The Effect of University Student Tutors on the Self-Concepts of Elementary School Pupils.

Betty Oxford Mason

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The Louisiana State University and Agricultural
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THE EFFECT OF UNIVERSITY STUDENT TUTORS ON THE SELF CONCEPTS OF ELEMENTARY SCHOOL PUPILS

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Education in The Department of Education

by

Betty Oxford Mason
B.S., Louisiana State University, 1950
M.Ed., University of Florida, 1967
August, 1975
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ABSTRACT

The purpose of this study was to examine the effect of university student tutors on the self concept of third, fourth, and fifth grade pupils. The study took place in two elementary schools in East Baton Rouge Parish in Louisiana.

Statement of the Problem

The following null hypothesis was tested using the .05 level of significance: there is no significant difference in the self concepts of elementary school pupils who were in the control group (not tutored) and in the experimental group (tutored).

Procedure

The tutors who participated in the study were forty-eight students enrolled in Education 3111, at Louisiana State University in the fall semester, 1974. There were two sections, taught by the same instructor, included in the study. The course included instruction in methods of reading and language arts. Elementary pupils in the experimental group, children who were tutored, and in the control group, children who were not tutored, were randomly selected from eight classrooms in two schools in Baton Rouge, Louisiana. Grades three, four, and five were used because the Piers-Harris Children's
Self Concept Scale, the instrument used in this study, was not validated below the third grade.

The tutoring lasted fourteen weeks. The first two weeks the tutors worked with the pupils twice a week for approximately thirty minutes each session. For the remainder of the semester tutorial sessions were held four times a week.

A post-test, given by the experimenter, measured differences in self concepts of the experimental group and the control group. The Piers-Harris Children's Self Concept Scale was used for this purpose. The experimental design for this study was the randomized, control group, post-test only method.

Analysis of Data

In order to adequately test the hypothesis the students were divided into the following subgroups: group (experimental and control), race (black and white), sex (male and female), grade level (fourth, fifth, sixth), achievement (high, average, low), and school (University Terrace Elementary and Westdale Elementary). An analysis of variance was computed for each subgroup and the interaction of the subgroups. The F-ratio tested for significance.
Findings

1. Tutoring had a significant effect (beyond the .01 level) on the self concepts of high achieving students. Tutoring had no significant effect on low or average achieving students.

2. The patterning of self concepts in both the experimental group and the control group was the same. The high achievers had the over-all highest self concepts. The average achievers had the lowest self concepts.

3. There was a significant relationship between school and race. The white students at the integrated school had higher self concepts than the black students in the same school. The difference was significant. The black students at the predominantly black school had higher self concepts than the black students at the integrated school. The difference approached significance.

4. Boys had higher self concepts than girls. The difference approached significance.

Recommendation

1. Research should be conducted to study the effect of tutoring on the self concepts of high achieving students. Average, as well as low achieving students should be included in the study.

2. Research should be conducted to determine the effect of tutoring on the self concepts of both tutees and tutors. The effect of the tutor's self concept of the tutee's change in self concept should also be studied.
CHAPTER I
INTRODUCTION TO THE STUDY

SELF CONCEPT IN EDUCATION

William James (1902) was one of the first to recognize the self as an objective entity; however, it was not until the early fifties that the self concept theory was related to education. Jersild (1952) believed that each teacher was in a way a psychologist. Jersild said that a teacher can help a child realize and accept himself or "bring on humiliation, shame, rejection, self disparagement."

Jersild (1952) made a great impact, and many educators began examining ways of building better self concepts in children. Enough research has been done in this area to make some generalizations.

Balwin and Levin (1958) found a relationship between performance and self. The study found that children were more willing to be visible after success, especially if they had previously failed. Smock (1958) found that children who were anxious approached the world in a constricted way.

Purkey (1967) reported that there was a strong relationship between attitude, self and achievement. Purkey (1970) stated that basic capacities were not nearly as important as what a person believes about himself.
Rosenthal and Jacobson (1968) in their experiments on teacher expectations and "spurters" found that children randomly chosen did indeed become "spurters" and made significantly higher gains in IQ when teachers expected them to do so. The explanation was that teachers probably unconsciously communicated their expectations through expressions and teaching techniques. The child consequently learned by "changing his self concept, his expectations of his own behavior, and his motivation." (180).

Fitts (1972) stated the following general hypothesis: "Other things being equal, the more optimal the self concept, the more effectively the individual will function." He also found that academic performance, school moral and classroom participation had some relationship to the self concept.

Combs and Purkey (1973) believed that self concept was related to experience with significant others, such as teachers and parents. Combs and Purkey stated, "... it is necessary to feel loved, and by someone who matters." (49).

**IMPORTANCE OF THE STUDY**

In view of the above brief review of literature it appeared that a positive self concept in a child was vital for learning. Developing better self concepts in children should be a goal in education. Gordon (1969, 266) says:
Although we can only establish, at this time, a functional relationship between self-concept and external variables such as the teacher and peer evaluation and actual performance, the pragmatic question is what to do to help children see themselves in growth-producing ways. Chances are that the attack can be made any place in the transactional field -- we can work on skill, on self concept, on changing teacher and peer perceptions, or modifying family expectations. Much research remains to be done in exploring varieties of approaches to the question.

This study was an attempt to explore one approach to building better self concepts in children. The study was significant because:

1. It provided data to evaluate the effect of university student tutors on the self concepts of elementary pupils.

2. It provided data to evaluate the university student tutorial program at University Terrace Elementary School and Westdale Elementary School, Baton Rouge, Louisiana.

3. The study can be a basis for additional research in tutorial programs, especially teacher-education programs using university student tutors.

STATEMENT OF THE PROBLEM

The purpose of this study was to examine the effect of university student tutors on the self concepts of third, fourth, and fifth grade pupils. The following questions were formulated to guide the investigation.
1. Is there significant difference in the self concepts of the experimental group in the tutorial program and the control group?

2. Is there significant difference in the self concepts of the white children in the experimental group and white children in the control group?

3. Is there significant difference in the self concepts of the black children in the experimental group and black children in the control group?

4. Is there significant difference in the self concepts of black and white children in the experimental group?

5. Is there significant difference in the self concepts of boys in the experimental group and girls in the experimental group?

6. Is there significant difference in the self concepts of third, fourth, or fifth grade students in the experimental group?

7. Is there significant difference in the self concepts of high achievement students in the experimental group and high achievement students in the control group?

8. Is there significant difference in the self concepts of low achievement students in the experimental group and low achievement students in the control group?

9. Is there significant difference in the self concepts of the experimental group at University Terrace
Elementary School and the experimental group at Westdale Elementary School?

**DELIMITATION OF THE STUDY**

This study was limited to university student tutors who were enrolled in two sections of Education 3111. The course, Materials and Methods in Reading and Language Arts in the Elementary School, was taught by the same instructor. The course was held in the fall semester, 1974, at Louisiana State University, Baton Rouge, Louisiana. The pupils who were tutored were third, fourth, and fifth grade students from University Terrace Elementary School and from Westdale Elementary School in Baton Rouge, Louisiana.

**DEFINITION OF TERMS**

_University student tutors:_ The tutors were students enrolled at Louisiana State University for the fall semester, 1974, in two sections of Education 3111. The same instructor taught both sections of the methods course in reading and language arts. The terms 'university student tutors' and 'tutors' were used interchangeably throughout the study.

_Self concept:_ The term self concept was used synonymously with the term used in _The Piers-Harris Children's Self Concept Scale_. The term was based on six factors: Behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.
Reading and language arts methods course: Two sections of Education 3111, taught by the same instructor, in the fall semester of 1974 at Louisiana State University comprised the methods course. The classes included second semester juniors and first semester seniors. These met at Westdale Elementary School and University Terrace Elementary School for classroom instruction as well as for tutorial sessions. The classes met four times a week for six total hours each week. The students received five semester hours credit.

Title I school: A school that met the requirements as a school in a low income area and received funds from the Elementary and Secondary Education Act (1965) was a Title I school. University Terrace Elementary School was a Title I school.

Center School: A center school was one of three designated, typical elementary schools in East Baton Rouge Parish chosen to direct an in service reading program for other elementary schools in the parish. Westdale Elementary School was a center school.

PROCEDURE

University student tutors who participated in the study were students at Louisiana State University in the fall semester, 1974. The tutors were enrolled in a required reading and language arts methods course. Elementary pupils in the experimental and control groups were
randomly selected from eight classrooms, grades three through five at University Terrace Elementary School and Westdale Elementary School. Pupils were categorized by group (experimental and control), sex (male and female), school (Westdale and University Terrace), race (black and white), and achievement (high, average, and low).

Tutoring of the experimental group began the second week in September, 1974, and ended the first week in December of the same year. The first two weeks the tutors worked with the pupils two times a week. For the remainder of the semester tutorial sessions were held four times a week. The control group received no tutoring. Tutoring sessions lasted fourteen weeks.

The tutors were instructed briefly before the tutorial sessions began. These sessions were held as a part of the regular classroom period. Instruction and evaluation of the tutorial sessions continued throughout the semester.

A post-test, given by the experimenter to the elementary pupils during the third week in November, 1974, measured differences in self concepts of the experimental group and the control group. The Piers-Harris Children's Self Concept Scale was used for this purpose.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The review of related literature is described in Chapter II. The review of literature includes self concept
theory, studies related to self concept and elementary school children, and research closely related to this study.

Chapter III contains the procedure used in this investigation. Chapter IV includes the presentation and analysis of data. Chapter V presents the summary, conclusions, and recommendations of the study.
CHAPTER II

REVIEW OF RELATED LITERATURE

SELF CONCEPT THEORY

Self concept theory is relatively new. Although some authors (Diggory, 1966) attempted to trace the concept of self to ancient writers, the term "self" was not used until early in this century. Freud (1933) spoke of the ego early in his writings but did not mention the self.

Self Concept Theory in Psychology

William James (1902) was one of the first to recognize the self as an objective entity. He stated the self is the "sum total of all that he calls his." Calkins (1915) was an introspectionist who wrote about the self early in the twentieth century.

In the early 1900's a revolution was taking place in the world of psychology in this country. Because behavioral psychologists became predominant in America, there was little mentioned about the self during the period from James to the middle forties. The self concept does not fit into the behavioral theory. Ideas about the self, however, were not dead. Little was published about the concept because of the disfavor suffered by other theories during the twenties and thirty. Mead (1934)
was one author who wrote about the self. He defined self as an object to itself which is reflective. Lewin (1935) described the self by calling it a central organization of vital importance to the entire personality. Allport (1937), throughout his career, also stressed the importance of the self.

Raimy (1943) was the first to define the self concept. He said:

The Self concept is the more or less organized perceptual object resulting from present and past self observations . . . (it is) what a person believes about himself. The self concept is the map which each person consults in order to understand himself, especially during moments of crisis or choice.

Lecky (1945), Bertocci (1945), Murphy (1947), and Maslow (1954) followed with writings about the self. In the late forties and early fifties there was a revolution in the field of psychology. Clinical psychologists began to be heard, and the self became an important concept.

Neo-Freudians such as Horney, (1939), Sullivan (1957) and Fromm (1956) brought the attention of the self to psychoanalytic theory. Combs and Snygg (1949) and Rogers (1947) where instrumental in bringing together a new "self theory" which was later called the Third Force or the Humanistic Movement. It included groups other than the behaviorist, Freudians and Neo-Freudians. Those in the Humanistic group were diverse and included phenomenologists, existentialists, Gestaltists,
transactionalists, self-psychologists, humanists, perceptualists, and personalists. Most of the groups were involved in the practice of psychology as social workers, teachers, clinical or child psychologists, psychiatrists, and counselors. Some of the people who were in this group were Combs, Snygg, Rogers, May, Kierkegaard, Frankl, Perls, Jourard, Maslow, and Purkey.

Wylie (1961) wrote a complete review of the literature on the self concept to that date. Wylie found a great deal of interest in the self but found the theories vague and the results ambiguous. She was disappointed in the findings.

Wylie's work inspired new research on the self. Publications and research from that date have greatly increased. Theories have been refined. Brookover (1964), Combs, (1965, 1969), Hamacheck (1965), and Coopersmith (1967) have written books about the self concept. Diggory (1966) covered the history of self concept in his volume. Purkey (1970) reviewed the literature on self concept and school achievement from Wylie to 1970. He developed his own theory of self concept. Fitts (1972), who has done extensive study of the self concept and developed the Tennessee Self Concept Scale, has also done an extensive review of the literature, especially where that was used.
Self Concept Theory in Education

Up until the early fifties change in self concept was left to therapy. Jersild (1952) was the first to relate change in self concept to education. He believed that each teacher was, in a way, a psychologist. He said of the teacher:

He is the central figure in countless situations which can help the learner realize and accept himself or may bring on humiliation, shame, rejection, self disparagement.

Jersild compiled categories of the self using "What I Like About Myself" and "What I Dislike About Myself" which were self reports of students of all ages. These categories have influenced many self concept scales such as Piers-Harris (1969) and Gordon (1968).

In the past ten years self concept has become an important part of writings in education. Many have designed self-report scales (Gordon, 1966) for the elementary school such as Sears, Engel and Raines, Kilpatrick and Cantril, and Meyerowitz. There are many others, such as Fitts, who designed a scale for use at the secondary level.

Erikson (Hamachek, 1965), a developmental analyst interested in education, related basic trust to self concept. He stressed success in the elementary grades as vital to developing a healthy personality.

Combs (1965) was not only interested in development of better self concepts in children but also in prospective
teachers. He stated (1969) that a teacher's feelings about himself are probably more important than his techniques.

Rosenthal and Jacobson (1968) wrote about teacher expectation and self-fulfilling prophecy. They theorized that the teacher can change a child's self concept through the teacher's expectation of the child.

Purkey (1967) did extensive work on self concept and school achievement. The research indicated that high achievement and self concept were closely related, although it was uncertain about cause and effect. He believed that the atmosphere created by the teacher affected the self concept of the children in the classroom. Challenge, freedom, respect, warmth, control, and success were recommended by Purkey as elements to build an atmosphere conducive to favorable self concepts.

Fitts (1972) wrote on self concept and performance, self concept and guidances workers, and many other phases of self concept. He used the Tennessee Self Concept Scale to develop his theory.

Ginott (1973) summed up his belief about the teacher's influence upon a child's self concept when he wrote:

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of
torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Summary

Self concept theory had its beginnings in the early 1900's. Up until the early 1950's the theory was primarily related to clinical psychology. After 1950, self concept theory became an important part of educational theory and research.

STUDIES RELATED TO SELF CONCEPT AND ELEMENTARY SCHOOL PUPILS

An extensive review of research on self concept was compiled by Wylie (1961). The book included all studies completed before that time and indicated that self concept theory needed more scientific characteristics. She found the research ambiguous but exciting and recommended more study.

Wylie's work inspired greater interest in research on self concept. Purkey (1970) reviewed literature on self concept and school achievement with emphasis on work completed after Wylie's research.

The self concept as measured by the Tennessee Self Concept Scale has been thoroughly reviewed by Fitts (1969, 1970, 1971, 1972). Most of these studies were related to older students and adults.
Research Studies

The following studies were related to the self concept in elementary school pupils. Most of the studies reported were restricted to the effect of the school environment on the self concept of the child. Only studies with significant results in self concept were reported below.

Self-Concept. Balester (1956) and Engel (1959) both found a high degree of consistency in self concept and found that it resisted change to a high degree. A direct relationship between change toward a positive self concept and grade level was reported by Bolea (1970).

Self Concept and Achievement. Beebe (1972) reported a significantly positive relationship between self concept and achievement. Williams and Cole (1968) found a relationship between self concept and reading and between self concept and mathematics achievement.

Purkey (1967) found that there was a strong relationship between attitude toward self and achievement. Balwin and Levin (1958) also found a relationship between performance and self. Children were found more willing to be visible after success, especially if they previously had failed. Smock (1958) found that children who were anxious approached the world in a constricted way.

Personal, academic, and social competence were part of the personalities of high achievers in their self ratings. (Davidson and Greenberg, 1967). High achieving
students reported higher self concepts than lower achieving students in a study by Farls (1967). Ringness (1961) reported that successful students had high opinions of themselves and were optimistic about future performance. Self confidence, self acceptance, and high self concepts were the characteristics of achievers in a study by Gowan (1960). Taylor (1964) reported that the achiever had confidence in his general ability. Brookover (1969) found that the high achiever had confidence in his ability as a student. Other studies (Campbell, 1967; Caplin, 1966; Bledsoe, 1967) also found similar results.

Diggory (1966) and Ludwig and Maehr (1967) found that ability in one area had a spread effect to other areas of abilities. The self concept was responsible for this interaction. Aronson (1959, 1962) discovered that pupils who did poorly and expected to do so felt better about themselves than those who did well and did not expect to do so.

Campbell (1965) and Bledsoe (1967), and Shaw and Alvas (1963) reported that boy underachievers had more negative self concepts than girl underachievers. Brookover, Erickson, and Joiner (1967) discovered that students with negative self concepts concerning their abilities rarely do well in school. Durr and Schmatz (1964) found underachievers more withdrawn, and lacking in self reliance, personal worth, and feeling of belonging. Taylor
(1964) found underachievers had depressed attitudes toward themselves, as well as strong inferiority feelings.

Kersensky (1967), Carter (1968), and Soares and Soares (1969) explored why some students with high self concepts of ability did not succeed in school. They concluded that disadvantaged children often did not view school as relevant. Soares and Soares found that disadvantaged children generally had better self concepts than advantaged children.

**Self Concept and Blacks.** Radke-Yarrow, Davis, and Trager (1949) conducted a study which concluded that there was early awareness of racial group membership. Even preschool children's self concepts were affected by their group membership. Gabbler and Gibby (1967) found that white and black children differed significantly in their self concepts.

Other studies have shown that social status, not race, was of major importance in self concept. Washington (1965) found that black children in the middle socio-economic class had higher self concepts than those in the lower class. Owen (1972) also discovered a closer relationship between self concepts of nondisadvantaged children of both races. Henderson (1973) also found that students of high socio-economic status of both races had higher self concepts of their academic abilities. A study by Kuhn (1972) showed similar results; Kuhn concluded that
there were more similarities than differences in the self concepts of blacks and whites.

Several studies have been conducted to determine the effect integration of schools has had on the self concepts of black children. Walker (1968) studied a group of children in their first and second years after entering an integrated school. He reported that there were no significant changes in self concepts of lower class children after one year; however, after the second year the self concepts were significantly lower.

Wash (1972) found many differences in ten- and eleven-year old black children who attended integrated and segregated schools. The groups that had higher self concepts were high socio-economic children in segregated schools, high socio-economic children in integrated-transported schools, and low socio-economic children in integrated neighborhood schools. Wash found that within segregated schools high socio-economic blacks had higher self concepts. Within integrated-neighborhood schools children from low socio-economic backgrounds exhibited higher self concepts.

Strang (1972) compared children in schools with differing proportions of Negro and white students. He concluded (1) children in racially balanced schools had more positive self concepts, (2) children in the majority racial group had higher self concepts, (3) Negro children
as a total group had higher self concepts, and (4) children in predominantly Negro schools had higher self concepts than white children in predominantly white schools. Henderson (1973) also found that students in predominantly black schools had higher self concepts than children in predominantly white schools. Hogan (1969) found that self concepts of students in racially mixed classes were higher than those in predominantly Negro classes; however, the integrated classes were generally of higher socio-economic level.

Whisenton (1970) studied Negro students who participated in a program that provided for experiences with Negro adult models of achievement. The students made significant gains in self acceptance.

Self Concept and Counseling. Three studies showed relationships between counseling and the building of self concepts. McRae (1971) found that children with low self concepts gained in self esteem when placed in a non-threatening counseling environment. Koval (1971) studied Appalachian children who participated in weekly thirty minute guidance sessions. The children made significant gains in self concepts. Bills (1959) found that nondirective play therapy had a positive effect on children's self concepts.

Self Concept and Mathematics. Bradford (1972) compared a group of children in an Individually Guided Education (IGE) program in mathematics and a group in a
self contained program. Those in the individualized program made significant gains in self concepts.

Moore (1971) studied the relationship between self concepts and attitudes toward mathematics to academic achievement in arithmetic. A relationship was found to exist between attitudes and self concept and academic success. There was no conclusion about cause and effect.

Self Concept and Open Classrooms. A few studies showed that open classrooms had a positive effect on building self concepts in elementary children. Males who were very low in reading achievement were studied by Koskoff (1973). Those who were enrolled in open classrooms rather than traditional classrooms made significantly higher self concept scores.

Beckley (1972) compared student attitudes toward self in a self-contained classroom to an open classroom situation. A higher level of attitude toward self existed in the open classroom. Brown (1973) discovered a significant gain in self-esteem when fourth grade students attended open classes rather than stratified classes.

Lovin (1972), by contrast, found that children who moved into a new open facility with their former teachers and peers had losses in self concept.

Self Concept and Reading. Wattenberg and Clifford (1962) studied kindergarten children and related their scores on self concept to reading success when the children
reached second grade. Their results indicated that reading success can be predicted through measures of the self concept.

Koskoff (1973) found that high reading achievement was significantly related to high self concept in a traditional school setting. The relationship did not exist in the open school.

A program of self-directed dramatization and self-selection of stories was studied by Carlton and Moore (1966, 1968). The study reported that self concept was very important to reading achievement.

Cummings (1970) found a relationship between self concept and reading achievement. The research reported that a child's reading achievement in relation to that of others in his own classroom was closely related to his self concept.

The relationship of reading and self concept was studied by Seay (1960). The group of school boys included in the study who participated in a reading clinic had a significant relationship between self concept and reading achievement.

There seemed to be a negative relationship between poor reading ability and feelings of personal worth. Zimmerman and Allebrand (1965) studied urban children of lower and middle socio-economic status. Poor readers had a poor sense of worth, and they avoided achievement.
**Self Concept and Sex.** Baum (1968) through repeated testing concluded that girls, whether high or low achievers, report higher self concepts than boys. Beemer (1971), Wickersham (1970), Henderson (1973) and Edeburn (1973) reported similar results. Strang (1972), however, found that boys had more positive self concepts than did girls.

**Self Concept and Student Teaching.** Neal (1973), studying the effect of student teachers on the self concepts of elementary pupils, concluded that the number of teachers present in the classroom affected the pupils' self concepts. Pupils increased in self concept as the number of teachers increased.

**Self Concept and Teacher Personality.** There was evidence that teacher personality was related to self concept in students. Spaulding (1964) reported that calm, accepting, supportive, and facilitative teachers built positive self concepts in pupils. Threatening, grim, and sarcastic teachers had a negative effect.

Staines (1958) studied teachers; he identified those who would most likely facilitate self concepts in pupils. Teachers' positive and negative comments on children's performance as well as status were likely to change self images. Teacher warmth was reported to encourage growth in self concept and achievement by Cogan (1958), Reed (1962), and Christensen (1960).
Self Concept and Teachers' View of Self. Many studies have related the way teachers see themselves to the way they see others. (Omwake, 1954; Trent, 1957; Berger, 1953; Luft, 1966; and Fey, 1954). Combs (1969) found that effective teachers could be distinguished on the basis of their attitudes about themselves and others.

Edeburn (1973) concluded that primary students' self concepts were significantly related to the self concepts of their teachers. A positive correlation was found between teachers' ratings of self-esteem and their ratings of esteem for the most desirable student to teach (McCallon, 1965).

Self Concept and Teachers' View of Students. Davidson and Lang (1960) reported that when pupils felt that teachers valued and respected them, the pupils were likely to value and respect themselves. Clarke (1966) found that a student's academic performance was related to his perception of the academic expectations of him by significant others.

Rosenthal and Jacobson (1968) tested the self-fulfilling prophecy in the study of "spurters". Teachers were informed that randomly selected students would be "spurters". Months later, these children did in fact score significantly higher on intelligence tests than children not so identified.
Gill (1969) found that a teacher's attitude was important in building pupil's self concept.

**Self Concept and Teaching Methods.** Research on teaching methods has shown that self concept can be positively affected by several teaching methods. Carlton and Moore (1966, 1968) reported an improved reading ability and enhanced self concept in children who participated in self-directed dramatization. Threat and vicious assault on self concept in evaluation, Kowitz (1967) reported, were detrimental to achievement. Threat was also seen by Sarason (1961) as harmful to anxious students.

Self-reliance was fostered best by an atmosphere that was well structured and reasonably demanding. (Coopersmith, 1969). Brookover (1965) found that children's self concepts were enhanced by sharing with and encouraging parents in academic expectations and evaluations of their children's abilities.

Coopersmith (1969) found that children brought up in a permissive environment often had lower self concepts than those brought up in a firmer more demanding atmosphere.

Costello (1964) reported that praise produced better performance than blame. Approval of significant others raised self-ratings in a study by Ludwig and Maehr (1967). Encouraging comments on pupil's papers improved the pupil's performance significantly (Page, 1958). Walsh (1956) found that specific small-step improvements should
be recognized by teachers rather than vaguely pointed out good performance.

Staines (1958) found that positive and negative comments by teachers were related to children's performance and self-confidence. KickeRSham (1970) reported that children working with directive rather than indirective teachers had higher self concepts.

In a program of carefully designed teacher-pupil involvement and interaction Coleman (1968) reported a reduction of negative self concepts. Bolea (1967) found a relationship between change in a child's self concept and his teacher's participation in a child study program. Prows (1967) reported that a reading consultant, working with a classroom teacher, sensitized the teacher to a child's self concept.

**Self Concept and Teaching Settings.** Hinojosa (1974) found a relationship between self concept and an open climate versus a closed climate in the classroom. Thompson (1972) reported a rise in self concept as a result of team teaching versus traditional teaching. Marek (1972) found that depth-study in social studies versus the expository method was effective in the formation and maintenance of a learner's positive self concept.
Summary of Findings

The following section is a brief summary of the research reported above. The same divisions are used in both sections.

**Self Concept.** Self concept appeared to be consistent over a period of time and was difficult to change. However there was evidence that self concept increased as the child moves upward from grade to grade.

**Self Concept and Achievement.** Much research pointed to a relationship between self concept and achievement. There were studies that showed a relationship between negative self concept and underachievement, as well as positive self concept and achievement. There were no conclusion as to causes and effects.

There was evidence that a positive relationship between self concept and achievement does not always hold true with disadvantaged children. If the student did not see school as being relevant, his self concept could be positive even though he was an underachiever. One study reported that disadvantaged children as a whole had higher self concepts that advantaged children.

**Self Concept and Blacks.** Several studies showed that black children had lower self concepts than white children; however, most research did not support this.
Social status rather than race was more related to self concept; higher status was related to more positive self concepts.

Integration seemed to have affected self concepts in blacks. A variable, however, in an integrated situation, was the child's socio-economic status. High status blacks had higher self concepts when transported; low status blacks had higher self concepts in integrated-neighborhood schools. Children as a whole in racially balanced schools tended to have higher self concepts; otherwise the majority group tended to have higher self esteem. One study showed that black students who participated in a program that provided for planned experiences with Negro adult models made significant gains in self acceptance. Two studies indicated that black students in black schools had higher self concepts than white students in white schools. Another study found that black students in integrated classes had higher self concepts than did white students.

**Self Concept and Mathematics.** One study indicated a relationship to positive self concept and an Individually Guided Education (IGE) program in mathematics. Another found a relationship between self concept and attitude toward mathematics. There was no conclusion as to cause and effect.
Self Concept and Open Classrooms. Several studies found a relationship between self concept and the open classroom setting. One study found the opposite relationship.

Self Concept and Reading. Research indicated that self concept can predict reading success. A relationship to reading and self concept was found in the traditional school but not in the open school. There was evidence that self concept was related to reading achievement and positive self concept, as well as to under-achievement and negative self concept. There was no conclusion about cause and effect.

Self Concept and Sex. Studies reported that girls as a whole had more positive self concepts than boys.

Self Concept and Student Teaching. There was evidence that the number of teachers present in the classroom affected the pupils' self concepts. Pupils increased in self concept as the number of teachers present increased.

Self Concept and Teacher Personality. Studies indicated that pupil self concept was directly related to teacher personality. Teachers who were warm, calm, accepting, supportive, and facilitating, built positive self concepts in children.
Self Concept and Teacher's View of Self. Many studies showed that the way teachers saw themselves was related to the way they saw others. One study concluded that primary students' self concepts were significantly related to the self concepts of their teachers.

Self Concept and Teachers' View of Students. Several studies showed that teacher expectations and attitude were important in building pupils' self concepts.

Self Concept and Teaching Methods. Teaching methods that involved self-directed dramatization, small step improvement recognition, and teacher-pupil involvement and interaction helped build positive self concepts. Praise and approval enhanced self concept; threat was detrimental. Children working with directive teachers developed more positive self concepts than did children working with indirective teachers. Teacher comments were also important in building self concepts in children.

Self Concept and Teaching Settings. Open climate, team teaching, and depth-study in social studies were all teaching strategies that helped build positive self concepts.
RESEARCH CLOSELY RELATED TO THIS STUDY

In the following section all literature related to self concept and tutoring was reviewed.

Research Studies

**Intergrade Tutoring.** Roberston (1971) studied the effects on self concept of fifth grade students tutoring first grade students. The results indicated that the fifth grade students developed significantly different and more positive self concepts as a result of the tutoring sessions.

Gardner (1973) studied the effects intergrade tutoring with group guidance activities on the self concept. The third and fourth grade tutors and the first and second grade tutees gained significantly in their self concepts.

Kapp (1973) reported no significant gains in self concepts of tutors or tutees in a youth tutoring youth program in which underachieving high school students tutored underachieving elementary students.

Carlson (1973) and Bailey (1972) failed to find significant results in self concept change in intergrade tutoring programs in elementary schools.

**Special Tutoring Programs.** In an educational-tutorial program to prevent delinquency in Chicanos, Lee (1973) found that the self concepts of the youths, 8 to
13, significantly improved. The program included counseling and tutoring.

Beckum (1973) studied the effect of counseling and reinforcement on self concepts of low-income, ghetto, minority groups. He found no significant results.

**Volunteer Tutoring Program.** Plantec (1972) studied the effect of trained and untrained volunteer tutors on the self concepts of children with learning difficulties. All children who were tutored gained in self esteem.

**University Student Tutors.** Holcomb (1973) studied the effects of university students who had a friendship tutorial relationship with elementary school isolates. The study found that such a relationship increased the social status of male and female isolates, improved male isolates' attitude toward self and view of themselves as unique, and improved teachers' perception of male isolates' school work, interaction with the teacher, and participation in class.

**Summary of Findings**

Two intergrade tutoring programs reported significant results in changing the self concepts of the tutors. An educational-tutorial program to prevent delinquency in Chicanos found that the self concepts of the tutees significantly improved. Children who were tutored by trained and untrained tutors gained in self esteem.
University students who participated in a tutorial-friendship relationship with elementary school isolates had positive effects on the male isolates' views of themselves. The relationship also improved the isolates' social status and the teachers' perceptions of the male isolates.
CHAPTER III

PROCEDURE

INTRODUCTION

University student tutors who participated in this study were forty-eight elementary education majors enrolled in Education 3111, at Louisiana State University in the fall semester, 1974. Two sections were taught by the same instructor. The course included instruction in methods of reading and language arts. Elementary pupils in the experimental group, who were tutored, and in the control group, who were not tutored, were randomly selected from eight classrooms in two schools. The schools were University Terrace Elementary School, a predominantly black, Title I school, and Westdale Elementary School, an integrated school with a cross-section population. Grades three through five were used because the Piers-Harris Children's Self Concept Scale, the instrument used in this study, was not validated below third grade. Pupils were classified by group, sex, school, grade level, race and achievement.

Tutoring of the forty-eight pupils in the experimental group began the second week in September, 1974, and ended the first week in December of the same year. The tutoring lasted fourteen weeks. The first two weeks the tutors worked with the pupils twice a week for
approximately thirty minutes each session. For the re-
mainder of the semester tutorial sessions were held four
times a week. The forty-eight children in the control
group received no tutoring.

RESEARCH DESIGN

The experimental design for this study was the
randomized, control group, post-test only method. Since
the pupils were randomly assigned to the experimental
and control groups, "Pretesting is not essential to rigorous
experimentation" (Mouly, 1970). The experimental design
by Mouly is depicted as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>E_R</td>
<td></td>
<td>X</td>
<td>T_2</td>
</tr>
<tr>
<td>C_R</td>
<td></td>
<td></td>
<td>T_2</td>
</tr>
</tbody>
</table>

Self concept scores increases slightly with retest.
(Bentler, 1972). A change in group means on a retest
of the Piers-Harris Children's Self Concept Scale was
found to have been raised as high as five points. (Piers
and Harris, 1969). To avoid the problem of higher scores
after exposure to the test, the post-test only design
was used in this study.
THE INSTRUMENT

The Piers-Harris Children's Self Concept Scale, "The Way I Feel About Myself" (1969) was used as a post-test to measure self concepts of the experimental and control groups. The test was administered to every child in the eight classrooms that had experimental and control group children enrolled in them. The test contained eighty declarative statements to be answered yes or no by the pupils. The test, administered to each group in about thirty minutes, was given by the experimenter. As recommended in the test manual, the items were read aloud to the third, fourth, and fifth grade students. The students marked a prepared answer sheet with yes or no.

The self concept scale was standardized on 1,183 children in the fourth through twelfth grades of a small Pennsylvania school district. Retest reliability ranges from .71 to .77. The internal consistency ranged from .78 to .93.

The test was correlated with Lipsitt's Children's Self-Concept-Scale. The correlation was .68 (Felker, 1970). There was also a significant relationship between the scores on the Pictorial Self-Scale for Children K-4 and The Piers-Harris Children's Self Concept Scale (Bolea, 1970).

Bentler (1972), as reported in Buros (1972), stated that the self concept scale had sufficient reliability and
validity to be used for research purposes. The authors recommended that the instrument be used only in research and not as an evaluation of individual children.

Bentler also cautioned that the self concept scores increased slightly with retest. The standard error of measurement was ten points. A change in group means on retest was found to be up to five points in the direction of higher scores. (Piers and Harris, 1969).

The Piers-Harris Children's Self Concept Scale was scored by using the key in the manual. An item received one point if the answer was indicative of adequate self concepts. High scores indicated high self concepts and low scores indicated low self concepts.

SELECTION OF TUTORS

University student tutors were all students enrolled in two different sections of Education 3111 taught by the same instructor at Louisiana State University in the fall, 1974. The course included methods in reading and language arts. All of the students were second semester juniors or first semester seniors. The course was required for certification in elementary education in the State of Louisiana. There were forty-eight students enrolled in two sections.

INSTRUCTION OF THE TUTORS

The university tutors received several instructional sessions prior to beginning to work with the elementary
pupils. The instruction took place during regular class periods of the language arts course. Classes were held on campus at Louisiana State University with the instructor in charge.

The classroom session included effective ways of working with children and introduced methods and curriculum materials in reading and language arts. The tutors were instructed in preparing lessons to be used with the pupils. (See Appendix A for course outline).

At the end of two weeks each class member moved on site to one of the two schools depending on the section enrolled in by the university student. All tutoring sessions and classroom instruction took place at the elementary schools for the remainder of the semester.

**SELECTION OF SUBJECTS**

Forty-eight elementary pupils were in the experimental group, and forty-eight students were in the control group. The pupils were randomly selected from four classrooms at University Terrace Elementary School and four classrooms at Westdale Elementary School in Baton Rouge, Louisiana. Each of the students was in a third, fourth, or fifth grade classroom.

Four classrooms were selected from each of the schools on the bases of interest of the teachers and recommendation of the principals.
All teachers participating in the tutorial program submitted lists of all students in their classrooms to the experimenter the first week in September, 1974. A table of random numbers was used to assign approximately one-fourth of each of the eight classrooms to the experimental group and one-fourth to the control group. The names of the pupils selected to participate in the experimental group were given to the teachers and the university tutors the second week in September. The instructor randomly assigned the tutors to the elementary pupils.

The schools, University Terrace Elementary School and Westdale Elementary School, were selected for this study because teachers there had participated in a similar tutorial program for the past two years. Both schools were near Louisiana State University. Enrollment in Westdale Elementary School was thirty per cent black and was a center school with a cross-section population. University Terrace Elementary School was eight per cent black and was a Title I school. The classroom instruction took place in an unused classroom in the elementary school. These university students were in close proximity to elementary pupils, where they heard the noise in the halls and saw the day-to-day routines of the school.
TREATMENT OF SUBJECTS

Tutoring sessions were held twice a week the first two weeks with the elementary pupils in the experimental group. For the remainder of the semester the tutoring took place four times a week. Each session lasted thirty minutes. The experiment began the second week in September, 1974, and ended the first week in December, 1974.

Tutoring was on a one-to-one basis with each university student tutor assigned to an elementary pupil. Pupils were randomly chosen from eight classrooms in two elementary schools in Baton Rouge, Louisiana. The pupils were in the third, fourth, and fifth grades.

The tutors observed their pupils in the classroom setting prior to the tutorial sessions. Each tutor talked to the tutee's teacher about the child's strengths and weaknesses.

The tutorial sessions took place in various places throughout the building. With fair weather many pairs (tutor and tutee) sat under trees, took walks, or sat in chairs on the walks. On cold or rainy days the pairs occupied regularly designated places: empty classrooms, the auditorium, the library, or the cafeteria.

The first few sessions were used for getting-acquainted times. University students told their pupils about themselves by sharing their hobbies or writing a story about themselves, and in turn, encouraged the
children to talk about themselves. Students began early trying to develop and strengthen language skills. They read stories to the children or let the children read to them. They took walks or visited the library, the cafeteria, and other points of interest as the children showed their tutors the school.

There were some course requirements to be completed by the university student. However, the period was flexible and for the most part tutorial components were determined by the student and the pupil's regular teacher. The pupil's teacher and the student spent some time each day in a planning period.

Many activities were used with the pupils. The university student was encouraged to be creative in planning lessons. Pupils participated in language arts games when drill was needed. The games included board games, fishing for words, large plastic walk-on games, and word BINGO. Sometimes several pairs or small groups got together to play games.

Children were helped to write experience stories. Part of each session usually included creative experiences for the pupils.

Although it was not required, many students wanted to and did provide experiences for their children outside the classroom. They got special permission from the parents to take the children to the movies or the zoo.
Sometimes they just went together to get a hamburger. Often this was the pupil's first trip to the special place.

The tutoring sessions lasted fourteen weeks. The main objectives of the sessions were to help the pupils strengthen language skills and to help them feel that they were important individuals.

A post-test was administered to the experimental and control groups by the experimenter the third week in November, 1974. The Piers-Harris Children's Self Concept Scale, a group test, was used to determine the differences in self concepts of both groups. The test was administered in each of the eight classrooms that had experimental and control group children in the class. The complete class was tested with no reference to special groups within the classroom. Prior to taking the test, the children had never seen the experimenter.

STATISTICAL ANALYSIS

A least squares analysis of variance was used to determine the difference in self concepts in the experimental and control groups. The following variables were used to divide the pupils into sub-groups.

1. Group -- experimental (tutored) and control (non-tutored).

2. Race -- black and white (the only classification used in East Baton Rouge Parish).
3. Grade Level -- third, fourth, and fifth.

4. Schools -- Westdale Elementary and University Terrace Elementary in Baton Rouge, Louisiana.

5. Achievement Level -- high, average, and low (based on the teacher's judgement of the child's reading achievement).

6. Sex -- boy or girl.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present and analyze the data relative to the effect of university student tutors on the self concepts of elementary school children. Included in the study were ninety-six children from two elementary schools in East Baton Rouge Parish, Louisiana. Forty-eight children were in the experimental group, and forty-eight children were in the control group. The tutors were all of the forty-eight students enrolled in Education 3111, at Louisiana State University in the fall semester, 1974. The tutoring sessions lasted fourteen weeks.

The following null hypothesis was tested using the .05 level of significance: there is no significant difference in the self concepts of elementary school pupils who were in the control group (not tutored) and in the experimental group (tutored). The following questions were formulated to guide the investigation.

1. Is there significant difference in the self concepts of the experimental group in the tutorial program and the control group?

2. Is there significant difference in the self concepts of the white children in the experimental group and white children in the control group?
3. Is there significant difference in the self concepts of the black children in the experimental group and black children in the control group?

4. Is there significant difference in the self concepts of black and white children in the experimental group?

5. Is there significant difference in the self concepts of boys in the experimental group and girls in the experiment group?

6. Is there significant difference in the self concepts of third, fourth, or fifth grade students in the experimental group?

7. Is there significant difference in the self concepts of high achievement students in the experimental group and high achievement students in the control group?

8. Is there significant difference in the self concepts of low achievement students in the experimental group and low achievement students in the control group?

9. Is there significant difference in the self concepts of the experimental group at University Terrace Elementary School and the experimental group at Westdale Elementary School?

In order to adequately test the hypothesis the students were divided into the following subgroups: group (experimental and control), race (black and white), sex (male and female), grade level (fourth, fifth, and
sixth), achievement (high, average, low), and school (University Terrace Elementary and Westdale Elementary).

An analysis of variance was computed for each subgroup and the interaction of the subgroups. The F-ratio was tested for significance. An analysis of variance table was presented for each subgroup and interaction between subgroups. Means tables were presented for the subgroups. The highest possible self concept score was eighty on the Piers-Harris Children's Self Concept Scale.

ANALYSIS OF DATA FOR THE EXPERIMENTAL AND CONTROL GROUP

The purpose of this section was to answer question 1 as stated above: Is there significant difference in the self concepts of the experimental group in the tutorial program and the control group? The analysis of variance (Table 1) showed an F-ratio of .16 for group. There was no significant difference in self concepts between the experimental group, children who received tutoring, and the control group, children who received no tutoring. An inspection of the mean (Table 2) indicated that the experimental group had slightly but not significantly higher self concepts than the control group. Table 2 showed that the mean of the control group was 57.31. The mean of the experimental group was 58.23. The difference of .92 was not significant.
TABLE 1. ANALYSIS OF VARIANCE FOR GROUP (EXPERIMENTAL AND CONTROL), RACE, SCHOOL, GROUP BY SCHOOL, GROUP BY RACE, RACE BY SCHOOL, AND GROUP BY RACE BY SCHOOL

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>F-Ratio</th>
<th>Probability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (Experimental and control)</td>
<td>1</td>
<td>20.17</td>
<td>.16</td>
<td>.68</td>
</tr>
<tr>
<td>Race</td>
<td>1</td>
<td>114.39</td>
<td>.91</td>
<td>.34</td>
</tr>
<tr>
<td>School</td>
<td>1</td>
<td>151.25</td>
<td>1.21</td>
<td>.27</td>
</tr>
<tr>
<td>Group by School</td>
<td>1</td>
<td>22.58</td>
<td>.18</td>
<td>.67</td>
</tr>
<tr>
<td>Group by Race</td>
<td>1</td>
<td>28.79</td>
<td>.23</td>
<td>.63</td>
</tr>
<tr>
<td>Race by School</td>
<td>1</td>
<td>460.62</td>
<td>3.67</td>
<td>.05*</td>
</tr>
<tr>
<td>Group by Race by School</td>
<td>1</td>
<td>11.16</td>
<td>.08</td>
<td>.76</td>
</tr>
<tr>
<td>Error</td>
<td>88</td>
<td>11034.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>11842.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level.
TABLE 2

MEANS OF EXPERIMENTAL AND CONTROL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>48</td>
<td>57.31</td>
</tr>
<tr>
<td>Experimental</td>
<td>48</td>
<td>58.23</td>
</tr>
</tbody>
</table>

Summary

There was no significant difference between the self concepts of the experimental group in the tutorial program and the control group. The null hypothesis was accepted.

ANALYSIS OF DATA FOR RACE

The analysis of variance for race (Table 1) revealed an F-ratio of .16 for group, of .91 for race, and of .23 for group by race. There was no significant difference in self concept by group, race or group by race. To further analyze data for race and self concept questions 2, 3 and 4 were used. Question 2 asked: Is there significant difference in self concepts of white children in the experimental group and white children in the control group? The means table for group and race (Table 3) shows that the whites in the control group had a mean of
59.47 and the mean of the white children in the experimental group was 59.36. The difference of .11 was not significant.

**TABLE 3**

**MEANS OF GROUP AND RACE**

<table>
<thead>
<tr>
<th>Race</th>
<th>Control</th>
<th>Experimental</th>
<th>Total Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>59.47</td>
<td>59.36</td>
<td>59.41</td>
</tr>
<tr>
<td>Black</td>
<td>56.33</td>
<td>57.76</td>
<td>57.06</td>
</tr>
<tr>
<td>Total Group</td>
<td>57.90</td>
<td>58.56</td>
<td>--</td>
</tr>
</tbody>
</table>

Question 3 asked the question: Is there significant difference in the self concepts of black children in the experimental group and black children in the control group? Table 3 indicated that the mean self concept of black children in the control group was 56.33. The black children in the experimental group had a mean self concept of 57.76. The black children in the experimental group had slightly, higher self concepts than the control group. The difference of 1.43 was not significant.

Question 4 asked: Is there a significant difference in the self concepts of black and white children in
the experimental group? Table 3 showed a mean self concept of 59.36 for white children in the experimental group. Black children in the experimental group had a mean self concept of 57.76. White children in the experimental group had slightly higher self concepts than black children in the experimental group. The difference of 1.60 was not significant.

Summary

There was no significant difference in self concepts related to race, group, or group by race. White children in the experimental and control groups had similar mean self concepts. Black children in the experimental group had slightly higher self concepts than black children in the control group. White children in the experimental group had higher self concepts than black children in the experimental group; however, the differences were not significant. The null hypothesis was accepted.

ANALYSIS OF DATA FOR SEX

The purpose of this section was to answer question 5: Is there significant difference in the self concepts of boys in the experimental group and girls in the experimental group? The analysis of variance (Table 4) showed an F-ratio of 3.12 for sex. The difference between self concepts of boys and girls approached significance. The mean (Table 5) for males was 59.85 and for females was 55.76. The difference of 4.09 was not significant.
TABLE 4. ANALYSIS OF VARIANCE FOR GROUP (EXPERIMENTAL AND CONTROL), SEX, RACE, GROUP BY SEX, GROUP BY RACE, SEX BY RACE, GROUP BY SEX BY RACE

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>F-Ratio</th>
<th>Probability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (Experimental and Control)</td>
<td>1</td>
<td>20.17</td>
<td>.16</td>
<td>.68</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>388.86</td>
<td>3.12</td>
<td>.08</td>
</tr>
<tr>
<td>Race</td>
<td>1</td>
<td>54.32</td>
<td>.44</td>
<td>.51</td>
</tr>
<tr>
<td>Group by Sex</td>
<td>1</td>
<td>5.35</td>
<td>.04</td>
<td>.84</td>
</tr>
<tr>
<td>Group by Race</td>
<td>1</td>
<td>28.77</td>
<td>.23</td>
<td>.63</td>
</tr>
<tr>
<td>Sex by Race</td>
<td>1</td>
<td>259.22</td>
<td>2.08</td>
<td>.15</td>
</tr>
<tr>
<td>Group by Sex by Race</td>
<td>1</td>
<td>131.99</td>
<td>1.06</td>
<td>.30</td>
</tr>
<tr>
<td>Error</td>
<td>88</td>
<td>10954.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>11842.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level.
The analysis of variance for group and sex (Table 4) revealed an F-Ratio of .04. The difference between sexes in the experimental and control group were not significant. The table of means for sex by group (Table 5) indicated that boys had higher self concepts than girls in both the control group and the experimental group. The mean for males in the control group was 58.78. The mean for males in the experimental group was slightly higher than males in the control group. The mean for boys in the experimental group was 60.40. The differences of 1.62 was not significant. The mean self concept for females in the control group was 55.92. The mean for females in the experimental group was 55.82. The difference of .10 was not significant.

### TABLE 5

**MEANS OF SEX BY GROUP**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Control</th>
<th>Experimental</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58.78</td>
<td>60.40</td>
<td>59.85</td>
</tr>
<tr>
<td>Female</td>
<td>55.92</td>
<td>55.82</td>
<td>55.76</td>
</tr>
<tr>
<td>Total Group</td>
<td>57.29</td>
<td>58.21</td>
<td>-</td>
</tr>
</tbody>
</table>

|
Summary

There was a difference unrelated to membership in the control group and the experimental group between self concepts in males and females. Boys had higher self concepts than girls in both the experimental and control groups. The difference was approaching significance. The null hypothesis was accepted.

ANALYSIS OF DATA BY GRADE LEVEL

Question 6 at the beginning of the chapter stated: Is there significant difference in self concepts of third, fourth, or fifth grade students in the experimental group? The analysis of variance (Table 6) for grade and group by grade revealed an F-Ratio of .05 for grade and .50 for group by grade. There was no significant difference between self concepts in children in the third, fourth or fifth grades.

The table of means (Table 7) showed a slight ascending order of self concepts from third to fifth grade. The total grade mean for third grade was 57.39. The fourth grade mean was 57.85. The fifth grade mean was 58.35. The differences were not significant.

There was no pattern in either the control group or the experimental group (Table 7). The control group reported a mean of 58.40 in the third grade, a mean of 56.11 in the fourth grade, and a mean of 59.07 in the
<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>F-Ratio</th>
<th>Probability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (Experimental and Control)</td>
<td>1</td>
<td>20.17</td>
<td>.16</td>
<td>.69</td>
</tr>
<tr>
<td>Grade</td>
<td>2</td>
<td>15.26</td>
<td>.05</td>
<td>.94</td>
</tr>
<tr>
<td>Group by Grade</td>
<td>2</td>
<td>129.43</td>
<td>.50</td>
<td>.61</td>
</tr>
<tr>
<td>Error</td>
<td>90</td>
<td>11678.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>11842.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level.
fifth grade. The experimental group reported a mean of 57.32 in the third grade, a mean of 59.61 in the fourth grade, and a mean of 56.64 in the fifth grade. None of the differences were significant.

TABLE 7

MEANS OF GROUP BY GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Control</th>
<th>Experimental</th>
<th>Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>58.40</td>
<td>57.32</td>
<td>57.39</td>
</tr>
<tr>
<td>Fourth</td>
<td>56.11</td>
<td>59.61</td>
<td>57.85</td>
</tr>
<tr>
<td>Fifth</td>
<td>59.07</td>
<td>56.64</td>
<td>58.35</td>
</tr>
</tbody>
</table>

Summary

There were no significant differences between third, fourth, and fifth graders' self concepts. Although there was a slight ascending order in self concepts from third to fifth grade, the differences were not significant. The null hypothesis was accepted.
ANALYSIS OF DATA FOR ACHIEVEMENT

The purpose of this section was to answer questions 7 and 8 as stated at the beginning of the chapter. Question 7 asked: Is there significant difference in the self concepts of high achievement students in the experimental group and high achievement students in the control group? The analysis of variance (Table 8) showed a F-Ratio of 6.76 for achievement. Achievement was significant at the .002 level. The analysis of variance indicated an F-Ratio of 1.35 for group by achievement. There was no significant difference between achievement of children in the experimental group and children in the control group. There was, however, significant difference between the high achievement students in the experimental group and high achievement students in the control group. The mean (Table 9) for the high achievers in the experimental group was 66.00. The mean for the high achievers in the control group was 60.57. There was a difference of 5.43 between the means. A t test was computed to test the differences between the means. The t of 8.52 was significant beyond the .01 level. The null hypothesis for questions 7 was rejected.

Question 8 asked: Is there a significant difference in the self concepts of low achievement students in the experimental group and low achievement students in the control group? The mean (Table 9) of the low achievers
<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>F-Ratio</th>
<th>Probability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (Experimental and Control)</td>
<td>1</td>
<td>20.17</td>
<td>.18</td>
<td>.67</td>
</tr>
<tr>
<td>Achievement</td>
<td>2</td>
<td>1505.36</td>
<td>6.76</td>
<td>.002*</td>
</tr>
<tr>
<td>Group by Achievement</td>
<td>2</td>
<td>301.26</td>
<td>1.35</td>
<td>.26</td>
</tr>
<tr>
<td>Error</td>
<td>90</td>
<td>10016.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>11842.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at the .05 level.
in the control group was 56.32. The mean of the low achievers in the experimental group was 55.86, which was slightly lower than the control group. The difference of .46 was not significant. The null hypothesis was accepted.

**TABLE 9**

**MEANS OF GROUP BY ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Group</th>
<th>Total Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>Experimental</td>
</tr>
<tr>
<td>High</td>
<td>60.57</td>
<td>66.00</td>
</tr>
<tr>
<td>Average</td>
<td>55.33</td>
<td>51.45</td>
</tr>
<tr>
<td>Low</td>
<td>56.32</td>
<td>55.86</td>
</tr>
<tr>
<td>Total Group</td>
<td>57.40</td>
<td>57.77</td>
</tr>
</tbody>
</table>

There was no significant difference between the self concepts of students in the average achievement level in the experimental group and in the control group. The mean of the control group was 55.33. The mean of the experimental group was 51.45, which was lower than the control group. The difference of 3.88 was not significant.

The self concepts of high, average, and low achievers followed the same patterning in the control group and the experimental group. The higher achievers had the highest
self concepts in both instances. The mean (Table 9) of the higher achievers in the control group was 60.57, and in the experimental group the mean was 66.00.

The low achievers had the next highest self concept in both instances. The mean (Table 9) of the low achiever in the control group was 56.32, and in the experimental group the mean was 55.86.

In both instances the average achievers had the lowest self concepts. The mean (Table 9) of the average achievers in the control group was 55.33, and in the experimental group the mean was 51.45.

Summary

There was significant difference between the self concept of high achievement students in the experimental group and high achievement students in the control group. The difference was significant beyond the .01 level. The null hypothesis was rejected.

There was no significant difference in the self concepts of low achievers in the experimental group and low achievers in the control group. The null hypothesis was accepted.

There was no significant difference in the self concepts of average achievers in the control group and the experimental group. The null hypothesis was accepted.

A pattern was discovered between achievement and self concept in the experimental and control group. High
achievers in both groups had the highest self concepts. Low achievers had the next highest self concepts in both groups. Average achievers had the lowest self concepts in both the control and experimental groups.

ANALYSIS OF DATA FOR SCHOOLS

Question 9 was: Is there a significant difference in the self concepts of the experimental group at University Terrace Elementary School and the experimental group at Westdale Elementary School? Analysis of variance (Table 1) showed an F-ratio of 1.21 for school and an F-ratio of .18 for group by school. There was no significant difference in self concept by school or between school and group. An inspection of the means found in Table 10 indicated that Westdale students in the experimental group had a mean score of 58.25; University Terrace experimental group had a mean score of 58.21. The difference of .04 was not significant. University Terrace control group scored a mean of 56.50. The mean was very close to the experimental group's mean. The Westdale control group scored a mean of 56.13, while the experimental group scored a mean of 58.25. There was a slight gain by the experimental group. The difference of 2.12 was not significant.
### TABLE 10

**MEANS OF SCHOOL BY GROUP**

<table>
<thead>
<tr>
<th>School</th>
<th>Group</th>
<th>Control</th>
<th>Experimental</th>
<th>Total School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westdale</td>
<td>Control</td>
<td>56.13</td>
<td>58.25</td>
<td>57.19</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westdale</td>
<td>Total School</td>
<td>57.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Terrace</td>
<td>Control</td>
<td>58.50</td>
<td>58.21</td>
<td>58.35</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Terrace</td>
<td>Total School</td>
<td>58.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of variance (Table 1) revealed an F-ratio of 3.67 for race by school. There was a significant relationship between school and race at the .05 level. The means (Table 11) of school and race showed that white children at Westdale had a self concept mean of 60.39. The mean of the black children at Westdale was 53.73. A t test was computed to test the difference of 6.66 between the means. A t of 2.27 was significant at .05 level. This indicated that white children at Westdale had significantly higher self concepts than the black children at Westdale. The null hypothesis was rejected.

The means (Table 11) of school by race revealed that the black children at University Terrace Elementary School had higher self concepts than black children at Westdale Elementary School. The mean of the black children at University Terrace was 58.79. The mean of the
black children at Westdale was 53.73. The difference of 5.06 approached significance.

**TABLE 11**

**MEANS OF SCHOOL BY RACE**

<table>
<thead>
<tr>
<th>Race</th>
<th>School</th>
<th>Total Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Westdale</td>
<td>University Terrace</td>
</tr>
<tr>
<td>White</td>
<td>60.39</td>
<td>53.50</td>
</tr>
<tr>
<td>Black</td>
<td>53.73</td>
<td>58.79</td>
</tr>
<tr>
<td>Total School</td>
<td>57.18</td>
<td>58.35</td>
</tr>
</tbody>
</table>

**Summary**

There was no significant difference between self concepts of children at Westdale Elementary School and children in University Terrace Elementary School. There were no differences between the self concepts of the children in the schools as a whole or in the experimental and control groups within the schools. The null hypothesis was accepted.

There was a relationship between school and race. The white students at Westdale Elementary had significantly higher self concepts than the black students at Westdale Elementary School. The difference was significant at the .05 level. The null hypothesis was rejected.
A difference approaching significance was found between the self concepts of black children at Westdale Elementary School and black children at University Terrace Elementary School. The self concepts of black children at University Terrace were higher than those of black children at Westdale. The difference approached significance. The null hypothesis was accepted.

**SUMMARY OF FINDINGS**

1. There was no significant difference between the self concepts of the experimental group in the tutorial program and the control group. The null hypothesis was accepted.

2. There was no significant difference in self concepts related to race, group, group by race. White children in the experimental group and white children in the control group had similar mean self concepts. Black children in the experimental group had slightly, higher self concepts than black children in the control group. White children in the experimental group had higher self concepts than black children in the experimental group; however the differences were not significant. The null hypothesis was accepted.

3. There was a difference unrelated to membership in the control group and the experimental group between self concepts in males and females. Boys had higher self
concepts than girls in both the experimental and control groups. The difference was approaching significance. The null hypothesis was accepted.

4. There were no significant differences between third, fourth, and fifth graders' self concepts. Although there was a slight ascending order in self concepts from third through fifth grade, the differences were not significant. The null hypothesis was accepted.

5. There was significant difference between the self concept of high achievement students in the experimental group and high achievement students in the control group. The difference was significant beyond the .01 level. The null hypothesis was rejected.

There was no significant difference in the self concepts of low achievers in the experimental group and low achievers in the control group. The null hypothesis was accepted.

There was no significant difference in the self concepts of average achievers in the control group and the experimental group. The null hypothesis was accepted.

A pattern was discovered between achievement and self concept in the experimental and control group. High achievers in both groups had the highest self concepts. Low achievers had the next highest self concepts in both groups. Average achievers had the lowest self concepts in both the control and experimental groups.
6. There was no significant difference between self concepts of children at Westdale Elementary School and children in University Terrace Elementary School. There were no differences between the self concepts of the children in the schools as a whole or in the experimental and control groups within the schools. The null hypothesis was accepted.

There was a relationship between school and race. The white students at Westdale Elementary had significantly higher self concepts than the black students at Westdale Elementary. The difference was significant at the .05 level. The null hypothesis was rejected.

A difference approaching significance was found between the self concepts of black children at Westdale Elementary School and black children at University Terrace Elementary School. The self concepts of black children at University Terrace were higher than those of black children at Westdale. The difference approached significance. The null hypothesis was accepted.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to examine the effect of university student tutors on the self concept of third through fifth grade pupils. The study took place in two elementary schools in East Baton Rouge Parish in Louisiana.

Statement of the Problem

The following null hypothesis was tested using the .05 level of significance: there is no significant difference in the self concepts of elementary school pupils who were in the control group (not tutored) and in the experimental group (tutored).

The following questions were formulated to guide the investigation.

1. Is there significant difference in the self concepts of the experimental group in the tutorial program and the control group?

2. Is there significant difference in the self concepts of the white children in the experimental group and white children in the control group?

3. Is there significant difference in the self concepts of the black children in the experimental group and black children in the control group?
4. Is there significant difference in the self concepts of black and white children in the experimental group?

5. Is there significant difference in the self concepts of boys in the experimental group and girls in the experimental group?

6. Is there significant difference in the self concepts of third, fourth, or fifth grade students in the experimental group?

7. Is there significant difference in the self concepts of high achievement students in the experimental group and high achievement students in the control group?

8. Is there significant difference in the self concepts of low achievement students in the experimental group and low achievement students in the control group?

9. Is there significant difference in the self concepts of the experimental group at University Terrace Elementary School and the experimental group at Westdale Elementary School?

Procedure

The university student tutors who participated in the study were forty-eight students enrolled in Education 3111, at Louisiana State University in the fall semester, 1974. There were two sections, taught by the same instructor, included in the study. The course included
instruction in methods of reading and language arts.
Elementary pupils in the experimental group, children who
were tutored, and in the control group, children who were
not tutored, were randomly selected from eight classrooms
in two schools in Baton Rouge, Louisiana. The schools
were University Terrace Elementary School, a predominantly
black, Title I school, and Westdale Elementary School,
an integrated school with a cross-section population.
Grades three through five were used because the Piers-
Harris Children's Self Concept Scale, the instrument used
in this study, was not validated below the third grade.

Tutoring of the forty-eight pupils in the experi-
mental group began the second week in September, 1974,
and ended the first week in December of the same year.
The tutoring lasted fourteen weeks. The first two weeks
the tutors worked with the pupils twice a week for approxi-
mately thirty minutes each session. For the remainder
of the semester tutorial sessions were held four times a
week. The forty eight children in the control group
received no tutoring.

The tutors were instructed briefly before the
tutorial sessions began. These sessions were held as a
part of the regular classroom sessions of Education 3111.
Instruction in language arts and readings, as well as
evaluation of tutorial sessions, continued throughout
the semester.
A post-test, given by the experimenter to the elementary pupils during the third week in November, 1974, measured differences in self concepts of the experimental group and the control group. The Piers-Harris Children's Self Concept Scale was used for this purpose. The experimental design for this study was the randomized, control group, post-test only method.

**Analysis of Data**

In order to adequately test this hypothesis the students were divided into the following subgroups: group (experimental and control), race (black and white), sex (male and female), grade level (fourth, fifth, sixth), achievement (high, average, low), and school (University Terrace Elementary and Westdale Elementary).

An analysis of variance was computed for each subgroup and the interaction of the subgroups. The F-ratio tested for significance. An analysis of variance table was presented for each subgroup and interaction between subgroups. Means tables were presented for the subgroups.

This study was limited to university student tutors who were enrolled in two sections of Education 3111. The course included instruction and teaching reading and language arts in the elementary school. Both sections were taught by the same instructor. The course was held in the fall semester, 1974, at Louisiana State University,
Baton Rouge, Louisiana. The pupils who were tutored were third, fourth and fifth grade students at University Terrace Elementary School and Westdale Elementary School in Baton Rouge, Louisiana.

Findings

The findings for the study are listed below:

1. There was no significant difference between the self concepts of the experimental group in the tutorial program and the control group. The null hypothesis was accepted.

2. There was no significant difference in self concepts related to race, group, group by race. White children in the experimental group and white children in the control group had similar mean self concepts. Black children in the experimental group had slightly, higher self concepts than black children in the control group. White children in the experimental group had higher self concepts than black children in the experimental group; however the differences were not significant. The null hypothesis was accepted.

3. There was a difference unrelated to membership in the control group and the experimental group between self concepts in males and females. Boys had higher self concepts than girls in both the experimental and control groups. The difference was approaching significance. The null hypothesis was accepted.
4. There were no significant differences between third, fourth, and fifth graders' self concepts. Although there was a slight ascending order in self concepts from third through fifth grade, the differences were not significant. The null hypothesis was accepted.

5. There was significant difference between the self concept of high achievement students in the experimental group and high achievement students in the control group. The difference was significant beyond the .01 level. The null hypothesis was rejected.

There was no significant difference in the self concepts of low achievers in the experimental group and low achievers in the control group. The null hypothesis was accepted.

There was no significant difference in the self concepts of average achievers in the control group and the experimental group. The null hypothesis was accepted.

A pattern was discovered between achievement and self concept in the experimental and control group. High achievers in both groups had the highest self concepts. Low achievers had the next highest self concepts in both groups. Average achievers had the lowest self concepts in both the control and experimental groups.

6. There was no significant difference between self concepts of children at Westdale Elementary School and children in University Terrace Elementary School.
There were no differences between the self concepts of the children in the schools as a whole or in the experimental and control groups within the schools. The null hypothesis was accepted.

There was a relationship between school and race. The white students at Westdale Elementary had significantly higher self concepts than the black students at Westdale Elementary. The difference was significant at the .05 level. The null hypothesis was rejected.

A difference approaching significance was found between the self concepts of black children at Westdale Elementary School and black children at University Terrace Elementary School. The self concepts of black children at University Terrace were higher than those of black children at Westdale. The difference approached significance. The null hypothesis was accepted.

CONCLUSIONS

The following conclusions were reached as a result of this study:

1. Tutoring did not significantly alter the self concepts of elementary school pupils as a whole.

2. Tutoring did not enhance self concepts in children by race. White children had slightly higher self concepts than black children. The finding was not in keeping with some literature which reported that white
students had significantly higher self concepts than black students.

3. Tutoring did not affect self concepts in children in relationship to the sex of the pupils. There were differences in self concepts approaching significance between males and females in the experiment. Boys had higher self concepts than girls. This finding was not in keeping with most research which had found that girls had higher self concepts than boys.

4. Tutoring did not affect students' self concepts as related to grade level. Although there were slight gains in self concepts from third through fifth grades as a whole, the gains were not related to tutoring. The findings were not in keeping with research studies which showed that self concept increased significantly as a child moved from grade to grade.

5. Tutoring had a significant effect beyond the .01 level on the self concepts of high achieving students. This finding had not been reported in the literature. This study showed that the high achievers were the only group whose self concept was raised significantly by tutoring. Tutoring programs in the past may have overlooked high achieving children. A possible reason for the change in self concept may have been that high achievers were often left to work alone, whereas those in this study seemed to benefit by the special attention
in tutoring. High achievers should be made a part of future tutoring programs.

Tutoring had no significant effect on low achieving students. The self concepts of the low achievers in the control group and the experimental group were approximately the same. A possible reason for no gain in self concept as a result of tutoring may have been that the low achievers in both groups normally received extra attention in both Westdale Elementary School and University Terrace Elementary School. Both schools had programs that involved the low achievers. Westdale had special reading programs. University Terrace had several Title I programs.

The self concepts of the average achieving students were not significantly affected by tutoring. The experimental group of average achievers had lower self concepts, however, than the control group of average achievers. A possible reason for the difference could have been that the average achiever felt that he was chosen for tutoring because he was a poor student and was adversely affected by being a tutee. Another explanation could be that the average achievers were conscious that they were not the higher achievers in the classroom. The knowledge could have adversely affected their self concepts.
The patterning of self concepts in both the experimental and control group was the same. The high achievers had the over-all highest self concepts. The low achievers had the second highest self concepts. The average achievers' self concepts had not been reported in the literature. A possible explanation for the average achievers' having low self concepts may have been that the middle group had often been neglected. Often the low achiever had special attention and the high achiever may have received personal satisfaction from his own achievement.

6. Tutoring did not significantly affect the children in one school more than the other. The self concepts of the children in Westdale and University Terrace were similar. There was no significant difference between the experimental groups in the two schools.

There was a significant relationship between school and race. The white students at Westdale had significantly higher self concepts that the black students in the same school. The difference may have been related to socio-economic status, as reported in the literature, rather than race. The black students were primarily lower class, while the white students were lower-middle and middle class children.

The black students at University Terrace had higher (approaching significance) self concepts than the black students at Westdale. The difference may have been
related to studies reported in the literature that black children in predominantly black schools have higher self concepts than black children in integrated schools.

RECOMMENDATIONS

From the data gathered and analyzed in the study, the following recommendations for further study are:

1. More research should be conducted to study the effect of tutoring on the self concepts of high achieving students. This study found that high achievers' self concepts were significantly enhanced as a result of tutoring. Does tutoring affect the high achieving students more than it affects low or average students?

2. More research should be conducted to determine the effect of tutoring on the self concepts of both tutees and tutors. Part of the study should include the effect of the tutor's self concept at the beginning of the tutoring program on the change of the self concept of the tutee. Will tutors with high self esteem affect tutees concepts more positively than tutors with low self concepts? The sex of tutor and tutee should also be studied. What effect does the sex of the tutor have on the self concept of the tutee?

3. Future studies on self concept and achievement should include high, average, and low achievement groups instead of high and low achievers only. The studies
should provide more data to determine if the same pattern-  
ing found in this study exists in other groups. Do the  
high achievers have the highest self concepts, the low  
achievers have the second highest self concepts, and the  
average achievers have the lowest self concepts?  

4. Future studies on self concept should include  
analysis of data on self concept and sex. The findings  
of this study contradict other studies. This study found  
that boys' self concepts were higher than girls' self  
concepts. The results were approaching significance.
REFERENCES


Baum, M., Et al. "Unified Effort of a Junior High School Faculty (NDEA Pilot Guidance Program) to 'Encourage Success' for Seventh-Graders," Reporting Resource (Oregon Board of Education), October, 1968.


Caplin, M. D. "The Relationship Between Self Concept and Academic Achievement and Between Level of Aspiration and Academic Achievement," Dissertation Abstracts, 1966, 27, 979-A.


APPENDIX A
Course Outline

Education 3111

Materials and Methods in Reading and Language Arts in the Elementary School

I. Curriculum Areas included in Education 3111.
   (Teaching methods, planning techniques, curriculum materials, textbook series, standardized tests, and supplementary materials in each of the following areas)
   A. Listening
   B. Speaking
   C. Writing
   D. Spelling
   E. Creative Writing
   F. Reading
   G. Children's Literature

II. Media Materials Demonstrated
   A. Language Master
   B. Listening Stations
   C. Tape Recorder and Tapes
   D. Record Player and Records
   E. Games and Aids
   F. Peabody Language Development Kit
III. Activities Used with Children and/or Demonstrated in the University Classroom

A. Personal Calendars
B. Monthly Calendars
C. Games and Drills
D. Dioramas
E. Peep Boxes
F. Televisions
G. Experience Stories
H. Original Books (Child-made)
I. Bulletin Boards
J. Popular Songs
K. Learning Centers
L. Posters

Textbooks Used in Education 3111:


August 6, 1974

Mr. Robert Aertker, Superintendent  
East Baton Rouge Parish Schools  
Baton Rouge, LA

Dear Mr. Aertker:

I am requesting permission to conduct research for my dissertation in two of the East Baton Rouge Parish Schools. The study will be a part of an existing tutoring program approved by Louisiana State University and the School Board.

The title of the study is "The Effect of University Student Tutors on the Self Concepts of Elementary School Pupils." Approximately thirty children from Westdale Elementary School and thirty children from University Terrace Elementary School will be randomly chosen from third through sixth grades to be the experimental group. This group will receive tutoring in language arts as a part of Dr. Helen Cookston's program from Louisiana State University, which has already been in operation for two years. A control group will be randomly selected but will receive no tutoring.

The only difference between the program as it has been operating and the program for the study will be a post-test given during the third week in November. This will be a group test for all eight classrooms participating in the L.S.U. tutoring program. The test will take under thirty minutes to administer and will be given by me.

The study will benefit the East Baton Rouge Schools by measuring the effectiveness of tutoring in building self concepts of the children in the program. All information on individual children will be kept confidential and no publication of findings will be made without permission from the School Board. I will provide you a copy of the dissertation when it is completed.

I have enclosed a copy of my proposal as approved by my committee. Thank you for your consideration.

Sincerely,

Betty Mason

Enclosure
Mrs. Betty Mason
412 Princess Place
Lakeland, Florida 33803

Dear Mrs. Mason:

I have reviewed your request to conduct research for your dissertation utilizing students from Westdale Elementary School and University Terrace Elementary School respectively.

It is agreed that all information on individual children will be kept confidential and no publication of findings will be made without permission from the School Board.

Please communicate directly with Mr. E. George Thom, Coordinator of Elementary Schools, who will coordinate your project from this office.

Sincerely yours,

Robert J. Aertker
Superintendent

RJA/mml

cc: Mr. E. George Thom
VITA

Betty Oxford Mason, the daughter of Reuben Evan Oxford and Della Killebrew Oxford, was born in Sikes, Louisiana, October 10, 1930. She was graduated from Lake Charles High School in 1947. She received a Bachelor of Science degree in Elementary Education from Louisiana State University in 1950. The Master of Education degree in Guidance and Counseling was awarded to her from the University of Florida in 1967.

During the years 1950-1953, she taught in the public schools in Louisville, Kentucky, and Atlanta, Georgia. From 1962 to 1966 she was a teacher in East Baton Rouge Parish, Louisiana. She was an assistant professor of education at Florida Southern College, Lakeland, Florida, from 1967 to 1975. In August, 1975, she will assume a position of assistant professor at North Texas State University, Denton, Texas.

She is the mother of two sons, David and Paul.
EXAMINATION AND THESIS REPORT

Candidate: Betty Oxford Mason

Major Field: Education

Title of Thesis: The Effect of University Student Tutors on the Self Concepts of Elementary School Pupils

Approved:

Helen Marie Cockston
Major Professor and Chairman

James B. Irwinham
Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination: June 26, 1975