A STUDY OF FAILURE IN FIRST AND
SECOND GRADE AND INTERVENTION
THROUGH GROUP COUNSELING

DISSERTATION

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DOCTOR OF EDUCATION

By

Jack Harmon Millaway, B.S., M.Ed.
Denton, Texas
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This investigation of failure in the first two grades and the effectiveness of group counseling upon the failing children seeks first to determine whether students who have failed hold a different self-concept or attitude toward school from those of students who have not. The second aim is to determine the effect of group counseling on self-concept and attitude toward school of failing students. The third purpose is to analyze the implications of these findings for elementary school counselors and teachers.

The investigation's two phases include a survey study and an experimental study. The ninety-six subjects for the survey phase were selected by identifying forty-eight first and second grade students who failed their grade level in the 1972-1973 school year, and by randomly selecting a control group of forty-eight second and third grade students who had not failed a grade.

For the experimental phase of the study, the forty-eight failing students were divided into an experimental group and a control group. Twenty-four were randomly
placed in the counseling groups, with the remaining twenty-four as a control group.

The **Primary Self-Concept Inventory, School Attitude Test** (oral form), and the **Behavior Rating Form** were used for both the survey study and the experimental study. All three instruments were administered to all ninety-six subjects for the survey study and to the forty-eight subjects in the experimental study before and after eight weeks of group counseling.

The experimental groups, four groups with six students each, participated in sixteen thirty-minute sessions over a period of eight weeks, counseled by two elementary school counselors. Selected materials from the **Developing Understanding of Self and Others (DUSO-1)** kit were used to structure the sessions. The control group received no counseling.

As perceived by teachers, failures had a significantly lower self-concept than did non-failures. The non-counseled failures showed a worsening attitude toward school, while the counseled failures maintained a positive attitude.

The findings of this study justify the following recommendations:

1. That the principal, school counselor, teacher, and a teacher from the next grade meet to decide whether to retain or promote an elementary school child who is being considered for retention.
2. That a similar study be conducted to further clarify these findings by using the same DUSO-1 materials and evaluation instruments.

3. That a study of primary school children who have failed be conducted to determine whether a visual-perception test technique is more sensitive to self-concept and/or attitude toward school in the primary grades.

4. That both failing and passing children in this study be followed-up as long as possible to determine whether differences exist at a later time in school and whether effects of group counseling may emerge later.
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CHAPTER I

INTRODUCTION

For better than half a century the problem of school failures in the United States has been a matter of concern. As early as 1915 the subject was examined by Meek (31), and the topic has continued to reappear in the professional literature until the present day. In the mid-thirties, Threlkeld (42) reflected a dim view of failure in the schools by contending that schools strive to fit pupils into the system so far as possible. Dinkmeyer and Carlson (15) have taken the position that retention (failure) has been created for the benefit of the school rather than for the pupil. According to the contemporary view, failure is a "four letter word" with a negative connotation and the contention is advanced that children are not the creators of failure but merely its victims (31, p. 16).

The subject has been considered and examined from many aspects, including an attempt made over the last half century to estimate the number of children who have been school failures. Myers (34) stated that approximately ten to fifteen percent of the pupils in elementary schools in large cities failed each year during the thirties. Stroud's study (40) indicated that the annual failure rate was seven to eight percent in elementary schools in the forties.
In the fifties, according to Ypsilantis and Bernert (47), approximately four million pupils, or twenty percent of the total school population in the United States, had failed. Cotter (13) stated that in the sixties failure was shockingly widespread. Although no analysis was made on a percentage basis, he found that four million pupils were retained during the 1964-1965 school year. In a 1970 study in North Carolina, Godfrey (21) found that fourteen percent of 1,200 sixth and seventh grade pupils surveyed had failed once and three percent twice.

Another facet of the phenomena of failure in schools, which has been studied over a period of years, is the negative impact which failure has on pupils' self-concepts and their attitudes toward school (2, 3, 5, 17, 18). Unfortunately these studies were confined primarily to the upper elementary level and above to the neglect of the early elementary school years. This is regrettable since children often encounter their first failure in school in the early years of their elementary education (27).

The prevalence of failure in our schools, with its accompanying negative effects on the learner, has a special significance for elementary school counselors. The role of the elementary school counselor needs to be examined in regard to working with children who have failed. White and Howard (46) have expressed the view that the elementary school counselor can serve the child who has failed by
helping him to at least face the consequences of failure without damaging the self-concept. Counseling can thus be utilized as an intervention approach for those children who have failed.

Since self-concepts are defined in relationship to significant others, including peers (15, 37), it appears that group counseling could be a practical approach for working with early elementary school children who have failed.

According to Cohn (9), when one is placed within the context of a group he cannot continue to rely only upon himself for a view of himself. Through the process of group interaction he comes in contact with the group's perception of what he is or what he purports to be. Out of this interaction comes a greater awareness, an awareness that helps one to consider other's perceptions of himself as well as his own. Through the more refined awareness of self, provided by group interaction, one is able to gain a more complete awareness of his substance. It is this more enriched concept of himself that enables one to release his full positive potential to society.

Landreth (28) and White and Howard (46) question the practice of waiting until a child has been labeled a "problem" before group counseling is offered to help him. It appears that some problems might be prevented through group counseling. They urge that counseling programs seek to
prevent problems from growing beyond the point where the individual requires special help to adequately deal with them.

Statement of the Problem
The problem of this study was failure in first and second grade and the effect of group counseling as an intervention approach with children who have failed.

Purposes of the Study
The purposes of this study were (1) to determine if there was a difference between the self-concept and attitude toward school of students who failed the first or second grade and those who did not; (2) to determine the effect of group counseling on the self-concept and attitude toward school of students who failed first or second grade; and (3) to analyze the implications of these findings for elementary school counselors and teachers.

Hypotheses
To carry out the purposes of this study the following hypotheses were formulated.

1. Students who have not failed will achieve significantly higher mean scores on the Primary Self-Concept Inventory than students who have failed.

2. Students who have not failed will achieve significantly higher mean scores on the School Attitude Test (oral form) than students who have failed.
3. Students who have not failed will achieve significantly higher mean scores on the **Behavior Rating Form** than students who have failed.

4. Students who failed and receive group counseling will attain significantly higher mean scores on the **Primary Self-Concept Inventory** than students who failed and receive no group counseling.

5. Students who failed and receive group counseling will attain significantly higher mean scores on the **School Attitude Test** (oral form) than students who failed and receive no group counseling.

6. Students who failed and receive group counseling will attain significantly higher mean scores on the **Behavior Rating Form** than students who failed and receive no group counseling.

**Background and Significance of the Study**

Many authorities (2, 3, 5, 18, 21, 22, 32, 34, 44) have discussed failure and its negative effects on children for at least the past half century. Failure has been shown to contribute to a lowered self-concept (7, 46), a negative attitude toward school (34), discipline problems (17, 39), and future drop-outs (7). In addition, failure does not increase the achievement level of the children who failed (1, 8, 23, 26). These findings raise considerable doubt about the practice of failure, or non-promotion. In
addition, if help is to be provided, what intervention approaches are helpful with children who have failed? A review of the literature has shown that failure has a negative impact upon children but there is limited investigation into how to help those who have failed.

According to Thomas (41), an explicit assumption is that an individual will tend to form impressions of himself, of his characteristics, and of his capabilities from information which he receives from referrents about the ways in which they see him. If he has input that he is a failure, this will become a part of the impression of himself, the self-concept. Cooley (11) and Priestly (39) stated that no child comes to school and enters the first grade thinking of himself as a failure. If he meets failure and has a low self-concept, he then regards himself as a failure and is less likely to succeed by traditional standards. Glasser (20) also believes that a child may come to school success oriented during the formative years of his self-concept (ages 5-10), meet failure, which then plays a role in blocking the achievement of a success identity.

In a study by Morse (33), the point was made that the longer we have children in school, the less favorable self-esteem seems to be. He concluded that much of the pupil's energy is being used to struggle with the sense of failure, energy which could be devoted to school work.
Briggs (7) found that the student who has failed in school in the elementary grades has a negative self-concept which causes him to accept himself as defeated, incapable of dealing with life, and makes him content to live a lackadaisical existence.

The impact of failure on attitudes was pointed out as early as 1915 by Meek (31). He stated that the child who fails tends to give up and do about as poor work on the second try as on the first along with developing poor attitudes toward his teacher and the entire school situation. Farley, Fey, and Garland (18) found in their study that repeating a grade may result in discouragement and a sense of failure that will bring on undesirable attitudes, may discourage industry, and kill initiative. Godfrey (21) concluded that children who fail doubt their self-worth and tend to have poor attitudes. The feelings of doubt about their self-worth and the development of poor attitudes obviously cannot enhance students' academic success nor their behavior in school. If Triandis (43) is correct in his statement that experiences of people determine their attitudes, then failure is an experience which may create an unhealthy attitude toward school and perhaps life in general. Although written thirty-five years apart, Myers (34) and Godfrey (21) agree that students develop an attitude of blaming the school and the teachers for their failure. Projecting the blame and responsibility on others certainly
does not help students to accept and assume responsibility for themselves.

In a study over a period of eleven years, Aguilera and Keneally (2) found that school failure was one of the most frequent complaints of children coming to a clinic for psychiatric help. These children, eighty-five percent of them boys, were found to be suffering from emotional immaturity, inferiority feelings, lack of concentration, restlessness, tenseness, and more serious symptoms such as temper tantrums, stuttering, and social inadequacy.

A review of the literature tends to show that upper elementary grade children who fail do have negative self-concepts. Also, there are indications that these children have poor attitudes toward school. Few studies, though, have explored the impact of failure in early elementary grades. There is also an absence of research data showing the effect of counseling with students who have been retained in the early elementary grades. Although group counseling has been emphasized for use by school counselors the past ten years, there has been little research in the elementary schools (9, 14, 25). According to Gazda and Peters (19), in the 1971-1972 period, only ten percent of the total research in group counseling had been in the elementary schools. Their breakdown does not indicate how much of the research in group counseling at the elementary school level has been done at the primary grade level.
There have been a few studies of group counseling in the lower grades (6, 24, 35), but these studies have not dealt with group counseling as an intervention approach with children who failed.

Group counseling appears to be appropriate as an intervention technique with children who have failed their first or second year in school. According to Ohlsen (36), group counseling provides an accepting atmosphere in which a participant can test new and improved ways of behaving. In the case of young children, they can be assisted in discovering their new self-image and begin revealing it to others.

Mahler and Caldwell (30) have noted that very few guidance programs have as at least one of their major functions the prevention, or intervention, of student behavior that is self-defeating and ineffective. Group counseling offers an opportunity for guidance services to implement some preventative techniques in schools. It was for this reason that group counseling was selected as an intervention technique with children who have failed and may possibly have some problems.

In light of the related research, this study appeared to be unique in that it (1) analyzed the self-concept and attitude toward school of children who have failed the first or second grade for the first time; (2) used a structured group counseling approach as an intervention technique with
children who have failed; and (3) involved elementary school counselors who were regularly in the school buildings and were seen by the children as a part of the regular school staff.

Definition of Terms

**Self-Concept:** In this study the term self-esteem as used by Coopersmith (12) was used synonymously with self-concept. Self-esteem is "the evaluation which the individual customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (12, pp. 4-5).

**Attitude:** An attitude is an idea charged with emotions which predisposes a class of actions to a particular class of social situations. It has cognitive, affective, and behavioral components and several kinds of functions; it helps people to adjust, to defend their egos, to express their values, and to understand the world around them. The experiences of people determine their attitudes (43).

**Group Counseling (structured):** Group counseling is "... a dynamic, interpersonal process through which individuals within the normal range of adjustment work within a peer group and with a professionally trained counselor,
exploring problems and feelings in an attempt to modify their attitudes so they are better able to deal with developmental problems" (10, pp. 355-356). In this study group counseling referred to thirty minute sessions during which time a group of children (four to six) talked among themselves and with an elementary school counselor concerning their feelings about themselves, others, and school. The structured aspect of the group counseling sessions was the use of printed materials, puppets, and recordings throughout each session which structured the original direction the group took in discussing their feelings.

Failure: In this study failure was used synonymously with retention or non-promotion. See Appendix A for the policy on retention, which gives guidelines for promotion and/or retention as established in the School Board's "Policy Handbook" for the school system involved in this study.

Limitations of the Study

The study was limited to one school district with eight elementary schools, two junior high schools, one senior high school, and a student population of 11,000 in a suburban area in North Central Texas.

The number of children used as the failure group was limited to the number of children who failed either the first or second grade during the 1972-1973 school year and
were enrolled in the above mentioned school district during the 1973-1974 school year.

Basic Assumptions

It is extremely difficult to have a control group in the exact sense of the word. Control subjects may have come in contact with non-professional therapeutic personalities or may have been affected by unplanned therapeutic situations during the time of the experimental design. The assumption was made that both the control subjects and experimental subjects were equally vulnerable to such contact with non-professional therapeutic personalities and situations which might have affected them beneficially or otherwise (4).

Although two counselors worked with the experimental failure groups, it was assumed that the difference in personalities had no significant impact on the results of the study.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

Studies have been conducted and articles have been written for over a half century regarding failure and its effect on children. In more recent years there has been an emphasis on helping children who have failed in the elementary school (60). This chapter is a review of the literature related to the basis for failure; attitude toward failure; failure and achievement; achievement and the self-concept; the relationship between failure, self-concept, attitudes, and school dropouts; and failure and peer relationship.

White and Howard (60) stated that counseling is appropriate for children who have failed in order to help them adjust and to prevent the negative effect of failure on those children. Some studies have shown that group counseling is appropriate for elementary school age children (30, 46) and that a structured approach in particular is beneficial (16, 18, 47). With all of the emphasis on the negative effect of failure on children and recommendations for counselors to help children who have failed in the early school years, very little has been done to intervene in the primary grades. A review of the literature indicated that group counseling has been studied in elementary schools and that structured materials have been used within groups.
The Basis For Failure

Bridges' and Lessler's (10) study, which compared skills and attitudes deemed essential for promotion or retention as perceived by first and second grade teachers, principals and supervisors, and university faculty members, found that the first and second grade teachers along with the principals and supervisors rated ability to understand instructions as being an important factor to determine whether or not a first grade child should be promoted or retained. The university faculty rated the desire to learn as being an important reason for promotion or retention in the first grade.

As for what was considered least important for promotion or retention, the first grade teachers, principals, and supervisors rated arithmetic skills as being least important. Second grade teachers rated writing skills as being the least important. The university faculty rated discipline as being least important.

When these individuals were asked to be more specific about criteria for promotion or retention in the first grade, the first grade teachers, principals, and supervisors stated that reading skills are the primary factor to be considered in deciding retention or promotion. The second grade teachers stated that the ability to understand instructions was the most important factor to be considered for a child to be promoted to the second grade or to be retained in the first grade. The university faculty ranked
oral language skills as the most important factor for determining whether or not to promote or retain a first grader. There was no agreement among the raters, who have a great deal to do with promotion and retention, as to what should be the criteria for deciding on an important year of a child's life.

The most frequent reason given for nonpromotion of first grade children, as found by Kyte (35) in his twelve year study, was the slow learning rate of those children. Of the 1,485 children involved in his study who had failed the first grade, 57 percent had normal mental ability, 6 percent were either feeble-minded or mentally deficient, and 6 percent were above normal intelligence. Based on results of the Stanford Binet Intelligence Test, 63.9 percent of the children in the study had intelligence quotients of 90 or higher. If the criteria for retention was slow-learning ability, then 63.9 percent of the children were not retained for a valid reason.

In contrast to Kyte's findings, an examination of the records of eighty-five sixth grade students by Abidin, Golladay, and Howerton (1) showed that the reason for retention was statements such as "immaturity," with or without qualifiers such as physical or emotional, and "academic failure." In all, 28 percent of the group were retained because of "immaturity" and 32 percent because of "academic failure." Miscellaneous reasons such as entered school
late and absent too often were cited for 16 percent of the retentions, and no specific reasons were given for 24 percent of the retentions. The authors noted that not one record in their study had low ability listed as a reason.

**Attitude Toward Failure**

Some authorities have taken the position that failure, or nonpromotion, is here to stay; therefore, parents and children should be helped regarding their attitude toward failure.

Ames, Gillespie, and Streff (3) suggest that parents of children who fail should adjust their attitudes in a common sense way toward helping their child toward increased self-confidence and use of learning facilities. The authors go on to say that if the parents' and child's efforts do not prevent failing, they should not blame themselves, the child, or the school. It may be something in the child's organism (such as perceptual and language processing difficulties [53]), or the school environment which needs to be changed.

Failure is a part of success, an element always present in life. Schools should not be the failure deciders, but rather allow children to fail and then do something about failure. Allow the children who fail to come out with something positive (19).

Mooney and Mooney (42) have taken the position that children are not the creators of failure but are only its
victims. Parents and teachers have too high expectancies of children. However, if failure is necessary, there needs to be a change of attitude toward failure. The authors suggest that words such as pass and fail not be discussed and the child who fails should not be sent to summer school. If these suggestions are carried out, the child may have a more favorable attitude toward retention (not failure).

The literature has shown that failure has an impact on a child's self-concept, but failure will likely remain with the schools, so let's do something to help the children who fail (60). Elementary counselors can serve the child who has failed and/or identify causes of failure to help each child now and in the future. By focusing on helping the child to at least face the consequences of lack of success without damaging the self-concept, the elementary school counselor will have done the child who has failed a service. From a mental health point of view, counselors need to consider their role as consultants to teachers and school officials regarding the general advisability of failure and its effect on the self-concept of children.

Failure and Achievement

Although not specifically stated in the literature, it appears that failure is primarily for the purpose of helping each pupil to perform better academically in the following school years. Research findings, however, do not tend to support this concept.
In their review of the literature, Abidin, Golladay, and Howerton (1) found that although retention is not as prevalent as it was twenty-five to thirty years ago, it is still considered common practice in the first three or four grades when a student does not achieve expected grade standards (which have not been specified). Some of their findings regarding retention and mastery of subject matter are as follows: (1) 21 percent of the repeaters did better after repeating while 39 percent actually did worse, and 40 percent showed no gain or loss; and (2) 35 percent of the repeaters did better work after repeating, 53 percent showed no improvement, and 12 percent did poorer work. Approximately 65 to 79 percent of these students made no gains in achievement with some of them actually doing worse.

In one of the few long term follow-up studies, Abidin, Golladay, and Howerton (1) examined the permanent records of eighty-five children who had been retained (fifty-one had been retained in the first grade and thirty-four in the second grade) and forty-three children who had not been retained and had scored below the 25th percentile on the Metropolitan Readiness Test. Immaturity was given as the reason for retention of 28 percent of the children, academic failure for 34 percent, and no reason was given for 24 percent of the children. Examination of the subject matter grades (reading, math, and spelling) for the retainees and promoted group in the first
grade showed no statistically significant difference. During the second and third grade there was no significant difference in grades between the promoted and retained group nor for the retained group between grades repeated and their original grades.

At the fourth grade level, the SRA Achievement Test revealed a lower grade equivalent score of 4.0 total for the retained group compared to a total grade equivalent score of 4.5 for the promoted group. At the sixth grade level, the SRA Achievement Test indicated a difference of seven months between the retainees and the promoted. The retainees had a total grade equivalent score of 5.2 compared to 5.9 for the promoted group.

Furthermore, the ability level of the retained group was significantly higher at the first grade level than the promoted group, but by the time they had reached the fourth grade, the retainee's mean I.Q. was 7.7 points below the promoted group. By the sixth grade, the mean I.Q. difference had increased to 11.2 points.

The authors concluded that retention had no helping effects on achievement and, for some reason, the ability level, as measured by the Lorge Thorndike test, of the children who were retained had deteriorated. The effects of retention do not appear to show in the primary grades, but over a long period of time the effects show on achievement and measured mental ability. This position is
supported by Chansky's study (12). It may be concluded, therefore, that nonpromotion of pupils in elementary schools in order to assure mastery of subject matter does not often accomplish its objectives. Children do not appear to learn more by repeating a grade but rather to experience less growth in subject matter achievement as they progress further in school.

This deterioration in retainees' performance in academics in later elementary school years was also found by Klauber (33). In his study, children who had been retained and were in the fourth grade were followed-up through the sixth grade. A comparison of achievement test scores between the retainees and their grade level peers was made. At the fourth grade level, the Iowa Test of Basic Skills showed a significant difference in achievement in favor of the retainees over non-retainees; however, at the sixth grade level there was no significant difference in achievement scores between the retainees and non-retainees.

In their ten year study, Hall and Demarest (29) found that children who would have been retained but were not, due to a change in promotional policy which prohibited retention, did not suffer academically. They found that academic achievement was not lowered, the average reading score did not change, the average intelligence quotient remained approximately the same, and the average chronological age for the grade levels involved dropped.
In conclusion, the policy of not retaining children had positive effects on the children academically and they were kept with their age group.

Coffield and Blommers (13) found that the academic progress of seventh graders who had failed once was approximately the same level as matched seventh graders who had not failed and had spent one less year in school. In conclusion, they stated that if lack of achievement is the reason for retention, or failure, then it seems clear that little is gained by repeating a grade.

Achievement and the Self-Concept

With our society's orientation toward achievement and the importance of school, there is reason to believe that success and failure within that setting will have an effect on self-esteem (15). In contrast, another view is that persons who view themselves negatively are the ones not likely to achieve academically or socially (57). There has been found a low, but positive, relationship between feelings of self-worth and school achievement. VanKoughnett and Smith (57) believe that enhancing the self-concept of a child will cause improvement in achievement. Bourisseau (8) believes that a child's concept of his ability, or his self-concept, may be as crucial to his success as his ability per se. If a person thinks he cannot produce, the ability to produce is negated. Not only does the self-concept
have an immediate impact on achievement, but there is a possibility that the self-concept is integrally related to future aspirations and achievement.

According to Massad (40), educators have generally recognized that a child's level of achievement has a profound effect on his self-concept and his attitude toward learning. She further emphasized that reading is effected because it has long been recognized that failure prevents the child from satisfying his need for self-esteem because our culture emphasizes reading as a skill. Success in reading forms the foundation for achievement in many other areas of curriculum, which in turn promotes the development of a healthy self-concept.

In agreement with VanKoughnett and Smith (57), Snyder (54) stated that research in psychology tends to indicate that much of the learner's ability to use his power to learn is determined by his self-concept, his perception of the way others view him, his perception of the world, and of his own goals, purposes, and values. Priestly (50) also indicated agreement by stating that if a child has a low self-concept, he will likely regard himself as a failure, and is less likely to succeed by traditional standards.

Pietrofesa (49) postulated that the self-concept develops out of interaction with environment, parents, peers, and significant adults. The self-concept which develops influences the child's perception of school and his academic
achievement. A low self-concept will have a negative effect on academic growth. Wattenberg and Clifford (59) emphasize this by stating that at the kindergarten level a self-concept evaluation is a more accurate predictor of second grade reading achievement than is a mental age equivalent.

Felsenthal (22) and Fitts (23) agree that the literature indicates that high achievers tend to have high self-concepts and low achievers low self-concepts. Felsenthal pointed out that not all high achievers possess a favorable self-concept, but studies have demonstrated a positive correlation between self-concept and achievement.

In her study of grades three through eight, Trowbridge (56) found that low socio-economic children had higher self-concepts as measured by the Coopersmith Self-Esteem Inventory than did children from a high socio-economic area. She also found that the lower socio-economic children with positive self-concepts also achieved at a higher level than did the higher socio-economic children with low self-concepts. There was a significant correlation between self-concept and achievement. A conclusion was reached that high socio-economic children had very high expectancies placed on them, had a low self-concept, and could not achieve up to their expected level.

Williams (61) studied the relationship of self-concept and reading achievement among 133 first graders. The group
was divided evenly between boys and girls. Using the modified Coopersmith Self-Esteem Inventory, she found no relationship between self-concept and first and second grade reading achievement as measured by the California Achievement Test, form X. She questioned reading achievement and school in general having an influence on a child's self-concept. She further postulated that self-concept may be more a function of age, mood, and stress.

In a study involving eighth graders, Lowther (37) found that children with high self-esteem had better school success and achievement experiences than children with low self-esteem.

Purkey (51) stated that there is a persistent and significant relationship between the self-concept and academic achievement and that changes in one seems to be associated with the other. Data has not been clear-cut about which comes first, a negative self-concept and school failure or failure in school and a negative self-concept. There is a reciprocal relationship between the two and there is reason to assume that enhancing the self-concept is a vital influence in improving academic performance. Fitts (24) agrees that failure and self-concept are closely related, but the question of cause and effect between the two factors has not been clearly answered.

Regardless of the unanswered questions posed by the literature, Barry and Wolf (5) believe that for some
children competition and failure makes school a nightmare experience. Yamamoto (62) carries the issue further by saying that the nightmare of failure tends to be compensated for by the creation of a distorted image of the "self", or a rigid and idealized self-concept. Can schools afford to leave the effects of failure to chance regardless of the unanswered issues?

Studies of Relationships Between Failure, Self-Concept, Attitudes, and School Dropouts

A study of junior high pupils who had failed was conducted by Anfinson (4) to determine whether a difference existed in the personality of the pupils who had failed compared to junior high pupils who had not failed. The junior high pupils were matched on the basis of school attendance, chronological age, sex, intelligence, and socioeconomic status. The group consisted of fifty-nine pairs of boys and fifty-seven pairs of girls. According to the results of the Symonds-Block Questionnaire, there was a significant difference between the groups in social and personal adjustment. According to Block's norms, 45 percent of the non-failures and 61 percent of the failures were classified as below average in social and personal adjustment. Non-failures ranked higher in their adjustment to school administration, their teachers, and to their personal affairs. The failures ranked higher in adjustment to the social life of school, other pupils, and to their homes
and families. Anfinson concluded that in the group studied, maladjustment was not directly associated with failing to such extent that non-promotion may be regarded as the essential factor in future maladjustment.

In contrast to Anfinson's study, Aguilera and Keneally (2) found in their eleven year study of referrals to a clinic for psychiatric assistance that school failure was one of the most frequent complaints of the children who were referred. Eighty-five percent of the failures in their study were boys. These children were found to be suffering from emotional immaturity, inferiority feelings, lack of concentration, restlessness, tenseness, and more serious symptoms such as temper tantrums, stuttering, and social inadequacy.

Walters and Kranzler (58) conducted a survey of the literature to determine differentiators to identify school dropouts. There were eleven variables found, and of the eleven, over-ageness (retainees) was found in nine of the eleven variables. Their conclusion was that retention tends to be a contributing factor to school dropouts. They also concluded that school dropouts can be identified with 90 percent accuracy when four variables, or differentiators, are combined: retention, I.Q., arithmetic achievement, and socio-economic level.

In a 1970 survey of pupils in North Carolina, Godfrey (25) found that retention was at a high level. Of 1,200
students surveyed at the sixth and seventh grade level from 14 representative schools, 14 percent had been retained once and 3 percent twice. A review of their achievement scores revealed that the nonrepeaters were reading at a grade level equivalent of 6.8, the students who had failed once 5.2, and those who had failed twice or more 4.5.

In assessing self-concept, Godfrey, using the Tennessee Self-Concept Scale, found that students who had repeated grades scored lower on all 10 sub-scales than those who had not repeated. Students who had repeated two or more grades fell far below the mean on all 10 sub-scales. She concluded that students who fail tend to doubt their self-worth and this leads to poor attitudes. Retention does not improve academic achievement and has a detrimental effect on a student's self-concept and attitude.

Godfrey raised the question about whether or not the student feels responsible for his failure or does he blame others? The Intellectual Achievement Responsibility Scale indicated that failing students blame failure on external forces over which they have no control. Borgeson (7) found similar results in his study and Myers (45) postulated that one of two mental attitudes is apt to grow out of failure. Either there will be a feeling of humiliation, a loss of pride and self-respect, or, more likely, the pupil will compensate by blaming the teacher or the school. When Borgeson (7) asked reasons for their failure, pupils stated
that there was a failure on the part of adults to establish proper attitudes in the pupils toward teachers, work, parents, other adults, and life. The responsibility for failure was placed on external forces as far as the pupils were concerned. He further noted that pupils who had failed did not enjoy present day experiences and were not enthusiastic about anything in particular. Their attitude was generally poor about life in general.

In his study of failure, Meek (41) stated that the pupil who failed was generally a quitter and did about as poor work in his second attempt as he did in the first attempt at the work of the grade he repeated. Furthermore, the pupil tends to begin the second year in the grade he is repeating with a grievance against the teacher and the entire situation. Hostility is often seen in the child and his parents. The child often reacted to failure by becoming morbidly sensitive or brazenly indifferent.

Farley, Fey, and Garland (21) found that there was no difference in the attendance records of failure and promoted pupils. Although the pupils who have failed come to school, the authors agreed that repetition of a grade may result in discouragement and a sense of failure that would breed undesirable attitudes, discourage industry, and kill initiative. Farley (20) stated that repeated failures caused the pupil to receive no satisfaction from his work. He becomes discouraged and may become sulky, antagonistic,
truant, and delinquent. The authors warn that if grade failure has an adverse effect on character development, careful consideration must be given to every pupil being retained lest character be sacrificed in order to maintain high standards of promotion.

In an investigation of the relationship between failure and self-concept of sixth graders who had repeated one or two grades, White and Howard (60) found, using the Tennessee Self-Concept Scale, that there was a significant impact, in a negative manner, on the self-concept of pupils who had failed twice compared to pupils who had not failed. The pupils who had failed once had four sub-scales low at the $P < .10$ level which tends to indicate failure is associated with many aspects of the self-concept.

Briggs (11) found in his study of fifth and sixth grade boys who had failed twice that these boys tended to have negative self-concepts, developed a "don't care" attitude toward school, tended to be absent frequently, and were withdrawn. There were feelings of inadequacy because of academic ineptness, insecurity, social rejection, and a feeling of being different. In conclusion, these students saw themselves as being defeated and incapable of dealing with life. This makes them content to live a lackadaisical existence. They don't like school, miss often, and are potential dropouts.
Roberts (52) studied the self-concept and attitude toward school of fifth grade students who were identified as potential dropouts. The criteria for determining which students were potential dropouts were level of achievement, reading level, at least one retention, failing grades in language arts or math, number of absences, age, employment of parents, and teacher nomination. The Piers-Harris Children's Self-Concept Scale was used for assessing self-concept and the Student Opinion Poll (revised) was used for assessing attitude. The findings indicated a positive relationship between self-concept and achievement level; however, attitude toward school and achievement were independent of each other. This study indicated that retention is a contributing factor to dropouts as perceived by teachers and has been supported by the literature.

In a one year study, Morse (44) studied the self-concept and attitude toward school of children in grades three through eleven. Coopersmith's Self-Esteem Inventory was used to assess self-concept. This study revealed that between grades three and five there was a drop in self-esteem of children, but by the eleventh grade there was a recovery in over-all self-regard. This study did not include students who had dropped out of school. In regards to reflection of attitudes, 84 percent of the third graders were proud of their school work and 93 percent of the third graders felt they were doing the best work in school they
could. At the eleventh grade, 53 percent reported they were proud of their school work and 37 percent felt they were doing the best work in school they could. In conclusion, it appears the longer we have children in school, the less favorable self-esteem seems to be. Much of the pupil's energy being used to struggle with his sense of failure could be devoted to school work. Failure, then, diverts energy into channels which are not helpful to the child.

In a study of 300 second, third, and fourth grade children who had been retained, McElwee (38) found that the children were more restless, talkative, stubborn, listless, and quarrelsome than were students who had not been retained.

Green (27) studied the self-concept and attitude of first grade children who were "unready" (developmentally immature) and were possible retainees. The "unready" children had an extended readiness program while the "ready" children had a traditional program. Using the Brown Self-Concept Reference Items, Green found that the extended readiness program tended to produce significantly higher self-perception than do traditional methods. The "unready" children developed a more positive attitude toward oral communication, perceived "significant others" as seeing them more positively, and they had a more positive attitude toward the teacher and the school situation than
did the "ready" children. Schools can do something to help children rather than allowing them to fail, or be unsuccessful.

In a study conducted by Grunkemeyer (28), the effects of retention on retained children in grades one through three were examined to determine whether personality is effected by placing some of the children with the teacher under whom they had failed and the remainder under different teachers. There were 161 pupils from seventeen schools involved in the study. Forty-seven of the pupils were assigned to the same teachers they had the previous year and the remaining 114 pupils were assigned to different teachers. Through pre- and posttesting with the California Test of Personality (forms AA and BB), and with results of the California Test of Mental Maturity and the California Achievement Test, Grunkemeyer found no significant differences in intelligence, achievement, or personality patterns of the two groups. On the basis of this study, it appears that it doesn't matter whether or not a retaine is placed with the same teacher who retained him or with a different teacher. However, what will the results of retention be by the time these children are in the sixth grade? Abidin, Golladay, and Howerton (1), cited previously, remarked that the results of retention do not necessarily show up in the primary grades, but they do in later elementary school years.
Failure and Peer Relationship

In a study of the acceptance of overage children in grades four, five, and six, Morrison and Perry (43) found that the retained, overage children had little opportunity for acceptance. Through no fault of his own, the overage child tended to be deprived of the opportunity of achieving status. The overage child failed to receive recognition from his teachers for academic achievement and lost status with his peers because of difference in age. They also found that the children who were overaged seemed to be highly sensitive to differences in age, and other factors did not seem to compensate for this age disparity. The conclusion was that children should be kept with their age group.

In agreement with Morrison and Perry, Bedoian (6) found in his study of the social acceptability and social rejection of the underage, at-age, and overage pupils in the sixth grade that the overage, or retained, child lacked social acceptance in his grade group. The retainee was denied the status and recognition that his peers received. The retained child was not only ignored in classroom activities, but he was also actively disliked by his classmates. In conclusion, it takes a rare child to overcome the loss of prestige within his grade group and the rejection which often comes with retention.
In addition, Briggs (11) found that fifth and sixth grade boys who had been retained twice were perceived by their peers as individuals who were significantly withdrawn and aggressive. These boys were not considered by their peers as being worthy of social acceptance because they tended to be sensitive, touchy, tense, boastful, and bullies.

Not only has peer rejection of retainees been found at the upper elementary school level, but Goodlad (26) found in his study of first grade retainees and their age peers who were promoted to the second grade that the promoted children were accepted more by peers than were the failure group. To control as many variables as possible, the failures and nonfailures were matched on chronological age, mental age, and achievement. His conclusion was that repeating a grade is detrimental to social and personal adjustment of both boys and girls.

Jersild (31) stated that a child who lives in an environment in which he is opposed, thwarted, and rejected will begin early in life to develop the kind of behavior which is found in a child who perceives himself as abused. He will feel angry and may project anger on others. This kind of attitude will not contribute to improved peer relationships.

Can a student be a leader in his class when he is a failure? Can the child be accepted, much less be a leader?
The child with an adequate personality is one who sees himself as liked, acceptable, wanted, able, and living in a world in which he can cope. Positive or negative self-concepts can arise from self experiences. If a child is not liked and is not accepted, his self-concept is likely to be negative; if the child is liked and feels accepted, the self-concept is likely to be positive (14).

Group Counseling With First and Second Grade Children

House (30) studied the effects of nondirective group play therapy upon the sociometric status and self-concept of second grade children who were chosen low on a sociogram. There were thirty six children involved in the study. Twelve (six boys and six girls) participated in group play therapy for ten weeks, one session per week, and twenty minutes per session. Twelve (six boys and six girls) participated in reading groups and the remaining twelve (six boys and six girls) did not participate in anything other than their usual school work. The results of the Scamin Self Concept Inventory, which was administered pre- and posttest, revealed a significant difference at the .01 level toward a positive change in self-concept for the group involved in group play therapy. There was no significant difference in sociometric status.

In an investigation of changes in personal and social adjustment of first and second grade pupils, Nau (46) used
the California Test of Personality to measure personal and social adjustment. For the purposes of this study, the pupils were divided into groups as follows. One group of pupils was counseled in a group without supportive help going to their teachers or parents. The second group of pupils was counseled in a group and their teachers were counseled in a separate group. The third group was counseled in a group, their teachers were counseled in a separate group, and their parents were counseled in a separate group. Nau found that the group of pupils receiving group counseling without supportive help going to their teachers or parents made the most significant gain in "total personality". He concluded that group counseling with primary school age children is effective without the need for supportive help going to teachers or parents.

In contrast to Nau's findings, Palmo and Kuzniar (48) conducted a study in which they found that consulting with teachers and the parents of children exhibiting inappropriate classroom behavior led to significant changes in the behavior of the children toward a more positive behavior pattern. The children for this study were from grades one through four. There were fourteen children from each grade level represented in the study for a total of fifty-six from eight classrooms. The fifty-six children were randomly assigned to three experimental groups and one control group.
One group of children met for group counseling twice a week for twelve sessions lasting approximately thirty minutes each. The Adlerian approach was used in the group sessions. During the six week period, a counselor met with the children's parents every other week and with their teachers once a week. The second group of children met for the same amount of time with the Adlerian model used in group counseling, but their parents and teachers were not consulted. The third group of children did not meet as a group, but a counselor met with their parents every other week and with their teachers once a week for a period of six weeks. The fourth group, the controls, met as a group twice a week for twelve sessions lasting approximately thirty minutes each. There was no group counseling conducted. The children were allowed to read, play games, or draw. Their parents and teachers were not consulted.

A pre- and posttest design was used with the Behavior Check List and the Coping Analysis Schedule for Educational Settings for obtaining the desired data. An analysis of covariance revealed that the parent-teacher consultation procedure was the most effective strategy used in the modification of classroom behavior.

Braden's (9) study was concerned with the relationship of self-directive group play, self-concept, and social behavior in first grade children. There were two experimental groups with a male counselor for one group and a
female counselor for the other. A third group received no
group counseling and served as a control group. Upon com-
pletion of the counseling sessions, Braden found through
the administration of the Self-Concept and Motivation
Inventory that there was no significant difference in the
self-concept between the experimental groups and the con-
trol group, nor was there any difference between the two
experimental groups.

Group Counseling in Grades
Three Through Six

In a study conducted by Lodato, Sokoloff, and Schwartz
(36), six groups of children from grades three, four, five,
and junior high, who were classified as slow learners with
a history of poor school adjustment, were counseled in
groups ranging in sizes from seven students to eleven stu-
dents. The groups met three to five times a week for one
year. The group activities consisted of pantomime, psycho-
drama, structured and unstructured group discussion,
puppetry, and individual counseling. The results of the
study indicated that there were positive changes in atti-
tude toward learning and toward authority figures according
to teacher ratings, an increase in self-concept as measured
by figure drawings, improved attendance records, and in-
creased tolerance, insight, and understanding by classroom
teachers of students who presented behavior difficulties in
school.
Three approaches to group counseling with sixth grade students, structured aural, structured visual, and unstructured, were investigated by Crow (16). Thirty-six students were selected from a pool of ninety-six by random selection and were assigned to one of six groups with six students in each group. Group counseling was conducted in forty-five minute periods over a period of three and one-half months for a total of nine hours. Crow's conclusion, based on the results of the Coopersmith Self-Esteem Inventory, the Behavior Rating Form, and a sociometric test, was that there was no significant statistical difference in the three techniques of counseling. According to the reports from teachers, however, there were observed changes in the students in the counseling groups toward a more positive self-concept. On the basis of her experience in the study, Crow recommended that a structured approach to group counseling be used with elementary school age children.

In a study of group counseling with fifth and sixth graders who were considered to be discipline problems by their teachers, Kelly and Matthews (32) found that a behavior modification approach in groups did not lead to significant change in behavior as indicated by self-ratings or teacher ratings. The students in this study were from a racially integrated school in a low-income area. Twelve students were randomly selected for the two treatment groups and ten for the control group. The first two sessions, of
a total of eight, were discussions of concerns sessions, but the third session began a series of behavior modification techniques lasting through the remaining sessions. The group members were told that two behaviors were expected from them: (1) raise the hand, be recognized, and then talk; and (2) listen quietly without interrupting the person speaking. One counselor maintained a record of the appropriate behavior. When a student received three check marks, he was rewarded with a Tootsie Roll or a piece of flavored taffy. The student who had the most check marks at the end of each one hour session received a candy bar. In conclusion, the authors found no significant changes in behavior and recommended that an increased amount of time be spent in group counseling in order to facilitate change in behavior. They also recommended monitoring the students behavior in their classroom.

Martin (39) conducted a study of the effects of group counseling on self-concept and achievement of educationally disadvantaged children in grades three through six in an elementary school participating in an ESEA Title I Project. Seventy children were randomly selected from each of the grade levels. The groups were matched on variables of educational disadvantage, grade placement, classroom teacher, reading teacher, and school. The groups met once a week, by grade level, for a period of one hour per session for eight weeks. The group sizes ranged from six to ten. The
techniques used in group counseling were role playing, open-ended questions, discussions of Thematic Apperception Test cards, and audio-visual materials on possibilities for career development. Pre- and posttests of the Piers-Harris Self Concept Scale, Coopersmith's Behavior Rating Form, and the Durrell Listening-Reading Series, Intermediate Level were administered and the results indicated no significant differences in self-concept, achievement, or behavior as rated by teachers. Martin concluded that the duration of the counseling sessions were not long enough.

In his study of group counseling with behavior problem children, O'Keefe (47) found a significant difference toward a more positive self-concept. Thirty pupils who were considered to be behavior problems by their teachers were randomly assigned to three groups of ten each. One group was counseled with the Client-Centered approach, the second group was counseled with the Reality Therapy approach, and the third group served as a control. The two groups received counseling for one semester. According to the Deveraux Adolescent Rating Scale, administered pre- and post-, there were no significant differences in behavior. There was a change in self-concept at the .0001 level of significance according to the pre- and posttest results of the Piers-Harris Self Concept Scale. Although both counseling methods showed significant results, the Client-Centered approach showed the greatest gain with an increase
of 24.99. The Reality Therapy approach showed a gain of 14.42 and the control group gained only 2.37. In conclusion, it appears that either the Client-Centered approach or the Reality Therapy approach are appropriate for group counseling with upper elementary school children.

The Use of the Developing Understanding of Self and Others Kit with Primary Elementary Grade Children

In a study conducted by Koval (34), the Developing Understanding of Self and Others (DUSO) kit was used with primary grade children in rural eastern Ohio. At the beginning of the 1970-1971 school year, children were randomly assigned to grades one through three in two elementary schools. There were two classes of each grade level in the two schools. In early February, 1971, one class at each grade level in both schools was randomly assigned to the DUSO program. The remaining classes were used as controls. The DUSO program, Unit I, was used in each class for a period of thirty minutes a week for ten weeks. Four subtests, self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging, from the California Test of Personality were administered to the experimental and controls, a total of 312 pupils. The findings indicated that the DUSO program participants were more self-reliant and had a greater feeling of belonging than did the nonparticipants. First grade participants had a greater sense of personal freedom than nonparticipants; however,
the sense of freedom appeared to be more grade level influ-
enced regardless of participation.

In a follow-up of Koval's study, Eldridge, Barcikowski, and Witner (18) also conducted a study in rural eastern Ohio. Two second grade classes in two elementary schools had children randomly assigned to them by principals at the beginning of the 1971-1972 school year. In April, 1972, one class from each school was randomly selected to participate in the DUSO program. The remaining classes were used as controls. There were forty-nine pupils in the experimental groups and forty-nine in the control groups. The Children's Self-Concept Index was used as the pretest to assess the self-concepts of the children. The two teachers, with consultation from the experimenters, presented Unit I of the DUSO kit once a day for thirty minutes over a period of five weeks, a total of twenty-five sessions.

Posttests consisting of the first four sections of the California Test of Personality, the DUSO Affectivity Device, part 1 ("The Way I Feel About Myself"), and the Piers-Harris Children's Self Concept Scale were administered. The authors concluded that there was a significant difference at the .05 level in the self-concept of children who participated in the DUSO program as measured by the DUSO Affectivity Device. No significant differences were found between the experimental and control groups as assessed by the subtests of the California Test of Personality and the Piers-Harris Children's
Self Concept Scale. They concluded that the instruments were not measuring the same dimensions of the self-concept, a seemingly common difficulty in assessing the self-concept.

Summary of the Chapter

Failure in school has been studied for over a half century, but it appears that authorities can not agree on the criteria, or basis, for school failure. Some reasons for failure which have been cited are "immaturity", entering school late, slow learning rate, and lack of academic achievement. Much of the literature tended to indicate that lack of academic achievement has been a primary reason for retention, or failure, in school. If it can be assumed that a lack of academic achievement is the basis for holding a child back one year, the literature indicates that the year is wasted in that the child does not make achievement gains; in fact, a large percent make no gains and some perform at a lower level than before they failed.

Much of the literature regarding failure, self-concept, attitudes, and school dropouts points out that children who have failed tend to have low self-concepts, develop poor attitudes toward school and life, blame others, and are potential dropouts. Although there has been a persistent relationship between failure and the above, particularly low self-concepts, the authorities have not come to an agreement on whether failure causes a low self-concept or a low self-concept causes failure. There does appear
to be a reciprocal relationship between failure, self-concept, attitudes and school dropouts. It appears these factors do not show up in the early school years, but do in the middle and latter part of a child's elementary school years. This tends to support the view that failure is a causal factor in the relationship between school failure and a low self-concept, poor attitude toward school, and school dropouts.

Failure has been shown to have a negative effect on peer relationships. The child who has failed often feels rejected and is not liked by his grade level peers. If he is not liked by others, he has difficulty liking himself. He often becomes a bully, is antagonistic, highly sensitive, or may be withdrawn.

Studies of group counseling have been reported at the primary and upper levels of elementary school. Although group counseling studies have been on the increase, very little, percentage wise, has been done in the elementary school, particularly in the primary grades. Some of the reported studies have shown positive changes in self-concept through group counseling, but none of the studies reported have dealt with children who have failed in the early years of their school life. The group counseling studies at the elementary school level have suggested that a structured approach is the most feasible approach.


The study was divided into two phases. The first phase was concerned with the self-concept, attitude toward school, and behavior as perceived by teachers of first and second grade pupils who had failed compared to their age group who had not failed. The second phase of the study was concerned with the effects of group counseling upon pupils who had failed compared to pupils who had failed and were not counseled.

A review of the literature revealed that many studies had been done at the upper elementary school level and above concerning the impact of failure on children, but there was little information concerning the impact of failure on pupils in the primary grades. Also, very few group counseling studies have been reported at the primary grade level. In previous research emphasis was placed upon prevention of problems with children, but little had been done in the area of prevention, particularly in the primary grades. Therefore, this study was implemented in order to determine the impact of failure on first and second grade pupils and to investigate the use of group counseling as an intervention technique with these pupils. This chapter is a description of the design of this study.
Organization of the Study

In organizing the study, a brief description of the study was presented to the Assistant Superintendent in charge of curriculum and the Superintendent of the school system selected for this study. After obtaining their approval, the investigator met with each elementary school principal individually and explained the study and the amount of involvement the teachers and counselors would have in the study and committed themselves and their staff to the study for the 1973-1974 school year.

The Schools, Population, and Counseling Program

There were eight elementary schools within the suburban school district located near a large metropolitan center in North Central Texas. There were also two junior high schools and one senior high school. The socio-economic levels of the school district ranged from the lower income bracket through the upper income bracket with most representation in the middle income bracket. The community is a "bedroom" community in which a very large percent of the people commute to work in other areas of the metroplex. The school system is one of the rapidly growing school systems in the area with much of the growth directly related to the opening of a new regional airport and the movement of new industry into the area. At the time of this study there were plans for one more elementary school to open in the
spring of 1974 and two more elementary schools to open in January, 1975. Preparation was being made for the con-
struction of one more junior high school and one more senior high school.

At the time of this study, there were 11,000 students enrolled in the school system. Of these, 844 were first
graders, 833 second graders, and 886 third graders. It was from these three grade levels that the subjects were selected for this study.

The Guidance and Counseling staff was composed of a Coordinator of Guidance and Counseling, two Vocational counselors assigned to the secondary schools, two special education counselors with one assigned to the elementary school level and the other to secondary, two junior high school counselors with each serving one school, four counselors at the senior high school with one assigned to each grade level, nine through twelve, and three elementary school counselors. One elementary school counselor served three elementary schools. The other two served two schools each and shared one school which was to be divided when the new school opened in the spring of 1974. The ratio of counselors to pupils at the elementary school level was 1/2,068. The elementary counselors were in a transition of moving from a psychometric role to one of consultation, group and individual counseling, and developmental guidance. Some schools were served two days a week while others were served
only one day. The elementary counselors divided their time among the schools according to enrollment.

Qualification of the Counselors for the Study

The two female counselors who led the group counseling sessions had Master's Degrees in Counseling, had taken a group counseling course, had participated in groups within the school system, and had worked with groups of elementary school children. Both of the counselors had participated in a workshop involving the use of the Developing Understanding of Self and Others (DUSO-1) kit, had visited a school in which the DUSO-1 kit was used daily, and had participated in training and practice sessions using all the materials selected for this study. Both counselors had all of their experience as elementary school counselors in the system in which the study was completed. One of the counselors had five years of elementary school counseling experience and the other two years of elementary school counseling experience. Both counselors served three elementary schools each, including one school shared with another counselor not involved in the group counseling study.

Instruments Selected for the Study

The instruments used in this study were selected because they measure school related concepts such as self-concept, with factors related to school; attitude toward school; and behavior as perceived by teachers. A review of the literature
indicated the above areas were the ones affected by failure in school. The self-concept inventory and the attitude toward school tests were selected because of their pictorial depiction of children and faces, a method supported by some authorities (1, 2, 15), and because they were designed for children in the lower elementary grades. The teacher behavior rating form was appropriate at the lower grade levels as well as at the upper grade levels.

Primary Self-Concept Inventory

The Primary Self-Concept Inventory (hereafter referred to as the PSCI) was a relatively new instrument and was in the experimental stage. The form used in this study was a second revision and has been used with Anglo and Mexican Americans. According to the authors (11), the PSCI measures self-concept relevant to school success; it does not require reading; it is appropriate for grades K-4; it can be scored by teachers; and it can be administered in English or Spanish. The PSCI is composed of twenty items: one warm-up item, one research item, and eighteen scored items. Each item depicts at least one child in a positive role and at least one child in a negative role. There are separate forms for males and females in which the sex of the principle characters is the same as the examinee. The examinee is told a simple descriptive story about each illustration and is instructed to draw a circle around the person that is most like himself.
The test is designed to measure six factors of self-concept which are clustered into the three major domains of personal-self, social-self, and the intellectual-self (domains identified by the authors). The raw scores can be converted to percentile ranks for the total score or for each of the three domains. The test was administered to 372 primary school pupils in the Las Cruces, New Mexico public school district, and one federally funded pre-school in the Las Cruces vicinity in the spring of 1972. All children were tested and retested one week later. The Pearson product moment correlation coefficient was utilized to determine test-retest reliability. Using total scores, the test-retest correlation coefficient was .91. Validity of the PSCI was assessed through construct, cross, and content validation procedures. Construct validity was assessed by having independent judges place the items into categories and by evaluating factor stability across redivisions of the sample. A relatively high degree of factor stability was revealed according to the authors. Cross validation was obtained by administering the PSCI to two additional samples. The first sample consisted of 100 subjects in the primary grades and was evenly divided between Anglo and Spanish surnamed children. The second cross validation sample consisted of 178 subjects of the Spanish-American ancestry in grades one through three in southwestern New Mexico. Content validity was established by having four
specialists in testing and test construction to examine each item in the test to determine content or face validity.

School Attitude Test

The School Attitude Test (oral form) was derived and modified for use with younger children from the Written School Attitude Test designed by McCallon (9). It, like the PSCI, can be administered in English or Spanish. The author (13) described the purpose of the instrument as being designed to reflect a student's perception of the school environment. The items are grouped around three aspects of the school environment: interpersonal relations; student-instruction; and general school factors. The test is composed of seven practice items and twenty-nine scoreable items. According to the author, each item is designed to elicit a response from the student which will represent his attitude toward his school environment and his educational experiences. In response to each of the thirty-six oral stimuli (7 practice and 29 scoreable), the child marks one of a series of faces which represent a range of feelings. The faces represent the feelings of happy, laughing, neutral, serious, sad, angry, and hateful. There are four responses to each stimuli selected from the above according to the nature of the oral stimuli. The test can be administered individually or in groups, to grades K-3, and is easily scored. There is a guideline for interpreting
total scores (ranging from 29 to 116) broken down into ranges of negative responses to school environment, mixed responses to school environment, and positive responses to school environment. However, the three sub-scores are not broken down for interpretation. Much like the PSCI, this test was in the experimental stage and interpretation was made with caution. The experimental standardization was accomplished by testing 200 children grades K-3 representing various ethnic and socio-economic groups. Reliability data were obtained by retesting a twenty-five percent sample of the original group. The test-retest coefficient obtained over a ten day period was .77. Test items for the oral version were selected using the written version and its author's findings as guides. Items were chosen which appeared to have content validity and were associated with specific domains of the school environment such as teacher, principal, and peer relationships.

**Behavior Rating Form**

The Behavior Rating Form (hereafter referred to as the BRF) used by teachers, is a thirteen item, five point scale designed to measure teachers' ratings of behavior presumed to be related to self-esteem. "The behaviors to be rated were selected after a series of observations of child behavior in and out of the classroom, repeated interviews with teachers, principals, and a clinical psychologist, and
evaluations and discussions with a research committee" (3, pp. 10-11). The author's assumption, on theoretical and empirical grounds, is that the behaviors are an external manifestation of the person's prevailing self appraisal (3, p. 11). Cross-rater reliability, using teachers and a principal, was .73 with seventy-one subjects. The test-retest reliability was .96 for one teacher after an eight week interval.

Selection of Structured Materials and Training Program for the Counselors Participating in the Study

To structure the group counseling sessions, which was recommended in the literature (4, 6, 7, 8, 12), the Developing Understanding of Self and Others D-1 kit (hereafter referred to as DUSO-1) was selected because it is easily used by counselors and is appropriate for primary grade children (5, 6, 8).

The DUSO-1 kit was developed by Dinkmeyer (5) and has materials and activities designed to help children grow emotionally and socially. The kit is appropriate for grades K-3. The total program of the DUSO-1 kit is organized around eight themes: (1) understanding and accepting self; (2) understanding feelings; (3) understanding others; (4) understanding independence; (5) understanding goals and purposeful behavior; (6) understanding mastery, competence, and resourcefulness; (7) understanding emotional maturity; and (8) understanding choices and consequences.
To select the materials for the training sessions for the counselors and for presentation in the study, the investigator conferred with an elementary school counselor who had used the DUSO-1 kit extensively in a school system not involved in this study. From the consultation came the decision to use all eight units in the study. To do this, it was necessary to limit the amount of material from each unit to two stories and two role playing activities. After narrowing the selection to the above, the investigator and the cooperating counselor listed the stories and role playing activities separately and then came to an agreement on which ones to use. The titles of the material and order of presentation is presented later in this chapter under "Procedures for Group Counseling."

The investigator met with the two counselors who participated in the study and presented the following:

1. The procedures for the study were presented and discussed.
2. The procedural guidelines for the study were presented and discussed.
3. The DUSO-1 materials used in the study were presented and discussed.
4. The structured sequence of the DUSO-1 materials presented in each counseling session were presented and discussed.

The two counselors then participated in a two hour training workshop which emphasized the technique and usage of the DUSO-1 kit. Following the workshop, the counselors observed for one day in the school in which the workshop leader presented the DUSO-1 materials daily. As a further
training experience with the DUSQ-1 materials, each counselor presented all of the materials in sequence for a period of six weeks to two special education classes.

The investigator conferred with the two counselors throughout the training period to discuss the progress of the training sessions. A final meeting was held to finalize the procedures for the study.

Collection and Presentation of Data

Data for this study were collected and plans executed according to the following sequence. (1) Approval of central administration personnel and local building administrative personnel was obtained for the study. (2) Students who had failed the first or second grade were identified by a list compiled at each elementary school by teachers, counselors, and principals. (3) Students for the control group for the survey (second and third graders) were selected by random sample and matched by sex with the students who had failed the first or second grade. (4) The students selected for group counseling were selected by random sample within the four elementary schools in which group counseling was done. (5) The Primary Self-Concept Inventory and the School Attitude Test (oral form) were administered in English by all three elementary school counselors and in Spanish by a bilingual teacher and teacher's aide. The Behavior Rating Form was completed by classroom teachers.
Sixteen counseling sessions were held with each of the four groups with two elementary school counselors serving as the counselors. (7) The Primary Self-Concept Inventory and the School Attitude Test (oral form) were readministered in English by the elementary school counselors and in Spanish by a bilingual teacher and teacher's aide. The Behavior Rating Form was completed by classroom teachers. (8) The measuring instruments were handscored by the investigator. (9) The data were keypunched on IBM cards and processed in the North Texas State University Computer Center.

Selection of Subjects

The names of the pupils who had failed the first or second grade in the 1972-1973 school year were obtained from the eight elementary schools as provided by teachers, counselors, and principals. These pupils constituted the failure group in the survey study. There were twenty-eight pupils, ten girls and eighteen boys, who had failed the first grade and twenty pupils, ten boys and ten girls, who had failed the second grade. A total of forty-eight pupils, twenty-eight boys and twenty girls, composed the failure group.

The selection of the students for the control group for the survey study was accomplished by (1) obtaining an alphabetized list of second and third grade pupils, separated by boys and girls, from each elementary school;
(2) obtaining a list of pupils who had failed the first, second or third grade and were enrolled in the second or third grade; (3) deleting the pupils who had failed from the alphabetized list of boys and girls from each school; and (4) by selecting every tenth name in the boys' and girls' list, by school, until there were enough boys and girls to match the failure subjects in each school. Therefore, there were twenty-eight second grade pupils, eighteen boys and ten girls, and twenty third grade pupils, ten boys and ten girls, for a total of forty-eight pupils, twenty-eight boys and twenty girls, in the control group for the survey study.

For the second phase of the study, the forty-eight pupils who had failed the first or second grade were divided into an experimental group composed of four subgroups and a control group. The subjects for each of the four subgroups were selected by listing the first and second grade pupils separately, assigning a number to each, and then using a table of random numbers (14). A total of twenty-four pupils were selected for the experimental group with the remaining twenty-four pupils who had failed serving as a control group. The experimental group was composed of fourteen boys, ten first grade boys and four second grade boys, and ten girls, four first grade girls and six second grade girls. The control group was composed of fourteen boys, eight first grade boys and six second grade boys, and ten girls, six first grade girls and four second grade girls.
Collection of Data

After selection of the subjects and assigning the survey failure group, the control group, the experimental counseling group, and the control failure group, the Primary Self-Concept Inventory and the School Attitude Test (oral form) were administered in English by the three elementary school counselors and in Spanish by a bilingual teacher and teacher's aide. There were nine students from the failure group tested in Spanish. The Behavior Rating Form was completed by the classroom teachers. All of these instruments were administered one week prior to the beginning of group counseling. The gathering of this data was accomplished in January, 1974.

One week after the conclusion of the group counseling sessions, the Primary Self-Concept Inventory and the School Attitude Test (oral form) were readministered in English by the three elementary school counselors and in Spanish by a bilingual teacher and teacher's aide. The Behavior Rating Form was completed by the classroom teachers. The gathering of this data was accomplished in March, 1974.

Procedures for Group Counseling

Each counselor was assigned two groups. Each had one group of three first grade pupils and three second grade pupils and a group of four first grade pupils and two second grade pupils. The counselors led their group sessions within their regularly assigned buildings. Each of the four
subgroups were in different schools. Therefore, four of the eight elementary schools in the school district had an experimental subgroup. Each group met for two thirty minute sessions per week for eight weeks for a total of sixteen sessions. The sessions began in January, 1974 and ended in March, 1974.

The following procedural guidelines were adhered to in this study. At any time there were fewer than four of the six pupils assigned to a group present, that session was rescheduled. A minimum of eighteen pupils must have attended at least twelve sessions to complete the study. No sessions were rescheduled and all twenty-four pupils completed the required number of sessions.

Both counselors used selected materials from the DUSO-1 kit as the basis for the structured group counseling sessions. The order of presentation of the DUSO-1 materials used in the study for each of the sixteen sessions was in the following order.

Unit I: Understanding and Accepting Self

Session 1: Introductory Story I--"The Underwater Problem Solvers"
Role Playing (I-A)--"Tree House"
Unit Song--"I Am Glad That I Am Me"

Session 2: Story (I-E)--"The Box"
Role Playing (I-D)--"Getting Ready to Go"
Unit Song--"I Am Glad That I Am Me"

Unit II: Understanding Feelings

Session 3: Introductory Story II--"DUSO Talks About Friends"
Role Playing (II-A)--"Let's All Share"
Unit Song--"The Share Song"
Session 4: Story (II-D)--"The Outsider"
Role Playing (II-D)--"Shy Robin"
Unit Song--"The Share Song"

Unit III: Understanding Others

Session 5: Introductory Story III--"Captain Blooper's Pirates"
Role Playing (III-D)--"Timber"
Unit Song--"Ballad of Captain Blooper"

Session 6: Story (III-B)--"A Spoonful of Sugar"
Role Playing (III-B)--"A Spoonful of Sugar"
Unit Song--"Ballad of Captain Blooper"

Unit IV: Understanding Independence

Session 7: Introductory Story IV--"Prince Lazybones"
Role Playing (IV-B)--"But I Need It!"
Unit Song--"Do This, Do That"

Session 8: Story (IV-B)--"Blepo's Basket"
Role Playing (IV-C)--"The Sitter"
Unit Song--"Do This, Do That"

Unit V: Understanding Goals and Purposeful Behavior

Session 9: Introductory Story V--"Lefty's Hamburger Stand"
Role Playing (V-A)--"It Isn't As Hard As You Think"
Unit Song--"Things That I Wonder About"

Session 10: Story (IV-C)--"The Loafers"
Role Playing (V-B)--"What Else"
Unit Song--"Things That I Wonder About"

Unit VI: Understanding Mastery, Competence and Resourcefulness

Session 11: Introductory Story VI--"DUSO and Squeaker"
Role Playing (VI-A)--"What Shall I Do"
Unit Song--"Have a Go At It"

Session 12: Story (VI-D)--"Peekaboo Amu"
Role Playing (VI-B)--"Buttons! Buttons!"
Unit Song--"Have a Go At It"

Unit VII: Understanding Emotional Maturity

Session 13: Introductory Story VII--"DUSO and the Worrywart"
Role Playing (VII-B)--"The Spider"
Unit Song--"The Worry Song"
Session 14: Story (VII-D)--"The Bike"
  Role Playing (VII-D)--"Lost"
  Unit Song--"The Worry Song"

Unit VIII: Understanding Choices and Consequences

Session 15: Introductory Story VIII--"DUSO and Flopsie Flounder"
  Role Playing (VIII-B)--"The Table Cloth"
  Unit Song--"Flopsie Flounder"

Session 16: Story (VIII-D)--"First in Line"
  Role Playing (VIII-D)--"The Half-Build House"
  Unit Song--"Flopsie Flounder"

Scoring Procedures and Treatment of Data

All of the test data were handscored by the investigator. All data were key punched on IBM cards and processed in the North Texas State University Computer Center.

For purposes of statistical analysis, the hypotheses were converted to the null form. Hypotheses 1, 2, and 3 were treated statistically by a t test. Hypotheses 4, 5, and 6 were treated statistically by an analysis of covariance. Significance in means and gains in means were tested at the .05 level.

Summary of the Chapter

The initial planning and organization of the study involved (1) a review of the literature related to the impact of failure on students, to group counseling in elementary school, and to intervention techniques to help children who have failed early in school, (2) formulation of hypotheses, (3) selection of measurement instruments, (4) securing administration approval of the study, (5) selection of
students who were included in the study, and (6) assigning students to the experimental counseling group.

Selected materials from the Developing Understanding of Self and Others (DUSO-1) kit were used to structure the group counseling sessions. The two elementary counselors who led the groups were given training to enhance their ability to use the selected materials from the DUSO-1 kit. The training consisted of attending a workshop, observing a counselor using the DUSO-1 kit, and by practicing with the selected materials from the DUSO-1 kit in two self-contained special education classrooms.

The Primary Self-Concept Inventory, School Attitude Test (oral form), and the Behavior Rating Form were selected as the instruments for this study. All three instruments assessed areas related to the school environment. All three instruments were administered as pre- and posttests and the results were used for the survey study and the experimental study.

The t test and an analysis of covariance were selected as the statistical method for analysis of the data. The level of confidence was established at the .05 level.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION OF ANALYSIS OF DATA

The procedures followed in gathering the data by which the hypotheses could be tested were described in Chapter III. This chapter presents the data obtained from a statistical treatment of the raw data, an analysis of the results in terms of the hypotheses presented in Chapter I, and some non-statistical results. In order to facilitate continuity in the study, the problem and general hypotheses are restated at this point.

The Problem and General Hypotheses

The purpose of this study was to determine if there was a difference in self-concept, attitude toward school, and teacher rated behavior of students who failed the first or second grade as compared to students who had not failed, and to determine the effects of group counseling on the self-concept, attitude toward school, and teacher rated behavior of students who had failed the first or second grade. This purpose was based on the general hypotheses that students who have failed would have low self-concepts, negative attitudes toward school, and a low behavior rating by teachers, and, also, that group counseling would result in desired improvements in students who have failed.
Statistical Treatment of Data

In considering the data, important questions which deserve consideration are the following: Did comparing the self-concepts, attitude toward school, and teacher rated behavior of students who have failed the first or second grade with students who have not failed show statistically significant differences between the groups? Did group counseling produce statistically significant results in the areas of self-concept, attitude toward school, and teacher rated behavior between students who have failed and were counseled and students who have failed and were not counseled.

The results of this study are presented in terms of the hypotheses being tested relative to the particular instrument used.

Presentation and Analysis of Data

For purposes of statistical analysis, the stated hypotheses of Chapter I were restated in the null form.

**Hypothesis I**

Null hypothesis I was: There will be no significant difference between the mean scores of non-failures and failures on the Primary Self-Concept Inventory.

The results of the analysis of the mean scores on the Primary Self-Concept Inventory are presented in Table I.
TABLE I
ANALYSIS OF MEAN SCORES ON THE PRIMARY SELF-CONCEPT INVENTORY

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>t Test</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-failures</td>
<td>14.5</td>
<td>2.79</td>
<td>.5297</td>
<td>Not significant at the 5 percent level (P=.59)</td>
</tr>
<tr>
<td>Failures</td>
<td>14.2</td>
<td>2.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table I, both means and standard deviations were approximately the same. According to the statistical results, there was no significant difference between means; therefore, null hypothesis I was retained.

**Hypothesis II**

Null hypothesis II was: There will be no significant difference between the mean scores of non-failures and failures on the School Attitude Test (oral form).

The results of the analysis of the mean scores on the School Attitude Test (oral form) are presented in Table II.

The mean score of the failure group on the School Attitude Test (oral form) was slightly higher than the mean score of the non-failure group. The standard deviation data revealed that the non-failure group was more homogeneous than was the failure group. The statistical results
TABLE II

ANALYSIS OF MEAN SCORES ON THE SCHOOL ATTITUDE TEST (ORAL FORM)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>t Test</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-failures</td>
<td>98.64</td>
<td>7.48</td>
<td>.2484</td>
<td>Not significant at the 5 per cent level (P=.80)</td>
</tr>
<tr>
<td>Failures</td>
<td>99.08</td>
<td>9.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

showed no significant difference between means; therefore, null hypothesis II was retained.

Hypothesis III

Null hypothesis III was: There will be no significant difference between the mean scores of non-failures and failures on the Behavior Rating Form.

The results of the analysis of the mean scores on the Behavior Rating Form are presented in Table III.

TABLE III

ANALYSIS OF MEAN SCORES ON THE BEHAVIOR RATING FORM

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>t Test</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-failures</td>
<td>49.35</td>
<td>7.94</td>
<td>2.195</td>
<td>Significant at the 3 per cent level (P=.03)</td>
</tr>
<tr>
<td>Failures</td>
<td>46.04</td>
<td>6.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the basis of the data, null hypothesis III was rejected. There was a significant difference between the self-concept of children (as perceived by teachers) who had not failed and children who had failed. That is, the non-failures had significantly higher self-concepts (as perceived by teachers) than did the children who had failed.

**Hypothesis IV**

Null hypothesis IV was: There will be no significant difference in gains in mean scores between the counseled failure students and the non-counseled failure students on the Primary Self-Concept Inventory.

The mean scores, adjusted mean scores, and the standard deviations obtained from the Primary Self-Concept Inventory are presented in Table IV.

**TABLE IV**

**MEANS AND STANDARD DEVIATIONS ON THE PRIMARY SELF-CONCEPT INVENTORY**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Adjusted Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>Exper.</td>
<td>13.54</td>
<td>14.04</td>
<td>14.51</td>
<td>2.62</td>
</tr>
<tr>
<td>Control</td>
<td>14.87</td>
<td>14.20</td>
<td>13.73</td>
<td>2.45</td>
</tr>
</tbody>
</table>

As can be seen in Table IV, the control group began with a slightly higher mean (1.23 difference) than did the
experimental group. The posttest results indicated that the experimental group had gained .50 points, but the control group had lost .67 points. The adjusted means indicated a slightly higher gain in means in favor of the experimental group. The standard deviations for both pretests and post-tests were very similar. There was a slight tendency for the experimental group to have been more heterogenous than the control group on the pretest, but more homogeneous on the posttest than the control group.

As for individual gains or losses from pretest to post-test, there were ten pupils in the counseled failure group who made gains ranging from one to five points. There were three who gained one point; three gained two points each; three gained three points each; and one gained five points. Six had no gain or loss. The remaining eight lost points ranging from one to two points. Five lost one point each, and three lost two points each. See Appendix C for results.

Within the non-counseled failure group, there were seven who made gains ranging from one to three points. Three made a gain of one point each; two made a gain of two points each; and two made a gain of three points each. Five had no gain or loss. The remaining twelve lost points ranging from one to five points. Four lost one point each; five lost two points each; one lost four points; and one lost five points. The results are in Appendix D.

It appears that the individual gain was slightly more in the counseled failure group and the individual loss was
slightly more in the non-counseled failure group. However, these individual findings have no statistical significance.

The analysis of covariance data for the two groups on the Primary Self-Concept Inventory are presented in Table V.

TABLE V

ANALYSIS OF COVARIANCE DATA FOR THE COMPARISON OF SCORES ON THE PRIMARY SELF-CONCEPT INVENTORY

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>6.69</td>
<td>1</td>
<td>6.69</td>
<td>2.04</td>
<td>Not significant at the 5 per cent level (P=.15)</td>
</tr>
<tr>
<td>Within</td>
<td>147.51</td>
<td>45</td>
<td>3.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>154.20</td>
<td>46</td>
<td>...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the basis of the data obtained, null hypothesis IV was retained. There was a slightly greater increase in scores in favor of the experimental group from pretest to posttest, but the increase was not significant enough to reach the 5 per cent level of confidence.

Hypothesis V

Null hypothesis V was: There will be no significant difference in gains in mean scores between the counseled failure students and the non-counseled failure students on the School Attitude Test (oral form).
The mean scores, adjusted mean scores, and the standard deviations obtained from the School Attitude Test (oral form) are presented in Table VI.

TABLE VI
MEANS AND STANDARD DEVIATIONS ON THE SCHOOL ATTITUDE TEST (ORAL FORM)

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Adjusted Means</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper.</td>
<td>97.54</td>
<td>96.79</td>
<td>97.36</td>
<td>9.65</td>
<td>9.28</td>
</tr>
<tr>
<td>Control</td>
<td>100.62</td>
<td>96.20</td>
<td>95.63</td>
<td>9.56</td>
<td>7.77</td>
</tr>
</tbody>
</table>

According to Table VI, the control group began with a higher mean than did the experimental group. There was a difference of 3.08 points between the means of the two groups. Both groups were lower on the posttest; however, the control group lost 4.42 points and the experimental group lost only .75 points. The adjusted means indicated an overall gain in favor of the experimental group.

The standard deviations of both groups were very similar on the pretests; however, the posttest results indicated that the experimental group had remained relatively heterogeneous, but the control group had become more homogeneous.

Within the counseled failure group, there were eight students who made gains ranging from one to twenty-six
points. One gained one point; two gained two points each; and five gained four points, eleven points, fourteen points, eighteen points, and twenty-six points, respectively. The remaining sixteen had losses ranging from one to eighteen points. Two lost one point each; one lost two points; two lost three points each; three lost four points each; two lost five points each; one lost six points; one lost seven points; two lost nine points; one lost fifteen points; and one lost eighteen points. See Appendix C for results.

Within the non-counseled failure group, six made gains ranging from two to fourteen points. One made a gain of two points; two made gains of four points each; and three made gains of six points, eleven points, and fourteen points, respectively. Three had no gain or loss. The remaining fifteen had losses ranging from three to twenty-nine points. Two lost three points each; two lost four points each; one lost five points; two lost seven points each; four lost nine points each; and four lost ten points, twelve points, twenty-seven points, and twenty-nine points, respectively.

Both groups had net losses, but the control group lost considerably more than did the experimental group (−.106 points for the control group and −18 points for the experimental group).

Due to the loss indicated on the posttest of the control group and the relatively stable mean for the experimental group, a question arose as to whether or not group counseling
may have helped to maintain the positive attitude toward school of those who had failed. Or, did the control group score lower on the posttest because of a "regression" factor? To further investigate, a group of twenty-four non-failure students who were matched with the failure counseled group in the survey study were readministered the School Attitude Test (oral form) one week later than the posttesting of the experimental and control group under investigation in hypothesis V. The results of their scores are shown in Table VII along with the results of the experimental and control groups.

**TABLE VII**

<table>
<thead>
<tr>
<th>Group</th>
<th>Means Pretest</th>
<th>Means Posttest</th>
<th>Standard Deviations Pretest</th>
<th>Standard Deviations Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>97.54</td>
<td>96.79</td>
<td>9.65</td>
<td>9.28</td>
</tr>
<tr>
<td>Control</td>
<td>100.62</td>
<td>96.20</td>
<td>9.56</td>
<td>7.77</td>
</tr>
<tr>
<td>Non-Failure</td>
<td>99.58</td>
<td>99.16</td>
<td>10.66</td>
<td>9.83</td>
</tr>
</tbody>
</table>

According to Table VII, both the experimental group and the non-failure group maintained relatively stable means. There was a tendency for the non-failure group to be more homogeneous on the posttest than on the pretest; however, neither change was as noticeable as that of the control.
group. The impression is left that the experimental group may have maintained their positive attitude toward school while the control group deteriorated in attitude toward school.

To further investigate, a $t$ test was used to statistically test the difference in pre- and posttest means on the School Attitude Test (oral form) obtained by the non-counseled failure group. The results of the analysis of mean scores are presented in Table VIII.

**TABLE VIII**

**ANALYSIS OF MEAN SCORES OF THE NON-COUNSELED FAILURE GROUP ON THE SCHOOL ATTITUDE TEST**

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>$t$ Test</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>100.62</td>
<td>9.56</td>
<td>2.19</td>
<td>Significant at the 5 per cent level (P=.05)</td>
</tr>
<tr>
<td>Posttest</td>
<td>96.20</td>
<td>7.77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results reported in Table VIII lend statistical support to the premise that group counseling helped maintain the failures positive attitude toward school while the non-counseled failures' attitude toward school deteriorated.

The analysis of covariance data for the experimental and control groups on the School Attitude Test (oral form) are presented in Table IX.
Null hypothesis V was retained. Although there was a difference in favor of the experimental group on adjusted means, the difference was not enough to be statistically significant.

Although significant differences did not appear in the analysis of covariance, the loss from pretest to post-test on the non-counseled failure groups' mean score on the School Attitude Test (oral form) was significant at the .05 level. This tends to statistically support the view that group counseling contributed to the maintenance of the failures' positive attitude toward school.

**Hypothesis VI**

Null hypothesis VI was: There will be no significant difference in gains in mean scores between the counseled failure students and the non-counseled failure students on the Behavior Rating Form.
The mean scores, adjusted mean scores, and the standard deviations obtained from the Behavior Rating Form are presented in Table X.

**TABLE X**

MEANS AND STANDARD DEVIATIONS ON THE BEHAVIOR RATING FORM

<table>
<thead>
<tr>
<th>Group</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Exper.</td>
<td>45.79</td>
<td>46.83</td>
</tr>
<tr>
<td>Control</td>
<td>46.29</td>
<td>47.70</td>
</tr>
</tbody>
</table>

According to the results reported in Table X, the control group began slightly higher than the experimental group, a difference of .50 in the means, with both groups making gains on the posttest with a difference of .87 in favor of the control group. There was an adjusted mean difference of .55 in favor of the control group. Both groups, then, made gains from the pretest to the posttest, but the gains and the difference in means were very slight.

An examination of the standard deviations revealed that the experimental group began as a heterogeneous group but ended as a more homogeneous group. The control group maintained basically the same standard deviation on both the pretest and the posttest.
Within the experimental group, there were twelve students who made gains ranging from one to ten points. Three gained one point each; one gained two points; two gained three points each; three gained six points each; and three gained seven points, eight points, and ten points, respectively. Three had no gain or loss. The remaining nine had losses ranging from one point to nine points. Three lost one point each; one lost two points; two lost three points each; and three lost four points, five points, and nine points, respectively. See Appendix C for the results.

There were thirteen students within the control group who made gains ranging from one to twelve points. Two gained one point each; one gained three points; three gained four points each; three gained five points each; two gained six points each; and two gained seven points and twelve points respectively. Three had no gain or loss. The remaining eight had losses ranging from one to nine points. Two lost one point each; one lost two points; two lost three points each; and three lost four points, six points, and nine points, respectively. See Appendix D for the results.

With a net gain of twenty-five points for the experimental group and a net gain of thirty-four points for the control group, the differences in the gains were very small.
The analysis of covariance data for the experimental and control groups on the Behavior Rating Form are presented in Table XI.

### Table XI
ANALYSIS OF COVARIANCE DATA FOR THE COMPARISON OF SCORES ON THE BEHAVIOR RATING FORM

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3.54</td>
<td>1</td>
<td>3.54</td>
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<td>.219</td>
</tr>
<tr>
<td>Within</td>
<td>727.03</td>
<td>45</td>
<td>16.15</td>
<td></td>
<td>Not significant at the 5 percent level (P=.64)</td>
</tr>
<tr>
<td>Total</td>
<td>730.57</td>
<td>46</td>
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</table>

Based on the data in Table XI, null hypothesis VI was retained. There was not a significant difference in gains in means on the Behavior Rating Form between the counseled failure group and the non-counseled failure group.

Statistical Observations

Nine of the forty-eight students in the failure group were tested in Spanish on the Primary Self-Concept Inventory and the School Attitude Test (oral form) on the pre- and posttests. The Behavior Rating Form was completed by their classroom teachers. Three of the Spanish speaking students were in the counseling groups; in fact, all three were in the same group along with three students who spoke only English.
Table XII is a summary of the mean scores on all three instruments. The means are reported for both the counseled failure students whose primary language was Spanish as well as the non-counseled failure students whose primary language was Spanish.

**TABLE XII**

**THE MEAN SCORES OF THE SPANISH SPEAKING STUDENTS IN THE FAILURE GROUP**

<table>
<thead>
<tr>
<th>Groups</th>
<th>PSCI Pre-test</th>
<th>PSCI Post-test</th>
<th>Attitude Pre-test</th>
<th>Attitude Post-test</th>
<th>BRF Pre-test</th>
<th>BRF Post-test</th>
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<tbody>
<tr>
<td>Counseled Failures</td>
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<td>93.33</td>
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<td>Non-Counseled Failures</td>
<td>13.33</td>
<td>13.33</td>
<td>92.83</td>
<td>95.00</td>
<td>47.33</td>
<td>46.50</td>
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</table>

According to Table XII, the counseled failures made a very slight gain on the Primary Self-Concept Inventory while the non-counseled failures maintained the same mean. A more noticeable difference was shown on the School Attitude Test (oral form). The counseled students made a gain of 11.33 points while the non-counseled students made a gain of only 2.17 points. Of course, with the very small number of subjects, the data must be reviewed with caution. For a more detailed look at the scores, it was found that one of the three counseled students lost three points from pretest to posttest, but the other two made gains of twenty-six points
and eleven points. As for the six who were not counseled, one showed no gain or loss, two lost four and seven points, and the remaining three showed gains of four points, six points, and fourteen points.

It appears that with a net gain of thirty-four points for the three counseled Spanish speaking students and a net gain of twenty-three points for the non-counseled Spanish speaking students, attitude toward school was slightly improved through group counseling.

Both groups (control and experimental) of Spanish speaking students showed a loss between pre- and posttests on the Behavior Rating Form; however, the counseled students lost more (-1.33) than did the non-counseled students (-.83). Group counseling did not have a significant effect on student self-concept as perceived by teachers.

Although the counseling sessions were held in English, it appears that this resulted in no negative effects. The results of the School Attitude Test (oral form) tended to indicate a more positive attitude toward school.

Non-Statistical Results and Observations

Some of the notes and comments made by the two counselors who led the groups provide additional insights.

**Group I**

During the first session the group was "pretty unresponsive and inattentive. The entire group seemed pretty
threatened by role playing. The Mexican American boys refused to participate; with encouragement the others half-heartedly participated. Discussion very meager on their part, but I was having trouble with coughing spells, so it could have been me."

Second session: "A bit more enthusiasm demonstrated on the part of group members. ___, a Mexican American, participated more--at least he verbalized some--could be because ___ was absent. Entire group still a bit shy about role playing activities. Better group discussions."

Seventh Session: "___ absent. Group on time and things seemed to go better. ___ and ___ don't seem to be a good influence on each other--when one or the other is absent the atmosphere of the group is better. ___ asked to hold the tape recorder and did. ___, the Mexican American boy, participated in role playing half-heartedly, but he did participate--that's a first! I am beginning to wonder about effect the almost non-verbal Mexican American has on group. It is really difficult to get a group discussion going."

Ninth session: "All present; role playing still a problem; difficult to get a group discussion going. They have paired off--the two girls, the two Mexican Americans, and ___ and ___. Can't help feeling sense of disappointment with progress of group."
Fourteenth session: "This group seems to discuss and role play better in the afternoon than in the morning."
(The time of the session was changed from the morning to the afternoon for this particular session.)

Sixteenth session: "___ absent; ___, the Mexican American boy, and ___ were very verbal today."

Although there were two Mexican American boys in this particular group, one was more shy and withdrawn in the group and in the classroom than the other. This is the one who had drawn the attention of the counselor making the notes. On the final day of the sessions, he asked if he could take Duso (the puppet) to his room and show it to his class after the session. Permission was granted and he took the puppet to his class, stood before the class and sang the Duso song. The counselor and teacher were amazed at how much he had "come out of it" and was willing to speak in front of the class. He wanted the DUSO sessions to continue.

Group II

First session: "___ absent the first session. ___ and ___ not too involved in group discussions; otherwise went very good. The children seemed to enjoy it."

Second session: "Much enthusiasm demonstrated—three came smiling, skipping into office. They went after those who had not come. All group a bit more excited and interested than first session. ___ was here today and
made a remark that was not relevant to discussion. We reviewed for him the things discussed the first session. ____ and ____ still a bit removed or withdrawn from the group."

Seventh session: "Much enthusiasm and growth, in my opinion, on part of group. ____ was absent today, the other group members told me he was on the 'bad bench'. Everyone participates in discussions and role playing--really a meaningful, rewarding experience for me."

Ninth session: "Good group discussion and participation. All present. This group is really coming along. ____'s mother visited the group today to see what kind of activities we were doing. The presence of a visitor did not seem to inhibit them."

After all the sessions were under way, only two parents, both were mothers, were curious about what was going on in the groups. One simply wanted an explanation over the phone and one visited the group, as reported in the previous session. Both were keenly interested in the group activities and were happy that their children could participate.

Fourteenth session: "This group seems to care about each other; they are concerned when one is absent. ____ is thoughtful and tries to round up the late comers."

Sixteenth session: "____ absent. They seemed to have difficulty with the 'equal' bit; otherwise good discussion
and participation." (The equal bit was in reference to their unit story which emphasized that each child has as much right to be first in line as any other child since they are all equally important.)

Both counselors noted that one of the two groups they were leading seemed to "jell" quickly and progress throughout the sixteen sessions, but the other group did not. With the groups that did not "jell", there was great difficulty in getting them there on time and to settle down to activities. A factor which may have contributed to this was that often times the children were late coming in from recess or, on a few occasions, were kept in their room to finish class work. This tends to indicate that counseling is not seen as an integral part of the schools yet.

Both counselors found it necessary to set limits with acting out children who attempted to disrupt the group. The DUSO activities and instructions helped in setting limits.

Attendance

The attendance record for each child and for each of the four groups is reported in Table XIII.

Seven of the twenty-four counseled students attended all sixteen session, six attended fifteen sessions, five were present fourteen sessions, five were present for thirteen sessions, and one for twelve sessions.

The total combined attendance was 349 sessions out of a possible 384 sessions, or 90.6 per cent attendance. This
TABLE XIII
ATTENDANCE RECORD OF THE STUDENTS
PARTICIPATING IN GROUP COUNSELING

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<td>86</td>
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*Students whose surnames are Spanish but their primary language is English
+Students whose surnames are Spanish and their primary language is Spanish
was considered to be a very good attendance rate considering that there was a seige of flu in the school district which was almost to the point of necessitating the closing of schools for a period of time.

Regardless of some confusion and disorganization in at least two of the groups, the children indicated they would like to continue meeting in the groups and both counselors considered the experience in structured groups to be well worth the time and effort. Some of the children were willing to give up recess in order to be able to participate.

Both counselors made the remark that they saw tremendous changes in several of the students which indicated a more positive self-concept, more self-assurance, and in general, a better attitude toward others. One counselor stated that even if nothing is shown statistically, it would take more than that to convince her that changes did not occur, for the better, in most of the children. To the counselors, observed behavior changes are more indicative of the child's self-concept than changes found on tests.
CHAPTER V

SUMMARY, RESULTS, DISCUSSION, AND RECOMMENDATIONS

Summary

This research study was developed to investigate failure in first and second grade and the effect of group counseling as an intervention approach with children who have failed. The purposes of the study were threefold: (1) to determine if there was a difference between the self-concept and attitude toward school of students who failed the first or second grade and those who did not; (2) to determine the effect of group counseling on the self-concept and attitude toward school of students who failed the first or second grade; and (3) to analyze the implications of these findings for elementary school counselors and teachers.

The general nature of the research hypotheses was that students who had not failed would have more positive self-concepts and attitudes toward school than students who have failed and that group counseling would help to enhance the failures' self-concepts and attitudes toward school. In order to statistically analyze the obtained data, the following hypotheses were formulated:

1. Students who have not failed will achieve significantly higher mean scores on the Primary Self-Concept Inventory than students who have failed.
2. Students who have not failed will achieve significantly higher mean scores on the School Attitude Test (oral form) than students who have failed.

3. Students who have not failed will achieve significantly higher mean scores on the Behavior Rating Form than students who have failed.

4. Students who failed and receive group counseling will attain significantly higher mean scores on the Primary Self-Concept Inventory than students who failed and receive no group counseling.

5. Students who failed and receive group counseling will attain significantly higher mean scores on the School Attitude Test (oral form) than students who failed and receive no group counseling.

6. Students who failed and receive group counseling will attain significantly higher mean scores on the Behavior Rating Form than students who failed and receive no group counseling.

The study was divided into two phases, a survey study and an experimental study. The subjects, ninety-six, for the survey phase of the study were selected by identifying forty-eight first and second grade students who had failed their grade level in 1972-1973 school year, and by randomly selecting forty-eight second and third grade students who had not failed any year to serve as a control group.

For the experimental phase of the study, the forty-eight students who had failed first or second grade were
divided into an experimental group and a control group. Twenty-four of the students were placed in the counseling groups by random selection and the remaining twenty-four students served as a control group.

The Primary Self-Concept Inventory, the School Attitude Test (oral form), and the Behavior Rating Form were the instruments used to assess self-concept and attitude toward school. Also, the three instruments served the purpose of providing data for the survey study and the experimental study. Prior to counseling, the instruments were administered in January, 1974. The Behavior Rating Form was completed by classroom teachers and the Primary Self-Concept Inventory and School Attitude Test (oral form) were administered in English by the school counselors and in Spanish by a bilingual teacher and teacher's aide.

Sixteen thirty minute counseling sessions were held, over a period of eight weeks, in four elementary schools with each counselor serving two groups, one in each of the four schools. Selected materials from the DUSO-1 kit were used to structure the group meetings. In March, 1974, upon completion of the counseling sessions, the three instruments were readministered. The Primary Self-Concept Inventory and the School Attitude Test (oral form) were readministered in English and Spanish and the Behavior Rating Form was completed by classroom teachers.
All of the data were hand-scored by the investigator. All data were keypunched on IBM cards and processed in the North Texas State University Computer Center.

For purposes of statistical analysis, the hypotheses were converted to the null form. Hypotheses 1, 2, and 3 were treated statistically by the \( t \) test. Hypotheses 4, 5, and 6 were treated statistically by an analysis of covariance. Significance in means and gains in means were tested at the .05 level.

Results

After submitting the pretest data to a \( t \) test and the pre- and posttest data to an analysis of covariance, only one of the proposed hypotheses reached a level of confidence required for statistical purposes.

The hypothesis which predicted that students who have not failed would achieve significantly higher mean scores on the Behavior Rating Form than students who failed was accepted.

Although the hypothesis which predicted that students who failed and receive group counseling would attain significantly higher mean scores on the School Attitude Test (oral form) than students who failed and receive no group counseling was rejected, there was supporting evidence, based on a statistical analysis of the decrease in score from pre- to posttest by the non-counseled failure group, that group counseling helped maintain the failures' positive attitude toward school.
The results of this study support the views of Briggs (3), Godfrey (6), Goodlad (7), and White and Howard (16) which indicate that children who fail have negative self-concepts, assuming the teachers' ratings of those children are a measure of their self-appraisal as manifested by their behavior (4, p. 11).

The results of this study support Martin's (11) findings in which no significant changes in self-concept were found after group counseling. However, this study does not support the findings of Briggs (3), Godfrey (6), Meek (12), Myers (15), and White and Howard (16) which indicate that children who fail have poor self-concepts and a negative attitude toward school as measured by pupil responses to self-concept scales and attitude inventories.

The results of this study do tend to support the views of Abidin, Golladay, and Howerton (1) and Morse (14) who stress that the results of failure generally do not show up in the primary grades. The results of failure, and accompanying negative effects, may begin having effects on children after the third grade (14).

This study yielded the same results as the studies of Martin (11) and Crow (5) in that no significant changes were found in teacher ratings of behavior after group counseling.

Discussion

The study was designed to determine whether failures and non-failures differed in self-concept and attitude
toward school and whether group counseling enhanced the self-concept and attitude toward school of pupils who had failed in school.

There was statistical evidence that teachers' perception of a failure's self-concept was negative. Could it be that the child who has failed does demonstrate behavior which is a manifestation of a poor self-concept, or does the fact that a child has failed a grade lead a teacher to have a negative attitude toward the child because he is a "loser"? It appears that either way one views the matter, the child will likely have problems in school.

None of the self-report instruments yielded any data to statistically support any of the hypotheses related to self-reporting instruments. Self-report instruments are subject to interpretation and lead to questions such as "What does a response mean?", "Was it honest?", "Was the pupil defensive?", or "Was the pupil giving stereotyped responses?" (14). If the teachers' perception of the failures' self-concepts was accurate, this may have been the case. Also, the counselors reported that the pupils sometimes asked if their teacher or principal was going to see what they marked on the tests. It appears that they were concerned about what others thought.

The significant decrease ($P = .05$) of the non-counseled failures' score from pre- to posttest on the School Attitude Test (oral form) tends to support the view that group
counseling helped to maintain the counseled failure's positive attitude toward school. This data did not show up in the statistical analysis of the hypothesis, but it did show up in a further investigation of the data.

Howard and Zimpfer (8), Landreth (9), Mooney and Mooney (13), and White and Howard (16) have all placed emphasis on prevention of problems in the future through working with the students who may have poor self-concepts, negative attitudes toward school, and have failed. This attempt was made in this study through group counseling with the DUSO-1 kit used to structure the counseling sessions. The structured approach for group counseling, with the DUSO-1 kit used to structure the sessions, was recommended by McBrien and Nelson (10).

The results and observations of this study suggest the following conclusions:

1. As perceived by teachers, failure does have an impact on children who have failed the first or second grade in the form of a poor self-concept.

2. Children who fail the first or second grade do not have negative self-concepts as measured by a self-response instrument.

3. Group counseling with children who have failed the first or second grade does not have an effect on their self-concept as perceived by teachers.
4. Group counseling did have a positive effect on several children based on the observations of the counselors leading the counseling sessions.

Recommendations

On the basis of reported research and the findings of this investigation, it is recommended:

1. That the principal, school counselor, teacher, and a teacher representing the next grade level meet to discuss and decide whether to retain or promote an elementary school child who is being considered for retention.

2. That another study similar to this one be conducted using the same DUSO-1 materials and evaluation instruments to further clarify the findings of this study.

3. That a study be considered involving primary school age children who have failed using a "visual perception test" technique similar to that used by Berryman (2) to determine whether this technique is more sensitive to the areas of self-concept and/or attitude toward school in the primary grades.

4. That the children in this study who have failed and those who have not failed be followed-up as long as possible to determine whether differences exist at a later time in school and to determine whether the effects of group counseling may show up later.
CHAPTER BIBLIOGRAPHY


APPENDIX A

POLICY ON PROMOTION
PROMOTION

The policy on promotion for the school district utilized in this study is: "The Principal shall be held responsible for the promotion and classification of students within his school. Promotion of pupils will be based upon the successful completion of past work and the ability to do the work of the next grade. Administrative convenience promotions or placement shall be avoided" (Board Policy Handbook, 602.03).
BEHAVIOR RATING FORM (BRF)

by Stanley Coopersmith

(TEACHER RATING SCALE)

1. Does this child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?
   __always __usually __sometimes __seldom __never

2. Does this child hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?
   __always __usually __sometimes __seldom __never

3. Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing?
   __always __usually __sometimes __seldom __never

4. How often is this child chosen for activities by his classmates? Is his companionship sought for and valued?
   __always __usually __sometimes __seldom __never

5. Does this child become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled, or strange individuals are in the room?
   __always __usually __sometimes __seldom __never

6. Does this child seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well?
   __always __usually __sometimes __seldom __never

7. When this child is scolded or criticized, does he become either very aggressive or very sullen and withdrawn?
   __always __usually __sometimes __seldom __never
8. Does this child depreciate his school work, grades, activities, and work products? Does he indicate he is not doing as well as expected?

___always ___usually ___sometimes ___seldom ___never

9. Does this child show confidence and assurance in his actions toward his teachers and classmates?

___always ___usually ___sometimes ___seldom ___never

10. To what extent does this child show a sense of self-esteem, self-respect, and appreciation of his own worthiness?

___always ___usually ___sometimes ___seldom ___never

11. Does this child publicly brag or boast his exploits?

___always ___usually ___sometimes ___seldom ___never

12. Does this child attempt to dominate or bully other children?

___always ___usually ___sometimes ___seldom ___never

13. Does this child continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

___always ___usually ___sometimes ___seldom ___never
APPENDIX C

TABLE XIV

INDIVIDUAL CHANGES IN SCORES OF THE COUNSELED FAILURE GROUP ON THE PRIMARY SELF-CONCEPT INVENTORY, THE SCHOOL ATTITUDE TEST (ORAL FORM), AND THE BEHAVIOR RATING FORM
TABLE XIV

INDIVIDUAL CHANGES IN SCORES OF THE COUNSELED FAILURE GROUP ON THE PRIMARY SELF-CONCEPT INVENTORY, THE SCHOOL ATTITUDE TEST (ORAL FORM), AND THE BEHAVIOR RATING FORM

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*Students whose surnames are Spanish but their primary language is English
+Students whose surnames are Spanish and their primary language is Spanish
APPENDIX D

TABLE XV

INDIVIDUAL CHANGES IN SCORES OF THE NONCOUNSELED FAILURES GROUP ON THE PRIMARY SELF-CONCEPT INVENTORY, THE SCHOOL ATTITUDE TEST (ORAL FORM), AND THE BEHAVIOR RATING FORM.
TABLE XV

INDIVIDUAL CHANGES IN SCORES OF THE NONCOUNSELED FAILURE
GROUP ON THE PRIMARY SELF-CONCEPT INVENTORY, THE
SCHOOL ATTITUDE TEST (ORAL FORM),
AND THE BEHAVIOR RATING FORM

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*Students whose surnames are Spanish but their primary language is English
+Students whose surnames are Spanish and their primary language is Spanish
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