward a better way of life.
APPENDIX BIBLIOGRAPHY


BIBLIOGRAPHY

Books


Articles


Blake, Walter S., "Do Probationary College Freshmen Benefit from Compulsory Study Skills and Reading Training?" Journal of Experimental Education, XXV (September, 1956), 91-93.


Dissertation Abstracts


Pamphlets


