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I am submitting herewith a dissertation written by Thomas Frederick Holcomb entitled "The Effects of a Tutorial-Friend Relationship on Elementary School Isolates." I recommend that it be accepted for thirty-six quarter hours of credit in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

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THE EFFECTS OF A TUTORIAL-FRIEND
RELATIONSHIP ON ELEMENTARY
SCHOOL ISOLATES

A Dissertation
Presented to
the Graduate Council
The University of Tennessee

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

by
Thomas Frederick Holcomb
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The end of this task is really just the beginning of many things. Yet, there was a beginning and many individuals deserve special recognition for their contributions and the help which they gave to me along the way.

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ABSTRACT

Purpose

The purpose of this study was to investigate empirically some of the possible effects that female students in the college of education--who were involved in a field experience for Educational Psychology 2430, Child Study--had on third and fourth grade male and female isolates.

Method

Fifty-two isolates were matched on sex and sociometric status--thirteen matched male pairs and thirteen matched female pairs. The treatment for the experimental subjects consisted of being involved in a one-to-one tutorial-friend relationship with a college female for one hour a week for seven weeks. This interaction consisted of the college student tutoring the isolate in an academic subject while concomitantly establishing a warm genuine friendship.

Results

A post-test control group design, using a two-way analysis of variance, showed that a tutorial-friend relationship provided by a college female: (1) increased the social status of male and female isolates; (2) improved male isolates' (a) attitude toward self, and (b) view of themselves as differentiating from their peers; and (3) improved teachers' perceptions of male isolates' (a) school work, (b) interaction with the teacher, and (c) participation in class.

This devised relationship truly became a genuine relationship of one person to another. While this close interpersonal relationship was occurring between this high status female and the isolate, it also seemed to be affecting how the isolates viewed and interacted with others. Not only did their relations with others in the school environment improve, but the feeling of being a valued and capable person generalized to other aspects of the educational process. This was particularly true for the male isolates,

The results for the female isolates were not too positive. The reason that the tutorial-friend relationship had such differential effects in this study was explained by the belief that at this particular age male and female isolates are indeed different and are operating on a different need system.

The results from this study, however, do provide some empirical evidence to support some of the claims made for helping relationships.

PREFACE

This study was undertaken in conjunction with a companion study conducted by Frank E. Annaratone. Mr. Annaratone and this writer worked together to investigate the total tutorial-friend relationship. Mr. Annaratone focused his study--"The Effects of a Tutorial-Friendship and a Video Taped Experience on Preservice Teachers"--on the helpers while this writer focused his investigation on those who were the recipients of a helping relationship. The subjects for Mr. Annaratone's study served as the helpers for this writer's study, and the subjects used in this writer's study served as the helpees for Mr. Annaratone's subjects. Consequently, both researchers worked closely together for their studies were directly interwoven.

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CHAPTER I

PURPOSE OF THE STUDY

I. INTRODUCTION

Over the years education has been the object of continuous study and research. Numerous variables have been examined and analyzed as part of this continuous search for the conditions that facilitate personal growth and development. Recently the value of interpersonal relationships and its effects on the teacher-learning process has received a considerable amount of attention from various writers. Evans (1959), Tapp (1961), Flanders (1961), Lynch (1963), Lewis (1964), and Silberman (1970) have all stressed the value of interpersonal relationships in education. It would appear, therefore, that all those involved with the educational process should be well aware of what constitutes and fosters good interpersonal relationships and what impact these relationships have on personal and social development.

Dixon and Morse (1961), and Bradford (1961) have stressed the idea that education is a highly personal phenomenon consisting of numerous interpersonal relationships. Dennison (1969) is more specific about the role relationships play in his First Street School. He states that, "We conceived of ourselves as an environment for growth, and accepted the relationships between the child and ourselves as being the very heart of the school" (p. 4). Individuals, then, must become involved with other individuals. Riessman (1965) agrees with this, but also adds, that whenever the major focus of any interpersonal relationship is centered

around a helping relationship, the personal growth and development of all those concerned seems to be promoted. The idea that helping relationships provide mutual gain seems apparent and is a thought which continually appears in the writings of Maslow on the basic needs of man.

Maslow (1970) suggests that man's basic needs can best be satisfied only by other human beings. Consequently, this demands that a highly interpersonal relationship exist among people. As Maslow declares:

A relationship--friendship, marriage, parent-child relation--would then be defined (in a limited fashion) as psychologically good to the extent that it supported or improved belongingness, security, and self esteem.
 . . . Only from another human being can we get fully satisfying respect and protection and love, and it is only to other human beings that we can give these in the fullest measure. But these are precisely what we find good friends, good sweethearts, good parents, good teachers and good students giving to each other. These are the very satisfactions that we seek from good human relationships of any kind. And it is precisely these need gratifications that are the sine qua non preconditions for the production of good human beings. (p. 248).

Within the broad realm of helping relationships, then, numerous procedures and variations in interpersonal interaction are possible. Many studies have been reported in the literature which reflect these variations. A number of such studies have specifically demonstrated how college students have engaged in some type of helping relationship with elementary school children and were quite successful with numerous changes occurring in both the helper and the helpee.

II. THE PROBLEM

Introduction to the Problem

Each year colleges and universities send students into schools and classrooms for the purpose of some type of field experience. At the

University of Tennessee, in the course Child Study, the primary purpose for going out and visiting elementary schools is to select an individual child to be the subject of a case study. To obtain this case study, the college student usually has several scheduled contacts with the child and interacts with him in a number of different approaches. This interaction has typically consisted of helping the child with some school work, giving questionnaires and personal inventory tests, or simply talking with the child. However, the impact that these college students have on the elementary school children with whom they are interacting has not been thoroughly studied. Yet, there seem to be many implicit assumptions made concerning such an experience. University personnel seem to believe that the college students have a positive impact on the pupils. The college students themselves generally report success with the school children. Public school personnel are somewhat less enthusiastic and suggest that positive impacts are offset by negative experiences and consider it a risk to school efforts.

Statement of the Problem

The purpose of this study is to investigate empirically some of the possible effects that college students have on elementary school isolates. More specifically, the research will attempt to investigate how several self and social perceptions of third and fourth grade male and female isolates are affected by being involved in a helping relationship with a female college student in teacher education.

The current investigation will focus on a specifically outlined role which shall be defined as a tutorial-friend relationship. The need

for specifically defining and outlining this helping relationship can be found in a study by Gill, King, and Wilburn (1968). They reported an investigation in which prospective teachers were given the task of establishing a helping relationship with an elementary school child, as a means of increasing the future teacher's awareness and rapport building techniques. However, there was no structure provided for the establishment of this relationship, and the students were free to do anything they wished. Perhaps the results were not significant since many students felt a relationship was not truly established. There was also no attempt made to evaluate the impact that the college student actually had on the elementary school children.

The present study devised a tutorial-friend relationship. This role has as its primary goal the college student tutoring the individual isolate while concomitantly establishing a good interpersonal relationship with him on a one-to-one basis. Tutoring provided a basic structure for interaction, but the college student's goal was also to become a warm, genuine friend. If, as Moustakas (1959) says, interpersonal relationships are the vehicles which give a person a sense of relatedness, then they are indeed an essential requirement for individual growth.

III. HYPOTHESES

The hypotheses tested in this study are stated in the null form as follows:

1. There will be no significant differences between isolates who are involved in a helping relationship with a college female, and isolates who do not have such an experience on the following dependent

measures: attitudes toward (a) self, (b) achievement, (c) learning; teacher ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

2. There will be no significant differences between male isolates and female isolates on several dependent measures: attitudes toward (a) self, (b) achievement, (c) learning; teacher ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

3. There will be no significant interaction between treatment conditions and sex of the isolates on several dependent measures: attitudes toward (a) self, (b) achievement, (c) learning; teacher ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

IV. DEFINITION OF TERMS

The following are terms which are vital to the interpretation and understanding of the present study.

Isolates

A third or fourth grade male or female who received zero or one vote on a sociometric test.

Social Status

The number of choices a child received on a sociometric test. Specifically, these were the mean scores obtained from Gronlund's (1959, p. 50) sociometric test which can yield scores from zero up. A copy of this test can be found in Appendix E.

College Student

A female sophomore or junior education major.

Tutorial-friend Relationship

A college female tutors an elementary school isolate in an academic subject while concomitantly establishing a warm, genuine interpersonal relationship.

Sentence Completion Test

The responses to fifteen word stems which are divided equally among the three categories of attitude toward self, achievement, and learning. A copy of this test (Irving, 1967) can be found in Appendix B. This test contains the following subscales:

Attitude toward self. The concept one holds of himself as a person. Specifically, it is the mean score on five items which were rated on a one to five point scale by two independent judges.

Attitude toward achievement. The wishes and strivings a person has to accomplish things. Specifically, this is the mean score on five items which are rated on a one to five point scale by two independent judges.

Attitude toward learning. The enthusiasm a person has for studying and going to school. Specifically, this is the mean score on five items which were rated on a one to five point scale by two independent judges.

Semantic Differential

A scale which assessed teachers' attitudes toward isolates' classroom behaviors of: school work, interaction with me, attention in class, interaction with classmates, classroom behavior, and participation in class. Each of these six concepts were evaluated by five pairs of bipolar adjectives which were evaluative in nature and yielded a score from one to seven. A copy of this inventory (Osgood, Suci, and Tannenbaum, 1965) can be found in Appendix C. This inventory contains the following concepts:

School work. The attitude the teacher held on how the isolate attempted and completed his assigned classroom work. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

Interaction with me. The attitude the teacher held on how the isolate communicated and responded to her. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

Attention in class. The attitude the teacher held on how the isolate paid attention to what was going on in the room. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

Interaction with classmates. The attitude the teacher held on how the isolate communicated and responded to the other children in the room. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

Classroom behavior. The attitude the teacher held on how the isolate conducted himself while in school. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

Participation in class. The attitude the teacher held on how the isolate took part in the discussions and activities going on in the classroom. Specifically, this is the mean score evaluated by five pairs of bipolar adjectives which are scored on a seven-point scale.

The Children's Self-Social Constructs Test

Seven different aspects of the self-concept that originate from one's interaction with the environment. They are vertical and horizontal

self-esteem, identification with teacher and friends, individuation, complexity, and social dependency. A copy of this test (Long, Henderson, and Ziller, 1967) can be found in Appendix D. This test contains the following subscales;

Esteem. The value the child holds of himself in comparison to others. It is measured both horizontally and vertically. Specifically, it is the score obtained on two items and is scored on a six-point scale.

Identification with teacher. The place the child puts himself in relationship to this significant other person. Specifically, it is measured by one item and is scored on a six-point scale.

Identification with friends. The place the child puts himself in relationship to these significant others. Specifically, it is measured by one item and is scored on a six-point scale.

Individuation. The degree to which a child differentiates himself from his peers. Specifically, it is the score on two items and is scored on a zero to one point scale.

Complexity. The degree of differentiation of the self. Specifically, it is the score on four items and is scored on a one to three point scale.

Social dependency. The degree to which a child perceives himself as being part of a group of significant others--parents, teachers, and friends. Specifically, this is the score on one item and is scored on a zero to one scale.

Social Desirability

The desire a child has to be accepted and approved of by others for behaving in the proper and prescribed manner. Specifically, it is the score on a forty-seven item questionnaire. A copy of this test--The Children's Social Desirability Scale (Crandall, Crandall, and Katkovsky, 1965)--can be found in Appendix E.

V. SIGNIFICANCE OF THE STUDY

According to Amidon and Hoffman (1963), there are a large number of social isolates inhabiting the classrooms of public schools. Typically, these children are not performing well academically (Kranzler, Munger, Tiegland, and Wrinkler, 1966) and are also having numerous problems with their personal-social development (Gronlund, 1959; Jackson, 1968). Therefore, this particular school population needs to be identified and helped.

Amidon and Hoffman (1965), and Gronlund (1959) have each postulated several methods and procedures for helping isolates. Among these techniques, each has stressed the need for a warm, close, interpersonal relationship with the teacher as being a necessary condition for helping the isolate. If then, college students in fulfillment of their field experiences can become involved with these children, perhaps mutual gains can be accrued for both groups.

Mitchell (1966) in an article explaining what he calls "amicatherapy" stressed the idea that the children he found most responsive to the friendship role of the college students were children fairly well socially devalued with many inferior feelings about themselves. Thus, the

1. A total of seven hours was selected as the amount of time the college students would spend in the relationship with the elementary school isolate. This period may be too brief to allow for maximum effects.

2. Third and fourth grade male and female isolates were selected as the target subjects for this study. While this age group was arbitrarily decided, it still will limit the generalizability of the results to this specific age group.

VIII. ORGANIZATION OF THE REPORT

This report consists of five chapters, a bibliography, and appendixes.

Chapter I gives a total overview for the purpose of the study. This consists of an introduction, the problem, hypotheses, definition of terms, significance of the study, assumptions, and limitations.

Chapter II is a review of the literature, which contains two parts. The first part of the chapter reviews the literature on the helping relationship of tutoring. The second part of chapter two reviews the literature related to friendship as a helping role.

Chapter III is a discussion of the procedural analysis used in the study. This contains an introduction, the selection of subjects, treatment methodology, tests and measures, and the design of the study and treatment of the data.

Chapter IV presents the findings of the study. This includes an analysis and a discussion of the data, along with several tables.

Chapter V provides a summary of the study along with conclusions and recommendations.

interaction with the college students afforded these children a chance for a true relationship with a young adult who valued and respected them as worthwhile human beings.

Numerous colleges and universities send students to elementary schools for various field experiences. If it can be demonstrated that college students can have a positive impact on a specific school population--isolates--then possibly a more comprehensive program can be established utilizing college students as human resources for public schools.

VI. ASSUMPTIONS UNDERLYING THE PROBLEM

It was assumed for the purpose of this investigation that:

1. The male and female isolates that were identified by sociometric testing were indeed children who were having problems in adjustment, and would in fact like to have improved social status and feel better about themselves in many areas.
2. The female college of education students involved in the study were all capable of providing a helping relationship for an elementary school child identified as an isolate and would indeed fully participate in the treatment.
3. The schools and, in particular, the teachers whose rooms were utilized were all cooperative and helpful to the college students.

VII. LIMITATIONS OF THE STUDY

Limiting factors which might affect the scope and degree of the treatment effects are listed below:

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

In their recent report to Congress proclaiming their findings and recommendations for the development of mental health and full human potential, the Joint Commission on Mental Health of Children, Incorporated (1970) expressed the following viewpoint:

Warm, positive, loving attitudes are desperately needed to offset the forces of hostility, separatism, and violence which beset our society. The capacity to give and receive love is essential in all the human service fields. It also has an important place in the community and all employment settings. Current widespread attitudes of alienation and despair may well be related to our present over-emphasis on achievement and deemphasis on positive, close human relationships. If children are to develop into healthy, happy human beings who have a commitment to society as well as to themselves, it would seem essential for them to have many fulfilling and strengthening human relationships which are inspired by affection as well as by respect and training for competent self-mastery. Such relationships need to be provided within all the social institutions which deal with children and youth. They should not be limited to the family alone (p. 335).

The value of interpersonal relations, therefore, and its effect on learning is increasingly becoming an area of concern. Glasser (1965, 1969), Moustakas (1966), Sanford (1967), and Dennison (1969) have continually given emphasis to the importance of significant others in the educational process. Beniskos (1968) has mentioned the need to "revaluize the person in the process of education" (p. 406). This also is mentioned by Dennison (1969), who stressed that "we cease thinking of school as a place and learn to believe that it is basically

relationships; between children and adults, adults and adults, children and other children" (p. 7).

Lippitt and Lippitt (1970) agree about the need to focus upon relationships, but believe that interpersonal transactions are not being used to their fullest potential.

Each child-learner is already immersed daily in a human environment full of transactions with age-mates, younger peers, older peers and a variety of adults; but very little of the resource potential of these contacts is constructively utilized to enhance his growth. Indeed, the many influences a child receives from those around him often conflict or compete in ways that prevent integrative self-development (p. 135).

Coopersmith (1969) has pointed out that there are a number of strategies which can enhance the self-esteem of children. He stresses that only through a close interpersonal relationship can a child know that he is liked and that people care about him as an unique individual. Therefore, the emotional climate in the school must be supportive in nature and must convey the idea that each pupil is unique and should be accepted for what he is. Coopersmith also suggests emphasizing the positive and using each individual's strengths to help others.

It seems evident then that individuals must become involved with other individuals in helping relationships, for as Ringkamp (1964) has stated, "Education currently is a series of social encounters; hence school can no longer persist in a vacuum of academic isolation" (p. 100). He points out that an attitude of positive regard and the willingness to promote each individual's growth must exist in the total school environment.

There has been a great deal written about helping relationships and the need that exists for providing such therapeutic strategies. The

literature reports on many of these programs and projects, but these reports have been mostly descriptive studies. These reports unanimously claim that those who are the recipients of a helping relationship show improvement in many areas of their growth and development.

II. LITERATURE ON TUTORING: GAINS TO THE TUTEE

Lippitt and Lohman (1965) utilized sixth grade students as helpers to first, third, and fourth grade children. They reported that the tutees showed increased enthusiasm for school, completed more work assignments, and also had increased social status. The number and duration of these interactions were not noted. They were quite emphatic, however, that these gains did not occur simply because younger children were paired with older children. They organized their program in such a way that the tutors received specific instructions in methods of providing help, used children as helpers who were held in high esteem by their peers, and had cooperation in the planning of the program from the classroom teachers.

In another study using sixth graders, Frager and Stern (1970) found that kindergarten children who had been tutored in the area of reading readiness did significantly better than a non-tutored group on learning tasks as measured by the McNeil ABC Learning Activities. Although their statistical procedures are questionable, they do report using a systematic program to train and orient the students who were to serve as tutors. The orientation included training in basic learning principles and the use of the task analysis approach.

Specific gains in reading were attributed to tutoring in a study completed by Landrum and Martin (1970). Gains of 4.6 months and 4.8 months respectively were reported for two six weeks summer programs which focused on high school students helping fourth, fifth, and sixth graders who were poor readers. These high school tutors were trained to use a variety of materials and had to submit a lesson plan for each session they were to have with their tutee. These reading gains which were reported are subject to question since no control group was provided. However, the writers were quite enthusiastic about the inherent gains from this cross-age pairing.

McWhorter and Levy (1971) also reported large gains in reading for forty-three first, second, and third grade children who were experiencing reading difficulties. College freshmen worked with the children in forty-five minute sessions three times a week for one semester. Average gains of 1.1 years were claimed for word recognition and comprehension. On the Word Recognition Test gains of 1.0 to 1.8 years were found. Although this study reported gains, it did not provide any control group to use as a reference point and leads one to question if the gains could really be attributed to the one-to-one relationship. Yet, these gains were loudly applauded by the writers.

Pfeil (1969) described how a six week tutoring program could help institutionalized youngsters. Teenagers, who were themselves institutionalized because of delinquent behavior, acted as helpers to younger problem children for one hour a day. This close interpersonal relationship--which was unstructured--appears to have helped the tutees meet

several of their needs. Their overall behavior was judged improved as well as their relationships with others. It was also reported that these children became much more interested in their school work and had more positive attitudes toward themselves. Again, these results were claimed only from the descriptive reports of the children's teachers.

Weitzman (1965) found that tutored junior high school students showed a marked improvement in the quality of their work, had increased motivation and interest in their school work, and developed better study habits. The tutors in this case were high school students who signed up for course credit and provided aid in their area of competency to the junior high school students who were below grade level academically.

Barwick (1970) in summarizing several tutoring programs for handicapped pupils has emphasized that the casual atmosphere that exists in a tutoring relationship allows the tutee to relax and thus enjoy learning and quit worrying about school failure. Besides providing these attitudinal changes, this informality is also believed to help foster feelings of trust and thus personal problems are discussed and solved, further enhancing growth and development.

Fleming (1969) had similar feelings about attitudinal changes as a result of being the recipient of a tutoring relationship. In commenting on a Student Team Action Program in Portland, Oregon, he explained that what he felt the older student had to offer the younger first and second graders was basically a sense of belonging and self-worth. He stated:

. . . a tutoring program provides a one-to-one relationship that assures each student in the program the individual attention of another person, a chance to be seen and heard each day, and a feeling of importance (p. 22).

In a comprehensive review of helping relationships provided by volunteers in after school activities centers and other tutoring programs, Janowitz (1965) described what she believed to be a realistic approach in evaluating the effectiveness of such helping programs. While she pointed out that a great many gains are accrued in attitudinal changes and may be somewhat difficult to measure, volunteer workers continually try to develop more positive and meaningful motives in children. Therefore, she provided some guidelines which she felt to be realistic and broad enough to substantiate the actual effectiveness of volunteer tutoring. The materials that she recommended using to show results are: anecdotal observation and reports by the children, their teachers, and their parents; comments written on report cards and notes sent back to the center; standardized test results; and case studies. All of these provide acceptable data. Elaborating further on anecdotal materials, Janowitz stated, "the earliest changes that are most often recorded are in the child's attitude toward school" (p. 90).

One further comment should be noted. Without exception the above review of tutorial relationships has overwhelmingly indicated positive benefits to the tutee. While not denying these benefits in the least, Lippitt and Lippitt (1968) in their investigation of cross-age tutorial programs have cautioned that older students often tend to look down on younger students while younger students often tend to look up to older students. This kind of experience has often led to "bossing" on the part of the older students and "distrusting" and "fear of being exploited" on behalf of the younger students (p. 24). Consequently, Lippitt and

Lippitt have suggested that for the tutorial helping relationship to be maximally beneficial both tutors and tutees should be given preparation in interpersonal relationships for participation in the program. Some of the specific topics which should be reviewed in seminar sessions provided for the tutors are such things as: what facilitates friendly relationships and how can closer relationships become an actuality, what attitudes and values do the children hold about school and how can these be improved, and what enhances a child's feeling of self-worth. These writers do not present any actual experimental data to add credence to their claims of what a well organized program of cross-age helping can produce, yet, they do list a number of specific benefits.

Teachers of younger children who receive help say that their youngsters show increased self-respect, self-confidence and pride in their progress. They are less tense, can express themselves more clearly, are better groomed, and have improved attendance records (p. 26).

III. LITERATURE ON FRIEND RELATIONSHIPS:

GAINS TO THE HELPEE

In addition to the literature on tutoring, another specific type of helping relationship has been provided for children. This helping role has primarily been an outgrowth of the use of non-professionals in the mental health field and has been labeled as a therapeutic friend relationship. Mitchell (1966) has referred to this procedure as "amicatherapy" and has stressed that it is a new type of relationship that allows the child to be respected and valued.

It is a relationship that permits the expressions of the child's feelings and strivings without the threat of being belittled or rejected (p. 312).

Lichtenberg (1965) has pointed out that the Jewish Board of Guardians has been utilizing the idea of friend relationships for years in their Big Brother Program. The concept underlying the use of screened volunteers is to provide a mature male adult as a friend to a boy who does not have such a model in his natural environment. As a result of these weekly interactions a sound relationship can develop whereby the young boys have a trusted friend who can help them through their normal developmental problems.

Bloomberg and Troupe (1964) reported on a project where male teenage volunteers interacted with academically deficient male elementary school children three to five times a week for five months. No experimental data was provided, but several anecdotal reports were presented which claimed that the children showed increases in academic performance and also improved their classroom behavior as a result of these friend relationships. While this project was devised to improve the children's academic functioning the authors stated:

We stressed the importance of the personal relationships with the younger boys and carefully explained that although the purpose of the program was to help the children with their school work, the primary goal was to enlarge their self-esteem through a relationship with someone who cared about them. Once the younger boys felt liked and accepted, then the volunteers could motivate them to take an interest in school work through any particular interest they showed (p. 23).

Winters and Arent (1969) used high school volunteers as friends to fourth, fifth, and sixth graders who were described as being marginal children. These youngsters had a variety of problems which ranged from poor relations with their peers to quite negative attitudes toward school and learning. The high school volunteers were paired with a child of

the same sex and whose background was felt to be similar to the helpers. These matched friends met once a week for forty-five minutes for an entire school year. As a result of these interactions the authors claimed that the children showed improved relationships with their peers and increased in their self-esteem. A noticeable improvement in the behavior of the boys was also reported, as well as the fact that the girls became more aware of their appearance and took greater pride in how they looked. A number of results from questionnaires was offered as data to support these claims.

Mitchell (1966) provided seventy-four minimally disturbed children with college age friends who were selected from among a number of volunteers. These relationships lasted for an entire academic year and were said to have improved the children's emotional and social development. In support of these therapeutic friendships, Mitchell stated:

Most of these children could not have been reached by the more conventional forms of casework or psychiatric intervention. Clinical evaluations also indicated that all the children had benefited by the relationships with the student volunteers. For the socially stigmatized child, amicotherapy, as practiced, offers a limited, but hopefully seminal positive growth experience within his indigenous setting (p. 314).

The range and scope of this type of helping relationship can be seen from a study by Klein (1970). He found that even fifth grade males could provide a therapeutic relationship for third grade males who were identified as problem children. These fifth grade helpers were selected by their peers as being qualified to help others because they possessed the personal qualities of understanding, were happy and able to express their feelings. The helpers interacted with their third graders

thirty minutes each day for a period of six weeks. These interactions were unstructured in that the volunteer fifth graders could talk to the third graders, play games with them, or even take them outside for walks around the building; but the emphasis was placed on being a friend. The results showed that the befriended problem children improved their behavior, interacted more with the other children, and improved in their school work in comparison to a control group who did not have such an experience.

The potency of helping relationships provided by young adults interacting with younger children in a friendship role is further emphasized in an article by Reinherz (1964). Institutionalized emotionally disturbed children were paired with college students who interacted with them on a one-to-one basis for one afternoon a week. Throughout this year long project the students met with a supervisor both before and after each session with the emphasis being placed on how the college volunteer could select activities to be performed which would be ego enhancing to the children, while also building their interpersonal relationship. Anecdotal summaries were provided to show areas of improvement. They indicated that the college students helped these disturbed children relate better with people, increased their feelings of self-worth by letting the children know that someone cared, helped the children gain insight into their feelings and behavior, and enhanced the individual strengths that each child possessed in specific academic areas.

Goodman (1967) in an article summarizing some of his work with what he calls "companionship therapy" has attempted to address himself

to several variables which seem to be overlooked by others. Not only has he tried various training techniques with a variety of helpers, but he has also tried to determine what type of child profits most from these different helpers. Although he makes no definitive claims, he quite persuasively suggests that boys who are shy and withdrawn gain the most from a relationship with an older person and that boys with trained counselors gain more than boys with untrained counselors. But it seems as if trained college students can provide a most growth producing relationship for withdrawn, isolated, and depressed boys.

It becomes evident then, that when high school and college student volunteers act as friends and companions to elementary school children who are experiencing problems in many areas of their development, substantial gains are claimed to be the result. A possible reason why the friend relationship helps the child can be gleaned from the following remark by Harper (1967):

. . . weak egos (those of the patients) at least temporarily gain support from strong egos (those of the therapists). Stated differently, persons with initially low self-esteem gain in this area through intimate association with persons of generally high self-esteem. "He (the self-respecting therapist) likes and accepts and gives attention to and cares for and is concerned about me. I, therefore, must be better, more worthwhile, less hopeless, etc., than I had thought" (p. 95).

Substituting "children" for "patients" and "volunteer helpers" for "therapists," the applicability of Harper's statement becomes obvious.

IV. SUMMARY

This review has focused on helping relationships and the inherent potential that such interpersonal interaction may hold for the entire

educational setting. Numerous gains have been claimed in the personal-social, emotional and academic areas of development for children who have been the recipients of a helping relationship. It does not seem to matter whether the helping relationship is centered around a tutorial approach or a friendship relation. The common element which appears to be the vital nucleus in each orientation is that a relationship be established and nurtured between the individuals involved.

Several examples have been presented and many descriptions were given as to what caused a relationship to flourish. Added insight can be acquired into this matter from the following comment of Combs, Avila, and Purkey (1971) on the freeing effects of caring:

The atmosphere most conducive to learning calls for feelings of identification between helper and helpee. To serve as significant others in the lives of those they seek to aid, helpers must commit themselves to the process. They must care. Carl Rogers has postulated that an essential characteristic of the helping relationship is "unconditional positive regard" on the part of the helper People do not identify very long with persons who reject them or treat them as unimportant. Being loved is immensely releasing, and the loving and caring attitudes of helpers, in itself, provides an important ingredient for the facilitating atmosphere (p. 234).

The majority of the reports on helping relationships have not employed rigorous research procedures and consequently have not reported much substantive evidence. The volume of anecdotal and descriptive material which has been reported, however, converges on the conclusion that something positive is happening as the result of a helping relationship. It is believed that if a sound research design is utilized which employs objective criterion measures, then evidence of an experimental and replicable nature could add to the studies on helping relationships. The present study is an attempt to accomplish this.

CHAPTER III

PROCEDURAL ANALYSIS

I. INTRODUCTION

The major task of this study was to assess several self and social perceptions of elementary school isolates who participated in a one-to-one relationship with a college student. A post-test control group design was selected for this study since a specific school population--isolates--was identified and utilized. In order to establish the selected experimental design and to complete the research, four tasks had to be completed. They are described in this chapter as follows: selection of subjects, treatment methodology, tests and measures, and treatment of the data.

II. SELECTION OF SUBJECTS

The subjects for this study were fifty-two Caucasian third and fourth grade male and female isolates who were identified by sociometric testing.

Forty classrooms from nine different schools in the Knoxville City School System were administered a sociometric test. Those students who had not been a part of the regular class for at least three months, and any isolate who had been the subject of a case study within the last year were excluded from the sample. From this sociometric testing sample, then, twenty-six pairs were matched on sex and sociometric status.

Thus, there were thirteen matched male pairs and thirteen matched female pairs of isolates. These isolates were distributed among twenty-three classrooms with three classrooms having two matched pairs in them.

After the matched pairs were identified, a toss of a coin determined the treatment or control subjects. Then, random assignments of isolates to college students were made.

III. TREATMENT METHODOLOGY

All of the procedures and materials which were utilized in this study were field tested in the winter quarter of 1971 with thirty-two students enrolled in Educational Psychology 2430.

The treatment for the isolates in the experimental group consisted of being involved for seven weeks in a helping relationship provided by a college female. The college students met with their isolates individually in the prescribed tutorial-friend role once a week for approximately one hour. All the interaction occurred during the regular school day. The isolates were taken out of class by the college students, so they could relate to each other on a one-to-one basis.

Orientation to the Treatment

The college students that were utilized for this study were randomly selected from a larger number of students enrolled in Educational Psychology 2430--Child Study--for the spring quarter of 1971.

Since this experience of providing a helping relationship for an elementary school isolate was to serve as the college students' field experience, a one hour lab meeting in addition to the regular class

session was arranged. This provided the students with an orientation to the treatment, and specifically to the role they were to play as helpers.

A Tutorial-friendship Manual (see Appendix A) was issued to each student. This explained in detail how the college students were to interact with an elementary school isolate by tutoring him in an academic subject, while concomitantly becoming a warm, genuine friend. The manual stressed such techniques as reinforcement, attending behavior, communication skills, and learning principles; and how these techniques could be utilized in accomplishing this tutorial-friendship role. Since all this material had been field tested the previous quarter with the college students, it was felt that only the most relevant information and strategies appeared in this final copy.

After the manual was reviewed in detail, each college student was then given the name of her isolate and the name of the school to which she would be going. Questions were then answered and much reassurance was given to the college students that they indeed could help an elementary school isolate. A more thorough understanding of this orientation can be found in the detailed manual in Appendix A.

Additional Lab Meetings

After the first one hour lab, which was designed as an orientation to the treatment condition, the college students met their lab groups three more times--once every two weeks. The purpose of these meetings was to allow the college students an opportunity to share their experiences with their peers, and also to check and make sure the prescribed helping role was being carried out.

Although, there was some basic structure established for this helping relationship, there were both many similarities and a great deal of individual differences in how each college student dealt with this task of tutoring and becoming a genuine friend with their isolate. Thus, from these lab meetings ideas were exchanged and resources provided as the need arose.

The fourth lab meeting, however, was somewhat different in that it dealt primarily with orientating the college students to the testing that they would be doing on their seventh and final visit. Each student was then given the name of their control isolate and instructed to take both the isolate with whom they had been working and the control isolate out of the room and to administer a number of tests to them.

The directions for administering each of the tests were explained in detail. It was emphasized that the college student read all the material to the children so that reading ability would not be a factor. Thus, after some questions, all felt quite competent to perform the testing task.

Teachers

The teachers involved in this study knew only that an Educational Psychology 2430 student would be coming into their rooms to work with one of their students. Although the teachers were never told that the children the college students were working with were isolates, it can be assumed that they were aware of this fact since college students have worked with low sociometric status children previously in the schools. Therefore, these teachers could have been more conscious and aware of

these isolates than they normally would have been. The control isolates were only brought to the attention of the teachers by the college students on the seventh and final visit, at which time the teachers were asked to rate their perceptions of several classroom behaviors exhibited by these children.

IV. TESTS AND MEASURES

Since this study was concerned with investigating the impact that college students have on elementary school isolates, a number of different measures were employed as the dependent variables. These variables were: attitudes toward self, achievement, and learning; teachers' attitudes toward isolates' school work, interaction with me, attention in class, interaction with classmates, classroom behavior, participation in class; self-social constructs of vertical esteem, identification with teacher, horizontal esteem, individuation, complexity, identification with friends, social dependency; social status; and social desirability.

The specific instruments which were used to measure these variables under consideration were: the Sentence Completion Test, The Children's Self-Social Constructs Test, Gronlund's Sociometric Test, the Children's Social Desirability Scale, and a Semantic Differential Test.

The Sentence Completion Test

The Sentence Completion Test used in this study was devised from a similar test reported by Irving (1967). Fifteen stimulus word stems were responded to by the isolates. For the purpose of scoring, these stimulus stems were classified into three categories: attitude toward self, attitude toward learning, and attitude toward achievement.

The children's responses to the sentence stems were scored on a five point scale, with a score of one being positive and a score of five being negative. The rating system as described by Irving (1967) is as follows:

1. Outright accepting a positive attitude.
2. Limited accepting or positive attitude.
3. Evasive, ambivalent or neutral response.
4. Limited rejection or negative attitude.
5. Outright rejecting or negative attitude (p. 207).

The Sentence Completion Tests were independently scored by two judges. Agreement on 85 percent of the items was attained with the remaining 15 percent of the items being agreed on after some discussion.

Although, there is no true validity reported for the specific sentence stems which were used for the three categories, Irving does point out that they came from a ninety-item test developed by Peck and McGuire (1959) and are assumed to have construct validity.

The Children's Self-Social Constructs Test

The Children's Self-Social Constructs Test is a non-verbal measure developed and standardized by Long, Henderson, and Ziller (1967) which assesses several aspects of children's self-concept. These authors believe that the self-concept consists of a number of facets which can be symbolically communicated by children through arranging symbols to represent themselves in relationship to other people, who are also represented by symbols. One of the basic assumptions which is utilized by these tests is that there is a left to right and up to down hierarchy of importance or value in the arrangement of these symbolic patterns. Another of these assumptions is that physical distance represents psychological distance in the placement of symbols representing other people.

Esteem. This is the value the child holds of himself in comparison to other people, and is measured both horizontally and vertically. The child is asked to place himself in a row with five other children which are represented by circles. Positions to the left or near the top of the row of circles is assumed to be indicative of greater self-esteem.

Identification. This is the placement of the self in a category with specific other persons. It is measured by having a child place himself in a row of circles in relationship to his teacher and his friends. The greater the distance he places himself from the stimulus symbol, the less identification that exists.

Individuation. This is a measure of the degree to which a child differentiates himself from his peers. The child is asked to choose a circle to represent himself which is either the same or different from those of his peers. A choice of a different circle is believed to express a greater degree of individuation.

Complexity. This is the degree of differentiation of the self-concept. The child is asked to select a symbol to represent himself from a number of symbols ranging from simple to complex.

Social Dependency. This is the degree to which a child perceives himself as being included in a group of others. The child is asked to draw a circle to represent himself and place it in relationship to circles standing for parents, teachers, and friends. Greater social dependency is judged if the circle the child draws falls within the triangle formed by the symbols representing the other people.

Reliability. The reliability of the Children's Self-Social Constructs Test appears to be acceptable. Split-half reliability coefficients ranging from .48 to .85 with a median of .73 were reported by Long et al. (1967) for a sample of ninety-six first grade children on eight measures of the test.

Validity. The validity of this measuring device is somewhat questionable. This is particularly true for the subscales which utilize only one or two items to provide the score for that construct. A further limitation of this test is its lack of a composite score which would allow for clustering these variables.

Even with all these limitations, this test did possess some attributes which were felt to be positive. It is a non-verbal test and can be administered and scored easily. Therefore, it was selected for use.

Gronlund's Sociometric Test

A sociometric test as described by Gronlund (1959, p. 50) was used to ascertain each isolate's sociometric status in his classroom after the treatment condition. It should be noted that this was the same sociometric test which was used to first identify the boys and girls as isolates.

This test consists of asking children to respond to three questions. Under each question the child is requested to fill in the names of three children with whom they would like to do an activity. The three questions are: I would choose to sit near these children; I would choose

to work with these children; and I would choose to play with these children.

The actual sociometric status was considered to be the total number of choices that the child received. The counting operations for this procedure were quite straight forward. Each time a child's name appeared, he received a tally. No attempt was made to differentiate if the child received three votes from one person or three votes from three different persons.

The internal consistency of sociometric results using the split-half method is reported to be a correlation coefficient ranging from .75 to .90 (Gronlund, 1959). The consistency over time of this test for elementary school children is reported to be a coefficient of .80. Yet, when the two extreme groups are looked at--isolates and most popular--a much higher coefficient is reported--.90.

Sociometric tests do seem to be valid indicators of actual social associations. Gronlund (1959) reported several studies in which actual social interactions were observed and recorded. These results do show that sociometric results do have meaning in terms of actual behavior.

Children's Social Desirability Scale

The Children's Social Desirability Scale (Crandall et al., 1965) is a forty-eight item questionnaire which calls for either a "yes" or "no" response to questions that deal with one's social attitudes and behavior.

The amount of social desirability is the number of items on which the child claims that he has an undeviating socially desirable attitude or behavior, i.e. he always thinks and behaves in the prescribed manner.

The test-retest reliability of the Children's Social Desirability Scale has been reported by Crandall et al. (1965) to range from .69 to .90 for samples of children at different age levels. However, corrected by the Spearman-Brown prophecy formula the correlations become .82 to .95. The higher reliability ratings appear to consistently occur with younger children.

Crandall et al. (1965) patterned their Children's Social Desirability Scale after Crowne and Marlow (1960). The validity of this self report instrument is accepted because of the work which had previously been done with adults in this area of assessing the different tendencies of people to give socially desirable responses.

Semantic Differential

A semantic differential as described by Osgood et al. (1964) was used to assess teachers' attitudes toward several classroom behaviors of isolates. These behaviors were: school work, interaction with me, attention in class, interaction with peers, classroom behavior, and participation in class. These concepts were decided upon after careful review of the literature on helping relationships. From the literature it was obvious that these were some of the behaviors which were frequently being reported by teachers as showing some improvement for children who were the recipients of tutoring or a friend relationship. Therefore, these six behaviors were selected to be rated by the isolates' teachers.

The semantic differential in this study focused on bipolar adjectives which were evaluative in nature. Three of these bipolar pairs

were selected from a list of adjectives which had a factor loading of .75 or above (Osgood et al., 1965, p. 37) on the evaluative scale. The last two bipolar pairs of adjectives are also evaluative in nature but their factor loadings are not known.

The semantic differential is scored on a one-to-seven scale which runs between the bipolar pairs. A score of seven is high and indicates a very positive attitude about the concept under consideration. While a score of one is low and indicates a very negative attitude about the particular concept as it is evaluated by these bipolar adjectives.

According to Osgood et al. (1965), the face validity of the semantic differential comes from previous work done by Rowen (1965), and Reeves (1965) on evaluative measures. The reliability is reported to be a coefficient of .90.

IV. DESIGN OF THE STUDY AND TREATMENT OF THE DATA

The research for this study followed a post-test control group design as described by Campbell and Stanley (1966). This seemed appropriate since a specific school population was identified and then randomly assigned to the treatment condition.

The specific statistical treatment best suited to handle this design and answer the questions advanced for this study was a two-way analysis of variance. When a significant interaction occurred between the main effects of treatment condition and sex of the isolate, a two-tailed t test for independent samples was employed to test for the simple main effects as suggested by Kirk (1968).

The .05 level of confidence was set as the acceptable level of significance for testing the hypotheses advanced for the study.

The following diagram is a graphic representation of the factorial design of this study.

<u>Sociometric testing</u>		<u>Random Assignment</u>	
Matched pairs		Treatment	Control
Boys			
Girls			

It should be reiterated that the post-testing of the control and treatment subjects was handled by the college students on their seventh and final visit to the schools. This raised the question of the possibility of testing bias. However, it was felt that there were other questions which could be raised that would counteract any such bias. That is, according to Keirse (1968) simply taking a child out of his room and giving him some tests seems to be somewhat therapeutic to the child. Therefore, if bias did in fact exist, the control subject still could be gaining simply from the attention of being taken out of class by this high status female.

All the raw data was scored and entered on the computer sheet by the researcher. Precautions were taken, where appropriate, to blindly score the material so that experimenter bias could be held to a minimum.

The actual computational work was performed by the University of Tennessee Computing Center. The program which was used was the multi-variate analysis of variance program distributed by Clyde Computing Service, Miami, Florida. Thus, eighteen two-way analyses of variance

were run to test for significance of the treatment condition, the sex of the isolate, and the interaction of these two variables.

CHAPTER IV

FINDINGS

I. INTRODUCTION

The results from the statistical treatment of the data for the eighteen variables used as the dependent measures in this study will be examined in this chapter. These variables are: attitudes toward (a) self, (b) achievement, (c) learning; teacher ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) sociometric status; and (r) social desirability.

All eighteen variables were analyzed by a two-way analysis of variance. ANOVA summary tables will be presented in the body of this chapter when appropriate along with simple main effects tables whenever interaction proved significant. All statistical data, however, can be found in Appendix H.

While the .05 level of confidence was set as the acceptable level of significance, for this study, those variables which approach this acceptable level will be examined (Kerlinger, 1964).

II. DATA ANALYSIS

Attitude Toward Self

The results for this measure appear in Table 1. F values for the main effects of sex and treatment condition were 1.704 and .004 respectively. Neither F is significant at the .05 level. However, the interaction of these two main effects was a F value of 3.384, which approached significance at the .07 level of confidence. Since this interaction approached significance, a test of the simple main effects yielded a t value of -5.146 between the treatment and control males significant at the .001 level of confidence. This can be found in Table 2.

In this case, there is a minus t value in favor of the control males. But the item, attitude toward self, is scored on a five-point scale with a one being a better score. The mean for the treatment males was 2.785, and the mean for control males 3.246. The t value computed for the treatment and control females, reported in Table 3, was 5.809, significant at the .001 level of confidence. Since it is a positive t value, it is in favor of the treatment females since a higher score indicates more negative feelings. The mean for the treatment females was 3.600, and the mean for control females was 3.108.

What appears to be happening is that the treatment males and females responded quite differently to this particular item. This can be interpreted to mean that the tutorial-friend relationship provided the male isolates with an experience which improved their view of themselves. For the female isolates, however, receiving help from a college female added to their negative feelings about themselves.

TABLE 1
ANALYSIS OF VARIANCE FOR SENTENCE COMPLETION
ITEM OF ATTITUDE TOWARD SELF

Source of Variation	df	ss	ms	f	p
Sex	1	1.489	1.489	1.704	N.S.
Treatment	1	.003	.003	.004	N.S.
Interaction	1	2.957	2.957	3.384	.07
Error	48	41.952	.874		
Total	51	46.401			

N = 52.

TABLE 2

TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN SCORES
FOR MALES ON SENTENCE COMPLETION
ITEM OF ATTITUDE TOWARD SELF

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	2.785	.522	-5.146	.001
Control	13	3.246	1.347		

TABLE 3

TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN SCORES
FOR FEMALES ON SENTENCE COMPLETION
ITEM OF ATTITUDE TOWARD SELF

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	3.600	.7726	5.809	.001
Control	13	3.108	.9840		

Attitude Toward Achievement

The F values computed for achievement were .616, 1.333, and .360 respectively for sex, treatment, and interaction. None of these F values approached significance.

Attitude Toward Learning

Attitude toward learning yielded F values of .009, .082, and .291 for sex, treatment, and interaction. These F 's were non-significant.

School Work

The F values of teachers' attitudes toward isolates' school work can be found in Table 4. The F for the main effects of sex and treatment condition are 1.728 and .594 respectively. Both of these values are non-significant. The F for interaction, however, is 6.676, significant at the .01 level of confidence.

A test of the simple main effects, Table 5, yielded a t value of 5.315 between the treatment and control males. This is significant at the .001 level of confidence in favor of the treatment males, the mean for treatment males was 4.615, and mean for control males 4.00. The t value computed for the treatment and control females, Table 6, was -8.75, significant at the .001 level of confidence for the control females. The mean for the treatment females was 4.185, and the mean for the control females 5.323.

The teachers' perceptions of the school work of male and female isolates who received a tutorial-friend relationship were polarized. Teachers viewed males as showing significant improvement in how they

TABLE 4
ANALYSIS OF VARIANCE FOR SEMANTIC DIFFERENTIAL
CONCEPT OF SCHOOL WORK

Source of Variation	df	ss	ms	f	p
Sex	1	2,588	2.588	1.725	N.S.
Treatment	1	.889	.889	.594	N.S.
Interaction	1	9.997	9.997	6.676	.01
Error	48	71.856	1.497		
Total	51				

N = 52.

TABLE 5

TEST FOR SIMPLE MAIN EFFECTS BETWEEN
MEAN SCORES FOR MALES ON SEMANTIC
DIFFERENTIAL CONCEPT OF
SCHOOL WORK

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	4.16	.7151	5.315	.001
Control	13	4.00	1.3876		

TABLE 6

TEST FOR SIMPLE MAIN EFFECTS BETWEEN
MEAN SCORES FOR FEMALES ON SEMANTIC
DIFFERENTIAL CONCEPT OF
SCHOOL WORK

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	4.185	2.235	-8.75	.001
Control	13	5.327	1.651		

accomplished their assigned academic work. The females who received the treatment were not viewed as positively. The teachers' perceptions of the female isolates' school work actually became negative.

Interaction With Me

Table 7 presents the F values for this concept. F 's of .156 and 1.527 are shown for the treatment and interaction effects. Neither of these is significant. The main effects of sex, however, shows a F of 3.683, which approaches significance at the .06 level of confidence. This is in favor of the females which can be seen by looking at the mean scores for each sex. The mean for females is 5.523, while the mean for the males is 4.484.

Although, teachers' attitudes toward isolates' interaction with them seems to favor the females as a whole, a test of simple main effects adds additional insight in this area. Table 8 shows that the t value between the treatment and control males is 4.561, significant at the .001 level of confidence. The mean for the treatment males was 5.200 and the mean for the control males 4.723. Table 9 shows that the t value between the treatment and control females is -1.872, which is not significant. The mean for the treatment females was 5.400 and the mean for the control females was 5.646.

Female isolates seem to be viewed by their teachers as interacting with them to a greater degree than male isolates. But as a result of a tutorial-friend relationship, teachers perceived male isolates to be interacting significantly more with them than male isolates who did not have such an experience. The female isolates' interaction with the

TABLE 7
ANALYSIS OF VARIANCE FOR SEMANTIC DIFFERENTIAL
CONCEPT OF INTERACTION WITH ME

Variation	df	ss	ms	f	p
Sex	1	4.09	4.09	3.683	.06
Treatment	1	.173	.173	.156	N.S.
Interaction	1	1.699	1.699	1.527	N.S.
Error	48	53.424	1.113		
Total	51	59.386			

N = 52.

TABLE 8

TEST FOR SIMPLE MAIN EFFECTS FOR MEAN SCORE
FOR MALES OF SEMANTIC DIFFERENTIAL
CONCEPT OF INTERACTION WITH ME

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	5.200	.9196	4.590	.001
Control	13	4.723	.7903		

TABLE 9

TEST FOR SIMPLE MAIN EFFECTS FOR MEAN SCORE
FOR FEMALES OF SEMANTIC DIFFERENTIAL
CONCEPT OF INTERACTION WITH ME

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	5.400	1.3994	-1.860	N.S.
Control	13	5.646	1.3409		

teachers, however, was not perceived as being affected one way or the other by the tutorial-friend relationship.

Attention In Class

The F values computed for the teachers' attitude toward the isolates' attention in class are 1.891, .065, and 1.637 respectively for the main effects of sex, treatment condition, and interaction. None of these F values are significant.

Interaction With Classmates

The F values reported for the concept of the isolates' interaction with classmates are 1.891, .340, and .111 respectively for sex, treatment condition, and interaction. None of these F 's are significant.

School Behavior

Table 10 presents the F values for this concept. F 's of .013 and .120 are reported for the treatment condition and interaction effects. While neither of these is significant, a F of 8.636, significant at the .005 level of confidence, is shown for the main effects of sex. The significance is in favor of the females as can be seen by comparing the means for each of these groups--female mean 5.484, and male mean 4.508.

Female isolates are perceived by their teachers as behaving better in school than male isolates. Being the recipient of a tutorial-friend relationship does not seem to have any impact on how teachers viewed the school behavior of isolates. Teachers still perceived females as behaving better in school.

TABLE 10
ANALYSIS OF VARIANCE FOR SEMANTIC DIFFERENTIAL
CONCEPT OF CLASSROOM BEHAVIOR

Source of Variation	df	ss	ms	f	p
Sex	1	12.407	12.407	8.636	.01
Treatment	1	.019	.019	.013	N.S.
Interaction	1	.173	.173	.121	N.S.
Error	48	1.437			
Total	51				

N = 52.

Participation In Class

Table 11 presents the F values for this variable. F's of 6.579, .502, and 5.161 are reported for sex, treatment condition, and interaction. While the F value for the treatment condition is not significant, the F value of 6.579 for sex is significant at the .01 level of confidence, and the F value of 5.161 for interaction is significant at the .02 level of confidence.

Since there is a significant interaction, the main effects of sex, which was also significant, must be viewed with caution as suggested by Winer (1962). This requires that the test for simple main effects be employed for additional insight concerning these results. The t value for the test of simple main effects between the treatment and control males yielded a value of 7.54, significant at the .001 level of confidence for the treatment males. The treatment males mean was 4.800, and the control males was 3.862. This data is reported in Table 12. Table 13 reports a t value of -3.729, significant at the .01 level of confidence in favor of the control females. The mean for treatment females was 4.892, and the mean for control females 5.385.

Teachers viewed female isolates as participating more in class than male isolates. A closer examination of the data revealed that the tutorial-friend relationships had differential effects on the male and female isolates' participation in class as judged by their teachers' perceptions of this behavior. The teachers viewed the treatment males as participating significantly more than the control males. Although teachers viewed female isolates as participating more in class than males,

TABLE 11
ANALYSIS OF VARIANCE FOR SEMANTIC DIFFERENTIAL
CONCEPT OF PARTICIPATION IN CLASS

Source of Variation	df	ss	ms	f	p
Sex	1	8.481	8.481	6.579	.01
Treatment	1	.647	.647	.502	N.S.
Interaction	1	6.653	6.653	5.161	.05
Error	48	61.872	1.289		
Total	51				

N = 52.

TABLE 12

TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN SCORES
FOR MALES ON SEMANTIC DIFFERENTIAL
CONCEPT OF PARTICIPATION IN CLASS

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	4.8	1.179	7.54	.001
Control	13	3.862	1.243		

TABLE 13

TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN SCORES
FOR FEMALES ON SEMANTIC DIFFERENTIAL
CONCEPT OF PARTICIPATION IN CLASS

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	4.893	1.084	-3.729	.001
Control	13	5.385	1.646		

those females that received the treatment condition were perceived as taking less part in classroom activities than those females who did not have such an experience.

Vertical Esteem

The F values for this variable of The Children's Self-Social Constructs Test are .056 for sex, .056 for treatment condition, and .056 for interaction. All of these F values are not significant.

Identification With Teacher

F values of .240, .397, and .005 were reported for sex, treatment condition, and interaction on this variable. None of these values are significant.

Horizontal Esteem

The F values reported for sex, treatment condition, and interaction on this variable are .142, .905, and .006 respectively. All of these values are non-significant.

Individuation

Table 14 presents the F values for this variable. The main effects of sex and treatment condition are shown to have F 's of .640, and .000 respectively, and are not significant. The interaction of these two levels yielded a F of 4.00, significant at the .05 level of confidence.

The t value for the simple main effects between treatment and control males is shown in Table 15 to be 5.563, significant at the .001 level of confidence in favor of the treatment males. The treatment males

TABLE 14
ANALYSIS OF VARIANCE FOR THE SELF-SOCIAL
CONSTRUCT OF INDIVIDUATION

Source of Variation	df	ss	ms	f	p
Sex	1	.308	.308	.640	N.S.
Treatment	1	.000	.000	.000	N.S.
Interaction	1	1.923	1.923	4.00	.05
Error	48	23.088	.481		
Total	51				

N = 52.

TABLE 15
 TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN
 SCORES FOR MALES ON THE SELF-SOCIAL
 CONSTRUCT OF INDIVIDUATION

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	1.000	.333	5.563	.001
Control	13	.615	.422		

mean was 1.000, and control males mean .615. Table 16 presents the t value of -4.476, significant at the .001 level of confidence in favor of the control females. The treatment females mean was .769, and the control females mean was 1.154.

The tutorial-friend relationship affected the males and females differently as judged by this variable. The males increased in their view of themselves as being somewhat autonomous and uniquely different from their peers. The females were affected in the opposite way. They saw themselves as less autonomous and as "just one of the group."

Complexity

F values of .379 for sex, .117 for treatment condition, and .379 for interaction were yielded for this variable. None of these F values are significant.

Identification With Friends

The F values for this variable were .006, .151, and 1.744 respectively for sex, treatment condition, and interaction. All of these F values are non-significant.

Social Dependency

Table 17 reports the F values for this measure. A F of .730 is shown for treatment condition and a F of .081 for interaction. Neither of these F values are significant. A F value, which is significant at the .05 level of confidence, however, is reported for the main effects of sex on this variable. This F value is 3.973. This significance is in favor of the males since a comparison of the male mean and female mean scores on this item is .730 and .461 respectively.

TABLE 16

TEST FOR SIMPLE MAIN EFFECTS BETWEEN MEAN
 SCORES FOR FEMALES ON THE SELF-SOCIAL
 CONSTRUCT OF INDIVIDUATION

Group	n	$\bar{x}$	s^2	t	p
Treatment	13	.769	.526	-4.476	.001
Control	13	1.154	.642		

TABLE 17
ANALYSIS OF VARIANCE FOR THE SELF-SOCIAL
CONSTRUCT OF SOCIAL DEPENDENCY

Source of Variation	df	ss	ms	f	p
Sex	1	.942	.942	3.973	.05
Treatment	1	.173	.173	.730	N.S.
Interaction	1	.019	.019	.081	N.S.
Error	48	11.376	.237		
Total	51				

N = 52.

Male isolates as a group viewed themselves as more socially dependent on the "significant others" in their environment than the female isolates. The tutorial-friend relationship treatment did not seem to have any impact on this variable.

Social Status

Table 18 presents the F values for the social status variable. F 's of .143 for sex and .792 for interaction are reported. Neither of these are significant. A F value of 3.320 is given for the treatment condition and approaches significance at the .07 level of confidence.

This data should be examined closely. There were increases in social status for the treatment subjects; however, a number of control subjects also increased in their sociometric status. Yet the data does indicate that the tutorial-friend relationship increased, and almost significantly, the social status of male and female isolates.

A number of factors should be explained. First, the increases to the control group indicated that there were other factors operating in the classrooms that could enhance social status. Second, the researcher was guilty of poor planning. It was discovered that most of the college students administered the sociometric test after they had returned from post-testing the treatment and control subjects. This raised the issue that some of the control subjects scores could have been affected by this testing contact and in fact raised simply by being taken out of the room by these high status college students.

TABLE 18
ANALYSIS OF VARIANCE FOR GRONLUND'S
SOCIOMETRIC TEST

Source of Variation	df	ss	ms	f	p
Sex	1	1.558	1.558	.145	N.S.
Treatment	1	35.557	35.557	3.32	.07
Interaction	1	8.481	8.481	.792	N.S.
Error	48	514.176	10.712		
Total	51				

N = 52.

Social Desirability

This variable yielded F values of 2.033, 1.726, and .020 respectively for sex, treatment condition, and interaction. None of these F values are significant.

III. SUMMARY

Eighteen variables were evaluated statistically by a two-way analysis of variance. Ten of these variables were not significant; five variables did provide some significance, and three variables approached significance.

The ten variables which yielded no significant results were: the Sentence Completion items of attitude toward (b) achievement and (c) learning; teachers' attitudes toward isolates' (f) attention in class and (g) interaction with classmates; the Self-Social Constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (n) complexity, and (o) identification with friends; and (r) social desirability.

The five variables which yielded some significance were: teachers' attitudes toward isolates' (d) school work, (h) classroom behavior, and (i) participation in class; the Self-Social Constructs of (m) individuality and (p) social dependency.

The three factors which approached significance were: the Sentence Completion item of (a) attitude toward self; teachers' attitudes toward isolates' (e) interaction with me; and (q) social status.

Three factors were significant for the main effect of sex of the isolates. Females isolates did better on (h) classroom behavior--F of

8.636, significant at the .005 level of confidence; and (i) participation in class-- $\underline{F}$ of 6.579, significant at the .01 level of confidence. The male isolates did significantly better than the females on (p) social dependency-- $\underline{F}$ of 3.973, significant at the .05 level of confidence.

One factor approached significance for the main effects of sex of the isolates. Female isolates did better on the teachers' perceptions of (e) interaction with me-- $\underline{F}$ of 3.683, significant at the .06 level of confidence.

One factor approached significance for the main effect of treatment condition. The treatment group did better than the control group on (q) social status-- $\underline{F}$ of 3.320, significant at the .075 level of confidence.

Three variables had significance for the interaction of the two main effects. These were: (d) school work-- $\underline{F}$ of 6.676, significant at the .01 level, (i) participation in class-- $\underline{F}$ of 5.161, significant at the .02 level of confidence, and (m) individuation-- $\underline{F}$ of 4.000, significant at the .05 level of confidence.

One variable approached significance for the interaction of the two main effects. This was (a) attitude toward self-- $\underline{F}$ of 3.384, significant at the .072 level of confidence.

The simple main effects test on each of these significant interactions yielded $\underline{t}$ values of 5.09, 5.315, 7.54, and 5.563 respectively for (a) attitude toward self, (d) school work, (i) participation in class, and (m) individuation. These variables are all in favor of the treatment males, and are all significant at the .001 level of confidence. While for the treatment females, the results were just the opposite. The $\underline{t}$

values of -5.23, -8.75, -3.729, and -4.476, significant at the .001, .001, .01, and .001 levels of confidence respectively for the a, d, i, and m variables were reported in favor of the control females.

Being the recipient of a tutorial-friend relationship, then, did seem to provide some measurable gains to male isolates. Just the opposite appears to be true for female isolates. This differential effect could possibly be explained specifically by the fact that male and female isolates are indeed distinctly different groups, and each group has specific needs at this third and fourth grade level,

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this investigation was to ascertain the impact that college students had on elementary school isolates. It was hoped that information relevant to elementary school isolates, helping relationships, and pre-service education students--who were involved in field experience--could be obtained. To accomplish this task, eighteen variables were examined statistically to see if there would be any significant difference between third and fourth grade male and female isolates, who were involved in a tutorial-friend relationship provided by college females; and isolates who did not have such an experience. More specifically, a two-way analysis of variance was performed on the post data of each of these variables to not only test for the main effects of the tutorial-friend relationship, but also to see if male and female isolates differed on any of these variables, as well as to determine if these two factors interacted to have differential effects on the different sub-groups.

A sociometric test was administered to all the third and fourth grade classrooms in nine Knoxville City Schools. From this sample fifty-two isolates were matched on sex and sociometric status--thirteen matched male pairs and thirteen matched female pairs.

The treatment for the experimental group consisted of being involved in a one-to-one relationship with a college female for one hour a week for

seven weeks. This interaction was designed as a tutorial-friend relationship and consisted of the college student tutoring the isolate in an academic subject while concomitantly establishing a warm, genuine friendship.

Discussion of Hypotheses

A post-test control group design which utilized a two-way analysis of variance was employed to provide the statistical data for analyzing the variables and for deciding on the three hypotheses advanced for the study.

Hypothesis 1. There will be no significant difference between isolates who are involved in a tutorial-friend relationship with college females and isolates who do not have such an experience on the following dependent measures: attitudes toward (a) self, (b) achievement, and (c) learning; teachers' attitudes toward isolates' (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

The main effects of the tutorial-friend relationship on the eighteen variables used as the dependent measures yielded F values ranging from .000 to 3.320. None of these F values were significant at the .05 level of confidence. Therefore, Hypothesis 1 and all the a through r variables failed to be rejected.

Variable q--social status--did however, have the F value of 3.320, which approaches significance at the .07 level of confidence. This was the only variable which approached significance since the next closest F value was 1.726 for social desirability. A closer examination of the data of this variable is warranted.

The mean and standard deviations for each of the groups on social status are as follows: treatment subjects mean 5.031 and standard deviation 3.606, control subjects mean 3.923 and standard deviation 2.823. But when the simple main effects are examined an even greater contrast emerges: treatment males mean 5.308 and standard deviation 3.924, control males mean 2.846 and standard deviation 2.230. While for the females, the treatment mean and standard deviation was 4.846 and 3.288, and for the control group a mean of 4.00 and a standard deviation of 3.416. Thus, it can easily be seen that the majority of the variance accounting for the overall treatment condition F value of 3.320 was coming from between the male isolates' groups.

However, the raw data on this variable showed some marked trends. The treatment males and females typically out scored the control group. On the matched pairs where this did not occur, the scores between the treatment and the control subjects were either the same or differed by one or two points, but consistently grouped closely. There were three control females whose scores did not follow this trend. These three control subjects out scored their matched treatment subjects by five, six, and nine points. When the respective teachers were quizzed about these differences, it was found that other events had been operating in

each classroom which could have been the cause for this increase in social status. For example, one of the girls had written a play and she and two other children were putting it on for the class. Consequently, this had changed how the other students were interacting with her.

Although these three scores did not follow the trend, they were left in for the statistical analysis and did contribute to the overall F value being significant at only the .07 level of confidence. Thus, sociometric ratings did increase, and nearly significantly, for the pupils who engaged in the tutorial-friend relationship with a female college student.

Hypothesis 2. There will be no significant difference between male isolates and female isolates on the following dependent measures: attitudes toward (a) self, (b) achievement, and (c) learning; teachers' attitudes toward isolates' (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

The sex of the isolates did yield some significant differences. Significant F values for h--classroom behavior, and p--social dependency--led to the rejection of these two variables. There was a significant difference among the male and female isolates on these two measures, favoring the females on h--classroom behavior, and the males on p--social

dependency. Variable i--participation in class--also had a significant F value. But this must be interpreted with extreme caution since there also was a significant interaction. Both Kirk (1968) and Winer (1962) strongly advocate this view. Although it may appear as if female isolates were seen by their teachers as participating more in class than male isolates, a test of the simple main effects reveals that the experimental treatment had differential effects on male and female isolates: and that male isolates were rated as participating significantly more than the control males. But variable i--participation in class--was rejected.

The other variables--attitude toward (a) self, (b) achievement, and (c) learning; teachers' ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability--failed to be rejected.

Variable e--interaction with me--did yield a F value of 3.683, which approached significance at the .06 level of confidence. Although it is in favor of the female isolates, a test of the simple main effects revealed that the treatment males obtained a t value of 4.561, significant at the .001 level of confidence, while there was no significant difference among the females. The tutorial-friend relationship, then, did increase male isolates interaction as perceived by their teachers.

Hypothesis 3. There will be no significant interaction between the treatment condition and the sex of the isolate on the following

dependent measures: attitude toward (a) self, (b) achievement, and (c) learning; teachers' ratings of (d) school work, (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior, (i) participation in class; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability.

The interaction of the main effects of sex and treatment condition produced three significant F values. Therefore, hypothesis three with respect to variables d--school work, i--interaction in class, and m--individuation--were rejected.

A test for the simple main effects on each of the d, i, and m variables yielded t values significant at the .001 level of confidence for the treatment males; and t values significant at the .01 to .001 level of confidence for the control females. Thus, the treatment condition was having differential effects on the different sexes.

The other variables: attitude toward (a) self, (b) achievement, and (c) learning; teachers' ratings of (e) interaction with me, (f) attention in class, (g) interaction with classmates, (h) classroom behavior; self-social constructs of (j) vertical esteem, (k) identification with teacher, (l) horizontal esteem, (m) individuation, (n) complexity, (o) identification with friends, (p) social dependency; (q) social status; and (r) social desirability, all failed to be rejected. However, variable a--attitude toward self--did yield a F value of 3.384, which approached significance

at the .07 level of confidence. The test for the simple main effects yielded a t value of 5.146, significant at the .001 level of confidence for the treatment males; and a t value of -5.809, significant at the .001 level of confidence for the control females.

Teachers' Evaluation

Each teacher that cooperated in this study filled out an evaluation form on the University of Tennessee student who was working with an isolate in her room. (A copy of this form can be found in Appendix G.) The purpose of this evaluation was to provide a check on the total number of visits by the college student, and also to allow the teacher to add her comments and observations as to what she felt was taking place as a result of the tutorial-friend relationship.

The overall response by the teachers to items number four and five provided some interesting data. Question four asked if the University of Tennessee student helped the elementary pupil in the subject area in which the pupil was tutored. Question five asked if the University of Tennessee student helped the elementary pupil in any other way besides tutoring. The tabulations on question four and five of simple positive, negative, or neutral remarks were as follows: question four--twenty-two positive comments, and four negative comments; and question five--twenty-one positive comments, and five negative comments. Breaking these results down further into two groups--those who worked with males and those who worked with females--the results for question four were twelve positive comments, and one negative comment for the male group, and ten positive comments, and three negative comments for the female group. For question

five the total was eleven positive comments for the males and ten positive comments for the females.

If this data is examined by ranking the comments on a specific, non-specific, and negative continuum, further understanding seems to be gained. (A specific comment would be: yes, the student helped him improve significantly in social studies; a non-specific comment: yes, the student helped; and a negative comment: no, the student didn't help.) The results were ten specific, two neutral comments, and one negative comment for those who worked with males, while for the female group the numbers were six specific, five neutral, and three negative comments. These specific comments can be grouped into either a self-social or school work category. When this is done, there were five specific comments about self-social improvements, and six specific comments about school work improvements for the male group. For the female group, there were three specific comments about improvements in the self-social area, and three specific comments about improvements in the area of school work.

Some of the specific comments were:

Test scores improved in science and in social studies while being tutored.

There was a marked improvement in spelling.

Helped him in area of physical education--where he is conscious of a weakness. This helped his confidence.

In handwriting, showed him how to be neater.

Social adjustment improved. He plays more with other children.

Helped his relations with classmates markedly.

She helped him get along better with the other children.

Yes, he seems to be more self-confident in what he does.

She had a significant improvement in spelling.

Yes, she developed more understanding of math concepts being taught.

Yes, her interest in her school work improved.

Yes, it seemed to give her more confidence, and a feeling of self-worth.

II. CONCLUSIONS

Six Specific findings emerged from this study. A tutorial-friend relationship provided by a college female:

1. Improved the social status of male and female isolates.
2. Improved male isolates' attitude toward themselves.
3. Improved teachers' perceptions of male isolates' school work,
4. Improved teachers' perceptions of male isolates' interaction with the teacher.
5. Improved teachers' perceptions of male isolates' participation in class.
6. Improved male isolates' view of themselves as differentiating from their peers.

This devised tutorial-friend relationship which the college females provided for the elementary school isolates appeared truly to become a genuine relationship of one person to another person. This interaction seemed to provide a non-threatening climate which was very informal and allowed the college students and the isolates to share a

great many things with one another. While there was a focus on an academic subject, the tutorial-friend relationship did not lose sight of the value and importance of the individual. The individual was truly accepted and this seemed to give him a sense of belonging and self-worth.

Since it appeared as if there was a genuine climate of acceptance between the college student and the isolate, what developed as a result of the relationships that were formed appears to be quite multidimensional. While this close interpersonal relationship was occurring between the high status female and the isolate, it also seemed to be affecting how the isolates viewed and interacted with others. Not only did their relations with others in this environment improve, but the feeling of being a valued and capable person also generalized to other aspects of the educational process. This was particularly true for the male isolates.

The tutorial-friend relationship, then, seemed to foster and create a sense of belonging in the isolates. School became a place where somebody cared about them. The isolates were valued as unique persons whom the college student genuinely liked and cared for. These relationships appeared to be mutual, since both the college students and the isolates eagerly looked forward to their next meeting.

The results claimed for the male isolates seemed to have been in agreement with the results reported in the literature. Janowitz (1964) stressed that some of the earliest gains that would appear would be in attitudinal changes, both for children and for teachers. Specifically, she pointed out that the improved attitudes toward school would be noted almost immediately. This seems consistent with the present findings

on the teachers' perceptions of improved school work, interaction with the teacher, and participation in class for the males who received the tutorial-friend relationship.

The reason the results did not occur for the females was not noted in any of the literature. Most writers claim results for both males and females and no studies which specifically try to compare the two groups can be recalled. Perhaps the answer to this question lies more in the larger area of the needs that male and female isolates have at this particular age level.

Goodman (1967) and Mitchell (1966) have each stressed that males who are considered shy, withdrawn, or socially inferior profit most from a relationship with a college volunteer. Each of these writers, however, have made this statement about males working with other males. Neither has addressed this question specifically to females who are the recipient of the help or to females who provide the relationship. From their work, it does seem as if males can profit the most in a short time from a helping relationship. This would certainly support the results of this current study.

One result which has been continuously claimed by almost every study on helping relationships has been that social relationships were improved. This helps to explain the almost significant improved social status of both male and female isolates.

The reason that the tutorial-friend relationship had such differential effects in this study can only be explained by the belief that at this particular age male and female isolates are indeed different and operate on a different need system.

To support this claim one factor is presented for consideration. The social dependency variable was significant for the male isolates as a group. This could indicate that this particular group of males had a need to be included and received satisfaction from the significant others around them--parents, teachers, and friends. The tutorial-friend relationship, then, fitted in well with their need system. The female isolates on the other hand had a low score in this area. It could be concluded, then, that female isolates do not look to the significant others in their environment for sources of satisfaction. Therefore, a brief period of interaction with a college female might not have been enough time to allow for this high status female to become a trusted source of satisfaction.

III. RECOMMENDATIONS

From the findings of this study, a number of recommendations can be made.

1. It is recommended that college students continue to identify and work with isolates in the elementary schools as part of the course requirement for Educational Psychology 2430--Child Study. It is also recommended that the interaction take the form of a tutorial-friend relationship and that male isolates be the recipients of a helping relationship from a female, since this seems to produce the greatest benefits in the shortest amount of time.

2. Since a brief period of seven hours of interaction with isolates did provide some measurable gains for the isolates, it is recommended that college of education students be utilized as human resources

for our schools. To accomplish this, it is recommended that a more systematic program of field experiences be organized so that both public school children and college students benefit. This could be accomplished if opportunities were provided so that college students could participate in programs--such as a tutorial-friend relationship--which were planned and the objectives spelled out clearly so college students could accomplish specific tasks and goals.

3. It is recommended that school officials organize programs of cross-age helping relationships. Many school children feel isolated. If programs can be organized to allow for children to become involved with one another in helping with all the facets of the education process, this will lessen these feelings of isolation and build feelings of belonging and a sense of self-worth.

4. It is recommended that further research be conducted in this area.

- a. This present study should be replicated over different age groups of isolates to see if the results are age specific or generalized.
- b. This study should be replicated but using college males as the helpers to see what effect the sex of the helper has on the recipient of a tutorial-friend relationship.
- c. To check on the generalizability of the tutorial-friend relationship, a study should be done which would provide data on how a wide range of helpers who differ in age--college, high school, junior high, and sixth grade females--affect third and fourth grade male and female isolates.

Although, this study focused on the effects of a tutorial-friend relationship on the specific fringe group--elementary school isolates--it is believed that the ideas contained within this study on helping relationships could be utilized with other fringe groups--slow learners, underachievers, the culturally deprived, ethnic groups, and racial groups.

Being involved in a helping relationship does appear to foster a sense of belonging and self-worth. Hopefully, further study will be done utilizing students involved in field experiences to confirm this view of helping relationships for these other fringe groups.

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APPENDIXES

APPENDIX A

TUTORIAL-FRIENDSHIP MANUAL

Frank E. Annaratone and Thomas F. Holcomb¹

This quarter you are going to be spending some time with an elementary school child who has been identified as an isolate via a sociometric test. Your primary goal is to tutor this individual while concomitantly establishing a good interpersonal relationship and becoming a friend to him. You will be tutoring the child in a specific academic subject that both he and his teacher have decided needs extra attention. Tutoring will provide structure to your interactions, and you may find that the temptation not to depart from a strictly academic teacher-student relationship is great. Your goal, however, is also to become a warm and genuine friend. Such an endeavor is not structured and will be dependent to a great deal upon your own ingenuity. But keep in mind that it is through both tutoring and becoming a friend and more specifically through your giving the elementary isolate attention, positive reinforcement, and the feeling that someone really cares and accepts him that he is likely to derive greatest benefit.

Since forming a good relationship with another human being is a very sensitive and delicate matter, your personal commitment to regularly attend your school is of the utmost importance. Many people at the schools will be expecting your presence. Not only does this include the

¹This manual was developed cooperatively with Frank E. Annaratone who also used the manual in a companion study.

principal and teacher, but also will come to include the child to whom you are assigned. If it becomes necessary, therefore, for you to miss a scheduled visit, call the school and inform the principal who in turn can inform the teacher and the teacher the isolate. Also, if you do miss a visit, let the principal know the day and time you would like to make up the time missed. In all, you are expected to make a total of seven visits--normally one visit per week--to the elementary school and to spend one hour per visit in interaction with your isolate.

To help you in your interactions some suggestions regarding the development of good interpersonal relations as well as good tutorial behavior have been attached. First of all, however, some general orientation comments have been provided.

General Comments

A. Your first visit to your assigned school will occur the week of April 12. At this time you should:

1. Meet the principal and tell him who you are and in a general way what you will be doing--he already knows that 2430 students will be visiting his school, but he doesn't know who or what they will be doing. You should also inquire if there is space available in the school where you and your assigned child could get together to work on a one-to-one basis and not disturb others. A hallway or even outside of the building on the lawn would do.

2. Introduce yourself to your assigned teacher, explain to her what you plan to do, and who the child is you have been assigned to work with.
3. Introduce yourself to the child and take him out of class for a get acquainted session. Tell him who you are, that you are planning on being a teacher, and that you would like to have a better idea of what students his age are like. As a means of helping you establish rapport with the child, ask him about his interests and the kinds of things he likes to do at home as well as at school. Also feel free to tell him about yourself and the things you like to do. Before you finish your conversation, focus on how the child is doing in school and try to identify some school subject that he feels he could use some help in.
4. Before leaving the school check back with the teacher and solicit her help in determining exactly what type of help the child needs in the subject he has identified. Pick up any materials, e.g., textbooks, work sheets, etc., that you and the teacher feel would be helpful in planning your work with the child--note that many elementary textbooks are available in the University of Tennessee Education Library.

B. For visits two through seven continue to focus on tutoring and becoming a friend to the child.

C. We would like you to maintain a log--a log typically consists of a list of how time is spent in relation to certain activities--of your experiences with regards to your tutorial-friend relationship. As a result of attending your assigned school and working with your isolate, certain ideas, feelings, or opinions may occur to you. Feel free to express these things in your logs whenever you so desire. We will be discussing your experiences and activities in the small-group meetings,

Tutoring

You will begin your interaction with the elementary school isolate by acting as a tutor. Tutoring is a very personal experience and to help you with the endeavor, the following comments should be kept in mind.

A. Children need continuous encouragement. Positive reinforcement and praise such as smiles, touching, and saying, "You are doing a good job," etc., are examples. These behaviors will also help build rapport between you and the child.

B. Being a college student, you are likely to be an admired adult. In your relationship with the child, do not "look down" upon him or assume an air of superiority.

C. Identify one subject in which the child is deficient or is having some difficulty. Once this deficient subject has been identified, find out what the child can and cannot do. Begin tutoring at a level at which the child can easily obtain success and advance slowly being certain to give plenty of positive reinforcement. If the tasks become too difficult and the child experiences failure, drop back immediately to easier tasks and slowly proceed forward again.

D. Always analyze the task you want the child to perform then break it down into the most simple steps possible. This will maximize the probability of success.

E. Make sure you have some plan of what you will be doing each time you work with your child. Plan ahead!

F. Strengthen the child's view of himself as a worker by again combining praise with such statements as: "You sure are a good worker," "See, I knew you would do it," etc.

G. Do not try to do everything yourself. Children want to be able to do for themselves. They want your attention and approval more than your help.

H. Maintain a record of progress, i.e., like a chart or graph of the number of tasks or problems successfully completed. Initially the number of tasks the child can successfully complete may be small but as tutoring progresses this number should progressively increase.

I. Always end on a positive note. Never end on a task on which the child has failed.

STUDENT VISITORS IN ELEMENTARY SCHOOLS

William A. Poppen and Priscilla White

Schools and Visitors

Schooling is a process involving people working, learning, and living together. The beginning part of the schooling process generally has children learning and living together under the direction of an older person; a teacher. There are few non-pupils or non-teachers in schools except for activities such as voting, attending social-political meetings and observing the artistic and athletic games of youth. Those who are in the school temporarily either are planning to be teachers, studying the schooling process, or visiting their children. Frequently, visits from students planning to be teachers are viewed as a necessary evil; consequently, they should be tolerated in the schools. Occasionally, students are welcomed because they can serve as direct help to the teacher. Seldom are students viewed as helpers for pupils; thereby having a positive impact upon the schooling process.

Certainly, situations vary and college students are highly regarded in some schools and regarded with disdain in other settings. School systems tend to assign student visitors to the schools that accept them warmly. Traditionally schools worked to share the load of student visitors primarily to neutralize any negative impact they might have upon pupils and the schooling process. It now appears that the attitude of the student visitor as a necessary nuisance can be replaced with a view of visiting students as effective helpers in the schooling process. Teacher aides, parent volunteers and student tutors have proven to be, on numerous

occasions, a positive force in improving school offerings. Presented here are suggestions intended to help you as a student visitor to an elementary school have a positive impact upon pupils and a relevant learning experience for yourself.

Alive or Shriveled?

There seems to be no agent more effective than another person in bringing a world for oneself alive or, by a glance, a gesture, or a remark, shriveling up the reality in which one is lodged. It is only in face-to-face encounters that almost anything can become the basis of a perspective and a definition of the situation; it is only here that a definition of the situation has a favored chance of taking on the vivid character of sensed reality.

Your field experience for this course will provide you with the opportunity of such a face-to-face encounter. Techniques presented in the course activities may help you form a more positive or helpful relationship through these encounters, but you and the pupil you are working with will have a unique relationship--your own "sensed reality."

Carl Rogers, in looking ahead for the year 2000, predicts the evolution of education so that "learning will not be confined to the ancient intellectual concepts and specializations. It will not be preparation for living. It will be, in itself, an experience in living." The time you spend with a child this quarter is not a preparation, but rather an experience of learning through interpersonal relationships. This situation dictates the rationale underlying the unstructured and flexible nature of your school field experience. The learning, on your part and on the part of the pupil with whom you will be working, comes through the joint effort of trying to establish a relationship which will

be mutually beneficial. Following are some ideas drawn from various sources which may help you in directing your relationship toward this goal of mutual learning.

"I" not "We"

Perhaps one of the most important facets of any relationship is the need for personal interest and involvement. One of the most direct ways to exhibit a desire for personal involvement is through the personal "I" approach rather than the impersonal "we," "they" or "the School." Using first person singular helps to show the child that you are acting for yourself, for your own motivations and interests rather than intending to use the child for some ulterior motive. For example, instead of saying "my college class is going into schools to meet and talk to children" you would say "I am interested in you and your class." Phrases using this personal approach lead to involvement with the child on a person-to-person level.

Acceptance

Personal involvement also calls for accepting the child as he is at present. Acceptance does not mean unconditional approval of all behavior. In accepting a child "as he is," misbehavior is regarded either as an indication of man's imperfection or as indications of what the child needs to be learning as the next step to his development. How can you convey or communicate this acceptance clearly and effectively?

Acceptance can be effectively communicated by our responses to the child. Adult responses to children's communications have been analyzed

in three situations. The three situations involve a child expressing a strong opinion, a personal problem or a strong negative emotion. Typical responses include the following:

- | | |
|-----------------|-------------------|
| (1) Ordering | "You must |
| (2) Warning | "You had better |
| (3) Instructing | "You need to know |
| (4) Reassuring | "You will be okay |
| (5) Criticism | "You are wrong |
| (6) Praise | "You are right |

These responses, although typical of child-adult interactions, often communicate non-acceptance. They demonstrate a desire to change the child and a disrespect for the child's needs. Also communicated by the "you" responses is the idea that the child needs advice from an adult and cannot decide about his own behavior or solve his own problems. Rather than warnings, orders and instructions, children need adults to help them clarify and interpret their concerns and experiences. Responses such as these often block the path to further communication.

Dr. Hiram Ginott has developed a way of responding to a child's behavior and communications so as to convey non-threatening acceptance. Responses are given so that evaluation, blame or judgement are not communicated.

This proper phrasing of responses is very important when using criticism or praise. In the list of responses above, criticism and blame frequently are expressed by such responses as "you are right" or "you are wrong." However, criticism and blame should deal with the child's efforts and accomplishments and not his character and personality. The child is not "right" or "wrong"--rather his behavior is either appropriate or inappropriate. When behavior is inappropriate, criticism should consist

of pointing out how to do what has to be done, entirely omitting negative remarks about the personality of the child. Praise also should be used judiciously. If you tell a child "you are always a good boy" he may feel threatened. He knows he is not always a good boy and may feel you have given him an impossible standard to attain. Experts often exhort teachers to use more positive reinforcement and while this is somewhat helpful, value is minimal because how and when praise is given is more important than the amount.

Self-evaluation

Many times it is more helpful to let the pupil evaluate his own behavior. Instead of responding in a way that offers our own judgemental interpretation of a child's behavior. It is usually more valuable for the child to place his own value on his behavior. Instead of offering criticism or praise, just simply ask the child "What are you doing?" The first word in the question is the key word--what. Why he is doing it is not of immediate concern; rather, we are concerned with the behavior itself--what he is doing. After you are both aware of what he is doing, ask "How is it helping you?" Let him evaluate his behavior. It may be terribly tempting to interject your own opinion at this point but real learning occurs when a child can decide for himself what behaviors are appropriate.

Honesty about Feelings

Honesty is also an important factor in responses to behavior. Responses should to some degree match your "inner state." You should communicate your feelings and in a way that implies that they belong to

you without making the child feel responsible for them. Again, the "I" approach communicates the fact that you accept the responsibility for your feelings. This manner of responding also places responsibility on the child to show consideration for your feelings just as you show consideration for his feelings.

There will be times when you will lose your temper with children. Dr. Ginott has devised "Three Steps to Survival" to help adults cope with their anger in the most appropriate ways.

1. Accept the fact that children will make us angry.
2. Realize that we are entitled to our anger without guilt or shame.
3. Except for one safeguard, we are entitled to express what we feel. We can express our angry feelings provided we do not attack the child's personality or character.

The expression of feelings is often a subtle interaction. The child wants us to understand what he is experiencing. Frequently, he reveals only a little of what he feels, needing to have us guess the rest. It may even be that the child himself is not sure of what he is feeling.

How can we help a child to know his feelings? We can do so by serving as a mirror to his emotions. The function of a mirror is to reflect an image of things as they appear without distraction. The mirror does not evaluate--it only reflects. The function of an emotional mirror is to reflect feelings as they are:

"It looks as though you are very angry."

"It seems you are disgusted with the whole set-up."

Responses such as these show our understanding and also may help the child to see his own feelings with more clarity. Adults often

unwittingly talk children out of their feelings by statements of "Don't feel so sad" or "Big boys don't cry." In this way the child's feelings become depreciated and he views his feelings as wrong or inaccurate. What he needs help in learning is that his feelings can serve as a barometer he can trust to tell him when he needs to check up on his behaviors.

"Being with"

Repeatedly stressed has been the necessity for immediate and personal involvement. We have tried to formulate ways in which to communicate this involvement. However, you must also remember that you cannot force your way too quickly into his world. If the child feels that you are pressuring him or that you are asserting your role in the relationship too rapidly, he may become frightened and "freeze up." If you ever had a first grade teacher peer over your shoulder as you tried to print those letters without going over those lines you have an inkling of the feeling we are discussing. You probably printed much better when there was more distance between you and the teacher--preferably the length of the room. Distance can also be reassuring in interpersonal relationships, especially in a child-adult relationship. Helen Arthur has a rather unusual idea for therapists who are working with children--to knit during counseling sessions with the child. "The knitting serves to occupy the therapist who may be inclined to play with the child or feel the need to press for significant productions." There will be times when you may need to "knit." Although there are many moments of sharing in a relationship, there are times when a less active sharing may be preferable. These

times--times of simply "being with"--are usually the moments when children share their inner thoughts, fears and desires.

Limits

Limits are one essential to Missildine's "Mutual respect" approach to child guidance.

A mutual respect balance exists when each member of a relationship is respected in his right to practice the skills and pursue the satisfactions of his age level until that pursuit infringes on the right of the others to do the same. At the point of infringement, limits are set which are sufficiently firm to insure the rights of each in an ongoing basis.

As a general rule, limits are exercised when the adult in the relationship communicates that he will not fulfill a request of the child which the child can achieve by himself. In other words, "no" must be said on occasions if the relationship has a mutual respect balance.

The balance relationship eluded to above provides a climate in which learning is facilitated. Shifts in modes of responding are necessary to maintain a balanced relationship. Through such interactions the goal of mutual learning will be obtained.

COMMENTARY

Alive or Shriveled?

The quote presented in the paper appeared in Erving Goffman's Encounters: Two Studies in the Sociology of Interaction (Bobbs-Merrill, 1961, p. 41). R. D. Lating used the quote in a discussion of "the negation of experience" in his book The Politics of Experience, (Pantheon, 1967, p. 16). Lating's presentation of the "mystification" of experience points out how people develop distrust of self and mistrust for others.

Carl Rogers' most recent articles appear in a book edited by Rogers and William R. Coulson. The book, entitled Freedom to Learn, was published by C. E. Merrill Company of Columbus, Ohio, 1969. The quote used in this paper appeared in an article by Rogers entitled "Interpersonal Relationships: U. S. A, 2000," Journal of Applied Behavioral Science, Volume 4, Number 3.

"I" not "We"

William Glasser, the developer of Reality Therapy, presents a case for the use of first person singular in an original article titled, "Reality Therapy and Counseling," which appeared in Guidelines for Guidance a readings book by Carlton E. Beck. The Guidelines book was published by William C. Brown Company of Dubuque, Iowa, in 1966. A more detailed discussion of "I" language and its relationship to responsibility and confidence is presented by Fredrick Perls in Ego, Hunger and Aggression a vintage paperback re-edited in 1969. It seems as though Glasser was greatly influenced by some of the ideas of Gestalt therapy as advocated by Perls.

Acceptance

Two outstanding sources on acceptance of adult-child relationships are "A Theory of Healthy Relationships and a Program of Parent Effectiveness Training" by Thomas Gordon and Haim Ginott's book Between Parent and Child. Avon paperback books publishes Ginott's work and Gordon's article appears in New Directions in Client-centered Therapy, edited by Hart and Tomlinson, published by Houghton-Mifflin in 1970.

Self-evaluation

On page 88 of Psychology and the Human Dilemma (D. VanNostrand, 1966), a book containing papers and articles developed in the late 1950's and early 1960's by Rollo May. May presents the tendency in the West to stress "why" and forget the what. The previously mentioned writings of Glasser and Perls are good references on the what question. In fact, Perls, who wrote about "what" as early as 1947 credits the behaviorists for observing what's going on and thereby changing the Western tendency for why mentioned by Rollo May. Perls does however discredit the behaviorists with what he calls their compulsion to condition (see Gestalt Therapy Verbatim, Real Press, 1969, p. 59).

Honesty about Feelings

Ginott's book on "Childreness" is an excellent reference on dealing with feelings, especially negative feelings. The Authentic Teacher, (Howard A. Doyle, Cambridge, Massachusetts, 1966) written by Clark Moustakas is another good source on developing confrontation and encounters. Moustakas is one of the few writers to differentiate the two words.

Being with

Goffman, in the previously mentioned book Encounters, has a section on Role Distance. Within that section he quotes Helen Arthur's article in the American Journal of Orthopsychiatry, Volume 22, 1959, pp. 493-494. A recent dissertation completed at the University of Tennessee (1970) by Kamala Anandam substantiated "involved maternal silence" as universally positive in promoting child play in a mother-son dyad.

Limits

Hugh Missildine, writes and edits Feeling's, a brochure for doctors published by Ross Laboratories of Columbus, Ohio. Dr. Missildine's mutual respect approach is discussed in his book Your Inner Child of the Past, Simon and Schuster, 1962, and in an article in the American Journal of Disturbed Children, 104:38, 1962.

APPENDIX B

SENTENCE COMPLETION TEST

NAME: _____ Date: _____

DIRECTIONS: The first part of each sentence is given, but the last part is missing. Finish the last part for each sentence the way you want it to end.

1. Today I feel like
2. When I'm alone
3. Usually I feel like
4. People think that I
5. If only I
6. My work has been
7. I want to be
8. Next year I want to be
9. I wish my work
10. I'd like to have my picture taken when
11. School is
12. My teacher
13. I learn best
14. Arithmetic is
15. Reading is

APPENDIX C

SEMANTIC DIFFERENTIAL BOOKLET

RATING SCALES

Form: _____

Name or Code: _____

INSTRUCTIONS: The purpose of these rating scales is to measure the meanings of certain concepts (things or people) to you by having you judge them against a series of descriptive scales. In completing these rating scales, please make your judgement on the basis of what these concepts (things or people) mean to you. At the top of each of the following pages you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept (thing or person) on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : _____ : _____ : _____ : _____ : _____ : _____ : unfair

fair _____ : _____ : _____ : _____ : _____ : _____ : X : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong _____ : X : _____ : _____ : _____ : _____ : _____ : weak

strong _____ : _____ : _____ : _____ : _____ : X : _____ : weak

If the concept seems only slightly related to one side as opposed to the other side (but not really neutral), then you should check as follows:

active _____ : _____ : X : _____ : _____ : _____ : _____ : passive

active _____ : _____ : _____ : _____ : X : _____ : _____ : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ____ : ____ : ____ : X : ____ : ____ : ____ : dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

				This				Not This				
____	:	____	:	____	:	<u> X </u>	:	____	:	____	:	<u> X </u>

(2) Be sure you check every scale for every concept--
do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgement. Work at fairly high speed. Do not worry or puzzle over individual items. It is your first impressions, the immediate feelings about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Remember, you are rating these concepts as the attitudes that you hold about your student,

Student Name: _____

SCHOOL WORK

valuable :____:____:____:____:____:____:____: worthless

bad :____:____:____:____:____:____:____: good

nice :____:____:____:____:____:____:____: awful

negative :____:____:____:____:____:____:____: positive

successful :____:____:____:____:____:____:____: unsuccessful

INTERACTION WITH ME

valuable :____:____:____:____:____:____:____: worthless

bad :____:____:____:____:____:____:____: good

nice :____:____:____:____:____:____:____: awful

negative :____:____:____:____:____:____:____: positive

successful :____:____:____:____:____:____:____: unsuccessful

CLASS ATTENTION

valuable	:		:		:		:		:		:	worthless
bad	:		:		:		:		:		:	good
nice	:		:		:		:		:		:	awful
negative	:		:		:		:		:		:	positive
successful	:		:		:		:		:		:	unsuccessful

INTERACTION WITH CLASSMATES

valuable : _____ : _____ : _____ : _____ : _____ : _____ : worthless

bad : _____ : _____ : _____ : _____ : _____ : _____ : good

nice : _____ : _____ : _____ : _____ : _____ : _____ : awful

negative : _____ : _____ : _____ : _____ : _____ : _____ : positive

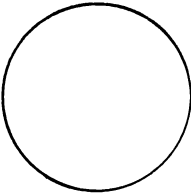
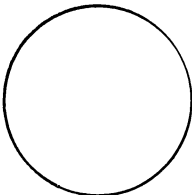
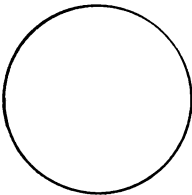
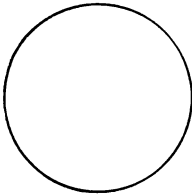
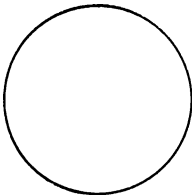
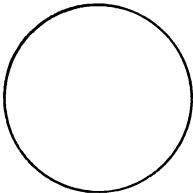
successful : _____ : _____ : _____ : _____ : _____ : _____ : unsuccessful

APPENDIX D

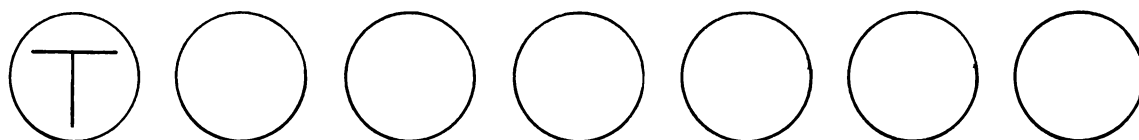
THE CHILDREN'S SELF-SOCIAL CONSTRUCTS TEST

1. These circles stand for children. You choose one to be you. Write your initial in the circle you choose.
2. The circle with the T in it stands for your teacher. You choose one of the other circles to be you. Put your initial in it.
3. These circles stand for children. You choose one to be you. Write your initial in the circle you choose.
4. These designs stand for people. You choose one to be you. Draw a circle around it.
5. The circles in the box stand for children in your class. You choose one of the circles on the right to be you. Draw a circle around it.
6. These designs stand for people. You choose one to be you. Draw a circle around it.
7. The circle with the Fr in it stands for your friends. You choose one of the other circles to be you.
8. These designs stand for people. You choose one to be you. Draw a circle around it.
9. The circles in the box stand for children in your class. You choose one of the circles on the right to be you.
10. These designs stand for people. You choose one to be you. Draw a circle around it.
11. These circles stand for your parents, your teacher, and your friends. You draw a circle for yourself anywhere you like on the page.

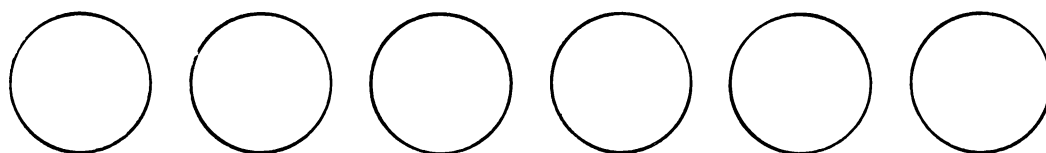
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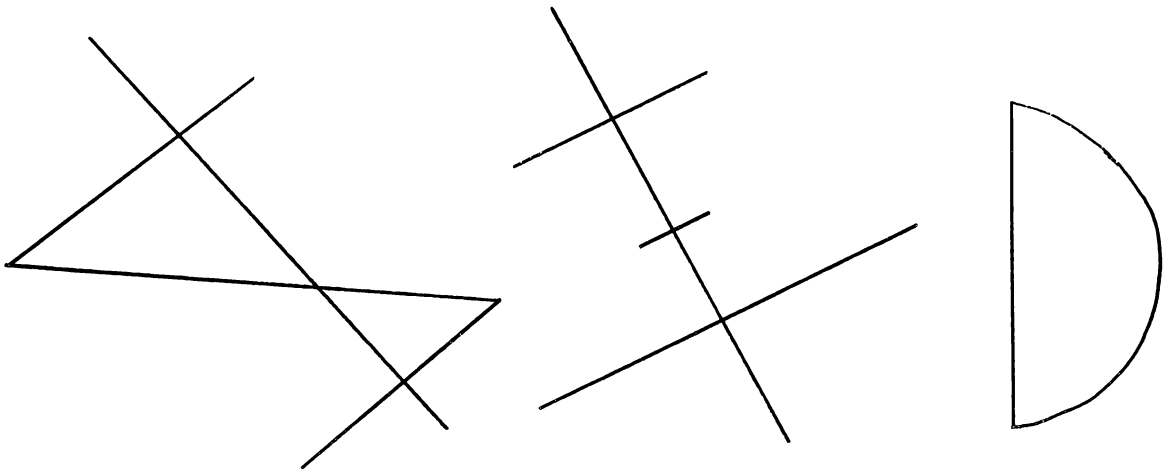
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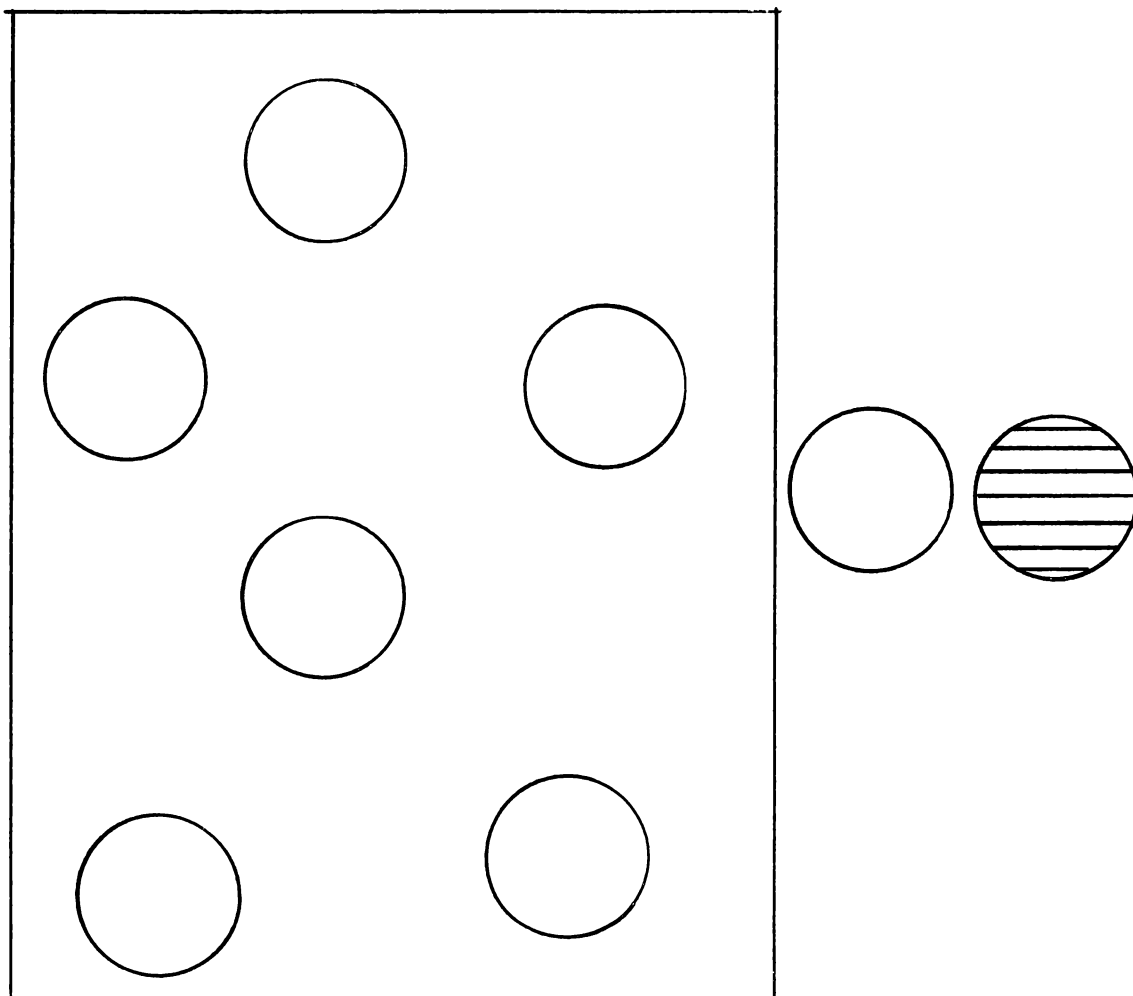
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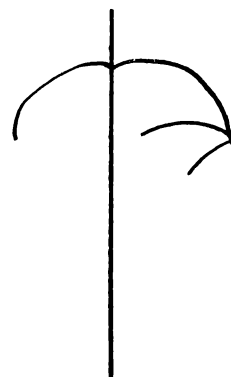
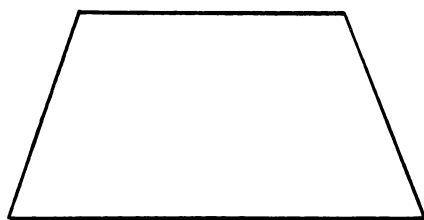
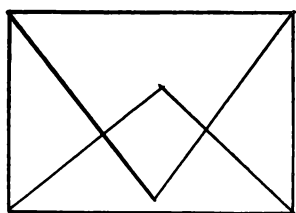
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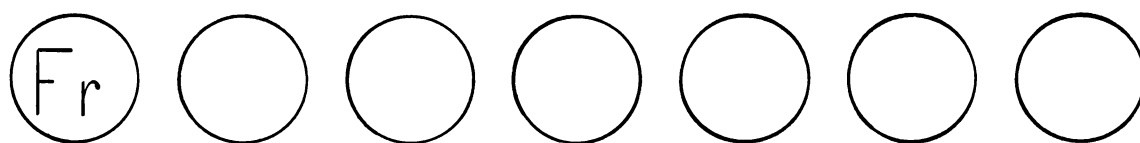
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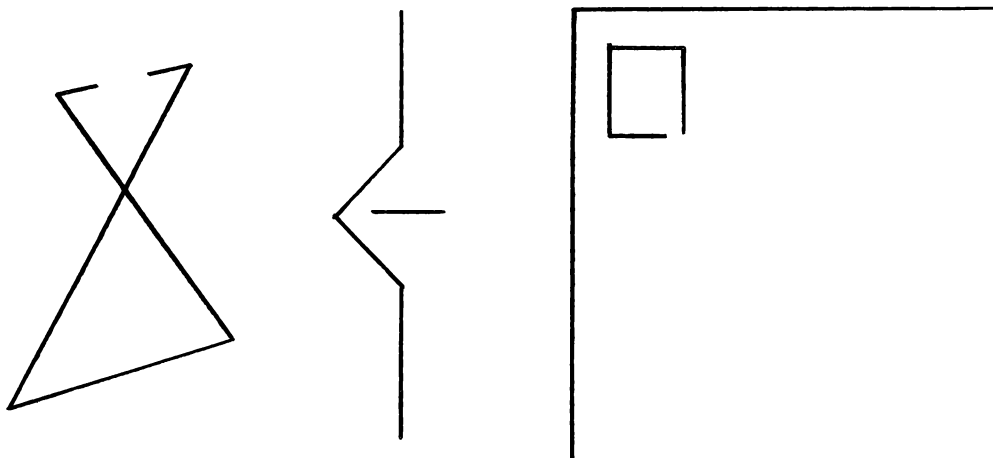
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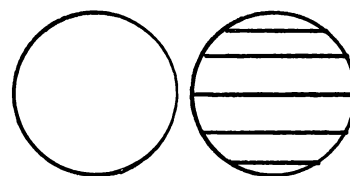
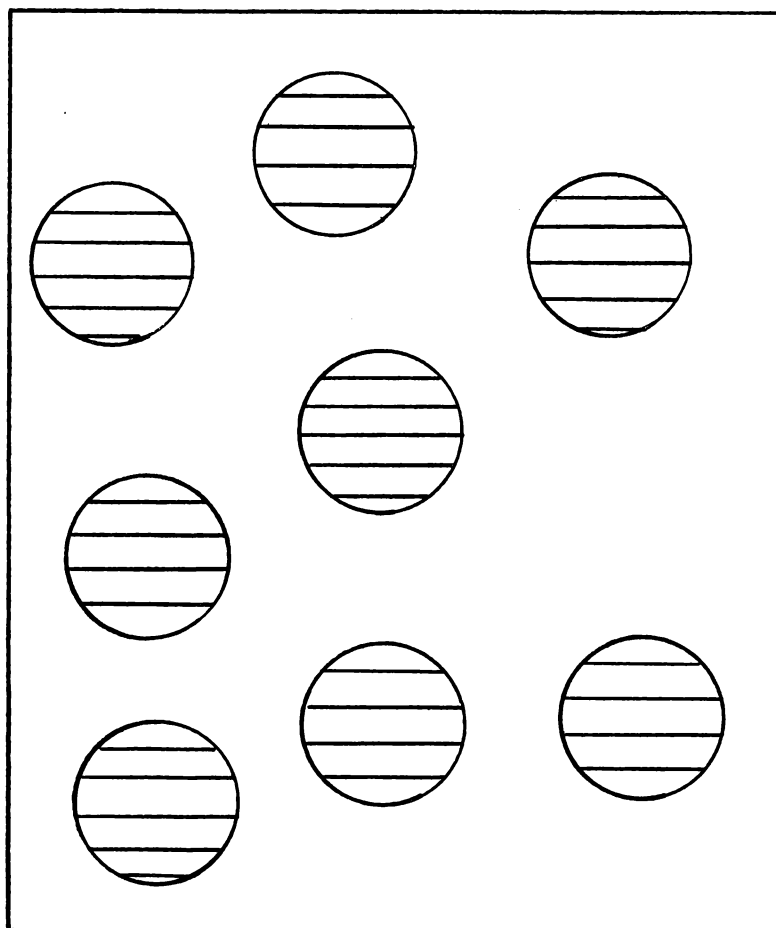
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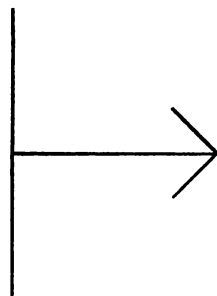
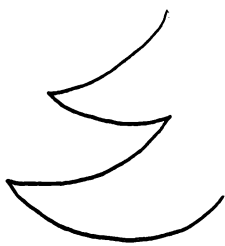
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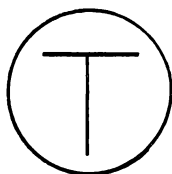
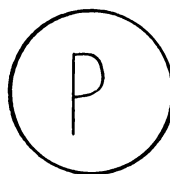
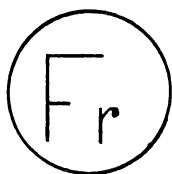
9.



10.



11.



APPENDIX E

GRONLUND'S SOCIOMETRIC TEST

Name: _____ Date: _____
School: _____ Grade: _____ Teacher: _____

We would like to know the names of the children you would like to have sit near you, like to have work with you, and like to have play with you. You may choose anyone in this room you wish, including those students who are absent. Your choices will not be seen by anyone else. Give first name and initial of last name.

REMEMBER

1. Your choices must be from pupils in this room, including those who are absent.
2. You should give the first name and initial of the last name.
3. You should make all three choices for each question.
4. You may choose a pupil for more than one group if you wish.
5. Your choices will not be seen by anyone else.

I would like to sit near these children:

1. _____
2. _____
3. _____

I would choose to work with these children:

1. _____
2. _____
3. _____

I would choose to play with these children:

1. _____
2. _____
3. _____

APPENDIX F

CHILDREN'S SOCIAL DESIRABILITY SCALE

CSD SCALE: QUESTION FORM

Child _____

Sex _____

Date _____

- Y N 1. Do you ever get angry if you have to stop in the middle of something you're doing to eat dinner or go to school?
- Y N 2. Does it sometimes bother you to share your things with your friends?
- Y N 3. Do you always enjoy yourself at a party?
- Y N 4. Are you always polite to older people?
- Y N 5. Do you sometimes tell a little lie?
- Y N 6. Do you ever hit a boy or girl who is smaller than you?
- Y N 7. Sometimes do you feel like doing other things instead of what your teacher wants you to do?
- Y N 8. Do you ever act "fresh" or "talk back" to your mother or father?
- Y N 9. When you make a mistake, do you always admit you are wrong?
- Y N 10. Do you feel that your parents always show good judgment; that is, do they always make good choices?
- Y N 11. Have you ever felt like saying unkind things to a person?
- Y N 12. Have you sometimes felt like throwing or breaking things?
- Y N 13. Do you ever let someone else get blamed for what you do wrong?
- Y N 14. Do you sometimes brag to your friends about what you can do?
- Y N 15. Are you always careful about keeping your clothing neat and your room picked up?

- Y N 16. Do you ever shout when you feel angry?
- Y N 17. Do you sometimes feel like staying home from school even if you're not sick?
- Y N 18. Sometimes, do you wish your parents didn't check up on you so closely?
- Y N 19. Do you always help people who need help?
- Y N 20. Do you sometimes argue with your mother to let you do something she doesn't want you to do?
- Y N 21. Do you ever say anything that makes somebody else feel bad?
- Y N 22. Do you think your teachers know more about everything than you do?
- Y N 23. Are you always polite, even to people who are not very nice?
- Y N 24. Sometimes, do you do things you've been told not to do?
- Y N 25. Do you ever get angry?
- Y N 26. Do you sometimes want to own things just because your friends have them?
- Y N 27. Do you always listen to your parents?
- Y N 28. Do you ever forget to say "please" and "thank you?"
- Y N 29. Do you sometimes wish you could just play around instead of having to go to school?
- Y N 30. Do you always wash your hands before every meal?
- Y N 31. Do you sometimes dislike helping your parents even though you know they need your help around the house?
- Y N 32. Do you ever find it hard to make friends?
- Y N 33. Have you ever broken a rule?
- Y N 34. Sometimes, do you try to get even when someone does something to you that you don't like?
- Y N 35. Do you sometimes feel angry when you don't get your way?
- Y N 36. Do you always help a hurt animal?

- Y N 37. Do you sometimes want to do things your parents think you are too young to do?
- Y N 38. Do you sometimes feel like making fun of other people?
- Y N 39. Have you ever borrowed anything without asking permission first?
- Y N 40. Do you sometimes get mad when someone disturbs something you've been working on?
- Y N 41. Are you always glad to co-operate with others?
- Y N 42. Do you ever get angry when your best friend wants to do something you don't want to do?
- Y N 43. Do you sometimes wish that the other kids would pay more attention to what you say?
- Y N 44. Do you always do the right things?
- Y N 45. Are there some times when you don't like to do what your parents tell you? (mind your parents?)
- Y N 46. Are there time that you don't like it if somebody asks you to do something for him?
- Y N 47. Do you sometimes get mad when people don't do what you want them to do?

APPENDIX G

TEACHER EVALUATION OF UNIVERSITY OF
TENNESSEE STUDENT PERFORMANCE

Laboratory Experience

Teacher Evaluation of U.T. Student Performance

College Student's Name _____ Teacher's Name _____

Teacher's Phone Number	Best Time to Call
111-111-1111	11:11
222-222-2222	22:22
333-333-3333	33:33
444-444-4444	44:44
555-555-5555	55:55
666-666-6666	66:66
777-777-7777	77:77
888-888-8888	88:88
999-999-9999	99:99

School _____

1. Was the U. T. student punctual? Yes No
2. Did the U. T. student have time to work individually with the assigned child?

Yes No
3. How many classroom visits did the U. T. student make?

4. Did the U. T. student help the elementary pupil in the subject area in which the pupil was tutored? In what way?
5. Did the U. T. student help the elementary pupil in any other way besides tutoring? How?
6. My positive reactions to the U. T. student are:
7. My negative reactions to the U. T. student are:
8. Miscellaneous comments and suggestions:

APPENDIX H

TABLE 19

MEANS AND STANDARD DEVIATIONS FOR THE
SENTENCE COMPLETION TEST AND
THE SEMANTIC DIFFERENTIAL

Variable		T males	C males	T females	C females
(a) self	Mean	2.785	3.246	3.600	3.108
	SD	.723	1.161	.879	.922
(b) achievement		1.938	2.231	2.169	2.262
		.562	.697	.528	.602
(c) learning		2.015	2.215	2.169	2.108
		.630	.933	.852	1.032
(d) school work		4.615	4.000	4.185	5.323
		.846	1.178	1.495	1.285
(e) interaction with me		5.200	4.723	5.400	5.646
		.959	.889	1.183	1.158
(f) attention in class		4.615	4.015	4.708	5.108
		1.345	1.399	1.406	1.482
(g) interaction with classmates		4.092	4.185	4.477	4.815
		.656	1.153	1.434	1.808
(h) classroom behavior		4.585	4.431	5.446	5.523
		1.005	1.397	.970	1.358
(i) participation in class		4.800	3.862	4.892	5.385
		1.088	1.115	1.041	1.284

TABLE 20
MEANS AND STANDARD DEVIATIONS FOR THE CHILDREN'S
SELF-SOCIAL CONSTRUCTS TEST, GRONLUND'S
SOCIOMETRIC TEST, AND THE CHILDREN'S
SOCIAL DESIRABILITY SCALE

Variable		T Males	C Males	T Females	C Females
(j) vertical esteem	Mean	4.077	4.308	4.077	4.077
	SD	1.441	1.888	1.891	1.754
(k) identification with teacher		3.231	3.615	3.538	3.846
		2.204	1.850	2.025	1.819
(l) horizontal esteem		3.007	3.538	3.231	3.769
		1.441	1.898	2.088	1.878
(m) individuation		1.000	.615	.769	1.154
		.577	.650	.752	.801
(n) complexity		2.058	2.019	1.885	2.019
		.614	.388	.475	.525
(o) identification with friends		2.231	2.692	2.923	2.077
		2.048	1.843	1.891	1.256
(p) social dependency		.769	.692	.538	.385
		.439	.480	.519	.506
(q) social status		5.308	2.846	4.486	4.000
		3.922	2.230	3.288	3.416
(r) social desirability		26.385	22.385	22.077	18.846
		8.362	11.244	9.429	10.415

TABLE 21
UNIVARIATE F TESTS FOR MAIN EFFECTS
OF SEX OF ISOLATE

Variable	F(1,48)	P	MS	EMS
(a) self	1.704	.198	1.489	.874
(b) achievement	.616	.436	.222	.367
(c) learning	.009	.925	.007	.764
(d) school work	1.728	.195	2.588	1.497
(e) interaction with me	3.683	.061	4.099	1.113
(f) attention in class	2.297	.136	4.561	1.985
(g) interaction with classmates	1.891	.175	3.351	1.772
(h) classroom behavior	8.636	.005	12.407	1.437
(i) participation in class	6.579	.014	8.481	1.289
(j) vertical esteem	.056	.813	.173	3.074
(k) identification with teacher	.240	.626	.942	3.923
(l) horizontal esteem	.142	.708	.481	3.391
(m) individuation	.640	.428	.308	.481
(n) complexity	.379	.541	.097	.257
(o) identification with friends	.006	.938	.019	3.186
(p) social dependency	3.973	.052	.942	.237
(q) social status	.145	.705	1.558	10.712
(r) social desirability	2.033	.160	200.080	98.443

TABLE 22
UNIVARIATE F TESTS FOR MAIN EFFECTS
OF TREATMENT CONDITION

Variable	F(1,48)	P	MS	EMS
(a) self	.004	.953	.003	.874
(b) achievement	1.333	.254	.481	.361
(c) learning	.082	.776	.062	.764
(d) school work	.594	.445	.889	1.497
(e) interaction with me	.156	.696	.173	1.113
(f) attention in class	.065	.799	.130	1.985
(g) interaction with classmates	.340	.562	.603	1.772
(h) classroom behavior	.013	.908	.019	1.437
(i) participation in class	.502	.482	.647	1.289
(j) vertical esteem	.056	.813	.173	3.074
(k) identification with teacher	.397	.532	1.558	3.923
(l) horizontal esteem	.958	.333	3.250	3.391
(m) individuation	.000	1.000	.000	.481
(n) complexity	.117	.734	.030	.257
(o) identification with friends	.151	.699	.481	3.186
(p) social dependency	.730	.397	.173	.237
(q) social status	3.320	.075	35.557	10.712
(r) social desirability	1.726	.195	169.921	98.433

TABLE 23
UNIVARIATE F TESTS FOR INTERACTION OF
SEX AND TREATMENT CONDITION

Variable	F(1,48)	P	MS	EMS
(a) self	3.384	.072	2.957	.874
(b) achievement	.360	.551	.130	.361
(c) learning	.291	.592	.220	.764
(d) school work	6.676	.013	9.997	1.497
(e) interaction with me	1.527	.223	1.699	1.113
(f) attention in class	1.637	.207	3.250	1.985
(g) interaction with classmates	.111	.740	.197	1.772
(h) classroom behavior	.120	.730	.173	1.437
(i) participation in class	5.161	.028	6.653	1.289
(j) vertical esteem	.056	.813	.173	3.074
(k) identification with teacher	.005	.944	.019	3.923
(l) horizontal esteem	.006	.940	.019	3.391
(m) individuation	4.000	.051	1.923	.481
(n) complexity	.379	.541	.697	.257
(o) identification with friends	1.744	.193	5.558	3.186
(p) social dependency	.081	.777	.019	.237
(q) social status	.792	.378	8.481	10.712
(r) social desirability	.020	.889	1.923	98.433

VITA

Thomas Frederick Holcomb was born in Tacoma, Washington, on March 12, 1942. He attended elementary and high school in Tacoma, and was graduated from Bellarmine High School in 1960. He received a Bachelor of Arts degree in Elementary Education with a minor in English in 1964 from St. Martin's College in Olympia, Washington. In 1967, he received a Master of Education degree in Guidance and Counseling (attending an NDEA Institute in Elementary Guidance and Counseling) from Ohio University in Athens, Ohio. He entered the Doctoral program in Educational Psychology and Guidance in 1969. Between the years 1964 and 1969, he taught the fourth grade for two years in Olympia, Washington, and was the director and served as an elementary school guidance counselor in Carpentersville, Illinois, where he also assisted in the practicum experience for elementary counselors from Northern Illinois University. While a graduate student, he held an assistantship working with the New Careers Program, training para-professionals to work as teacher aides; was an instructor for the University of Tennessee evening and extension school; and held a graduate assistantship at the University of Tennessee student counseling center. He was also active in the Educational Psychology and Guidance Graduate Student Association.

He is a member of Who's Who in Colleges and Universities 1963, and Phi Delta Kappa.

He is married to the former Carole Kirby of Gallatin, Tennessee, and expects a child in September.