INTERNSHIP IN GUIDANCE
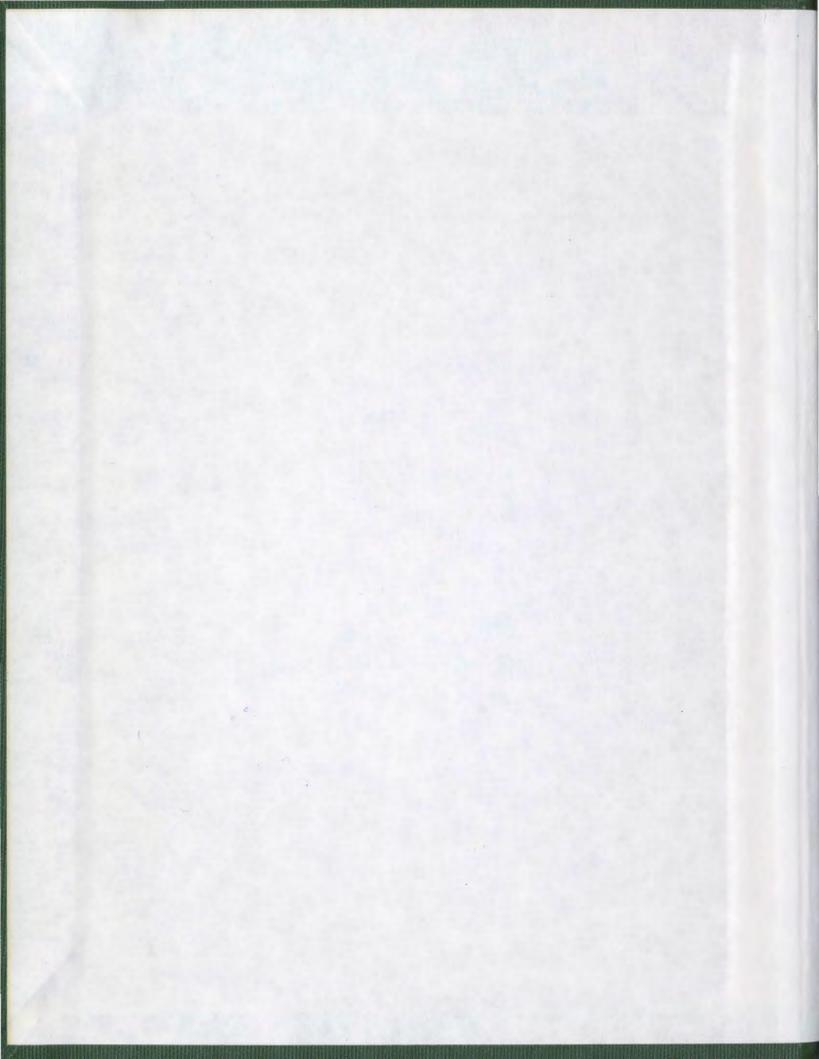AND COUNSELLING AT
PRINCE OF WALES COLLEGIATE
INCLUDING A RESEARCH
COMPONENT ON THE
EFFECTIVENESS OF A STUDY
SKILLS PROGRAM

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Internship in Guidance and Counselling at Prince

of Wales Collegiate Including a Research

Component on the Effectiveness

of a Study Skills Program

by

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A Report
Submitted to the Faculty of Education
in Partial Fulfilment of the Requirements for the Degree
of Master of Education

Department of Educational Psychology

St. John's, Newfoundland

March 1977

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to Dr. Terry Boak and Mrs. Elaine Shortall for their capable supervision and consistent encouragement throughout the internship period and while writing this report.

Thanks are also extended to Dr. Leroy Klas, who helped with midterm evaluation and who is the third committee member.

Also, for their tremendous cooperation, I express a sincere thank you to Mr. R. Noel, principal; Mr. Clyde Flight, vice principal; and the teachers, staff and students at Prince of Wales Collegiate. Without their help this internship would not have been possible.

Finally, I extend a well-deserved note of thanks and appreciation to my husband, Don, for his constant encouragement and help during the internship period.

ABSTRACT

This report presents a description of an internship in guidance and counseling at Prince of Wales Collegiate, St. John's, Newfoundland from September 1st, 1976 to December 4th, 1976. The rationale for doing the internship was to gain as many experiences in guidance and counseling under supervised conditions as possible, so as to apply theories and principles learned in the academic training component of the graduate guidance program.

Supervision and evaluation of the internship were the shared responsibility of Mrs. Elaine Shortall, field supervisor; Dr. Terry Boak, university supervisor; and Dr. Leroy Klas, third committee member. Daily and bi-weekly meetings were held to discuss the progress being made. One requirement of the internship was to tape a number of individual and group counseling sessions. These tapes were reviewed and evaluated by the supervisors.

A set of objectives was devised which would facilitate professional growth and development for the author. Throughout the internship period all of these objectives were adequately met.

The research component dealt with the effectiveness of a study skills program. The Solomon Four Group Research Design was used to evaluate the two research hypotheses. The discussion of the results and the limitations of the study explain why the two hypotheses were rejected. Two recommendations for future research were given.

An evaluation of the internship revealed it was a worthwhile and profitable experience.

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CHAPTER I

NATURE OF THE INTERNSHIP

INTRODUCTION

This internship report contains four chapters. Chapter one contains a description of (1) the rationale for doing the internship; (2) the internship setting; (3) the general objectives; (4) the supervision, evaluation and ethical procedures followed. Chapter two contains a description of how each general objective was achieved. Chapter three contains a description of the research component, and chapter four gives a summary and conclusions regarding the internship.

RATIONALE

In 1973, the Association for Counselor Education and Supervision issued "Standards for the Preparation of Counselors and Other Personnel Services Specialists." Included was a provision for definition of internships:

> Internship is defined as a post-practicum experience and provides actual on-the-job experience and should be given central importance for each student. . . . The internship includes. all activities that a regularly employed staff member would be expected to perform. In the setting the intern is expected to behave as a professional and should be treated as one. (Association for Counselor Education and Supervision, 1974, as cited in Griggs, 1976, p. 22).

I understood an internship would be a learning experience where I would have ample opportunity to effectively utilize and evaluate the

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theories and techniques I had acquired through previous academic training. This utilization took place in a mutually preselected setting under the supervision of a qualified counselor.

The rationale underlying any internship is that practical experiences under supervised conditions will best utilize previous academic training. I hoped to gain as many experiences as possible and further improve the helping skills I had thus far acquired. I also hoped to acquire new skills as the result of new experiences obtained by active participation and observation in an established guidance program. I thought professional growth would occur for me as a result of self-evaluation and evaluation by the field and university supervisors.

SETTING

According to a report distributed by the Department of Educational Psychology in 1976, the following factors were considered important in the selection of an internship setting:

1. The quality of professional supervision;
2. The quality of learning opportunity and experience;
3. The relevancy to, and usefulness of, such experience in the actual setting in which a trainee ultimately expects to work;
4. The availability of time for full time involvement of the intern for the minimum of thirteen consecutive weeks;
5. The availability of a qualified field supervisor on site;
6. Ready access to the university supervisor.
           (Department of Educational Psychology, 1976, p. 3)

Consultations were held with Dr. Terry Boak, university supervisor; Mrs. Elaine Shortall, guidance counselor at Prince of Wales Collegiate; and Mr. R. Noel, principal at Prince of Wales Collegiate, regarding the suitability of the school's guidance program in accommodating a guidance intern. It was agreed that Mrs. Shortall and the

school could accommodate an intern pending the school board's approval.
After contacting the school board, permission was granted to have a
guidance intern placed at the school.

With the necessary approval, I again met with Mrs. Shortall to
discuss in detail the guidance program at Prince of Wales Collegiate and
how I would adapt to this program to achieve my desired objectives.

Prince of Wales Collegiate is located on Paton Street, St. John's,
Newfoundland. At the school there are thirty-five teachers and approxi-
mately eight hundred students. The majority of these students come from
the St. John's area; however, approximately one hundred and seventy-five
are bused in from the surrounding rural areas.

It was agreed upon by the university supervisor, the field super-
visor, and myself that Prince of Wales Collegiate would be an appropriate
setting for the internship since it met all of the previously stated
requirements of an internship setting. The date of commencement was set
for September 1st, 1976, and I looked forward to it with great antici-
pation.

OBJECTIVES

I wrote a set of objectives which would facilitate my maximum
professional growth; these were subsequently approved by the university
and field supervisors. The objectives were ones which would facilitate
the development of confidence and competence in my ability to perform
guidance duties.

The following general objectives are listed below with each
objective being dealt with in more detail in Chapter Two of this report.

General Objectives

1. To familiarize myself with the organization and administration of
   the guidance program as it relates to the total operation of the
   school.

2. To develop a knowledge of, and an ability to use, the community
   resources available to the school.

3. To conduct research in the area of study skills with grade eleven
   students.

4. To further my knowledge of, and ability to use, selected counseling
   skills and techniques.

5. To continue to develop my personal position and theory of helping.

6. To develop both greater competence and confidence in my ability to
   hold parent conferences.

7. To develop both greater competence and confidence in my ability to
   consult with teachers in matters of professional concerns.

SUPERVISION AND EVALUATION

Supervision and evaluation are synonymous with the learning
process. Therefore some form of supervision and evaluation was used in
rating my progress. Throughout the course of the internship period, I
was under systematic supervision and evaluation.

Three people shared the responsibility of supervising the intern-
ship--Mrs. Elaine Shortall, the field supervisor; Dr. Terry Boak, the
university supervisor; and Dr. Lee Klas, the third committee member.
Prior to writing my internship proposal, which is presently on file in
the Department of Educational Psychology, I met with my committee members
to discuss my plans.

I met regularly with my field supervisor and university supervisor to review tapes, to discuss the activities in which I was involved, to deal with problems which arose, to view progress being made and to share ideas concerning guidance. These meetings were as follows:

1. A meeting with Mrs. Shortall for at least half an hour each day;
2. A meeting with Dr. Boak once a week for one or two hours;
3. A meeting with Dr. Boak and Mrs. Shortall once a week for a minimum of one hour.

Midway through the internship period, my progress was evaluated by the supervisory committee. A written report was prepared describing my progress and offering recommendations.

At the conclusion of the internship, the supervisory committee prepared a report describing my progress towards the achievement of the internship goals. The committee made a recommendation regarding my work. This report will be kept in the Departmental and Graduate School's confidential files.

I kept a daily log book which was reviewed and discussed. All meetings with the supervisors, reviews of the tapes, and evaluations were recorded in the log book.

ETHICAL PROCEDURES

Throughout the internship period, I was working very closely with Mrs. Elaine Shortall and Dr. Terry Boak who followed the ethical procedures set by the Canadian Guidance and Counselling Association. Since I was working very closely with these people, I also followed the same ethical procedures. All interviews--with teachers, students and parents--were considered confidential. I believe that confidentiality

once developed and honoured should be respected.

In reference to the research component, the following can be said: Prior to the commencement of the study skills program, I informed students that for the purpose of this research I would use their grade ten results. I also assured students that the information obtained from the Survey of Study Habits and Attitudes would be considered confidential. The information obtained on the questionnaire was analyzed and used only for the purposes and objectives of the internship.

CHAPTER II

ANALYSIS OF THE OBJECTIVES

INTRODUCTION

Prior to the commencement of the internship, I listed some activities I intended to do in order to achieve each of my desired objectives. Some of these activities were changed slightly to accommodate the needs of the students, staff, and the intern. During the course of the internship all of the set objectives were achieved. This chapter contains a description of how each objective was achieved.

GENERAL OBJECTIVE I

To familiarize myself with the organization and administration of the guidance program as it relates to the total operation of the school.

A. Specific Objective

To investigate, with school personnel, selected administrative procedures and their contribution to the guidance program.

Throughout the course of the internship I met often with the principal to discuss issues which arose. On September 17, 1976, I met with the principal to discuss selected administrative procedures and their contribution to the guidance program. The following is a list of the questions I asked the principal:

a. Who is responsible for the scheduling of classes?

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b. How are classes scheduled?

c. How are students assigned to classes?

d. What is the school's policy with regard to:

    i. Lateness,

    ii. Smoking on school property,

    iii. Continuously unfinished homework,

    iv. Skipping classes,

    v. Damage to school property.

e. Are the school rules written down and distributed to each student?

f. When a new student arrives at the school, who is responsible for placing him in his classes and introducing him to his teachers?

g. Does the principal see testing as a part of a guidance program?

h. Does the principal think that testing should be done on a regular basis? If so, how?

i. On what grounds can a student be expelled?

j. Are all students, regardless of school performance, allowed to participate in school sports?

k. How does the principal feel about students visiting the guidance counselor during class time?

l. What part does the principal feel that the teachers should play in the guidance program?

m. What is the evaluating system of the school?

The school's policy regarding course changes after the third week of classes was also discussed. As a result of my discussion with the principal, I was able to counsel students who had questions regarding the procedures discussed. The administration supports the counselor in

her work by permitting students to see her during school time. The counselor has freedom in planning her guidance program, but if she needs backing to present ideas to parents or teachers she usually has the support of the administration.

In my daily discussions with the counselor, I discussed the administrative procedures that affected her role and position. This discussion reinforced, for me, the role of the administration in a successful guidance program. The counselor has to work in consultation with the administration without breaking her client's confidentiality.

On September 24, 1976, I met with Mr. Ken Penney, the guidance counselor at MacDonald Drive Junior High School. This junior high school sends students to Prince of Wales Collegiate. The following issues were discussed:

a. The administrative procedures involved when a student from junior high moves into senior high.

b. The amount of success a guidance program can achieve depends upon the cooperation of the administration.

c. The preparation students receive upon entering high school.

I read two professional articles on the role of the administration and the involvement of same in the guidance program.

Journal References

Brosseau, J. Counselling and administrative functions. Alberta Counsellor. Spring 1975, 15, 35-42.

Mencher, A. Is the counsellor an administrator? School Counselor. January 1968, 15, 230-232.

By investigating certain administrative functions I was well equipped to counsel students and teachers who showed concern regarding these issues. A guidance program needs the support of the administration

and staff in order to be successful and effective.

B. Specific Objective

To determine the teacher's role in the guidance program.

While at the school I worked very closely with the teachers. By active observations and discussions with them I was able to determine what teachers felt their role was in a guidance program. I met with each teacher at least once. In my interactions with teachers, I got the teacher's opinions on each of the following questions:

a. Do you see yourself as having a role in the guidance program?

b. How would you describe your role in the guidance program?

c. Do you think you could be doing more to participate in the guidance program?

d. If a student came to you with a problem, would you send him to the guidance counselor, try to deal with it yourself, try to deal with it through consultation with the guidance counselor, or take it to the principal? Why?

On November 29, 1976, I met with the counselor to discuss her conception of the teacher's role in a guidance program. I also read the following material which helped me to conceptualize what I think the teacher's role in the guidance program is.

Journal Reference

Pappas, E. We had no place else to go. School Guidance Worker. July/August 1976, 31, 33-35.

Book

Ligon, M. and McDaniel, S. Teacher's role in counselling. New Jersey: Prentice Hall Inc., 1970.

As a result of the previously described experiences, I feel I have a valid conception of the teacher's role in a guidance program. I

think that the teacher's role in a guidance program begins by being a good listener. Teachers have to be interested in the "total" individual, not just in his academic performance. I realize that teachers are under great time pressure because of the large numbers of students in their classes, but by listening and observing they may reach many students who need help who would otherwise go unnoticed. Many times teachers may have to work in consultation with the counselor or refer a student to the counselor because they feel they are not qualified or capable to handle the problem. "The cardinal rule in referral is to do it such a way that the student will not feel you are rejecting him" (Ligon and McDaniel, 1970, p. 143). I strongly believe that teachers should make no referrals until they speak to the student first to let him know they are concerned and interested in his well-being. Ligon and McDaniel (1970) write, "The teacher who counsels has attitudes toward students based on acceptance, understanding, love and respect" (p. 187).

C. Specific Objective

To observe the counselor and interpret her role at the school.

I observed the counselor doing many guidance duties. I observed six individual counseling interviews where three of the concerns were personal, two educational, and one vocational. The counselor was a good listener. She was very sincere, open, empathic, understanding and accurately reflected and clarified what the client was saying. The counselor worked effectively in a logical sequence. This gave the client sufficient time to listen to himself so he really heard what he was saying and understood his own feelings. The counselor did not rush to solve the problem immediately but worked through it, logically giving herself and the client a chance to think and gain a complete understanding of

the problem. This patience impressed me a great deal. Initially, I
worked too quickly to solve the concern in one period. I have learned
from observing the counselor and from actual experience that it is neces-
sary to give the client and myself sufficient time to think and acquire
a true understanding of the problem before trying to solve it.

I observed the counselor in five consultations--three parent
consultations and two teacher consultations. Two of the parent confer-
ences were initiated by the parents while the counselor initiated the
other one. In each case the concern was discussed in detail until both
the counselor and the parents had a complete understanding of it and its
effect on the student. Then the parents usually asked what they should
do next. From her professional point of view, the counselor presented
some suggestions which she considered logical. After discussing in
detail these suggestions, the parents usually decided what to do or they
left with these suggestions and would call later. The counselor informed
the parents she would be willing to help all she could. But sometimes
there are no suggestions to offer.

The consultations with the teachers followed largely the same
procedure. The counselor found out as much as she could about the
concern so she could reach a true and complete understanding of the
problem. Alternatives were then discussed and a course of action was
agreed upon.

Although I did not observe a testing situation, I administered
and scored the following tests:

1. Seven <u>Safran Interest Inventories</u> -- The results of these were
   discussed with the students concerned.

2. One <u>Wechsler Adult Intelligence Scale</u> (WAIS) -- I administered

it to a student I was helping with study skills. The results
were discussed with the student without giving intelligence
quotient scores.

3. One Wechsler Intelligence Scale for Children-Revised (WISC-R) --
   A teacher requested this test to be done. I discussed the results
   with the student and the teacher and did a written report on it.

4. Thirty Survey of Study Habits and Attitudes (SSHA) -- These were
   administered to the students as a part of the research component.
   The results will be discussed later in Chapter Three.

5. Eighty Raven Standard Progressive Matrices -- These were admin-
   istered and scored for Mr. Dave Adams as part of the requirements
   for his thesis.

Most of the counselor's work at Prince of Wales Collegiate
regarding career guidance is usually done after Christmas, but the coun-
selor and I visited every classroom to talk about the guidance program.
During these visits the need to start career planning early was empha-
sized. The counselor asked each grade eleven student to fill out a form
indicating what career plans he had made thus far and whether he wanted
an interview. Then the counselor and I saw the students who requested
an interview.

The role of a guidance counselor is diverse. What the counselor
stresses in the program depends on the needs of the individual students
in the school. Although a lot of time is spent in one-to-one counseling,
there is a need for group counseling as well. The kind of group is
determined by the needs of the students. Several kinds of groups are
possible: personal adjustment, study skills group, relaxation training
group, and a career group.

Since the counselor is concerned with the total individual, there is often a need to find out about his environment. This may require consultation with parents and teachers, and it is sometimes necessary to refer students because they can be better helped by resource people other than the counselor. The counselor offers her services to the teachers and staff as well as to students and parents.

Testing for the sake of testing holds no place in a guidance program. However, testing to find out more information about a student so that proper help can be obtained for him is definitely a part of the guidance program. Testing is done at Prince of Wales Collegiate according to student need, not according to a set schedule.

D. Specific Objective

To familiarize myself with the curriculum offered at the school.

I attended all staff meetings held at the school. I also attended the class meetings which were held before the November Progress Reports were sent home to parents. The purpose of these meetings was to allow all teachers who taught a particular class to meet and discuss each student's performance. If teachers thought students were having problems in a particular area, they assessed the difficulty and made appropriate recommendations.

I became familiar with all course programs, offerings, objectives, outlines and sequences by (1) discussing these items with the counselor, the principal and teachers; (2) reading the course outline and description of the grade ten and eleven programs drawn up by the staff and discussing these with the counselor; and (3) reading the course syllabus set by the Department of Education.

I talked with each department head to acquire the following

information about each department: (1) the names of the members of each department; (2) the duties of each member; (3) a description of each course being taught under each department; and (4) the evaluation procedure used by each department.

By becoming familiar with the curriculum offered, I was able to advise students regarding course changes and I was also equipped to discuss with teachers and students questions regarding certain curricular decisions. When the progress report was due many students were concerned about passing grade ten or eleven. I was able to hold meaningful discussions with students as a result of my previous experiences.

In conclusion, I would like to say I have achieved general objective one by achieving each specific objective described previously. A guidance program needs to be an integral part of the school and have the support of the administration and staff if it is to be a success. The effective approach to a successful guidance program is a team approach where all—guidance counselor, teachers, principal, vice principal and parents—work together to help the student develop his maximum potential. I feel that this team involvement is happening at Prince of Wales Collegiate.

GENERAL OBJECTIVE II

To develop a knowledge of and an ability to use the community resources available to the school.

A. Specific Objective

To discover the specific roles and contribution of certain community resource professionals as they pertain to the guidance program.

On September 16, 1976, I met with the counselor to discuss with her the resource people who are available to the school and the necessary

procedures in contacting each of them. The counselor, in performing her guidance duties, sees the necessity of referring students to resource people. She has contact with many resource people. The majority of work with resource people takes the form of telephone calls. The counselor usually arranges the initial interview between the resource person and the student, and if it is desirable the counselor sits in on the initial interview. I composed a list of resource persons the counselor has referred students to and/or obtained information from to help students, parents, and teachers.

I had interviews with four resource persons to discuss their roles and how they helped students. These people were: Mr. Bob Porter, representative from Canada Manpower; Miss Holloway, the school nurse; Mr. Ken Penny, guidance counselor at MacDonald Drive Junior High School; and Mr. Frank Hann, speech therapist with the Speech Therapy Division, Department of Health.

I observed the counselor working with two resource people who were helping students: Mr. Bob Porter, representative from Canada Manpower; and Dr. Linda Inkpen, a general practitioner.

I obtained a copy of the Community Services Council Directory from Community Services Council. This directory gives a brief description of voluntary associations, private agencies, community services, government programs serving individuals, day care centers, churches, senior citizen clubs, boarding houses and elected representatives for the city of St. John's. I became familiar with the directory and used it in obtaining information which helped me in dealing with my clients.

B. Specific Objective

To follow up a community resource referral to see how the student

was helped by the resource personnel and to report on the referral procedure.

While counseling individual students and dealing with the career groups, I contacted many resource people. Sometimes this was only to get information while at other times this was to arrange referrals. Some of the resource people contacted were:

1. Miss M. Holloway, the school nurse;

2. Mr. Frank Hann, speech therapist with the Department of Health;

3. Mr. Bob Porter, Canada Manpower representative;

4. Mr. Ken Penney, guidance counselor at MacDonald Drive Junior High School;

5. Mr. Eric Hutchings, head of the Medical Sciences Department at the College of Trades and Technology;

6. Dr. H. M. Sampath, psychiatrist;

7. Mr. Bob LeMessieur, guidance counselor at the College of Fisheries and Navigation;

8. Mr. John Harnett, guidance counselor at the College of Trades and Technology;

9. Mr. David Day, lawyer;

10. Dr. Linda Inkpen, general practitioner;

11. Miss Pinn, Exon House representative;

12. Miss Gail Elliott, Board of Trade representative;

13. Dr. D. Vary, veterinarian;

14. Dr. David King, general practitioner;

15. Registrar of York University;

16. Canadian Armed Forces representative;

17. Teachers and staff of the school.

My involvement with students did not terminate when I referred them to resource people. I carried out a follow-up on each student I referred. Sometimes I worked in consultation with the resource person to help the student. I realize that referrals are often a necessary step in helping students understand and help themselves.

GENERAL OBJECTIVE III

To conduct research in the area of study skills with grade eleven students.

A. <u>Specific Objective</u>

To determine the effects of a study skills program on the study habits of grade eleven students. To determine if exposure to a study skills program leads to increased academic performance as measured by grade point average. To determine if a change in attitude occurs as a result of an exposure to a study skills program. The achievement of this objective will be described in detail in Chapter Three.

B. <u>Specific Objective</u>

To develop the ability to collect, analyze, interpret, and report research data.

The achievement of this objective will be described in detail in Chapter Three.

GENERAL OBJECTIVE IV

To further my knowledge of and ability to use selected counseling skills and techniques.

A. Specific Objective

To develop individual counseling skills and techniques.

To acquire more understanding and knowledge on individual counseling skills and techniques, I read the following material:

Journal References

Boak, T. and Sheppard, G. Skills development workshop. Handout given at School Counsellors Association of Newfoundland (SCAN) Conference in October 1976, at Gander, Newfoundland.

Fartgani, D. Using bibliotherapy with adolescents. School Counselor. September 1976, 23, 28-35.

Lessner, J. The poem as catalyst in group counseling. School Counselor, 1971, 17, 31-34.

Books

Benjamin, A. The helping interview. Boston: Houghton Mifflin Company, 1969.

Carkhuff, R. The art of helping. Amherst, Massachusetts: Human Books Resource Development, 1972.

Egan, G. The skilled helper--a model for systematic helping and interpersonal relating. Monterey, California: Books/Cole Publishing Company, 1975.

Homme, L. How to use contingency contracting in the classroom. Champaign, Illinois: Research Press, 1970.

Klas, L. Counseling interview techniques: A handbook for the beginning counsellor. St. John's, Newfoundland, Faculty of Education, Memorial University, 1971.

Although Lessner's (1971) article dealt with the use of poems in group counseling, I have used this technique in one-to-one counseling. Fartgani (1976) introduced me to the skill of using bibliotherapy. I found it worked well with some students. The remainder of the readings dealt largely with the sequence of the counseling interview. As a result of these readings, I reviewed the sequence of my interviews. At the commencement of the internship period I found I was rushing to solve the problem without a thorough understanding of the concern. I discussed

this with my supervisors and as a consequence took steps to remedy the situation. Towards the end of the internship period I had learned to slow down. This gave the client sufficient time to think and allowed me to formulate means of acting on his concern.

During the internship experience I counseled students with many concerns. Separation of these concerns into categories was very difficult because of the overlap of the areas but it was done only as a convenience for reporting. Students had personal, educational, and vocational concerns (see Table I).

TABLE I

Breakdown of Counseling Interviews, by Concerns

Date	Vocational	Educational	Personal
Sept. 1 - Sept. 30	16	60 (majority were concerned about course changes)	12
Oct. 1 - Oct. 30	27	14	30
Nov. 3 - Dec. 3	23	27	32
Totals	66	101	74

Definition of Terms:

Vocational -- concerns about what is involved in choosing a career.

Educational -- concerns regarding school, such as taking the right

courses, quitting school, academic performance, and study skills.

Personal -- concerns dealing with the individual and his interactions

with others.

I saw ten students on a long term basis (at least six sessions). Their concerns were: three vocational, two educational, and five personal.

From the following readings, I obtained more information and understanding of the problems presented. Therefore I was able to offer more valid and useful suggestions to students who were struggling with these problems.

Epileptic child at school. Handout given by Dr. Leroy Klas. October, 1976.

If you are under seventeen. John Howard Society of Newfoundland. St. John's, Newfoundland, May 1976.

Instructions for teachers with diabetic children in their classes. Canadian Diabetic Association Newsletter. Third Quarter 1964, 2.

Reid, R. Legal considerations in counselling young people. (Reprinted from Additions, Summer 1971, 2).

State Epilepsy Committee. Epileptic child in school. In The Epileptic Child in School. Indianapolis, Indiana: Indiana Association for Mental Health

What the teacher should know about the diabetic student. Diabetes Association of Greater Chicago. Chicago, Illinois.

From the exposure to several counselling interviews, I now feel most adequately prepared to enter any counseling relationship. Throughout these counseling sessions my supervisors and I identified some of my weaknesses, such as talking too much, not listening to what is being said, operating from my frame of reference, not the client's frame of reference, and a fear of silence. By reading about these techniques, discussing these with my supervisors, and putting into practice what I read and discussed, I was much better able to work effectively with clients in a counseling relationship.

B. Specific Objective

To gain experience and confidence in counseling students in groups.

For better understanding and knowledge on group counseling, I read the following materials:

Journal References

Blaker, K. and Same, J. Communication games: A group counselling technique. School Counselor. September 1973, 20.

Feltham, D. A new look at vocational counselling. Alberta Counsellor. Spring 1975, 5, 63-71.

MacKeen, B. and Herman, A. Effects of group counselling on self esteem. Journal of Counselling Psychology, 1974, 24(3), 210-214.

McDaniels, C. The role of leisure in career development. School Guidance Worker. July/August 1974, 29(6), 33-39.

Muro, J. Handout on groups given at the Atlantic Regional Guidance Council at Moncton, New Brunswick, November 1976.

In addition to the readings, I initiated and conducted three groups with grade eleven students--two study skills groups and one career group. The two study skills groups were conducted as the research component of the internship and will be described in detail later.

Career Group. Prior to starting a career group, I reviewed some existing programs and from these I devised a program to suit the needs, of the students in the group. The following is a list of books which were reviewed:

Campbell, D. If you don't know where you are going, you'll probably end up somewhere else. Niles, Illinois: Argus Communications, 1974.

Career development--training on the job--supplement to the resource book for groups in guidance. Provincial Guidance Committee. St. John's, Newfoundland: Department of Education, 1976.

Cosgrave, G. and Dick, W. Career planning--a search for a meaningful future. Toronto: Guidance Centre, University of Toronto, 1970.

Counselling Center, Memorial University. Career planning and decision making. St. John's, Newfoundland, 1974.

Counsellor's resource book for groups in guidance. Student Personnel Services. Manitoba: Department of Education, 1972.

Davison, C. and Tippett, L. A career planning guide. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976.

Davison, C. and Tippett, L. A job search guide. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976.

Davison, C. and Tippett, L. Creating a career--career planning and job search workbook. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976.

Davison, C. and Tippett, L. Creating a career--instructor's manual. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976.

Kimbrell, G. and Vineyard, B. Activities for succeeding in the world of work. Bloomington, Illinois: McKnight Publishing Company, 1972.

The group consisted of ten grade eleven students--five males and five females. On October 8, 1976, I visited a grade eleven class, explained what the group was about and solicited volunteers. Twenty-six students volunteered and I randomly selected ten. I chose ten because this seemed like a workable number where discussions were very informal and everybody became involved. Mrs. Shortall plans to work with the rest of the volunteers later.

The career group consisted of nine sessions which are outlined in Appendix A. The group was extended over a long span of time because at times I was unable to get students from class. If the group consisted of one class it would have been easier to get students from class because teachers would not have to duplicate the lesson. Also, some resource people who were scheduled for a particular day could not make it on that day.

I taped two group sessions--one study skills session and one career group session. These tapes were reviewed and evaluated by the field and university supervisors. The counselor observed three study skills sessions and three career group sessions. As a result of the taping and observation, I received feedback on how I was relating to the students.

Presently I have no reservations in reporting that my knowledge of techniques and skills in using selected counseling skills in both individual and group counseling has increased. I would have no hesitation in entering into an individual counseling relationship or a group counseling relationship with any student or students. I have achieved greater confidence in my ability to relate to students as a result of my experiences.

GENERAL OBJECTIVE V

To continue to develop my own personal position and theory of helping.

A. Specific Objective

To clarify, for myself, how I can help students, teachers, and others help themselves.

Prior to the commencement of the internship, I prepared a statement of my personal theory of helping. At the conclusion of the internship, I reviewed the statement and noted how it had changed. I now feel that it is not necessary to express my values because it may influence a student's decision. Students have to make their own decisions based on facts, not on the counselor's values. I feel that one has to accept each student as a unique being, but not accept his behavior unconditionally.

I also discussed, at length, with my field supervisor and university supervisor how certain beliefs I held prior to the commencement of the internship had changed while others were strengthened.

B. Specific Objective

To evaluate how my developing theory of helping is being incor-

porated and manifested in my actual individual and group counseling contracts (as evidenced in the tapes reviewed).

Throughout the course of the internship, I could identify a change in my personal theory of counseling and I feel it was reflected in the tapes. From listening to my initial tapes, I found out that I talked too much, did not really hear what the client was saying, was too eager to offer suggestions before the client's true feelings were discussed, and operated from my frame of reference, not the client's. My supervisors and I discussed these issues. By being made aware of these issues, I was able to work on becoming a more effective listener operating from the client's frame of reference and giving him time to think. These changes in techniques were reflected in the tapes recorded towards the end of the internship period. Tyler sums up my attitude toward my personal theory of counseling very adequately:

> Such an organization, one's own personal theory, can be a growing thing with the kind of unity that maintains itself in spite of constant modification. The culturation of such a theory is a lifetime undertaking. Every book one reads, every client one comes to know will add to the complexity of its pattern. (Cited in Blocher, 1966, p. 77)

GENERAL OBJECTIVE VI

To develop both greater competence and confidence in my ability to hold parent conferences.

A. Specific Objective

To further my knowledge about parent conferences.

In order to achieve this objective, I read the following materials:

Journal References

DeWitt, A. and Farguharson, R. Parent--groups--a preventive counselling
technique. _Alberta Counsellor_. Fall 1975, 5, 25-27.

Schmidt, J. and Atlas, J. Teacher-parent communication, a consulting
model. _School Counselor_. May 1973, 23(5).

Book

Gordon, T. _Parent effectiveness training_. New York: Peter H. Wyden
Publisher, 1974.

I observed the counselor in three consultations with parents.

Two of these conferences were parent initiated while the other was

initiated by the counselor. This is described in more detail in Specific

Objective C under General Objective I.

I also increased my knowledge about parent conferences when I

consulted with the counselor for four sessions. As a result of these

experiences, I received a better understanding of parent consultation

and felt better equipped to conduct parent conferences.

B. Specific Objective

To develop my skills in conducting parent conferences.

I conducted five parent conferences. Four of these were initiated

by the parents. A detailed report of these conferences was given to my

university and field supervisors. They were also discussed in detail,

looking at the concern, evaluating what was accomplished, and seeing if

other alternatives were open. As a result of these parent conferences,

readings, and discussions, I developed greater competence and greater

confidence in my ability to hold parent conferences. I have no hesita-

tion in initiating conferences as the need arises. I have confidence in

my ability to discuss with parents their children's problems and to help

them relate better to their children in dealing with these problems. I

now feel I can relate openly and truthfully with any parent about any

problem their child may have and/or about any problem the parent may

have.

GENERAL OBJECTIVE VII

To develop both greater confidence and competence in my ability

to consult with teachers in matters of professional concern.

A. Specific Objective

To further my knowledge about the process and techniques of

consultations with teachers;

To obtain more knowledge about consultations, I read the following

materials:

Journal References

Dinkmeyer, D. Consulting: A strategy for change. The School Counselor.
    September 1973, 23, 52-55.

Sawatzky, D. Consultation with teachers: Towards a non realistic assign-
    ment of responsibility. Alberta Counsellor. Spring 1975, 5, 73-76.

Book

Dinkmeyer, D. and Carlson, J. Consulting--facilitating human potential
    and change processes. Columbus, Ohio: Charles E. Merrill Publishing
    Company, 1973.

I observed one teacher conference as described under Specific

Objective C under General Objective I. I acquired more knowledge about

teacher consultation from participating in two teacher conferences with

the guidance counselor. From these experiences I increased my knowledge

about the process and techniques of consultations with teachers.

B. Specific Objective

To develop my skills in teacher consultations.

I conducted twenty conferences with teachers regarding mutual concerns. Eight were teacher initiated while I initiated the remainder. I discussed each of these conferences with either my field supervisor, my university supervisor or both of them. As a result of my experiences with teacher conferences, I gained more confidence and competence in my ability to hold them adequately. I feel confident in discussing openly and honestly with teachers any problems which students may be having and any difficulties they may be experiencing themselves. I can deal with teacher conflicts without feeling that my position as a counselor is being threatened.

SUMMARY

In this section, I have described how each specific objective under each general objective was achieved. I achieved each objective by reading, observing, performing the guidance function, and discussing it with my supervisors. The supervisors evaluated my performance of the guidance duties and made recommendations when and where necessary. As a result of the internship experiences, my confidence and competence in my personal ability have increased tremendously. I feel well equipped to hold the position of guidance counselor in any school.

CHAPTER III

RESEARCH COMPONENT

INTRODUCTION

Chapter three is concerned with the many facets of the research component. It is divided into nine sections with some of these further subdivided for clarity. The main sections are: introduction, rationale for implementing a study skills program, review of literature, instrumentation, research hypotheses, methodology, results, conclusions and summary.

RATIONALE FOR IMPLEMENTING A STUDY SKILLS PROGRAM

In many schools today, there is no effective study skills program. Students complain that they do not know how to study, and indicate that too much time is spent studying without success because of insufficient and ineffective study methods (Guidance Association of Pleasantville, 1971). Elliot (1966) has reported that seventy-five percent of classroom failures result from inadequate study methods and examination habits. He maintains that we can no longer assume that instinct and common sense will enable students to succeed in the academic world. Marksheffel(1966) feels that "study skills must be taught. Few students learn how to study efficiently without directed practise and guidance by a teacher" (p. 216).

As a result of my practicum experience at Holy Trinity School, Torbay, I found that teachers, as well as students, wanted more information regarding study skills. It was felt that a study skills program would be a means of helping students deal adequately with their school work. Skinner (1968, as cited in Vanzoost and Jackson, 1973) reported that:

> Students with effective study habits are able to set appropriate
> academic goals and priorities for themselves, direct their
> attention to relevant information, condense material to be
> learned, select facilitating mnemonic cues, and provide much of
> the feedback required for learning; the students with produc-
> tive study behaviours know what they know. (p. 1)

In discussions with teachers at Prince of Wales Collegiate, it was felt that some students did not know how to study. Therefore a study skills program was implemented.

REVIEW OF LITERATURE

Much of the literature pertaining to study skills deals with the effects of certain procedures on studying. Included in this section is a brief review of literature dealing with the effects of study skills programs, then a definition of learning as it applies to the study skills program used in this research, followed by a description of research to support the components of the study skills program.

Ferguson and Harding (1974) traced the development of study skills programs. They found problems of inadequate study skills were recognized by 1900, and, in the years which followed, empirical methods of observations resulted in both enumeration of efficient methods for study and the use of achievement predictors based upon student use of methods.

By the time students reach the college or graduate level, those
with extremely inadequate study behaviors probably have been
weeded out; nevertheless, the great majority of the research
on means to improve studying has been done with students at
this level (Binki and Harris, 1972; Doctor, Aponte, Burry and
Welch, 1970; Fox, 1962; Goldiamond, 1965; Johnson and White,
1971; Miller, 1964; Zimmerman, 1970). It appears, however,
that the greatest need for improved study habits is at the
high school level, where students are expected to take sub-
stantial responsibility for their own academic performance
and homework, but where both motivation to learn the material
and knowledge of how to study may be lacking. (Harris and
Ream, 1972, p. 325)

Studies have shown that students who have participated in a study
skills program obtain progressively higher academic standings after
completion of the program (Haslam and Brown, 1965; Blanca Azpurua-
Aprillaga, 1966; Morgan and Deese, 1967; Weigel and Weigel, 1967). Doris
Entwistle (1960) did a review of evaluations of twenty-two study skills
courses. She found that some kind of improvement following a study
skills program seemed to be the rule, although the improvement varied
with the program.

Today, students are exposed to a vast amount of knowledge as a
result of technological advancement (Shepherd, as cited in Heber, 1965).
Bruner (as cited in Briggs, 1971) says, "The child needs to be taught
how to learn" (p. 8). It is impossible for students to learn all, but
with the proper skills of organization, location and retrieval they can
learn and remember a great deal (Kimble, 1965, as cited in Briggs, 1971;
Snoddy, 1973).

Much of the literature today on study skills links reading to
studying. One usually sees reading and studying skills as two inter-
related concepts (Heber, 1965; Snoddy, 1973). Studying usually assumes
the ability to read. Tinker and McCullogh (1962, as cited in Heber,
1965) state that, "the skills required for comprehending and in studying

operate together" (p. 2). Brammer, Hojan and Greene (as cited in Heber, 1965) feel ". . . . the whole body of reading skills might . . . be classified as part of study skills, . . . the term study skills refers . . . to the application of reading skills to specific study task . . ." (p. 2). Webster's dictionary defines study as "a process of acquiring, by one's own efforts, knowledge of a subject." Therefore, in order to achieve mastery of a subject, students need study skills. An assumption made is that students exposed to the study skills program know how to read and therefore will be able to apply the skills, given the right conditions.

Basically, a study skills program provides students with skills to facilitate learning. Learning takes place whenever a person finds himself in a situation which interferes with his functioning and he must overcome these obstacles in order to function properly. Learning is a complex process wherein an individual is: (1) "learning new skills or improving those already operating, (2) building a store of knowledge, and (3) developing interests, attitudes, and ways of thinking" (Crow and Crow, 1956, p. 212). These authors also distinguish between vertical and horizontal learning. Vertical learning applies to adding information to particular areas of knowledge or improving skills, whereas horizontal learning is where a person is widening his horizons by learning different kinds of knowledge and gaining skills in other areas.

Clayton (1965) feels that learning refers to

the experiences the learner goes through, his internal and external activity, and his reactions to the situation in which he finds himself. As a product, learning refers to the changes that occur--the ways in which the learner is different or the actual change in behavior. (p. 35)

The change may be temporary or permanent. Also, the change in behavior

may not be seen immediately. Changes in behavior as a result of fatigue, drugs, surgery or maturation are not considered learning. However, adaptation as a result of these changes would be considered learning. Learning occurs as a result of experience. Hilgard and Bower (1966) define learning:

as the process by which an activity originates or is changed
through reacting to an encountered situation, provided that
the characteristics of the change in the activity cannot be
explained on the basis of natural tendencies, maturation or
temporary states of the organism (e.g. fatigue, drugs, etc.).
(p. 2)

Based on the previous definitions of learning, the definition on which this study skills program was developed is: learning is an active process whereby an individual encounters a certain situation or experience, interprets it and reacts as a result of it. Whether the individual profits from the experience or not depends on the skill he possesses to interpret the situation and how he uses the consequences of the experience later.

Many study skills programs exist today (Kelner, 1961; Smith, 1961; Wagner, 1962; Bessessar, 1968; Brown, 1970; Robinson, 1970; Guidance Association of Pleasantville, 1971; Edwards, 1973; How to Study and Why, 1975). The possibility of using an existing program was rejected. From the ones cited above, one was devised by the author of this report to suit the students' needs. The program consists of seven units, each of which has a definite purpose and goal with its underlying philosophy based on research (see Appendix B). The program was carried out in seven sessions, as outlined in Appendix B. The components of the program are: (1) value of studying, (2) listening, (3) where should one study? (4) when should one study? (5) how should one study? (6) how to

take notes, and (7) preparing for an examination.

1. <u>Value of studying</u>. Students are asked to think of the benefits of education one receives as a result of studying and working diligently in school. An important concept in this section is the idea that one has to be motivated in order for successful learning to occur as a result of studying (Wagner, 1962; Haslen and Brown, 1965; Robinson, 1970; Briggs, 1971; Bragstad, 1975). Research evidence indicates that a student's motivation will be greatly reinforced if he or she has clear, definite goals before study begins (Glock, 1958, as cited in Edwards, 1973). Motivation can lead to a desire to explore and develop mastery in a particular area (Ausubel, 1960). A student's desire to study determines to a large extent how productive his studying will be.

2. <u>Listening</u>. Listening is an important facet of study skills, since students acquire a great deal of their information from listening (Guidance Association of Pleasantville, 1971; How to Study and Why, 1975). Much information is lost because students have not developed their listening potential. A person is unable to code information effectively if his channel capacities are not working up to par as the result of interference or noise (Wagner, 1962; Briggs, 1971; Spelbecker, 1974). Poor listening will limit our channel capacities by providing interference. A highly significant relationship exists between listening and comprehension and total school achievement as measured by achievement tests (Winter, 1966).

3. <u>Where should one study?</u> A quiet room equipped with certain utensils is essential for studying (How to Study and Why, 1975; Wagner,

1962; Armstrong, 1967; Brown, 1970; Guidance Association of Pleasant-ville, 1971). If there are distractions, your channel capacities will not operate up to their maximum performance (Miller, as cited in Briggs, 1971). When individuals find a special place to study with the right facilities, they associate study with this area. This notion is related to certain aspects of the Associative Theory of Learning (as cited in Snelbecker, 1974).

4. <u>When should one study?</u> This section deals with the principle of scheduling your study time so that when you sit down to study you will know exactly what you are going to do (Wagner, 1962; Brown, 1970; Kelner, 1974). Also one associates a particular time with studying which reflects the Associative Theory of Learning. You have to follow the schedule all of the time in order for it to be effective. This requires self-discipline (Bessessar, 1968). You plan your study periods for times when you can concentrate and be interested in what you are doing.

5. <u>How to study</u> and 6. <u>How to take notes</u>. These sections deal basically with organization, interpretation and storing of information to which the student is exposed. Ausubel (1967, as cited in Snelbecker, 1974, p. 428) deals with the idea of advance organizers as a way of getting a cognitive map of the material presented and relating it to existing knowledge or to new knowledge. Advance organizers include the use of titles, subtitles, summaries, introductions, key points, questions and scanning to get a feel for the information. Once information has been presented it can be organized into classes, categories, concepts and hierarchies (Piaget, 1964, 1969, and as cited in Ginsburg,

1969; Bruner, 1961, 1964; Schroder, Driver and Streufert, 1967). The amount of information which can be stored in the brain is unlimited, but the retrieval system is of utmost importance. If information can be stored but cannot be retrieved, it is of no use to the learner (Tulving, 1969; Briggs, 1971).

One way of organizing information for storage is by making notes. While students are actually involved in making their own notes, they are putting information in their own words and trying to relate it to prior information or forming a new concept (Howe, 1973). Recall is usually better when students review their own notes (Shultz and DeVesta, 1972; Fisher and Harris, 1973; Hartley and Marshall, 1974). So it seems that the ability to retain verbal information depends upon the learner's ability to impose a degree of organization upon the items (Howe, 1970; Postman, 1972, as cited in Howe, 1974).

> Learning is related to the degree to which students' cognitive
> processes are involved in coding, integrating and transforming
> information that is available (Bloom, 1956; Ausubel, 1968;
> Howe, 1971, 1972) and we might expect that learners whose
> notes transform information they hear into "their own words"
> would remember the contents more accurately than individuals
> who simply provide a verbal reproduction of what they hear.
> (Howe, 1973, p. 225).

Since organization of material has such an effect upon learning, it was necessary to go into its importance in depth. The organization of material affects the recall of material learned (Tulving, 1969; Shultz and DeVesta, 1972; Howe, 1974).

> The success of retention and recall is to a large extent deter-
> mined by what the subject does with the material he is to
> memorize, by the methods he uses to organize the material, and
> by the cues he used to effect the recall of the material.
> (Tulving, 1969, p. 2)

Students complain because there is too much for them to learn and

remember. Research has shown that the capacity of the human brain to store information exceeds greatly the storage capacity one requires (Briggs, 1971). Tulving (1969) found the most important function played by organization is to facilitate retrieval of information from memory storage.

The difficulty that exists with such a large amount of information is how to store it so it can be retrieved later. With no organization it is extremely difficult to remember and recall isolated facts. The channel leading to the memory storage is of limited capacity, so only a fixed number of units or "chunks of information" can be dealt with simultaneously (Miller, 1956). Miller (1956) reported that an individual can recall 7±2 units; however, the amount of information one can put into a unit is unlimited. Storing information in a unit is actually "coding" it so that the information can be stored in a short-term memory. Later, if retained, it will transfer to long-term memory. By coding, one is able to store a great deal of information and later retrieve it (Briggs, 1971).

Experiments by Tulving (1966) showed that repetition of list items had no effect on the subsequent memorization of these items. It is assumed that memorization did not occur because subjects were not asked to organize the material. Another experiment was done where specific instructions were given to some children:

> Try to organize your recalled words alphabetically. When you
> look at the words on the screen, note their first letters,
> and make an attempt to associate the word with the letter.
> When you write the words down, go through the letters of the
> alphabet one at a time and try to remember the word that goes
> with each letter. (Tulving, 1969, p. 6)

There was a significant difference in memorization of items in favor of

the children who organized their words alphabetically.

Where there is little relationship between the items to be memorized, the best strategy for the student to employ is to organize the items into the maximum number of categories. This is particularly true when the student is provided with efficient retrieval clues or when he can generate them easily himself (Ozier, 1965; Tulving and Pearlstone, 1966; Mander, 1967, as cited in Tulving, 1969). Since the individual can benefit from organization of information into higher-order units to the extent that he can remember these higher-order units, he should organize items into relatively few categories. The individual who is exposed to the concepts should use them according to the demands of the situation.

Bruner (1966) regarded thinking and other cognitive processes as information processing whereby organisms receive, transform, retain, and use the knowledge. This is basically organization. Ausubel (1967, as cited in Snelbecker, 1974) agreed with Bruner and regarded learning as occurring when one integrates information and later uses it. Knowledge is relevant to the learner in that he can fit it into existing concepts or frameworks or change existing frameworks to accommodate it. Ausubel is known for his use of advance organizers. These advance organizers facilitate learning. For example:

(1) If properly designated they call attention to and build on those relevant anchoring ideas which the learner already has in his cognitive structure.

(2) They provide a kind of scaffolding for new material by encompassing the areas to be covered and by delineating the fundamental ideas under which the rest of the information can be subsumed.

(3) This kind of stable and clear organization essentially renders unnecessary having the student learn the material by rote memorization. (Snelbecker, 1974, p. 428)

Research cited above has shown that the basic function of organization is to aid in the retrieval of information from memory.

7. <u>Preparing for an examination.</u> The final section deals with preparing for examinations. The idea that continuous review is desirable to facilitate learning is discussed. This is a fundamental on which the SQ3R (Survey, Question, Read, Recite and Review) approach is based (Smith, 1961; MacDonald, 1967; Robinson, 1970; Fisher and Harris, 1973; Bragstad, 1975). Since the different components of the study skills program facilitate learning, after completion of the program, students should show higher academic standings as measured by grade point average.

INSTRUMENTATION

For the purpose of this study one instrument—the Survey of Study Habits and Attitudes (S.S.H.A.)—was used. This survey was originally designed by William F. Brown and Wayne H. Holtzman in 1953 and was revised in 1965 after many years of research. As a result of this revision two changes occurred. First, the number of items was increased from seventy-five items to one hundred items; second, the 1965 revised edition was divided into four subscales—Work Methods (W.M.), Delay Avoidance (D.A.), Teacher Approval (T.A.) and Educational Acceptance (E.A.). Scores on the subscales W.A. and D.A. are combined to give a Study Habits score (S.H.), while T.A. and E.A. are combined to give a Study Attitudes score (S.A.). All four subscales are combined to give a Study Orientation score (S.O.). According to Higgins (1967), another advantage of the revision is that separate scoring procedure for men and women is no longer necessary and data from both sexes are subjected to the same

analytic procedures.

>   The purposes of the S.S.H.A. are:
>   (a) to identify students whose study habits and attitudes are
>   different from those of students who earn high grades,
>
>   (b) to aid in understanding students with academic difficul-
>   ties,
>
>   (c) to provide a basis for helping such students improve
>   their study habits and attitudes, and thus more fully realize
>   their potential. (Brown and Holtzman, 1967, p. 5)

This inventory consists of one hundred items divided into four

subscales printed in a reusable booklet. These items are arranged in

two columns per page, and the student is asked to respond to each item

in the best one of the five possible ways which he feels describes

himself. The responses are: R - Rarely (0-15 percent of the time), S -

Sometimes (16-35 percent of the time), F - Frequently (36-65 percent of

the time), G - Generally (66-85 percent of the time), and A - Almost

Always (86-100 percent of the time). This inventory has two forms--

Form C for use with college students and Form H for use with grades 7-12.

Form H was used since it was administered to grade eleven students. As

described previously, the survey has four subscales and from them seven

scores can be derived. There is no time limit for administering the

test. However, the majority of students finish it in 20-25 minutes.

This survey has been subjected to tests of reliability. A group

of grade nine high school students (237) were given Form H of the S.S.H.A.

twice with a four-week interval between sessions. The test-retest

reliability coefficients were .95, .93, .93 and .94 respectively for the

D.A., W.M., T.A. and E.A. scales, and .95 for S.S.H.A. Total Score. Over

the four-week interval the standard deviations and means changed very

little. For the first administration the mean and standard deviation

were 99.4 and 32.1, respectively; for the second administration, 98.3

and 31.8 (Brown and Holtzman, 1967; Shay, as cited in Buros, 1972). Brown
and Holtzman (1967) report that:

> the four subscales are sufficiently stable through time to
> justify their use in predicting future behavior or in assess-
> int the degree of change in study habits and attitudes after
> counselling. (p. 23)

According to certain reviewers (Higgins, 1967; Shay, as cited in
Buros, 1972, p. 782; Roark and Harrington, 1969), the S.S.H.A. has some
validity as well as reliability. Morris (1961, as cited in Brown and
Holtzman, 1967, p. 19) checked the concurrent validity of the S.S.H.A.
by doing a comparative study of S.S.H.A. scores and teacher ratings of
academic performance. It was found that students who were ranked A-B by
their teachers earned higher percentile ranks in Study Habits than those
ranked lower by their teachers.

Another detailed study done during the fall of 1966 found a
significant correlation between S.S.H.A. scores and grades. Table 7 in
the manual accompanying the inventory shows the correlation between
S.S.H.A. total score and grade point average for each school system and
each grade separately. The mean correlations which are statistically
significant and positive for all schools and grades range from .46 for
grade twelve to .55 for grade seven (Brown and Holtzman, 1967).

Consistently low correlations were found between S.O. scores and
measured scholastic aptitude. Mean values ranged from .20 in grade
twelve to .32 in grade seven. The multiple correlation of grades with
S.S.H.A. and aptitude test scores was found to be .08 to .13 higher than
the correlation of grades with scholastic aptitude scores alone. With
scholastic aptitude held constant, the partial correlation between S.O.
scores and grades was highly significant, ranging from .41 to .47. These

tests indicate that S.S.H.A. measures certain personal traits that are relevant to academic success but not covered by scholastic aptitude tests (Brown and Holtzman, 1967).

The S.S.H.A. has not been validated as a selection instrument. The students tested were not led to believe that a high score on the S.S.H.A. would be desirable to attain a certain goal. If they were, scores on the S.S.H.A. and the predictive validity of the instrument might be influenced by the students' desire to do well (Shay, as cited in Buros, 1972).

Another aspect of S.S.H.A. validity which is a weakness of the inventory deals with the inventory's use as a predictor. The basic assumption underlying the inventory is:

that some students earn poor grades because of poor study habits and attitudes, and that if these habits and attitudes can be identified and changed, their grades will improve. The prediction which follows is the students with poor habits and attitudes will earn low grades and those with good habits and attitudes will earn high grades; thus the inventory can select those students who will earn good grades (Shay, as cited in Buros, 1972, p. 782)

But this is not always true; students may know good study habits but not apply them. Also, many other factors besides study habits may affect grades.

Roark and Harrington (1969) discussed another weakness of the inventory. Like all self-report instruments, students can manipulate the scores at will. According to Roark and Harrington (1969) its use as a screening instrument is limited to its ability to detect students who may need counseling on study habits and attitudes.

The use of this instrument in this case is justified because it is not used as a screening device or as a predictor of success but to

see if there is a change in habits and attitudes as a result of exposure
to a study skills program.

> The S.S.H.A. is an empirical instrument recognized as being
> one of the best of its type available because of its loading
> of both attitudinal and factual items, and its relatively low
> correlations with measures of scholastic aptitude. (Weigel
> and Weigel, 1967, p. 78)

RESEARCH HYPOTHESES

The purpose of this study is to investigate the following research
hypotheses:

(1) Students exposed to a study skills program will acquire improved
study habits and attitudes as measured by the S.S.H.A.

(2) Students exposed to a study skills program will show increased
academic performance as measured by increased grade point
average.

METHODOLOGY

This section describes the sample, procedures, research design
and statistical procedures used to analyze the data.

Sample

Two grade eleven classes (X1-2C-class A and X1-2E-class B) were
randomly selected from ten grade eleven classes. Class A and class B
were visited and the goals of the study skills program were discussed.
In class A twenty-five volunteers were solicited and in class B twenty-
three volunteers. Forty of the forty-eight students who volunteered were
randomly assigned to one of four groups (refer to Table II). Ten
students were chosen as the optimal size of a study skills group. This

size allowed for open and informal interaction.

TABLE II

Breakdown of the Sample by Class, Group,
Number of Students, Sex and Program

Class	Group	Number of Students	Sex M	F	Study Skills Program (X)
	I	10	5	5	X
B	II	10	6	4	O*
	III	10	4	6	X
A	IV	10	6	4	O*

*O means no study skills program

At the end of the program, there were thirty-six students remaining from the original group of forty. Four students were not included in the final analysis for the reasons stated below:

-- one student transferred to another school

-- one student quit the program because of school pressures

-- one student was absent from school due to illness

-- one student was absent for the post test

Procedures

The S.S.H.A. was administered to group I and group II on September 13th, 1976 as a pretest. A study skills program was made available to group I and group II. The contents of the program are described in detail in Appendix B. Meetings with the groups were held twice a week in their mathematics tutorial periods, unless there was a scheduled mathematics assignment or quizz. Table III shows the date of each meeting and the topics discussed.

TABLE III

Meetings of the Study Skills Groups and the Topics Discussed

Group I	Group II	Topic
Sept. 22	Sept. 21	Value of studying
29	28	Listening
Oct. 4	Oct. 4	Where do you study?
6	5	When do you study?
13	12	How to study
18	18	How to study (con't.)
19	20	Taking notes
25	26	Preparing for examinations

On November 1st, 1976, the S.S.H.A. was administered to all four groups as a posttest. These were scored and recorded on computer data sheets. The total score of the S.S.H.A. is called the Study Orientation (S.O.) score. Future references to the S.S.H.A. scores mean the S.O. score.

In addition to the S.S.H.A. scores, the students' grade point averages were used. For the purpose of this study, grade point average (GPA) was defined as the average of English language, algebra and geometry or algebra and trigonometry, a science, and the highest mark in another subject. The grade ten marks were obtained from the school records and the grade point averages were computed. The November and February grade eleven marks were obtained from the teachers and the grade point averages were computed. These averages were then recorded on computer data sheets.

Research Design

The Solomon-Four Group Design was used to test the stated hypotheses. According to Campbell and Stanley (1963), this design has higher prestige and represents the first explicit consideration of external validity factors. It controls for the pretesting effect and the interaction of the treatment with the pretest. Table IV outlines the design.

TABLE IV

Solomon-Four Group Research Design

Group I	Y_1	X	Y_2
Group II	Y_3	O	Y_4
Group III [R]		X	Y_5
Group IV		O	Y_6

Key for symbols:

  Y -- Brown-Holtzman Survey of Study Habits and Attitudes

  X -- the study skills program--the independent variable

  O -- non-exposure to a study skills group

  R -- randomly assigned to the four groups

Both group I and group II were exposed to a pretest--Y_1 and Y_3. Both groups I and III were exposed to X. Groups II and IV were used as controls not exposed to a study skills group (O). By not administering a pretest to group III, who were exposed to X, the effects of testing are controlled for and the interaction of testing and X are determinable. All groups were measured at the end of the scheduled program to see if there was a change in their study habits and attitudes as measured by S.S.H.A.

As shown in the design, the students were randomly (R) assigned to the four groups. Kerlinger (1964) indicates the design is

> the basic experimental group . . . . control group in which subjects are assigned to the experimental and control groups at random. As such they have the strengths of the basic design, the most important of which is randomization feature and the consequent ability to assume the pre-experimental approximate equality of the experimental groups in all possible independent variables. History and maturation are controlled because very little time elapses between the manipulation of X and the observation of Y. (p. 356)

Statistical Comparisons

After the S.S.H.A. questionnaires were scored and the grade point averages were computed, the data was transferred to computer coding sheets. Then it was subjected to a computer program for statistical analysis (SPSS).

The following comparisons were made using the described statistical comparison to test hypothesis 1:

(1) $Y_2 > Y_1$ A correlated t-test was used to compare S.S.H.A. posttest scores (Y_2) with the S.S.H.A. pretest scores (Y_1) for experimental group I.

(2) $Y_2 > Y_4$ An independent t-test was used to compare S.S.H.A. posttest scores of group I (Y_2) who had exposure to a study skills program and a pretest with the S.S.H.A. posttest scores of group II (Y_4) who had non-exposure to a study skills program and a pretest.

(3) $Y_5 > Y_6$ An independent t-test was used to compare S.S.H.A. posttest scores of group III (Y_5) who had exposure to a study skills program and no pretest with the S.S.H.A. posttest scores of group IV (Y_6) who had non-exposure to a study skills program

and no pretest.

(4) $Y_5 > Y_3$ An independent t-test was used to compare the S.S.H.A. posttest scores of group III (Y_5) with the S.S.H.A. pretest scores of group II (Y_3).

(5) $Y_2 > Y_5$ An independent t-test was used to compare the S.S.H.A. posttest scores of group I (Y_2) who had a pretest and study skills with the S.S.H.A. posttest scores of group III (Y_5) who had no pretest and study skills.

A two-factor analysis of variance was performed to compare the following:

(1) pretesting versus no pretesting

(2) treatment versus no treatment

(3) interaction of testing and treatment

To test hypothesis 2, an analysis of covariance was performed. It compared the grade point averages of students exposed to a study skills program with the grade point averages of students not exposed to a study skills program, controlling for differences in grade ten averages of students.

The accepted level of significance for these statistical comparisons was $p < .05$.

RESULTS AND DISCUSSION

This section contains the results and then a discussion of their meaning.

Results

Group I was exposed to a pretest, treatment and then a posttest.

The mean and standard deviation of the Study Orientation (S.O.) posttest scores (Y_2) were 129.9 and 19.7, respectively. Table V shows the mean and standard deviation of the S.O. pretest scores (Y_1) were 101.8 and 27.6, respectively. The t-value was 6.37. The level of significance was $p < .001$ for the stated comparison $Y_2 > Y_1$.

TABLE V

Comparison of Experimental Group I S.O. Posttest
Scores with S.O. Pretest Scores

Score	Number of Cases	Posttest		Pretest		T-value	Level of Significance
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Study Habits (S.H.)	10	58.9	12.9	41.3	16.8	6.06	0.001
Study Attitudes (S.A.)	10	70.8	10.3	60.5	13.2	4.15	0.001
Study Orientation (S.O.)	10	129.7	19.7	101.8	27.6	6.37	0.001

S.H. + S.A. = S.O.

Table VI and Table VII contain t-test comparisons of posttest scores received on the S.S.H.A. Group I and group III were exposed to treatment—the study skills program. Group I and group II were exposed to a pretest. The two variables were treatment and pretest. Both group I and group II were exposed to a pretest, but group I was also exposed to the treatment. The mean and standard deviation of group I S.S.H.A. posttest scores (Y_2) found in Table VI were 129.7 and 19.7, respectively as compared with 95.3 and 17.8 for group II S.S.H.A. posttest scores (Y_4). The t-value was 3.88 with a probability of $p < .001$ for the statistical comparison $Y_2 > Y_4$.

TABLE VI

Means, Standard Deviations, and t-test Analysis of S.S.H.A.
Posttest Scores of Groups With or Without a Pretest
Where Treatment Versus No Treatment

Variable	Score	With Treatment		Score	Without Treatment		T-value
		$\overline{X}$	S.D.		$\overline{X}$	S.D.	
Pretest	Y_2	129.7	19.7	Y_4	95.3	17.8	Y_2 with Y_4 3.88
No Pretest	Y_5	98.6	23.7	Y_6	93.7	20.7	Y_5 with Y_6 0.46

TABLE VII

Means, Standard Deviations, and t-test Analysis of S.S.H.A.
Posttest Scores of Groups With or Without Treatment
Where Pretest Versus No Pretest

Variable	Score	With Pretest		Score	Without Pretest		T-value
		$\overline{X}$	S.D.		$\overline{X}$	S.D.	
Treatment	Y_2	129.7	19.7	Y_5	98.6	23.7	Y_2 with Y_5 2.98
No Treatment	Y_4	95.3	17.8	Y_6	93.7	20.7	Y_4 with Y_6 0.46

Group III and group IV were not exposed to a pretest, but group
III was exposed to the treatment. The mean and standard deviation of
group III S.S.H.A. posttest scores (Y_5) found in Table VI were 98.6 and
23.7, respectively, as compared with 93.7 and 20.7 for group IV S.S.H.A.
posttest scores (Y_6). The t-value was 0.46 with a probability of $p < .650$
for the statistical comparison $Y_5 > Y_6$.

Group I and group III were exposed to treatment, but only group I
was exposed to a pretest also. Table VII reports that the mean and
standard deviation of group I S.S.H.A. posttest scores (Y_2) were 129.7
and 19.7, respectively, as compared with 98.6 and 23.7 of group III
S.S.H.A. posttest scores (Y_5). The t-value was 2.98 with a probability
of $p < .011$ for the statistical comparison $Y_2 > Y_5$.

Group II and group IV were not exposed to treatment, but group
II was exposed to a pretest. The mean and standard deviation of group II
S.S.H.A. posttest scores (Y_4) found in Table VII were 95.3 and 17.8,
respectively, as compared with 93.7 and 20.7 for group IV S.S.H.A. post-
test scores (Y_6). The t-value was 0.17 with a probability of $p < .867$ for
the statistical comparison $Y_4 > Y_6$.

To determine the effect of treatment, testing and interaction of
treatment and testing an analysis of variance is reported in Table VIII.
The F-ratio for the comparison pretest versus no pretest was 7.3 with
1 and 32 degrees of freedom and the resulting probability was $p < .011$.

The F-ratio for the comparison treatment versus no treatment was
8.2 with 1 and 32 degrees of freedom and the resulting probability was
$p < .008$.

The F-ratio for the comparison of interaction of treatment and
testing was 4.6 with 1 and 32 degrees of freedom and the resulting

probability was $p < .040$.

TABLE VIII

Degrees of Freedom, Means Square and Analysis of
Variance of the Effects of Treatment, Testing,
Interaction and Error

Effect	Degrees of Freedom	Means Square	F-value	Level of Significance
Treatment	1	3445.31	8.2	.008
Testing	1	3080.25	7.3	.011
Interaction	1	1937.17	4.6	.040
Error	32			

From Table IX the effect of treatment as seen by comparing the S.S.H.A. posttest group III (Y_5), which had no pretest but received treatment with the S.S.H.A. pretest scores of group II (Y_3) can be determined. The mean and standard deviation of S.S.H.A. posttest scores for Y_5 were 98.6 and 23.7, respectively, as compared with 100.7 and 21.1 for Y_3. The t-value of the comparison $Y_5 > Y_3$ was 0.19 with a probability of $p < .855$.

TABLE IX

Means, Standard Deviations and t-test Analysis of
Pretest S.S.H.A. Scores of Group II With
Posttest S.S.H.A. Scores of Group III

Score	No Pretest		Score	Pretest		T-value
	$\overline{X}$	S.D.		$\overline{X}$	S.D.	
Y_5	98.6	23.7		100.7	21.1	Y_5 with Y_3 0.19

The comparison of the grade point averages of students with and without study skills is reported in Table X. The F-ratio for the November comparison of those with study skills versus no study skills was .71 with 1 and 32 degrees of freedom with the resulting probability $p < .41$.

TABLE X

Means, Standard Deviations and Analysis of Variance
of the Grade Point Averages of Students with Study
Skills Versus No. Study Skills

	With Study Skills		Without Study Skills		F-value
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Grade X June Results	66.2	7.6	66.7	7.3	*
Grade XI November Results	66.7	8.2	69.9	9.1	.706
Grade XI February Results	65.6	8.1	68.9	10.4	1.516

*Grade X results were used as a covariate to control for initial differences in members of the group.

The F-ratio for the February comparison of students with study skills versus no study skills was 1.52 with 1 and 32 degrees of freedom with the resulting probability $p < .23$.

Discussion of Results

As reported in Table V, group I which had a pretest and exposure to a study skills program gained significantly on the posttest. A pretest plus treatment significantly affected the posttest scores. $(Y_2 > Y_1)$.

From Table VI, two results can be drawn. Students not exposed to a pretest prior to treatment did not perform significantly greater on the posttest than students not exposed to a pretest and treatment

$(Y_5 \not> Y_6)$.

Students exposed to a pretest and treatment performed significantly higher on posttest than students exposed to a pretest but no treatment $(Y_2 > Y_4)$. Therefore treatment plus a pretest had a significant effect in performance on the pretest.

From Table VII it is observed that students given a pretest and treatment performed significantly higher on the posttest than students with treatment and no pretest $(Y_2 > Y_5)$. Therefore there was an interaction between pretesting and treatment.

Students exposed to a pretest but no treatment did not perform significantly higher on the posttest than students with no pretest and no treatment $(Y_4 \not> Y_6)$. Therefore pretesting alone did not significantly affect performance on the posttest.

Table VIII shows the overall effect of treatment, testing and interaction of treatment and testing. There was a significant difference between the posttest scores of those who had pretest and no pretest. This included students given pretest and treatment and pretest and no treatment compared with no pretest and no treatment and no pretest and treatment.

There was a significant difference between the posttest scores of students who had treatment and students who did not have treatment. Group I (Y_2) and group III (Y_5) posttest scores combined were significantly higher than group II (Y_4) and group IV (Y_6) posttest scores combined.

There was a significant interaction between pretesting and treatment. It is difficult to determine the exact effect of the pretest on students. The pretest may better equip students to answer the posttest.

This may also alert students to those facets of the study skills program which are the most important and are likely to be most helpful in taking the posttest.

From Table IX, it is observed that Y_5 is not greater than Y_3. Students exposed to treatment but no pretest did not perform significantly higher on a posttest than other students did on a pretest. So treatment alone had no significant effect on the posttest scores as compared with pretest scores. If Y_5 was greater than Y_3 it would mean that treatment alone had a significant effect.

From Table X, it is observed that the GPA of students exposed to study skills was not significantly greater than that of students not exposed to study skills. No significant differences were found in the comparison with the November results or the February results. This may have been due to the fact that students who volunteered for the program may not have been really interested in it and did not apply the concepts discussed. Some students may have seen the program as a means of getting out of regular mathematics tutorial periods twice a week.

CONCLUSION

This section contains a summary of the main points of the research, limitations of the study and recommendations.

Summary of the Main Points

The purpose of the research was to investigate the following two research hypotheses:

(1) Students exposed to a study skills program will acquire improved study habits and attitudes as measured by the S.S.H.A.

(2) Students exposed to a study skills program will show increased

academic performance as measured by grade point averages.

Concerning the first research hypothesis, students exposed to a study skills program acquired improved study skills and attitudes as measured by the S.S.H.A. $(Y_2 + Y_5 > Y_4 + Y_6)$. Students exposed to a pretest and treatment performed significantly better on posttest than students exposed to a pretest and no treatment $(Y_2 > Y_4)$. It is important to understand that students exposed to study skills and a pretest did significantly better than students exposed to study skills and no pretest $(Y_2 > Y_5)$. Also, students exposed to study skills and no pretest did not perform significantly higher on the posttest than other students performed on a pretest $(Y_5 > Y_3)$. This indicates an interaction of pretesting with treatment to produce higher S.S.H.A. posttest scores or improved study habits and attitudes. The pretest is a threat to external validity because it seems the posttest scores were changed as a result of the pretest. Therefore it is hard to generalize the effects of the study beyond the group to which a pretest and treatment were given. Hypothesis 1 was rejected because $Y_5 \not> Y_3$. If the study skills program alone produced improved study habits and attitudes, then a group exposed to study skills should have performed better on a posttest (Y_5) than another group did on a pretest (Y_3). In order for a study skills program to significantly affect the study habits and attitudes of students a pretest must be given.

According to this research study, students exposed to study skills did not show increased academic performance as measured by increased grade point average. This may have been due to the fact that volunteering was the only criterion used to select students. Hypothesis 2

was rejected. This is dealt with further under limitations of the study
under selecting students.

Limitations of the Study

There are limitations with the study skills program itself—
selecting students for the program and the S.S.H.A.

Study skills program. Each section of the study skills program
received the same amount of time. The single exception was the How to
Study component which received twice the time the other components did.
Initially, some students were discouraged because this was not what they
wanted. Sessions I and II combined should have been done in one session
and sessions III and IV combined should have been done in one session
also. Sessions V and VI together should have taken four sessions since
this was the main areas of importance. A number of practical applications
should have been done in class sessions instead of being set for homework
assignments. And session VII was satisfactorily done in one session.

Selecting students for the program. Students were selected on a
volunteer basis. From the forty-eight volunteers, forty were randomly
assigned to one of four groups. It was not known why the students really
volunteered. It may have been to be excused from their mathematics
tutorial classes twice a week. Students need to be motivated and need
to want to benefit from the program in order for successful learning to
occur as the result of the study skills program (Wagner, 1962; Haslam
and Brown, 1965; Robinson, 1970; Briggs, 1971; and Bragstad, 1975). An
achievement questionnaire and test anxiety scale should be used in
selecting students. If the students score really high on an achievement

questionnaire, their interest and motivation in studying may be too low
for them to benefit from a study skills program. Also, if students have
high test anxiety, they will not benefit from a study skills program.
Relaxation training might possibly help them more than study skills.

S.S.H.A. One aspect of S.S.H.A. validity which is a weakness of
the inventory deals with the inventory's use as a predictor. The basic
assumption underlying the inventory is:

> that some students earn poor grades because of poor study
> habits and attitudes, and that if these habits and attitudes
> can be identified and changed, their grades will improve.
> The prediction which follows is the students with poor habits
> and attitudes will earn low grades and those with good habits
> and attitudes will earn high grades; thus the inventory can
> select those students who earn good grades. (Shay, as cited
> in Buros, 1972, p. 782).

But this is not always true; students may know good study habits
but not apply them. Also, many other factors besides study habits may
affect grades.

Roark and Harrington (1969) discussed another weakness of the
inventory. Like all self-report instruments, students can manipulate
the scores at will. Therefore students may answer what they know is
right but not what they are actually doing.

This questionnaire may not identify the exact issues covered by
the study skills program. So a study skills questionnaire should be
designed that covers all the issues covered by the program. If the
questionnaire were administered prior to the program, the exact diffi-
culties could be located and work done on these specific problem areas.
Some students may not need the total program but just components of it.

Study. A limitation of the study itself is that the study was

confined to forty (40) students at Prince of Wales Collegiate; hence, results cannot be widely extrapolated to the general population. As described previously, the only students who really benefited from the study skills program were the ones who had a pretest prior to treatment. Therefore the effects of the study skills program can only be applied generally to the students who had pretest prior to treatment.

Recommendations for Future Research

The following recommendations are made:

1. A more rigid screening device for selecting students for study skills should be used. A study skills questionnaire, achievement questionnaire and test anxiety scale should be administered.

2. Students should be exposed only to those components of the study skills program with which they have problems as identified by the study skills questionnaire. Students concentrate on problem areas instead of on the total program.

SUMMARY

This chapter contained a detailed description of the research component. A study skills program was implemented at Prince of Wales Collegiate to a group of students whom the teachers felt the program would benefit. In the review of the literature there was a brief survey of study skills programs in general, then a definition of learning as it applied to the study skills program used and finally, research on which each component of the program was based. Two research hypotheses were discussed. Using Solomon-Four Group Research Design, the two hypotheses were rejected. There are two recommendations for future research.

CHAPTER IV

SUMMARY AND PERSONAL REACTIONS

This chapter contains an overall summary and conclusions or personal reactions of the internship.

SUMMARY OF THE INTERNSHIP

The internship took place at Prince of Wales Collegiate from September 1st to December 4th, 1976, under the direct supervision of Mrs. Elaine Shortall, school counselor; and Dr. Terry Boak, university supervisor. The rationale underlying the internship was to gain as many practical experiences as possible under supervised conditions which would best utilize previous academic training. Prince of Wales Collegiate met the requirements for an internship setting as outlined by the Department of Educational Psychology. A set of objectives was devised to facilitate my professional growth and development.

There were seven general objectives and a set of activities which would enable me to achieve each objective. Circumstances permitted achievement of these objectives except one. I was unable to observe a testing situation, although I was able to carry out some testing myself as the opportunity arose.

Chapter three dealt with objective III--the research component. The research component was concerned with the effectiveness of a study skills program. Using a Solomon-Four Group Research Design, two research

hypotheses were tested and subsequently rejected. A detailed description of the research findings with tables can be found in this chapter. Limitations of this study dealt with the study skills program, S.S.H.A. and selection of students for the study. Two recommendations for future research were given.

PERSONAL REACTIONS

I concur with Shirley A. Griggs' opinion that:

The internship program is the most valuable stage in the candidates' preparation for careers in counselling because it is the link between the candidates' formal academic preparation and employment as full-time counsellors. (Griggs, 1976, p. 23)

This, in my opinion, sums up what an internship should be. However, the degree to which this holds true depends largely on the internship setting and the supervisory personnel involved. Being aware of the skills and techniques necessary to become a good counselor, I feel that Prince of Wales Collegiate provided the exposure to various counseling duties that was necessary for my professional development. Subsequently, as a result of my internship at Prince of Wales Collegiate, I have developed competence and confidence in my ability to perform guidance duties.

Mrs. Elaine Shortall and Dr. Terry Boak provided adequate supervision of my internship. Through daily contact with Mrs. Elaine Shortall and bi-weekly contact with Dr. Terry Boak, they were able to keep a concise, up-to-date dairy of my progress. They also offered suggestions and recommendations which facilitated my personal growth. I felt confident that I could discuss any issue with my supervisors and found them both accessible.

Prior to the commencement of the internship, I had doubts

regarding my suitability for the guidance profession. Through the
exposure I received during the internship period, these doubts have been
nullified. Having been exposed to a wide reportoire of guidance respon-
sibilities at Prince of Wales Collegiate, I feel I am now equipped to
hold a position as guidance counselor.

During the internship period many of my faults and problems as a
prospective guidance counselor were brought forward and dealt with in a
clinical situation. Without the internship, I would have had to face
these faults and problems on the job after graduating from the program.
These faults, in turn, may have caused great problems which I might not
have been able to handle without adequate supervision. Because of the
positive results of my internship, I feel it was a very profitable and
unforgettable experience. I will continue to reap its rewards in my
counseling career.

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APPENDIX A

CAREER GROUP PROGRAM

I

Theme: Introducing the group.   October 9, 1976

The following questions were discussed:

1. What is meant by choosing a career?

2. What is the difference between a career, a job, and a profession?

3. What steps have you taken towards planning a career?

4. Why is career planning important?

II

Theme: Know yourself.   October 21, 1976

The meaning of values, interests and attitudes were discussed.

Values Appraisal Scale -- Students completed this scale, then plotted the profile of their values. Then the group plotted the average value profile for the group. The students found this very interesting (Worksheet I).

Homework Assignment -- Completed the questionnaire "Know yourself" (Worksheet II).

III

Theme: Work.   October 22, 1976

The completed questionnaire "Know yourself" was discussed.

Students also discussed each statement as they filled out the questionnaires--How do you feel about work? and What satisfaction do you expect from work? (Worksheets III and IV).

Homework Assignment -- Completed the questionnaire "What do you want in a job" (Worksheet V).

IV

Theme: Job Performance.   October 27, 1976

The completed questionnaire "What do you want in a job?" was

discussed. How attitude towards the job affects performance was also discussed.

V

Theme: College of Fisheries and Navigation.   November 2, 1976

Mr. Bob LeMessieur, guidance counselor at the College of Fisheries and Navigation, spoke to the students regarding the college and the courses for which they are eligible. He accompanied his talk by a slide/tape presentation.

VI

Theme: College of Trades and Technology.   November 3, 1976

Mr. John Harnet, guidance counselor at the College of Trades and Technology, spoke to the students regarding the college and the courses for which they are eligible.

VII

Theme: Sources of information regarding careers.   November 15, 1976

A list of all the sources of information regarding careers was made. What sorts of information one needs to know regarding choosing particular occupations was also discussed (Worksheet VI).

VIII

Theme: Applying for a job.   November 16, 1976

Mr. Bob Porter, representative from Canada Manpower, spoke to the group on "Applying for a job." He did creative job search techniques.

IX

Theme: Relationships.   November 25, 1976

Employer-employee relationships were discussed (Worksheet VII). The activity "Guided Fantasy" was completed (Worksheet VIII). The students then discussed what they gained from participation in the career group.

WORKSHEETS

I

VALUES APPRAISAL SCALE

This scale provides a brief, simple means of appraising your values. Many schools have more comprehensive values inventories available through the counseling office.

You will read 100 statements indicative of 10 defined values.

If a statement is <u>definitely true</u>, circle the 10.
If a statement is <u>mostly true</u>, circle the 7.
If you are <u>undecided</u> whether a statement is true or false, circle the 5.
If a statement is <u>mostly false</u>, circle the 3.
If a statement is <u>definitely false</u>, circle the 0.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to church services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0

11. I have a close relationship with either my mother
or father.   10   7   5   3   0

12. I have taught a Sunday school class or otherwise
taken an active part in my church.   10   7   5   3   0

13. I am willing to spend time helping another student
who is having difficulty with his studies.   10   7   5   3   0

14. Even at the same salary, I would rather be boss
than just another worker.   10   7   5   3   0

15. I have a special appreciation for beautiful
things.   10   7   5   3   0

16. If I had the talent, I would like to appear
regularly on television.   10   7   5   3   0

17. I would like to counsel people and help them with
their problems.   10   7   5   3   0

18. I would enjoy associating with movie stars and
other celebrities.   10   7   5   3   0

19. I have a regular dental checkup at least once a
year.   10   7   5   3   0

20. I enjoy writing short stories.   10   7   5   3   0

21. I would rather spend a summer working to earn
money than to go on a paid vacation.   10   7   5   3   0

22. I like to attend parties.   10   7   5   3   0

23. I think it would be fun to write a play for tele-
vision.   10   7   5   3   0

24. I believe in a God who answers prayers.   10   7   5   3   0

25. I prefer being an officer rather than just a club
member.   10   7   5   3   0

26. I would spend my last $100 for needed dental work
rather than for a week's vacation in my favorite
resort.   10   7   5   3   0

27. I enjoy giving presents to members of my family.   10   7   5   3   0

28. If I were a teacher, I would rather teach poetry
than mathematics.   10   7   5   3   0

29. I often daydream about things that I would like to
have if I had the money.   10   7   5   3   0

30.	I enjoy giving parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be very satisfying to act in movies or television.	10	7	5	3	0
33.	When I am ill, I usually see or call a doctor.	10	7	5	3	0
34.	I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35.	I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40.	Someday I would like to live in a large, expensive house.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0

51. I have several very close friends.   10 7 5 3 0

52. I expect to provide music lessons for my children.   10 7 5 3 0

53. It is important that grace be said before meals.   10 7 5 3 0

54. I sometimes miss sleep to visit with late company.   10 7 5 3 0

55. I usually get at least 8 hours' sleep each night.   10 7 5 3 0

56. I like to design things.   10 7 5 3 0

57. I would like to be looked up to for my accomplish-
ments.   10 7 5 3 0

58. I would feel a sense of satisfaction from nursing
a sick person back to health.   10 7 5 3 0

59. I care what my parents think about the things I
do.   10 7 5 3 0

60. I daydream about making a lot of money.   10 7 5 3 0

61. I like to be the chairman at meetings.   10 7 5 3 0

62. It is thrilling to come up with an original idea
and put it to use.   10 7 5 3 0

63. I believe there is a life after death.   10 7 5 3 0

64. I would welcome a person of another race as a
neighbor.   10 7 5 3 0

65. If I were in the television field, I would rather
be an actor than a script writer.   10 7 5 3 0

66. I enjoy decorating my room at home.   10 7 5 3 0

67. I enjoy a picnic with my family.   10 7 5 3 0

68. As an adult, I want to earn a much higher salary
than the average worker.   10 7 5 3 0

69. I am careful to eat a balanced diet each day.   10 7 5 3 0

70. I often influence other students concerning the
classes in which they enroll.   10 7 5 3 0

71. I would like to be written up in Who's Who.   10 7 5 3 0

72. I read the Bible or other religious writings
regularly.   10 7 5 3 0

73. If I were in the clothing industry, I would enjoy creating new styles. 10 7 5 3 0

74. I look forward to an evening out with a group of friends. 10 7 5 3 0

75. When I am with a group of people, I like to be the one "in charge." 10 7 5 3 0

76. I dislike being financially dependent on others. 10 7 5 3 0

77. When a friend is in trouble, I feel I must comfort him. 10 7 5 3 0

78. I love my parents. 10 7 5 3 0

79. I never skip meals. 10 7 5 3 0

80. I have a collection of phonograph records. 10 7 5 3 0

81. I have a particular friend with whom I discuss my personal problems. 10 7 5 3 0

82. I believe that God created man in His own image. 10 7 5 3 0

83. I enjoy buying clothes for members of my family. 10 7 5 3 0

84. I enjoy having people recognize me wherever I may be. 10 7 5 3 0

85. I like planning activities for others. 10 7 5 3 0

86. I do not smoke. 10 7 5 3 0

87. I feel good when I do things which help others. 10 7 5 3 0

88. Someday, I would like to write a novel. 10 7 5 3 0

89. I would put up with undesirable living conditions in order to work at a job that paid extremely well. 10 7 5 3 0

90. I belong to several clubs and organizations. 10 7 5 3 0

91. If I ask God for forgiveness, my sins are forgiven. 10 7 5 3 0

92. I would enjoy having my picture in the school yearbook more than it has been in the past. 10 7 5 3 0

93. I often organize group activities. 10 7 5 3 0

94. When I see a newly constructed building, I consider its beauty as much as its practical use. 10 7 5 3 0

95. I respect my mother and father. 10 7 5 3 0

96. I like to design or make things that have not been made before. 10 7 5 3 0

97. Some of the hobbies I would like to engage in are quite expensive. 10 7 5 3 0

98. I enjoy classical music. 10 7 5 3 0

99. I would never use potentially harmful drugs because of what it might do to my body. 10 7 5 3 0

100. I am kind to animals. 10 7 5 3 0
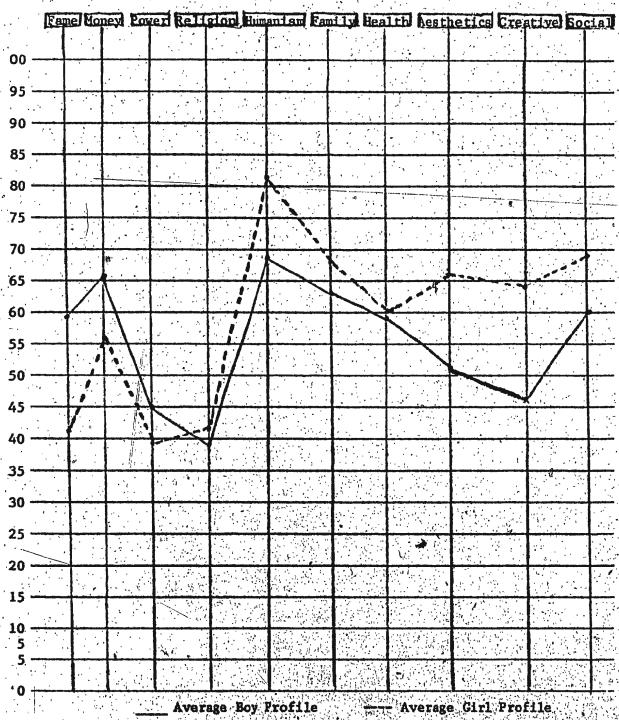
SCORING YOUR VALUES APPRAISAL SCALE

For each of the 10 values, record the answer marked with a circle for the statements indicated.

Fame Statement #	Money Statement #	Power Statement #	Religion Statement #	Humanism Statement #
6 _____	7 _____	9 _____	2 _____	5 _____
16 _____	21 _____	14 _____	12 _____	13 _____
18 _____	29 _____	25 _____	24 _____	17 _____
32 _____	40 _____	39 _____	34 _____	31 _____
44 _____	48 _____	47 _____	41 _____	42 _____
57 _____	60 _____	61 _____	53 _____	58 _____
65 _____	68 _____	70 _____	63 _____	64 _____
71 _____	76 _____	75 _____	72 _____	77 _____
84 _____	89 _____	85 _____	82 _____	87 _____
92 _____	97 _____	93 _____	91 _____	100 _____
Total _____	Total _____	Total _____	Total _____	Total _____

Family Statement #	Health Statement #	Aesthetic Statement #	Creative Statement #	Social Statement #
8 _____	1 _____	3 _____	10 _____	4 _____
11 _____	19 _____	15 _____	20 _____	22 _____
27 _____	26 _____	28 _____	23 _____	30 _____
35 _____	33 _____	36 _____	37 _____	38 _____
43 _____	50 _____	49 _____	45 _____	46 _____
59 _____	55 _____	52 _____	56 _____	51 _____
67 _____	69 _____	66 _____	62 _____	54 _____
78 _____	79 _____	80 _____	73 _____	74 _____
83 _____	86 _____	94 _____	88 _____	81 _____
95 _____	99 _____	98 _____	96 _____	90 _____
Total _____	Total _____	Total _____	Total _____	Total _____

PROFILE OF VALUES

| Fame | Money | Power | Religion | Humanism | Family | Health | Aesthetics | Creative | Social |

00
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
5
0

———— Average Boy Profile   — — — Average Girl Profile

To see how your profile compares to the averages of other boys and girls, plot your own profile on the graph above by using your total for each value on the previous page.

Reference: Kimbrell, G. and Vineyard, B. Activities for succeeding in the world of work. Bloomington, Illinois: McKnight Publishing Company, 1972, pp. 86-95.

II

KNOW YOURSELF

Name _____   Date _____

I. Education

1. What marks did you receive in your two best subjects?

2. Which subjects (courses) have been most interesting? What did you like about them?

3. Which subjects (courses) have been least interesting? What did you dislike about them?

4. In which subjects do you do best? With regards to these subjects, in which particular components do you perform well?

5. In which subjects do you do poorly? What do you find difficult with regards to these subjects?

6. List any special difficulties you have with your courses.

II. Past Work Experience

7. List past jobs you have had, and briefly state what you did in each.

8. Which jobs did you like best? What did you like in each of them?

9. Which jobs did you do best? What were your duties?

10. What special difficulties have you encountered in work?

11. Among the jobs and organizations you have observed or learned about while working, are there some which provide suggestions about your career?

III. Leisure Activities

12. Indicate all the activities in which you have spent your leisure time during the last 2 or 3 years.

13. Which activities did you like best? What was it about the activity you found to be of interest?

14. In which activity did you do best? What skills were you required to use?

15. What kinds of interests do your leisure activities reflect most?

outdoor _____ indoor _____ mental _____ manual _____

group _____ individual _____ active _____ passive _____

creative _____ nature _____ other _____

16. For each category checked indicate how you have demonstrated the particular interest.

IV. General

17. Are there projects not mentioned above which you carried through successfully?

18. Are there others which you have failed to finish successfully?

19. In which fields have you been most original and creative?

20. In which fields have you applied yourself most steadily and energetically?

*Adapted from a questionnaire, Counselling Centre, Memorial University. Career planning and decision making. St. John's, Nfld., 1974.

III

HOW DO YOU FEEL ABOUT WORK?

Directions: Following is a list of statements that people have made about work. Place a check (✓) in the column that best describes your feelings. When you have completed this checklist, discuss your reasons for answering as you did with other members of your class.

Agree	Undecided	Disagree	
___	___	___	1. All able-bodied adults should earn their living by working.
___	___	___	2. Most work is dull, routine and uninteresting.
___	___	___	3. Work means physical labour.
___	___	___	4. A person without a job has no social standing in our society.
___	___	___	5. Mothers should not work outside the home.
___	___	___	6. Even if they had enough money to support themselves, most people would still want to work.
___	___	___	7. People are less devoted to work today than they used to be.
___	___	___	8. Work provides meaning and purpose in a person's life.
___	___	___	9. It is possible to obtain a lot of satisfaction from doing a job well.
___	___	___	10. Anyone can rise to fame and fortune by working hard.
___	___	___	11. It is easier to relate to other people when we know what kind of work they are involved in.
___	___	___	12. Work provides an opportunity to be creative.

Reference: Dawson, C. and Tippett, L. Creating a career-career planning and job search workbook. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976. Project 1, Unit 2.

IV

WHAT SATISFACTIONS DO YOU EXPECT FROM WORK?

Directions: A list of the satisfactions people often seek in their jobs or as a result of their jobs is given below. Some of these satisfactions are very important to some people but unimportant to others. Which ones are most important to you?

Place a check (✓) in the column that best describes your feelings. When you have completed the list, write down the 5 work satisfactions that are of greatest importance to you. If some of the satisfactions you expect from work are not given here, include them on your final list.

I would like work in which I will...	Very Important	Mildly Important	Not Important
1. have a chance to be of some use to other people.			
2. make beautiful things and add to the beauty of the world.			
3. invent new things, design new products or develop new ideas.			
4. have a chance to think for myself and learn how and why things work.			
5. get a feeling of accomplishment in doing a job well.			
6. obtain status and respect.			
7. plan and lay out work for others to do.			
8. earn a good salary and satisfy my material wants.			
9. feel certain about having a job, even in times of high unemployment.			
10. be in pleasant surroundings—not too hot, cold, noisy, dusty, etc.			
11. be supervised by someone who is fair and with whom I can get along.			

	Very Important	Mildly Important	Not Important
12. be with other people whom I like and get to know them.	_____	_____	_____
13. be permitted to lead the kind of life I choose and be the type of person I wish to be.	_____	_____	_____
14. have a chance to do a variety of things.	_____	_____	_____

Satisfactions I expect from work in order of their importance to me:

1. _____

2. _____

3. _____

4. _____

5. _____

Reference: Davison, C. and Tippett, L. Creating a career--career planning and job search workbook. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976. Project 2, unit 2.

V

WHAT DO YOU WANT IN A JOB?

Directions: Surveys have been conducted from time to time to find out
what people really want from the work that they do. The
following items appeared in a recent survey. Employees were
asked to rank them from 1 to 10 in order of importance.
How would you rank the items?

When you decide which one is the most important to you, mark
a "1" in the column on the right. Then, decide on the
second most important thing for you to have in a job. Mark
it with a "2". Continue until you have ranked all the items
from 1 to 10. When you have finished, compare your answers
to the results of the survey which are printed below.

Expectations from Work	Importance to Me
a. Good wages	____
b. Job security	____
c. Promotion	____
d. Good working conditions	____
e. Work that keeps you interested	____
f. Personal loyalty to workers	____
g. Tactful discipline	____
h. Full appreciation of work done	____
i. Sympathetic help on personal problems	____
j. Feeling "in" on things	____

There are no right or wrong answers to this short survey. For your
information, here is the way that the majority of workers responded to
the questionnaire.

1.	h	6.	e
2.	j	7.	c
3.	i	8.	f
4.	b	9.	d
5.	a	10.	g

Are there other things that you want from the work that you do? If so,
list them here:

_____

_____

Reference: Davison, C. and Tippett, L. Creating a career--career plan-
ning and job search workbook. Prince Albert, Saskatchewan:
Department of Manpower and Immigration, 1976. Project 1,
unit 7.

VI

CHECKLIST FOR OCCUPATIONAL INFORMATION

1. What are the basic job duties? What subspecialties exist within the job?

2. What is the typical job setting? (i.e. indoors? work alone? work at a desk?)

3. What are the hours required? (i.e. regularity, freedom to set schedule, vacation time, etc.)

4. What are the regional opportunities for this job? Are there any requirements for geographic location?

5. What are the educational requirements? What degrees, if any, are needed? Which colleges and universities offer the necessary training? What additional special training on the job is needed?

6. What sorts of intellectual and personal qualities are required to succeed and be happy in the job?

7. What are the opportunities for advancement? What opportunities exist for horizontal movement within the organization?

8. What is the beginning salary range? What is the potential salary after 5 to 10 years of experience? What fringe benefits are available?

9. What are the demographic characteristics of workers in this job? (i.e. male/female ratio, age ranges of employees, opportunities for minorities, etc.)

10. What is the potential future of this type of work? Will there be a demand for this job 25 years from now?

11. How might this job be affected by economic recession?

12. What health and accident hazards, if any, exist?

13. What employee organizations exist? What services do they offer?

14. What are the positive aspects which attract you to this job? What negative aspects exist?

15. What additional sources of information are available for you regarding this job?

16. What would a typical day in this job look like for you?

17. What sorts of frustrations would the job confront you with?

18. What sorts of satisfaction would the job provide for you?

Reference: Counselling Centre, Memorial University. Career planning
and decision making. St. John's, Nfld., 1974.

VII

CASE STUDIES INVOLVING EMPLOYER-EMPLOYEE EXPECTATIONS

Directions: All of the situations presented here involve certain
employer-employee expectations. Read each one carefully.
Then, answer the questions which follow. When you have
finished, discuss your answers with the rest of the class.

Situation 1

Harry and Judy began working in the meat department of a super-
market at the same time. They both do an excellent job of weighing,
wrapping, and arranging meat for display in the coolers.

Much of their work is done in the back room. When customers need
help, they ring a buzzer from the outside counter. Harry usually ignores
the buzzer, waiting for Judy to answer it. Sometimes, he even asks her
to go out to the counter because he is "too busy." Judy does not mind
doing this. She enjoys meeting people, and has become popular with many
of the regular customers.

Harry and Judy are given a one-hour lunch break and two fifteen-
minute coffee breaks each day. Harry's lunch hour usually lasts about
an hour and a quarter. His coffee breaks also go a little over time.
Judy often comes back from lunch early, and never takes coffee breaks of
longer than fifteen minutes.

When the assistant manager of the meat department was transferred
to another store, Harry applied for the opening. However, the manager
approached Judy and asked her to take the job even though she hadn't
applied.

The Questions

1. In this case, what were some of the expectations the employer had of
his employees? How were they met by Harry and Judy?

2. Do you think Harry's and Judy's boss made the right decision? Why
or why not?

3. If you were in Harry's position, what would you do to improve your
chances of promotion?

Situation 2

Bonnie was hired as a part-time bookkeeper for a hotel. One of
her duties was to count and record all the cash received. To test her
honesty, the manager placed an extra dollar in the cash register. When
she did up the cash that night, Bonnie pocketed the extra dollar instead

of entering it in the "Cash Over" column of the daily ledger. She was fired the next day, after the hotel manager had confronted her with his evidence.

<u>The Questions</u>

1. Was Bonnie a thief? Why or why not?

2. Was the manager being fair in testing her the way he did? Why or why not?

3. Was the manager justified in firing Bonnie? Why or why not?

<u>Situation 3</u>

George worked as a salesperson in the furniture department of a large store. Saturday is the busiest day in this department. When George began working, his supervisor told him that his regular day off would be Monday. Unless something exceptional came up, he and the other salespersons would always be expected to work on Saturday.

A cousin of George's was getting married on a Saturday. He meant to ask his supervisor for time off to attend the wedding, but he kept forgetting to make his request. Finally, the day before the wedding and just as the store was closing, George asked for permission to be away the following day.

"I'm sorry," his supervisor said, "but I've already told Lynda she could take tomorrow off. She asked me about two weeks ago. We just can't afford to be short two salespersons on a Saturday."

George became very angry. As he walked out, he said that he would not be back.

<u>The Questions</u>

1. Was the supervisor unfair with George? Give reasons for your answer.

2. Was George justified in being angry? Should he have quit the job over this matter? Why or why not?

3. What behaviours will George have to change if he wants to get and keep future jobs?

<u>Situation 4</u>

Chris is offered a job he really wants in a field that has always interested him. There is a chance for advancement and he likes the people with whom he would be working. But, the salary is very small and is not likely to increase for some time. His uncle has also offered him a fairly important, though boring, job at a high salary. He does not like his uncle.

Chris has a wife and two children to support. If he takes the first job, there will be enough money for essentials, but not for any luxuries for quite awhile. The second job would support them very well.

The Questions

1. In deciding which job to take, what factors related to job satisfaction is Chris having to consider?

2. Do you think that job satisfaction is less or more important than responsibility to your family? Give reasons for your answer.

Reference: Davison, C. and Tippett, L. Creating a career--career planning and job search workbook. Prince Albert, Saskatchewan: Department of Manpower and Immigration, 1976. Project 2, unit 7.

VIII

GUIDED FANTASY

Typical Work Day in the Future

Purpose: To provide participants the opportunity to permit their fanta-
sies about their projected life styles to emerge.

Read to participants: ("..." indicates a 10 second pause)

Close your eyes, take a few deep breaths and relax. Remove all feelings of tension from your body, and erase all previous thoughts and worries from your mind...

Imagine that you are getting up on a typical work day about five years from now. You're sitting on the side of your bed trying to decide what kind of clothes you are going to wear. - Take a moment and look over your wardrobe. What type of clothing do you finally decide to wear?...

Imagine yourself getting ready for work... Any thoughts while you're getting ready about the day to come?... What kinds of feelings do you have as you look forward to your work day?... Do you feel excited? Bored? Apprehensive?... What gives you these feelings?...

It's time for breakfast now. Will you be sharing breakfast with someone, or will you be eating alone?...

You've completed your breakfast now, and are headed out the door. Stop for a moment and look around your neighborhood... What does it look like?... What does your home look like?... What thoughts and feelings do you experience as you look around?...

Fantasize now that you're heading toward work. How are you getting there?... How far is it?... What new feelings or thoughts are you experiencing?...

You're entering your work situation now... Pause for a bit and try to get a mental picture of it. Think about where it is and what it looks like... Will you be spending most of your time indoors, or out-doors?... How many people will you be working with?...

You are going to your specific job now. Who is the first person you encounter?... What does he or she look like?... What is he or she wearing?... What do you say to him or her?...

Try to form an image of the particular tasks you perform on your job... Don't think about it as a specific job with a title such as nurse or accountant. Instead, think about what you are actually doing such as working with your hands, adding figures, typing, talking to people, drawing, thinking, etc.

In your job, do you work primarily by yourself or do you work mostly with others?... If you work with others, what do you do with them?... How old are the other people?... What do they look like?... How do you feel towards them?...

Where will you be going for lunch?... Will you be going with someone else? Who? What will you talk about?...

How do the afternoon's activities differ from those of the morning?... How are you feeling as the day progresses?... Tired?... Alert?... Bored?... Excited?...

Your work day is coming to an end now. Has it been a satisfying day?... If so, what made it satisfying?... What about the day are you less happy about?... Will you be taking some of your work home with you?

How has your work day fit into your total day?

(Pause here to allow participants to finalize their fantasy experience. Then bring them back to the present and begin a discussion about what they experienced.)

As each person shares their fantasy, ask the following questions as probes for thought:

1. What new information did your fantasy send to you concerning yourself?

2. How realistic or attainable were the elements of your fantasized work day?

3. What is your general overall feeling response to your fantasy? Confused? Happy? Sad? Concerned? Indifferent?

4. What general sorts of occupational areas fit the situation described in your fantasy?

Additional data gained from the experience regarding values, interests, goals, etc. should be summarized and included on the students' Summary Sheets for future reference.

APPENDIX B

STUDY SKILLS PROGRAM

OBJECTIVES OF THE STUDY SKILLS PROGRAM

1. To help each student develop a realistic understanding of the value of studying.

2. To motivate each student toward developing more efficient and more effective study habits.

3. To improve each student's efficiency through: (a) better utilization of his available study time; (b) improved organization of his study environment; (c) improved reading techniques.

4. To improve each student's efficiency in preparing for and taking examinations.

I

THE VALUE OF STUDYING

Many students want to do well but they find they lack the interest to study. The only cure for this is to concentrate on the most sensible reasons why one should study. This, in turn, will give each a purpose for studying.

Discussion regarding the purpose for studying can be started by introducing the idea of brain-storming. The students are requested to list all the reasons why they should study. Then they evaluate each for its validity.

Example: By studying hard, a student can obtain benefits such as the following:

1. An education enables a person to be exactly the person he has the capabilities of being.

2. A person finds meaning and purpose in his life by being successful in his chosen occupation.

3. Education can open many doors.

4. Education can make you happy by making you feel a sense of achievement.

5. Education helps you become a better citizen by making you capable of thinking for yourself and developing an inquiring mind.

6. In most cases an education helps a person get a job which, in turn, enables you to earn good money.

7. Education gives you the ability to learn how to communicate.

8. Education helps you to influence others.

9. Education helps us to appreciate art, books and music.

Studying is very hard work and requires considerable effort. Studying is all the habits, purposes and practises a person uses in order to learn.

The first step in developing successful study skills is developing an attitude which is conducive towards learning. The next step is to make these rewards contingent upon completion of one or more study tasks. Before a student starts he decides a cup of coffee will be a reinforcer for him at this particular time, and he will allow himself to have one after he has finished the task. Self-reinforcement provides some payoff or reward for study activities which are not intrinsically reinforcing for students and for which external incentives are intermittent or absent.

Another way to motivate students is to use sayings and quotations of great men. Students discussed the following quotations of great men in relation to studying:

1. If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.

(Benjamin Franklin

2. Inability is not a shame, but not wanting to learn is.

(German proverb)

3. Practise is in all things the best teacher for mortals.

(Euripidis, 484-406 B.C.)

4. Sincere effort must be coupled with persistence.

(Johann Wolfgang Von Goette)

5. Don't let yesterday use up too much of tomorrow.

(Will Rogers)

Throughout the study skills course many ideas will come to the surface which will help students in their studying. But it is important to remember ideas don't work unless they are put into action.

II A

LISTENING

Students are given the Interest Measurement Test to help them realize the importance of listening.

Interest Measurement Test

1. Do you learn the names of people who are introduced to you?

2. Are you ready and waiting to listen when someone begins to speak, or do you miss the opening remarks?

3. Are you thinking of what you are going to say when you are talking to someone?

4. Are you addicted to the fatal belief that you can listen to two things at once?

5. Have you ever tested yourself to see exactly how much of what is said to you, you remember?

     Do you know how to study? Listening is the first step in learning. Seventy-five percent of our knowledge is acquired through listening. You learn to listen and then you listen to learn. The average person is only a half-listener. That is, he only listens to, or hears, about one-half of what is said to him.

Suggestions for Improving Listening

1. Read ahead, before class, the material the teacher will discuss.

2. Be prepared to listen as soon as the bell goes. Remember, today may be the day that you will hear something that will change the rest of your life. Also, the important information is usually given at the beginning and end of the class. If you can develop the power to listen for the first ten minutes of the class, you will be able to develop the power to listen for the whole class.

3. Sit in a position conducive to listening. Sit up strait and be alert to every word the teacher says. Turn a deaf ear to all other sounds and keep your eyes focused on the teacher. Train yourself to listen to all of your teachers since each one has something important to say to you. Adapt yourself to every teacher's individual style.

4. Have your ears tuned for directions and assignments. Write down all assignments in a notebook.

5. When you ask questions, listen for the answer as if it contains the secrets of your life.

6. Take notes on what the teacher says is important. Ex. ' Five main causes of the acceptance of the treaty are . . .

7. Since you can listen faster than the teacher can talk, listen between the lines. Anticipate what the teacher's next point will be, or summarize what the teacher has said to this point in your own words.

8. Check yourself every time your mind begins to wander.

Activities to Help Improve Listening

1. Listen to a fifteen minute newscast. Write down six events that were on the news.

2. Write down five things in becoming a good listener.

3. Pick out the best listener you know.

4. Write down the most important sentence you heard today.

If you listen you may earn rewards such as:

1. A subject you thought was extremely difficult and dull may really be easy and interesting.

2. The work may become easier all around.

3. You may learn more about the personalities of your teachers and classmates.

4. You may discover leads that may answer questions in other subjects.

5. Class time will go very quickly.

See Information Sheet I: The Signs of a Good Listener.

II B

CONCENTRATION

The following procedures could help you control your concentration:

1. Self-reward. Improving your concentration on the principle of giving yourself a reward. For example, let's say a coke is highly valued by you, so what you do is make the coke the reward for as many minutes of concentration that you feel you can stand. Or another example would be using the telephone as a reward, only making or accepting calls after a certain period of concentration. What you are doing is rewarding your study behaviour with things that give you pleasure.

2. Thought-stopping. Whenever a thought comes to your head that does not fit in with what you are concentrating on, say to yourself, "STOP" immediately, and proceed with your reading. Repeat this procedure every single time stray thoughts enter your mind.

3. __Exhaustion of thoughts__. Example: Whenever you are concentrating and a stray thought enters your mind that you cannot get rid of, immediately get up from your desk, move to another area of the room and think about the stray thought or daydream for as long as you can before returning to your desk to resume your work.

Review Questions

1. What are two ways of improving concentration?

2. Define concentration in your own words--what does concentration mean to you?

3. Describe two things that might interfere with concentration.

4. How does self-reward help a person to concentrate? Give an example of a self-reward technique.

III

WHERE SHOULD ONE STUDY?

Where do you study? Whether you live in a large house or a tiny apartment, you can arrange a good workshop for studying. You can do this by following a few simple rules:

1. Choose a quiet room. Most people study best when there are no interruptions. Unless you are different, you will do your best work when you are alone and away from the television, radio, or telephone. If you have a room of your own, you can control the amount of noise. Even if you have to study in the corner of a crowded room, you can ask your family to help by leaving you alone and keeping it reasonably quiet while you are studying. (Do not take any phone calls because this will interrupt your train of thought, and it will be hard to get back on the same track after the call. Ask your family to take a message and tell the person you will call them back later.)

See Information Sheets II and III

2. Make sure the room is ventilated and the temperature is around seventy degrees. If the room is below this temperature, you will probably find it chilly. If the temperature is above this, you will probably find it too warm and fall asleep.

3. Sit on a hard chair. Studying is hard work. A soft, cushioned chair will send you off into dreamland before you know it. A straight-backed, hard chair will be much better.

4. Have a table or desk. You should have a desk or table to hold your book and to provide a work area. However, do not have anything on

the desk besides what you need for studying. Pictures, greeting cards, souvenirs will only take your mind off your studying. Also, you should avoid putting your desk in front of a window or mirror because you will easily be distracted.

5. Have adequate lighting. Good lighting will cause you to make fewer mistakes. It will also cause you to work faster, be less tired and feel better.

Always have more than one light in the room so that there will be no very dark or very light spots on your books. A good reflecting desk lamp and especially treated reading bulbs will reduce glare.

Your eyes should be about fourteen inches from your book. If the book is any closer, your eye muscles will have to work harder, thus they will get tired faster. Hold the book at an angle so that each word is about the same distance from your eyes.

6. Keep all supplies nearby. Do not have to look for supplies. Having to look for a pencil means lost time. Use the following list when you arrange your study area:

a) Dictionary: Careful work is impossible without a good dictionary. Spelling must be perfect; the meanings of new words should be looked up and learned. It is impossible for you to study efficiently without using a dictionary often. Good paper backed dictionaries are inexpensive.

b) Assignment book: This is the book in which you write down all of your assignments and it should be kept handy at all times.

c) Textbooks and workbooks: Make sure you bring the necessary books you need to complete an assignment at home. How many tales of sorrow begin with, "Oh, I forgot my books and the assignment is due tomorrow."

d) Notebooks: Notes taken in class should be kept in an orderly manner. They can be kept on loose leaf paper or in an exercise book. You have an exercise book for each subject if you use them at all. Whatever type of notebook you use, you should know exactly where your notes are at all times.

e) Reference books: Many assignments need more information than can be found in your own textbooks. This means you will need library books, magazines, pamphlets, etc. These books are your reference books.

f) Watch: Keeping to your schedule will mean respecting time. You may be surprised to see how fast time passes.

g) Supplies: You should have the following items ready for use at all times: pencil pen, eraser, ruler, math set.

7. Do not eat while studying. It takes your mind off what you are doing.

NOTE TO INSTRUCTOR: Role-playing could be very useful in this section to convey the required ideas.

See Information Sheet IV: Study Area Assessment

IV

WHEN SHOULD ONE STUDY?

Have you ever watched a good workman? If you have, you probably noticed that he knew exactly what he had to do. He wasted no time asking, "What do I do next?"

At the end of the day a good workman has the feeling of having achieved a great deal. He works well because he has a plan. If you are to study well, you too will need a plan. You will have to arrange your time so that you will be able to finish your studying without feeling tired or rushed. You can do this by following certain rules:

1. The first step should be to set aside a definite amount of time for study every day. While study can be relatively easy and enjoyable, it is not magic. Some people study by cramming the night before exams, but that is about the worst way to study. It is far better to have a plan and do a little each day. This will cut down on the work load you have to do the night before exams.

2. The amount of study time depends greatly on how much homework the teacher assigns each night, and how well you are doing in your work. A good time to study is about a half hour after dinner, but this will vary with the individual. Many people find the time right after school, while it is still light outside, can best be used for recreation, visiting, or household chores. The hardest rule for you to get used to would be the fact that study time should not be used for anything else unless there is a very special reason. Taking time to study should become a habit. Every time you break your schedule, you will find it much harder to get back to it again. This requires a great deal of self-discipline. If time is, for some reason, borrowed from your study time, it should be repaid as soon as possible.

3. If you have any study periods during the day, this would be the best time to do your written work or work on your most difficult subject.

4. You should make a study schedule. You begin by deciding what time you have available for study, recreation, and sleep. (Instructor acquires a copy of the classes timetable and works from there with the class.)

5. In making your schedule you decide what subjects you have to prepare for each night. It may not be necessary to study every subject every night. If you find that you do not have much to study for the next day, you should start an assignment which is not due for awhile yet. It is important to start an assignment as soon as possible after you get it.

See Information Sheets V and VI

6. Many people wonder what subject they should study first--their easiest or their most difficult. If you have written work that requires a lot of concentration, you should start with this. Your routine written work, which you find very easy, could be done later when you are possibly a little tired. This routine written work can act as sort of a reward for doing the more strenuous work first. So it is a good practise to start off with your more difficult work and work towards your easiest.

7. Give yourself a few minutes break between each subject. During this break, stand up, walk around the room, or stretch. The desire to do something else will be very strong but pass the word on to your family and friends, "No telephone calls. No interruptions. Genius at work."

Students in the higher grades may find it more beneficial if they take a fifteen minute break after studying two or three subjects rather than taking a break after each subject.

8. When you have neither a daily assignment or a long term assignment in one subject, you may take a double study period to study for an emergency assignment in another subject. Remember, this arrangement is only for unusual cases. At all other times study every night for the next day, even when there are no assignments.

9. Always begin studying exactly on the time you have set aside for your study period, and after awhile it will become natural to begin studying at that time.

Making a study schedule and sticking to it is sure to do wonderful things for you. It will:

- give you more time than you realize for recreation;

- keep you up to date on all your school work;

- do away with feelings of anxiety and nervousness;

- help improve your marks almost immediately.

V

HOW TO STUDY

Up to now we have talked about the value of studying, conditions

conducive to good studying, the value of listening and when to study. Once you have the right conditions for studying and a time to study, the next thing is how to study. The following suggestions may help you in learning how to study:

1. The first thing to do is see exactly what you have to do. If you have to read a story in language, read the title, then the subtitles. (Instructor reads the following story without telling the title to see the importance of having a title.)

Washing Clothes

The procedure is actually quite simple. First, you arrange things into different groups. Of course one pile may be sufficient according to how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step. Otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than to do too many at once. In the short run this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure may seem very complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into groups again. Then they can be put in their appropriate places. Eventually they will be used once more, and the whole cycle will then have to be repeated. However, this is a part of life.

2. Read the summary.

3. Look at the pictures, tables, and diagrams in the material to help put your reading into perspective.

4. Read the questions at the end of the section, if any. Then before you do any more, stop and think. Ask yourself a few questions:

   a) What do I have to do?

   b) What do I know about the subject?

   c) Do I know anything else written by the author?

This gives you a frame of reference from which to work.

Question (c) above may not be applicable to some subjects such as geography or history. Read the selection having question (a) in mind.

5. In history, geography, biology and other related subjects, you find headings for each section. Turn these headings into questions and read to find the answers. Ex.: Biology - Heading: The Work of the Digestive System. Question: What is the work of the digestive system and how does it work?

6. After reading the first section, try to recite the answer. It is a good practice to jot the answer down when you have finished the section. If you know there are five causes of World War I, and you know only four of them, then go back and learn the other cause from the book.

7. Write the answer very briefly in your own words. When the lesson is over, review the notes you have taken. At the end of each study section, be sure you know the answers to the questions at the end of each section.

8. Also, if the teacher has given you study questions, you may let these guide your reading.

9. Review work with regards to mathematics -- Work through several examples whether they have a formula like A=LW or an equation solving a problem, making sure you understand the concept as you review. If you do not understand the concept, ask the teacher to go over it for you in the next class period and make sure you know all the vocabulary and review it often.

VI

HOW TO TAKE NOTES

Note-taking is an important key to successful studying and learning. Why? It is your personal diary of what you want to know. It helps you concentrate and keep awake in class. It brings to bear two senses, sight and hearing, in the learning process. It is also an aid to recall when you want to review.

First, you will need a notebook--loose-leaf or bonded. A loose-leaf notebook can hold your notes for several subjects and spoiled pages can be removed. Also, you can add or remove pages whenever you wish. But a bound notebook is sturdier and the pages last longer and they cannot be lost. Usually the teacher will tell you what kind of notebook to use.

The following suggestions will ensure good sound notes.

1. Arranging the notebook.

   a) On the cover and the first page, write your name, grade, school and subject.

   b) Number each page in the upper right hand corner.

   c) Save pages for the table of contents. Begin with the first big topic you take in class and add pages and topics this way:

History   Page

d) Keep a margin. This section should be kept clear except for the writing of a date, a new vocabulary word, a special assignment, or a question. Each time you write notes, write the date in the margin. When the teacher says, "Remember the work we did last Friday," you will be able to check without trouble.

Whenever you are given a special assignment, hear a vocabulary word, or find a question popping in your mind, write it in the margin.

e) If you use a loose-leaf book, use dividers to separate each subject.

2. Take your notes in ink or pencil that will not smudge. You will want to refer to them again, but they will not be too useful to you if you cannot read them.

3. Write legibly and clearly. We will have to make a special effort to do this because you will be taking notes under pressure, listening and trying to decide what is important. Doing all these things will be difficult, but with a little patience you will have a good set of notes that you can read.

4. Use your own abbreviations for common words or phrases. Example: "&" means and, "x" means wrong, "≠" means not equal to, "=" means equal to. This will enable you to write down more of what is said in less time.

5. Underline, or mark in some way, the most important points that you want to remember and review. One student went through his notebook after an exam to see how many things he had marked important were on the exam. He found that 67% of the exam was marked important in his notebook.

6. Select the main ideas. Do not try to write everything down. Listen for key words. Try to write it down in your own words, not the teacher's. Try to listen for clues such as "the four main causes were," or "to sum up." The more time a teacher spends on a topic the more important the topic is likely to be. So if your teacher keeps coming back to a certain point, you can say that that point is a very important one. This point should be marked in your notebook.

7. If the class gets into a discussion, just jot down the main points that come up.

8. Outline -- Remember to write down the main ideas in as few words as possible. Use your own words unless the teacher puts titles or new

vocabulary words on the board. Example: Suppose you are learning about iron and steel as an industry. In class the teacher will lead the discussion. The main points may be:

a. Raw materials   d. Industrial centers

b. Manufacturing   e. Trade

c. Products

Now take one of the main headings. Let us take (c) products. Remember, use as few words as possible. As the class discusses the topic, listen for facts. Example:

A. Big Manufacturing (the teacher first asked about this and the class gave the following list):

    1. Automation

    2. Freight cars and locomotives

    3. Framework for skyscrapers

    4. Airplanes

    5. Ships

    6. Turbines and engines

B. Small Articles:

    1. Kitchen utensils

    2. Tools

    3. Toys

    4. Sports equipment

    5. Jewelry

9. Leave spaces after topics and subtopics as you take notes. Leave at least one line after each topic and between subtopics. If you have to go back and fill in, you will have the needed space and you will not have to squeeze your writing in between two lines you have already written.

10. Look at your notes after class while the class is still fresh in your mind. If you missed any points, ask the teacher about them in the next class.

VII.

PREPARING FOR AN EXAMINATION

Think of an exam as an opportunity, not as a trap. You welcome the opportunity to see how fast you can run or ride a horse, so why not

show how well you can use your mental power by getting as good a mark as possible.

Prior to the exam, there are certain procedures to follow to prepare yourself for the exam:

1. Do not rely on cramming the night before the exam to learn enough to get through the exam. Start in time to get ready. Start the first day of school by taking good notes and review them often. Put hard facts and problems on cards and put them in your pocket. You can review them while waiting for a friend or riding the bus.

2. Do all questions at the end of the chapters in your notebook. This is a little test in itself.

3. Go over what the teacher stresses in class. This is a clue to what is important. If they are starred in your notebook do a little extra reading.

4. Get a good night's sleep. Try to relax and go to bed early. In the morning you should be relaxed and rested.

5. Take a good shower in the morning to be sure you are awake.

6. Eat a good breakfast. Your body will need the energy.

7. Be sure to take all the necessary materials to the exam room.

8. Do not come to the exam with the idea that you are going to fail, and do not panic. Think positive, not negative. Negative thinking often interferes with your chances of doing well.

9. Try to guess the questions before the exam and see if you can answer them.

During the test, certain procedures, if followed, will enable you to get the best possible results:

1. Read the directions for each question slowly and carefully. Be sure you know exactly what you are supposed to do. If there is any doubt, ask the teacher. Be sure to read all of the test so you will be sure of what area you are expected to conclude.

2. Answer the easiest question first since this will give you a feeling of success. Find out if you will be penalized for guessing. If you are, leave out the questions you are not sure of.

3. Do not spend all of your time writing. It will pay you to think first and organize your ideas so you can write better. Make an outline of proposed answers before you begin.

4. Write clearly so the teacher can read what you are writing. Remember, it does not take any longer to write legibly. Think of the teacher who has to read thirty or forty papers.

5. Budget your time. Give more time to the more important questions that carry a great deal of credit. If a question is worth 33%, then you should spend one-third of your time doing that question. If all questions carry equal value, divide your time equally amongst all of the questions.

6. Work as fast as you can. Do not waste your time daydreaming or thinking about other students who are finished. Maybe they have given up due to lack of answers. They are not going to help you, so come back to earth and concentrate on your exam.

7. If your mind goes blank on a particular question, do not panic. Give yourself time to think. If you can't figure it out, forget it and go on to another question. If you have a choice, you may not have to do that question.

8. Proofread for mistakes after you have finished your exam.

See Information Sheets VII and VLII.

INFORMATION SHEETS

I

THE SIGNS OF A GOOD LISTENER

1. He is prepared

    He enters the classroom with all the materials he needs. He has completed his assignments. Above all, he is serious about getting as much as he can from the lesson.

2. He looks at the speaker

    He watches the speaker's eyes. He studies the speaker's actions. In a short time he learns how to tell when the speaker is presenting a main idea.

    He is alert when the speaker

    - raises his eyebrows
    - suddenly speaks loudly or softly
    - moves his arms vigorously
    - says each word slowly
    - begins to write on the board
    - says something like:

        "More than anything else . . ."

        "Above all . . ."

        "The three big points to remember . . ."

3. He is courteous

    He never interrupts a speaker, nor does he do anything else that might annoy the speaker. If he cannot hear, he raises his hand and asks, "Would you be kind enough to speak just a little louder?" He makes himself a part of the lesson by:

    a) asking questions to clear up anything that he does not understand--"I've been listening to you carefully, Mr. Smith, but I missed the part about the forming of clouds. Could you go over that again, please?"

    b) giving information that will help the teacher develop a main idea--"Yesterday the class talked about the grizzly bear. In the school library I found a book that was written by an Alaskan trapper. Here is a picture that gives us an idea of the bear's size."

    c) making suggestions that will help the work along--"Since we are studying trade routes, would it be a good idea to draw them on a large map?"

A courteous listener never hesitates to call attention to the talents of his classmates. "Mr. Smith, you have been telling us about different kinds of flowers. Have you seen the beautiful drawings James made?" Nor does he hesitate to thank his teacher. What teacher wouldn't appreciate hearing a pupil say, "Thank you for the clear explanation about fractions. It helped me a lot today." Of course, appreciation of classmates and teachers must always be sincere.

4. He is patient

Since your mind races faster than the speaker's words, use the extra time for selecting main ideas or for taking notes. Be kind when your classmates seem to be asking questions about topics you understand. Help a hesitant speaker along with a good question or a bit of information.
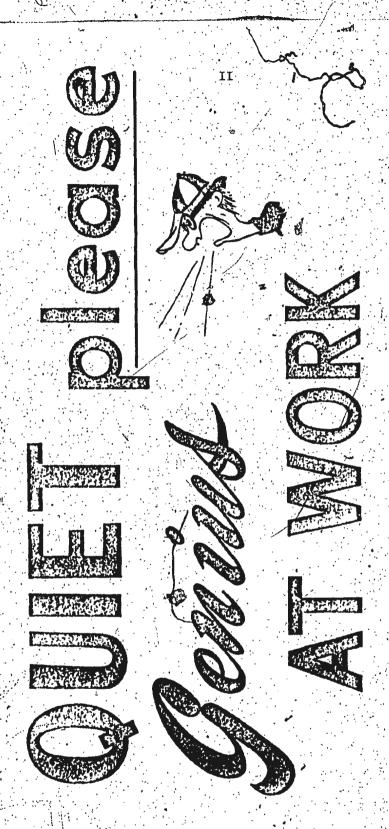
5. He takes part in discussions

Often the teacher will invite the class to consider a question. Make sure that you listen, that you think before you answer, and that you take part in the discussion. Instead of remaining quiet because you are "afraid to talk," contribute whatever you can. Listening to classmates and adding your own thoughts makes learning more interesting.
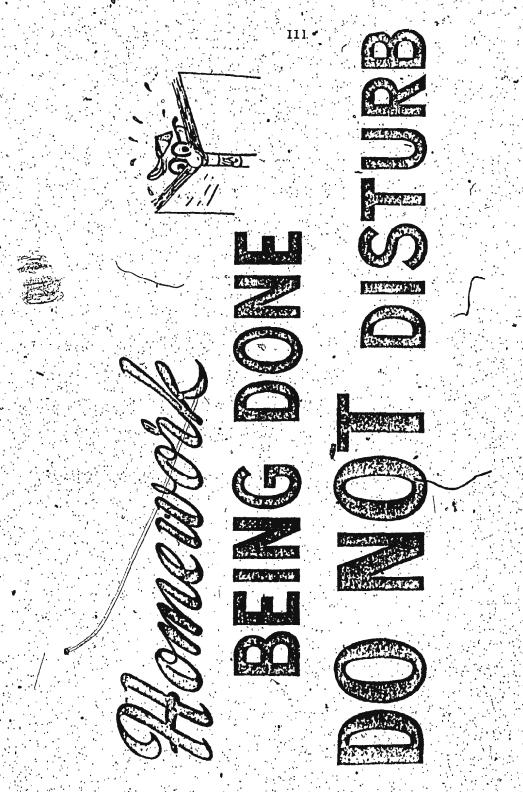
6. He takes notes

After a lesson is over, many of the important things that have been said will be forgotten unless you have kept a record of them. Writing down the main ideas clearly, as the speaker presents them, will help you keep up with the work. Good notes are absolutely necessary when you study for a test. Note-taking is so important that we shall consider it in detail in another lesson.

Reference: Kelner, B. Learn how to study. Chicago, Illinois: Science Research Associates, Inc., 1961, p. 17.

QUIET please

Genius

AT WORK

II

III

Reference: Wagner, R. Successful devices in teaching study habits. Portland, Maine: J. Weston Walch Publisher, 1961, p. 31.

III.

Homework BEING DONE DO NOT DISTURB

Reference: Wagner, R. _Successful devices in teaching study habits._ Portland, Maine: J. Weston Walch Publisher, 1961, p. 31.

IV

STUDY AREA ASSESSMENT

List the places which you
can use for study. Place
a check in the columns which
apply to each study area.
The area with the most check
marks should be the best
area for your study.

	4.	3.	2.	1.		
Comfortable temperature						CONFORT
Good lighting						
Good ventilation						
Comfortable chair						
Space to work						
Storage area						CONVEN-IENCE
Always available						
Nearby location						
No interruptions						
Quiet area						PRIVACY
No distracting food						
No distracting personal items						

Reference: Obtained from Mrs. Elaine Shortall, guidance counselor at
Prince of Wales Collegiate.

V

EXAMPLE OF A STUDY PLAN

Day to do the Task	From	To	Task or Assignment	Date Due - Day, Month Date	Complete Check Mark
Monday	6:30	7:30	1. Read pages 25 to 30 in Geography	Tues. Oct. 15	
	7:30	8:30	2. Problems 5 to 13, page 15 in Math	Tues. Oct. 15	
	9:00	9:30	3. Review notes and text book, pages 35 to 50 for quiz in Science	Thurs. Oct. 17	
Tuesday	8:30	9:00	1. Review Chapter 2 in History	Wed. Oct. 16	
	6:30	7:30	2. Make outline for Biology project	Thurs. Nov. 16	
Wednesday					

Reference: Obtained from Mrs. Elaine Shortall, guidance counselor at Prince of Wales Collegiate, September, 1976.

VI

STUDY PLAN

Day to do the Task	From	To	Task or Assignment	Date Due-- Day, Month Date	Complete Check Mark
Monday					
Tuesday					
Wednesday					
Thursday					

Reference: Obtained from Mrs. Elaine Shortall, guidance counselor at Prince of Wales Collegiate, September, 1976.

VII

<u>Practice Exercise:</u>

Complete this exercise as fast as you can. Indicate when you have finished.

1. What is your name?

2. How old are you?

3. Do not answer any of these questions until you have read them all, then begin at Number 4.

4. Do you like school?

5. Who teaches you Language?

6. Put three dots on your paper.

7. Draw a circle.

8. Add 24 + 36.

9. Draw a house.

10. What do you like best about school?

11. Divide 2/3 by 1/3.

12. Draw a rectangle.

13. Define: triangle.

14. What is the capital of Nova Scotia?

15. How many feet do you have?

16. Go to the door and open it.

17. Open the window.

18. Stand by your seat, then sit down again.

19. Drop your pencil on the floor; pick it up.

20. Now that you have completed reading this sheet, you do not have to complete any questions beyond Number 3.

VlII

What can you do to be more relaxed when writing a test?

1. Organize yourself well ahead of time. Be sure you have paper, pencils, erasers, etc.

2. If there are materials you have memorized and you are afraid you will forget them, write them down as soon as you are allowed to begin.

3. If possible, arrive before the test is to begin.

4. Use your time well during the test. Look over the whole test paper and then arrange the amount of time you will spend on each question. Be sure to leave time at the end for review (10-15 minutes).

Sample Test:

SCIENCE   Time: 1 hour

1. Why can snow remain all year on mountain tops at the equator?
                                                    10 min.

2. Why is the region east of the Rocky Mountains rather dry? 10 min.

3. What man-made factors influence the climate near large cities?
                                                    10 min.

4. Why do some soils absorb more heat than others? 10 min.

5. Why does the air above the sand become very cold at night? 10 min.

Review -- 10 min.

Reference: Obtained from Mrs. Elaine Shortall, guidance counselor at Prince of Wales Collegiate, September, 1976.