

AN EVALUATION OF THE EFFECTS
OF GROUP COUNSELING ON THE
SELF - CONCEPT, LOCUS OF
CONTROL AND REPORT CARD
GRADES OF CHILDREN

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AN EVALUATION OF THE EFFECTS OF GROUP COUNSELING ON THE
SELF-CONCEPT, LOCUS OF CONTROL AND REPORT CARD
GRADES OF CHILDREN

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the Graduate Council of
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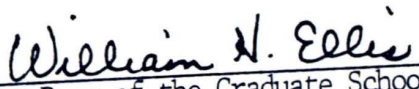
by
Mary Smith Simmons
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To the Graduate Council:

I am submitting herewith a Research Paper written by Mary Smith Simmons entitled "An Evaluation of the Effects of Group Counseling on the Self-Concept, Locus of Control and Report Card Grades of Children." I recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Arts in Education, with a major in Guidance and Counseling and a minor in Early Childhood Education.


Major Professor

Accepted for the Graduate Council:


Dean of the Graduate School

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CHAPTER I

INTRODUCTION

During recent years, educators have become increasingly aware that programs geared toward improving academic achievement must integrate those components that are identified as "affective." Students' academic ability cannot be separated from their feelings, values, and past experiences (Wirth, 1977). An increasing interest has been shown in establishing programs that affect the development of the "total person." A recent manifestation of this interest has been the extension of the counseling and guidance services to the elementary school. As a part of the educational team, counselors not only work directly with children, their behaviors and feelings, but they also help teachers bring more affect into the classroom and enhance the learning environment.

Perhaps the most cogent argument for the extension of the counseling and guidance services to the elementary level is based on the observation that many problems and difficulties displayed by adolescents seem to develop before entrance into the secondary school and by this time they may be "just too far gone to be helped" (Kranzler, Mayer, Dyer & Munger, 1966, p. 844). Some of the problems displayed by children develop prior to school enrollment or in primary grades. Ohlsen (1973) recommends that counselors focus more of their attention on primary grade children. He suggests that counselors should assist teachers and parents with children's developmental tasks in order that the children's problems might be prevented or treated earlier. He further recommends that counselors spend part of their time in group counseling with primary school children in order to facilitate the development of the "total person."

It has become increasingly apparent that the feelings and ideas children have about themselves have a direct influence on how well they perform in school. Support for this position comes from the studies of Coopersmith (1959) and Yamamoto (1972). They emphasize the importance of the development of a positive self-concept and its effect on achievement. Glasser (1969) also suggests that schools should place more emphasis on affective learning rather than the present policy of emphasizing academic skills and competition.

Some studies have shown that group counseling techniques have resulted in improved self-concept; others have shown no positive results in the area of self-concept change. To date, there is limited research to determine whether children who participate in group counseling actually change their perception of themselves. Therefore, the purpose of the present study is to investigate further the effects of group counseling with elementary students using group techniques focusing on improving self-concept. The rationale for the use of this procedure is that self-concept has been shown to be related to other personal and social characteristics such as locus of control and achievement.

Effectiveness of Group Counseling on Self-Concept

The quality of research designed to appraise outcomes of group counseling with children has improved markedly in the past decade. In particular, Ohlsen (1973) reported that research design and statistical analysis of data have improved. Perhaps the most common positive results found include improvement in the following areas: children's acceptance of self and others, acceptance by others, interpersonal skills, class participation, school achievement, congruence between perception of real self and ideal self, and classroom behavior. Few attempts have been made to study the

effects of group counseling on self-concept specifically. However, many studies have included an appraisal of self-concept as one variable in the study.

Broedel in 1958 (cited in Broedel, Ohlsen, Proff & Southard, 1960) compared the effects of group counseling with no counseling for under-achieving, gifted adolescents and found a significant difference between the two groups only with respect to "increase in self-acceptance." Follow-up research by Broedel et al. (1960) studied the effects of group counseling on the mental health and academic performance of ninth grade, gifted, under-achieving adolescents. The results of their study indicated an increased acceptance of self and others, improved ability to relate to peers, siblings, and parents, and a growth in achievement test scores.

Kranzler et al. (1966) attempted to assess the results of counseling with fourth grade children using sociometric status as a criterion. They found that about one-half of the counselors surveyed reported positive changes in their clients in the areas of school achievement, acceptance of others, family and peer relations, relations with authority figures, school behaviors, and school attendance.

Investigations by Payne and Dunn (1970) imply that the use of group counseling is sometimes markedly related to positive changes in self-concept. Students identified as the experimental group were divided into three subgroups of approximately 10 pupils each, placed with a certified public school counselor, and treated to 18 specified group counseling activities for a period of 50 minutes weekly. A control group consisting of approximately 15 pupils was not exposed to group counseling. The experimental group showed improvement in self-concept scores and interpersonal skills, but no significant gains were reported except in the

area of "mother" referent (how the children perceived their mothers to feel about them).

A study by Crow (1971) compared three different group counseling techniques: a structured aural approach, a structured visual approach, and an unstructured approach. Using three groups of sixth graders, data for seven variables were obtained: self-concept, sociometric status (work and play criteria), emotional expansiveness, teacher-rated behavior, and grades. Although no significant differences among treatment groups were found, the experimental subjects made greater mean gains as compared to the control subjects on all of the criterion measures except grades.

Warner, Niland, and Maynard (1971) found that group counseling helped the fifth and sixth graders involved in model-reinforcement counseling to set realistic goals. It was their contention that counseling might help a student move from behavior that is self-defeating to behavior that is self-enhancing. "Given that a student can obtain satisfaction from reaching more realistic goals, he may begin to think of himself as an individual with the potential for success, rather than thinking of himself as a failure" (Warner et al. 1971, pp. 254-255).

Howard and Zimpfer (1972) compiled a summary of the research on group approaches in elementary guidance and counseling. The researchers reported that positive results were obtained through the use of traditional group counseling on numerous adjustment variables such as attitudes toward school and self-concept.

A study designed to determine if group counseling had an effect on the self-perceptions of fourth graders was conducted by Kern, Kelly, and Downey (1973). The results supported the use of group counseling procedures for changing the child's perception of self.

Hawes (1973) stressed the importance of building a philosophy of success and a respect for one's potential. He advocated group counseling as a way of achieving this goal, and described strategies such as the classroom meetings proposed by Glasser (1969) as a method for incorporating group counseling procedures into the regular classroom.

A study was undertaken by Gumaer and Voorneveld (1975) to show the effectiveness of group counseling and classroom guidance based on Transactional Analysis theory. The subjects in the group counseling unit were five students in the fourth grade. The group guidance unit consisted of an entire fifth grade class. Self-concept and social status scores for students who participated in the two programs increased, whereas student scores in the control group decreased. Students who experienced group counseling made greater positive mean score gains in both self-concept and class social status than those who participated in the classroom guidance unit.

In an attempt to determine if counselors were effective in the Florida elementary schools, Peck and Jackson (1976) investigated the results of guidance units focusing on the following variables: achievement as measured by school grades, self-concept, attendance, and characteristics of students who received counseling. Their results showed that after five or more counseling sessions, students tended to show improvement in their grades and a positive increase in self-concept.

A review of the literature reveals some positive results regarding the effectiveness of group counseling as a means for improving self-concept when other variables are also included in the research studies. Little research has focused exclusively on changing self-concept through group procedures.

Relationship of Self-Concept to Locus of Control

It has been suggested that the personality constructs, internal-external locus of control and self-concept, may be related and may affect behavior in similar ways. The self-concept is very complex and has been defined in various ways. Several terms such as self-esteem, self-perception, and self-image are used interchangeably to refer to a person's self-concept. Most theorists agree that basically the self-concept is a group of feelings about oneself based on experience. It is a psychological construct and does not have a physical existence. The term "self-concept" is a symbol used for summing up what individuals feel about themselves (Fitzgibbon, 1970).

The concept of internal-external locus of control refers to the perceptions people have of control over the outcomes of events that affect them (Chan, 1978). Children who believe their own ability and effort are controllers of events can be characterized as internally controlled. External control refers to the belief that rewards or outcomes are not controlled by the individual. Fate, luck, and significant others (e.g. parents, teachers, and peers) are viewed as responsible for the outcome of events.

Fitzgibbon (1970) reported that a positive self-concept is characterized by self-confidence. "The self-confident child is not ashamed of himself or his belongings; he does not hesitate to display his work when asked to do so" (p. 11). In contrast, Lefcourt (1966) mentioned in his review of the literature concerning internal-external locus of control that individuals labeled as externals would be described in lay language as lacking in self-confidence, a construct which seems very closely related to self-concept.

Fitzgibbon (1970) further described children with positive self-concepts as having a positive approach to learning. The children are eager to try out new tasks and persist at difficult tasks. In support of this position, Phares (1976) found the expectancies of internals to be related negatively to "giving-up" behavior on a difficult task; that is, internally oriented students have a success-oriented self-concept.

In his 1967 book, Coopersmith described low self-concept children as being passive and conforming. Similarly, Crowne and Liverant (1963) have found that students high on external orientation tended to show the greatest conformity behavior.

The high self-concept individual, as described by Fitzgibbon (1970), has a realistic level of aspiration. The student does not consistently choose to work at tasks which are so difficult that failure is assured, nor are the easiest tasks chosen in order to assure success. Similarly, Lefcourt (1976) states: "Students who are less external depict themselves as goal-directed workers who strive to overcome hardships, whereas high external students portray themselves as suffering, anxious, and less concerned with achievement per se than with their affect responses to failure" (p. 217).

There is some suggestion in the literature that self-concept and locus of control are related, but perhaps differently with respect to responsibility for success and responsibility for failure. Piers (1977) reported that those individuals with low self-concept seem to attribute success to luck rather than skills, whereas individuals with high self-concept appear to attribute success to skills. Furthermore, with regard to failure, low and high self-concept individuals seem to have a medium acceptance of responsibility for failure. Failure is not attributed totally to luck or skills, but a combination of both.

In an investigation of three affective variables (self-perception of ability, expectation, and locus of control in learning disabled children), Chapman and Boersma (1979) found learning disabled (LD) and normal achieving children to be clearly differentiated in terms of the three variables. Results of the study suggested that LD children accept a similar degree of responsibility for their failures as normal achieving children, but have a comparative inability to take credit for their successes. The findings suggest that negative academic self-concepts contribute to the feeling in LD children that when successful school outcomes do occur, the cause lies more with external factors than with their own abilities. At the same time, failure is viewed as a lack of effort and ability on their part. These findings support Rotter's (1954) belief that self-expectations for the outcomes of behavior depend largely on self-perception of ability.

In a study designed to clarify further the relationship between locus of control and self-concept, Piers (1977) focused on the differences between responsibility for failure and responsibility for success. Her findings supported the results of the Chapman and Boersma (1979) study. The subjects were 76 male and 74 female sixth grade students and 67 male and 84 female tenth grade students. All subjects were tested with the Piers-Harris Children's Self-Concept Scale and the Intellectual Achievement Responsibility Questionnaire. The major finding of this study relates to the differences found for responsibility for success as opposed to responsibility for failure. A positive relationship was found between self-concept and internal locus of control, but no constant relationship was found between self-concept and external locus of control. Piers concluded that the more strongly convinced children are of their lack of self-worth, the less they

are able to attribute success to internal factors.

Wirth (1977) conducted a study utilizing group counseling techniques and reading instruction with 95 elementary students. Low scores on the perception of responsibility for success and failure area of the Intellectual Achievement Responsibility Scale were the criteria for group membership. The researcher attempted to improve self-concept with techniques relating to attributes of locus of control. The counseling sessions focused on choice awareness, feelings of personal responsibility, competence and consequences. Positive results were reported at the fourth, fifth, and sixth grade levels in perceptions of responsibility for academic successes and failures.

Heaton and Duerfeldt (1973) conducted a study concerned with showing the relationship of locus of control to self-concept and self-reinforcement. The subjects were volunteers from University of Portland introductory psychology classes. Three paper and pencil personality inventories were administered to the volunteers during class meetings. The James Internal-External Scale was used to measure locus of control. Gough's Adjective Check List and the Index of Adjustment and Values were used to measure self-concept. Self-reinforcement was measured by a modified version of the Time Estimates Task. Significant positive correlations were found for locus of control and self-reinforcement, self-concept and locus of control, and self-concept and self-reinforcement.

The results of the Heaton and Duerfeldt study are supported by an earlier study of Felker and Thomas (1971). The subjects for the study were 66 male and 65 female fourth grade pupils. The Piers-Harris Self-Concept Scale was administered to the subjects as a measure of self-concept, and the Intellectual Achievement Responsibility Questionnaire was administered

as a measure of locus of control. Correlations between positive self-concept and internal responsibility for success were positive and significant for the total sample and for girls but not for boys.

Roberts in 1971 (cited in Nowicki & Strickland, 1973) conducted a study with third grade students. He found significant correlations between internal locus of control and self-concept as measured by the Piers-Harris Children's Self-Concept Scale and the Coopersmith Self-Esteem Inventory for both males and females.

Gordon (1977) presented evidence to support the conclusion that locus of control and self-concept are independently related to achievement. The subjects for the research were 134 fourth grade children. The Nowicki-Strickland Locus of Control Scale and the Piers-Harris Children's Self-Concept Scale were administered. The results indicated that boys with an internal locus of control were likely to possess high self-concepts. Academic achievement, as measured by grades or achievement test scores, could be predicted equally well by knowing a child's self-concept score or locus of control score. Sex was a significant variable. Internal locus of control was found to be related to high grades for boys and high composite achievement test scores for girls. Internality was not found to be associated with high self-concept in females. Gordon postulated that the higher grades internal boys receive add to their positive self-concept. Internal girls, on the other hand, probably receive little recognition for having higher achievement test scores; hence, they do not have higher self-concepts.

Research studies seem to indicate that locus of control is related to self-concept. Furthermore, research indicates that high self-concept individuals are able to accept more responsibility for success than low self-concept individuals.

Research studies indicate that there is a relationship between self-concept and school achievement (Brookover, Paterson & Thomas, 1964); Purkey, 1970). Most of the studies are correlational studies and do not suggest cause and effect. The studies do suggest that the successful students see themselves as positive individuals and that failing students feel negatively about themselves. Purkey (1970) states that "Overall, the research clearly shows a persistent and significant relationship between the self-concept and achievement" (p. 15).

In an extensive research project, Brookover et al. (1964) completed three investigations which represented continuous phases of a six-year study. The study investigated students' concepts of their academic abilities while in the seventh through the twelfth grades. One of the major conclusions drawn from the study was that the self-concept of one's academic ability is associated with achievement at each grade level.

Gill in 1969 (cited in Purkey, 1970) found patterns of achievement significantly related to self-concept in public school children. He suggested that the importance of self-concept in education should be given more emphasis.

Glasser (1971) made a strong argument for the importance of recognizing the relationship between self-concept and achievement. The society, he suggested, is divided between those who identify with success and those who identify with failure. He defined a positive self-concept as a success identity and a negative self-concept as a failure identity. He stated, "The way in which we identify ourselves is critical. All of us have to have an identity. Others . . . identify themselves quite differently: 'I am not successful; I am a failure;' Moreover, people, who feel they are

failures have a failure identity and behave as failures" (no page number given).

Irwin (1967) studied self-reports of freshmen college students and concluded his study with this statement: "It may well be that a positive conception of one's self as a person is not only more important than striving to get ahead and enthusiasm for studying and going to school, but that it is a central factor when considering optimal scholastic performance" (p. 271).

To test the hypothesis that self-concept influences achievement, Sharp (1977) attempted to lower the self-concept of college undergraduates in a counter-therapeutic manner. He then hypothesized that this would result in a learning deficit. The subjects were 270 college undergraduates. They were tested with the Experimental Foreign Language Aptitude Test and the trait anxiety scale from the State-Trait Anxiety Inventory. The results indicated that the positiveness of self-concept, as measured by self-descriptive statements, was differently changed by the treatment. The results also demonstrated that lowering positiveness of self-concept did not necessarily reduce the rate of learning when the negative information was presented in a supportive, nonjudgmental manner. However, Sharp stated that information presented in a nonsupportive manner might result in a substantial impairment to learning.

Campbell and Martinez-Perez (1979) designed research to study the relationship between self-concept, achievement, and intellectual development. The subjects were 51 second grade children. A measure of academic ability was determined by the Stanford Achievement Test. Self-concept was measured by the Piers-Harris Self-Concept Scale, and intellectual development was measured by seven Piagetian tasks. Significant, positive correlations were

found between self-concept and five Stanford Achievement subscale scores and between self-concept and four Piagetian tasks. The researchers concluded that having a positive self-concept might make it easier to achieve higher levels of intellectual development.

In an attempt to determine differences between achievers' and under-achievers' perceptions of themselves, Shaw, Edson and Bell (1960) compared groups of achievers and underachievers selected from among high school juniors and seniors. Saben's Adjective Checklist was administered to each subject in order to measure the perceived self. The results of the study indicated that male achievers felt relatively more positive about themselves than did male underachievers. No simple generalization could be made about the female group. A tentative conclusion drawn from a consideration of the results was that female underachievers felt somewhat ambivalent about themselves.

Fink (1962) found similar results in a study of the relationship between academic underachievement and self-concept. The results showed a significant relationship between self-concept and academic achievement in males.

Bledsoe (1967) conducted a study concerned with the self-concept of fourth and sixth grade students' relationships to their intelligence, academic achievement, interests and manifest anxiety. Using a self-report inventory, he found significant, positive correlations of self-concept with intelligence and achievement for boys but not for girls.

A study undertaken by Campbell (1967) showed a low, positive correlation between the Coopersmith Self-Esteem Inventory, a self-report questionnaire, and the achievement of fourth, fifth, and sixth grade students. Significant and positive correlations between the professed self-concept

and achievement of boys were found, but the correlations were insignificant for girls.

A study that does not support the contention that self-concept directly influences achievement was conducted by Blattstein, Blattstein, and Peck (1978). The purpose of the study was to clarify the relationship between self-concept and achievement and also to explain why changes in self-concept had not resulted in changes in achievement. It was postulated that self-concept affects achievement indirectly through the medium of coping skills. The results indicated that the predictability of self-concept diminished when coping skills were taken into account. The results supported the contention that since self-concept does not predict significantly, it cannot be a direct, causal factor of achievement. The researchers concluded, however, that interventions aimed directly at coping skills would be expected to be more successful in improving achievement if the intervention also included components aimed at improving self-concept.

Rubin, Dorle, and Sandidge (1977) conducted a study involving 530 twelve-year-olds. They concluded that much of the relationship between self-concept and school performance could best be explained as reflecting common underlying factors such as ability and background.

Some research has shown achievement to be related to self-concept. Furthermore, research seems to indicate that high self-concept is related to one measure of achievement for girls (achievement tests) and another for boys (grades).

Statement of the Problem

A review of the research does indicate some positive results from group counseling with children in several areas pertaining to the self-concept. Research has also shown high self-concept to be related to

internal locus of control, and both have been shown to be related to academic achievement. Therefore, it is the purpose of the present study to determine if group counseling directed toward improving self-concept will make a significant difference in the scores of elementary school children as measured by the Piers-Harris Children's Self-Concept Scale, the Nowicki-Strickland Locus of Control Scale and report card grades.

Subjects

The subjects participating in the present study were 24 students in a third grade class at Burns Elementary School in Burns, Tennessee. The students were randomly divided into an experimental group and a control group. The experimental group consisted of five boys and six girls. The control group was composed of eight boys and four girls. One girl in the experimental group transferred to another school before the completion of the study.

Procedures

All subjects were pretested with the Piers-Harris Children's Self-Concept Scale and the Nowicki-Strickland Locus of Control Scale during March, 1980. Each test was administered and scored according to the directions in the manual. To avoid reading difficulties, the subjects were given oral administration of the two tests. One week after the pretest, the group counseling sessions for the experimental group were begun. The experimental group met for 10 weekly counseling sessions, approximately 30 minutes in duration. The counseling sessions emphasized self-concept development as described by Canfield and Wells (1976) in 100 Ways to Enhance Self-Concept in the Classroom. The control group received no treatment. During May, 1980, the Piers-Harris Self-Concept Scale and the Nowicki-Strickland Locus of Control Scale were administered as posttests.

Instrumentation

Piers-Harris Children's Self-Concept Scale. The Piers-Harris Children's Self-Concept Scale (Piers, 1969), designed for grades three through twelve,

was administered as both a pretest and a posttest measure of self-concept. This self-report scale consists of 80 yes-no items. Administered in group form, it requires approximately a third-grade reading knowledge. To avoid reading difficulties, the test was administered orally. Raw scores were computed for all students on both the pretest and the posttest measures.

The reliability coefficients for the test range from .78 to .93. The manual cites largely unpublished information concerning the validity of the Piers-Harris Scale. A correlation of .68 was found with the Lipsitt Self-Concept Scale. Teacher and peer ratings of self-concept, social effectiveness or superego strength correlated from .06 to .49 with scores.

Nowicki-Strickland Locus of Control Scale. The Nowicki-Strickland Locus of Control Scale, designed for grades three through twelve, was administered as both a pretest and a posttest of locus of control. The scale is a paper and pencil measure consisting of 40 questions that are answered either yes or no. To avoid reading difficulties, the Nowicki-Strickland Locus of Control Scale was administered orally. A total score was computed for each subject on both the pretest and the posttest measures.

Reliability estimates for the test are satisfactory for all grade levels. Specifically, for the third grade level, the internal consistency is .63 for the third grade.

The Nowicki-Strickland Scale was compared to three other locus of control scales (Intellectual Achievement Responsibility Scale, Bialer-Cromwell Scale, Rotter Scale). The correlation coefficients ranged from .31 to .61. These relations suggest support for the construct validity of the Nowicki-Strickland Scale.

CHAPTER III

RESULTS

The data included in the present study consist of pretest and posttest scores from the Piers-Harris Children's Self-Concept Scale and the Nowicki-Strickland Locus of Control Scale. Scores from the posttests of self-concept were analyzed using an analysis of covariance with pretests as the covariate. In analyzing the data for locus of control, analysis of covariance was inappropriate due to the significant interaction between pretest and treatment ($F(2,20) = 4.314, p = .048$). Plotted regression lines (Table 1) indicate a disordinal interaction.

There was no significant increase in self-concept based on the treatment (group counseling) ($F(1, 21) < 1$). The correlation coefficient for the entire group on pretest and posttests of self-concept was .789, indicating that the entering self-concept was a good predictor of post self-concept.

No attempt was made to analyze changes in report card grades since there was no significant increase in self-concept or locus of control as a result of the treatment.

Table 1 Locus of Control Regression Line

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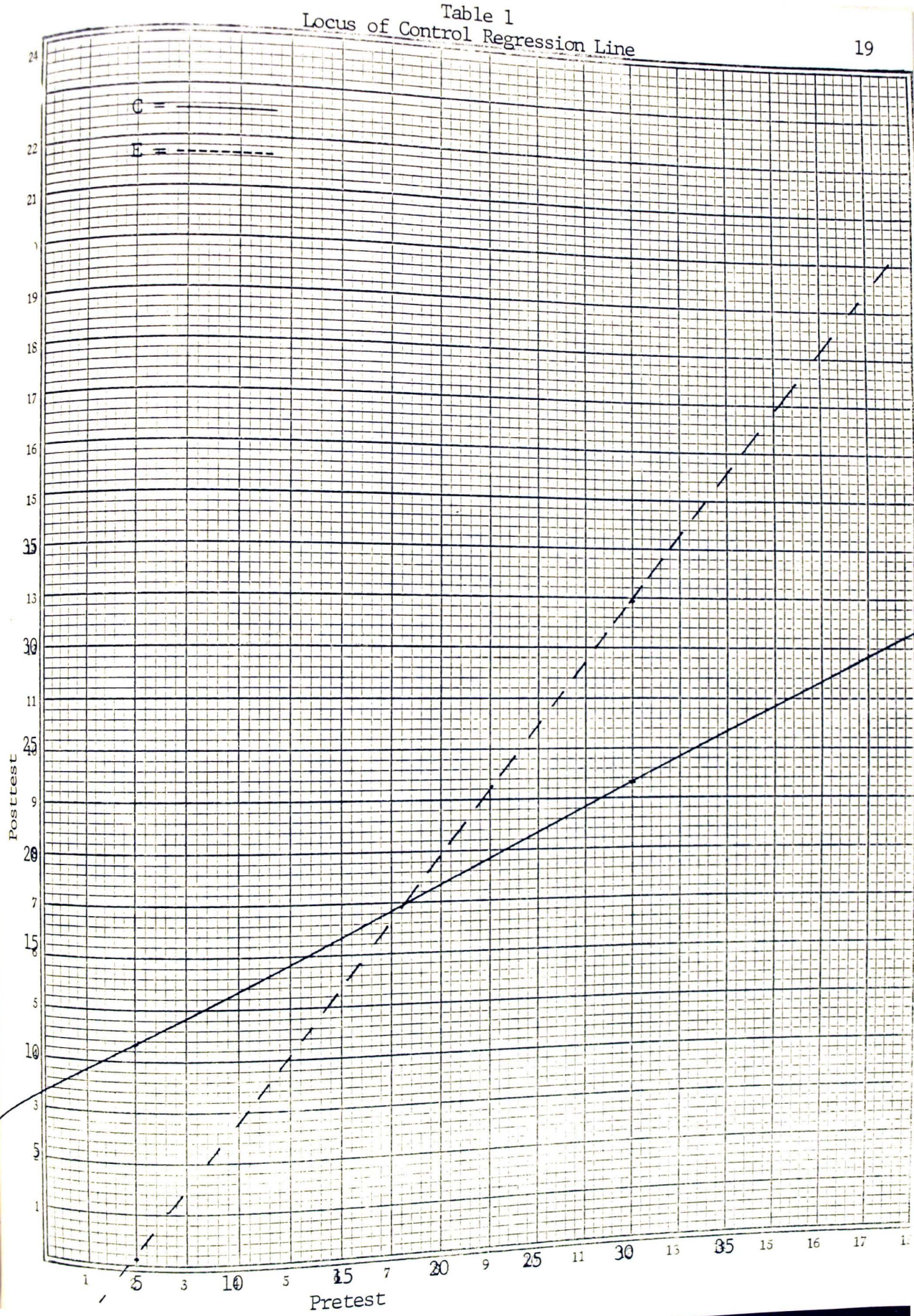


Table 2

Pretest and Posttest Self-Concept Means and Standard Deviations

	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation
Experimental Group	56.45454	13.77986	58.36364	14.03420
Control Group	55.16667	12.62822	57.50000	12.17580
Total Group	55.78261	13.20723	57.91304	13.10463

Table 3

Pretest and Posttest Locus of Control Means and Standard Deviations

	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation
Experimental Group	19.81818	4.260134	19.27273	5.925149
Control Group	18.83333	2.967413	17.66667	3.771241
Total Group	19.30435	3.676423	18.43478	4.985425

Table 4
Correlations Between Variables--Experimental Group

	Pre PH	Post PH	Pre NS	Post NS
Pre PH		.797	.533	.526
Post PH			.615	.670
Pre NS				.928

Table 5
Correlations Between Variables--Control Group

	Pre PH	Post PH	Pre NS	Post NS
Pre PH		.779	.177	-.270
Post PH			-.002	-.272
Pre NS				.397

DISCUSSION

The purpose of the present study was to investigate the effects of group counseling on self-concept, locus of control, and report card grades of children. The evidence in the available literature is conflicting with regard to group counseling as being an effective method for improving the self-concept, locus of control and academic achievement of children.

Peck and Jackson (1976) revealed in their review of Florida guidance programs that self-concept was reported as being positively influenced by group counseling. Other studies by Howard and Zimpfer (1972) and Kern et al. (1973) support the use of group counseling procedures for changing self-concept. However, the results of the present study are in agreement with those of Crow (1971) whose study did not show a significant improvement in self-concept. Crow did report that the mean gains for the experimental group in self-concept exceeded those of the control group. The present study did not find that the mean gains of the experimental and control groups differed. It is possible that the greater number of subjects in the Crow study was a factor in producing results that showed greater improvement in self-concept scores.

The data for the Payne and Dunn (1970) study is sketchy, but it appears that these researchers did not find significantly improved self-concept scores for the experimental group as a result of group counseling. The researchers also reported that the self-concept scores of the experimental group improved more than the scores of the control group. The larger number of experimental subjects (30) as compared with the control subjects (10) could have been a factor in producing the reported gain in the experimental subjects as compared with the control subjects.

A study reporting positive gains in locus of control is that of Wirth (1977). The study was interesting in that it focused on self-concept change while employing techniques aimed at improving characteristics of locus of control. The counseling sessions focused on concepts of responsibility, choice, and consequences of choice. The study achieved positive results in improved acceptance of responsibility for learning. Since the present study did not include materials directed toward change in locus of control in the counseling sessions, this could be viewed as a possible reason for results that were not significant in the area of locus of control change.

No other studies relating directly to locus of control change as a result of group counseling were found in the available literature. This would seem to be an important area for further research, inasmuch as self-concept, locus of control and academic achievement appear to be related.

Improvement in grades is one area in which positive results are not often found as a result of group counseling. Peck and Jackson (1976) reported improvement in grades for students in the intermediate and upper grades who participated in group counseling sessions. Crow's (1971) study reported no improvement in grades for the experimental group composed of sixth grade students. Since no improvement was found in the self-concept or locus of control scores of the experimental subjects in the present study, no attempt was made to analyze the grades. However, an examination of the grades revealed little or no change from the fourth to the sixth grading period. It is possible that more positive results would have been seen if achievement test scores had been used as the measure of achievement.

It is possible that the present study did not yield significant results due to the short term of treatment (10 weeks). Perhaps more positive results could be achieved by a study involving a longer treatment period. The small number of subjects ($n=23$) may also have been a factor in producing results that were not significant.

The present researcher made several observations during the counseling sessions. Several children who were having social problems in the classroom appeared to improve their attitudes toward themselves and others classmates. The classroom teacher reported that two girls in the experimental group who had previously been dominated in play activities by a third girl seemed more assertive, and fewer problems were observed among the three on the playground. In the counseling sessions the two less assertive girls were able to express their feelings about being dominated to the third.

Two parents reported that their children seemed more eager to come to school and made more positive comments about school. The children in the experimental group seemed eager to come to the counseling sessions. They would question the researcher as to the plans and time for the next counseling session and expressed disappointment when a session was postponed. They participated enthusiastically during the sessions.

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