MOTIVATION AND STUDY SKILLS: 
A DEVELOPMENTAL COUNSELLING APPROACH TO THE CLASSROOM

by

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to the required standard

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ABSTRACT

This exploratory study of a developmental counselling curriculum, embedding personal causation conditions (deCharms 1976) into study skill subject material, used a variation of Gage's (1978) Improvement Research model to obtain outcome measures of change in levels of students' locus of control and student study skill progress across a pre-post intervention period. Formative evaluation of the complete program, employing evaluation reports and process indicators, provide a further focus.

A rural British Columbian, eighth grade population, together with parents, teachers and instructor, assessed the impact and effectiveness of the curriculum intervention.

Analysis of the variation for locus of control, with repeated measures across pre-post intervention period, showed a significant positive change (increase in internal expectancy/decrease in external expectancy). Males, females and classes indicated increased internality; locus of control. Analysis of the variation for student progress (study skills/habit), with repeated measures across pre-post intervention period, showed a significant positive change in levels of student reported study skill progress. Males and females indicated increased levels of study skill awareness. Classes two through four showed substantially greater increase than class one. Evaluation reports and process indicators showed relatively strong support for the program, indicating practical and educational significance.
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Finally, I thank Rabbi Chanuna for writing in the Talmud:

"Much did I learn from my teachers, more from my colleagues, most from my students."
CHAPTER I

BACKGROUND REVIEW

(A) Introduction

The transition between elementary and junior secondary or from childhood to young adolescence (Allan, Dyck and McKean, 1981) is a time of concern to the educator. Concerns of content acquisition, peer pressures, intellectual development, lack of responsibility, lack of motivation and lack of independence are particularly significant during this transition.

Movement from elementary education to secondary school is a major transition which can severely test the pupils' power of adaptation (Hamblin 1981). Adams et al. (1976) describe clearly the stresses involved in the experience of transition. Coping with the unfamiliar certainly can lead to stress, but it can also stimulate (Hamblin 1981). Entry into the secondary school can promote development because it gives the student a new start. Bronfenbrenner (1976) points out that every 'ecological transition' is both a consequence and an instigator of developmental process. There exists an opportunity to break (if they exist) old links between school and failure. However, the presence of new possibilities does not necessarily mean that students will take them without some help. This has been the case at Sparwood Secondary School - the location of the present study.
In the past three years there has been an increasing number of Grade 8 students working at minimum levels, accepting little or no personal responsibility. This lack of effort to do well or even "try" seems to originate with the students' feeling that other people or outside influences control what happens to them. This phenomenon is apparent not only in failing and near failing students, but is evident in many students who are doing well. The problem is stated succinctly by Hamblin (1981) and deCharms (1968):

Hamblin (1981)
"truancy is frequently discussed today, yet the most insidious form of it - psychological truancy - is usually neglected. Students are present in the flesh, but absent in spirit. Lack of commitment and involvement in school work seems to be associated with passive and inert forms of learning."

deCharms (1968)
"The Pawn is negatively motivated, defensive, irresolute, avoidant of challenge - the pawn feels powerless."

The young adolescent entering the secondary school system, eighth grade, is asked to tackle learning tasks which make demands on them different from any they have faced before. The quantity of material to be learned and the new responsibilities students have to take for the way they go about this learning makes heavy demands. Students have to become increasingly independent in self-discipline and self-organization (Hamblin 1981). Traditionally the system assumes students to be academically developed, mature in responsibility and self-motivated. However, students require time and help in their transition. "Students require time and space to examine not just the subject matter of learning, its content, but also the process of their learning itself" (Gibbs 1981). The lack of
'Personal Causation' (deCharms, 1976) seen in so many students in the eighth grade clearly reflects Gibbs' statement. There is an attitude on the students' part that they are not in control of their life/situation. It is such an attitude which leads to a despairing "why try?".

Though the system has traditionally failed to provide for developmental process skills the educational system is still in an ideal position to provide encouragement through the development of curricula at the point of transition; implementing and evaluating these programs at the natural points on the student life cycle: elementary to junior secondary, junior secondary to senior secondary and leaving school (Allan and Dyck 1982). Developmental intervention is not only possible but essential at the elementary-junior secondary transition if these students are to be assisted in becoming life's Origins rather than Pawns (deCharms 1976). Gysbers (1980) summarizes the values and challenges of developmental curriculums when he describes it as "helping people identify their existing competencies as well as providing learning experiences to help them develop new competencies" (p.9). This study proposed one such developmental curriculum for eighth grade students at Sparwood Secondary School.

The purpose of the study was to develop, implement and evaluate a Study Skills Program for Personal Causation Enhancement: experiential learning and developmental strategies for Grade 8 students which attempts to promote responsibility, industry, competence, identity and related self-motivation using study skills as a focusing, educationally/socially approved vehicle.
Study Skills and Personal Causation

Hamblin (1981) suggests two types of study skills exist. First, there are the general skills which would be possessed by all pupils. These include, for example, development of note-taking methods, organization methods, time organization and the ability to read in a way which fosters recall of what has been read. These are some of the skills the present study attempts to incorporate into developmental strategies which, when experienced, acted upon and reflected on, will boost the pupils' sense of competence and increase the feeling of being more in control; what deCharms (1968) describes as "an Origin - positively motivated, optimistic, confident, accepting of challenge - feel potent."

The second type of study skills incorporates the principles of investigation which form the foundation of a particular discipline. These are left to the sole responsibility of the subject teacher. However, students who have acquired a greater self-awareness and control of their personal general study skills will have a process available for the acquisition of study skills content of a specific discipline.

Another integral aspect of the study skills program is instructional approach. As noted earlier, this is primarily experiential in nature. Study skills are not a set of procedures or recipes for action to be adopted unquestionably. Training studies aimed at improving students' academic performance can succeed by adding substantially to the students' knowledge, or they can succeed by instructing students in ways to enhance their own knowledge (i.e.
promoting learning to learn) (Brown, Campione, Day 1981). It is the latter outcome that is the focus of the study; instruction aimed at improving students' self-control and self-awareness of their own learning processes, thereby enhancing personal causation, rather than a concentration on instruction aimed at improving student performance per se. In the context of personal causation the instruction is aimed at reducing the Pawn (external motivation) characteristics of the student and enhancing the Origin (internal motivation) characteristics. If the student can be encouraged to originate his own learning behaviour, then, it would seem, he could be more of an Origin in school (deCharms 1976).

The constructive teaching of study skills requires the presentation/discovery of many different activities. Pupils are then encouraged to experiment, adopting the techniques which they find profitable. To help a person to be an Origin is not to determine his goals but to help him develop commitment and purpose so that he can reach his own goals more effectively (deCharms 1976). The study skills program is constructively and creatively related to the central task of the school - the stimulation of active striving to attain standards of excellence. Every pupil, whatever his aptitudes and background, has the right to do something well. This can be accomplished, at least to a large degree, by the inclusion of carefully selected experiences in developmental programs. Developmental programs which reinforce the pupils' sense of mastery and strengthen his desire to be competent (White 1959); by helping him develop a learning style which reflects his personality and interests!
In summary, the objective of the curriculum is the enhancement of active learning or personal causation. All too often in the secondary school, children conceive of learning as a ritual performance that contributes little that is positive to their identity. They are reactive in the field of learning rather than proactive (Hamblin 1981). It becomes 'something done to them' rather than an enjoyable and challenging experience. In the guidance and work of the author, pupils' complaints of 'being picked on in class', 'being bored' or 'being failed' disappear as they take control of their learning.

To overcome inertia and apathy it is necessary to support study techniques with experiences which help pupils appreciate that they are responsible for their own successes and failures - and that personal causation (and competence) is not dependent upon fate. It is the sense of being in control of one's destiny which, as Phares (1976) suggests, is associated with expectations of success. It is knowing "the objective antecedent of a person's behaviour may be external events; but to the person he is the cause of his behaviour when he decides to act from personal commitment." (deCharms 1976 p.4). This is personal causation and it is the fundamental assumption regarding motivation in the curriculum: "Man's primary motivational property is to be effective in producing change in his environment. Man strives to be a causal agent, to be the primary locus of causation for, or the Origin of, his behaviour; he strives for personal causation." (deCharms 1968 p.269)

(i) Previous Evaluations

Previous evaluation studies of developmental programs for
motivational development (Eighth Grade Population) are not evident in the literature. There are, however, several related studies:

Studies in Deliberate Psychological Education (Sprinthall et al. in Erickson and Whiteley 1980), with late adolescent and adult populations, indicate positive gains in promoting developmental growth. Several of these studies were completed in senior secondary school settings.

The literature on study skills reflects an abundance of research directed at university and college populations (Hills et al. 1979; Talley and Henning 1981; Gibbs 1981). This research supports the emphasis of process learning, rather than content learning, and reports as tertiary outcomes students increased self-control and self-direction.

Study skills literature pertaining to secondary school populations is considerably less. The majority of the literature simply presents 'How To Study' techniques (i.e. Wagner 1979; Maxwell 1979). There are, however, a few studies that emphasize 'process learning' in study skills rather than simply 'How To Study' (i.e. Beale 1981; Marshak and Burkle 1981). Results indicate that students feel positive about the experience, feel more capable/competent and are more involved.

The only research specifically evaluating motivational development with late childhood-early adolescent school populations is deCharms et al. (1976). In a longitudinal study of children through Grades 5, 6 and 7 with a follow-up evaluation in Grade 8 they report that the 'Personal Causation' training indicated:

(a) "some" effects on achievement, control of reinforcements
and goal-setting;

(b) "positive" effects on academic achievement measures;

(c) "very clear" evidence on the Origin-Pawn (Internal-
    External control) measure.

(C) Developmental Research

In recent years, approaches in developmental research have pro-
vided alternatives to traditional 'empirical' research; accommodating
the implementation and evaluation of developmental intervention
programs. These approaches have come to be used with increasing
frequency as educational research has changed from a "cottage
industry" to a larger scale and more richly funded form of social
experimentation (Sanders 1981).

"Seen in a broad perspective, these experiments
neither attempt to describe a phenomena which is
static in nature nor to explain that phenomena
in universalistic form with the expectation that
such an explanation could be used to explain sim­
ilar phenomena elsewhere. Rather, they are directed
at determining whether, through particular inter­
vention, desirable results can be achieved, and
if so under what conditions." (Sanders 1981, p.11)

They are examples of what Bronfenbrenner (1976) terms "transforming
experiments." He quotes the Russian educational scientist Leontiev:

"It seems to me that American researchers are con­
stantly seeking to explain how the child came to be
what he is; we in the U.S.S.R. are striving to dis­
cover not how the child came to be what he is, but
how he can become what he not yet is." (p.74)

Sprinthall (1981) reviews a recent American model which encompasses
rather well the idea of 'transforming experiments.'

"Gage (1978) has most recently offered educational
researchers an attractive alternative to the usual
invidious distinction between basic and applied research. He simply shifts the emphasis according to intended outcome. One style of research, he notes, is quite simply 'descriptive.' The purpose is just that - to provide a free-standing description of a particular phenomenon. Others might call it 'basic,' but Gage reminds us that such an approach is at heart just a description without any particular higher value attached. Such descriptive research then meets all the conditions of the laboratory approach. It is deliberately high risk in terms of pay-off and cannot be expected to yield useful information in the short run. On the other hand Gage points out that research designed to produce useful outcomes should be termed 'improvement research.'" (Sprinthall 1981, p.488)

Sprinthall (1975) further outlines a 'framework for research' which he integrates into the Improvement Research model:

"As an overall framework the research model ought to include (a) a focus on important educational questions, (b) the conduct of research studies in the natural environment, and (c) a constant interplay between findings and practice. Obviously, the objectives of psychological interventions are important, the questions broad, comprehensive, and significant. Psychological education attempts to design learning environments that will positively effect the course of human development. It is founded on the idea that such interventions must occur in the natural environment, and is based on action/reflection sequences. Rather than perpetuating the artificial distinction between producer and consumers of research, programs rooted in the field fuse these domains as different phases of the same overall program.

Given these objectives we have found substantive and useful contributions from three sources: the Campell and Stanley (1966) quasiexperimental design format, including the use of unobtrusive measures; the Scriven (1967) plus Bloom Hastings, and Madaus (1971) formative evaluation model; and the Stake (1969) and Stufflebeam (1969) curriculum evaluation concepts. In some ways these three research procedures are highly congruent. All sacrifice some measure of scientific rigor; all give up some aspect of objective manipulation of independent variables; and all consider controlled laboratory conditions as something less than the sine qua non for research."
Improvement Research provides a developmental approach for evaluating educational/psychological interventions. The research takes place in the natural environment - a Grade 8 classroom in the present study - where the actual interactions occur. Improvement Research, as a useful model, is supported by Kean and McNamara (1978).

"Compensatory programs should be conceived as possible solutions to problems, rather than as projects to be completed and then judged as success or failures on an 'all or nothing' basis:

A major issue and a possible solution or solutions to it should be announced with the intention of development taking place. Development refers to growth, not just final packaging of a fixed idea, and includes the process of initiation, implementation, observation, modification, and recycling. Through gradual refinements over a period of time, a truly useful educational approach can be introduced that may be a far cry from the starting point which catalyzed the entire chain of events." (Sanders 1981, p.12)

Improvement Research provides a formative evaluation design approach which specifically permits the use of a wide array of assessment procedures, its strength being the deliberate use of multiple criteria in natural settings.

(i) Operational Definitions of Terms

Study Skills: Study skills as presented in this study are "processes for learning." When one learns a study skill well, one is learning more than a specific series of techniques. Rather, one is learning a way of problem solving, a method which can be used in any relevant context, a transferable process for learning.

Developmental Intervention: Experiences, methods and strategies used to intervene with individuals and/or groups, in their natural environment, to promote the normal development of a population.
Personal Causation and the Origin-Pawn Concept: Personal Causation: a person is the cause of his behaviour when he decides to act from personal commitment - even though the antecedents of his behaviour may be external events. To distinguish between two motivational states that are basic to personal causation deCharms adopted the terms Origin and Pawn.

Origin: a person who feels that he is in control of his fate; he feels that the cause for his behaviour is within himself.

Pawn: he feels that he is pushed around, that someone else pulls the strings and he is the puppet. He feels the locus of causality for his behaviour is external to himself.

The most important practical aspects distinguishing between the Origin and the Pawn are the actions associated with feelings of commitment and competence (White 1959) as opposed to aimlessness and powerlessness.

(D) Review of Selected Literature

A brief review of achievement motivation training is presented, as it formed the immediate antecedent of the personal causation concept. A concise description of personal causation and the origin-pawn concept is then presented, followed by a review of the research investigating personal causation training with late-childhood - early adolescence population. Lastly, a review of specific literature outlining and investigating study skills programs, and related methods, pertinent to eighth grade students.

(i) Achievement Motivation

One of the specific motives about which much is known is the achievement motive. McClelland, Atkinson, Clark, and Lowell (1953)
define the goal of the motive as "success in competition with a standard of excellence." (deCharms 1976)

In recent years, achievement motivation training programs have been adapted for use in educational settings, specifically with high school boys (McClelland and Alschuler 1971; Alschuler, Tabor and McIntyre 1970; Ryals 1969). These training programs have been adapted from training programs designed to develop achievement motivation in businessmen (McClelland and Winter, 1969). Alschuler and his associates (1973) and McClelland (1965) have outlined the various principles of operation of such courses and more specifically delineated a series of steps to be followed in carrying them out (Vidler 1977). These training programs encourage commitment to basic social values, such as independence, acceptance of personal responsibility for the consequences of one's action and actively attempting to master the situational environment.

Though research on achievement motivation training for students provides little evidence for increasing grades in school, training does seem to result in more purposeful planning and action; particularly outside of school, where perhaps students are more clearly in charge of their lives (Vidler 1977). DeCharms (1968) points out that although the concept of personal responsibility is one of the major components of the achievement syndrome as presented by McClelland et al., it is not a major element in the measure used in scoring achievement motivation. And yet, much of what happens in training courses for increasing achievement motivation are really attempts to increase the subject's feelings of personal causation (Fanelli 1977).

These training courses formed the immediate antecedent of the
personal causation concept and the results of their programs suggest that researchers who have been concerned with levels of achievement motivation might also have been (unknowingly) concerned with personal causation (deCharms 1968).

(ii) Personal Causation and the Origin-Pawn Concept

Personal causation (and the Origin-Pawn concept) is a concept of motivation evolving from achievement motivation theory (McClelland, Alkinson, Clark and Lowell, 1953; McClelland and Alschuler 1971), with some resemblance to attribution theory (Heider 1958; Kelley 1967; Weiner 1972) and social learning theory (Rotter 1966).

Concerning motivation (deCharms 1976), man at his best must be active (origin), not reactive (pawn); he must strive (internal) rather than simply follow and submit (external) as a puppet. Personal causation refers to the belief that one is the cause of one's own behaviour when one decides to act from personal commitment, even though the objective antecedents of that behaviour may be external events.

The terms Origin and Pawn were chosen (deCharms 1976) to distinguish between two motivational states that are basic to personal causation: An Origin is a person who feels that he is in control of his fate; that the cause for his behaviour is within himself. A Pawn feels that he is pushed around; that someone else is the cause of his behaviour. The motivational effects of these two personal states are extremely important. The origin is positively motivated, optimistic, confident, accepting of challenge. The pawn is negatively motivated, defensive, irresolute, avoidant of challenge. The origin feels
potent; the pawn feels powerlessness (deCharms 1968). The origin-pawn concept stresses the feeling that one has determined his own action and goal and is realistic about his actions.

The origin-pawn concept is not a motive (deCharms 1976) since it is not a descriptive name given to a class of goals. Rather, it is a feeling of purpose and commitment (or lack of it) that can apply to any specific motive. To help a person to be an origin is not to determine his goals but to help him develop commitment and purpose so that he can reach his own goals more effectively.

(iii) Personal Causation Training

The research reviewed stems from a single source (deCharms et al., 1976). A review of the literature provided no other relevant research on the topic.

This research is the accumulation of a four year longitudinal study in a natural setting; Grades 6 - 8. The study started with the premeasurement of the children at the end of the fifth grade and continued until the end of their eighth grade. It was basically an experimental-control comparison design. The results are summarized in three categories: Measures of achievement motivation, reinforcements and goal-setting; Measures of Origins and Pawns; Measures of motivation training and academic achievement.

(a) Achievement Motivation, Reinforcements and Goal-setting

Though the evidence cannot be considered strong, Shea and deCharms (1976) indicate motivation training does in fact affect
motivated behaviour. Achievement motivation scores did increase for boys in the sixth grade but did not increase for girls who received the training. The training did not appear to significantly affect locus of control scores for either boys or girls.

Realistic goal-setting, a variable thought to be integral to origin-pawn concept, was enhanced by the training, especially in the external locus of control students who without training showed the greatest propensity to be unrealistic.

These results demonstrate that the training produced some generalized effects in the students.

(b) Origins and Pawns

Plimpton and deCharms (deCharms 1976) report that the training did, in fact, increase the origin-pawn score of the children. Their data analysis comprised a longitudinal study of their scores at three points in time: at the end of fifth grade (before any training) and again at the end of sixth and seventh grades.

The results demonstrate that the origin scores reliably reflected the effects of motivation training on the experimental children. Training, did in fact, enhance motivation.

(c) Motivation Training and Academic Achievement

DeCharms (1976) found that the trend for students falling increasingly farther behind U.S. national norms on standardized tests was significantly reversed in the trained students as compared to non-trained controls. He further found that this difference between the trained and untrained students persisted after the eighth grade
year, when neither group had training.

DeCharms also reported that training positively affected school measures of attendance, tardiness and in certain cases, grades. In general boys made more gains in more areas than girls as a result of the training.

In general, he found personal causation training of children had very significant positive and lasting effects on academic achievement. Evidence in this research suggests that personal causation training was successful and that the various techniques used had specific effects in academic achievement that were related to changes in motivation over and above a more generalized initial enthusiasm for the new program.

The project data indicate that motivation training for personal causation enhances both motivation and academic achievement when placed in subject-matter material.

(iv) Eighth Grade "Process" Study Skills

The study skills literature is very limited in both specific research evaluations and useful guidelines for training students in "process" study skills - learning how to learn. This is particularly true at the eighth grade level. It has only been recently, the past four to five years, that such literature has come to the fore.

Brown, Campione and Day (1981) have provided some useful guidelines for training students to "learn how to learn from reading."

These guidelines include:

Students should be instructed in the importance of knowing about the criterion task. They should be taught how to match study techniques to task demands.
Students should be taught about the role of motivation, ability, and background knowledge in studying. They should be taught how to increase their motivation and concentration, how to work with their strengths and weaknesses, and how to apply their existing knowledge.

Students should know why, when, and how to use particular study strategies. They should also be monitoring and checking to ensure that the strategies promote the desired result.

Marshak and Burkle (1981) provide further guidelines for effective study skills instruction. These guidelines form the nucleus of the *hm Study Skills Program*; a curriculum development project by a group of educators from the Bureau of Study Counsel at Harvard University, National Association of Secondary School Principals, National Association of Elementary School Principals and the National Council of Teachers of Mathematics. The program is neither prescriptive nor preachy but rather it actively involves the students in discovering the value of study skills through direct experiences. Three teacher responsibilities are outlined

1. Provide time for students to try out new skills and experience error without making them feel like they have failed.
2. Provide usable feedback to students about their effectiveness in using new study skills.
3. Provide encouragement.

and seven values for effective study skills instruction are emphasized

1. Study skills are processes for learning.
2. Study skills are basic skills.
3. Learning study skills involves learning more about how one learns. Study skills teaching must actively involve students and encourage them to develop the ability to exercise their own judgement in regard to their learning and use of study skills.
4. Learning by doing is the best way to learn study skills.

5. A considerable part of study skills instruction should take place during classtime and be integrated into the regular course curriculum.

6. Learning study skills offers a transfer effect. A skill learned in relation to one subject can be applied in other contexts.

7. The work of various developmental psychologists has shown that there is a continuum of cognitive development throughout childhood and adolescence.

Cole (1979) outlined a program for improvement of study skills in which middle school students volunteer to attend four counsellor-led sessions to improve study skills. These sessions included activities and experiences such as ventilating study problems, keeping a diary related to study time and problems, self-reflection and feedback, goal-setting, responsibility, and long-range organization.

The evaluation of the study skills program was done through student completion of questionnaires at the end of the last session as well as teacher evaluation of study habits of students participating in the program. Students reported learning a more systematic way of managing their study time and feeling that the time taken for the study skills improvement sessions was well spent. Teachers reported improvement in student completion of homework, long-range assignments and individual student successes such as finishing a term report before the due date.

Beale (1981) describes a counsellor-led study skills workshop which consisted of a series of five weekly 45-minute structured classroom group sessions in two seventh grade English classrooms. Sessions were planned to include information on getting ready to study, when and where to study, and how to study. Experiential and
didactic activities were designed to involve students as much as possible in the classroom sessions.

The evaluation of the study skills workshop was done through student completion of questionnaires at the end of the workshop, as well as parent and teacher completion of questionnaires evaluating student study habits. All 43 students reported a positive experience and said they would recommend it to their friends. Parents were also very positive with 32 indicating they would recommend it to other parents. These parents commented on increased confidence and greater responsibility towards homework on the part of their children. Teachers felt the workshop should be presented in all English classes. They further felt that time devoted to study skills was not "lost time," but actually made teaching easier by enhancing the student classroom performance.
"It seems clear that embedding motivation concepts, especially the connection between striving and goal attainment, into subject-matter lessons has enormous potential for education. The evidence suggests that it is short-sighted of teachers to be so concerned with subject-matter goals that they ignore the motivational implications of their methods." (deCharms 1976, p.211)

(A) Design Approach

A summer graduate course brought together the above quote, with its related literature, and two counsellors seeking strategies to assist with a school problem. The school problem centered on eighth graders' motivation (a lack of it), attitudes, and learning competencies: Industry tasks (Erikson 1950) which when failed at may translate into "dropping out" by Grade 10, general anti-social behaviour, minimal achievement, and a failure identity.

A seemingly appropriate strategy became apparent during the course - a motivation training intervention program utilizing study skills as subject-matter (see Appendix A). The students required both - personal causation enhancement (self-awareness, industry, and motivation development) and basic study skills development - and the counsellors were seeking ways to lessen their "crisis counselling"
and get more involved in upstream helping (Egan 1979) or developmental counselling and teaching (Blocher 1974).

The decision to design a motivation enhancement intervention, focused on study skills content, provided an excellent opportunity for upstream helping. It was important, from a school perspective, that the program fit the needs of the school and not the school fit the needs of the program. The program therefore encompassed a developmental and ecological approach (Blocher 1974; Bronfenbrenner 1979; Egan 1979), in the sense that the program has at least the following characteristics: It focused on issues often of concern to late-childhood - early-adolescence (school demands, industry, self-concept, peer pressure, and decision-making), established contact with the majority of eighth grade students, used teaching as a primary activity, encompassed a body of identifiable knowledge and skills to impart to students, used evaluation as a means to improve the program, attempted to influence other disciplines through curriculum and program development, stressed existing or potential student strengths as objectives, conceived of development as a series of stages involving both chronological and structural/hierarchical dimensions, distinguished between guidance and counselling by relegating counselling to a subordinate guidance function that rests on competency in specific skills and emphasizes the natural setting for implementation.

(B) Developmental Frameworks

Two kinds of developmental frameworks provide the conceptual foundations on which to design a developmental intervention. The
frameworks provide guidelines for defining healthy and relevant educational processes and provide directions for evaluating the effects of learning environments on the growth of students (Blocher 1974).

The first framework is chronological. This framework, represented by the work of Erikson (1963), traces human development from infancy to old-age through eight well defined life stages. At each stage he has posited a central developmental task that must be accomplished if the growing person is to continue successfully to the next stage, with its correspondingly more complex and difficult demands (Blocher 1974). Egan and Cowan (1979), adapting the work of Newman and Newman (1975), provide an integrative framework for Erikson's (1963) developmental crises (Table 2.1). Table 2.1 presents the relevant developmental lifestages and their respective developmental tasks, resources and crises pertinent to the present study.

The critical stage relevant to this study is the fourth stage. The task at the fourth stage is the development of a sense of industry versus the development of feelings of inferiority. This period is one of learning and mastering the formal and basic skills of life. Children now acquire their fundamental knowledge, and, even more important, a desire to do well in their work (Muuss 1975).

The conviction that emerges is "I am what I will learn" or "I am what I can learn to make work." If the task is mastered successfully, the child will need and want accomplishments later in life and strive for completion of his tasks and recognition from others. He will develop a sense of duty, a feeling for workmanship
Table 2.1

A Developmental Map of the Life Cycle and its Context in One Culture

<table>
<thead>
<tr>
<th>Life Stage</th>
<th>Key Systems</th>
<th>Developmental: Tasks</th>
<th>Resources</th>
<th>Crises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Childhood</td>
<td>Family</td>
<td>Cooperative social relations</td>
<td>Basic human support</td>
<td>Industry or</td>
</tr>
<tr>
<td>(8-12)</td>
<td>Neighbourhood</td>
<td></td>
<td>Cooperative learning</td>
<td>inferiority</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Self-evaluation</td>
<td>environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer Group</td>
<td>Skill learning</td>
<td>Cooperative recreational environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team membership</td>
<td>Effective skills teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- learning to learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- basic interpersonal</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>relationships</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Feedback on self and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>performance</td>
<td></td>
</tr>
<tr>
<td>Early Adolescence</td>
<td>Family</td>
<td>Physical maturation</td>
<td>Basic human support</td>
<td>Belonging or</td>
</tr>
<tr>
<td>(13-17)</td>
<td>Peer Group</td>
<td>Formal mental operations</td>
<td>Physiological information</td>
<td>social</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Peer-group memberships</td>
<td>Cognitive problem-solving and</td>
<td>isolation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initial sexual intimacy</td>
<td>decision-making tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Relationship-building skills</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge of sex roles and their</td>
<td></td>
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<td></td>
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<td></td>
<td>cultural sources</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Opportunities for independent</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>moral judgement</td>
<td></td>
</tr>
</tbody>
</table>

(Note: only the stages seen as representative of the present study are presented.)

(Egan and Cowan, 1979)
and work participation, and an attitude of striving for mastery that is based on a desire for industriousness and provides a feeling of success. The contribution of this stage to ego-identity is "the capacity to learn how to be, with skill, what one is in the process of becoming" (Erickson 1968, p.186) - that is, an identification of the task ahead and a willingness to learn and master it (Muuss 1975, p.62).

If the child fails at this stage to acquire a feeling of success and recognition, there will be a lack of desire for accomplishment and a feeling of uselessness. "He may not develop the feeling of enjoyment and pride for work well done. He will be plagued by feelings of inadequacy and inferiority, and he may become convinced that he will never be 'any good.' As a result there is work paralysis and a sense of futility which may result in alienation and a lasting sense of isolation and confusion." (Muuss 1975, p.63)

The second kind of developmental framework is hierarchical. This integrative framework, represented by Loevinger's (1970) ego development model,formulates a series of sequentially ordered stages (seven stages and three transitional phases) which are defined independently of age, though they may be correlated with chronological age (Hauser 1981).

Of particular interest in this sequence are stages 1-3 Conformist, 1-3/4 Self-aware Transitional Phase and 1-4 Conscientious (Table 2.2).

This transition (Hayes 1982) is from a stage characterized by individual acceptance of the rules of the group to a stage
Table 2.2

Stages of Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
<th>Interpersonal Style</th>
<th>Conscious Preoccupation</th>
<th>Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conformist</td>
<td>1-3</td>
<td>Reciprocal, superficial. Need for acceptance and approval by authority and group.</td>
<td>Things, appearance, reputation. Stereotyped thinking.</td>
<td>Conformity to external rules. Dichotomization of right and wrong, as based on formulae for behaviour and on societal standards.</td>
</tr>
<tr>
<td>Self-Conscious</td>
<td>1-3/4</td>
<td>Reciprocal, affective. Relationships are described in terms of feelings. Emphasis on limited, closed groups.</td>
<td>Awareness of feelings. The Self as related to the group. Transition from actions to traits (quasi-traits).</td>
<td>Morality of reciprocity, and of role-taking.</td>
</tr>
</tbody>
</table>

(Loevinger and Wessler, 1970)

(Note: Only those stages seen as representative of the present study are presented.)
characterized by a conscious preoccupation with obligations, ideals, traits and achievements as measured by inner standards. This transition from group-sanctioned rules to inner control, from interpersonal relations based on actions to those which reflect feelings, and from a conception of conduct as a series of actions to conduct as a set of enduring propensities characterizes adolescence.

As a transitional level, it presents two conspicuous differences from the Conformist stage: An increase in self-awareness and an appreciation of multiple possibilities in situations (Hayes 1982). Increasing reliance upon one's self-evaluated standards is a developmental advance and an achievement properly conceived of as a higher stage development.

Though these integrative frameworks differ in presenting a precise, theoretical framework for personal development in the late-childhood/early-adolescent stage they do suggest certain central processes of personal growth. They include the development of a more complex and more integrated understanding of oneself, the formation of personal industry and identity, greater personal control, a greater ability to relate to and communicate with other people, and the development of more complex skills and competencies.

They further support the eighth grade, late-childhood/early-adolescent life stage, as an appropriate developmental stage with appropriate developmental needs for a motivation enhancement intervention.
(C) **Program Intervention**

This program was designed as an operational translation of personal causation theory and developmental theory, relating origin-pawn concepts and developmental concepts to curriculum intervention from the perspective of (a) study skills development, (b) stage characteristics of late-childhood/early-adolescence, (c) stage appropriateness of the curriculum, and (d) the experiential teaching strategy. Accepting the developmental position that growth progresses through qualitative, hierarchical, and invariant sequential stages, the primary aim of the intervention was to enrich the child's present stage, or in some cases, to stimulate movement to the next higher one.

The intervention attempted to match the psychological development of the early-adolescent secondary student with the program. The program incorporated the developmental assumption that adolescence represents a stage of development qualitatively different from childhood and that the late-childhood/early-adolescent life stage is the very important transition or bridge. It is at this stage of early-adolescence that there is a beginning understanding of psychological causation, self-awareness and self-criticism (Hauser 1980). A shift towards formal operations (Ginsberg and Opper 1969) for the early-adolescent suggests that they no longer view the external world as permanent or unchanging. Instead they are beginning to perceive the possible, the subjective, the relative, and above all, the dynamic self with all its inherent possibilities (Hauser 1980). They are in an early state of being able to think abstractly about themselves,
conceive of probabilities and possibilities, and reorganize their perspective about time and future (Rustad and Rogers 1975).

The intervention also attempts to match the stage characteristics of early-adolescence with the program, which consists of promoting commitment, internal choice, and responsibility within a person. In an attempt to help students in their respective development they are provided with a situation where they may take the role of an origin in the context of study skills development.

Viewed from the perspective of the individual adolescent role-taker (Hayes 1982) role-taking is an extensive personal experience of responsibility and choice. Therefore, he asserts, "education should be concerned with, be an examination of, and involve adolescents in the experience of those moments of their existence that affect the course of their own development. Education should be personal. By personal, it is not meant that adolescents should be involved in the logical discussion of vicarious issues. Rather, it is meant that adolescents should be involved in the examination of those conflicts that exist in their own lives and for which the individual adolescent supplies the content of that experience. Education should involve adolescents in the active practice of their own judgements." (Hayes 1982 p.161).

DeCharms (1976) supports this position, conceptualizing an intervening 'personal experience and interpretation' as the critical element for explaining and predicting behaviour (Figure 2.1). In other words, personal experience elicited by environmental events forms the crucial mediating link between the antecedent environmental events and the consequent behaviour; experience which, if
appropriately designed, will lead to stage enhancement or perhaps, in some cases, movement to the next stage.

In order to produce motivated behaviour one must provide the experience of arousal, commitment and purpose. In the practical world of the school, the problem is to create conditions that will stimulate commitment and responsible choice felt to be originating from within the individual (deCharms 1976). This intervention attempts to create these conditions utilizing deCharm's (1976) framework in the context of eighth grade study skill development.

The intervention attempts to incorporate those conditions which deCharms (1976) has suggested promote commitment, internal choice, and responsibility within a person; the conditions that encourage feeling and acting like an origin. Four basic elements integrate the conditions:

1. Self-study; the student will be encouraged to consider carefully his basic motives in an atmosphere of acceptance by others in the group.

2. Internal-goal setting; the student will be encouraged
and assisted, by peers, parents, and staff to translate his motives into realistic short and long range goals.

3. Planning/Goal-directed behaviour; the student will be encouraged and assisted, by peers, parents, and staff, to plan realistic and concrete action to attain the goals.

4. Personal Responsibility; the student will be encouraged, by peers, parents, and staff, to learn to accept responsibility for selected goals as well as for the success and failure of his attempts to reach them.

(Adapted from deCharms 1976)

These conditions, embedded in the subject-matter of study skills, should induce increased commitment and purpose, greater personal responsibility, and higher motivation; all within a context of meaning to the life of the individual. The aroused motivation should result in more effective behaviour, greater success in goal-attainment and thus greater satisfaction.

This intervention attempts to create these conditions by concrete experiences related to study skills and course work and experiential learning format which attempts to balance and integrate the process experience of self-awareness techniques, goal-setting skills and personal responsibility with the content experiences of written assignments and discussion of study skills.
CHAPTER III

METHOD

(A) Evaluation Design

Schubert (1980), defines and compares two views of the epistemology of science, the theoretical and the practical, in discussing the research/practice conflict in counselling research. He outlines four significant points in the comparison. The four statements, in relation to the practical view, provide conditions for pursuing practical research. The four conditions or statements are in the context of answers to the following four questions:

(a) What is the origin of ideas and problems? (b) What is the method of study? (c) What is the subject matter? (d) What are the goals of research?

What is the origin of ideas and problems?

According to Schubert the practical view requires that ideas and problems have a real world referent - that is, they must directly relate to contemporary problems and concerns and show promise of relief and positive action.

What is the method of study?

The practical view suggests that forces within the research environment, such as political, economic, and social forces, play a large part in determining the method of study,
direction of the study, and the value placed on the results. As such, research is not outside the influence of the normative order.

What is the subject matter?

Schubert states that the practical view stresses the individual and situational aspects of experience, and that the subject matter that is researched is valued for its implication for direct action. Less concern is placed on generating universal laws and generalizing the laws across individuals and situations.

What are the goals of research?

According to Schubert, the goal of practical research is action.

The curriculum intervention of this study met all of the preceding conditions and was therefore supported in its design as practical research. The program intervention was developed as practical research and was implemented and evaluated as practical research.

The evaluation was based on a model of practical research, Improvement research model, developed by Gage (1978) and adapted by Sprinthall (1981). The Improvement model permits greater flexibility for dealing with the kinds of issues of concern to practitioners (Sprinthall 1981). Sprinthall has outlined the components of the Improvement model, including his integrated component of multiple criteria:

First, Improvement research takes place in the setting where the actual interactions occur - all possible interactions, with the
exception of a single independent variable, cannot be controlled; random assignment is not possible; generalizability is not a major concern.

Second, Improvement research does not depend on a single crucial experiment. Instead, field research depends on a cumulative effect. In other words, if a number of classroom studies reach similar conclusions, the overall validity is strengthened. Field based research (Improvement) can accumulate knowledge for practice and provide a broader framework and system of analyzing such field research results.

The third, and critical component of Improvement research, is that evaluation is never really summative. Improvement research utilizes formative evaluation employing the concepts of Scriven (1967) in differentiating between formative and summative evaluation. In the former case, outcome is evaluated with an open-system so that results can be fed back to "improve" and modify the intervention under examination. In some instances the evaluation findings may lead to a decision to abort further development so that resources are not wasted on a program that may ultimately have little chance of being effective. In either case, evaluation is in the service of the intervention and can be viewed as one part of the cycle, not the end of the process. Studies under this method can provide partial but useful information as to the components of a particular intervention that may contribute to positive educational change versus the procedures that are either neutral or perhaps even negative.

A fourth aspect of Improvement research relates to the dependent variable. Sprinthall (1981) asks, "How do we assess outcome, even if
we employ a formative or cyclical model in a natural setting and what kind of change and/or growth do we attempt to measure?" The problem has been, Sprinthall suggests noting Shulman (1970), that there are a very precise set of measures for norm referenced phenomenon and an extremely crude set of measures for "larger" variables such as educational environments. The answer, Sprinthall suggests, is found in the results of several prominent research studies - Kohlberg 1977; Nicholson 1970; Heath 1977; McClelland 1973. He suggests, as the others have in their respective works, that psychological competence is a far more significant educational outcome than content acquisition.

This fact, he suggests, allows for the appearance of domain-referenced tests as an alternative to the so-called standard norm referenced measures of outcome. By definition, a domain-referenced test may involve the assessment of significant psychological functioning (Sprinthall 1981). Thus, he asserts, by shifting the criteria to aspects of psychological maturity, research in guidance and counselling can begin to assess the impact of a variety of educational interventions on an important dependent variable, the domain of psychological maturity.

Sprinthall emphasizes that due to the complexity of a construct such as psychological maturity it is important to evaluate not only formatively but also to use a variety of measures. The use of multiple measures allows for a check and balance of one another and provides a pattern, hopefully, of results which is more informative than one single measure.

In summary, the present curriculum intervention was
developed and implemented as practical research; attempting to focus on aspects of the domain of psychological maturity in the natural setting of several eighth grade classrooms. It incorporated a formative evaluation design utilizing a variety of measures in order to accumulate a knowledge for practice (action) and theory.

The evaluation, through its design, specifically sought to answer the following questions:

1. Is there client (student) participation in the program? To what degree?
2. Is there increased effective behaviour (study skills), school satisfaction and goal-attainment?
3. Is there increased commitment/purpose, greater personal responsibility and increased motivation? (Do students feel more confident in activities related to school? to outside school?)
4. What are the perceived strengths and weaknesses (concerns) of the program? (Student view/Staff view/ Administration view)
5. What aspects of the curriculum, if any, were most helpful? Least helpful? In what ways?
6. What do the students like about the program?
7. In what ways could the intervention be improved?
8. Should the program continue? Present form? With modifications? Not at all?
(B) Population and Setting

The population for the present evaluation consisted of all regular grade eight students enrolled in the Sparwood Secondary School (approximately 80). Sparwood Secondary School is located in Sparwood, B.C. This school is within Fernie School District (No. 1), located in the East Kootenay region of British Columbia — known as the Elk Valley. The Elk Valley is well known for coal production; the primary economic industry in the area.

The Sparwood community is basically a "company" town with very strong union affiliations. The nature of the industry creates a certain amount of transiency which is reflected in the school. This transiency is most noticeable at the eighth grade; an important transition period in the student's school years!

Permission to implement and evaluate the curriculum intervention in the eighth grade English classrooms, at Sparwood Secondary, was granted by the Principal with the knowledge of the Superintendent of Schools.

(C) Assessment Measures

Since the program intervention was implemented in the natural setting of the school, the method of evaluation included an array of assessment measures. The series of measures allowed for a pattern of results which, when taken as a whole, yielded useful information to approximate the effect or impact of the intervention on the students and the satisfactoriness of the design. A combination of pre-post test, unobtrusive and formative methods were utilized.
(i) **Nowicki-Strickland Personal Reaction Survey.** The Nowicki-Strickland Personal Reaction Survey (Nowicki & Strickland 1973) is a locus of control scale for children; one of the varied methods used in the evaluation to measure Origin-Pawn change - assuming Origins are more internal in locus of control and Pawns more external. The Nowicki-Strickland Survey is a pencil-and-paper questionnaire consisting of 40 questions which must be answered either 'yes' or 'no'. The questionnaire yields a generalized expectancy of reinforcement, with high scores being associated with an external locus of control. Reliability estimates are satisfactory based on samples from grade three to twelve. Test-retest reliabilities were .63 to .83; internal consistency reliabilities were .63 to .79 with n = 1,732. Scores of the questionnaire are significantly related to other measures of locus of control (Nowicki & Strickland 1973), supporting the instrument's construct validity (see Appendix C).

(ii) **Case Studies.** The case studies are parallel stories, of approximately the same length, designed to assess students' awareness and application of study skills. They are assessed through counting the suggestions offered by each student. A pre assessment is completed with a post assessment immediately following the program. The post assessment results are compared with those of the pre assessment to see if gains in awareness and/or application have been made (see Appendix G).

(iii) **Student Progress Survey.** The Student Progress Survey is a self-report evaluation questionnaire developed to measure student
progress in specific skills and habits. The items included relate to student attitude, behaviour and responsibility. Respondents are asked to respond on a seven point scale from "excellent" to "poor" (see Appendix F).

(iv) **Student Journals.** The student journal attempts to involve the individual student in a personal reflection of their experience with the intervention. The journal or "reflective log" permits the student to become an actual participant in the process of change. In this reflective log, students are asked to maintain program material, notes and handouts, and personal goals. More importantly, students are asked to react to any of the ideas of the intervention which have any personal significance or relevance for them. Thus, the reflective log becomes the heart of the student's actual personal involvement with the intervention and an appropriate measure of the impact or effect of the intervention. Research (Wagschal 1980) suggests that the log has a powerful affective impact on the student which leads to a higher level of motivation, wide-ranging interest in the subject matter and the ability to link personal conflict with psychological and sociological information.

(v) **Student Evaluation Questionnaire.** The student evaluation questionnaire was designed to obtain information about the program's meaningfulness to participants. The questionnaire lists the various components of the intervention and respondents are asked to rate each on a scale of 1 to 5 from "not very meaningful/useful" to "extremely meaningful/useful." Perceptions of the course and specific comments
are also sought. The questionnaire was reviewed by developer, staff and advisor to consider the most important elements of the program for feedback (see Appendix I).

(vi) Student Evaluation Questionnaire (Follow-up). The student evaluation questionnaire (follow-up) was designed to obtain information about the program meaningfulness from participants one term after the conclusion of the intervention. The questionnaire lists various components of the program and asks respondents to rate each on a scale of 1 to 5 from "not used/thought about" to "regularly used/thought about." Also, questions concerning behaviour, attitude and responsibility since the end of the intervention - whether they felt different about themselves and school (see Appendix J).

(vii) Unobtrusive Measures. Unobtrusive measures, in addition to specific classroom progress data, were recorded pre, post and follow-up. Data was recorded for Grade Point Averages, attendance (school and class), work habits, assignments and general school behaviour (Office referrals, class detentions). Also, any general comments regarding the intervention from students, staff or parents were recorded when possible.

(viii) Staff Evaluation Questionnaire. The staff evaluation questionnaire was developed to obtain information on staff perception of the intervention; those directly involved in the program instruction and those indirectly involved. The items ask respondents to comment on the satisfactoriness of the design and procedures and also their
perceptions on the effects or impact with the students (see Appendix L).

(ix) Parent Evaluation Questionnaire. The parent evaluation questionnaire was developed to obtain information from parents, who had been informed of their children's participation in the intervention. The questionnaire asked respondents to comment on changes they had perceived in their children's general attitude and behaviour following the intervention. Further, they were asked if they thought such a program should be continued (see Appendix K).

(D) Data Collection and Procedures

The data collection occurred in four phases: Phase I - Pre-intervention; Phase II - Intervention; Phase III - Post-intervention; Phase IV - Follow-up (see Table 3.1 - Data Collection Schedule).

(i) Phase I Pre-intervention

The unobtrusive data was available from the end of the first term. This included recording Grade Point Averages, attendance, general attitude and behaviour comments and the students' involvement in the school in general. Staff, report cards and office records were the primary sources.

The Student Progress Survey was given to each of the grade eight students to complete. They were requested to complete the
### Table 3.1

Data Collection Schedule

<table>
<thead>
<tr>
<th>Measure</th>
<th>Source</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nowicki-Strickland Personal Reaction Survey</td>
<td>Participants</td>
<td>Pre-intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-intervention</td>
</tr>
<tr>
<td>Student Progress Survey</td>
<td>Participants</td>
<td>Pre-intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-intervention</td>
</tr>
<tr>
<td>Student Journals</td>
<td>Participants</td>
<td>Post-intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up</td>
</tr>
<tr>
<td>Student Evaluation Questionnaire</td>
<td>Participants</td>
<td>Post-intervention</td>
</tr>
<tr>
<td>Student Evaluation Questionnaire (Follow-up)</td>
<td>Participants</td>
<td>Follow-up</td>
</tr>
<tr>
<td>Unobtrusive Measures (GPA; Attendance, etc.)</td>
<td>Staff</td>
<td>Pre-intervention</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>Intervention</td>
</tr>
<tr>
<td></td>
<td>Records</td>
<td>Post-intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up</td>
</tr>
<tr>
<td>Staff Evaluation Questionnaire</td>
<td>Staff</td>
<td>Post-intervention</td>
</tr>
<tr>
<td>Parent Evaluation Questionnaire</td>
<td>Parents</td>
<td>Post-intervention</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Participants</td>
<td>Pre-intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-intervention</td>
</tr>
</tbody>
</table>
survey individually and seek clarification if needed.

The Nowicki-Strickland Personal Reaction Survey was administered to the students, by the author, in a group setting of the students' regular English classroom.

The students and their parents had been informed of the evaluators' interest in gathering information concerning the curriculum intervention. Parents and students were assured of confidentiality and anonymity and told that the results of the evaluation would be available for them to see on completion of the study.

(ii) Phase II Intervention

Unobtrusive measures, specifically attendance, assignment completion and test scores, were recorded during this time. The source for this data was the classroom teacher and general office. Staff was also asked to note any comments they made in relation to the intervention.

Facilitator log book was kept for subjective comments. Formative evaluation was carried out through the length of the program.

(iii) Phase III Post-intervention

The Nowicki-Strickland Personal Reaction Survey was administered to the students, by the author, in a group setting of the students' regular English classroom.

The Student Progress Survey was completed by the Staff for each student in grade eight. Staff was requested to carefully
complete the survey.

The Student Journal was collected. It was explained to the students that these would be returned in two to three weeks and that only the author would analyze them. It was requested of the students that if they did not mind someone else analyzing their journal to place a large O.K. in the front of the journal.

The Student Evaluation Questionnaire was administered to the students, by the author, in a group setting of the students' regular English classroom.

The unobtrusive measures were collected for second term. These were collected as in Phase I.

The Staff Evaluation Questionnaire was administered individually and requested to be returned to the author as soon as possible.

The Parent Evaluation Questionnaire was administered by mail, with an explanation of the program and a request to return the questionnaire to the school as soon as possible. Parents were reminded that their response was confidential and assured of anonymity. They were also reminded that if they wished to see the results of the evaluation they could contact the author in September, 1983.

(iv) Phase IV Follow-up

The Student Journals were requested of students who had continued them through to the end of the year. This was itself a measure. These Journals were then analyzed as in Phase III.

The Student Evaluation Questionnaire (Follow-up) was administered to the students, by the school counsellor, in a group setting of the students' regular English classroom.
CHAPTER IV

RESULTS

Data for evaluation of the program intervention were obtained from three sources: (A) Outcome Measures (B) Evaluation Reports and (C) Process Indicators. Each of these sources contained multiple assessment forms and together provide for complete evaluation results.

(A) Outcome Measures

(i) Locus of Control. Locus of control was assessed pre and post intervention using the Nowicki-Strickland Reaction Survey (see Appendix C). Seventy-five students completed both pre and post assessment surveys with five students having incomplete sets and another five students not having taken part in the entire program (see Table 4.15). An analysis of variance for the dependent variable Locus of Control, with factors of sex (male/female) and class (1-4), was computed with repeated measurement across the pre-post intervention time period (Dixon 1981). The results indicate that there was a significant difference in Locus of Control (movement from external expectancy to internal expectancy) across the pre-post intervention time (p < .01). Inspection of the means indicates that sex (male/female) and class (1-4) moved to a greater internal expectancy of Locus of Control (see Table 4.1; Appendix D).
Table 4.1

Pre and Post Assessment Means for Nowicki-Strickland
Personal Reaction Survey (Locus of Control)

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre $\bar{x}$</th>
<th>Post $\bar{x}$</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male</td>
<td>12.20</td>
<td>11.70</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>13.60</td>
<td>11.60</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>12.90</td>
<td>11.65</td>
<td>20</td>
</tr>
<tr>
<td>2. Male</td>
<td>15.88</td>
<td>10.26</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>16.22</td>
<td>14.11</td>
<td>9</td>
</tr>
<tr>
<td>Class</td>
<td>16.05</td>
<td>12.18</td>
<td>17</td>
</tr>
<tr>
<td>3. Male</td>
<td>13.46</td>
<td>10.15</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>14.40</td>
<td>12.60</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>13.93</td>
<td>11.38</td>
<td>23</td>
</tr>
<tr>
<td>4. Male</td>
<td>16.17</td>
<td>13.50</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>14.44</td>
<td>13.11</td>
<td>9</td>
</tr>
<tr>
<td>Class</td>
<td>15.31</td>
<td>13.31</td>
<td>15</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>14.36</td>
<td>11.99*</td>
<td>75</td>
</tr>
<tr>
<td>Male</td>
<td>14.43</td>
<td>11.40</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
<td>14.67</td>
<td>12.86</td>
<td>38</td>
</tr>
</tbody>
</table>

*(F = 40.15  1,67 df  p  .01)

(Higher scores indicate greater external control expectancy; lower scores indicate greater internal control expectancy.)

Further, there was no significant interaction effect between Locus of Control and sex, Locus of Control and class and Locus of Control, sex and class. A check for effect of Grade Point Average (GPA) on Locus of Control was not significant when an analysis of covariance with repeated measurement was computed (see Appendix E). Locus of Control, across pre-post intervention period, became significantly more internal.
(ii) **Student Progress.** Student progress was assessed before and after intervention using the Student Progress Survey (see Appendix F). (Hoyt estimate of reliability over seven week interval was 0.91 -SEM 2.36- and 0.85 -SEM 2.20-). Seventy students had complete sets of pre and post assessment surveys with ten students having incomplete sets and five students not completing the entire program (see Table 4.15). An analysis of variance with the dependent variable Student Progress, with factors of sex (male/female) and class (1-4) was computed with repeated measurement across the pre-post intervention time period (Dixon 1981). The results indicate there was a significant difference in Student Progress across the pre-post intervention time (p <.01). Inspection of the means indicates that with the exception of females in Class 1, who tended to show a decrease in Student Progress, sex (male/female) and class (1-4) made positive gains in their Student Progress (see Table 4.2; Appendix D). There was a significant interaction effect between Student Progress and class (p <.05). Class 1 made relatively little gain towards Student Progress while classes 2-4 tended to show much higher levels of Student Progress. There was no significant interaction effect between Student Progress and sex (male/female). Student Progress, across pre-post intervention period, tended to become increasingly more positive.

(iii) **Case Studies.** Case Studies were utilized pre intervention and post intervention to assess student study skill awareness and gain (see Appendix G). The Case Studies were
Table 4.2
Pre and Post Assessment Means
for Student Progress Survey

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre $\overline{x}$</th>
<th>Post $\overline{x}$</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male</td>
<td>40.92</td>
<td>42.25</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>45.90</td>
<td>45.60</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>43.41</td>
<td>43.93</td>
<td>22</td>
</tr>
<tr>
<td>2. Male</td>
<td>33.83</td>
<td>35.83</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>45.71</td>
<td>49.86</td>
<td>7</td>
</tr>
<tr>
<td>Class</td>
<td>39.77</td>
<td>42.85</td>
<td>13</td>
</tr>
<tr>
<td>3. Male</td>
<td>38.33</td>
<td>46.89</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>41.67</td>
<td>46.89</td>
<td>9</td>
</tr>
<tr>
<td>Class</td>
<td>40.00</td>
<td>46.89</td>
<td>18</td>
</tr>
<tr>
<td>4. Male</td>
<td>38.86</td>
<td>44.86</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>42.50</td>
<td>42.90</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>40.68</td>
<td>43.88</td>
<td>17</td>
</tr>
<tr>
<td>Eighth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>41.26</td>
<td>44.49*</td>
<td>70</td>
</tr>
<tr>
<td>Male</td>
<td>37.99</td>
<td>42.46</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>43.95</td>
<td>46.31</td>
<td>36</td>
</tr>
</tbody>
</table>

*(F = 28.54  1,62 df  p .01)

parallel in content and equal in length. The results were analysed through content analysis. The results indicate that across the pre-post intervention period the students tended to show higher levels of study skill awareness. Inspection of the means indicates that gains differed between sex (male/female) and suggestions (general/specific). Females tended to show higher gains than males and specific suggestions tended to show greater gain than general suggestions (see Table 4.3). Content analysis of the specific suggestions, pre
Table 4.3

Pre and Post Assessment Means for Case Studies
(Student Study Skill Suggestions)

<table>
<thead>
<tr>
<th>Class</th>
<th>General</th>
<th>Specific</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre $\bar{x}$</td>
<td>Post $\bar{x}$</td>
<td>Pre $\bar{x}$</td>
</tr>
<tr>
<td>1. Male</td>
<td>3.11</td>
<td>3.33</td>
<td>.778</td>
</tr>
<tr>
<td>Female</td>
<td>2.80</td>
<td>4.20</td>
<td>.700</td>
</tr>
<tr>
<td>Class</td>
<td>2.95</td>
<td>3.77</td>
<td>.739</td>
</tr>
<tr>
<td>2. Male</td>
<td>1.63</td>
<td>2.00</td>
<td>.75</td>
</tr>
<tr>
<td>Female</td>
<td>1.70</td>
<td>2.90</td>
<td>.60</td>
</tr>
<tr>
<td>Class</td>
<td>1.67</td>
<td>2.45</td>
<td>.68</td>
</tr>
<tr>
<td>3. Male</td>
<td>1.33</td>
<td>2.58</td>
<td>.80</td>
</tr>
<tr>
<td>Female</td>
<td>1.90</td>
<td>3.10</td>
<td>1.10</td>
</tr>
<tr>
<td>Class</td>
<td>1.62</td>
<td>2.84</td>
<td>.95</td>
</tr>
<tr>
<td>4. Male</td>
<td>1.43</td>
<td>2.00</td>
<td>.43</td>
</tr>
<tr>
<td>Female</td>
<td>2.44</td>
<td>3.00</td>
<td>.44</td>
</tr>
<tr>
<td>Class</td>
<td>1.95</td>
<td>2.50</td>
<td>.435</td>
</tr>
</tbody>
</table>

Eighth Grade

<table>
<thead>
<tr>
<th></th>
<th>Pre $\bar{x}$</th>
<th>Post $\bar{x}$</th>
<th>Pre $\bar{x}$</th>
<th>Post $\bar{x}$</th>
<th>Pre $\bar{x}$</th>
<th>Post $\bar{x}$</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.88</td>
<td>2.48</td>
<td>.69</td>
<td>1.03</td>
<td>1.29</td>
<td>1.76</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>2.21</td>
<td>3.30</td>
<td>.71</td>
<td>1.72</td>
<td>1.46</td>
<td>2.51</td>
<td>39</td>
</tr>
<tr>
<td>Class</td>
<td>2.05</td>
<td>2.89</td>
<td>.70</td>
<td>1.38</td>
<td>1.38</td>
<td>2.14</td>
<td>75</td>
</tr>
<tr>
<td>% Increased</td>
<td>57</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Same</td>
<td>32</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Decreased</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Suggestion: A broad statement which gives no particular direction (study more, do your homework, plan time). Statement is vague and general.

Specific Suggestion: A narrower statement which gives a particular direction (study 2 hours each evening, list all homework). Statement is concrete and specific.
assessment to post assessment, indicated four major categories of skills with the total response doubling (see Appendix H).

(B) Evaluation Reports

(i) Student Evaluation Questionnaire. The Student Evaluation Questionnaire assessed student reaction to the program and its contents across the pre and post intervention period (see Appendix I). Eighty-one students completed the form and all forms were analysed. Descriptive statistics were computed for Questions 1-16 (see Table 4.4) and content analysis completed for Question 17-19 (see Table 4.5 and Table 4.6).

(a) Table 4.4. Table 4.4 indicates results for the descriptive statistics. Responses for Questions 1-15 were sorted into three categories: Strongly Agree/Agree; Uncertain; Disagree/Strongly Disagree. Responses for Question 16 were also sorted into three categories: High; Average; Low. Questions 1-3 were related to the outcome measures and showed a significant majority of students (average 66%) indicated positive change occurred. Questions 5-11 were related to program activities and sessions and showed that a majority of students found the activities and sessions helpful. Seven of the nine sessions (82%) were experienced, by a majority of students, as helpful. Questions 6a, 8-10, which represented the central sessions of the program, were experienced by a majority (average 71%) of students as helpful. The majority of students (76%) indicated average interest in the program.
Table 4.4

Student Evaluation Questionnaire (Post Intervention)

(Percent (%) Response to Statements 1-16)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA/A</th>
<th>U</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe my study habits have improved.</td>
<td>64</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>2. I believe I have made positive changes (increased) in my personal motivation.</td>
<td>56</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td>3. I believe I am more aware of my personal responsibilities towards learning.</td>
<td>79</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>4. I have discussed the study skills/motivation program (activities and exercises) with my parents/guardian.</td>
<td>33</td>
<td>19</td>
<td>48</td>
</tr>
<tr>
<td>5. I found the session on &quot;student roles&quot; to be helpful.</td>
<td>51</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>6. I found the session on &quot;Origin behaviours&quot; to be helpful.</td>
<td>54</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>6a. I found &quot;setting goals and planning&quot; to be helpful.</td>
<td>70</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>6b. I found &quot;checking daily progress&quot; to be helpful.</td>
<td>38</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>7. I found the session on &quot;How do I learn&quot; to be helpful.</td>
<td>52</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>8. I found the session on &quot;Organizing Yourself&quot; to be helpful.</td>
<td>77</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>9. I found the session on &quot;Note-taking&quot; to be helpful.</td>
<td>66</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>10. I found the session on &quot;Taking Examinations&quot; to be helpful.</td>
<td>70</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>11. I found the sessions on &quot;Achievement Stories&quot; to be helpful.</td>
<td>46</td>
<td>22</td>
<td>32</td>
</tr>
</tbody>
</table>

.../con't
Table 4.4 .../con't

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA/A</th>
<th>U</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I would like to participate in a program like this again.</td>
<td>35</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>13. I would recommend that my friends participate in a study skills/motivation group like this one.</td>
<td>45</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>14. I would recommend that future Grade Eights participate in a study skills/motivation group like this one.</td>
<td>69</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>15. I believe I would find a study skills/motivation program similar to this one useful next year.</td>
<td>38</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>16. How would you rate your personal interest in the study skills/motivation program?</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
</tr>
</tbody>
</table>

(b) Table 4.5. Table 4.5 indicates results for Question 17.

The results were summarized through content analysis. Responses for Question 17 were sorted into seven statement groups ranging from 'Helped a lot' to 'Waste of time'. A significant majority (90%) of the responses indicated the program was of help; ranging from 'a little help' to 'helped a lot'. Only nine percent indicated the program was of no help at all. Twenty-two percent of responses indicated that 'though boring at times still useful'. The results tended to show that the program was helpful and had varying degrees of impact on the students.
Table 4.5

Statements Students would Offer to Peers
Regarding the Program Intervention

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped a lot (studying; goals; note-taking; tests; marks; responsibility)</td>
<td>44</td>
</tr>
<tr>
<td>Boring, when not useful/though boring, made me aware of who is responsible/boring, but helped me to evaluate myself/didn't like it (boring) but it was useful.</td>
<td>35</td>
</tr>
<tr>
<td>Very interesting and helpful/fun/really enjoyed it/hope program like this runs next year.</td>
<td>32</td>
</tr>
<tr>
<td>Help somewhat or a little/learned a few things/ O.K./parts O.K., others not.</td>
<td>29</td>
</tr>
<tr>
<td>Not everyone needs it/didn't help me much, but!/O.K. if you want it.</td>
<td>11</td>
</tr>
<tr>
<td>Something you should try!/Try it!</td>
<td>7</td>
</tr>
<tr>
<td>Boring/dull/waste of time/mixes you up.</td>
<td>4</td>
</tr>
<tr>
<td>Total Response</td>
<td>162</td>
</tr>
</tbody>
</table>

(Several students listed more than one response while all students responded at least once.)

(c) Table 4.6. Table 4.6 was also summarized through content analysis. The smaller number of responses allowed all statements to be included with limited categorization. Results are indicated for Questions 18-20. Significant result of the Additions was the
request for more group discussions/case studies (57%). Significant in the Deletions was the decrease/elimination of Achievement Stories (65%). Concerns varied with a mixture of statements helpful in the consideration of program modifications. The Student Evaluation Questionnaire results showed that (i) a majority of students tended to indicate positive change on the outcome measures (ii) a majority of students found the sessions helpful (iii) a majority of students found the central sessions helpful (iv) a majority of students had average interest during the program (v) a majority of students indicated the program be continued for future grade eights.

(ii) Student Evaluation Questionnaire (Follow-up). The student Evaluation Questionnaire (Follow-up) assessed student reactions to the programs and its contents from post intervention through to the end of the academic year; a four month period (see Appendix J). Eighty students completed all or part of the form and all forms were analysed. Descriptive statistics were computed for Questions 1-14 (see Table 4.7) and content analysis was completed for Questions 15-16 (see Table 4.8 and Table 4.9). No significant response was received for Question 17 and thus it was not included in the results.

(a) Table 4.7. Table 4.7 indicates results for the descriptive statistics. Responses for Questions 1-11 were sorted into three categories: Strongly Agree/Agree; Uncertain; Disagree/Strongly Disagree. Question 12 was also sorted into three categories: High; Average; Low, as were Questions 13-14; Increased; Same; Decreased.
Table 4.6
Student Statements on Course Deletions, Additions and Concerns

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additions:</strong></td>
<td></td>
</tr>
<tr>
<td>More group exercises (Discussion Circles)</td>
<td>13</td>
</tr>
<tr>
<td>More case studies/oral-group discussions</td>
<td>7</td>
</tr>
<tr>
<td>Personal topics (drugs, birth control, conflicts, class behaviours, child abuse)</td>
<td>7</td>
</tr>
<tr>
<td>More time/more spread out</td>
<td>4</td>
</tr>
<tr>
<td>More on self-confidence/determination</td>
<td>2</td>
</tr>
<tr>
<td>Excitement!</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td><strong>Deletions:</strong></td>
<td></td>
</tr>
<tr>
<td>Decrease/eliminate Achievement Stories</td>
<td>15</td>
</tr>
<tr>
<td>Daily Progress Checks</td>
<td>5</td>
</tr>
<tr>
<td>Less time/shorter course</td>
<td>2</td>
</tr>
<tr>
<td>Exam taking</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
</tr>
<tr>
<td>Good the way it is</td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

(n = 50 of 81)

| Concerns: |  |
| Slow/Boring at times/too much time | 8 |
| Will there be something like this next year? | 6 |
| How does course relate to English marks? | 5 |
| Too much paper work. | 5 |
| Over my head at times/too fast. | 4 |
| I do these things already - not much help. | 4 |
| Does it have to be English? | 1 |
| How do I continue on my own? | 1 |
| **TOTAL** | **34** |

(n = 28 of 81)

(Several students listed more than one response. Not all students gave a response.)
Questions 1-4, which were related to outcome measures, had weakened over time but still tended to be relatively strong. On the two primary outcome measures, responsibility taking (58%) and study skill improvement (47%), a near majority or greater tended to show positive movement. Personal motivation (39%) weakened at an equal rate with the others. The strongest results of the follow-up, and consistent with the post evaluation, were Questions 5-10. These questions were directly related to the sessions of the program. Five of the six sessions (83%) were reported as 'thought about and worked on' from a range of 'once/twice-regularly' by a significant majority of students (average 74%). The weakest session (47%) neared majority involvement. Personal effort and involvement, with some slippage from high through to low, retained a significant majority of students (76%) at average. Ninety-six percent of students indicated either an increase (35%) or no change (61%) in personal motivation since the post evaluation period; ninety-eight percent indicated either an increase (40%) or no change (58%) in personal responsibility. The follow-up results tended to show some weakening of post evaluation results. However, outcome related questions (48%) neared a majority in positive gains and session usefulness tended to show continued high levels of positivity.

(b) Table 4.8. Table 4.8 was summarized through content analysis and indicated results for Question 15. Responses were sorted into eight general statements. Student awareness was focused mostly on studying (exams/note-taking) and responsibility
Table 4.7

Student Evaluation Questionnaire (Follow-up: 4 Months)
(Percent (%) Response to Evaluation Statements 1-14)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA/A</th>
<th>U</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe my study habits have improved as a result of my experience in the program.</td>
<td>47</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>2. I believe my grades are improved as a result of me applying what I have learned in the program.</td>
<td>35</td>
<td>26</td>
<td>39</td>
</tr>
<tr>
<td>3. I believe I have taken greater personal responsibility for learning since my participation.</td>
<td>58</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>4. I believe I am more personally motivated as a result of my participation in the program.</td>
<td>39</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>(SA/A - Strongly Agree/Agree; U - Uncertain; D/SD - Disagree/Strongly Disagree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Origin Behaviours</td>
<td>72</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>6. Setting Goals and Planning</td>
<td>77</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>7. Checking Daily Progress/Personal Feedback</td>
<td>47</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>8. Organizing Yourself</td>
<td>84</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>9. Note-taking Methods</td>
<td>64</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>10. Taking Examinations</td>
<td>74</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>11. Journal Writing</td>
<td>42</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>(H - High; A - Average; L - Low)</td>
<td>H</td>
<td>A</td>
<td>L</td>
</tr>
<tr>
<td>12. Personal effort and involvement in the use of study skills discussed and experienced in the program.</td>
<td>9</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>(+) Increased; (0) Same; (-) Decreased</td>
<td>(+)</td>
<td>(0)</td>
<td>(-)</td>
</tr>
<tr>
<td>13. Personal motivation since program completion.</td>
<td>35</td>
<td>61</td>
<td>4</td>
</tr>
<tr>
<td>14. Personal responsibility since program completion.</td>
<td>40</td>
<td>58</td>
<td>2</td>
</tr>
</tbody>
</table>
(goal setting/organizing). The remaining statements in the list could, because of their similarity, be collapsed into these two statements. Student awareness, after the four month follow-up period, tended to show a significant relation to program outcome measures (see Tables 4.1, 4.2 and 4.3).

(c) Table 4.9. Table 4.9 was assessed through content analysis and indicated results for Question 16. Again, responses were sorted into eight general statements and the most useful aspects of the program tended to show consistency with what students were most aware of. Studying (exam taking/note-taking) and responsibility (goal setting/organization) were indicated as the most useful aspects of the program since program completion. Student responses to program sessions/skills, four months following program, tended to show a significant relation to program outcome measures (see Tables 4.1, 4.2, 4.3). The Student Evaluation Questionnaire (Follow-up) results showed that (i) with expected slippage a moderate majority of students continued to indicate positive gains, or at least stability, on the outcome measures (ii) a significant majority of students tended to find the sessions of practical value and had worked on the skills from the sessions (iii) a significant majority of students maintained average interest and involvement with the program content (iv) student awareness tended to be translated into practical application in two primary areas: Studying (exam taking/note-taking) and Responsibility (goal setting/organizing) (v) a reasonable, lasting, after program effect occurred.
<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking Exams/Studying</td>
<td>46</td>
</tr>
<tr>
<td>Taking Responsibility/Planning/Goal Setting</td>
<td>39</td>
</tr>
<tr>
<td>Origin Behaviours/Trying More/Listening</td>
<td></td>
</tr>
<tr>
<td>Organizing Myself</td>
<td>21</td>
</tr>
<tr>
<td>Note-Taking</td>
<td>21</td>
</tr>
<tr>
<td>My Own Abilities</td>
<td>13</td>
</tr>
<tr>
<td>Completing Homework</td>
<td>10</td>
</tr>
<tr>
<td>An Improved Attitude To School</td>
<td>9</td>
</tr>
<tr>
<td>Journal Writing</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>163</strong></td>
</tr>
</tbody>
</table>

(n = 63 of 80)
Table 4.9

Student Statements of Most Useful Aspects of Program
(From Program Completion to Year End – Four Months)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking Exams/Studying</td>
<td>34</td>
</tr>
<tr>
<td>Note-Taking</td>
<td>34</td>
</tr>
<tr>
<td>Organizing Skills</td>
<td>20</td>
</tr>
<tr>
<td>Goal Setting/Planning</td>
<td>11</td>
</tr>
<tr>
<td>Responsibility Discussions/Origin Characteristics</td>
<td>9</td>
</tr>
<tr>
<td>Discussion/Listening Skills</td>
<td>7</td>
</tr>
<tr>
<td>Journal Writing</td>
<td>5</td>
</tr>
<tr>
<td>Personal Evaluation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

*(n = 57 of 80)*
(iii) **Parent Evaluation Questionnaire.** The Parent Evaluation Questionnaire assessed parent reaction/observation of the program intervention. An introduction letter and program summary were enclosed with the questionnaire to parents (see Appendix K). Thirty-six parents responded (46%). This was considered strong enough to use the results. The results indicated that roughly one-third (33%) of the parents tended to view their children as increasing in personal motivation and study skills/habits (see Table 4.10). Similarly, one-third (33%) indicated a definite interest in the program on the part of their children. Fifty-three percent indicated a trend toward greater personal responsibility. Parental support of the program was strong with sixty-nine percent recommending the program be offered to future grade eight classes. (Only three percent indicated clear disagreement.) The results tended to show, in support of previous data, that students were tending to make moderate positive movement to higher levels of responsibility and study skills/habit acquisition. Further, the results tended to show support for the continuation of the program.

(iv) **Teacher Evaluation Questionnaire.** The Teacher Evaluation Questionnaire assessed staff (teachers who taught the four primary academic subjects plus Physical Education) reactions/observations of the program intervention. Forms were distributed and collected personally by the author (see Appendix L). All twelve questionnaires were returned (100%). Descriptive statistics were computed for Questions 1-6 (see Table 4.11) and content analysis completed for Questions 7-10 (see Table 4.12).
Table 4.10

Parent Evaluation Questionnaire
(Post Intervention)
(Percent (%) Response to Statements 1-8)

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA/A</th>
<th>U</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SA - Strongly Agree/Agree; U - Uncertain; D/SD - Disagree/Strongly Disagree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. My child has shown a definite interest in the study skills/motivation program.</td>
<td>36</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>2. My child has discussed with me (us) some of the activities and exercises of the study skills/motivation program.</td>
<td>70</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>3. I have observed positive changes in my child's study skills and habits.</td>
<td>33</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>4. I have observed positive changes in my child's personal motivation.</td>
<td>39</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>5. I have observed positive changes in my child's general attitude toward responsibility.</td>
<td>53</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>6. I would recommend the study skills/motivation program to other parents.</td>
<td>61</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>7. I would recommend the study skills/motivation program be offered to future Grade 8 classes.</td>
<td>69</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>8. I would recommend similar programs be offered in other grades.</td>
<td>61</td>
<td>33</td>
<td>6</td>
</tr>
</tbody>
</table>

(n = 36 of 80)
(a) Table 4.11. Table 4.11 indicates descriptive statistics for Questions 1-6. Responses were sorted into three categories: Strongly Agree/Agree; Uncertain; Disagree/Strongly Disagree, with Question 5 (a,b,c) further sorted into categories of: Most, Many, Several, Some, Few, None. The results indicated (i) teachers overwhelmingly supported the concept and recommended continuation of the program (ii) student transference of interest and involvement was not openly displayed and evidences of program (materials) was minimal in other subjects (iii) fifty percent of the teachers indicated that at least some of their students tended to show positive change and/or improvement.

(b) Table 4.12. Table 4.12 indicates content analysis for Questions 7-10. Since the responses were small in number all were included with no categorization or collapsing. The results indicate (i) teacher support for the program (ii) constructive suggestions for program modification (Staff/Counsellor communications).

(C) Process Indicators

(i) Student Achievement Stories. The Student Achievement Stories were stories students wrote approximately every second session. The students generated achievement related words or were given such words and then wrote on an assigned topic related to trying and being successful (see Appendix A; Appendix N). The results indicated that with each of the first three successive stories students tended to show greater interest, involvement
<table>
<thead>
<tr>
<th>Statement</th>
<th>SA/A</th>
<th>U</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am aware that a study skills/motivation program was offered to the eighth grade students.</td>
<td>92</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>2. I am glad that a program attempting to enhance motivation and study skills is being implemented in the school with the eighth grade students.</td>
<td>92</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>3. I would recommend the study skills/motivation program be offered to future eighth grade students.</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. I feel a program such as the one discussed above would be useful in other grades.</td>
<td>83</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>5. I am aware of Grade 8 student interest and involvement in the study skills/motivation program.</td>
<td>67</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>*For responses 5a; 5b; 5c; n = 8 of 12 (67%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most</th>
<th>Many</th>
<th>Several</th>
<th>Some</th>
<th>Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20+)</td>
<td>(10+)</td>
<td>(6-10)</td>
<td>(3-6)</td>
<td>(1-3)</td>
<td></td>
</tr>
</tbody>
</table>

5a. Students have discussed the program with me. | - | - | 8 | 8 | 12 | 42 |
5b. I have seen student materials of the program. | - | - | 8 | - | 17 | 75 |
5c. I have noticed changes (effort towards change/improvement) in students in the past six weeks. | - | 8 | 9 | 8 | 25 | 50 |

6. I doubt if the study skills/motivation program will really accomplish anything worthwhile. | - | 42 | 58 |

(n = 12 of 12)
Table 4.12

Teacher Statements of Program: Comments to Peers; Program Suggestions; Personal Concerns

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comments to Peers</strong></td>
</tr>
<tr>
<td>1. Good — Taught in &quot;Guidance/English.&quot;</td>
</tr>
<tr>
<td>2. Strongly agree with it — valuable.</td>
</tr>
<tr>
<td>3. Keep it in Grade 8.</td>
</tr>
<tr>
<td>4. Much needed program — must be concerned with motivation.</td>
</tr>
<tr>
<td>5. Worthwhile endeavour.</td>
</tr>
<tr>
<td>6. Might help to organize themselves.</td>
</tr>
<tr>
<td>7. It is critical.</td>
</tr>
<tr>
<td>8. It is necessary — difficult for me to motivate; particularly in how to study.</td>
</tr>
<tr>
<td>9. Certainly a worthwhile goal — I wonder if it is not too late; patterns established.</td>
</tr>
</tbody>
</table>

| **Program Suggestions** |
| 1. If only motivates a few — worth the effort. |
| 2. Integrate more with all subjects. |
| 3. Xerox an example of materials for staff. |
| 4. Inservice for teachers with Grade 8's. |
| 5. Publicize objectives so more monitoring across entire course spectrum can occur. |

| **Personal Concerns** |
| 1. Where/when to be taught — staff input! |
| 2. Results will not be implemented. |
| 3. Include some statistical analysis — concerned the value becomes tied to study skills (fad) while MOTIVATION is real issue. |
| 4. Little publicity. |

.../con't
Table 4.12 .../con't

Additional Comments

1. Noticed a large change in attitude of Grade 8's in this last month. Partially time of year, maturity and environmental adaptation - but the type of thinking and reflection that occurs in a take charge program of one's study habits and responsibility has probably contributed.

2. Very worthwhile venture! Appears over last 3-6 weeks my S.S. 8 classes have been doing slightly better on quizzes and tests. Program? Easier Tests?

and completion, a peak occurred at story three. Though stories four and five declined from the peak at story three the average words used stabilized (Average 7.2 Words) and more importantly the number of stories completed remained moderately high (60%) compared to story one and two (see Table 4.13). The results tended to show increased student interest with successive sessions.

(ii) What I Have Learned... . What I Have Learned in or out of school since this course started is ... provided an open-ended measure of student involvement and learning (see Appendix M). Though numbered only to seven, students were told they could list as many things as they felt was necessary. All students responded at least once, with most providing three or more items (see Table 4.14). An inspection of the statements indicated that only five percent were related to areas directly external to school. The student statements tended to show a significant frequency towards the two primary outcome measures of study skills progress and responsibility taking: all statements greater than frequency ten related to these
Table 4.13

Student Achievement Stories

<table>
<thead>
<tr>
<th>Story</th>
<th>Completed (of 85)</th>
<th>%</th>
<th>$x$ Achievement Word Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27</td>
<td>32</td>
<td>5.1</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>46</td>
<td>7.0</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>78</td>
<td>8.1</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>65</td>
<td>7.6</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>60</td>
<td>7.2</td>
</tr>
</tbody>
</table>

(Refer to Appendix N for sample of stories)

Table 4.14

What I Have Learned In or Out of School
Since This Course Started Is ...

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>$x$ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>4.00</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>3.46</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>3.11</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>3.14</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>73</td>
<td>3.43</td>
</tr>
</tbody>
</table>

(The total response was 251. Responses not directly related to school/program skills was 11 (5%). Refer to Appendix M for complete list of statements.)
two categories (see Appendix M). The results tended to show support for previous outcome measures and evaluation reports, which tended to show significant, positive gains across pre-post intervention period and moderating levels of positivity in the four month follow-up period.

(iii) Attendance. Attendance was computed across the pre-post intervention period and descriptive statistics were calculated (see Table 4.15). The results indicated that attendance was consistently high pre assessment through to post assessment. All students had been told the program was not mandatory with no loss of marks if withdrawal was chosen. Only three (4%) chose to not participate. Two others did not participate, one due to sickness and the other due to attitude and behaviour.

Table 4.15
Pre and Post Assessment of Attendance

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre ( \bar{x} ) (Term 1)</th>
<th>% Attendance</th>
<th>Post ( \bar{x} ) (Term 2)</th>
<th>% Attendance</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65.5</td>
<td>96</td>
<td>59.2</td>
<td>94</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>65.0</td>
<td>96</td>
<td>61.1</td>
<td>97</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>64.8</td>
<td>95</td>
<td>59.0</td>
<td>94</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>64.0</td>
<td>94</td>
<td>59.3</td>
<td>94</td>
<td>20</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>64.9</td>
<td>95</td>
<td>59.7</td>
<td>95</td>
<td>80</td>
</tr>
</tbody>
</table>

(Pre attendance total days = 68; Post attendance total days = 63. Five students dropped out of program: One for attitude/disruptive behaviour, Three by personal request, and One for sickness.)
(iv) **Student Effort.** Student effort, recorded by subject teachers in nine courses and entered on the official school record, was computed pre assessment (term 1) and post assessment (term 2). The effort was sorted into two categories: Good/Satisfactory; Needs Improvement. Each subject was assigned one point for a total possible score of nine. Inspection of the mean scores indicated that a difference between sex (male/female) existed (see Table 4.16). Males tended to score lower than females both pre and post assessment but tended to show significantly higher levels of effort improvement across the pre-post intervention period. Females tended to score higher than males both pre and post assessment but tended to show decreasing levels of effort pre-post intervention period.

(v) **Grade Point Average (GPA).** GPA was assessed pre and post intervention (Term 1 and Term 2) using marks entered into the official school record. The four main academic subjects plus one elective were used in computing the GPA. An analysis of variance, with factors of sex (male/female) and class (1-4), was computed with repeated measurement across the pre-post intervention time period (Dixon 1981). The results indicated there was no significant difference in GPA across the pre-post intervention period (see Appendix 0). However, there was a significant interaction effect between GPA and sex (male/female) across pre-post intervention period (p .01). There was no significant interaction effect between GPA and class or GPA, sex and class. Inspection of the means indicated males tended to move to a higher level of GPA
Table 4.16

Pre and Post Assessment Ratings
of Student Effort for Nine Courses

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre $\bar{x}$ (Term 1)</th>
<th>Post $\bar{x}$ (Term 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G/S</td>
<td>N</td>
</tr>
<tr>
<td>1 Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n = 11)</td>
<td>4.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Female</td>
<td>8.67</td>
<td>.33</td>
</tr>
<tr>
<td>(n = 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>6.6</td>
<td>2.4</td>
</tr>
<tr>
<td>(n = 20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n = 8)</td>
<td>5.4</td>
<td>3.6</td>
</tr>
<tr>
<td>Female</td>
<td>7.0</td>
<td>2.0</td>
</tr>
<tr>
<td>(n = 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>6.2</td>
<td>2.8</td>
</tr>
<tr>
<td>(n = 18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n = 14)</td>
<td>6.9</td>
<td>2.1</td>
</tr>
<tr>
<td>Female</td>
<td>8.6</td>
<td>.4</td>
</tr>
<tr>
<td>(n = 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>7.7</td>
<td>1.3</td>
</tr>
<tr>
<td>(n = 26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n = 8)</td>
<td>6.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Female</td>
<td>7.8</td>
<td>1.2</td>
</tr>
<tr>
<td>(n = 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>7.1</td>
<td>1.9</td>
</tr>
<tr>
<td>(n = 20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n = 84)</td>
<td>6.9</td>
<td>2.1</td>
</tr>
<tr>
<td>Male</td>
<td>5.8</td>
<td>3.2</td>
</tr>
<tr>
<td>(n = 41)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8.0</td>
<td>.98</td>
</tr>
<tr>
<td>(n = 43)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(G/S - Good/Satisfactory; N - Needs Improvement. Scores taken from student reports as issued by subject teachers.)
while females tended to show decreasing levels of GPA. However, the means also indicated that females tended to show decreased scores within the higher range of GPA while males tended to show their greater gains in the lower to moderate range of GPA.

Table 4.17

Pre and Post Assessment for Grade Point

Average Means (Term 1/Term 2)

<table>
<thead>
<tr>
<th>Class</th>
<th>Term 1 (Pre $\bar{x}$)</th>
<th>Term 2 (Post $\bar{x}$)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>13.7</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>21.7</td>
<td>19.0</td>
<td>12</td>
</tr>
<tr>
<td>Class</td>
<td>17.7</td>
<td>16.8</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>13.4</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>20.6</td>
<td>19.0</td>
<td>11</td>
</tr>
<tr>
<td>Class</td>
<td>17.0</td>
<td>16.5</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Male</td>
<td>11.4</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>21.8</td>
<td>20.8</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>16.6</td>
<td>17.1</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Male</td>
<td>9.11</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>16.4</td>
<td>15.4</td>
<td>10</td>
</tr>
<tr>
<td>Class</td>
<td>12.8</td>
<td>12.8</td>
<td>19</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>16.0</td>
<td>15.8</td>
<td>85</td>
</tr>
<tr>
<td>Male</td>
<td>11.9</td>
<td>13.0</td>
<td>41</td>
</tr>
<tr>
<td>Female</td>
<td>20.1</td>
<td>18.6</td>
<td>44</td>
</tr>
</tbody>
</table>
CHAPTER V

DISCUSSION

The results showed a statistically significant difference in the locus of control of students (enhancement of internal expectancy/diminished external expectancy) across the program intervention period and a statistically significant difference in the student progress (study skills and habits) across the program intervention period. Locus of control and student progress were significant across the program intervention period for sex (male/female) and class (2-4). Further, locus of control was not influenced by the covariate grade point average: locus of control maintained significance across student grade point averages.

In addition to these changes in positivity there were also positive evaluation reports for all three groups involved (students, parents, teachers). These participants showed similar outcome patterns for student gains and program support.

1. Increased awareness of locus of control
2. Student progress in study skills/habits
3. A needed program
4. Support for and continuation of program
5. Suggestions for modification/implementation

The process indicators further supported and strengthened the outcome
and evaluation results.

Together, the results of these measures support the conclusion that embedding motivation concepts, especially the connection between striving and goal attainment, into subject-matter material (study skills) was effective in enhancing students' locus of control and student progress in study skills and habits.

Qualifications and Limitations

There are a number of factors that qualify and limit the significance and generalizability of the results obtained in this study. First, the over-all design stressed practical application. The practical approach stressed (1) the individual and situational aspects of experience, and that the subject matter is valued for its implication for action. Less concern is placed in generating universal laws and generalizing the laws across individuals and situations (2) non-dependence on a single crucial experiment. Instead, field research depends on a cumulative effect (3) the utilization of formative evaluation as primary and summative evaluation as secondary. Therefore, generalizability is limited by design. Secondly, the population sample, although relatively homogeneous in character, represented only one school in a rural, British Columbian school district and the result obtained were therefore measures of a narrow student group. Thirdly, the program was designed specifically with this particular group (age/grade) in mind and the generalizability of the results is limited by a possible cohort effect existing within that group.
Also, the selected sessions were limited in number and the range and number of activities that they encompassed. It is possible that a different selection of activities or greater or lesser number of sessions could have produced greater or lesser degrees of gains in the data obtained. Furthermore, the study was designed, implemented and evaluated by an involved counsellor. The data obtained is possibly limited by non-deliberate instructor bias and it is possible that a different instructor(s) could have produced greater or lesser degrees of gains in the data obtained. The results are further limited by the effect of novelty and/or disruption. The effectiveness of the program could possibly be attributed to the fact that the instruction the subjects received is different from the instruction that the subjects normally receive.

Finally, there are the limitations due to testing and instrumentation. As the tests in the study were identical pre and post assessment it is possible that students became 'test-wise' and improvements could have been the result of their experience with the pre tests. Similarly, with student, parent and teacher evaluations, where self-report methods were utilized, it is possible that subjects were disposed to give more favorable ratings simply because they 'expect' or 'want' change to occur.

Commentary on the Program

The effort involved in this has been considerable. It would be a major weakness to present, discuss and summarize the summative or external data obtained and neglect the formative or internal
data obtained from the program. A primary focus of the study has been the utilization of formative evaluation or perhaps better described in this study as active-reactive-adaptive evaluation (Patton 1978); (1) an attempt to discover what a program is doing (2) where it is going (3) how it could be improved (4) what information is needed to reduce uncertainty about program implementation and effects. The discussion in this section proceeds from these points.

A most useful aspect of the program, which was not evident or consciously considered in the design, was the amount of information and awareness it provided about the students. Its use and possibilities as an assessment method with incoming grade eight students became increasingly more apparent with each successive session. Only after the program was completed and analysis was in progress did it become evident how valuable the information and time spent had been. Through the instructional process, six full weeks at two hours a week, the author had become more aware of and more involved in interpersonal relationships with this eighth grade population than any other in the previous four years. Not only does this provide student access for the remainder of the year but provides a foundation for the remaining four years with those students that remain in the school. So not only did the program enhance student locus of control and student study skills it also significantly enhanced the counselling process for this particular counsellor! A second unexpected result of the program implementation was teacher reaction; participant teachers directly involved in the program and those outside the program. Apart from their overwhelming support and constructive comments towards the program was their positive
interest at seeing counselling 'occurring.' Certainly it is traditional for teachers to view counselling as occurring 'behind closed doors' and to joke about the use and focus of counselling time. However, it has been the experience of the author that much of the joking reflects true, personal feelings often developed and sustained through misperception and non-clarification. The implementation of this program appeared to lessen those feelings considerably, creating opportunities (1) to show the staff counselling in action (2) to allow teachers to ask about the program and dialogue about it and counselling (3) for teacher consultations with those interested in how they could continue with and/or integrate the program goals. Student assessment and teacher interaction were two significant results of formative evaluation; two results which will be significant in adjusting the program for the next cycle.

Another interesting observation related to process involved student activity. The design of the program appeared to be focused enough to retain most students at task yet adequately varied in structure to allow independent pursual of learning; in other words, students enjoyed or at least didn't resent participating in the activities and they took from them the things(s) they needed most. This subjective view is supported when a review of Appendix M is undertaken. This was pleasing, as a major decision in the design was to limit 'content from on high' and instead emphasize 'learning about one's own learning style.' This appears to have occurred across a wide range; learned little/none to learned a lot. The amount of learning is not necessarily related to quantity but also quality. Such quality improvement was most
evident with the case studies and achievement stories. During content analysis it was evident that in many cases where actual increases of responses had not occurred (and in those where increases did occur) clarity and specificity of responses occurred. For example, whether post case study responses increased or not, they showed more complete sentences, clearer statements and generally more organized presentations. It is suggestive that quality, as well as quantity, made gains. Related to this was the difference between females and males. The outcome measures indicated that both sexes made gains across the intervention period. However, it was evident during the process and subsequently during analysis of the results that the males tended to show greater application as a result of their increased awareness of study skills and locus of control. This may be due to the fact that the males had a much greater opportunity for movement (scoring relatively low on GPA and effort) while the females had much less room for movement (scoring relatively high on GPA and effort).

What of program improvements and modifications? A number of suggestions were made by participants and certain factors were evident to the author during and after the process. A common observation of the primary participants, students and instructor, was program length. The design of the study and the school's term system required the program be implemented in the second term, which was the shortest term at eight full weeks; approximately four months into the school year. This meant between two and three sessions a week, dependent on other school activities and unplanned interruptions (like power failures and basketball games),
which tended to be too rushed for most students. The coming year the program will be implemented in September, where interest may be greater and certainly the program will be more immediately useful, and only one session a week will be presented over a period of twelve to thirteen weeks. This will also allow for earlier assessment of students. A further advantage will be a more appropriate integration with English classes.

A further modification will be the addition of one or two sessions on goals. It was evident at the beginning of the goal-setting sessions that the instructor had over-estimated the ability of the students. With the addition of more structured sessions on goals it is likely that more and stronger gains can be made by students. It is also important to proceed slowly in the beginning and anticipate little interest or motivation. Though this can be frustrating and discouraging within a session or two interest begins to accumulate. The slow build-up of interest, and cooperation, was also evident in group work. In sessions one through six students were slow to get to task and function responsibly. However, sessions seven through twelve indicated successive development in group cohesion and task completion.

An activity which was dropped from the program, due to non-involvement at the first attempt and later to save time, was the discussion circles (see Appendix A, Session 4). However, both in student evaluation results and in person, numerous students indicated they would like to see the discussion circles continued and/or group discussions increased. The students indicated that the problem had been shyness and/or fear at something new and different. As a
result it will be implemented in September and given more opportunity to develop. A second activity for which greater effort and initial explanation will be given is student journals. It was expected that these would not be well kept and such was the case, especially following the program when the students were left on their own. In September more time will be given to introducing and clarifying the journal concept as well as a regular dialogue with each student in their journals. For the latter, student journals will be taken in every second week for those that have no objection. It was evident from those who maintained their journal that it served as a valuable resource.

Lastly, the program's success (students' ultimate success) requires exposure and external support. The essentials of the program, to be most effective, must transfer beyond the program sessions. In order for that transference to occur parents and teachers must be involved. In the future, in addition to a general letter outlining the basic program, parents will receive a list of the essential learning goals for each session. This additional information would also include an explanation of the importance of parent involvement. Furthermore, parents will be invited to an evening meeting where the program will be outlined in greater detail and questions can be answered. For teacher interaction, the present study under discussion will be made available and any questions answered for them. In addition, in-service will be made available in the areas of study skills and motivation and personal consultation will be readily indicated. The ultimate success of the program rests on its successful integration with the students'
Implications

Often educational programs, curriculum interventions, show a statistical significance with limited practical significance. It was evident that the results obtained from this study indicated not only statistical significance but also significance for educational practice. Specifically, implications suggested by the results are:

(1) that the increased sensitivity to student needs and how these needs might be met, suggested by the program under study, could be helpful in designing and implementing other counsellor-oriented programs and services.

(2) that such programs are of practical significance and have significance for educational practice.

(a) costs were reasonable
(b) benefits were considerable
(c) need was great
(d) no visible alternatives were obvious
(e) fulfilled a preventive function
(f) fulfilled an instructional function (instructed students in a subject area that is situationally critical and important to their future development)
(g) fulfilled a diagnostic function (in the course of entering into a student population through developmental instruction, a great deal is learned about the
students and the system that can be used to assist students further upon program completion, to make recommendations for future interventions or no interventions)

(h) fulfilled a research function (by evaluating the program, or a group of programs, on a pre-post intervention basis, assessment of any short-term change that may take place as a result of the intervention can be completed)

(3) that instead of searching for that single model of guidance, counselling or education that will work everywhere, counsellors, teachers, administrators and university personnel must find ways to stimulate innovation and adaptation of programs to fit unique local needs and circumstances.

(4) that evaluations of such programs must also be initially based on the unique characteristics and goals of local programs, not automatic evaluations by standardized criteria applied across the board.

(5) counsellors can improve upon role perception through their presence in the classroom and also strengthen accountability through the involvement of others in the development, implementation and evaluation of curriculum programs.

(6) that counsellor training, theory and research methods will need adjustment so as to prepare counsellors for these new roles.

In summary, curriculum programs, such as the one presented in
this study, can add to an improvement of student development and counsellor development in the school setting within a developmental/preventive modality that will need to be given greater attention in the future. It is suggested that it is time counsellors moved into the role of developmental/preventive practitioners and researchers, using various theories as heuristics to guide their problem-solving. Given the current level of knowledge in counselling, developmental and instructional psychology we can ill afford not to make the effort!

"Where shall I begin?" asked the white rabbit.

"Begin at the beginning," the King said gravely,
"and go on till you come to the end, then stop."

[Lewis Carroll]

Future Research and Evaluation

A number of possible future research and evaluation directions are indicated by the results and conclusions of this study. First, the validity and generalizability of the data obtained could be increased by additional evaluations of the program under different circumstances. Limitations of this study were created by the use of a narrow population group, situational environment and non-deliberate instructor bias. Future research could attempt to overcome these problems, attempting to support and strengthen the results obtained through accumulated studies, by replicating the study with different grade eight populations, situational environments and instructors. Other research could involve the program, or an adjusted version, in evaluations with other grades.
Second, a further limitation was created in the instrumentation. Future research could compare different types of instrumentation as well as develop new instruments that are more sensitive to changes in attitudes and behaviours of the late-childhood - early-adolescent population.

Third, the results obtained relied heavily on the primary participant (students) data, with parent and teacher data integrated for collaboration. The validity and generalizability of the results could be enhanced by improvements in the methodology used. Future research could attempt to overcome this problem by the use of more direct collaboration during the development, implementation and evaluation phases. Specifically, seek to integrate more parent and teacher evaluation into the methodology. Also, the methodology could be enhanced by the use of more extensive evaluation reports and follow-up measures.

Fourth, the question of sessions and activities - their number, range, effectiveness, relative strengths and weaknesses - is another area that could also be profitably addressed by more detailed statistical and descriptive analysis. Future research in this area could attempt to determine more empirically the nature of the relationship that exists between different aspects of the program, identify those sessions/activities which most influence the effectiveness of the program and evaluate ways in which effectiveness might be increased.

Lastly, the present study was limited to immediate, short-term results. Although a four month student evaluation follow-up was completed a more extensive follow-up would be profitable. One suggestion indicated by the data is that a number of students seemed
to be actively interested and involved but they didn't manifest any significant gains on tests, evaluations or process indicators. One possible explanation is that there is a wide variation in these students in terms of development and their gains may not become apparent until perhaps a year from now. Future research could improve on methodology by designing a longitudinal study across several grades which sought to evaluate latent and/or lasting effects of the program.

Summary and Conclusions

This study, a developmental curriculum intervention embedding personal causation conditions (deCharms 1976) into study skill subject matter, was designed to enhance student motivation across a pre-post intervention period; inducing an increased awareness of locus of control; commitment and purpose, responsibility and personal motivation. A secondary focus of the study was to see if there were any differences in student study skill progress from pre assessment to post assessment.

Using a variation of Gage's (1978) Improvement Research model, formative evaluation with multiple measures was employed to evaluate the impact and effectiveness of the program on a rural British Columbian, eighth grade population.

Analysis of the variation for locus of control, with repeated measures across pre-post intervention period, showed a significant positive change (increase in internal expectancy/decrease in external expectancy). No significant differences were found for sex (male/female) or class (1-4). Analysis of the variation for student
progress (study skill/habits), with repeated measures across pre-post intervention period, showed a significant positive change in levels of student reported study skill progress. A significant difference was found in the measures obtained from student progress/class interaction, with classes two through four indicating substantially more gain than class one. No significant differences were found for sex (male/female).

Evaluation results and process indicators, of students, parents, teachers and instructor, showed a practical and educational significance of the program. In all cases support was strongly indicated for the program's continuation (with consideration for adjustments). The results of these measures tended to support the outcome measures of locus of control and student progress.

The results suggest that personal causation training embedded in study skill subject matter, as a curriculum program, is one which can enhance student development. Further, the results suggest that counsellors not only could, but should, seriously consider the benefits of developmental/preventive curriculum programs. The direction of future research would be to validate the findings and tentative conclusions reached in this exploratory study.

A final Sufi story perhaps provides direction to the tentative conclusions:

Yogurt is made by adding a small quantity of old yogurt to a larger measure of milk. The action of the bacillus bulgaricus in the seeding portion of yogurt will in time convert the whole into a mass of new yogurt.

One day some friends saw Nasrudin down on his knees beside a pond. He was adding a little yogurt to the
water. One of the men said, "what are you trying to do, Nasrudin?"
"I am trying to make yogurt."
"But you can't make yogurt in that way!"
"Yes, I know, but just supposing it takes!"

[Shah 1964: 90]
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APPENDIX A

ENHANCING PERSONAL CAUSATION

A STUDENT–CENTERED APPROACH
STUDENT-CENTERED APPROACH

Students start off not as complete blanks, but with habitual ways of going about reading, writing and discussion, and they develop from and change these ways slowly and with difficulty. They do not adopt entire new approaches wholesale. Conceptions of what learning and studying involve are usually deep-rooted, often based in powerful experiences from school. It is these conceptions which form the framework for the way techniques are adopted and employed. Unless existing habits and conceptions are taken into account, little of significance will occur.

Also the students themselves are in the best position to judge the appropriateness and value of new techniques. Whether a technique suits an individual, whether it meets the demands of the learning tasks, and whether it can be used appropriately given the present level of understanding of learning and level of intellectual development of the individual can only be decided by the individual himself. Our job is to help the individual make the decision.

GIVING RESPONSIBILITY TO THE STUDENT

Improvements in studying do not take place only during study skills courses and at no other time. They take place at any and all times during and when "expert" advice is not available. Developing as a learner is a continuous process, and unless the student takes responsibility for this process - for becoming aware of how he is learning and noticing what works and what does not work - then change will be impeded. Instead of making students dependent on expert advice and evaluation, self-evaluation and self-awareness should be encouraged. Only when students can see for themselves what the advantages and disadvantages of different ways of going about a study task are is development likely.

There is a tendency to carefully explain to students exactly what is good and bad about some notes or an essay, when in fact they are perfectly capable of judging for themselves. Students are often surprised when they realize they already have plenty of criteria available to them to judge. In the past they have simply not been in the habit of applying these criteria to themselves, but have left all judgements to teachers. Helping students to judge their studying for themselves is a crucial aspect of helping them to develop as learners.

(Gibbs, 1981, pp.88-89)
This emphasis on personal responsibility is stated in Carl Rogers's "principles of learning":

Learning is facilitated when the student participates responsibly in the learning process. When he chooses his own direction, helps to discover his own learning resources, formulates his own problems, decides his own course of action, lives with the consequences of each of these choices, then significant learning is maximised.

Independence, creativity and self-reliance are all facilitated when self-criticism and self-evaluation are basic...

(Rogers, 1969, pp.162-163)

This intervening curriculum incorporates developmental strategies for Grade 8 - to promote industry, identity, personal responsibility and related self-motivation. It uses study skills as a focusing, educationally/socially approved vehicle.

Sections 1 and 2 introduce the course, expectations and requirements as well as an introduction to self-awareness. Thereafter, a repeating cycle includes self-study, group goal setting/awareness through dyads, quads and total group interaction, personal goal setting and assessment, a "discussion circle" exploration/integrating exercise and an achievement story to enhance positive self-concept.
SESSION 1

INTRODUCTION

Learning/Study Skills

Present to students the program rationale (preceding pages) emphasizing student-centered approach and personal responsibility. Relate to specific area of study skills and school.

Format
- 12 sessions/2 sessions a week
- Activities: individual exercises; paired exercises; small group exercises; large group exercises.
- Self-evaluation through the program - primarily through JOURNALS.

ROLE-PLAY

Scenario I

Bill (B): "What's the matter, George, trying to make it through the easy way?"

George (G): "What do you mean?" (a little angry)

B: "Trying to convince the teacher you're not as stupid as you look, eh?"

G: "Just what are you getting at?"

B: "Now don't start playing innocent, we all saw you brown-nosing the teacher after class."

G: "I don't suck up to nobody. I was just trying to get something clear."

B: "Sure you were. That's the third time this week. Man, have you turned into a suck."

G: "What's bugging you. Your friends drop you again?"

B: "Nothing's bugging me and leave my friends out of it. I just wanted to tell you you look like a real jerk trotting up to the teacher like that. And we don't need anyone like you trying to cut our throats."

G: "Talking about jerks, you sure made a fool out of yourself in class today. We haven't had such a good laugh in a long time. You're almost as stupid as your ugly sister."

B: "Shut up."

G: "That was the dumbest comment I ever heard."

B: "Just one more peep out of you, and ... "

G: "The teacher says, "What's an equilateral triangle?" and you said ... "

B: "You ... " (hits him)
Students write in Journals (two/three sentences):
   a. What happened in this story?
   b. Why?

Scenario II
   B: "What's the matter, G, trying to make it through the easy way?"
   G: "What do you mean?"
   B: "Trying to convince the teacher you're not as stupid as you look, eh?"
   G: "What's bothering you? So far, you aren't getting through the year."
   B: "Now don't play innocent. Today was the third time this week you talked to the teacher after class, if that isn't brown-nosing, I don't know what is."
   G: "That, well, you know, I've been having a lot of trouble in geometry. So I went up and asked the teacher a couple of questions about last night's assignment."
   B: "And at the same time, you were trying to get a little pull with him."
   G: "You know darn well I don't brown-nose anyone. As it is, I'll be lucky to make a C in that class. Look, if you were having trouble in that class, wouldn't you do the same thing?"
   B: "Are you nuts? I'd never do anything like that."
   G: "Well, it is sure better than flunking the course. And if people don't like it, that's just tough."
   B: "I still think it looks real funny."
   G: "Yeah, but what can you do?"
   B: "I don't know, but I don't think I'd do it."
   G: "Well maybe you don't mind flunking out. I gotta get home. See you."
   B: "Yeah, see you around."

(Adapted: Kanfer and Goldstein, 1975, pp.169-170)

Students write in Journals (five/six sentences):
   a. What happened in this story?  b. Why?
   c. What do you think made the difference in the two endings?
   d. Which scene do you think has a more satisfactory ending?
   e. Which scene is more common?
Dyad Exercise  (Preliminary to weekly "Discussion Circle")

Using statements from Scenario have students practice listening. Each student reads comments to partner. Partner listens only, maintaining eye contact.

On completion of exercise each student answers in their Journal:

"If you were George, which way would you handle the situation? Would you like to be able to handle it differently?"

Volunteers may present their solutions to the large group.

Expectations

- Suspend judgement: give the course a fair try.
- Commitment to try
- Only one speaker at a time: others listen when in large group (Also in smaller groups)
- Maintain a "JOURNAL": a personal record of reactions, feelings, beliefs, successes, failures, ideas, goals. Personal and private - keep confidential.
  Entries at least with each session and related exercises and other times as possible.
  Journals will be kept in classroom and may be added to at any time.

HANDOUT: Evaluation of the Class Activities

**EMPHASIZE THROUGHOUT COURSE:

"PEOPLE PREDICT ___________________________ I DETERMINE"
EVALUATION OF THE CLASS ACTIVITIES

DATE

Today's Weather: ___________________________ and I am feeling ___________________________.

I. Class Activities (describe briefly):

II. What was the purpose/reason for each activity?
   A.

   B.

III. Today I learned that I ....

IV. I discovered that ....

V. I never knew that ....

VI. For next class I would like to (work on) (GOAL): ORIGIN ASSIGNMENT (think about)

HAVE A SUPER DAY!
SESSION 2

ROLES

Who Am I?

**Individuals:** List 10 identities/characters in Journal. Explain to the students what is meant by roles. Individuals to choose a role they feel they have been successful in:

- a. list what tasks he/she does to be that role/identity.
- b. identify strengths and weaknesses of the role.
- c. decide what value is expressed in enactment of the role.

**Dyads:** Discuss with partner the statements of a,b,c. Make note of any similarities and differences.

Working together, identify tasks for the role of the "student." If this was one of the roles already discussed compare with partner's ideas.

**Class Group:** Bring out the roles of the "student." Have each dyad offer at least one task. List tasks on board and have students enter in Journal.

**Individuals:** Write personal statement on exercise "Who am I?"

Origin Outline

**Discussion:** Handout: ORIGIN IS? /ORIGIN GUIDE STATEMENTS

Discuss with the class the 9 characteristics. Individually, have the students comment on the characteristics as they see them applied to themselves. Where do they think they might emphasize improvement? How well do they think they fit the role of an Origin?

Achievement Story

**Class Groups:** Explain to the students that they will be writing some short stories - stories which they may create as freely as possible and not to be over concerned with grammar and spelling. (The stories may be used as a rough draft from which further work in grammar and spelling may be taken.) The important aspect is freedom of expression.
Each week a panel of student judges will read the stories and select the best ones and these will be posted as "The Story(ies) of the Week." The criteria for selection is to be at the discretion of the panel.

At the beginning of each week the instructions for the story will be given. This will give students time to share ideas and think of words.

*Attempt to elicit achievement words (thoughts) from the students; try not to supply words. List 10-15 achievement-related words. Students are to select 10 or more words which they will include in their stories.

*Discuss with the students the "real life" meaning of the words. Ask students to have parent read and sign story if student feels comfortable to do so.

SKELETON PLOT: This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than it has been done before and he/she actually says he/she wants to succeed in what he/she is doing. (OPTIONAL: Supply magazines from which students could be encouraged to select pictures that suggested stories to them.)

HANDOUT: EVALUATION OF THE CLASS ACTIVITIES

ACHIEVEMENT-RELATED WORD LIST SHEET
### ACHIEVEMENT-RELATED WORD LIST (EXAMPLES)

<table>
<thead>
<tr>
<th>Responsible</th>
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<tr>
<td>Prepared</td>
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<td>Plans</td>
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<td>Practices</td>
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<td>Careful</td>
<td>Challenge</td>
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<td>Achieve</td>
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<td>Intend</td>
<td>Interested</td>
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<td></td>
<td>Goals</td>
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</tbody>
</table>

*Instructor's note:
If difficulty generating words you may wish to assign 10 words for each story plot. A partial list is provided as examples.*
ORIGIN IS?

An Origin is someone who:

a. Takes Personal Responsibility
b. Prepares his work carefully
c. Plans her life to help her reach her goals
d. Practices his skills
e. Persists in her work
f. Has Patience, for he knows that some goals take time to reach
g. Performs - she knows she has to do things in order to reach her goals
h. Checks his Progress - feedback
i. Moves toward Perfecting her skills, paying special attention to improvement

***REMEMBER TO YOURSELF:

PEOPLE PREDICT ------------------ I DETERMINE
ORIGIN GUIDE STATEMENTS FOR JOURNAL

I. Goals in Life - list and discuss goals that you want or would like to achieve. Focus on any/all aspects of your life.

II. Importance of using careful checks on your progress in striving for your goals. How will you keep checks and what will you do to monitor your goal(s). Note these and comment with each goal that you set.

III. Actual check on progress - focus on how well you did on your set goal(s); focus on the activity actually done, feelings associated with success or failure, personal responsibility as well as the feelings related to an easy, moderate, or difficult to reach goal.

IV. Is it good to be an Origin? - Discuss your values (what you believe in.), pay attention and comment on people/students you see who act like an origin and comment on how other people/students see how you are and act. Think about personal responsibility.

V. Experience of being a Pawn. - Recall being treated as a Pawn or acting as a Pawn. Pay particular attention to the feelings related with the experience. What was it like? What did you not like about it?

VI. What I can't do - discuss, realistically, things you feel you can't do. Do you have any personal shortcomings? What are they?

VII. What I can be and do! - Think about and discuss your abilities. What can you do and what can you be! What are your strengths, abilities and assets? What can you do with them?

VIII. Consider, comment, whether your goals(s) are realistic. Have you set goal(s) in relation to your abilities? Can they be realistically reached?

IX. Be aware, note down, discuss, who is responsible (yourself or others) for not reaching/for reaching your goal(s). Be aware of your source of blocks. (Who is doing the blocking?)

X. Reducing personal and other blocks - note down and discuss the ways you can do things to reduce blocks and allow yourself to move towards your goal(s).
ACHIEVEMENT STORY #1

This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than it has been done before and he/she actually says he/she wants to succeed in what he/she is doing.

ACHIEVEMENT-RELATED WORDS:

1.

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SESSION 3  SELF-STUDY

How Do We Learn Best  (Adapted: Gibbs, 1981, pp. 11-12)

Notes: This exercise is designed to act as an initial impetus to students thinking about their own learning. It provides an introduction to the format of the group discussions and as an initial orientation to students to pay attention to, and value, their own experience of learning. Even students who passively expect to be told how to learn can be surprised by how much they already know, from their own experience, about the conditions that foster 'good' learning and about what they can do to bring about those conditions.

One possible outcome to watch for is participants who simply blame others for their bad experiences. Groups of students may tend to blame rotten teaching. Orient participants towards the role that they themselves play in learning situations; this can help make the exercise to be more constructive.

Instructions:

Individual: 'Think back to some past experience of learning - it could be at school, in sports, in a hobby, anything that was particularly awful - it may have been boring or humiliating, or you simply learnt nothing at all. Jot down a few notes on why it was so bad.

'Now do the same for a good learning experience - where you learnt a lot, were successful, enjoyed it and were interested. What was it that made learning so good? Jot down a few notes'

Dyads: 'Relate your experience to each other. Explain why your experiences were good or bad. What are the main similarities between what makes learning good or bad for you both? Try and stick to basing your discussion in your own personal experiences rather than generalizing'
Quads: 'Form a group of four with another pair. From your pooled experiences of good and bad learning, can you see any themes arising? - things which for you tend to characterize good and bad learning in general? Each group of four elect a chairperson who notes down what is said under two columns: "Things that lead to unsatisfactory learning" and "Things that tend to support and encourage very satisfactory learning." Note down as many things as you can under these headings.'

Class: 'Each group of four, in turn, reads out one item from its list. Everyone else listens and asks the group to explain itself, to make the meaning of each item clear. Also, for each item, I'd like suggestions as to how that might affect the way you are learning here, in this institution, now.'

*Work through all items or until time runs out.

ORIGIN ASSIGNMENT:

Review the day's activity (session 3) and select something you feel would help you be a better learner. Think about how you might carry out this goal. Next session you will work with a partner and plan this goal - to work towards it and evaluate it for the remainder of the sessions.

HANDOUTS: EVALUATION OF THE CLASS ACTIVITIES
SESSION 4 GOAL-SETTING

Origin Assignment:
Dyads: Each student to choose one broad goal to concentrate on for the remainder of the course. With the help of partner, write a clear statement of goal into the Journal: what is the goal, how will you reach it, how will you know you have reached it (benchmark)? Progress towards goal to be self-evaluated with the help of partner - keep a record in Journal. Help each other.

HANDOUTS: Goal Recording Sheets/Guide Questions, Student Progress Survey, Evaluation of Class Activities
*Explain each clearly.

"GOALS" of the course for remaining sessions:
A. Organizing Yourself (General Self-study)
   1. Using Class Time (Specific Self-study)
   2. Using Home Time (Specific Self-study)
B. Note Taking
C. Taking Examinations

Exploration: Discussion Circle Group Exercise
To develop skills of listening, paraphrasing and summarizing. To develop Origin behaviours.
Guidelines: A-when person speaks, everyone must look at that person
B-each person gets only one turn
C-each person speaks no more than one minute
D-any person in group may 'pass'
E-volunteers may sum up: "What have you learned?"
F-students write up reactions, feelings, beliefs in Journal.

TOPIC: THE KIND OF PERSON I WANT TO BE!
This sheet will allow you to keep a record of your progress for each period of the week: FOR YOUR GOAL(S) WHICH YOU HAVE CHOSEN IN THE ORIGIN ASSIGNMENTS. (Note successes, difficulties and any other relevant information that will help in your goal.)

<table>
<thead>
<tr>
<th>DAY 1</th>
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GUIDE QUESTIONS FOR GOAL EVALUATIONS

1. What worked for you in working toward your goal?

2. What kind of things got in the way or interfered with you reaching your goal?

3. How realistic, reachable, is your goal? Do you think you need to re-set your goal?

4. What things are better, if any, since you have been working on your goal?

5. How do you feel your effort was? Did you really try, persist, at working at your goal?
STUDENT PROGRESS SURVEY

Student ___________________________ Date _________________________

*This survey is for you to monitor your progress towards goal(s). Once you have set a goal and decided how you will reach it (approach) the survey will allow you to evaluate your progress. Please record your observations carefully. Thanks.

Use of time

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this behaviour has:
Increased/Improved ____ Decreased/Worsened ____ Same ___

Assignments in on time

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this behaviour has:
Increased/Improved ____ Decreased/Worsened ____ Same ___

Assignments completed

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this behaviour has:
Increased/Improved ____ Decreased/Worsened ____ Same ___

Attendance

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this behaviour has:
Increased/Improved ____ Decreased/Worsened ____ Same ___
Academic progress

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Classroom behaviour

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Classroom attitude

EXCELLENT 7 6 5 4 3 2 1 POOR

In the past ___ weeks this has:
Increased/Improved ___ Decreased/Worsened ___ Same ___
Organizing Yourself  
(Adapted: Gibbs, 1981, pp.15-17)

Notes:  How organized students are is the one aspect of their studying that consistently correlates quite highly with examination results (Gibbs, 1981). Well organized students do better! How organized you are is a fairly fundamental part of who you are and how you are. Perhaps more than with any other aspect of learning, changing how organized (and by implication how hard working) you are involves feelings: threats and fears. Students can start to feel very incompetent and inadequate when confronted with just how marvellously organized and efficient it is possible to be. Students seldom discuss the subject. There is often even a social pressure to give an outward appearance of incompetence. In the subculture of peer groups it seems quite common for students to have to pretend to have done no work, or to have no idea an assignment is due in, even if this is not the case.

This exercise attempts to get feelings about organization and diligence out in the open, and discussed, before possible practical solutions are suggested. The materials for this exercise consist of a checklist of statements about being organized. The exercise is concerned with making discussion of the topic legitimate - socially acceptable, helping participants to recognize that their feelings and problems are not unique and pooling ideas and suggestions for improvement.

The statements in the exercise (suggested statements) are all negative. This is because people seem to find it easier to say negative than positive things about themselves, and so it helps to start identifying with statements and so thinking about themselves. If you find that participants are becoming too negative, and in fact suggest everything is hopeless, try to include more positive statements.

A second caution is the character who attempts, with great enthusiasm, to persuade others that organization and planning are not a problem at all: 'Provided you do ... (and here describes his or her own pet organizational technique) you'll be fine!' This is not useful to those students who are having trouble.
Instructions:

Individual: 'Read down this list of statements ticking those you feel apply to you. Alter statements so that they apply to you better. Note down anything you are not sure about or any differences you have.'

   'How many have ticked fewer than 5? Fewer than 10? Fewer than 15? 15-18?'

Dyads: 'With your partner compare how you have responded. Have you responded the same? For the same reasons? When you have responded differently, why is this? Note your comparisons in your Journal.'

Quads: 'In your groups of four see where you agree and differ. Taking one statement at a time, ask yourselves: "Does this matter?" If you think it does, are there ways in which anyone in your group of four copes with or overcomes this particular problem? Note those ideas and ways you find for presentation to the class as a whole. Record the ideas in your Journal.'

Class: 'Each group of four, in turn, takes one of the statements they noted as important and relates to the others in the class. Someone record on the board. Continue through all items or until time runs out.

ORIGIN ASSIGNMENT: Each student to choose a minimum of one organizational goal and note it in their Journal. In pairs, students discuss their goal and share method for reaching goal and how they will evaluate their progress towards achieving it. (Each student may wish to chart progress for the week - one timetable cycle or 40 periods - and complete statements of feelings in Journal.) At the end of the cycle the student is to discuss, in their Journal, their personal reactions:
   What worked for them? What hindered their progress?
   How realistic was their goal? How were things better?
   How do they feel their effort was? Were they persistent?

HANDOUT: GUIDE QUESTIONS/GOAL EVALUATION SHEET
   EVALUATION OF THE CLASS ACTIVITIES
   STATEMENTS ON ORGANIZATION

OPTIONAL ORIGIN ASSIGNMENT: Students may interview a Senior student (successful) on their organizational approach. Get their feelings about organization and planning - in particular about school related planning.
Session 5 Materials — Statements on Organization

Instructions: Read down this list of statements ticking those you feel apply to you. You may alter any statement so that they apply to you better. On the back of the page note any statements or feelings that may not be indicated in this list. (Differences from this list)

I don't think I work as hard as I could.
I couldn't tell you how many hours I put in last week.
I often seem to leave things, like reports, till the last minute.
I find it hard to get down to work.
I don't seem to be able to stick to a task (like reading through a chapter) for very long.
I think that others do more than me.
I don't find it easy to talk to others openly about how much work I'm doing.
I am never quite sure what I've got to do next.
I sometimes take ages to "get going".
I'm not sure if I am doing enough or not.
I tend to flit (skip) from one task to another.
I seem to work better in some places than others.
I work rather irregularly, putting in lots of time one week and practically none the next.
I'm generally behind, sometimes several weeks behind assignments.
There is no way I could do all the work I'm expected to.
I'm not sure I always do the most important things first.
I'm not sure I'll be able to successfully pass this (a) course.
I don't have any sort of long-term, or even short-term, plan for myself.
SESSION 6          EXPLORATION/SELF-CONCEPT

Discussion Circle Group Exercise:

**Refer to Session 4

TOPIC: MY GREATEST SUCCESS!

Achievement Story:

**Refer to Session 2 (Use 10-15 new achievement-related words)

SKELETON PLOT: This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than he (she) himself (herself) has done it before and he/she actually asks for help in attaining his/her goal.

HANDOUT: STUDENT PROGRESS SURVEY
EVALUATION OF THE CLASS ACTIVITIES
ACHIEVEMENT-RELATED WORD LIST SHEET
ACHIEVEMENT STORY #2

This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than he/she himself/herself has done it before and he/she actually asks for help in attaining his/her goal.

ACHIEVEMENT-RELATED WORDS:

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SESSION 7  SELF-STUDY

Organizing Yourself: Utilization of Home Time

Utilization of School Time

**Refer to Session 5 Re: Notes.

Instructions (For both Topics):

Individual: 'Think back over the past months, or any earlier experiences which may stand out (Home/School) and jot down where time was poorly used, wasted away, not planned or not even considered. Also try to make notes on why it was so bad.'

'Now do the same for good use of time. Where you did plan your time, were successful with time management and found time was well used. What was it about those times that made you successful with your time? Jot down a few notes.

Dyads: 'Relate your experience to each other. Explain why your experiences were good and bad. How your time was used poorly and well. What are the major similarities you share? Major differences? Try and stick to basing your discussion in your own personal experiences rather than generalizing.'

Quads: 'From your pooled experiences of good and bad time use (Home/School), can you see any themes, major similarities, arising? - things you could generalize about time use of a student? Each group of four elect a chairperson who notes down what is said under two columns: "Things that lead to satisfactory time use" and "Things that lead to unsatisfactory time use". Note down as many things as you can under these headings.'

Class: 'Each group of four, in turn, reads out one item from its list. Everyone else listens and asks the group to explain itself, to make the meaning of each item clear. Record the items on the board.

*Work through all items or until time runs out. Each topic at least 30 minutes or 1/2 period.

ORIGIN ASSIGNMENT: *Refer to Session 5: Focus is setting goal(s) for time use - Home/School

HANDOUT: GOAL EVALUATION SHEET/GUIDE QUESTIONS

EVALUATION OF THE CLASS ACTIVITIES
SESSION 8  EXPLORATION/SELF-CONCEPT

Discussion Circle Group Exercise:

**Refer to Session 4.

**TOPIC: WHY TRY!

Achievement Story:

**Refer to Session 2 (Use 10-15 new achievement-related words)

SKELETON PLOT: This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than someone else and he/she actually says he/she is looking forward to success.

HANDOUT: STUDENT PROGRESS SURVEY
EVALUATION OF THE CLASS ACTIVITIES
ACHIEVEMENT-RELATED WORD LIST SHEET
ACHIEVEMENT STORY #3

This week you are going to think about and write a complete story in which the hero or heroine is trying to do something better than someone else and he/she actually says he/she is looking forward to success.

ACHIEVEMENT-RELATED WORDS

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SESSION 9

SELF-STUDY

Taking Notes

Notes: This session uses the simple and useful device of asking students to undertake an actual learning task - in this case taking notes - and then just asking them to compare with other students how they did this and to share methods and uses. This enables differences between students to highlight the nature of the learning task - in this case some of the decisions about content and process which are involved in note taking and which might otherwise be taken for granted. Most students, even experienced ones, are quite inarticulate about why they take notes in the way they do.

Probably the most important thing to learn about taking notes is that it can serve a variety of functions in learning. Different tasks make different demands, and different ends require different means. (Explain this with an illustration)

The task of requiring each person to get to understand the other's notes sufficiently to be able to explain them to another pair is quite useful. It is particularly useful when you suspect students will take their own particular form of studying somewhat for granted and not really feel there is anything to be said about it. Another's lack of understanding and persistent questioning can get around this and draw out more than if the individual were asked to explain their own notes.

Instructions:

Individual: This first stage involves students taking notes from some source - a lecture, book, film or video. This can simply involve the students' last lecture or notes or a special note taking activity at the start of the session. The more recently the notes have been taken, the more vividly and completely will students be able to reconstruct how and why they were written.

Dyads: 'In pairs, each of you in turn have a look at the other's notes and try to understand why they are written in the form they are. Which things are included and which are left out, and why? What will they be used for? Ask the other person whatever questions you need in order to understand their notes. Spend about five minutes on each set of notes. Next, you will be asked to explain and justify your partner's notes to another pair.'
Quads: 'In fours, each of you in turn try to explain your partner's notes to the other pair. Why are the other's notes different from your own? Do the others use their notes in the same way as you do? Find out. You are not allowed to describe your own notes unless your partner is unable to.'

'Still in fours, can you see from your four sets of notes what makes them either "good" and useful notes or "poor" and useless notes? Form a list of those characteristics you have identified which you think are useful and those which you think you should avoid. Write these down for presentation to the class.

Class: 'Each group in turn will read out one item from its list. If what is read out is clear to the other groups and not a problem, then we will write it up on the board under one of two headings: "Good points about these notes" or "Bad points about these notes." If any of the points are unclear, we will clarify them and only put them up on our list if we agree on it and are clear what it means.'

*Continue through all items or until time runs out.

ORIGIN ASSIGNMENT:
*Refer to Session 5: Focus is setting goal(s) for note taking.

HANDOUT: Note Taking - Two Methods
EVALUATION OF THE CLASS ACTIVITIES
GOAL EVALUATION SHEET/GUIDE QUESTIONS
INSTRUCTOR'S NOTES:

To take notes effectively, one must have the ability to identify main ideas and important data within a written or oral presentation. It is assumed that students have already developed at least rudimentary skill in identifying main ideas and facts. If some or many of the students do not have this skill yet, it may be necessary to provide them with the instruction necessary for its development.

To help your students develop a mastery of these methods - outlining and mapping - structure a number of different kinds of situations throughout the year in which the students must take notes and hand them in for review. Through this kind of ongoing process you can both stress the utility of note-taking and keep your students engaged in improving their note-taking skills.
NOTE-TAKING METHODS

Effective note taking is perhaps the single most useful study skill that a student can learn. The ability to take good notes will prove not only useful in academic contexts but also in any setting which requires the retention of information. The process of taking notes results in learning both when the notes are taken and when they are used.

Two methods are presented through their application to written materials: (1) outlining, the traditional method; and (2) mapping, a technique which is presented below.

MAPPING: WHAT IS ITS VALUE?

Research indicates that people see, understand, and respond to the world in very different ways and personal ways. Evidence of these individual differences can be seen every day in the ways students express their thinking and feeling.

This understanding of differences in seeing and thinking is a useful concept to apply to note-taking methods. While some students are comfortable with the outline method, others can only struggle with this method, especially when the notes required to take lack an obvious order.

Mapping is an alternative note-taking method that can prove useful (1) to students for whom outlining is not a helpful tool, and (2) in situations where the presentation of material lacks a clear organization, such as class discussions. Mapping requires less organization than outlining does as one goes along but results in nearly equal well-organized notes. Although it may be used in any context, mapping
is particularly helpful for taking notes during unstructured oral presentations.

Certainly outlining is an important and useful note-taking method. Mapping can also be useful, particularly to those who find outlining difficult. Although mapping may be new to you, examine it carefully, experiment with its use, and master its uses if you find it useful.

METHODS

Taking notes helps you to learn in two ways:

1. To take good notes, you need to figure out what the important ideas and facts are in what you are reading or hearing. Figuring out what these important ideas and facts are and then writing them down will help you learn them.

2. You can use your notes a week or a month later to study for a test or prepare an assignment.

TWO GOOD METHODS FOR TAKING NOTES ARE:

1. OUTLINING
   I. Main idea
      A. Idea/detail
      B. Idea/detail
         1. Sub-detail
         2. Sub-detail

   *Think of your notes as a MAP. Only write down the main ideas and important facts. Also, be sure to write your notes in your own words.

2. MAPPING

   USE ABBREVIATIONS AND SYMBOLS AS MUCH AS POSSIBLE WHEN YOU TAKE NOTES. THE MORE YOU CAN USE THEM, THE LESS WRITING YOU'LL HAVE TO DO.
MAPPING EXAMPLE

The 'best notes' in outline form of a 14 year old boy, and his mapping notes about English.

SETTING  -  Time and places in which novel is situated.

IMAGERY  -  Kind of images the author uses to describe (usually) by simile or metaphor.

SYMBOLISM  -  One thing stands for another
The witches in Macbeth signifying end.
SESSION 10  EXPLORATION/SELF-CONCEPT

Discussion Circle Group Exercise:

**Refer to Session 4

TOPIC: I'M USUALLY SUCCESSFUL WHEN ....

Achievement Story:

**Refer to Session 2 (Use 10-15 new achievement-related words)

SKELETON PLOT: This week you are going to think about and write a complete story in which the hero or heroine is trying to do something that will take a long time but will result in personal success and actually says what (or how) he/she is doing to help himself/herself succeed.

HANDOUT:
STUDENT PROGRESS SURVEY
EVALUATION OF THE CLASS ACTIVITIES
ACHIEVEMENT-RELATED WORD LIST SHEET
ACHIEVEMENT STORY #4

This week you are going to think about and write a complete story in which the hero or heroine is trying to do something that will take a long time but will result in personal success and actually says what (or how) he/she is doing to help himself/herself succeed.

ACHIEVEMENT-RELATED WORDS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
SESSION 11    SELF-STUDY

Taking Examinations    (Adapted: Gibbs, pp.42-44)

Notes: This exercise is aimed at what is involved in actually sitting the examination itself. It gives students the chance to think about how to plan their time and tackle the examination paper sensibly while not under stress or time pressure. As material you will need a past examination paper, complete with any examination instructions, for a course students are studying. Make sure that each group of four at least is working from the same examination paper - if it is necessary to use more than one examination.

The timings for this exercise are very tight. Two periods may be required - breaking between dyads and quads. Exercises on examinations seem to have a cathartic effect and raise all sorts of powerful issues for students other than those strictly related with taking examinations. It may take some guidance from you at the class discussion, or even an additional exercise, to make the link between examination tactics and revision tactics.

Instructions:

Individual: 'Imagine you are in the examination room, and you are given this exam paper and told to begin. Go ahead, for ten minutes, exactly as if you were really doing the exam.'

Dyads: 'Compare what you did with your ten minutes - was it different? How? Why? Note these in your Journal.'

Quads: 'Pool the tactics you adopted. What are the most useful things to do in the first ten minutes? What things are best avoided?'

Individual: 'Now go back and start tackling a question which is not your best question (choose your 2nd or 3rd best) and start working on it. You have ten minutes to work on it. Don't try and finish your answer in ten minutes, just use it as the first ten minutes you'd spend on this answer.'
Dyads: 'Compare how you went about starting to answer your chosen questions.'

Quads: 'Pool your tactics. What methods of revision would be best suited to the tactics you would choose to adopt?'

Class: 'Each group is to describe a promising way of tackling the paper, and going about answering a question; and to suggest what form of revision would be the best sort of preparation for that way. List the tactics on the board.'

*Continue through all items or until time runs out.

HANDOUT:

SOME EXAMINATION WEAKNESSES
GOAL EVALUATION SHEET/GUIDE QUESTIONS
EVALUATION OF THE CLASS ACTIVITIES

ORIGIN ASSIGNMENT:

*Refer to Session 5: Focus is on setting goal(s) for examination taking. Choose one or more examination tactics (approach) which you feel will help you and plan a revision tactic (method) to reach it. Do this in preparation for your next major test. Monitor and evaluate your progress and results as in previous Origin Assignments.
SOME EXAMINATION WEAKNESSES

* Turning up late and flustered - and so losing time.

* Not following the examination paper instructions about which and how many questions to answer and so answering questions which do not count and missing out questions which do count.

* Budgeting time between questions so badly that not enough questions are answered (e.g., three instead of four, throwing away twenty-five per cent).

* Misreading or misunderstanding questions through spending too little time deciding what is being asked for - and so answering a question which has not been asked.

* Reading whatever the question (whether 'Discuss ...' 'Compare and contrast ...' 'Evaluate ...' or whatever) as: 'List whatever you can think of about this topic in whichever order you can think of it. Make no attempt to organize your answer. Include only unconnected facts.

* Writing illegibly. This is very common. The more slowly an examiner is forced to read, by poor handwriting, the less chance there is that he or she can work out what an answer is saying.

* Using opinions and personal experience as a substitute for well-supported arguments. Abandoning all logic and intellectual rigour.

* Believing that sheer quantity will gain marks. In fact, the reverse can be the case - good points and arguments being lost in a welter of irrelevant detail.

* Forgetting that the first 50% of marks for an answer are relatively easy to obtain, the next 25% extremely difficult and the last 25% quite impossible - and so wasting time elaborating on already good or adequate answers instead of improving poor and inadequate answers.

* Trying to remember what they know about a topic, select what is relevant to a question, organize it into an answer and formulate sentences to express that answer all at the same time instead of in separate stages - and so producing partly irrelevant, disorganized, incomplete and incoherent answers.

* Failing to read through finished answers for grossly incoherent and incorrect passages.

* Panicking.

This is, of course, a partial list and you may wish to delete and add items to suit your own subject discipline and experience.
SESSION 12  EXPLORATION/SELF-CONCEPT

Discussion Circle Group Exercise:

**Refer to Session 4 - Lengthen time to 2 minutes per person. Once everyone has had their turn open to a general discussion.

**TOPIC:** WHAT IS AN ORIGIN?

Achievement Story:

Students to draw words from previously generated lists of achievement-related words (try to use at least 10 and as many others as are appropriate for their story.)

PLOT: This week you are going to think about and write a complete story on: I WAS AN ORIGIN THE TIME THAT ...!

**HANDOUT:** STUDENT PROGRESS SURVEY
EVALUATION OF THE CLASS ACTIVITIES
ACHIEVEMENT-RELATED WORD LIST SHEET
ACHIEVEMENT STORY #5

This week you are going to think about and write a complete story on: I WAS AN ORIGIN THE TIME THAT ... 

ACHIEVEMENT-RELATED WORDS

Draw words from previous four (4) sets of words. Use as many of the words as you can, making sure they all make sense within the story.
SESSION 13  EVALUATION/ORIGIN ASSIGNMENT

Evaluation:

Group Discussion - feelings of course, specific feedback, difficulties ahead doing goals on emphasize that with these skills they can't lose - only gain, Origins persist - even with failures (and failures will occur.)

Origin Assignment:

Continue to meet with partner once a week/every 2 weeks to:

a. Set a goal(s) [Related to material - study skills - of the course or any other goal which is important.]

b. Monitor and evaluate progress, with assistance of partner, recording results and reactions in Journal. The goal may be one which lasts longer than a week - however, still meet each week and discuss progress.

c. Share successes and accomplishments (and defeats) with partner. To encourage one another as ORIGINS!

Meet for remainder of the year - 15-20 minutes a week. A good place for meeting would be English class.

**Continue with Journal for remainder of year - and permanently if you found it at all useful; it is a good "source" to go to and have a talk.
Dear Parent/Guardian:

Mr. McDermid has returned from the University of British Columbia, to run a six week program on study skills with all grade eight students. This program will be part of the regular grade eight English class.

The purpose of the program is to help students understand how they learn, as well as how to organize material, how to take notes and how to write examinations.

With regard to study skills, it is hoped that students will learn how to set personal goals to develop plans to help them achieve these goals, and to accept responsibility for the success or failure of these plans.

We believe that students who can become motivated to study and who use a planned approach to studying, will be able to improve their grades in school.

Mr. McDermid will evaluate the program after the six weeks are up to see how well the students have done. Should you have any questions or viewpoints about the program, please feel free to call Mr. McDermid or myself at 425-6666.

Sincerely,

/\ E. W. Surgenor
Principal
SPARWOOD SECONDARY SCHOOL

EWS: vq
APPENDIX C

NOWICKI-STRICKLAND PERSONAL REACTION SURVEY

1. Do you believe that most problems will solve themselves if you just don't fool with them?
   Yes ___ No ___  [Yes]*

2. Do you believe that you can stop yourself from catching a cold?
   Yes ___ No ___  [No]*

3. Are some kids just born lucky?
   Yes ___ No ___  [Yes]*

4. Most of the time do you feel that getting good grades means a great deal to you?
   Yes ___ No ___  [No]*

5. Are you often blamed for things that just aren't your fault?
   Yes ___ No ___  [Yes]*

6. Do you believe that if somebody studies hard enough he or she can pass any subject?
   Yes ___ No ___  [No]*

7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?
   Yes ___ No ___  [Yes]*

8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?
   Yes ___ No ___  [Yes]*

9. Do you feel that most of the time parents listen to what their children have to say?
   Yes ___ No ___  [No]*

10. Do you believe that wishing can make good things happen?
    Yes ___ No ___  [Yes]*

11. When you get punished does it usually seem it's for no good reason at all?
    Yes ___ No ___  [Yes]*

12. Most of the time do you find it hard to change a friend's [mind] opinion?
    Yes ___ No ___  [Yes]*

13. Do you think that cheering more than luck helps a team to win?
    Yes ___ No ___  [No]*
14. Do you feel that it's nearly impossible to change your parent's mind about anything?
   Yes ___  No ___  [Yes]*

15. Do you believe that your parents should allow you to make most of your own decisions?
   Yes ___  No ___  [No]*

16. Do you feel that when you do something wrong there is very little you can do to make it right?
   Yes ___  No ___  [Yes]*

17. Do you believe that most kids are just born good at sports?
   Yes ___  No ___  [Yes]*

18. Are most of the other kids your age stronger than you are?
   Yes ___  No ___  [Yes]*

19. Do you feel that one of the best ways to handle most problems is just not to think about them?
   Yes ___  No ___  [Yes]*

20. Do you feel that you have a lot of choice in deciding who your friends are?
   Yes ___  No ___  [No]*

21. If you find a four leaf clover do you believe that it might bring you good luck?
   Yes ___  No ___  [Yes]*

22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?
   Yes ___  No ___  [No]*

23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?
   Yes ___  No ___  [Yes]*

24. Have you ever had a good luck charm?
   Yes ___  No ___  [Yes]*

25. Do you believe that whether or not people like you depends on how you act?
   Yes ___  No ___  [No]*

26. Will your parents usually help you if you ask them to?
   Yes ___  No ___  [No]*

27. Have you felt that when people were mean to you it was usually for no reason at all?
   Yes ___  No ___  [Yes]*
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
   Yes ____ No ____ [No]*

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?
   Yes ____ No ____ [Yes]*

30. Do you think that kids can get their own way if they just keep trying?
   Yes ____ No ____ [No]*

31. Most of the time do you find it useless to try to get your own way at home?
   Yes ____ No ____ [Yes]*

32. Do you feel that when good things happen they happen because of hard work?
   Yes ____ No ____ [No]*

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?
   Yes ____ No ____ [Yes]*

34. Do you feel that it's easy to get friends to do what you want them to?
   Yes ____ No ____ [No]*

35. Do you usually feel that you have little to say about what you get to eat at home?
   Yes ____ No ____ [Yes]*

36. Do you feel that when someone doesn't like you there's little you can do about it?
   Yes ____ No ____ [Yes]*

37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?
   Yes ____ No ____ [Yes]*

38. Are you the kind of person who believes that planning ahead makes things turn out better?
   Yes ____ No ____ [Yes]*

39. Most of the time, do you feel that you have little to say about what your family decides to do?
   Yes ____ No ____ [Yes]*

40. Do you think it's better to be smart than to be lucky?
   Yes ____ No ____ [No]*

* All items are answered in an external direction.
### APPENDIX D

#### Analysis of Variance With Repeated Measures For Two Dependent Variables (Pre-Post) (BMDP v.2, Dixon, 1981)

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APPENDIX E

Analysis of Covariance (GPA) With Dependent Variable
Locus of Control

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APPENDIX F

STUDENT PROGRESS SURVEY

*Your help is requested in assessing the study habits and skills of this student. Please record your observations carefully. Thank-you.

Use of time

EXCELLENT ________ POOR ________

In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Assignments in on time

EXCELLENT ________ POOR ________

In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Assignments completed

EXCELLENT ________ POOR ________

In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Attendance

EXCELLENT ________ POOR ________

In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___
Necessary materials

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In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Academic progress

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In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Classroom behaviour

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In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Classroom attitude

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In the past ___ weeks this behaviour has:
Increased/Improved ___ Decreased/Worsened ___ Same ___

Thank you,

__________________________
Counsellor Date
A CASE STUDY: RANDI

Randi is a thirteen-year-old junior high school student. She was a passing (average) student in elementary school the previous year, but she has not done very well in her first term of junior high school. Randi attends school regularly and is generally co-operative and friendly. She claims to be working just as hard as she was the year before. However, she is often late to her classes and increasingly, she is not completing her assignments. She does think that there is more work to do at the junior high level and that the work is somewhat harder than elementary school. She also finds the number of classes and teachers somewhat confusing. She says the teachers expect her to do all the work on her own.

Randi is involved in several school activities and is very much enjoying the more involved social aspects of junior high school. She has gotten very involved with a group that at times, she says, decides her actions for her. She is often socializing in class to the point where she does not know what is going on and as a result gets behind in her work and assignments.

Randi's parents are concerned and wanting to help, as are her teachers. Their offer has met with reluctance so far. Randi wants to pass into Grade 9; she does not want to just 'get by.'

CASE STUDY QUESTIONS:

1. What would you suggest Randi do to improve her situation?
2. What would you do if you were Randi?
APPENDIX G (con't)

A CASE STUDY: SANDY

Sandy is a Grade 8 student who would like to improve his school work. Sandy has been recently feeling that he has little control of his own learning situation. He feels that it is becoming more and more difficult to change his situation. This is something new to him. In elementary school he was usually encouraged by his abilities and successes and felt positive about learning. He also felt more in control in elementary school.

In the eighth grade he has begun to slacken-off in class. He is paying less attention to instructions, talking much more and failing to complete some assignments and homework. He is also spending much more of his time in extra-curricular activities. Sandy has been reluctant to accept responsibility for the changes he is experiencing and has begun to blame lower marks on assignments and poor exam results on the teacher or the "school" in general.

Sandy knows he must try to change some of these "new" behaviours to improve but is having difficulty making any serious progress. He feels rather discouraged that he hasn't been able to improve his situation. Recently he has made a decision to improve his attitude towards school and to work on improving his grades. He recognizes that continuing his present attitude and behaviour would probably result in his failing some of his courses and doing poorly in others.

CASE STUDY QUESTIONS:

1. What things could you suggest to Sandy that might help him in this situation? (Suggest/list as many as you can.)

2. For each suggestion try to comment on specific steps (things) he might do to be successful.

3. What would you do personally if you were Sandy?
## Distribution of Student Suggestions (Specific)

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APPENDIX I

STUDENT EVALUATION QUESTIONNAIRE

NAME _______________________

BLOCK _______________________

During the past six weeks, approximately 14 hours, you have participated in a program which has attempted to help you better understand how you learn. Specifically, the program has attempted to increase your awareness of study skills and related personal responsibility and motivation.

In order to evaluate the program fully your input is required. As the main participant, your opinions, reactions, and feelings are very important in the evaluation of the program. Please work through the questions in order. Your first response is often the best so do not spend a lot of time on each question.

Thank you for your participation in the program and your evaluation of the program.

For each of the following questions, circle one of:

SA - strongly agree  A - agree  U - uncertain  D - disagree  SD - strongly disagree

1. I believe my study habits have improved.  SA  A  U  D  SD

2. I believe I have made positive changes (increased) in my personal motivation.  SA  A  U  D  SD

3. I believe I am more aware of my personal responsibilities towards learning.  SA  A  U  D  SD

4. I have discussed the study skills/motivation program (activities and exercises) with my parents/guardian.  SA  A  U  D  SD

5. I found the session on "student roles" to be helpful.  SA  A  U  D  SD

6. I found the session on "Origin behaviours" to be helpful.  SA  A  U  D  SD

6 a. I found "setting goals and planning" to be helpful.  SA  A  U  D  SD

6 b. I found "checking daily progress" to be helpful.  SA  A  U  D  SD
7. I found the session on "How do I learn" to be helpful. SA A U D SD
8. I found the session on "Organizing Yourself" to be helpful. SA A U D SD
9. I found the session on "Note-taking" to be helpful. SA A U D SD
10. I found the session on "Taking Examinations" to be helpful. SA A U D SD
11. I found the sessions on "Achievement Stories" to be helpful. SA A U D SD
12. I would like to participate in a program like this again. SA A U D SD
13. I would recommend that my friends participate in a study skills/motivation group like this one. SA A U D SD
14. I would recommend that future Grade Eights participate in a study skills/motivation group like this one. SA A U D SD
15. I believe I would find a study skills/motivation program similar to this one useful next year. SA A U D SD
16. How would you rate your personal interest in the study skills/motivation program? HIGH ______ AVERAGE ______ LOW ______
17. If other students would ask me about the study skills/motivation program, I would say the following: ____________________________
__________________________________________________________
__________________________________________________________
18. Additions or deletions (changes) I would make to the program are: ________________________________
__________________________________________________________
__________________________________________________________
19. Concerns I have about the study skills/motivation program are: ________________________________
__________________________________________________________
__________________________________________________________
20. Additional Comments:
During the second term of this school year you participated in a six week (12 sessions) program. This program attempted to help you better understand how you learn. Specifically, the program attempted to increase your awareness of study skills and related personal responsibility and motivation.

In order to evaluate the program fully your feedback is necessary. Your personal opinions, reactions and feelings are very important to the evaluation of the program. Please work through the questions in order. Your first response is often the best so do not spend a lot of time on each question.

Thank you for participating in the program and evaluating your personal involvement with the program.

For each of the following questions, circle ONE of:

SA - strongly agree  A - agree  U - uncertain  D - disagree  SD - strongly disagree

1. I believe my study habits have improved as a result of my experience in the program. SA A U D SD

2. I believe my grades are improved as a result of me applying what I learned in the program. SA A U D SD

3. I believe I have taken greater personal responsibility for learning since my participation in the program. SA A U D SD

4. I believe I am more personally motivated as a result of my participation in the program. SA A U D SD

Each of the following are skills you discussed and experienced in the program. Please indicate the degree of involvement with each of these since the completion of the program.
For each of the following, circle ONE of:

1. Thought about it but did not work on it.
2. Thought about it and worked on it occasionally.
3. Thought about it and worked on it once or twice.
4. Thought about it and worked on it regularly.
5. Have not thought about it and have not worked on it.

5. "Origin Behaviours" 
   5 4 3 2 1
6. "Setting Goals and Planning" 
   5 4 3 2 1
7. "Checking daily progress/ Getting personal feedback" 
   5 4 3 2 1
8. "Organizing Yourself" 
   5 4 3 2 1
9. "Note-taking Methods" 
   5 4 3 2 1
10. "Taking Examinations" 
    5 4 3 2 1
11. "Journal Writing" 
    5 4 3 2 1

12. How would you rate your personal effort and involvement in the use of study skills we discussed and experienced in the program?
    High ____ Average ____ Low ____

13. How would you rate your personal motivation since the completion of the program?
    a. Increased ____ Same ____ Decreased ____
    b. High ____ Average ____ Low ____

14. How would you rate your personal responsibility since the completion of the program?
    a. Increased ____ Same ____ Decreased ____
    b. High ____ Average ____ Low ____

15. From the completion of the program to the present I have found I have been most aware of:
    1.
    2.
    3.
    4.
    5.
16. From the completion of the program to the present I have found the most useful aspects of the program to be:

1. 
2. 
3. 
4. 
5. 

17. Additional Comments:
Dear Parent/Guardian:

As you are aware, your son or daughter has spent almost 14 hours in the past six weeks reviewing, planning, preparing and practicing positive study skills and habits and related personal responsibility. Each child was also requested to attempt evaluation of their personal progress in the program.

In order to evaluate our program fully, we would appreciate your help. Please find enclosed a brief summary of the study skills/motivation program presented to your child the past six weeks and a questionnaire for you to complete. Please return the questionnaire in the enclosed envelope. Have your son or daughter return the questionnaire to Mr. McDermid.

This information will be handled in a confidential and anonymous manner. Please indicate as your assigned number the last four digits of your telephone number. This is to assure us that we have a returned form from you.

Thank you for your participation in this project. A written copy of our report findings will be available some time near the end of September. Please contact us at that time if you wish to discuss the results.

Yours truly,

E. W. Surgenor
Principal

ES/1p
Encl.

NOTE: Mr. McDermid is returning to U.B.C. Friday, February 25. If at all possible please return COMPLETED questionnaire to him by noon Friday, February 25, 1983. Thank you. If this is not possible please return to the principal, Mr. Surgenor.
APPENDIX K (con't)

PROGRAM SUMMARY

The purpose of the program was to help students understand how they learn, as well as how to organize material, how to take notes and how to write examinations. Students were given an opportunity to plan a goal around each study skill, practice it for a week and evaluate their progress. Each student was further encouraged to work on related (or other) goals for the remainder of the year - evaluating each goal on a regular basis.

With regard to study skills, it is hoped that students became aware of how to set personal goals to develop plans to help them achieve these goals, and to accept responsibility for the success or failure of these plans.

We believe that students who can become motivated to study and who use a planned approach to studying, taking personal responsibility, will be able to improve their grades in school. With regard to motivation the program encouraged students to work towards ORIGIN behaviours (taking personal responsibility for their actions and maintaining self-control) as opposed to PAWN behaviours (lacking personal responsibility and having others "peers" control them).

An ORIGIN is someone who:

a. Takes **Personal Responsibility**
b. **Prepares** his work carefully
c. **Plans** her life to help her reach her goals
d. **Practices** his skills
e. **Persists** in her work
f. Has **Patience**, for he knows that some goals take time to reach
g. **Performs**, she knows she has to do things in order to reach her goals
h. Checks his **Progress** - feedback
i. Moves toward **Perfecting** her skills, paying special attention to improvement
APPENDIX K (con't)

PARENT EVALUATION QUESTIONNAIRE

Please work through the questions in order. Your first response is often the best so do not spend a lot of time on each question.
Thanks for your help in evaluating the program.

For each of the following circle one:
SA - strongly agree  A - agree  U - uncertain  D - disagree  SD - strongly disagree

1. My child has shown a definite interest in the study skills/motivation program.  
   SA  A  U  D  SD

2. My child has discussed with me (us) some of the activities and exercises of the study skills/motivation program.  
   SA  A  U  D  SD

3. I have observed positive changes in my child's study skills and habits.  
   SA  A  U  D  SD

4. I have observed positive changes in my child's personal motivation.  
   SA  A  U  D  SD

5. I have observed positive changes in my child's general attitude toward responsibility.  
   SA  A  U  D  SD

6. I would recommend the study skills/motivation program to other parents.  
   SA  A  U  D  SD

7. I would recommend the study skills/motivation program be offered to future Grade 8 classes.  
   SA  A  U  D  SD

8. I would recommend similar programs be offered in other grades.  
   SA  A  U  D  SD

9. COMMENTS:
APPENDIX K (con't)

PARENT COMMENTS

Twelve individual comments were received. They are listed below as received:

1. What is meant by skills/habits?

2. My child says he has been practicing many of these skills before the course.

3. Sorry for no positive comments/answers – perhaps the program has not been run long enough.

4. Changes yes – significant No.

5. Sounds like an excellent program (much needed) – Wish I was more informed in an active way.

6. Possibly the program should be started earlier – perhaps Grade 5 or 6.

7. My son really enjoyed the program.

8. My child feels she benefited to a degree from the program.

9. I feel it should be in all classes.

10. The full benefit, I feel, has yet to show through. I think during exams more will become apparent.

11. A more detailed outline of the program would be in order.

12. S. has achieved self-motivation, a positive attitude and determination. She has set goals for herself and plans to try now for the Honour Roll.
APPENDIX L

TEACHER EVALUATION QUESTIONNAIRE

During the past six weeks all grade eights in regular English classes have been involved in a study skills/motivation program. Your help in the evaluation of the program is very much appreciated.

I am interested in learning the degree of program awareness on the part of staff. I am also interested in knowing of any observable changes in any of the students participating in the study skills/motivation program.

Please complete this questionnaire and return to me. I will be happy to discuss with you any aspect of the program if you would like to discuss the program in greater detail.

Thanks for your help and interest.

Neil McDermid

CIRCLE ONE OF:

SA - strongly agree A - agree U - uncertain D - disagree SD - strongly disagree

1. I am aware that a study skills/motivation program was offered to the eighth grade students. SA A U D SD

2. I am glad that a program attempting to enhance motivation and study skills is being implemented in the school with the eighth grade students. SA A U D SD

3. I would recommend the study skills/motivation program be offered to future eighth grade students. SA A U D SD

4. I feel a program such as the one discussed above would be useful in other grades. SA A U D SD

5. I am aware of Grade 8 student interest and involvement in the study skills/motivation program. SA A U D SD

If SA or A: (Circle one)

A. Students have discussed the program with me. NONE

B. Students have discussed the program with me.

FEW (1-3) SOME (3-6) SEVERAL (6-10) MANY (10+) MOST (20+)
B. I have seen student materials (handouts, exercises, goal sheets) of the program. NONE

C. I have noticed changes (effort towards change/improvement) in students in the past six weeks. NONE

D. Other indicators:

6. I doubt if the study skills/motivation program will really accomplish anything worthwhile. SA A U D SD

7. If other teachers would ask me about a study skills program to promote motivation, I would say the following: __________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. One suggestion I would make is __________________________________________________________________________

________________________________________________________________________

9. One concern I have is __________________________________________________________________________

________________________________________________________________________

10. Additional comments:
APPENDIX M

WHAT I HAVE LEARNED IN OR OUT OF SCHOOL SINCE THIS COURSE STARTED IS ... 

Learning occurs both in and out of school. Learning may mean knowing about or understanding something or someone (yourself), or how to do something, or make something. Try to remember the things you have learned since this course started. List all you have learned below:

Things I have learned since this program started are:

1. 

2. 

3. 

4. 

5. 

6. 

7.
APPENDIX M (con't)

STUDENT STATEMENTS

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<tr>
<th>STATEMENTS</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>1. Take better notes.</td>
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<tr>
<td>2. Count in 6/8 time.</td>
<td>1</td>
</tr>
<tr>
<td>3. Aerobic dance.</td>
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</tr>
<tr>
<td>4. Middle East geography.</td>
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</tr>
<tr>
<td>5. Basic Algebra/subjects.</td>
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</tr>
<tr>
<td>6. How to improve my marks.</td>
<td>5</td>
</tr>
<tr>
<td>7. How to talk to people better.</td>
<td>1</td>
</tr>
<tr>
<td>8. How to solve some of my own problems.</td>
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<td>9. How to like school.</td>
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<tr>
<td>10. How to make school fun.</td>
<td>2</td>
</tr>
<tr>
<td>11. Co-operate in class/respect others.</td>
<td>8</td>
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<tr>
<td>12. Complete assignments.</td>
<td>8</td>
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<td>13. To listen.</td>
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<td>14. Badge requirements for Scouts.</td>
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<td>15. First Aid.</td>
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<td>16. Try to do my homework.</td>
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<td>17. Do better work in class.</td>
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<td>18. School is not hard if you try.</td>
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<td>19. Some people act the way they do because they can't help it.</td>
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<td>21. How to accomplish goals.</td>
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<td>22. Different roles that I am.</td>
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<td>23. To study more/better.</td>
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<td>24. Nothing</td>
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<td>25. Better way of taking tests.</td>
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<td>26. Use my spare (class) time better.</td>
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<td>27. What an Origin is.</td>
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<td>28. To work with other people.</td>
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<td>29. How to feel good about myself.</td>
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### APPENDIX M (con't)

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<td>38. Help others but not to forget to help myself.</td>
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<td>40. I learned how to learn.</td>
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<td>41. New basketball skills.</td>
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<td>42. How to be my self.</td>
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<td>43. Bring materials to class.</td>
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<tr>
<td>44. Not to judge people wrongly.</td>
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**TOTAL 251**
APPENDIX N

ACHIEVEMENT STORY SAMPLES

Female

Miss Worth, after being out of school for 30 years, was willing to explore the ideas about going to a college night school to improve her job status.

Her friends thought it would be a great challenge for her. Miss Worth thought she could succeed. Being realistic she decided to try it only on an experimental basis because going to school at night and having to go to work during the day would be very hard. It might cost her her job and maybe even her health.

Miss Worth was intent on her goal and worked very hard. She started to make very good progress even though she'd get tired and feel like giving up. After a year of hard work and determination Miss Worth finally realized her goal. She graduated with honors and improved her job status and self-esteem.

Male

I was an origin the time that I started cross-country running. The first week wasn't so bad. Then after the first couple of weeks I had confidence in myself and I said that I'll improve. I was really dedicated in running. I knew that I was ready to challenge anyone. My school used to run a mile every day. My teacher told us in one week we are going to Fernie, to run against Fernie and Kimberley. That week went by very slowly then finally the big day came. When we got to Fernie I was really nervous. We all lined up and took off. When I was running I thought to myself is this worth it and then I said Yes! I came in 39th out of 150 kids, I was really proud of myself.
Female

I'm an origin in weightlifting. I set my goals high for myself and try to succeed. Shelly and I are totally dedicated to weightlifting and fitness. It takes lots of cooperation on both our parts, telling each other when we are doing something wrong or even if we are doing something right. We encourage each other as much as possible. We both have a prepared workout that we persist at. It takes patience to build up your stamina. Sometimes we challenge each other or experiment with new exercises. But we are always careful. Our highest goal is to make it to a competition - even if we didn't win.

Female

I am trying to reach my goal of a world champion figure skater. I have a positive attitude, I am very dedicated and love it because I am very interested in it. My actual plans are to go as far as I can. I don't have a whole lot of patience, but I pay close attention and I am as dedicated as I can be at this particular time. I try to have confidence in myself. It gets difficult at times because of my everyday way of life. I'm cooperative with my skating pro, Karol Freeman, and I am now on my 2nd figure (8 in total), junior bronze free skate (gold) and junior bronze dances (gold). I am hopefully going to Northshore summer school in Vancouver this summer. This story is not fiction.

NOTE: With successive stories (1) stories increased in clarity and became more specific (2) more stories were on topic (3) more personal stories appeared (4) more students became involved (5) stories increased in length and completion.
Analysis of Variance for GPA - Pre and Post Assessment (Term 1/Term 2)

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