

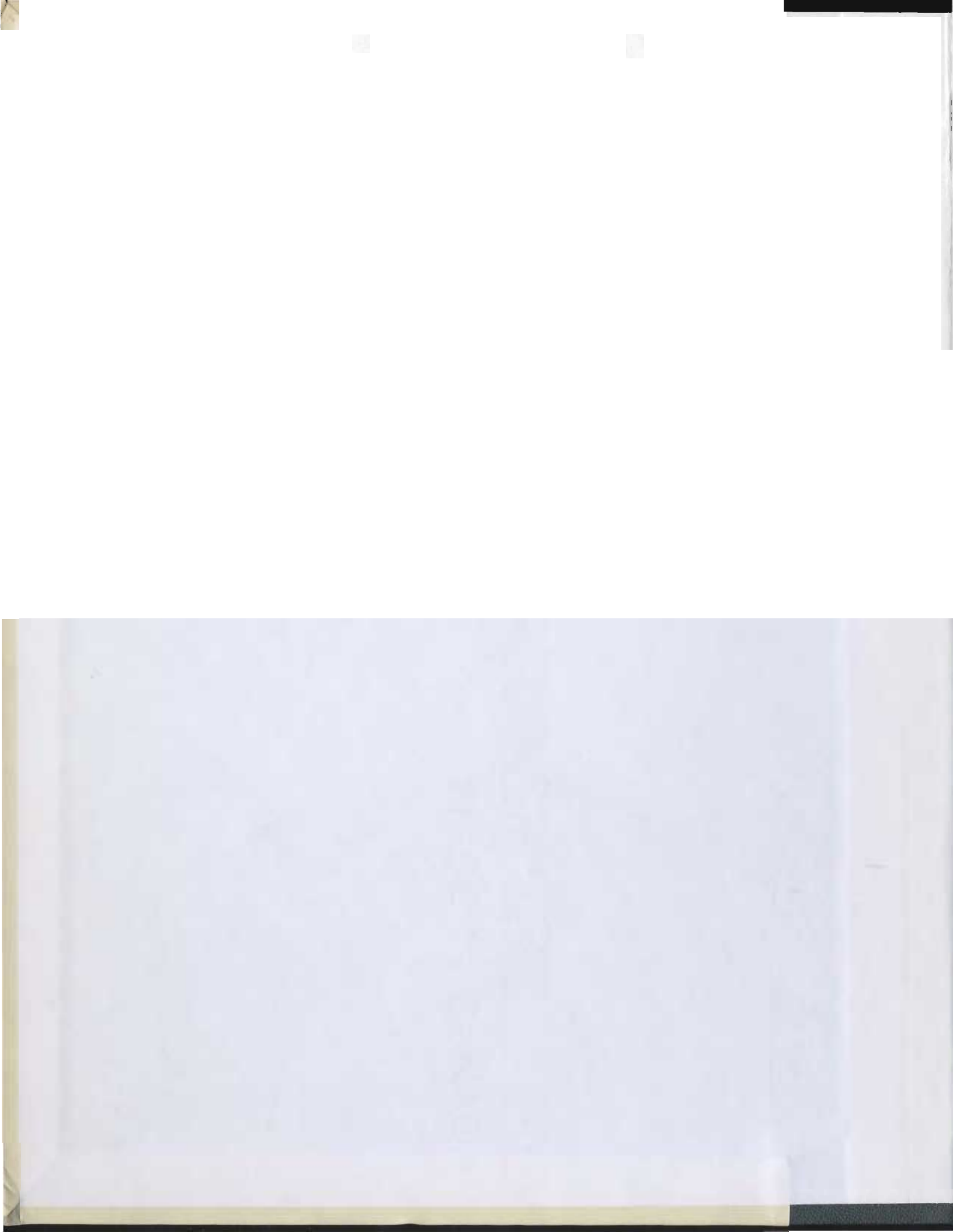
A CONTEXT EVALUATION OF THE EFFECTS OF TRANSFER ON THE
PERSONAL, SOCIAL, AND ACADEMIC ADJUSTMENT OF STUDENTS
WHO LEAVE CHURCHILL FALLS AFTER GRADE IX
TO ATTEND GRADE X OUTSIDE CHURCHILL FALLS

CENTRE FOR NEWFOUNDLAND STUDIES

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TERRENCE MERCER



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PERSONAL, SOCIAL, AND ACADEMIC ADJUSTMENT
OF STUDENTS WHO LEAVE CHURCHILL FALLS
AFTER GRADE IX TO ATTEND GRADE X
OUTSIDE CHURCHILL FALLS

A Thesis

Presented to

the Faculty of Education
Memorial University of Newfoundland

In Partial Fulfillment
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Master of Education

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by

Terrence Mercer

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PROJECT ABSTRACT

THE EFFECTS OF TRANSFER ON THE PERSONAL, SOCIAL, AND
ACADEMIC ADJUSTMENT OF STUDENTS WHO LEAVE CHURCHILL FALLS
AFTER GRADE IX TO ATTEND GRADE X OUTSIDE CHURCHILL FALLS.

BY TERRENCE MERCER

This project was designed to produce information which could be used by the administrators of the Eric G. Lambert School at Churchill Falls Labrador in making decisions about their present school programs.

Of major concern to the administrators is that presently the school offers instruction in Grades Kindergarten to IX and consideration is being given to extending the school to Grades X and XI.

The effects of transfer on the personal, social, and academic adjustment of students who leave Churchill Falls after Grade IX to attend Grade X in schools outside Churchill Falls became the focal point of this project.

A review of relevant literature gave very little insight into the problem being examined.

A posttest only control group research design was chosen in which two similar groups were examined. One group known as the transfer group had experienced the transfer to Grade X and the other group known as the non-transfer group had not experienced the transition to Grade

X. The transfer group consisted of forty students who had transferred from Grade IX in Churchill Falls to Grade X outside Churchill Falls and the non-transfer group consisted of forty-three Grade VIII and Grade IX students presently in Churchill Falls and who had not yet experienced the transfer.

Eight instruments were used to collect the data from the two groups. Semantic differentials, teacher ratings, questionnaires, and anecdotal descriptions were used in the collection of data about the personal adjustment of the students. Teacher ratings, social participation checklists, sociometric devices, and questionnaires were used for social adjustment information. Academic adjustment of students was measured by using academic rankings, questionnaires and students' marks.

Data was collected from parents, students, and the school of the non-transfer group during a visit to Churchill Falls by the investigator. Information from the transferred group was collected mainly through the mail.

Comparisons were made between the data collected for both groups and descriptive statistics were used in the analysis of data. Findings were presented followed by discussions of the findings.

Conclusions, recommendations, and suggestions for further research were made in the report. In general it was

concluded that the students who had not yet transferred had apprehensions about attending Grade X outside Churchill Falls partly because they thought that they were not adequately prepared by the Eric G. Lambert School. Examination of the transferred students indicated that there was no support for the apprehensions of the non-transferred students. The Eric G. Lambert School appears to have prepared the students academically.

Both students and parents perceived transferring to Grade X as beneficial in that it provided greater opportunity to socialize but the data collected indicated that the transferred students did not appear as well off socially as the students in Churchill Falls.

Students who had experienced the transfer were more concerned with disadvantages of transferring than were the students who had not yet experienced the transfer.

The actual number of returns from the transferred students was not very high but those that were received were mostly from people still residing in Churchill Falls. Many of these indicated that they would be staying in Churchill Falls as part of the permanent staff. Therefore, in general, it was felt that the returns were indicative of the views of the future parents and students of Churchill Falls.

Briefly, it was concluded that the advantages of transferring to Grade X outside Churchill Falls and the disadvantages of attending school in Churchill Falls as perceived by the students and parents were not supported by the data. It was suggested that guidance programs geared towards these problems were needed.

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A special thank you to my wife Jean and daughter Jennifer whose encouragement made this thesis possible.

CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of this project was to provide the Eric G. Lambert School, the parents, and the Churchill Falls (Labrador) Corporation with information by means of a context evaluation of the personal, social, and academic adjustment of students who leave to attend Grade X outside Churchill Falls. The project was initiated at the request of Mr. Aubrey Wright, Principal of the Eric G. Lambert School.

Significance of the Project

Consideration is presently being given to extending the school at Churchill Falls from its present senior Grade IX to Grades X and XI. The estimated cost of such a venture is approximately two hundred thousand dollars for the first year with a recurring cost of fifty thousand dollars yearly. This project was to provide information concerning personal-social factors so that the school administrators would have additional information to provide a basis on which to make their decisions.

At present there are few studies available that are concerned with this problem. None of the available studies can be generalized to the Churchill Falls situation because they do not examine students who come from an isolated community and who have nomadic backgrounds.

The few studies which have been completed that are related to this project have produced results that are conflicting. Information from this project could assist in clarifying some of the contradictions.

This project, then, was unique in that the problem being studied was unusual and so it provided information not presently available in the literature.

The project was important in other ways as well. Regardless of the outcome of the decisions concerning Grades X and XI, the information amassed during the course of the project would tell much about the personal-social adjustment of youngsters attending the Eric G. Lambert School, and the attitudes and concerns of the parents. This information could be the basis for guidance programs designed to foster personal-social development of the students and to overcome the concerns of parents about the school at Churchill Falls.

The project was also to indicate needed programs to help Grade IX students during the school year 1972-73 to prepare for the transition to Grade X away from Churchill Falls.

Concept of Evaluation

Essentially, this project was a context evaluation of one aspect of the Eric G. Lambert School. As defined by Stufflebeam and Guba,¹ the purpose of a context evaluation is to identify needs in an educational situation. This is an essential first step in the development of programs designed to meet those needs, leading to overall improvement of the school.

The concept of evaluation developed by Guba and Stufflebeam should be extended to the evaluation of this project. Basically, they propose evaluation as a process whereby information is produced for use in making relevant educational decisions, rejecting the heretofore popular evaluation approach which sought to establish cause and effect relationships between school programs and educational outcomes. In this project, generalizable answers were not being sought; rather, the focus was on a specific population of students, and the project could be considered successful only to the degree to which it provided insights which would help in making sound decisions affecting that particular population.

¹Egon G. Guba and Daniel Stufflebeam, "Evaluation: The Process of Stimulating, Aiding and Abetting Insightful Action," Second National Symposium for Professors of Educational Research Phi Delta Kappan, Boulder, Colorado, 21 November 1965.

Therefore, while the theoretical implications of the situation under investigation were exceedingly interesting, it must be emphasized that this project was not a theoretical investigation. From the academic point of view, it was this consideration which determined its classification as a project and not a thesis.

In a real sense, then, the worth of the project becomes more difficult to evaluate. A thesis may be judged wholly upon a few scientific criteria which in large measure relate to the soundness of the conclusions reached about the theory under investigation. It must, in the final analysis, be judged apart from the context in which it was prepared.

This project arose from a real-life educational situation; indeed, except for this there would have been no need for the project at all. The context of the situation determined how the project was conducted. The scientific criteria still applied; but they had to be tempered by several practical criteria, a consideration of which was necessary when creating the project design. The scientific and practical criteria which were considered are described briefly below.

Scientific Criteria

1. Internal Validity - This is the degree to which the conclusions of the project were related to the

problem under investigation. It was important to judge the degree to which the information gathered was truly indicative of the social-emotional development of the students, both before and after leaving Churchill Falls.

2. External Validity - This is the degree to which the information generated was generalizable to other situations. In this instance, it was sufficient to project the findings to future populations of the Eric G. Lambert School.

3. Reliability - A judgement had to be made as to the reproducibility of the information procured in the evaluation. Would subsequent or alternative approaches to evaluations of the question produce approximately the same results?

4. Objectivity - Information which could be used by independent decision-makers was desirable as agreement by independent judges about the decisions to be made based on this project would be an important feature of future planning.

Practical Criteria

1. Scope - The area of social-emotional adjustment is quite broad, and it was necessary to identify and collect data from as many sources as possible.

2. Significance - Because of the scope of the area under investigation, it was necessary to select only the most important variables for study.

3. Timeliness - While the time available to do the project was very generous, a tentative report was desirable at the end of school year 1971-72. The finished report was expected at the beginning of school year 1972-73.

4. Credibility - There was a need to consider the intended use of the project report in developing data collection and reporting methods as the information and conclusions presented in the report had to be trusted and credited by the readers.

5. Efficiency - The project had to make the most effective use of available resources to balance the preceding criteria in producing a report which would be the best possible given the circumstances of the evaluation.

It was quite predictable from the outset, then, that the evaluation design would contain flaws which would be quite unacceptable when viewed strictly from the point of view of the scientific criteria. For example, reliability and validity studies of instruments were sacrificed so that the entire school could be used to increase the size of the data base. Large distances and

incomplete records made it necessary to accept smaller portions of the grade X and XI students in sampling. Many of these considerations will be described in succeeding sections.

The position taken in designing the project was that some information was better than no information at all; further, the small bit of information which could be collected would gain in usefulness as the flaws in the design were identified and examined for their implications. Finally, if nothing else was gained, there would at least be a clear picture of the problems to be faced in conducting the evaluation which was required by the school.

One aspect of the process of project design which becomes apparent is the use of subjective judgement in balancing the criteria when deciding on procedure. This was a particularly critical feature of decisions which sacrificed scientific criteria in favor of more practical considerations. This use of subjective judgement has precedents in theoretical research as well, but it is much more circumscribed in that situation. In the report which follows, points involving the judgement of the writer will be identified and the factors entering into the judgement will be explained in so far as is possible.

Resources

Limited resources were available for this project. The school provided two trips for the investigator and his supervisor to Churchill Falls. The first trip was at the beginning of the project and the second was four months later and was used for data collecting. Also the school provided for duplicating materials and mailing expenses. Besides financial assistance provided by the school, the school counsellor spent many hours involved in data collection. The school staff also gave complete cooperation.

In addition to the time the investigator spent in Churchill Falls, the Principal, Mr. Wright, spent time in St. John's providing valuable information on three occasions.

While the actual expenditure of funds was relatively large for a project of this type, most of the funds were spent in organizing the project and in establishing the data base in Churchill Falls.

Limitations

Several limitations were encountered during the course of this project.

Sampling. One of the greatest difficulties was that of providing a basis of comparison for the study. To

determine the effects of transfer on students requires that a standard be established with which the transferred could be compared. The students who had left Churchill Falls to attend Grade X outside Churchill Falls had come from a very varied background. They were a mobile group that had been in a school which was bilingual and isolated from other communities. The school had a large number of extra curricular activities, a highly qualified teaching staff, and a curriculum which did not include sciences, art, or music. As a result of this varied background of the students it was impossible to find another identical group to use as a basis for comparison.

The only other group of students who could be identified as having a similar situation as Churchill Falls students were the bursary students from remote areas of the Province where higher grade education is not available. These students were not considered an adequate comparison group because of obvious differences in background.

Time. Another limitation was that the school required the information from the project in time to plan educational strategies. Time was also a limiting factor in that research had to be completed before closing for the summer holidays. Time was also a limiting factor in the data collecting. Because of the expense involved in

both time and money the data collecting took place during a one week period at Churchill Falls.

Geography. This limitation refers to the problems presented when trying to communicate with students scattered throughout such a large area. Students involved in the project were as far west as British Columbia, as far east as England, and as far north as Churchill Falls. An example of this difficulty was that on one occasion mail going to Churchill Falls from St. John's took ten days. In many respects, this was the most limiting aspect of the entire project.

Socio-psychological Implications. During the planning and implementing of this project the investigator had to be cognizant of the possible social and psychological effects of this type of research on the students involved. Care had to be taken to insure that the students did not feel that they were being used as 'guinea pigs'. Teachers had to be reassured about the purposes of the study as well.

Confidentiality of Students' Records. There was a possibility that some schools would be reluctant to reveal information about their students to some 'outsider'. This, in fact, did occur in at least five instances where the school administration had a policy of non-release of information pertaining to students.

Related to this was the fact that some schools are so burdened with requests for information that they are reluctant to devote the time of administrators, teachers, and students to its collection. The personal intervention of the investigator was required in at least three such instances in this study. Such an attitude has an unknown effect on validity and reliability.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

This project is concerned with the effects of transfer on the academic performance and adjustment of students who change their place of residency. As a result a review of relevant literature was concentrated in three areas. The areas were mobility, mobility and achievement, and mobility and adjustment.

Mobility

The literature on mobility revealed that research on the problem has been performed under the headings of mobility, transiency, transfer, and migration. A clear distinction between these terms did not appear in the literature; therefore, they are all used interchangeably in this report. Basically, they refer to a change in residence of the school child, and imply an environmental impact, either through a change in school, or social setting, or some other factor.

A detrimental effect of mobility in relation to education is referred to repeatedly in the literature.

Calvo¹ in 1969, Morris, Pestaner, and Nelson² in 1967, Larson³ in 1940, Huus⁴ in 1944, and Nyberg⁵ in 1962, also were concerned with the problem.

High population mobility affects education in numerous ways. Increased pupil mobility seems to have a direct impact on the operation of schools and classrooms, and on teaching and learning.⁶ Bollenbacher,⁷ Snipes,⁸

¹Robert C. Calvo, "Helping the Mobile Child in School," Phi Delta Kappan, L (April, 1969), 487.

²John L. Morris, Mariana Pestaner, and Albert Nelson, "Mobility and Achievement," The Journal of Experimental Education, XXXV (Summer, 1967), 74.

³Emil L. Larson, "Migration and Its Effect on Schools," Elementary School Journal, XLI (December, 1940), 293.

⁴Helen Huus, "Factors Associated with Reading Achievement of Children From a Migratory Population," The Elementary School Journal, XLV (December, 1944), 203.

⁵Verner R. Nyberg, "A Study to Determine the Effect of Transiency on Grade Nine Departmental Examination Marks," Alberta Journal of Educational Research, II (September, 1962), 151.

⁶Sister Mary A. Brockman, and A.W. Reeves, "Relationship between Transiency and Test Achievement," Alberta Journal of Educational Research, XIII (December, 1967), 319.

⁷Joan Bollenbacher, "A Study of the Effect of Mobility on Reading Achievement," The Reading Teacher, XV (March, 1962), 356.

⁸W.T. Snipes, "The Effect of Moving on Reading Achievement," The Reading Teacher, XX, 3 (1966), 242.

Snyder,⁹ and Wickstrom¹⁰ all point to mobility as a far reaching multifaceted aspect of our society.

The literature on mobility has not been definitive and has emphasized the need for further study of this problem. Huus¹¹ and Bollenbacher¹² both stress this point.

The investigation of the problem has been intermittent and characterized by the frequently encountered conflicting and inconclusive results as studies by Frankel and Forlano,¹³ and Brockman and Reeves¹⁴ point out.

Stiles in 1968 wrote that surprisingly enough, relative to the large bodies of research that have been

⁹James Max Snyder, "Mobile Students," Today's Education, LVIII (April, 1969), 26.

¹⁰Rod A. Wickstrom, "Pupil Mobility and School Achievement," Alberta Journal of Educational Research, XIII (December, 1967), 311.

¹¹Huus, p. 204.

¹²Bollenbacher, p. 360.

¹³Edward Frankel, and George Forlano, "Mobility as a Factor in the Performance of Urban Disadvantaged Pupils on Tests of Mental Ability," The Journal of Educational Research, LX (April, 1967), 355.

¹⁴Brockman, p. 319.

done in other aspects of child psychology, this particular phase remains for the most part unexplored.¹⁵

Molinari and Bove emphasized that the future of education requires a solution to the problems of the migrant child.¹⁶ Singhal and Crago recommend that attempts should be made to find more direct explanations of differences in rates of growth and achievement within the context of programs for disadvantaged children such as those from migrant families.¹⁷

The general conclusion to be drawn from the literature is that mobility is thought to produce a detrimental effect on education. A further review of the literature was to attempt to outline specifically how education is effected by mobility.

Mobility and Achievement

In pursuing the review of literature relevant to mobility it became evident that the effect of mobility on

¹⁵Grace Ellen Stiles, "Families on the Move," The Educational Forum, XXXII (May, 1968), 468.

¹⁶Robert Molinari and Richard A. Bove, "Helping the Migrant Child," New York State Education, LVI (May, 1969), 27.

¹⁷Sushila Singhal and Priscilla H. Crago, "Sex Differences in the School Gains of Migrant Children," The Journal of Educational Research, LXIV (May-June, 1971), 419.

achievement of students was of most immediate concern. Many times the question was asked: Is achievement affected positively, negatively, or not at all by mobility?

Brockman and Reeves were concerned with the question of the effect which transiency might have on immediate academic achievement and general school progress. They found that transiency did affect achievement; however, it would appear that it had a greater affect on the achievement of girls than of boys. They also concluded that transfers within a school district had much the same effect on achievement as transfers outside the district. Transiency affected the achievement of students at all levels of ability and the time of the transfer was significant. The achievement of students who transferred during the summer was less affected than that of students who transferred at any other time of the year.¹⁸

In Canada, concern about interprovincial transfer prompted publication of two Canadian Education Association information bulletins on the subject. In the first of these, an analysis of Family Allowances statistics provided the conclusion that approximately 1.6 per cent of the

¹⁸Brockman, p. 328.

total school enrolment changed provinces between July 1, 1963 and June 30, 1964.¹⁹ A later survey of 89 school systems in eight provinces showed that slightly less than one per cent of the total high school enrolment moved from one province to another during the 1964-65 school year. With regard to school achievement, it was found that approximately 14 per cent of those who had interprovincial transfers were subsequently downgraded. That is, they were placed a grade lower than the one that they would have been in at their former province. An equal proportion of the students were upgraded.²⁰ However, one may question whether the gain or loss of a complete school year is an adequate measure of relationship between mobility and school achievement.

A 1966 study investigated the nature and degree of pupil mobility in a Saskatchewan school system, occupational status of parents of mobile children, and relationships which existed between mobility and various aspects of school achievement. The term mobility was

¹⁹Research and Information Division, "Interprovincial Transfers - the Magnitude of the Problem," Information Bulletin, Report No. 5 (Toronto: Canadian Education Association, 1965), pp. 1-17.

²⁰Research and Information Division, "A Survey of Interprovincial Transfers at the High School Level," Information Bulletin, January (Toronto: Canadian Education Association, 1966) pp. 1-41.

used to refer to movement of a pupil from one school to another during the first eight grades of school. The study concluded that there was no relationship between degree of mobility and intelligence test scores. Standardized test measures indicated no significant difference between the mobile and nonmobile groups.²¹

Morris, Pestaner, and Nelson's study offered tentative support of the hypothesis that for the low socio-economic status children, the first move is the major dislocating one. They found that after the second move, some children recover and move into the highest achieving one-third of the distribution of reading scores, while others become unsettled and apparently remain so, sinking to the bottom of the achievement scale. In effect it was presumed that some children had learned to cope with environmental changes and even to learn from them while others had not.²²

Frankel and Forlano's study of mobility and performance of urban disadvantaged pupils on tests of mental ability showed that nontransient pupils not only scored significantly higher than their transient classmates on the Otis Alpha at the third grade but three years later

²¹Wickstrom, pp. 311-8.

²²Morris, pp. 74-80.

they again scored higher than their sixth grade transient counterparts on the Otis Beta test. On the other hand, over the three years between third and sixth grade, the nontransient group exhibited a relative constancy in mean aptitude scores. Frankel and Forlano suggested that some transients, unable to overcome their early school deficiency, fall farther and farther behind their classmates as they progress up the educational ladder.²³

Bollenbacher, in an attempt to determine whether the differences in reading achievement were due to the effects of moving from school to school or due to the differences in the ability of the groups, indicated reading achievement as measured by a standardized test was not affected by the number of schools attended. She concluded that a mobile child is likely to be a low achiever in reading, but the fact that his low achievement is related to his proportionately low ability is often overlooked. The pupils included in the study who moved most often were consistently the least capable, as measured by a group intelligence test.²⁴

Snyder's study showed that the very mobile group (7 to 17 schools attended) was equal in achievement to the

²³Frankel, pp. 355-8.

²⁴Bollenbacher, pp. 356-65.

somewhat mobile static group (4 or fewer schools attended) and perhaps even slightly superior. Indications were that the overall education of the mobile group had benefited as a result of travel and other factors associated with family moves.²⁵

In view of the data available to Snipes, he concluded that the number of moves pupils made did not appear to have a detrimental effect on achievement in reading. Rather, moving appeared to strengthen achievement in reading. He also indicated that pupils who have had some experience in various schools tend to score higher on tests of reading achievement. Pupils who had lived in other states and countries appeared to be favored in reading achievement over non-movers or in-state movers. No specific area of reading achievement (reading vocabulary or reading comprehension) appeared to be favored in moving.²⁶

Nyberg's study to determine the effect of transiency on the marks received by Grade IX pupils in Alberta on the Departmental Examinations of June 1953 did not reveal a significant relationship between transiency and performance in any subject other than social studies.²⁷

²⁵Snyder, p. 26.

²⁶Snipes, pp. 242-6.

²⁷Nyberg, pp. 151-5.

In summary, it cannot be said definitely that mobility has an effect on achievement because of the inconclusive and apparently contradictory outcomes of previous studies. In general, the research provides further evidence for the need to look upon all transfer students as individuals who require special attention if they are to achieve to the highest level of their academic ability; however, the specific nature of the attention is something which requires further study. It is possible that giving attention only to academic placement of the transfer student is not sufficient. Perhaps other factors and conditions must also be taken into account. The observation that the type of transfer is not as significant as might be expected, that the time of the transfer makes a difference, and that there may be a differential effect on boys and girls suggest strongly that factors other than academic placement need to be considered. There may well be problems of adjustment to a new school situation which are at the basis of reduced academic achievement. The lowered achievement may be symptomatic of problems of adjustment to school, teacher, and classmates which are not apparent from a simple comparison of achievement test scores.

Mobility and Adjustment

Wass supports the idea that the relationship between social-psychological factors and achievement is much more complex than has been believed in the past. She suggested that academic excellence does not necessarily preclude a pupil's need for help in personal-social aspects of his functioning, and further adds that low achievement does not necessarily indicate the need for remedial efforts in the personal-social sphere.²⁸ Yet Kost in 1969 concluded that there was a positive relationship between academic achievement and personal and social adjustment.²⁹ Snipe's study lends weight to the idea that the problems of the mobile child are probably not academic problems. He urges teachers to be cognizant of possible adjustment problems among mobile pupils.³⁰

Other writers suggest that the child is the product of many forces, including his physical and mental

²⁸Hannelore Lina Kraft Wass, "Relationships of Social-Psychological Variables to School Achievement for High and Low Achievers," Dissertation Abstracts, 29:2578, February, 1969.

²⁹Dennis R. Kost, "Relation of Individualized Instruction to Social Acceptance, Total Adjustment, Social Adjustment, and Personal Adjustment," Dissertation Abstracts, 31:2967, July, 1970.

³⁰Snipes, pp. 242-6.

capacities, his home and community environment, and his training and experiences. Adjustment problems experienced by pupils when they transfer from school to school may be associated with differing personality characteristics. It may be that adjustment difficulties are really part of the larger area of individual differences. The factor which most affects the total adjustment of the individual child may be physical for one, mental for another, and emotional for a third.³¹

There are other possibilities which may complicate life for the mobile child. The teacher is not always happy to see him. Adjustments must be made by the teacher to accommodate the new student. Books and materials must be handed out. New assignments must be made. Records from the former school must be obtained and examined. Classroom procedures must be explained. Introductions must be made. Classroom routine must be adjusted. The child may sense that he is unwanted and an irritant to the teacher. Thus the new school may be perceived as a threatening situation causing the child to experience severe tension. This interferes with the effectiveness with which he responds to and profits from

³¹Wickstrom, p. 316, and Huus, p. 284.

instruction.³²

The responses of mobile students and their parents to questions about the effect of frequent changes of schools tend to indicate that children's attitudes mirror the attitudes of the parents. Snyder discovered that parents who expressed concern about the effect of changing schools tended to provide their children with a ready-made excuse for any problems they might encounter. Parents who had a positive attitude and who expected their children to make adjustments as a matter of course tended to engender positive attitudes in their children.³³

Kantor also supports the parent-child relationship as a significant variable in the adjustment of the mobile child. She argued that, in general, the upwardly mobile family (in terms of social and occupational mobility) having itself learned or acquired the necessary functional value system, will transmit it to its children. These children then would have fewer problems in adapting to a new social and educational milieu than those from families which maintain their horizontal position in society.³⁴

³²Calvo, p. 487.

³³Snyder, p. 26.

³⁴Mildred B. Kantor (ed.), Mobility and Mental Health (Springfield, Illinois: Charles C. Thomas, 1965).

In an overall summary of a review of the relevant literature it is concluded that the literature gives very little insight into the specific problem at hand.

CHAPTER III

METHODOLOGY

In attempting to investigate the effects, if any, of transfer two basic problems were confronted. The first was the problem of establishing a basis for comparison and the second was the problem of measurement.

Establishing a Basis of Comparison

The students who had transferred to grade X could be examined with various instruments which would provide descriptive data. To determine whether transfer produced any effect on these students a process of comparison, of recording differences, or contrasting was needed.

A true basis of comparison would have required a control group from Churchill Falls, similar in all respects to the transferred students except for the transfer. Such a group was a theoretical construct and obviously unattainable.

The only group of students bearing any resemblance to the students being transferred were bursary students supported by the Province of Newfoundland while they

pursued high school studies away from their homes. Since these students came from very isolated communities in Newfoundland and Labrador, having generally very poor educational facilities and a way of life different in many respects from that of the students at Churchill Falls, any resemblance between these students and those at Churchill Falls was very superficial. In light of the other difficulties surrounding a study of the bursary students, this objection was sufficient to dismiss them from further consideration as a comparison group.

The inability to produce or approximate a theoretically sound basis of comparison for the transferred students required the adoption of alternative strategies which would permit inferences about possible transfer effects. The assumption was made that Grade VIII and IX students during the school year 1971-72 were similar in all essential respects to the transferred students when they were in Grades VIII and IX. The proposition was then put forth that differences observed between 1971-72 Grades VIII and IX and the transferred Grades X and XI would be attributed to two influences. First, differences could be due to normal developmental processes typically observed in adolescents of that age; and second, differences could be due to the effects of the transfer away from home to a boarding school.

The difficulty of ascribing observed differences to one or the other causes was to be overcome in part by recourse to the literature on normal adolescent development. The possibility was present that the situation at Churchill Falls induced abnormal development which simply continued after transfer, but the study of Grade VIIIs and IXs would provide considerable insight into the question.

Another strategy for providing a comparison group will be discussed in greater detail later. The sociometric device to be described is essentially a peer-rating which carries its own built-in basis for comparison. Using sociometric scores, the transfer students could be compared directly with the student groups in the new schools. The usefulness of this is obvious.

Problem of Measurement

The second problem involved measuring both groups so that comparisons could be made which would be the basis on which the school administration could make their decisions.

It was assumed that if there were effects of transfer, then they would be reflected in either the personal, social, or academic adjustment of the students. In total eight instruments were used in the collection of

data. Four of these collected information that was used to compare both groups. The other four instruments collected information that was descriptive in nature and was used to provide additional information which would assist in the analysis of the problem at hand.

To provide comparative data on the personal adjustment of students three measures were used. A semantic differential was used to indicate the student's feelings about going to school. A teacher's rating scale which was based on socio-psychological adjustment of the students was also used. The schools of transferred students provided anecdotal descriptions of the student's adjustment to the 'new' schools. This was the third measure of personal adjustment of the students.

To measure social adjustment of the students three instruments for comparative purposes were used. The first was a social participation checklist which indicated the number of activities in which the student took part regularly. These activities were assumed to be an indication of a student's adjustment because of the opportunities they provided for socialization. A socio-metric device was used to determine the number of friends the students had. Again the teacher rating scales were used with their results being interpreted as indications of social adjustment. Data collected from each of these

instruments was used primarily for comparisons of both groups of students.

The academic adjustment of the students was not based on comparisons but instead was of a descriptive nature. The students' marks and the academic rankings provided academic information on the students who had transferred.

Table 1 indicates the instruments used for each measure of adjustment.

Table 1

Instruments used in Measurement

<u>Comparison</u> Instruments	Adjustment		
	<u>Personal</u>	<u>Social</u>	<u>Academic</u>
Semantic Differentials	X		
Teacher Ratings	X	X	
Social Participation Checklists		X	
Sociometric Devices		X	
<u>Descriptive</u> Instruments			
Students Marks			X
Academic Rankings			X
Questionnaires	X	X	X
Anecdotal Descriptions	X		

Description of Transfer and Non-transfer Students

The transferred group of students numbered forty. These students had left Grade IX in Churchill Falls during 1969 to 1971. In twelve instances the cumulative records of these students were sent to the schools to which they had transferred. As a consequence, available information was very limited for some of these students and nonexistent for others. None of these students were living in Churchill Falls at the time data was collected. Parents of only fifteen of the transferred students were still residing in Churchill Falls or Twin Falls. Most of the families were involved in the construction phase of the hydro development project and therefore the mobility rate had been high. Many of these families live a very nomadic existence and as a result had moved many times before and after coming to Churchill Falls. This further complicated the process of obtaining information from these students and parents.

The group of non-transfer students consisted of the 31 Grade VIII students and 12 Grade IX students. While the families of the non-transfer students are similar in many respects to those of the transfer students, data to be presented later indicate that there are some differences, perhaps indicative of a changing

character of the Churchill Falls population. However, most students in the non-transfer group are well travelled and have moved often. They generally have parents in construction or technical professions.

Method of Data Collection

Different methods of data collection were used for each of the two groups. The data for the non-transfer group was collected in Churchill Falls and most of the data related to the transfer group was collected by mail.

Non-transfer group. The investigator spent five days collecting data in Churchill Falls during February 1972. Parent interviews were conducted, students completed the semantic differentials, sociometric devices, social participation checklists and had interviews with the investigator and the school counsellor.

During the week, four Grade IX and four Grade VIII subject teachers were asked to complete a rating scale for each of the students in their respective grades. They were given the entire week so that they would be ready before the investigator's departure on Friday.

Neither the Grade VIII students nor their parents were interviewed. An additional 20 to 25 hours would have been required to accomplish this. Since the time was not available, questionnaires were used instead.

Transfer group. The addresses of the former grade IX students who had transferred were not available except in the cases where the parents were still residents of Churchill Falls. However, those students whose addresses were not available had to be contacted in order to increase numbers and representativeness of the returns. Similarly, contact had to be established with parents of these students who were also a source of information.

Addresses of the schools that the students attended were also required. In some instances it was possible that the students were not even at school any more.

In addition to the problems of getting addresses of students, parents, and schools there was the problem of getting returns from the people after contact with them had been established.

Considering these problems the following method of collecting data about the transferred students was decided upon.

1. Parents of transferred students. Some of the parents were still residents of Churchill Falls, and therefore, contacting them was done during the investigator's visit to Churchill Falls. For some of the parents who were no longer residing in Churchill Falls the company had forwarding addresses. In other cases the

Churchill Falls (Labrador) Corporation had forwarding addresses of the companies with whom the parents were employed. Both of these sources were used to contact parents who were no longer residing in Churchill Falls.

2. Transferred students. In the case where parents were still at Churchill Falls, transferred student addresses were easily obtained. When the parents were no longer in Churchill Falls postage paid envelopes on which students' names were typed were included with the material being sent to the parents. The parents were asked to complete the addresses on the students' envelopes and to mail them.

3. Schools of transferred students. Names and addresses of some of these schools were available in records kept by the Eric G. Lambert School in Churchill Falls. In all other instances the school addresses were requested from the parents and the students. There was very little difficulty in getting the school addresses from parents residing in Churchill Falls. A request for the name and address of the schools of the other students was made through the questionnaires of both the parents and the students who had transferred outside Churchill Falls. Both sources were used for expediency and as a double effort in the event that only the parent or student replied.

Under the circumstances described these were the most practical methods to establish contact with the parents, students, and schools of the transferred students.

Procedure of Collecting Data

To actually collect the data the following procedure was decided upon. The material forwarded to the parents residing outside Churchill Falls included a letter requesting their assistance and a questionnaire for them to complete and mail in an enclosed return envelope. Also a letter and a form with a return envelope were included for the student. Copies of all these documents are included as appendices A to D. The letter, form, and return envelope for the student were in a separate envelope with the student's name typed on it. The parents were asked to address and mail the envelope to their son or daughter.

To reduce bulkiness and to make the task involved in providing information appear minimal, the student questionnaire, social participation checklist, and semantic differential were included on one sheet of paper which the student was asked to complete and mail in the return envelope.

Tape recorded interviews were used to collect information from parents residing in Churchill Falls and

who had students who had transferred. The interviews were conducted by the investigator while at Churchill Falls.

Upon receipt of the address of the school that the transferred student was attending, a letter (Appendix G) was sent to the principal requesting his assistance in the project. He was asked to have four of the student's teachers complete a teacher rating scale; to have each student in one of the classes with the student whom we are concerned with complete one of the sociometric devices; to indicate the student's academic position in relation to other members of his class; and to write an anecdotal description of the student's adjustment to that school. A stamped return envelope was included for the return of the information.

Follow-up letters encouraging replies from the parents and students were sent one month after the date that the original letters were sent to those from whom no replies were received. Follow-up letters were also sent to the schools approximately three weeks after the dates of the original requests for assistance. In addition the school principal in Churchill Falls telephoned some of the schools to encourage them to respond to the requests for assistance.

Table 2 indicates the possible and actual returns from the students, parents, and schools of both groups.

Table 2

Returns from the Transferred Group

<u>Possible Returns</u>		<u>Actual Returns</u>	
		Living at Churchill Falls	Moved from Churchill Falls
Students	40	14	8
Parents	35	17	6
Schools	40	11	3

Description of Instruments

The following instruments were used to record the student's, parent's, and teacher's description of the effects, if any, of transfer from Grade IX in Churchill Falls to Grade X outside Churchill Falls.

Social Participation Checklist

The Social Participation Checklist (Appendix E) consisted of a list of co-curricular and extra-curricular activities. Each student was asked to indicate by marking an X by each of the activities in which he or she had taken part regularly (more than once or twice) during the past school year. On the checklist they were asked to write in any other activities in which they had taken part

regularly but which were not listed on the checklist. Also, they were asked to list any other activities that they would have taken part in but which were not available. The activities of each group were then compared.

Sociometric Device

The Sociometric Device (Appendix H) consisted of a slip of paper on which the students were requested to list the names of three students in their classroom whom they considered to be their friends. Instructions included for schools in which there were former Grade IX Churchill Falls students specified that the name of the Churchill Falls student not be mentioned when giving instructions because that would destroy the possibility of deriving valid scores. The results from the two groups were compared with respect to the number of times that the students were chosen as friends by their classmates.

To encourage the schools to have the sociometric devices completed they were told that the results would be compiled on a sociogram and returned to them for the benefit of their teachers, guidance counsellor, and other school personnel.

Semantic Differential

The Semantic Differential Tests consisted of eight scales (Appendix F). These scales were chosen from The

Measurement of Meaning written by Osgood, Suci and Tannenbaum in 1957.¹ The scales chosen were considered to be relevant in that they would distinguish between students who had positive feelings towards school and those who had negative feelings towards school. The students were asked to mark an X on each of the eight scales to describe their feelings about going to school. Five-step scales were used as recommended by Osgood, Suci, and Tannenbaum.² On each scale was a positive and a negative word. If the student chose the space nearest to the positive word he received a value of 5. If he chose the second space nearest the positive word he received a value of 4, and so on to a value of one if he chose the space nearest the negative word. These values were summated to give a score for each student.

Student Interviews

The Student Interviews consisted of ten questions (Appendix D) which the students in grade IX in Churchill Falls were asked by the investigator. The students were interviewed individually and the interviews were tape recorded for later analysis. Interviews were used for two

¹Osgood, Charles E., George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Chicago: University of Illinois Press, 1957), pp. 53-61.

²Osgood, p. 85.

purposes. First, they were to find out the student's views on leaving Grade IX in Churchill Falls to attend Grade X. Second, the questions asked in the interview were the same questions which were to be on the student questionnaire. The questionnaires administered to the Grade X and XI students were developed only after listening to what the Grade IXs had to say. The interviews, then, helped to insure the content validity of the questionnaires.

Parent Interviews

Parent Interviews consisted of 15 questions (Appendix B). It was hoped to determine the opinions of parents about the effects of transfer on students who leave Churchill Falls after Grade IX to attend Grade X. Two groups of parents were interviewed in Churchill Falls. One group consisted of parents residing in Churchill Falls who had had children leave Churchill Falls after Grade IX to attend Grade X. The other group of parents interviewed were those who had children in Grade IX in Churchill Falls. Some of the parents belonged to both groups.

The parent interviews were also held for two reasons. First, they were to find out the parents' views about their children transferring and second, the interviews were the basis from which the parents'

questionnaires were developed. Again this helped to insure the content validity of the questionnaires.

The parent interviews were carried out with both the school counsellor at Churchill Falls and the investigator present.

Student Questionnaires

The ten questions which were used for the student interviews were also used for the student questionnaires. Since it was confirmed by the student interviews that the questions covered the areas of concern which the students had about transfer, the questionnaires were distributed to the Grade VIII students in Churchill Falls and collected by the school counsellor.

The same questionnaires (Appendix D) were sent by way of the parent to the former Grade IX Churchill Falls students who had transferred to Grade X. A return stamped envelope was included with a letter of explanation (Appendix C) together with the questionnaire, social participation scale, and sociometric device (Appendices C to F).

Parent Questionnaires

The parent questionnaires (Appendix B) consisted of the same fifteen questions which were used and confirmed by the parent interviews. They were used for the same purpose as the parent interviews, that is, to determine

the parent's views about the effect of transfer on their children who had to or would have to transfer to Grade X.

The questionnaires were completed by two groups of parents. Parents residing in Churchill Falls who had children in Grade VIII completed the questionnaire. Parents who did not live in Churchill Falls and had children who had transferred from Grade IX in Churchill Falls to Grade X outside of Churchill Falls also completed the questionnaires. In addition, parents who could not attend their scheduled interview in Churchill Falls completed the questionnaires.

The questionnaires for parents of Grade VIII Churchill Falls students were distributed and collected by the school counsellor at Churchill Falls. Questionnaires for parents who were not in Churchill Falls were distributed and returned by mail.

Teacher Rating Scales

Teacher Rating Scales (Appendix I) were adapted from a scale devised by Robert H. Coombs and Vernon Davies.³ The teachers were asked to rate each student by marking an X by each of fifteen statements. The response categories for each of the statements were a Likert type

³Coombs, Robert H., and Vernon Davies, "Socio-Psychological Adjustment in Collegiate Scholastic Success," The Journal of Educational Research, LXI (December, 1967), 187.

scale which ranged from "much above average" to "much below average". The fifteen statements were listed, three of which were designed to give measures of each of the following: sociability, emotional balance, motivation, conformity, and organizational effort. The results of these scales could be compared for both groups for each of the five response categories.

The teacher rating scales were to be completed by four of the subject teachers of the Grade VIII students and Grade IX students in Churchill Falls. Four of the teachers of each student who transferred from Churchill Falls were asked to complete the teacher rating scales.

Anecdotal Descriptions of Adjustment

The Anecdotal Description consisted of a form which requested an anecdotal description of the adjustment of the former Grade IX Churchill Falls student to the school he or she was currently attending. The form was mailed to the school with a request for the principal to have it completed and returned. These results were to be purely descriptive of the transferred students and no comparisons were intended.

Academic Ranking

The form (Appendix J) which included the anecdotal description requested the principal of the school that the former Grade IX Churchill Falls student was

attending to place an X in the category which showed the student's academic position in relation to the other students in his or her grade. There were five response categories which ranged from "Bottom 20%" to "Top 20%". This information was also of a descriptive nature with no comparisons intended.

Summary

The purpose of this study was to provide a context evaluation of the effects, if any, of transfer on the personal, social, and academic adjustment of students who leave Churchill Falls after Grade IX to attend Grade X outside Churchill Falls.

Data was collected from the students who had transferred to Grade X. This information was collected by mailing to each of the students a questionnaire, social participation checklist, and a semantic differential. Additional data was collected from the schools that these transferred students attended. These schools provided teacher ratings, class positions, and anecdotal descriptions of the student's adjustment to his 'new' school. Also, parents contributed data by completing questionnaires. The 'new' classmates of the transferred students provided information in the form of sociometric test results.

In total, the students, parents, schools, and peers of the students provided the data in the form of questionnaires, social participation checklists, semantic differentials, sociometric devices, teacher ratings, class positions, and anecdotal descriptions.

To examine the personal adjustment of the students, the semantic differentials, and anecdotal descriptions were used. Social adjustment was evaluated by means of a social participation checklist and a sociometric device. Academic ranking and student marks were used to examine the academic adjustment. Additional descriptive information was provided by the student and parent questionnaires. The teacher rating scales were used to examine both personal and social adjustment of the transferred students.

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to provide a context evaluation of the effects, if any, of transfer on the personal, social, and academic adjustment of students who leave Churchill Falls after Grade IX to attend Grade X outside Churchill Falls. Eight instruments were used in collecting data from students, parents and schools.

This chapter contains an examination of the data collected by each instrument and also presents the differences which exist between the group which had experienced the transfer from Grade IX in Churchill Falls to Grade X outside Churchill Falls and a group in Grade VIII and IX in Churchill Falls who have not yet experienced the transfer. The former group is referred to as the transfer group and the latter as the non-transfer group.

Student Questionnaire

Question 1. Mean scores were calculated for the length of time each group spent in Churchill and/or Twin Falls. Ranges were also calculated and the percentages of students from Twin Falls was also determined.

Findings. Table 3 indicates that the mean length of time the transfer group spent in Churchill Falls and/or Twin Falls was 2 years 10 months and the non-transfer group 3 years 1 month. The length of time the transfer students spent in Churchill Falls and/or Twin Falls ranged from 5 months to 10 years and the non-transfer group ranged from 3 months to 9 years 5 months. Seventeen percent of the transfer group and twenty percent of the non-transfer group were residents of Twin Falls and, therefore, had been in the area longer than Churchill Falls residents.

Table 3

Length of Time in Churchill and/or Twin Falls

	Mean	Range	Twin Falls Residents
Transfer Group	2 years 10 mo.	5 mo. 10 years	17%
Non-transfer Group	3 years 1 mo.	3 mo. 9 years 5 mo.	20%

Discussion. Table 3 indicates that the length of time spent in Churchill Falls and/or Twin Falls by the students of both groups is not significantly different. The length of time spent in Churchill Falls and/or Twin Falls, therefore, is not a factor which would influence significantly any other differences which exist between the two groups.

Question.2. The number of students in grades. VIII and IX who had chosen a particular school in which to attend Grade X were totalled. The particular provinces in which the students planned to attend Grade X were recorded from the replies on the questionnaires of both the transfer and non-transfer group.

Findings. Eight of a total of 31 replies from Grade VIII students revealed that they had chosen a particular school in which to attend Grade X. Table 4 compares the location of schools being attended by the transfer group with the location of schools presently preferred by the non-transfer group. Eight out of a total of 12 replies from Grade IX students had chosen a school for Grade X.

Table 4

Provinces of Schools Chosen for Grade X

	Non-transfer	Transfer
Newfoundland & Labrador	9	6
Quebec	3	9
Nova Scotia	1	3
New Brunswick	1	2
Ontario	1	
Manitoba		1
England	1	1
	16	22

Discussion. With approximately six months before they were to attend Grade X, one-third of the Grade IX students had not yet chosen a school. Thirty-nine percent of the Grade VIII students had chosen a school for Grade X but the remaining students still had eighteen months in which to decide. With less than six months, of which three are summer holidays, one-third of the Grade IX students had not chosen a school for Grade X. This emphasizes a need for assistance to students and parents regarding the selection of schools for Grade X.

Question 3. Five main reasons for choosing a particular school were revealed in the answers given for this question. Therefore the particular reasons given by each student in both groups were tabulated in the five categories.

Findings. As indicated in Table 5 the prime reason given by the non-transfer group for choosing a particular school was that they would be residing with or near relatives. Nine of the transfer group mainly made their choice because it was a boarding school they would be attending. Eight of the non-transfer students made their selection of schools because they would be staying with relatives and seven of the transfer group made their choice for the same reason. More than one-half of the non-transfer group were undecided in their choice.

Table 5

Reason for Selection of School for Grade X

	Returning to Hometown	Reside with or near relatives	Boarding School	Moving with Family	Undecided
Non-transfer group	2	8	2	4	27
Transfer group	2	7	9	3	0

Discussion. It appears that the major concern of students in the selection of schools is to choose those which have adequate accommodation at or near the school. The companionship of friends and relatives also appears to be one of their major concerns.

Question 4. Answers to whether or not the two groups preferred to attend Grade X in Churchill Falls were tabulated into the categories of yes, no, or undecided. The totals were then converted to percentages for ease of comparison because the number of students in each group was unequal.

Findings. Table 6 presents the opinion of the two groups about the desirability of Grade X in Churchill Falls.

Table 6

Preference for Grade X in Churchill Falls

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Non-transfer	14 (33%)	23 (53%)	6 (14%)
Transfer	11 (50%)	10 (45%)	1 (5%)
Total	25 (38%)	33 (51%)	7 (11%)

The greater portion of the non-transfer group indicated that they did not prefer to attend Grade X in Churchill Falls.

The group which had already experienced the transfer, was split about equally in its opinion. Totalling both groups indicates that the greater proportion of students did not want Grade X in Churchill Falls. Further examination of the non-transfer group revealed that of the Grade VIII students 8 were for Grade X in Churchill Falls and 19 were against, whereas 6 of the Grade IX students were for and 4 were against. Four of the Grade VIII students and two of the Grade IX students were undecided.

Discussion. There is a trend between Grades VIII, IX and X indicated in the results. Approximately 58 percent of the Grade VIII students, 30 percent of the Grade IX students, and 45 percent of the Grade X students do not prefer to have Grade X in Churchill Falls. It appears that as the students approach the transfer a high majority would prefer to remain in Churchill Falls but after they experience the transfer there is less preference for Grade X in Churchill Falls. At Grade X the preference for not having Grade X in Churchill Falls is not as strong as it was in Grade VIII.

This trend could be explained as 'cold feet' as the transfer approaches but there was approximately 45 percent of the transferred students who did not reply. Not knowing their replies prevents a definite conclusion being drawn about the trend but if next year the Grade IX students

change their responses (i.e. from the present 58 percent who do not want Grade X in Churchill Falls) to a smaller number, then, the 'cold feet' hypothesis would appear to be correct and remediation called for.

Question 5. Students of both the non-transfer and transfer groups were asked to list any advantages of attending Grade X away from Churchill Falls.

Findings. An examination of the responses revealed the general response categories of educational, maturity and independence, opportunity for socialization, and other advantages. Seventeen (39%) of the non-transfer group and twelve (55%) of the transfer group gave educational advantages. Five (12%) of the non-transfer and nine (40%) of the transfer group indicated the opportunity for maturity and independence as an advantage. Sixteen of the non-transfer group and seven of the transfer group indicated socialization advantages. Table 7 indicates the response categories of the students.

The non-transfer group listed eight other advantages and the transfer group listed eleven but they were not viewed as particularly important by the group as a whole.

Table 7

Advantages of Attending Grade X Away From Churchill Falls

	Educational	Social	Independence	Other
Non-transfer	17	16	5	8
Transfer	12	7	9	11
Total	29	23	14	19

Discussion. The educational advantages listed by both groups referred particularly to having science courses and facilities available. This is an expected response to the question because a major difference in most schools between Grade IX and X is that science programs do not begin until Grade X. Several non-transfer students pointed to a better background in written French yet none of the students experienced with transferring to Grade X supported this idea. Of next highest magnitude was greater opportunities for socializing with larger and more varied numbers of young and old people outside Churchill Falls. The opportunity to become mature, responsible, independent individuals was mentioned by fourteen of the students. These students perceive being away from parents as an opportunity to become mature, responsible, and independent, which is a process that normally occurs with parents. In general, students who have experienced the transfer to Grade X and those who may

experience the transfer all feel that the three above mentioned advantages are more available to students outside Churchill Falls.

Question 6. Students of both transfer and non-transfer groups were asked to list disadvantages of attending Grade X away from Churchill Falls.

Findings. Nineteen (44%) of the non-transfer and sixteen (73%) of the transfer students listed the disadvantages of leaving their family and friends to attend Grade X. Eight of the students in Churchill Falls were concerned about not having an adequate background in the sciences and written French. Only one of the transferred students mentioned inadequate academic preparation whereas others mentioned higher pupil-teacher ratio, timetable more difficult, moving from class to class, and worse academic attitude as being educational disadvantages of attending Grade X away from Churchill Falls. The financial burden was given as a disadvantage by both groups. Other disadvantages listed but which did not appear to the groups as important were: less extra curricular activities, loss of community identity (where is home?), difficulty socializing in large schools, and being away on special occasions.

Discussion. The concern about inadequate academic preparation in the sciences and written French will be

examined in a later section dealing with the academic performance of transfer students, but let it suffice here to indicate that the non-transfer students were more concerned with an adequate educational preparation than were the students who had transferred. With regard to leaving family and friends it appears that the students who had transferred were more concerned with this disadvantage than were those students who had not yet experienced it.

Question 7. Transferred students were asked to indicate the number of days that they spent living with their parents between September and June of their Grade X school year.

Findings. The number of days were summated and divided by the number of questionnaires received to get the average of 58 days. These students, whose ages ranged from 13 to 17 years, had spent approximately two-thirds of their Grade X year away from their parents.

Question 8. Non-transferred students were asked to indicate the type of living accommodation that they had in Churchill Falls and the transfer students were asked to indicate the type of accommodation that they had during Grade X.

Findings. Approximately one-half of the non-transfer students indicated that they lived in mobile homes

and the others in houses. Twelve of the transfer students lived in school dormitories, four boarded with relatives, three stayed with parents and three boarded in private homes with non-relatives.

Discussion. The fact that many of the students in Churchill Falls were living in mobile homes with smaller living space than regular size houses in the future will not be an influence on the personal, social, or academic adjustment of students in Churchill Falls because they are presently being replaced by houses being constructed in Churchill Falls.

Summary

The results of the student questionnaire indicate that fifty percent of the students who had transferred as opposed to forty-six percent of non-transferred students preferred to have Grade X in Churchill Falls.

Students tend to choose to reside with or near relatives in Newfoundland and Labrador or Quebec. Available accommodation is an important factor in the choice of schools for Grade X. Students in general feel that transferring to Grade X outside Churchill Falls is advantageous because better educational facilities are available, especially in the sciences. Also, students believe that by transferring outside Churchill Falls they

will be given greater opportunities to socialize and to develop independence, responsibility, and maturity.

Approximately two-thirds of the students' time is spent away from their families during Grade X. This is seen by transfer students as the greatest disadvantage of transferring to Grade X. Non-transfer students also perceive this disadvantage but not as greatly. The financial burden is also seen to be a disadvantage by students. Students who have not experienced the transfer express concern that they may not be academically prepared to transfer to other schools but this is not supported by students who have transferred to other schools.

Parent Questionnaires

Question 1. Parents of the transfer and non-transfer groups were asked to give the name and address of the school that their child had attended or would be attending during Grade X.

Findings. Questionnaires were received from 90 percent of the non-transfer group's parents and 60 percent of the parents of the transfer group of students. Seventy-two percent of the parents of Grade IX students and twenty-nine percent of the parents of grade VIII students had chosen schools for Grade X. The provinces that parents chose for their children to attend Grade X corresponded to

the replies given by the students (Table 4).

Discussion. Both students and parents in the non-transfer group had selected the same schools for Grade X.

Question 2. Parents of both groups were asked to tell why they chose a particular school for their son or daughter to attend during Grade X.

Findings. Reasons given for choosing a particular school were tabulated into categories. The reasons given were that the school had a good reputation, the student would be with or near relatives, the school was relatively near to Churchill Falls, boarding accommodations were available, students were going with their friends, returning to their hometown, the cost, bilingual school, and school especially equipped for handicapped children. Table 8 summarizes these results.

Discussion. Table 8 indicates that parents of students who had transferred to Grade X placed more emphasis on the school's reputation than parents whose children have not yet transferred. This may be a reflection of the type of staff moving to Churchill Falls. The permanent staff may not be as familiar with moving and therefore not place as great an emphasis on the type of school. Both groups chose schools so that their children could stay with or near relatives, friends, or at their

Table 8

Reasons Parents Chose Schools for Grade X

	Non-transfer	Transfer
School's reputation	3	10
Near relatives & friends	7	6
Proximity to Churchill Falls	3	6
Boarding accommodations	1	4
Going with friends	0	4
Hometown	3	2
Cost	1	2
Bilingual School	0	1
School for Handicapped	0	1
No reason	2	0
Total	20	36

home town. The nearness to Churchill Falls was a reason often given when there were no relatives or friends that the child could stay near or with. Cost of schooling was not a major reason given for selecting schools for Grade X.

Question 3. Parents of both groups were asked if they preferred for their child to have attended Grade X in Churchill Falls.

Findings. Results were totalled for each category of yes, no, or undecided. Twenty-seven of the parents of students who had not yet transferred to Grade X replied affirmatively, seven negatively, and two were undecided. Fourteen of the parents of transferred students replied affirmatively, eight negatively, and one undecided. Table 9 presents these findings.

Table 9

Number and Percentage of Parents Who Preferred to Have Their Children Attend Grade X in Churchill Falls

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Non-transfer	27 (75%)	7 (19%)	2 (6%)
Transfer	14 (61%)	8 (35%)	1 (4%)
Total	41 (69%)	15 (25%)	3 (5%)

Discussion. These findings indicate that the majority of parents have not and do not prefer to have their children attend Grade X away from Churchill Falls.

Question 4. Parents were asked how many times their child had moved to different schools before attending Grade X.

Findings. Students from the non-transfer group had moved an average of 2.8 times and the students from the transfer group had moved an average of 3.4 times.

Discussion. As the families at Churchill Falls change from the mobile construction type to the less mobile permanent staff, the number of times the students will have moved from school to school diminishes. The results from the above question indicate that possibly as the permanent staff moves to Churchill Falls the students will have had less experience with mobility and, therefore, may have more difficulty in adjusting to the transfer to a 'new' school than their more experienced predecessors. Morris, Pestaner, and Nelson's study which was referred to in the related section lends support to this contention.¹

Question 5. Parents were asked to indicate if their child had lived away from home before while attending school.

Findings. None of the non-transfer group of students and only one of the transfer group had spent time away from home while attending school before Grade X. That particular student had spent less than one month away at school.

Discussion. It was suspected that students who had experienced the transfer to a school away from home

¹John L. Morris, Mariana Pestaner, and Albert Nelson, "Mobility and Achievement," The Journal of Experimental Education, XXXV (Summer, 1967), 74.

would find the transfer to Grade X less difficult than those who had not experienced such a transfer. This did not appear to be a factor at Churchill Falls.

Questions 6 and 7. Parents of students who transferred to Grade X were asked to give the number of visits, reports, letters, phone calls, and other types of communications that they had with their child's school during Grade IX in Churchill Falls. They were also asked to do the same for Grade X outside Churchill Falls.

Findings. Comparisons were made of the number of each type of communication for Grade IX and X. Table 10 indicates that recorded as more than Grade IX, equal to Grade IX, less than Grade IX, or no answer.

Table 10

Parents' Communications with Schools During Grade X

	Visits	Reports	Letters	Telephone	Other
More than Grade IX		1	4	2	
Equal to Grade IX		3	1	3	
Less than Grade IX	8	4	2	1	
Not answered	1	1	2	3	9
Total	9	9	9	9	9

Discussion. Only nine parents answered this question. From these results it appears that communication with the Grade X schools is on a par with communications with the school in Churchill Falls. The obvious difference is that parents who have students attending school away from home cannot visit the schools as frequently.

Question 8. Parents of both groups of students were asked to indicate if they were living in Churchill Falls.

Findings. All of the parents of non-transfer students were living in Churchill Falls or Twin Falls. Sixteen of the twenty-four parents of transferred students who replied to the questionnaire were living in Churchill Falls or Twin Falls.

Discussion. Whether or not parents were living in Churchill Falls may have been a factor in influencing their answer to the question of whether they preferred to have their child attend Grade X at Churchill Falls. Six of eight parents who had left Churchill Falls nonetheless said they would have preferred to have their child attend Grade X at Churchill Falls. Ten of sixteen parents still at Churchill Falls whose children were attending Grade X would prefer Grade X at Churchill Falls. All parents seem to have a preference for Grade X at Churchill Falls.

Question 9. Parents of both groups were asked to indicate whether they would be staying in Churchill Falls as part of the permanent staff.

Findings. Parents of non-transferred students replied 15 yes, 17 no, and 2 unknown. Parents of transferred students who replied to the questionnaire stated 5 yes, 11 no, and 6 unknown.

Discussion. A relationship was suspected between whether parents would be staying in Churchill Falls as part of the permanent staff and whether they preferred to have their child attend Grade X in Churchill Falls. Of the seventeen parents of non-transfer students who said they would not be staying in Churchill Falls as part of the permanent staff, six said they would not prefer to have their child attend Grade X in Churchill Falls. Similarly four of eleven parents of transfer students who would not be staying in Churchill Falls did not prefer to have their child attend Grade X in Churchill Falls. Of the twenty parents who said they would be staying in Churchill Falls as part of the permanent staff, seventeen preferred to have Grade X in Churchill Falls. Two said no and one was undecided. Again it appears that almost all parents indicate that they prefer to have Grade X in Churchill Falls.

Question 10. Parents were asked to indicate whether they had children attending school in Churchill Falls other than those in the non-transfer group.

Findings. Twenty-seven of the parents of the non-transfer group of students and twelve of the parents of the transfer group who replied indicated that they had other children in school in Churchill Falls.

Discussion. This question was asked to determine whether the parents who said they did not prefer to have their child attend Grade X in Churchill Falls, had other children in school who would have to experience the transfer. Of the nine parents of non-transfer students who did not have other children in school at Churchill Falls, three said they did not prefer to have Grade X in Churchill Falls. Similarly, of the twelve parents of transfer students who did not have other students in school in Churchill Falls, four did not prefer to have their child attend Grade X at Churchill Falls. Seventy percent of the parents who had other children in school in Churchill Falls indicated that they preferred to have Grade X in Churchill Falls.

Questions 11 and 12. Parents were asked whether they received a subsidy to assist their child in attending school outside Churchill Falls. They were also asked if they thought that the subsidy was adequate.

Findings. Twenty-three of twenty-four respondents to the questionnaire indicated that they had received the subsidy. Of these thirteen said it was not adequate to cover the expense, seven said it was adequate, and the remainder did not answer the question. Of the parents of the non-transfer group, fifteen said that they did not think the subsidy would be adequate. Ten said yes, they thought it would be adequate, and ten did not answer the question. In interviews some parents expressed the idea that the subsidy was adequate for a public school but not for the more expensive private boarding schools. Table 11 indicates the parents' responses to the question.

Table 11

Parents' Responses to Adequacy of Subsidy

	<u>Yes</u>	<u>No</u>	<u>Unanswered</u>
Non-transfer	10	15	10
Transfer	7	13	3
	—	—	—
Total	17	28	13

Discussion. Table 11 indicates very little difference between the responses of the transfer and non-transfer groups of parents with the exception that almost one-third of the non-transfer group did not answer the question.

Question 13. Parents were asked to list any advantages of having their child attend Grade X away from Churchill Falls.

Findings. Only fourteen of the parents of non-transfer students responded with advantages. Ten of these were parents with students in Grade IX. Thirteen parents left the question unanswered. Eight said there were no advantages and one said it would depend upon selection of school.

The advantages listed by parents of non-transfer students were most frequently concerned with educational benefits which large schools could provide. Specifically mentioned were: larger course selection, laboratory facilities, and more written French. Nine parents had mentioned educational advantages and seven referred to the social advantages of larger numbers of students. A means of becoming responsible, mature, independent adults was mentioned by three parents. Other advantages mentioned by these parents once or twice were: more competition, television, more structured program, and more discipline.

The parents who have had children attend Grade X away from Churchill Falls placed emphasis on the same three major advantages. They thought larger schools would provide science programs and facilities. Written French was again mentioned. Better opportunity for socializing

with larger numbers and greater varieties of people than are available at Churchill Falls was the third major advantage. Especially mentioned as lacking in Churchill Falls were people in their late teens and old people. The third advantage most frequently mentioned was that being away from home and parents gives the students greater opportunity to develop maturity, independence, and responsibility. Other advantages listed were also similar to the non-transfer group. They were: being able to appreciate their families more, being close to relatives, more competition in academics and sports, not having to travel by bus thereby being able to take part in activities after school, and becoming familiar with a university nearby. These 'other' advantages were not considered as important by the group as a whole.

Three of these parents said that there were no advantages to attending school away from Churchill Falls.

Discussion. Both groups of parents made reference to the same three major advantages of attending Grade X away from Churchill Falls. They indicated that away from Churchill Falls students would get a greater selection of courses especially in the sciences. Science facilities were also perceived as an advantage. They also thought that there would be greater opportunity for socializing and becoming independent outside Churchill. Even though Science and French are advantages perceived by parents, their

answers to Question 3 indicated that these advantages are not important enough for them to want their children to go away to school.

Question 14. Parents were asked to list any disadvantages of having their child attend Grade X away from Churchill Falls.

Findings. Twenty-four of thirty-six parents of non-transferred students listed disadvantages. Eight left the question unanswered and four said there were no disadvantages. Nineteen of the parents mentioned that the child would be leaving his home and family. Five gave financial burden as a disadvantage and four were concerned with the greater availability of drugs outside Churchill Falls. Two parents mentioned getting suitable accommodation as a disadvantage of leaving Churchill Falls.

The parents of students who had transferred to Grade X also gave similar disadvantages. Mentioned most frequently was the disadvantage of leaving family and friends. Next was the cost and third was the young age at which they were leaving. Three other disadvantages frequently mentioned were that few suitable accommodations were available; potential drug problem; and suspicions of poor academic preparation in the sciences and written French. Other disadvantages given once or twice were: not being able to communicate with the school as

frequently, not being able to share in the child's development, less activities available than there are at Churchill Falls, and large classes with less individual attention.

Discussion. Leaving home at a young age, the cost, potential drug problem, accommodations, and academic preparation were the major advantages listed. There were differences in the miscellaneous comments indicating that the experience of the parents of the transfer group was a bit more negative than that anticipated by the non-transfer group although not seriously so.

Summary

Schools chosen by parents for their children to attend during Grade X were selected mainly because of the school's reputation, whether it was near relatives, near Churchill Falls, in the hometown, or whether it had suitable accommodations.

Seventy percent of all parents preferred to have their children attend Grade X in Churchill Falls.

Indications are that as the employees at Churchill Falls are becoming more permanent the school children have had less experience with transfer than those of the past. Only one student had experience in attending school away from home.

Parents who replied indicated that they had almost as much communication with the schools outside Churchill Falls as they did with schools in Churchill Falls. The exception is that they could not visit the schools outside as frequently.

Parents who had since left residence at Churchill Falls indicated that they would have preferred their child to attend Grade X at Churchill Falls in the same proportion as parents still in residence.

The majority of parents indicated that the financial subsidy was not adequate. Further examination revealed that the subsidy was not adequate if parents chose private boarding schools or if the students travelled beyond the amount that the travel allowance covered.

Parents gave advantages of attending Grade X outside of Churchill Falls as having better science facilities and course selection. Parents also felt that there would be greater opportunity to socialize and that being away from home would mean more opportunities to become independent.

Disadvantages were: being taken away from friends, the cost involved and other potential troubles such as drug abuse.

Sociometric Test

Each of the students in Grades VIII and IX in Churchill Falls and each student who had transferred to Grade X from Churchill Falls was asked to complete a sociometric device. The device requested that each student give the names of three students in their class whom they considered to be their friends.

Findings. Sociometric results were received from the forty students who had not transferred to Grade X and eleven were received from schools of students who had transferred.

Ninety percent of the students in Churchill Falls were chosen at least once by their classmates. Seventy-three percent of the students who had transferred were chosen at least once by their classmates and twenty-seven percent were not selected at all. The intensity of choices of students in Grades VIII and IX in Churchill Falls ranged from some students who were not chosen at all to others who were chosen as high as seven times. The intensity of choices of students who had transferred to Grade X ranged from 0 to 4. To some extent, intensity of choice will be dependent on class size; however, a consideration of Table 12 shows that the class sizes of the boarding schools were similar to those of Churchill Falls.

Table 12
Results of the Sociometric Testing

Former grade nine Churchill Falls student	Number of times chosen	Number that were reciprocal	Range of choices in the class	Number chosen less than	Number chosen more than	Number chosen same as	Number received from the class
1.	3	0	0-8	11	4	4	20
2.	1	0	0-6	4	26	4	35
3.	0	0	0-7	0	14	1	16
4.	0	0	0-7	0	16	1	18
5.	1	1	1-12	0	14	4	19
6.	2	2	0-7	4	14	9	28
7.	2	1	1-6	3	9	6	19
8.	4	3	0-6	15	3	4	23
9.	1	0	1-6	0	19	7	27
10.	1	0	0-9	3	8	2	14
11.	0	0	0-7	0	18	2	21
Total (N=11)				40	145	44	240
Percentage				73	17	60	18
Mean Class Size				21.9			

A more telling comparison can be made as well. Assuming that there was no basis for students to discriminate among their classmates in making their selections, it would be expected that each student would have been selected three times. The mean number of times Churchill Falls students were selected was only 1.4. In five cases the students seemed to be among the least popular in the class. In the total group of 240 students completing the sociogram, only seventeen percent were chosen by their classmates fewer times than the Churchill Falls students.

Semantic Differential

Students in Grade VIII and IX in Churchill Falls and students who had transferred to Grade X outside Churchill Falls were asked to mark an X on each of eight scales to describe their feelings about going to school. An example was given for them to follow.

Findings. Forty semantic differentials were received from the group in Churchill Falls and twenty-two from the group that had transferred to Grade X. Three were incorrectly completed by the latter group. An examination of the distribution of the scores for both groups on the semantic differential revealed that the mean, median, and mode of the group who had transferred to Grade X were all higher than the group who had not yet

transferred. A test of the medians using the median test described by Siegel² showed that the medians of the two groups were significantly different at the .05 level of confidence. This seemed to indicate that the transfer students had a generally more positive attitude than did the non-transfer students. Tables 13 and 14 present the data from the semantic differentials.

Social Participation Checklist

Students were asked to mark an X by each of the activities in which they had taken part regularly (more than once or twice) during the past school year. Thirty-one specific activities were listed. The students also were asked to write in any other activities that they had taken part in regularly but were not listed. Similarly, the students were asked to list any other activities that they would have taken part in but were not available.

Findings. The number of activities that each student took part in regularly was totalled. This total included activities which the student took part in regularly but which were not listed. Also, the number of activities the students would have taken part in but which were not available were totalled for each student.

²Sidney Siegel, Nonparametric Statistics For the Behavioral Sciences, (Toronto: McGraw-Hill Book Company, 1956), pp. 179-84.

Table 13

Distribution of Semantic Differential Scores

Score	Non-Transfer Group	Transfer Group	Total
18	1		1
19			
20	1		1
21			
22			
23			
24	11	1	3
25	11		2
26			
27	1	11	3
28	1	1	2
29	11		2
30	11111		5
31	111111	1	7
32	11	1	3
33	111111		6
34	1	111	4
35	111	1	4
36	1	1111	5
37	111	11	5
38	1	1	2
39		1	1
40	11	1	3

N = 40	N = 19	N = 59
Median = 31	Median = 35	Median = 32.33
Mode = 31, 33	Mode = 36	
Range = 18-40	Range = 24-40	

Table 14

Median Test for Semantic Differential Scores

	Above Median	Below Median	Total
Transfer group	13/ / 9.6	5 / / 8.4	18
Non-transfer group	18/ / 12.4	22/ / 15.2	40
Total	31	27	

$$\chi^2 = 1.20$$

1.37

2.52

2.33

7.42 which is significant at the .05 level of confidence

Table 15 indicates that the mean, median, and mode for the group that had not transferred was greater than those of the group who had transferred. Again the median test described by Siegel was used because of the wide spread of scores and small sample size. The medians for the two groups were significantly different at the .05 level of confidence. This seemed to indicate that the non-transferred group of students had generally been participants in more activities. The total number of activities for the students in the non-transferred group ranged from 2 to 20 and the transferred group's scores ranged from 1 to 16. The two lowest totals of 2 and 3 in the non-transferred group belonged to two students who were in Churchill Falls one week and one month respectively.

There was a total of eleven additional activities in which students in Churchill Falls would have taken part if they were offered. The students who had transferred to Grade X listed seventeen activities in which they would have participated had they been offered at the school that the students were attending.

Discussion. Collection of the data on the social participation checklist indicated that the group that had transferred to Grade X outside of Churchill Falls had not participated in as many activities as the group in Churchill Falls who had not transferred.

Table 15
Results from the Social Participation Checklist

Total Activities	Number of Non-transfer Students	Number of Transfer Students
0		
1		3
2	1	2
3	1	
4		1
5		1
6	2	5
7	1	2
8	3	3
9	6	
10	5	2
11	4	
12	5	1
13	4	
14	3	
15	3	1
16	1	1
17	2	
18		
19		
20	1	
Total	<u>42</u>	<u>22</u>
Mean	11.08	6.68
Mode	9	6
Median	11	6

To the extent that these activities provide opportunities for students to socialize with their classmates and other students, the students at Churchill Falls appear both to have better opportunity, and to take better advantage of the opportunity. More than one half of the responses of students who had transferred indicated that they would have taken part in more activities if they were still in Churchill Falls. Most of the activities that they said that they would have participated in if they were offered, are offered in Churchill Falls.

Academic Rankings

Schools were requested to indicate the academic position of students who had transferred from Grade IX in Churchill Falls. The schools were asked to indicate the student's position in relation to other students in the class. A five choice scale was provided which ranged from 'Bottom 20%' of the class to 'Top 20%'. Students also indicated their Grade X marks on their questionnaires.

Findings. Fifteen replies were received from the schools. Three schools did not provide the information requested and one school was not the type from which such information could be obtained. Examination of the information provided revealed that 58% of the replies were in the middle 20% of their class or below. Twenty-five

percent of the replies were in the bottom 20% of the class.
Table 16 indicates marks reported by students.

Table 16

Grade X Marks Reported by the Transferred Students

	0-49	50-55	56-64	65-79	80-100
Algebra	1	2	4	3	8
Geometry	1		5	3	7
Biology	2	1	3	4	4
Chemistry			1		5
Physics				2	3
Earth Science			1	2	
Geology			1		
English Language	1	1	3	7	5
English Literature		2	3	8	4
History		1		3	7
Geography			1	4	5
French	2	1	2	5	4
Art				3	
Home Economics				2	1
Religion				2	1
Sewing					1
Gym					1
Totals	7	8	24	48	56

Discussion. If one assumes the academic ability of Churchill Falls students to be distributed similarly to the ability of their boarding school classmates, then Churchill Falls students in general perform up to expectations academically. The above assumption could not be tested, however. The feeling at Eric G. Lambert School has been that their students have been above average academically up to this time. In the lower grades this contention seems supported by above average reading achievement. If this is the case, then perhaps the academic performance of Churchill Falls students is somewhat disappointing after they transfer. There are many contentious issues surrounding an inference of this type, however, including the academic abilities of other students in the boarding schools. It would be better to conclude simply that the Churchill Falls students apparently do about as well as the other students in the schools they attend.

Anecdotal Descriptions of Adjustment

Each school that the former Grade IX Churchill Falls students were attending was asked to write an anecdotal description of the student's adjustment to the school.

Findings. Twelve descriptions were received.

Each description was examined by the investigator and a phrase which appeared typical of the whole description was selected. Each of these students had left Churchill Falls at least five months before the descriptions were written. The descriptions were then classified as being indicative of adjusted or nonadjusted students.

Two thirds of the descriptions indicated that the students had adjusted to their new schools while the remainder appeared not to have adjusted.

The phrases which typified adjusted students were:

- "... fitted in very well,"
- "... adjusted reasonably well,"
- "... generally speaking a well adjusted student,"
- "... does not seem unhappy,"
- "... progressing well in social adjustment,"
- "... has done a good job of adjusting,"
- "... is developing into a well integrated, mature young lady,"
- "... has adjusted quite well."

Phrases which were indicative of students who had not adjusted were:

- "... is terribly mixed up,"
- "... took little interest in anything connected with school,"
- "... is homesick,"

"... in a school of 1400....seems lonely and isolated."

Discussion. Only twelve descriptions were provided and so it is a rather small sample. But it appears that some students who leave Churchill Falls to attend Grade X are having great difficulty in adjusting to their 'new' school. This difficulty in adjusting is also reflected in the fact that these students were between the middle and bottom of their class as indicated in the class positions provided by the schools.

Teacher Rating Scales

Four teachers in Churchill Falls rated each of the students in Grades VIII and IX on fifteen items (Appendix I). There were five possible response categories for each item. The categories were each valued at 20%. They were of a multiple-choice type which ranged from "much above average" to "much below average". Summated scores were then computed for each category. These scores were then changed to percentages of the total score for the group of students.

Identical procedures were followed for the results of teacher ratings of students who had transferred to Grade X. Twelve schools responded with this information.

The percentages were then placed on a graph (Figure 1) for comparison of the two groups.

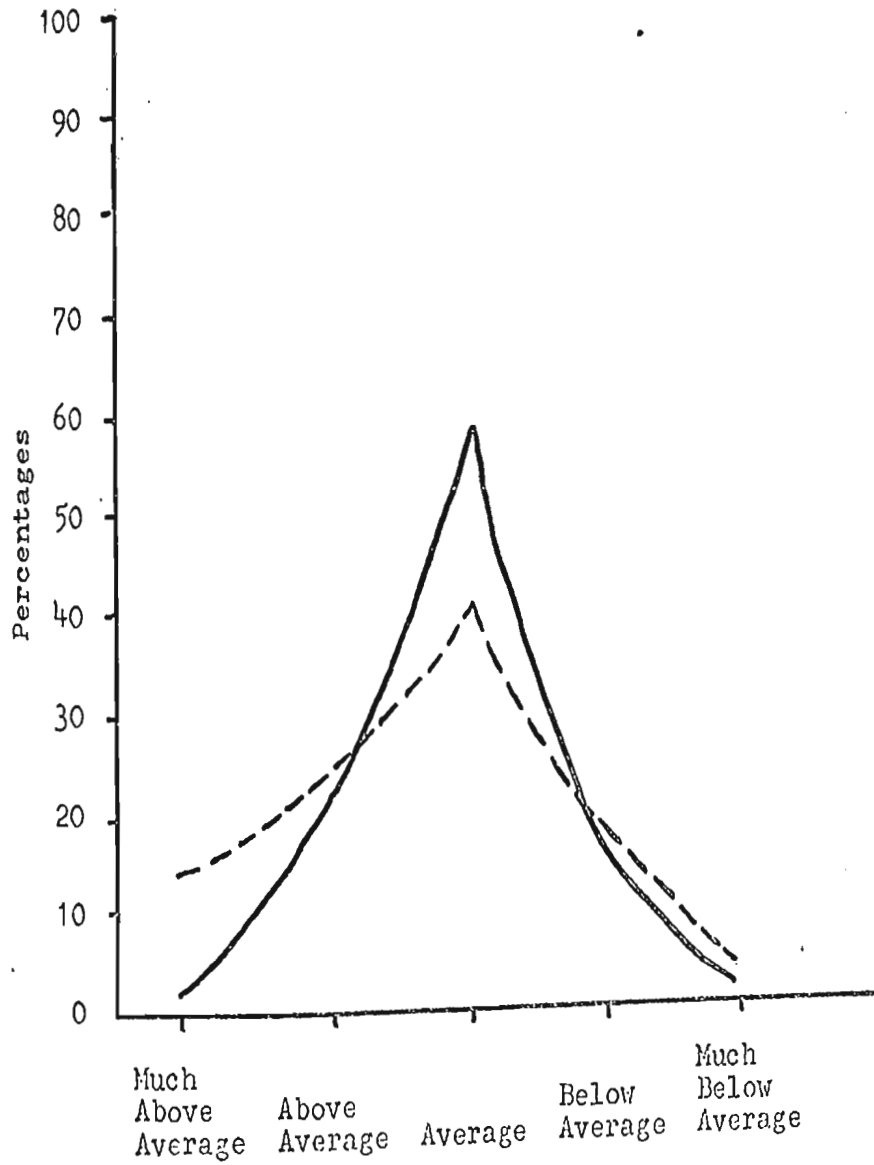


Figure 1

Teacher Ratings of Transfer and Non-transfer Students

-- Transferred
 --- Non-transferred

Findings. From the information it appeared that a greater percentage of students who transferred to Grade X were classified in the "much above average" category than those who did not transfer. Table 17 indicates a higher percentage of the students who had not transferred were in the "average" category and the percentages of both groups in the "below average" and "much below average" categories were almost equal.

Discussion. If it is assumed that the teachers in Churchill Falls made their ratings in a manner similar to the teachers in the boarding schools, the Churchill Falls ratings can serve as a base line against which to compare the ratings given to the transfer students. A comparison of the ratings indicates that, in general, the Churchill Falls student in Grade X was rated higher than his classmates by his teachers. A caution must be noted in interpreting this finding. Since teachers were being asked to rate only one student, and knew the purpose of the rating, they could have over-rated the student consciously or unconsciously for a variety of reasons.

Table 17
Teacher Rating Scale

	Much Above Average	Above Average	Average	Below Average	Much Below Average
Transferred	13.8%	24.0%	41.2%	18.7%	2.4%
Non-transferred	1.1%	20.9%	58.8%	18.0%	0.8%

CHAPTER V

SUMMARY, CONCLUSIONS, SUGGESTIONS FOR FURTHER STUDY AND RECOMMENDATIONS

Summary

This project was to provide a context evaluation of the personal, social, and academic adjustment of students who transfer from Grade IX in Churchill Falls to Grade X outside Churchill Falls.

The project differed from the more theoretical thesis in that it relied more on practical criteria for evaluation. Educational decisions were to be made by the Eric G. Lambert School in Churchill Falls and this project was to provide some of the information on which the school could base its decisions.

One of the greatest difficulties encountered in designing this project was that of providing a comparison group. The only suitable group available was the students in Churchill Falls who had not yet experienced the transfer to Grade X. Therefore, the Grades VIII and IX were chosen as the control group.

The related literature gave very little insight into the problem being examined.

Another problem was that of measurement. Under the circumstances it was decided to use semantic differentials, teacher ratings, social participation checklists, and sociometric devices to collect data to be used for comparisons of the transfer and non-transfer groups. Academic ranking, student marks, questionnaires, and anecdotal descriptions of adjustment were used to collect information of a descriptive nature. Where possible, students and parents of the groups were interviewed.

The data from the non-transfer group was collected in Churchill Falls during a visit by the investigator and the data related to the transfer group was collected by mail.

Descriptive statistics were used in the analysis of the data. The results of each of the instruments were examined and comparisons were made between the two groups.

Conclusions

Perceived Advantages and Disadvantages of Transfer


An examination of the advantages and disadvantages perceived by both the transfer and non-transfer groups revealed several differences. The disadvantages of attending Grade X away from Churchill Falls given by both groups indicated that in general the students who had experienced the transfer showed more concern for the disadvantages than

did the students who had not yet transferred. The transfer group was more concerned with leaving homes and friends than were the non-transfer group.

The experiences of the parents of transfer students concerning the transfer appeared to be more negative than the concerns anticipated by the parents of the non-transfer students.

Other examination of the students' preferences for attending Grade X away from Churchill Falls revealed a trend from Grade VIII to Grade X. There was a high preference amongst Grade VIII students to attend Grade X away from Churchill Falls. Grade IX students had a low preference for Grade X away from Churchill Falls and the transferred students indicated a preference for Grade X away from Churchill Falls that was higher than the Grade IXs but lower than the Grade VIIIs. Perhaps, as the students approached the transfer they got 'cold feet'; an effect which disappeared after experiencing the transfer. The reduced enthusiasm of the Grade Xs compared to the Grade VIIIs would indicate attitudes which were more realistically based than either Grade VIII or IX students.

Another effect of the transfer perceived by students and parents was that it provided the students with the opportunity to become independent, responsible individuals. They assumed that this was an advantage of being separated.



It must be remembered, however, that under normal circumstances this developmental process occurs without students being separated from parents.

Personal and Social Adjustment

Examination of the personal and social adjustment of the transfer group by comparing them with the non-transfer group also produced differences. The transferred students were more concerned about leaving home and friends.

The students perceived transferring to Grade X outside of Churchill Falls as advantageous in that it provided greater opportunities for socialization. However, the social participation checklist revealed that in general a larger number of social participation activities were available in Churchill Falls than at the schools the transferred students attended.

In terms of opportunities within the classes for socialization, the results of the sociometric device indicated that class sizes of the schools that the transfer students attend are similar to those of the non-transfer students.

The students may perceive transferring to Grade X outside Churchill Falls as providing greater opportunity for socializing but results of the sociometric device revealed a tendency for the transferred Churchill Falls students to be

less popular than their classmates, and in general, friendship patterns in Grades VIII and IX in Churchill Falls were more uniform, with only a few isolates.

Assuming nothing essentially wrong, it was not expected that there would have been as many transferred students with no friends or one friend.

Academic Adjustment

From the results of the academic rankings it was concluded that the transfer students appear to do as well as the other students in the schools that they attend.

The non-transfer group indicated that science courses with better facilities would be available at schools outside Churchill Falls. It is common knowledge that in most schools full science programs do not begin until Grade X so it would be expected that Grade VIII and IX students would point to this fact as being an advantage of attending Grade X away from Churchill Falls, and indeed, transferred Grade X students did not emphasize this as an advantage of transfer.

The non-transfer group felt that they did not have an adequate background in written French. Yet the transfer group did not support this contention. The non-transfer group was more concerned with academic preparation than the group who had experienced the transfer.

The data from the semantic differential indicated that the transferred students' attitude towards school was

more positive than that of the non-transferred students.

In general, students from Churchill Falls who were in Grade X were rated higher on the teacher rating scales than their classmates. This information along with academic ratings and descriptions given by the schools indicated that academically the Eric G. Lambert School is adequately preparing the students.

Parents of transfer students indicated the lack of science courses and facilities and lack of emphasis on written French as being disadvantages of the Eric G. Lambert School but when showing their preference for having Grade X at Churchill Falls or away from Churchill Falls they did not indicate the disadvantage as being important enough to have their students attend Grade X away from Churchill Falls.

Suggestions for Further Study

1. There is a need for further study of the permanent workforce at Churchill Falls to determine the characteristics of the student body to be expected in future years. In particular, such matters as trends in selection of transfer schools and the academic preparation of students should be studied further.

2. Further examination is needed of the type of schools to which the students transfer. How do these schools compare with what the Eric G. Lambert School is willing to offer?

3. A more detailed study of socialization after transfer. This study indicated that a problem existed but hardly provided the data to suggest definitive programs for the Eric G. Lambert School.

Recommendations

1. To encourage schools to provide data for further studies, requests for information from boarding schools in future should be accompanied by a request from parents for the release of information about the students.

2. To facilitate communication with transferred students when the need arises, the school should request forwarding addresses from each of these students.

3. There is a need for an examination of the cumulative record keeping with a view to improving it by providing a continuous picture of the student's personal, social, and academic development.

4. Closer liaison should be encouraged with the schools of transferred students with respect to the continuous development of the student.

5. There is a need for a guidance program which would be designed to assist parents and students select a school for Grade X and to deal with concerns that they encounter before and during the transfer. Parents and students need reassurance that the Eric G. Lambert School is

adequately preparing the students for the transfer. Perhaps a meeting could be held between transfer and non-transfer students during Christmas holidays, for example.

6. Consideration should be given to students whose parents do not receive a direct financial subsidy to assist when transferring to Grade X.

7. A regular program should be established to follow up all students for at least one year after they leave Churchill Falls.

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APPENDICES

APPENDIX A
Letter to Parents



ERIC G. LAMBERT SCHOOL, CHURCHILL FALLS, LABRADOR
NEWFOUNDLAND

Tel. 925-3364

18 April, 1972

Dear Mr. & Mrs.

We are interested in discovering what effect, if any, transfer from our school to other schools outside Churchill Falls is having on the personal and social adjustment of the students.

To assist us we would like for you to complete the enclosed questionnaire and return it in the enclosed stamped addressed envelope. Also would you please address and mail the other enclosed envelope to your son or daughter so that he or she may also provide information which will help us evaluate this problem.

Yours truly,

(for) A. W. Wright - Principal

APPENDIX B

Parent's Interview - Questionnaire

Parent's Name:

Address (Please complete):

PLEASE COMPLETE THE FOLLOWING 15 QUESTIONS

1. Give the name and address of the school your child attended during Grade X.

2. Why was that particular school chosen?

3. Would you have preferred to have your child attend Grade X in Churchill Falls? Yes _____ No _____
4. Before attending Grade X how many times had your child moved to different schools? Ans. _____
5. Has your child lived away from home while attending school before? Yes _____ No _____ If answer is yes indicate length of time _____.
6. While your child was attending Grade IX in Churchill Falls how many of each of the following communications did you have with your child's school?
 Visits _____ Reports _____ Letters _____
 Phone calls _____ Other (please specify) _____
7. While your child was attending Grade X outside Churchill Falls how many of each of the following communications did you have with your child's school?
 Visits _____ Reports _____ Letters _____
 Phone calls _____ Other (please specify) _____

8. Are you presently living in Churchill Falls?
Yes _____ No _____
9. If your answer was Yes in the last question will you be staying in Churchill Falls as part of the permanent staff? Yes _____ No _____
10. Do you have children presently attending school in Churchill Falls? Yes _____ No _____
11. Do you receive or were you receiving the subsidy to assist your child in attending school outside Churchill Falls? Yes _____ No _____
12. If your answer was Yes in Question No. 11 was the subsidy adequate to cover the expense of sending your child to Grade X? Yes _____ No _____
13. List any advantages of having your child attend Grade X away from Churchill Falls.
14. List any disadvantages of having your child attend Grade X away from Churchill Falls.
15. Were you living in Churchill Falls when your child left to attend Grade X? Yes _____ No _____.

PLEASE MAIL THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE



APPENDIX C
Letter to Students



ERIC G. LAMBERT SCHOOL, CHURCHILL FALLS, LABRADOR
NEWFOUNDLAND

Tel. 925-3364

18 April, 1972

Dear

We are interested in discovering what effect transfer is having on students who leave Churchill Falls after Grade IX and go to Grade X outside of Churchill Falls.

We would like for you to assist us by completing the enclosed questionnaire and mailing it in the addressed stamped envelope. By doing this you will be providing information which will help us to evaluate this problem.

Yours truly,

(for) A.W. Wright
Principal

APPENDIX D

Student's Interview - Questionnaire

Student's Name _____

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. Approximately how long did you live in Churchill Falls or Twin Falls before you attended grade X? Ans. _____
2. What is the name and address of the school you are presently attending and what is your present grade?
3. Why did you choose the particular school that you attended in grade X?
4. During your grade X school year how much time did you spend living with your parents? (i.e. the number of days you spent living with your parents between September and June of your grade X school year)
Ans. _____
5. Briefly describe the type of living accommodation you had while attending grade X. (e.g. private home with relatives, school dormitory, shared apartment with friends, etc.)
6. Were your living accommodations satisfactory during grade X? Yes _____ No _____
7. Would you have preferred to have attended grade X in Churchill Falls? Yes _____ No _____
8. List any advantages of attending grade X away from Churchill Falls.
9. List any disadvantages of attending grade X away from Churchill Falls.
10. Please list your grade X subjects and the marks or grades you have received in each of them.

APPENDIX E

Social Participation Checklist

Student's Name _____

Mark an X by each of the following activities in which you had taken part regularly (more than once or twice) during the past school year.

_____ Bowling	_____ Track and Field
_____ Drama	_____ Public Speaking
_____ Soccer	_____ Skiing
_____ Student Council	_____ Dancing
_____ School Newspaper	_____ Debating
_____ Band	_____ Ski Dooing
_____ Hockey	_____ Prefects
_____ Curling	_____ Music
_____ Basketball	_____ Choir
_____ Volleyball	_____ Leathercraft
_____ Yearbook	_____ Painting
_____ Gymnastics	_____ Woodworking
_____ Handicrafts	_____ Photography
_____ Electronics	_____ Cooking
_____ Snow Shoeing	_____ Parties and Socials

Please write in any other activities in which you have taken part regularly but are not listed above.

Please list any other activities you would have taken part in regularly but were not available.

APPENDIX F
Semantic Differential

Grade _____

Name _____

Mark an X on each of the following scales to describe your feelings about going to school.

For example:

An X here describes your feelings 100%

An X here describes your feelings 50%

An X here describes your feelings as neutral

An X here describes your feelings as 50%

An X here describes your feelings as 100%

GOOD _____ : _____ : _____ : _____ : _____ BAD

POSITIVE _____ : _____ : _____ : _____ : _____ NEGATIVE

FOOLISH _____ : _____ : _____ : _____ : _____ WISE

BORING _____ : _____ : _____ : _____ : _____ INTERESTING

SAD _____ : _____ : _____ : _____ : _____ HAPPY

PAINFUL _____ : _____ : _____ : _____ : _____ PLEASURABLE

ANNOYING _____ : _____ : _____ : _____ : _____ PLEASING

IMPORTANT _____ : _____ : _____ : _____ : _____ UNIMPORTANT

MEANINGLESS _____ : _____ : _____ : _____ : _____ MEANINGFUL

APPENDIX G

Letter to School Principal



ERIC G. LAMBERT SCHOOL, CHURCHILL FALLS, LABRADOR
NEWFOUNDLAND

Tel. 925-3364

May 8, 1972

The Principal

Dear Sir:

a former Grade IX student at
Churchill Falls, is now attending
We are assessing the effects which transfer from our school
to other schools might have on the personal and social
adjustment of the students. If there are any negative
effects then we hope to devise counteracting educational
strategies.

To assist us would you please:

- (1) ask four of teachers to complete one of
the enclosed Teacher Rating Scales;
- (2) ask each of the students in her class to complete
one of the enclosed sociometric devices; and
- (3) on the third enclosed form indicate
academic position in the grade and write an anecdotal
description of her adjustment to your school.

An addressed, stamped, envelope is included for the return of the information.

We thank you sincerely for your assistance. This information will be of help to other students who may also have to experience the transition from Churchill Falls.

Yours truly,

(for) A.W. Wright - Principal

APPENDIX H
Sociometric Device

Grade _____

Name _____

Please list below the names of three students
in your classroom whom you consider to be your friends.

1. _____

2. _____

3. _____

APPENDIX I
Teacher Rating Scale

Grade _____

Teacher's name _____

By comparing _____ with other students you know how would you rate him or her on each of the following items? Mark an X under the appropriate column for each of the fifteen items.

	(20%) Much Above Average	(20%) Above Average	(20%) Average	(20%) Below Average	(20%) Much Below Average
<u>EXAMPLE</u>					
is easily distracted by events around him or her					
is a friendly, outgoing sort of person					
is polite and considerate of others					
likes to take part in student gatherings					
shows himself or herself to be confident in what they do					
is able to keep his or her feelings under control					
looks on the bright side of things and tends to be free from worry					

	(20%) Much Above Average	(20%) Above Average	(20%) Average	(20%) Below Average	(20%) Much Below Averag.
wants to succeed as a student					
goes about his or her work eagerly and with energy					
works as well as he or she is able					
shows respect for school rules and regulations					
does what people think is right rather than what people think is wrong					
tolerates rather than criticizes others					
avoids wasting time doing things of little importance					
organizes his or her study habits					
schedules his or her work so that things get done on time					

APPENDIX J

Academic Ranking and Anecdotal Description

Academic Rankings

Place an X in the category which shows _____
academic position in relation to the other students in
Grade X

Bottom 20%	20%	Middle 20%	20%	Top 20%

ANECDOTAL DESCRIPTION OF ADJUSTMENT: (please write below)

