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# An analysis of the effects of group counseling on the reduction of transfer-shock on community college students transferring to the University of Massachusetts.

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AN ANALYSIS OF THE EFFECTS OF GROUP  
COUNSELING ON THE REDUCTION OF TRANSFER-SHOCK  
ON COMMUNITY COLLEGE STUDENTS TRANSFERRING TO THE  
UNIVERSITY OF MASSACHUSETTS

A Dissertation Presented

By

William Emanuel Minichiello

Submitted to the Graduate School of the  
University of Massachusetts in  
partial fulfillment of the requirements for the degree of

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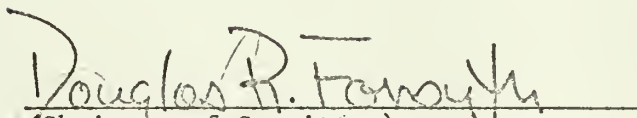
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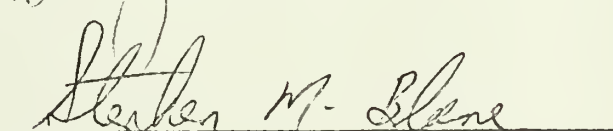
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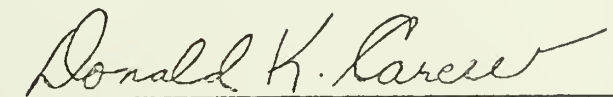
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1971  
(Year)

## A C K N O W L E D G E M E N T S

The writing of a dissertation is never accomplished in isolation. There are many events and many people which have an influence, however small, on the finished work. To all who in any way have influenced me in the accomplishment of this work, I am deeply grateful.

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Words are not totally adequate in expressing thanks for the contribution made by my wife, Margaret, and young daughter, Elizabeth, to the completion of this dissertation. They provided the motivation,

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Mrs. Elizabeth Quiriy labored long and faithfully, under the most difficult of circumstances, to provide this finished manuscript.

There are many others who contributed in other ways - our families, friends, and colleagues. To all, I am grateful.

W. E. M.

AN ANALYSIS OF THE EFFECTS OF GROUP COUNSELING ON THE  
REDUCTION OF TRANSFER-SHOCK ON COMMUNITY COLLEGE STUDENTS  
TRANSFERRING TO THE UNIVERSITY OF MASSACHUSETTS

Abstract of Dissertation

This study was designed to test the effectiveness of leader-structured (directive) and group-structured (non-directive) counseling on the reduction or elimination of transfer-shock experienced by Massachusetts community college students transferring to the University of Massachusetts. Transfer-shock was defined as a drop in grade point average (GPA) experienced by transfer students during the first semester after transfer to the University, which is below both the cumulative GPA and the GPA of the fourth semester earned at the community college. The study was also interested in the effect of the two types of group counseling on the reduction of alienation, anxiety and the increase of self-esteem.

From a total population of 494 community college students transferring to the University with junior year status, 120 subjects were randomly selected and assigned to one of four experimental groups or one of two control groups. Two of the experimental groups were leader-structured (directive) groups, with each group meeting for one hour and 30 minutes each week for seven and eleven weeks respectively. The remaining two experimental groups were group-structured (non-directive) groups, each meeting for the same length of time and duration. The experimental groups were led by two graduate students in counseling who were instructed on the nature of each group. The leader-structured

group focused on issues relevant to transfer students, such as alienation, anxiety, self-image, size and impersonalness of the large university, etc. The group-structured groups allowed maximum freedom to each group to determine the issues and topics to be dealt with during each session.

At the conclusion of the study the 80 experimental and 40 control subjects had been reduced, through group attrition, to 28 experimental and 28 control subjects. A 3 X 2 factorial analysis of variance with unequal frequencies was used to analyze the data gathered. Where the analysis of variance indicated significant results, a t-test of main effects was used on each variable where the factor consisted of more than two levels. A pre-post design utilizing change scores was used to investigate two independent variables, (a) type of group counseling, (b) length of time, and also 21 dependent variables, namely transfer-shock (2 measures), alienation (8 measures), anxiety (2 measures), and self-concept (9 measures).

Results indicated that group counseling was not effective in reducing transfer-shock to a statistically significant degree. The trends, however, favored the counseling groups, with all but one instance indicating that the counseled groups did not experience transfer-shock to as great a degree as did the control groups.

Although results significant at the .05 level of confidence were obtained indicating a reduction of alienation (1 measure), anxiety (1 measure), and an increase in self-esteem (1 measure), the conclusion is not warranted that group counseling was totally effective in the reduction of alienation and anxiety or increasing self-esteem.

The potential use of group counseling as treatment for transfer-shock,



the relationship of the outcome of this study to the growing body of literature on group counseling outcome, and the overwhelmingly favorable ratings experimental subjects gave to their group counseling experience on anecdotal questionnaires, were discussed.

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August, 1971

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# C H A P T E R   I

## INTRODUCTION

The Commonwealth of Massachusetts is facing a problem of major importance in the field of higher education. The demand for a college education by the graduates of our public and private high schools has increased dramatically in the past ten years as more and more of the job opportunities once requiring only a high school diploma now demand a college degree. The social pressures of prestige-conscious Americans to have their sons and daughters attend college have so pervaded our society that attending college is now an almost automatic choice for many middle-class Americans. Among the poor and disadvantaged, the message that education is the way out of the culture of poverty is beginning to be heard, heeded and acted upon. As the costs of matriculating at private colleges and universities continue to soar each year, more and more of our high school graduates look to the universities and colleges of the Commonwealth of Massachusetts, with their low tuition fees, for admission.

According to statistics available in the Office of Admissions and Records of the University of Massachusetts at Amherst, there were 6000 applicants competing for 1700 freshman seats at the University in 1960. Ten years later, the number of applicants had risen to 20,000 with approximately 3500 freshman seats available. Similar situations, with applications far outweighing the number of seats available, exist in the eleven state colleges. The total number of freshman seats available in 1970 in the publically supported state colleges and



universities had increased from a figure of 7000 to more than 25,000. The number of applicants had risen from 17,000 in 1960 to approximately 100,000 in 1970.

The Chancellor of the State Board of Higher Education in Massachusetts, Dr. Edward C. Moore, in an interview with the Boston Globe (February 8, 1970, p. 22a) expressed his desire to see a policy of "open admissions" for the state's colleges and universities, thus providing a seat for every high school graduate who wants one. Such a plan would mean that by 1980 approximately 200,000 seats would have to be available, a net increase of 132,000 seats over the total seat capacity of 68,000 now available in all state institutions.

#### Need for expansion of community college system

As the demand for a college education far outstrips the state's ability to supply one, the focus must shift to the state's thirteen community colleges to handle the numbers of high school graduates who will be seeking a higher education. Increasing the number of community colleges throughout the state would enable thousands of qualified students to receive their first two years of college at a reasonable cost.

Furthermore, if the rhetoric of "equal opportunity for all in America" is ever to become a reality, and higher education is to become a right for all who desire it and not merely a privilege for the few who can afford it, it is the further development of the two-year college that will make it possible. It is to the public two-year college that the poor and the disadvantaged of the Commonwealth must look for the education that they will need to break the cycle of poverty that has ensnared them

for generations. It is the local community college that will provide the opportunity for large numbers of the deprived to enter our four-year colleges and universities.

#### The example of New York State

The community college concept was first introduced to the Eastern sector of the United States in 1950 with the erection of a community college in New York State. In developing its Master Plan for higher education, the Board of Regents of New York State reflected its concern that educational opportunity become the right of the many and not the privilege of the few. The Board reflected this idea when it stated in its Master Plan:

"Chief among the immediate concerns which the people of the State are alerted to act upon is the 'gap' between the number of persons actually entering college and the much greater number who have the ability to succeed in college study. This 'gap' represents an intolerable waste of valuable human talent.... There is a need to concentrate greater attention on identifying and motivating the large number of able and talented young men and women who do not now even consider college attendance (The Regents Statewide Plan, 1965, pp. v-vi)".

The same Board of Regents attempted to close the gap of educational inequality by making the following recommendations:

1. "Comprehensive community colleges should be recognized and supported as the basic institutional approach to providing a broader public educational opportunity above the high school level in New York State.
2. These institutions should be open to all high school graduates or persons with equivalent educational background, operated at low cost to the students, and located within reasonable daily commuting distance of the students' places of residence (The Regents Statewide Plan, 1965, p. 124)".

The Board of Trustees of the New York State University committed itself to the same ideals of educational opportunity for all by adopting

the following position in its revised Master Plan for higher education:

"The two year colleges are the very foundation of the University. More and more, it is they who are opening the door to higher education, revealing to the youth of the State the scope of the total University and the educational opportunities it offers them.

These colleges must respond to the widest range of talent and offer a broad spectrum of programs, including the liberal arts and technical and vocational subjects. The two year colleges must enable a young adult to measure against the needs of society his ability and willingness to work (Stature and Excellence, 1964, pp. 15-16)".

#### Policy statement of the University of Massachusetts

The Board of Trustees of the University of Massachusetts at Amherst has recognized the same ideals and goals; in a recent policy statement they have committed the University to accept qualified transfer students from community colleges in the Commonwealth. The policy reads:

"The University of Massachusetts at Amherst is firmly committed to accepting any qualified community college student who has completed the two year transfer program with a satisfactory academic performance and who is recommended by the appropriate officials."

#### Growth of community colleges in past decade

The Community College System has expanded dramatically throughout the United States in the past decade. In states (California, Florida, New York, Illinois, Michigan, Pennsylvania, New Jersey) encompassing 40% of the total population of the country, the public policy and educational goal is to make community colleges available to all their citizens. Similar policies are being developed in most other states in the nation. At present, only Maine and South Dakota have no system of publically supported community colleges.

In the Commonwealth of Massachusetts, the past decade has seen

a spectacular growth in the Community College System from one community college with a day enrollment of 152 in 1960 to twelve community colleges with a total day enrollment of 15,663 students in 1969. Seven new community colleges are in various stages of planning. It is the intent of the Board of Regional Community Colleges in Massachusetts to provide access to a community college within commuting distance of over 95% of the students residing in the Commonwealth of Massachusetts. Projected enrollment figures for Massachusetts community colleges in 1975 are 44,080 and 56,070 in 1980. A 1966 survey conducted by the University of Massachusetts showed that by 1975 over 1,000 community college students would transfer to the University of Massachusetts. More recent estimates say that it will be several hundred students higher.

#### Need for attention to transfer process

As the number of students seeking a college education grows, and the number of community colleges that will handle this influx of students increases, greater attention must be given to the transfer student and the transition process from community college to university. What happens to the transfer student when he transfers becomes an even greater source of interest and concern when we consider that within the next ten years, the first two years of college will almost exclusively be sought at the community college level with the junior and senior years being completed at the University. There is a trend in this direction throughout the nation with universities and colleges beginning to focus on the upper-level undergraduate and graduate level programs. The University of California has led the way in this area and has urged students to take their first two years

of college study at the junior college. As far back as 1950 only 34.5% of the students admitted to the University of California at Los Angeles entered from high school; the rest were transfer students, the majority of whom were from state junior colleges. In Florida, two new state universities have recently been established, Florida Atlantic and West Florida, which concentrate exclusively on upper division baccalaureate programs and graduate programs. No freshman or sophomore programs are offered. These new universities rely on Florida's community college system to supply the majority of students for these new universities. New York and Illinois also have similar public universities which have no lower division curricula but rather look to the community colleges as their major source of students. If this trend continues to grow and spread, as seems inevitable, then what happens to the student when he leaves the junior college for the senior college looms as an even greater cause of concern. This study is being undertaken to assist the thousands of students who transfer from community college to university that they may be given maximum assistance and opportunity to achieve the educational goals for which they are capable.

What happens to the transfer student in the process of transition from the community college to the university must be the concern of both the junior and senior college. If as educators we are interested in students, then we will want to afford to each the possibility of using his talents and educational opportunities for the maximum benefit. As educators we have the responsibility and the opportunity to develop to the fullest the talents of individual students. The community

college is an important source of educational talent and future potential. Therefore, it becomes incumbent on all dedicated to the idea of higher education to see that this talent has an opportunity for full development. Too often, because of the difficulties encountered in the first semester after transfer, many community college students who would otherwise have been able to achieve at the university either fail or drop out. Consequently, talent which might have been is never brought to fruition.

With the public policy for community college transfer students at the University of Massachusetts being the acceptance of all qualified students, it is incumbent that research be conducted and solutions be proposed that will assist the transfer student as he seeks to complete successfully his upper level collegiate program at the University.

#### Statement of the Problem

One of the major problems experienced by students transferring from Massachusetts community colleges to the University of Massachusetts is the transfer-shock that many experience during their first semester at the University. Transfer-shock involves a drop in grade point average (GPA) in the first semester after transfer which is below the cumulative average earned in the community college as well as below the grade point average of the fourth semester at the two-year college. If the comparison is made between the fourth semester at the two-year institution and the first semester at the four-year institution, the drop in grade point is much greater. Recovery from transfer-shock usually occurs in succeeding semesters. Thus, the grades of transfer

students continuing at the university generally improve in successive terms after transfer so that by the eighth semester, they are almost equal to the grade point averages of native students.

The problem of transfer-shock is one that affects transfer students from community colleges as well as from private junior colleges. Research on solutions to this phenomenon are almost non-existent. This study will involve only transfer students from the twelve community colleges (excluding the newly opened Bedford Community College) in Massachusetts who transfer with fifth semester standing to the University of Massachusetts at Amherst.

The purpose of this study is to involve community college transfer students in two different types of group counseling, Leader Structured (Direct) Counseling, and Group Structured (Non-Direct) Counseling, over periods of either seven or eleven weeks, during their first semester after transfer as treatment for reducing or totally eliminating transfer-shock.

#### Definition of Terms

Transfer student: a student who completed two years of academic work at a state-supported community college and who has transferred to the University of Massachusetts with junior year standing to complete work on his baccalaureate degree.

Native student: a student who entered the University of Massachusetts as a freshman and is continuing academic studies leading to a baccalaureate degree.

Transfer-shock: a drop in grade point average (GPA), experienced

by transfer students in the first semester after transfer, which is below both the cumulative GPA and the GPA of the fourth semester earned at the community college.

Transfer-shock recovery: a rise in grade point average in the semesters after transfer, which equals or closely equals the grade point average of native students.

Grade Point Average (GPA): the cumulative academic average attained by students at the University of Massachusetts for all academic courses taken. Each course is based on a four point scale. A = 4, B = 3, C = 2, D = 1, F = 0.

Leader Structured or Directive Group Counseling: This group will focus on some of the issues that have been stated as causes of adjustment difficulties among community college students transferring to the University. The issues to be dealt with will be: alienation; size and impersonalness of the large university; anxiety; self-concept; lack of clearly defined interests, values, goals or career plans; motivation; academic and personal adjustment; independence and personal responsibility; economic plight.

Group Structured or Non-Directive Group: This group will allow maximum freedom for each group to determine the issues and topics to be dealt with during each session.

#### Need for the Study

In view of the fact that the two year college is assuming a more prominent role in higher education and the expansion of this role is becoming more necessary and predictable each day, it is of extreme



importance that research be conducted to find ways for both the sending and receiving institutions to provide the necessary assistance for the student as he moves from the lower to the upper division of his undergraduate program.

Lindsay (1966) noted that a consistent result reported in many studies on transfer students was the noticeable drop in GPA of junior college transfers during their first semester after transfer to senior institutions. He concluded that the factors related to that finding have not been subject to adequate investigation or discussion, "with the result that this area remains unexplored (p. 3)".

The phenomenon of transfer-shock during the first semester after transfer is so commonplace that every effort must be made to remediate this difficulty in order to diminish the possibility of losing good junior college students who may become discouraged and withdraw, though still in good standing, when they experience transfer-shock in their first semester of university work.

Beals (1968) notes that there has been virtually no systematic research conducted on the transfer student of the Massachusetts Community College System or in New England since the establishment of the Community College System. In light of the projected expansion of the Community College System in Massachusetts, as well as the policy statement of the Board of Trustees of the University of Massachusetts regarding acceptance of all qualified community college graduates, it seems imperative that research be conducted to help transfer students in their transition from the community college to the university by finding ways to substantially reduce or totally eradicate the incidence of transfer-shock.

Educators traditionally have been conscious of the importance of developing the academic potential of the individual student so that he may use to the fullest his talents and resources. Gilbreath (1967) notes that the nation's educational institutions should respond to this need and increase their efforts to develop effective methods to enable underachieving students to develop their resources to the fullest. Winborn and Maroney (1965) felt that the number of college students who have the ability to succeed in college but fail to do so should be of concern to educational institutions as well as to business and government. Some relief of this problem could be gained if techniques could be developed for preventing the attrition of capable college students.

Medsker (1960) in an extensive study of 63 junior colleges in fifteen states encompassing 17,627 students concluded that in general, transfer students perform comparably to native students. However, he felt that the identification of the number of transfers earning grades below a 2.0 average indicated a need for more intensive studies and analyses of the performance of transfers. While their academic performance in general is comparable to native students, Medsker found their record of retention and of graduation to be poor. Attrition was not always because of a failure to achieve. It was suggested that social maladjustment following transfer, poor motivation, lack of encouragement, and financial difficulties were some of the possible causes. Junior colleges were cited for not doing enough in preparing students for non-academic life at the four-year colleges and a more serious indictment was leveled at the four-year colleges, and in

particular the large universities, for doing little to orient and assimilate transfer students. Very few studies have been performed to seek solutions for transfer-shock or student attrition. Medsker (1960) concluded his discussion on the Performance and Retention of Transfer Students by stating that:

"Effective articulation depends on research pertaining to the transfer student so that both two year and four year institutions can be guided by facts. To date, too much has been left to chance. With the current emphasis on the junior college as the institution which presumably will care for an increasing share of the nation's college freshmen and sophomores, representatives from all types of four year colleges and from all types of junior colleges must use all means of enabling the greatest possible number of transfer students to have a satisfactory and successful experience in the next institution (p. 139-140)".

What happens to the transfer student during his first semester after transfer and what solutions can be provided to alleviate transfer-shock is of paramount importance to many transfer students. Knoell and Medsker (1965) indicated that upon transfer most senior institutions ignored the grades received at the junior college level thus forcing the student to begin his first semester at the university with a zero grade point balance. A transfer student who fell below a GPA of 2.0 at the end of his first semester after transfer is automatically placed on probation and failure to make up the deficit by the end of the next semester is often subject to dismissal, regardless of his junior college record or potential for success. This has vast implications for transfer students who are unprepared for the experience of transfer-shock. Many become discouraged and drop out even though they have the ability to handle upper level work once they have advanced beyond the first semester after transfer.

Many of the studies on the academic performance of the transfer student indicate that they perform as well as native students with the exception of their performance in the first semester after transfer. The need for appropriate and adequate counseling at the junior college and the university level looms as a major factor in assuring necessary adjustment for the educational and personal growth and success of the transfer student.

Beals (1968) suggests an investigation into the many variables that may effect the academic performance of transfer students. One of the variables suggested for investigation is guidance and counseling of transfer students at the community college and university level. Beals found that community college students perform at a lower academic level than native students at the University of Massachusetts for the fifth semester. This finding was seen as raising questions that needed to be researched in more detail in the near future in order to become more knowledgeable and more effective in dealing with the first semester transfer process. Among the suggestions for further study, Beals recommended (1) studies of the process of social and emotional adjustment of the two year college transfer student and (2) studies of the effectiveness of student personnel services for transfer students at both the community college level and the university level in order to learn how to deal more effectively with the transfer student and the transfer process in general.

Medsker (1960), Reynolds (1965), and Knoell and Medsker (1965) found that counseling programs for transfer students were inadequate and deficient at both the junior colleges and senior colleges.

Knoell and Medsker (1965) have done the most extensive and comprehensive study to date on the transfer student. Their study was national in scope involving 7,243 junior college transfer students from 345 two year institutions in 43 states as well as 43 four year colleges and universities to which they transferred. In the area of counseling they found that the transfer students gave a much less favorable rating to the counseling received in junior college than they did to the academic program. Their rating and opinion of the counseling at the four year institutions was even less favorable. A large percentage reported receiving no personal counseling at either the junior or senior institution. Knoell and Medsker (1965) recommended that counseling needed to be greatly improved at all levels:

"Improvements in counseling will come about only as a result of related actions on several fronts. First, college administrators and board members need to be convinced of the contribution which counseling could make to the total educational experience of the students, given adequate financial support and appropriately trained staff. . . since many (transfer students) are still unsure of themselves or uncertain that their decisions have been the proper ones, their need for both counseling and academic advising is often acute during their first year after transfer (pp. 97, 98)".

The research of Knoell and Medsker (1965) indicated that transfer students were being overlooked in offering counseling services, in planning orientation programs, and in giving academic advice. They felt that the freshman was the preferred client of the four year institution and of their student services program, while the transfer student was usually left to make his own adjustment to the new situation.

## Summary

To provide equal educational opportunity for all and to adequately meet the educational needs of Massachusetts' native sons and daughters in this decade and in future decades, the community college system will of necessity be expanded. The continued growth of this system will place greater responsibility on both the community colleges and the University of Massachusetts (to which the vast majority of transfer students presently matriculate), to provide the necessary assistance that will make the transition from community college to university successful. It has been demonstrated that the majority of students transferring from junior to senior institutions suffer transfer-shock during their first semester after transfer. Because of difficulties encountered in this transition process, transfer students who are otherwise qualified too often experience discouragement or failure. Relatively little research has been conducted to help identify a treatment for this phenomenon. The vast majority of studies uncovered by this investigator have dealt with the academic performance of transfer students in comparison with native students. This study will attempt to offer treatment for transfer-shock.

## C H A P T E R ' II

### REVIEW OF RELATED RESEARCH

#### Section I

Section I of the review of literature will examine studies that have demonstrated the existence of transfer-shock among students transferring to the university from junior colleges, either publically or privately supported, and from other four year colleges.

#### Transfer-Shock from Junior College to University

Showman (1928) at the University of California at Los Angeles studied 53 junior college transfer students entering UCLA and 250 native students who were enrolled in their fifth semester at the University. The mean junior college GPA of the transfers was 1.79 compared with their mean GPA at UCLA of 1.32 for the first semester after transfer. They experienced a mean drop in GPA of .47 points. Native students on the other hand, had a lower division average of 1.31 while their upper division average rose to 1.54. The transfer students in this study not only suffered transfer-shock but showed only a slight recovery from shock. Between their fifth and eighth semesters, the grades of transfer students rose only from 1.27 to 1.31 whereas the native students experienced a rise from 1.47 to 1.72 during that same period.

In the same year Ruch (1928) studied 175 native and 157 transfer students at the University of California at Berkeley. It was found

that junior college transfers suffered a drop in GPA from 1.87 to 1.17 during their first semester at the University, a shock of .70 points. Native students for the same period dropped from GPA's of 1.44 to 1.35. Ruch's data indicates a recovery from shock for transfers from 1.17 upon transfer to 1.66 for the eighth semester. Final upper division averages of native students were 1.46 and for transfers the average was 1.41. While the total averages for both groups were approximately the same, only 66% of all transfers, compared with 78% of the natives, either graduated or were still in attendance at the University at the conclusion of the study.

Mitchell and Eells (1928) compared 510 junior college transfers matriculating at Stanford with a group of native students and found the transfers excelling the native student in every semester except the first after transfer when the transfers experienced shock. They also found the transfer students excelling the natives in intelligence, performance, and percentage accepted at graduate school.

In 1936 at the University of Arkansas, Gerberick and Kerr studied 215 transfer students who entered the University from 1928 to 1932. They were compared with 436 native students at the University who were randomly selected to match the transfers on age, sex, class and major. The natives received mean GPA's of 2.36 during their first four semesters at the University, while the transfers received mean GPA's of 3.25 for the first four semesters at the junior college. The transfers received mean GPA's of 2.16 for their first semester after transfer, a shock of over one whole letter grade, and the native students received averages of 2.43 during their fifth semester at the University. The



transfers recovered slightly from shock during the fifth to eighth semester receiving mean GPA's of 2.25. Native students received average GPA's during this same period of 2.55. Only 56% of the junior college transfers received their degrees compared with 65% of the native students.

Maguire (1949) analyzed the data on 236 students who transferred from junior colleges to Syracuse University between 1937 and 1946. An average of C+ or higher was received by 62% of the transfer students. However, only 28% received a C+ on first entering. The mean GPA received by transfer students was 1.27 and the mean drop in GPA experienced on transfer from junior college was .45 to .50. 77% of the transfer students experienced transfer-shock; 17% were subsequently dismissed from the university, and 20% of the transfers increased their GPA's upon transfer to Syracuse.

A widely quoted study was done by Martorana and Williams (1954) at the State College of Washington. This study is usually quoted as a defense for the fact that junior college transfers have been found to do at least as well academically in the latter years at a higher institution as do students in the same fields who have spent all four years at the same institution. The study involved 241 transfer students who were matched with an equal number of native students. Among the results of the study, the one that most concerns this investigation was that the transfer students were found to have a problem of adjustment which actually affected their academic efficacy during the semesters just after transfer. It was also found that as the transfers

adjusted to the new institution, the difference between the mean grade point averages of the transfers and natives became negligible. 34.7% of the transfers dropped out as compared with 23.9% of the natives. Martorana and Williams analyzed the percentages of drop-outs and found that 52.9% of transfer drop-outs left school with aggregate GPA's of 2.0 or better whereas 50% of non-transfers dropped out with averages of 2.0.

A study of 310 men and 80 women who transferred to Kansas State University from junior colleges in 1954-1956 was made by Hoyt (1960). The transfer students were compared with a random sample of native students who were matched in terms of sex, class, major and year of first enrollment. Results showed evidence of transfer-shock for junior college transfer students. Transfer students' grades averaged .22 - .50 points lower than grades received before transfer to the university. On the other hand, Hoyt noted that grades after transfer from junior college to university were not consistently different from the upper division grades of Kansas State University native students.

Klitzke (1961) presented data from a study of 231 students who attended junior college in Colorado for at least six quarters before entering Colorado State College between 1953 and 1957. The transfer students were compared with a group of native students matched on the basis of sex, major and the number of semester hours. While the data shows no significant differences between the groups in high school rank, ACE scores, mean GPA's by quarters, mean cumulative grades of drop-outs by quarters, it does reveal a significant difference between the proportion of natives and transfers who graduated - 90% of natives

versus 78% of transfers. Klitzke observed that "the students in the junior college transfer group decreased in cumulative GPA from junior to senior college, while the native students increased their cumulative grade point averages from lower to upper division (p. 211)". However, he does not give statistical data to substantiate this incident of transfer-shock. Mean GPA of transfers who dropped out was 3.22 whereas natives who dropped out had a 2.88 mean GPA.

### Summary

Each of the studies cited indicates the presence of transfer-shock during the first semester after transfer among junior college students transferring to the university. The amount of transfer-shock varied from .22 points to a drop of one whole letter grade. Although data was not available in each case, there was indication of recovery from transfer-shock at the conclusion of the eighth semester. It is interesting to note that even in the studies in which transfer students excelled or were equivalent to native students (Mitchell and Eells, Martorana and Williams, Hoyt, and Klitzke) transfer-shock was present during the first semester after transfer.

### Transfer-Shock from Community College to University

At the University of California, Seimans (1943) studied transfer students entering between 1928 and 1938 to study engineering. In this study he compared 243 transfer students from large California junior colleges with 583 native students. In their work in engineering the transfers averaged grades of 1.37 compared with averages of 1.29 for

native students. While Seimans' study indicates that junior college transfer students do as well as natives and that grading standards were similar at the university and at the junior college, there is still evidence of transfer-shock in his data. The average GPA for the 243 transfer students for the first four semesters at junior college was 1.55. This dropped to a mean GPA of 1.23 for the first semester at the university, a shock of .32 grade points. On the other hand, the 583 natives had a mean GPA of 1.38 for their first four semesters at the university but their mean GPA dropped to 1.24 during the fifth semester. While this study indicates that transfer students did as well as natives, the transfers still experienced a shock from 1.55 to 1.23 upon transfer. Recovery from shock was present (1.37) but not complete (1.55).

Groesbeck (1954) studied 192 Michigan community college students who transferred to the University of Michigan in an attempt to determine what relationships existed among certain factors in their adjustment in higher education. The data revealed that practically all of the transfer students suffered a substantial drop from their cumulative GPA at the community college to that of their first semester at the University. Recovery from transfer-shock was experienced by three-quarters of the 192 students; they either graduated, withdrew with a 2.0 or better, or were still enrolled when the study was completed. The students felt that the pressure of competition at the University was detrimental, causing discouragement, undermining self-confidence and creating selfishness. They indicated that because of the size of the University there was a feeling of impersonalness which resulted in

poor advising and teaching. The students enjoyed the freedom of choice and the facilities of the University but were less satisfied with their new situation.

A study of the academic achievement and characteristics of junior college transfer students in the business divisions of the California State colleges was undertaken by Place (1961). He found that the transfer students entered the four year college in their junior year with a significantly higher scholarship average than the native students, a higher aptitude on entrance examinations, but were significantly less successful in their first two semesters in upper division work than native students. Place's data indicated a recovery from transfer-shock during the following two semesters but at no time was that recovery equal or superior to what their average GPA was at the junior college. His findings also indicated that native students are more likely to survive upper division work and graduate than are transfer students.

At the University of Massachusetts, Beals (1968) studied 239 transfer students admitted to the University in September, 1966, from community colleges in the state. Since Beals does not indicate the mean GPA's of the transfer students prior to transfer, his data does not indicate the incidence of transfer-shock per se. The results of his study do show, however, that at the first semester after transfer, the grade point averages for community college transfers were lower than the fifth semester GPA of native students at the University. Transfers had a mean GPA of 2.08 versus 2.44 for the

native students. There appears to be evidence of recovery from what presumably was transfer-shock as the findings indicate that at the eighth semester the GPA for both groups was approximately the same. At the eighth semester the mean GPA for transfers was 2.62 and for natives it was 2.78.

Though not contained in the final dissertation, Beals' research yielded data on the mean degree of transfer-shock for eight of the twelve community colleges in Massachusetts. At Berkshire Community College, transfer students had a GPA of 2.64 upon transfer. At the conclusion of their first semester at the University of Massachusetts, the mean GPA of transfer students was 2.10, a shock of .54 points. Cape Cod Community College transfer students experienced a transfer-shock of .62 points. The mean GPA for these students was 2.73 at Cape Cod Community College which dropped to 2.10 after their first semester at the University. The transfer students matriculating at the University from Greenfield Community College suffered a drop in GPA of .90 points. The average GPA for these students at Greenfield Community College was 2.92 compared with an average GPA of 2.02 after their first semester at the University. The amount of transfer-shock for students coming from Mount Wachuset Community College was even greater. They suffered a drop from an average GPA at Mount Wachuset Community College of 2.95 to an average GPA of 1.84 at the University, a transfer-shock of 1.10 points. Transfer students from Northern Essex Community College also suffered transfer-shock of over one grade point. From a total GPA of 2.86 at Northern Essex Community College, they dropped to 1.80 at the conclusion of their first semester

at the University of Massachusetts, a drop of 1.06 points. Data on the remaining three community colleges in the study were as follows:

Holyoke Community College - Average GPA, 2.95; GPA after first semester at UMass, 2.18; amount of transfer-shock: .77 points.

Massachusetts Bay Community College - Average GPA, 2.55; GPA after first semester at UMass, 2.0; amount of transfer-shock: .55 points.

Quinsigamond Community College - Average GPA, 3.13; GPA after first semester at UMass, 2.29; amount of transfer-shock: .84 points.

Transfer-shock varied from .54 points to 1.10 points. The mean transfer-shock for the eight community colleges studied was .798. Recovery from transfer-shock was demonstrated in all instances.

A study involving 116 transfer students from Oregon community colleges and 116 native students at Oregon University was conducted by Lenmark (1969) to determine whether or not significant differences existed between native and transfer students in relation to academic achievement, persistence and graduation. The data indicated the presence of acute transfer-shock for students transferring from the community college. The rate of recovery was slow but by graduation those who persisted had GPA's that had returned close to their original level. The drop-out and dismissal rate was extremely high for the transfer students during the first year after transfer. Transfer students in all schools of the university were found to have suffered transfer-shock as measured by a considerable loss of GPA. In the area of academic achievement this study indicated that upon the receipt of the baccalaureate degree there were no significant differences between the

GPA's of transfer and native students. Persistence and graduation rates for native students were found to be significantly higher than those of transfer students.

#### Summary

Transfer-shock was present in all of the studies involving transfer of community college students to the university. Recovery from shock was also present although the recovery varied from slight to near total recovery at the time of graduation. Native students were more likely to graduate than were transfer students.

#### Transfer-Shock from Mixed Sources

At the University of Oklahoma, Mann (1963) compared the academic success and persistency to graduation of junior college transfer students and transfers from four-year colleges in Oklahoma with native students at the University. His data resulted in the following findings: (1) the transfer students achieved at a significantly lower rate after transferring to the University; (2) there was no significant difference in the cumulative four-year GPA among the junior college transfer student, the four-year college transfer student and the native student at the University; (3) little difference existed between the junior college transfer students and four-year college transfer students. The data revealed evidence of transfer-shock in the first semester after transfer as well as recovery during the fifth to eighth semester. Mann also found that the junior college transfer student was prepared to achieve at a satisfactory level



at the university and many of the transfer students who did not persist to graduation withdrew for reasons other than academic.

A study by Young (1964) of 441 transfer students who transferred to Penn State University in 1961 from junior college (87), liberal arts college (172), women's college (48), teachers' college (38), public university (43) and private university (53), yielded two major results. Most transfer students, regardless of the type of college from which they transferred, experienced a transfer-shock of .30 grade points during their first semester after transfer to Penn State. And, the junior college transfer students made a significantly poorer academic (significant at the .01 level) adjustment than all other students.

At Penn State University, Lindsay (1966) studied 4,373 baccalaureate degree students who were classified as transfers if they matriculated at one of the four satellite campuses of Penn State or natives if they spent their entire four years at the main campus of this large university. One of the problems studied in this research project was the possible effects which transfer to a four year institution has on the two year campus matriculants. Results based on the adjusted mean GPA's of the transfer students both immediately before and after transfer revealed that there was no drop in performance as reported in most of the previous studies examined. Transfer-shock did not exist for transfers from satellite campuses to the main campus of a large university.

Spangler (1966) investigated 626 junior college students transferring to Auburn University from private and public junior

colleges to ascertain how academically successful they were before and after transfer. An analysis of his data indicated that the transfers' GPA for the first semester after transfer was .44 of a grade point below their cumulative GPA prior to transfer from junior college. This sharp decline in GPA during the first semester after transfer was followed by a gradual rise in GPA during the fifth to eighth semesters, but the cumulative average for the transfer students at Auburn never reached their pre-transfer average. There was no significant difference in grades after transfer between private and public junior college transfer students. Spangler found that the transfer students' grades after transfer were lower than the grades of the Auburn native students. At the conclusion of the study in 1963, approximately 20% of the transfers had graduated, 55% had dropped out, and 25% were still enrolled.

#### Summary

Regardless of whether students transfer to the university from a private junior college, a public junior college or from a four-year college, the literature reviewed indicates that they experience transfer-shock. The exception is the case of students transferring from a satellite campus to the main campus of the same university. In this instance there would be little adjustment involved and thus we do not have a case of transfer involving readjustment but merely an internal transfer from one part of the university to another. With a minimum of adjustment one could expect a minimum of shock.

### Transfer Studies of National Scope

Medsker (1960) did an extensive study of 76 two-year colleges in fifteen states. In Chapter 5 he studied the performance and retention of transfer students. Data was obtained on 2,549 transfer students and 8,391 native students in sixteen colleges and universities in eight states with comparisons being made between the groups. In a comparison of GPA's between native and transfer students, in all but three cases the mean GPA for transfer students in the first semester after transfer was lower than the mean GPA for native students by .02 - .56 points. The data for the eighth semester indicated a recovery from what appears to have been transfer-shock. Since Medsker did not include the mean GPA's at the junior college for the transfer students, it is impossible to determine the amount of transfer-shock per se upon transfer. Recovery from transfer-shock appears to be present in the eighth semester GPA's. The grades for transfers are equal to those for native students and in three instances are higher than those of the natives. Further data indicates that only 50% of the transfer students received degrees compared with 63% of the native students.

The most extensive and comprehensive study to date on the transfer student was done by Knoell and Medsker (1965). This study was a national study of the transfer student conducted between 1960 and 1964. It involved 7,243 junior college students from 345 two-year colleges who transferred in 1960 to a diverse group of 43 colleges and universities in ten states. A comparison group was

comprised of 4,026 transfer students and 3,349 native students who graduated in 1962. There were eight major objectives of the study. We are concerned with the second objective - the performance of the transfer student in junior college and after transfer. Data from 43 four-year institutions grouped into five categories - major state universities (10), teachers' colleges (10), other state institutions (12), private universities (8), and technical institutions (3) - revealed transfer-shock. The shock varied from .16 to .58. Transfer students entering major state universities had mean GPA's in junior college of 2.78; the mean GPA's for the first term after transfer was 2.20. Transfer students entering teachers' colleges had mean GPA's in junior college of 2.52 which dropped to 2.36 for the first semester after transfer, and transfers entering other state institutions had mean GPA's in junior college of 2.58 and mean GPA's of 2.30 after transfer. Similar examples of transfer-shock were encountered by students transferring to private universities from junior college where they had mean GPA's of 2.56 which dropped to 2.36 upon transfer. At technical institutions, junior college transfers dropped in grades from 2.73 mean GPA's in junior college to 2.27 in the first semester after transfer. There was not one instance in any of the 43 four-year colleges or universities to which the junior college students transferred where transfer-shock did not occur. Recovery from shock was also present in all instances.

#### Summary

The results of these studies which used a larger and broader sample of transfer students matriculating at a variety of institutions

yielded results quite similar to studies conducted on smaller samples of students transferring to one institution. Transfer-shock was present during the first semester after transfer. Students persisting after the first semester at the four-year institution experienced a recovery from transfer-shock.

### Conclusion

The majority of the research reviewed indicated the existence of transfer-shock for the student coming from the junior or community college to the four-year college or university. Thus, there is evidence that the transfer student can expect a significant drop in his GPA during the first semester after transfer. Most of the studies also indicated that a recovery from shock would be expected so that by the eighth semester the transfer student's GPA would almost be equivalent to the GPA of the native students. It is to be expected that a smaller percentage of transfer students would graduate than do native students, and if the transfer student does graduate it will probably take him longer than if he were a native student.

Hills (1965a) reviewed research on twenty studies of the academic performance of the junior college transfer student from 1928 to 1965. The number of students included in these studies was in the tens of thousands and the number of institutions involved was in the hundreds. After analyzing each study he concludes his investigation with the following summary:

"There were 46 sets of data relevant to the question of transfer-shock. Of these, 44 revealed shock and two showed no shock.

Clearly, it is a most prevalent occurrence that junior college transfer students suffer an appreciable loss in their level of grades when they transfer.

"Out of the 38 sets of data in which a phenomenon like recovery from shock could be observed, 34 showed recovery and four showed none. Recovery to some degree from transfer-shock is about as prevalent as shock itself, though we did notice that the degree of recovery varies widely.

"Out of 33 sets of data relevant to the question of whether native students obtain better grades than transfer, 22 indicated that the natives performed better, four indicated that the junior college transfers performed better, and seven indicated that they performed equally well.

"Of the 6 sets of data which compared the performance of junior college transfers with the performance of transfers from other kinds of institutions, five found that transfers from other institutions were more successful than junior college transfers. One found that the junior college transfers were more successful.

"Out of the 21 sets of data that examined whether the junior college transfers took longer than natives to graduate or that considered whether a smaller proportion of transfers than natives graduated, 19 showed the natives to graduate sooner or in greater proportions and two showed the junior college transfers to graduate sooner or in greater proportions (p. 209)".

In another review of the available research on transfer-shock from 1910 to 1963 Hills (1965b) concluded the following:

1. "Students who enter junior college and transfer to four-year colleges typically experience an appreciable drop in college grades after transfer.
2. "Usually the transfer grades after transfer are lower than the average grades of the native students.

3. "Often, but not always, the transfer's grades recover from the loss which occurs immediately after transfer, but the degree of recovery varies from a slight amount to complete recovery to their pre-transfer level.
4. "The transfer student seems to suffer most if he transfers into a curriculum which requires competence or training in mathematics, if he transfers into a major state university or if he transfers from a junior college instead of from a four-year college.
5. "The transfer will be less likely to survive to graduate than will the native student on the average.
6. "The transfer who does survive to graduate will probably take longer to reach graduation than will a comparable native student (pp. 244-245)".

## Section II

Section II of the review of literature will examine studies that have used group counseling with transfer students, group counseling as treatment for underachievement, and studies using group counseling with college bound freshmen.

### Group Counseling and Transfer Students

Winborn and Maroney (1965) studied 52 transfer students who entered North Texas State University on academic probation in Spring semester 1961-62 to determine the effectiveness of short-term group guidance in improving the academic achievement of transfer students. Secondly, the study analyzed the differences in changes in certain psychological needs as measured by the Edwards Personal Preference Schedule between academically successful and unsuccessful students

as well as changes in needs for students participating and not participating in group counseling. The subjects were randomly assigned to control and experimental groups. Both groups were administered the EPPS before and after group guidance. The experimental groups were divided into four sub-groups that met for 13 sessions, one hour each session for seven weeks. No particular approach was used in structuring the content of the sessions. Evaluating criteria were academic grades, record of drop-outs, and appraisal of EPPS scores after group guidance. The results indicated that there were no significant differences found between the grade point averages for control and experimental group subjects. Significantly greater changes on the variable "Dominance" on the EPPS was noted for successful students with the change being in the direction of an increased need. No other significant differences on scores on the EPPS were found. There was no significant difference between pre-test and post-test scores on EPPS by the experimental group. The hypothesis that drop-outs would be significantly greater for the control group was not upheld since no drop-outs occurred. It was concluded that short-term group guidance was not effective in producing significantly higher GPA's although higher GPA's were made by subjects participating in group guidance.

A study using a small sample of six experimental and six control subjects who were admitted to Transylvania College as probationary transfer students was conducted by Abel (1967) to evaluate the effect of compulsory group counseling on the reorientation of these students to academic achievement and retention at college. Compulsory group



counseling consisted of six sessions over a period of ten weeks. Attendance was voluntary after the second session. These sessions centered around spontaneous discussions which dealt primarily with norms and expectancies in academic and social aspects of college life. GPA and rate of withdrawal were used to measure the effectiveness of group counseling. Results of this study indicated that after two years, experimental subjects persisted in college attendance to a significantly greater degree than did control subjects. Experimental subjects also experienced significantly greater increases in GPA than did control subjects in their first quarter after transfer. Anecdotal data indicated that the students felt the process of transfer had been made easier as a result of counseling and that concern shown them had an effect upon their "desire to study and stay in school". The statistical results in this study must be viewed with caution in light of the fact that subjects with the higher GPA's were placed in the control groups at the outset of the study.

#### Group Counseling and Academic

#### Underachievement, Retention, and Attitude

The evaluation of short-term group counseling on the academic achievement of potentially superior (above 80th percentile on ACE scores) but underachieving college freshmen at Indiana University was the purpose of research conducted by Winborn and Schmidt (1962). The total sample was comprised of 68 experimental subjects and 67 control subjects. The experimental group was subdivided into six smaller groups led by two experienced counselors. Six group counseling

sessions of one-hour duration were extended over a period of two months. Group counseling was unstructured in nature. GPA and three scales of the California Psychological Inventory were used to assess differences among groups. Data analyzed by means of a t-test indicated that the control group had significantly higher GPA's than the experimental groups. There were no significant differences between groups on variables measured by the CPI.

Duncan (1962) conducted a study aimed at evaluating the effects of required group counseling with 26 college students on academic probation. An additional objective was to evaluate certain non-intellectual factors characteristic of subjects receiving the most benefit from mandatory group counseling. The experimental group received one semester of group counseling and the control group was not involved in counseling. GPA and Bill's Index of Adjustment and Values was used to measure gains. There were no significant increases in GPA at the conclusion of the study. Significantly smaller discrepancy scores as measured by the IAV were noted after counseling. Results were inconclusive when attempts were made to arrive at a correlation between attitude scores, non-intellectual factors and GPA. This study was also unable to obtain conclusive results relative to the characteristics of experimental subjects who benefited most from mandatory group counseling.

An attempt to use group counseling as treatment to assist 53 anxious, male college freshmen improve their academic performance was undertaken by Spielberger (1962). These anxious college freshmen were judged to be potential underachievers. The experimental

group of 26 subjects was divided into groups of six to eight members and underwent eight to eleven sessions of group counseling. The control groups numbered 27 and did not receive counseling. GPA, the Survey of Study Habits, the MMPI, and interviews with the subjects were used to assess growth. Results indicated a statistically significant increase in GPA. Highest increases in GPA were reported among those subjects who had attended the greatest number of group sessions. No significant differences were noted between the experimental and control groups on personality variables measured by the MMPI and Survey of Study Habits. Personal interviews with clients indicated that the majority of subjects reported their study habits had been improved and they were using time more effectively as a consequence of counseling.

A small group counseling approach was used by Smith (1963) as treatment for reducing the number of withdrawals of male college freshmen from an arts and sciences program. The subject population totalled 152, 76 in the experimental group and a like number in the control group. Experimental groups did not exceed fifteen. The sessions were unstructured and subjects were encouraged to discuss whatever was of concern to them, such as study attitude, dating problems and personal reactions to instructors. A non-statistical method such as percentages was used to assess the effectiveness of small groups in reducing the number of college withdrawals. The author reports that a significantly greater number of controls (24%) withdrew from college at the end of the first semester as compared with 8% of the experimental group who attended two or more sessions.

A significantly greater percentage of those experimental group members who did not attend counseling sessions withdrew than did those experimental subjects who attended.

Two different types of group counseling were used in the research conducted by Hart (1964) as treatment for underachievement by college freshmen at Michigan State University. Cognitive group counseling emphasized specific intellectual problem areas relating directly to scholastic achievement, whereas affective group counseling focused on problems of a personal nature and on personality dynamics. 96 subjects with high academic ability who received unsatisfactory grades during their first semester volunteered to participate in the study. Subjects were randomly assigned to one of twelve counseling groups of either the affective or cognitive type. Each counselor led three cognitive and three affective groups. A control group was used which did not receive counseling. Counseling sessions were held for one hour each week for a period of five to seven weeks. An analysis of variance was used to evaluate the GPA for the winter term and for the three month follow-up (spring term) to determine the effects of the two types of group counseling on the reduction of underachievement. Students receiving affective group counseling received significantly higher GPA's during the winter term than did those receiving cognitive group counseling or no counseling. A three-month follow-up indicated no significant differences in GPA among experimental subjects in the cognitive and affective groups, or the control subjects. These results indicated that group counseling of a personal-emotional nature had an immediate effect on underachievers but neither affective

nor cognitive group counseling had an effect after termination of counseling.

The effect of group counseling on the academic and clinical performance, as well as on the attitudes towards disabled persons of first year nursing students was the purpose of research conducted by Meyer (1964). Group counseling sessions were conducted for one hour each week over a period of 25 weeks. Instruments used to measure changes were GPA in nursing sciences courses, field work performance ratings and a scale that measured attitudes towards disabled people. An analysis of co-variance was used to analyze the data. No statistically significant differences were found between experimental and control groups on academic or clinical performance. Results which were statistically significant indicated that group counseling had a definite effect upon the formation of positive attitudes toward disabled persons.

Spielberger and Weitz (1964) replicated their earlier study undertaken in 1962, compared both studies and included a two-year follow-up report. This study evaluated the effectiveness of group counseling on the academic achievement of anxious male college freshmen. Group counseling sessions for 34 experimental subjects lasted  $1\frac{1}{4}$  hours and were held once a week for twelve weeks. Issues dealt with during counseling sessions were: methods of studying, dorm life, vocational goals, relations with professors, and matters of personal and social adjustment. Control subjects, numbering 34, received no counseling. Instruments used to measure change were GPA, Survey of Study Habits, MMPI validity and clinical scales,

subjects' drop-out records, and interviews with the subjects. The results of the study indicated that there were no significant increases in GPA for the experimental group. Subjects identified as "high attenders" on the MMPI improved their GPA significantly more than did "low attenders". There were no other significant differences on other variables between "high and low attenders". A two-year follow-up indicated that there were no significant differences in the drop-out rate between experimental and control groups, although fewer experimental group members actually dropped out.

At Glendale Junior College in California, Dessent (1964) studied the effect of group counseling on GPA's of students on academic probation. The major hypothesis was that students on academic probation who received support and insight from group counseling would obtain higher GPA's than those students on probation who did not receive group counseling. Thirty students on probation were placed in an unstructured group where the subjects discussed present study problems, school experiences and interpersonal relationships for a total of ten group meetings. Results were based on GPA's and observed behavior change. GPA's for the semester after being placed on academic probation indicated that 17 or 56% of the students receiving group counseling received a 2.0 or better. Eight students or 26% of the control group obtained a 2.0 or better. Three subjects in the experimental group received GPA's of 3.0 versus none in the control group. Students receiving counseling received higher grades than students without counseling in 76% of the cases. Observed behavioral changes were noted for students receiving group counseling

in such areas as appearance and dress, family relationships, increased dating, joining clubs, and finding jobs. It is questionable whether the results obtained can be attributed to the effect of group counseling since the experimenter mentions that a "plus" dimension was added to group counseling in the form of academic advisement, individual counseling, and parental conferences.

In a study utilizing eight treatment and four control groups, Chestnut (1965) attempted to test the effect of five 1½-hour sessions of counselor structured and group structured group counseling on underachieving college males. GPA, Stern's Activities Index and Brown-Holtzman Survey of Study Habits were used to assess change by means of a t-test and by analysis of variance and covariance. Subjects in the counselor structured groups received GPA's significantly greater than both the group structured and control groups. A three-month follow-up indicated that the grades of the counselor structured group were still significantly better than those of the control group but not greater than the unstructured group. No significant differences were found between groups on other variables such as study habits, attitudes and achievement needs.

At the University of Missouri, Shepherd (1965), in research concerning the relationship between counseling and graduation, studied 295 counseled students versus a control group that had no counseling. The study also attempted to determine if a greater proportion of the counseled students with a particular type of problem graduated than did counseled students with a different type of problem. Results, significant at the .001 level of confidence, indicated that a greater

proportion (51%) of the counseled group graduated than the non-counseled group (37%). Within the counseled group, with significance at the .001 level of confidence, there was a difference in graduation rate depending on the diagnosis of the problem. The significant difference held for the problem only, the cause only, and a combination of problem and cause (i.e., those with Voc-Lie-lack of motivation about environment graduated at a rate of 89%; those with EM-CS-motivational conflict within self graduated at a rate of 29%).

A study designed to measure the effectiveness of group counseling on college underachievers was done by Dickinson and Truax (1966). The major hypothesis tested was that underachievers receiving group counseling would show significant improvement in their GPA and level of underachievement. Also tested was whether those counseled students who received the highest levels of empathy, warmth, and genuineness would show the greatest improvement in GPA and level of underachievement. The evaluating criteria was the change in GPA. 48 students were studied, 24 in the experimental and 24 in the control group. Of the 24 in the experimental group, 16 received high therapeutic conditions and eight received moderate conditions. Results showed that 71% of the experimental group received passing grades as opposed to 46% of the control group. The experimental group increased its mean GPA from 1.73 to 2.29 versus an increase from 1.73 to 1.95 for the control group.

Within the experimental group 16 subjects received high conditions of empathy, warm treatment and genuineness, and eight subjects received moderate conditions. 81% of those in the high treatment condition



received passing grades versus 51% for those in the moderate treatment condition. Subjects in the high treatment condition increased their mean GPA from 1.72 to 2.45 versus 1.75 to 1.92 for those in the moderate treatment condition. Results supported the major hypothesis. Students who were exposed to group counseling showed a greater positive change in academic achievement than did students in the control group. Regarding the secondary hypothesis, "counseled students receiving high conditions show improvement greater than either the control students or those receiving moderate levels of conditions during group counseling. Those receiving only moderate levels of accurate empathy, unconditional positive regard and counselor genuineness during group counseling did not differ on any of the outcome measures from the control group (p. 246)".

LeMay (1966) conducted an experiment at the University of Oregon to test the effects of group counseling on freshmen underachievers. The total subject population numbered 117 and was assigned to one of two experimental or one of two control groups. Experimental Group 1 received one hour of group counseling each week for the winter and spring quarters. Experimental Group 2 received a brief group guidance experience which consisted of two lecture sessions of one hour each during the winter term. Control Group 1 consisted of volunteers who did not receive counseling while Control Group 2 was comprised of non-volunteers who were unaware of the opportunity for counseling. GPA and the Personal Orientation Inventory (POI) were the instruments used to assess change. An analysis of covariance was used to analyze GPA changes and a t test was used to analyze the POI. Experimental

Groups 1 and 2 achieved statistically higher GPA's than Control Group 2 for three testing periods. Other results indicated that only Experimental Group 1 had statistically significant POI scores on six of twelve basic scales, indicating a significant increase in self-actualization.

Research to determine the effects of group counseling on 28 college freshmen enrolled in an education course was conducted by Muro and Ohnmacht (1966). The experimental subjects numbered fifteen and were placed in either Group 1 which received group counseling one hour each week for fifteen weeks or in Group 2 which received group counseling for one hour twice each week for fifteen weeks' duration. The instruments used to assess change were Rockeach's Dogmatism Scale, Bill's Index of Adjustment and Values, and Barron's Complexity Scale. There was little difference between the counseled groups and the control group. The experimental groups increased at a statistically significant level on the Self-Acceptance Scale of the IAV but there were no statistically significant differences between experimental and control groups on the Dogmatism or Complexity Scales.

Group counseling was used by Roth et al (1967) to measure its effects on the GPA of 104 bright, underachieving college undergraduates at the Illinois Institute of Technology. The experimental group numbered 52 and met for two 1-hour sessions each week for one semester. Group counseling focused on the dynamics of non-achievement which the authors felt were the students' attempt to maintain immature relationships with their families, avoid risk-taking, independence and responsibility. Counseling focused on these issues and on inadequate study habits. The control group was matched and also numbered 52. GPA was the sole

instrument used to assess change. The counseled group achieved significantly higher GPA's than the control group. A follow-up was conducted one semester later which indicated that the significant difference was maintained. The researchers suggest from this study the use of a specific counseling approach in cases diagnosed as the "Non-Achievement Syndrome".

An experiment to measure the effectiveness of group counseling and the effectiveness of a lecture discussion course in changing GPA and self-actualization of underachieving college undergraduates was conducted by Leib and Snyder (1967). Subjects in the group counseling treatment numbered fourteen and they met one hour each day, twice a week for 18 group sessions. Counseling centered around discussion of topics pertaining to motivation and to the negative effects of underachievement. Subjects in the lecture discussion course were considered the control group and they also numbered fourteen, and met for the same length of time as the experimental group. The lectures centered around reading and study skills. Instruments used to assess outcome were the Personal Orientation Inventory and GPA. Analysis of variance indicated that there were no significant differences between groups, although both experimental and control groups increased in GPA.

A study using male underachievers who volunteered for counseling was undertaken by Gilbreath (1967a) to determine the effectiveness of two different types of group counseling on increasing the GPA of underachievers and also to determine the effect of these different types of group counseling on personality characteristics alleged to be underlying academic underachievement. The two methods of group counseling employed were directive and non-directive. The directive

groups focused on personality characteristics associated with underachievement and the non-directive groups were free to discuss anything. 81 students were randomly chosen and assigned to eight experimental groups and four control groups. Results which were significant showed that the directive groups had a greater rate of positive change in GPA than non-directive or control groups. The non-directive group showed a greater change in GPA than did the control group. Three months following the experiment the rate of change in GPA for the directive group was significantly different and greater than the control group but there were no differences in the rate of change in GPA between the non-directive and control groups. Three months following the experiment the mean GPA for both directive and non-directive groups was above 2.0 whereas the control groups' mean GPA was below 2.0. In the area of personality characteristics there was no significant differences between directive, non-directive and control groups in dependency, anxiety, depression, aggression and abasement. In the area of ego-strength the directive group showed a significantly greater increase in ego-strength than did the control group but no difference existed between the non-directive group and the control group.

Gilbreath (1967b) conducted another study utilizing two different types of group counseling, leader-structured and group-structured, as treatment for underachievement among male freshmen and sophomore undergraduates. The focus of treatment in both experimental groups was the same as Gilbreath's (1967a) earlier study. The total sample was 81, with 22 in the leader-structured group, 26 in the group-structured

group, and 33 in the control group. Counseling groups met for eight sessions of 1½ to 2 hours in duration. Different group leaders were employed to lead the two experimental groups. Instruments used to assess differences among groups were GPA and Stern's Activities Index (SAI). An analysis of variance on the data indicated that there were no significant differences in GPA. When the SAI was analyzed of those whose GPA increased .5 or better, the results indicated that strongly dependent underachievers are more likely to improve GPA if they participate in the leader-structured, high-authority method of group counseling than in group-structured, non-direct, low-authority groups. The opposite was found to be true for independent male underachievers.

Whittaker (1967) studied the effectiveness of group counseling on academic achievement and certain personality factors involving 32 students of average ability who experienced academic difficulty during their freshman year. One experimental group of 16 students and one control group of 16 students were established. Results of this study showed no significant differences between the mean GPA of the two groups or between their attitudes toward study. However, gains in GPA were higher for the experimental group but the results were not significant. Feelings of personal adequacy were significantly higher for the counseled group than for the control group. No significant differences were found between experimental and control groups on other personality characteristics.

A study which yielded results which were inconclusive was conducted by Haendschke (1968). The study involved 24 underachieving junior college sophomores. The purpose of the study was to investigate

the results of directive and non-directive group counseling and their effect on low achieving junior college students. One directive group, one non-directive group and one control group of eight subjects each were studied. The results were inconclusive and non-significant in all areas. This study was deficient because of the relatively brief time allotted to group counseling (50-minute sessions for a total of fifteen hours) as well as the small number of subjects under treatment, eight in each group.

The assessment of the personality of college underachievers who improve with group psychotherapy was the goal of research undertaken by Thelen and Harris (1968). They invited 127 underachievers to participate in group psychotherapy. Of that number, 38 responded and were randomly divided into four counseling groups totaling 19 subjects and one control group totaling thirteen subjects. The 16 Personality Factor Questionnaire and GPA were used to measure change among the groups. The counseling groups experienced an increase in GPA, were more self-accepting and had less apprehension about treatment than did the control group.

Chestnut and Gilbreath (1969) conducted a three-year follow-up study on studies conducted by Chestnut (1965) and Gilbreath (1967a and 1967b) to ascertain the long-range effect of group counseling on college underachievers. The above-mentioned studies were able to demonstrate that group counseling was effective when structured counseling was used with dependent underachievers and unstructured counseling was used with independent underachievers. Results of this follow-up study indicated that statistical differences found immediately

after the group counseling experience do not persist. Although not statistically significant, a larger number of subjects who received counseling have graduated or are still enrolled than those subjects in the control groups.

#### Group Counseling and Entering Freshmen

Group counseling was utilized by McKendry (1965) to test its effectiveness on the educational planning of college bound high school seniors and first semester college freshmen. Six group counseling sessions of 1-hour duration were held each week for the sixty experimental subjects during the spring of their senior year of high school. The focus of concern was the problem of college attendance. Control subjects also numbered sixty. Six weeks of group counseling was also provided for 38 of the original sixty in the experimental group who enrolled in college during the fall semester. Experimental subjects showed statistically significant differences from controls on their level of information about general college requirements and on the appropriateness of their curriculum choice. Significantly higher GPA's were received by experimental subjects during their first semester in college. There were no statistically significant differences between experimental and control subjects for the members enrolling in college or withdrawing after the first semester.

Clements (1966) designed a study for the purpose of evaluating small group counseling in aiding college bound students in their preparation for college. He felt that "a feeling of anxiety concerning self in relation to the new environment" contributed substantially

to a majority of the reasons why students failed to reach college or left prematurely. Thus, his major hypothesis was that students receiving group counseling would experience less anxiety prior to and subsequent to college entrance. 180 students comprised the sample with 60 students in the experimental group, assigned randomly to six sub-groups of ten each, and 120 students in two control groups of 60 each who received no group counseling. Evaluation in terms of reduced anxiety were measured by an adapted version of the Index of Adjustment and Value (IAV) and an unpublished Self-Concept Inventory (SCI). Findings significant at the .05 level of confidence showed that less anxiety was exhibited by the experimental groups as measured by the SCI. Students in the experimental group exhibited significantly less anxiety about themselves prior to and subsequent to college entrance as measured by the IAV. Group counseling was found to be effective in significantly decreasing anxiety that students felt about themselves.

Garneski (1967) conducted a study to test the effects of group counseling during the summer on the achievement of incoming freshmen students at a junior college. Subjects were 267 volunteer students in the experimental groups and 45 volunteers in the control group. 23 experimental groups were formed. Group counseling was centered around educational and vocational topics. Criteria used to measure the effectiveness of group counseling were GPA, drop-out rate, and semester hours of credit earned. Results indicated the effectiveness of group counseling. The first semester drop-out rate, significant at the .01 level of confidence, indicated that 3.3% of the counseled group dropped out versus 12.1% of the control group. The mean first



semester GPA of counseled students was 2.96 versus 2.74 for control subjects with significance at the .05 level of confidence. The first year drop-out rate for the counseled students was 7.6% versus 21.2% for the control group, with significance at the .05 level of confidence. First year mean GPA for counseled students was 3.03 versus 2.71 for the control group with significance at the .01 level of confidence.

A study resulting from a law passed by the California legislature to require special counseling to freshmen entering state junior colleges with high school GPA's of less than 2.0 was conducted by Clark (1967) at Readley College, California. The study was designed to compare the effectiveness of individual counseling and group counseling. Randomly selected freshmen participated in a 50-minute group counseling session and the control subjects had a 15-minute interview with a counselor. At the end of the semester results showed that the control group was significantly better than the experimental group in GPA's, numbers who were disqualified by the University, numbers who withdrew, numbers not returning for a second semester, and numbers subsequently utilizing counseling services. The experimenter recommended a suspension of the group counseling rule in favor of individual counseling. This study was severely deficient because of the inadequate treatment of one group session and one 15-minute individual counseling session. The results could have been the effects of chance.

Murrell (1969) studied the influence of a summer pre-college counseling program for entering freshmen at the University of

Mississippi and its relationship on first semester GPA, cumulative GPA and several other factors not germane to this investigation. 23 students were used as subjects. Conclusions indicated that there was a positive, statistically significant relationship between attendance at pre-college counseling and first semester GPA's as well as cumulative GPA's.

#### Summary

The review of studies using group counseling to improve academic achievement yielded only two studies dealing with transfer students. As has been stated previously, this is an area where research is lacking. The review of literature on studies using group counseling yielded a variety of results, from significance at the .001 level to non-significance, with two studies showing the control group receiving higher GPA's than the counseling group. There is no clear pattern to suggest that group counseling is totally effective as a treatment for underachievement, retention at college, or attitude change. This review is consistent with the findings of Gazda and Larsen (1968) who conducted an extensive review of group and multiple counseling research and concluded that the research is inconclusive. LeMay's (1967) review of group procedures with college students also was inconclusive.

On the other hand the research of Gilbreath (1967a and 1967b), Chestnut (1965), Chestnut and Gilbreath (1969) offers promise for the use of different methods of group counseling as treatment for underachievement. Mindful of the promising trends that have emerged from

these rather recent studies, this investigator attempted to prove the following hypotheses in the experiment described in the following chapters.

### Hypotheses

1. The experimental groups receiving counseling will increase in GPA significantly greater than the control groups.
2. The experimental leader structured (directive) groups will increase in GPA significantly greater than the control groups.
3. The experimental group structured (non-directive) groups will increase in GPA significantly greater than the control groups.
4. The experimental leader structured (directive) groups will increase in GPA to a greater degree than the group structured (non-directive) groups.
5. The experimental groups receiving counseling will reduce alienation, anxiety and increase self-concept significantly greater than the control groups.
6. The experimental leader structured (directive) groups will reduce alienation, anxiety and increase self-concept significantly greater than the control groups.
7. The experimental group structured (non-directive) groups will reduce alienation, anxiety and increase self-concept significantly greater than the control groups.
8. The experimental leader structured (directive) groups will reduce alienation, anxiety and increase self-concept to a greater degree than the experimental (non-directive) groups.

## C H A P T E R    I I I

### METHODOLOGY

#### Introduction

In the past two years approximately 1000 students transferred with junior year standing to the University of Massachusetts from public community colleges, private junior colleges and from other four year colleges. By far, the largest group of transfer students was comprised of community college students. In the past five years, 2763 community college students have transferred to the University of Massachusetts to fill 4000 available openings. Because of the rapidly expanding number of community college graduates and the University's policy of allowing all qualified community college graduates to transfer to the University with junior year standing, it is conceivable that all openings available to transfer students in the near future will be filled by community college graduates. This study is chiefly concerned with transfer-shock as it affects community college transfer students. Consequently, the sample will include only community college transfer students from the 928 students who transferred to the University with junior year standing in September, 1970. The number of community college transfer students transferring to the University for the Fall semester, 1970. was 494.

#### Subjects

From a total population of 494 students, subjects were randomly selected and placed either in one of four experimental groups or in

one of two control groups. The total number of subjects to be randomly selected was 120, twenty subjects in each group.

#### Procedure for obtaining subjects

A list of all community college students transferring to the University of Massachusetts was obtained from the Office of Admissions and Records. A random sample of all transferring community college students was made, yielding a sufficient number of subjects to insure that there would be at least twenty subjects in each of the treatment and control groups. Letters were then sent to all subjects randomly selected, inviting them to participate and asking them to indicate by return mail their intention of participating. Subjects indicating their desire to participate in the experiment were then randomly assigned to one of the four treatment or two control groups.

#### Experimental Design

This study utilized a pretest-posttest design with controls to investigate two major variables: type of group and time.

	G <sub>1</sub>	G <sub>1a</sub>	G <sub>2</sub>	G <sub>2a</sub>	C <sub>1</sub>	C <sub>2</sub>
R	0	0	0	0	0	0
R	X	X	X	X		
R	0	0	0	0	0	0

G<sub>1</sub> and G<sub>1a</sub> were directive, leader structured groups, while G<sub>2</sub> and G<sub>2a</sub> were non-directive, group structured groups; C<sub>1</sub> and C<sub>2</sub> were the control groups.

### Types of groups

Two experimental groups were known as directive or leader structured groups and the other two experimental groups were known as non-directive or group structured groups.

Two different methods of group counseling were used as treatment in reducing transfer-shock. The directive or leader structured group focused on some of the issues that have been stated as possible causes of transfer-shock, namely, size and impersonalness of the large university; alienation; anxiety; self-image; lack of clearly defined interests, values, goals or career plans; motivation; academic and personal adjustment; and economic plight.

The non-directive or group structured groups allowed maximum freedom to each group to determine the issues and topics to be dealt with during each session.

### Group meetings

Experimental Group 1 and Group 2 met weekly for 1 hour and 30 minutes for seven weeks. Control Group 1 was not involved in group counseling.

Experimental Group 1<sub>a</sub> and Group 2<sub>a</sub> met weekly for 1 hour and 30 minutes for eleven weeks. Control Group 2 was not involved in group counseling.

### Group leader

Two graduate students with group counseling experience served as leaders of the four treatment groups. Leader A directed an eleven-week leader structured or directive group and a seven-week group structured

or non-directive group. Leader B directed an eleven-week group structured or non-directive group and a seven-week leader structured or directive group.

Simple instructions were given to each counselor at the beginning of the experiment as to the nature of each group and how it was to function.

#### Measure for Transfer Shock - Grade Point Average (GPA)

The chief objective of this study was to eliminate transfer-shock among community college transfer students during their first semester after transfer. To test for the presence of transfer shock, final cumulative GPA's earned at the community college as well as GPA's earned during the student's last semester at the community college were obtained for each community college transfer student. GPA's for the first semester after transfer at the University of Massachusetts were obtained from the Office of the Registrar for each student at the conclusion of the semester. Comparisons of cumulative and fourth semester GPA's at the community college and GPA's of the first semester at the University of Massachusetts were made of the four experimental and two control groups to ascertain the presence of transfer-shock.

#### Instrumentation

A further objective of this study was to measure the effectiveness of leader-structured and group-structured counseling on the reduction of anxiety, alienation and the increase of positive self-concept among community college students transferring to a large university.

The Alienation Index (AI) (Turner, 1968), the Tennessee Self-Concept Scale (TSCS) (Fitts, 1965), and the Sixteen Personality Factor Questionnaire (16PF) (Cattell, 1957), were used to assess the effectiveness of the four experimental groups in reducing alienation and anxiety and increasing positive self-concept.

#### Tennessee Self-Concept Scale

This scale contains 100 statements which the subject uses to describe his personality from his own viewpoint.

"The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directed related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless, or 'bad' tend to act accordingly. Those who have a highly unrealistic concept of self tend to approach life and other people in unrealistic ways. Those who have a very deviant self-concept tend to behave in deviant ways. Thus, a knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluations of him. . . . The Scale, therefore, can be useful for a variety of purposes - counseling, clinical assessment and diagnosis, research in behavioral science, personnel selection, etc. (Fitts, 1965, p. 1)".

There are two sets of scales that can be obtained from the TSCS - the Counseling Form and the Clinical Research Form. The Counseling Form consists of scales which are concerned with the total assessment of the subject's self-esteem as well as the assessment of several specific aspects of self-concept, i.e., self-criticism, positive self-esteem, self-satisfaction, self-identity. The Clinical Research Form is essentially the same as the Counseling Form with the addition of the following scales:



a) the Defensive Positive Scale, b) the General Maladjustment Scale, c) the Psychosis Scale, d) the Personality Disorder Scale, e) the Neurosis Scale, f) the Personality Integration Scale, g) the Number of Deviant Signs Score.

The TSCS was standardized on a group of 626 people with approximately equal representation from both sexes, black and white races, and representatives of all social, economic, intellectual and educational levels.

Test-retest reliability coefficients for the scales of the Counseling Form range from .60 to .92. The test-retest coefficients for the personality scales of the Clinical Research Form range from .87 to .92.

### Alienation Inventory

The AI is a 45-item scale consisting of nine 5-item subtests; the nine subtests are as follows:

1. "General alienation core concept:

The attempt here is to assess the degree to which a person feels that the world is an unfriendly place and that he is separated from it. The five items attempt to get at feelings of hopelessness and normlessness, as well as feelings of estrangement from the society at large.

2. "Self alienation core:

It is difficult to separate negative self perception from the "alienation from self", but in the latter the issue is mainly the degree to which the individual perceives himself and his behavior as ego alien. There should be an indication of the individual's perception of a discrepancy between his ideal self and present self.

3. "Alienation from family core:

The attempt here is to determine the degree to which the individual perceives the family as making negative to neutral judgments about his behavior or about him as a person. One major issue is whether the individual considers himself an integral part of the family structure. A second major issue is whether the individual sees the family as having values which are his.

4. "Alienation from peers core:

The major group involved is the age peer group. However, within the age group there are important distinctions. Although there is a general concept of peers, the following should be involved: girls, gang peers, non-gang peers. The issue is the degree of involvement and perception of common values.

5. "Alienation from community core:

The attempt here is to ascertain the degree to which the individual perceives the community (or neighborhood) as an unfriendly place or as having values which are foreign to his own.

6. "Alienation from community:

The attempt here is to determine the extent to which the individual feels that formal community agencies represent his interests and values.

7. "Alienation from school and education core:

The major issue here is whether the individual sees education as having meaning and importance to him or to his future. It may be important to differentiate an attitude of alienation based on past experience and that based on expectations of relevance of education to later life.

8. "Alienation from work core:

One major issue here is the extent to which working as such is something which the individual sees as positive. A second issue involves the individual's feeling that he will be appropriately rewarded. A third issue is the extent that working satisfies both primary and secondary needs.

9. "Alienation from the white world core:

This is an adaptation of 'general alienation': with the focus on negroes in a white society. The Srole alienation items are adapted to this change. There are two issues: attitudes toward whites and attitudes toward self as a negro (Turner, 1968)".

For purposes of this study we will be concerned with subtests 1-8. The AI will be used to measure the sense and degree of alienation that the transfer student experiences when leaving a relatively small community college to matriculate at a large residential university.

Reliability coefficients for the AI subtests are from .83 to .98, and .93 for the total AI inventory.

"These reliability coefficients are for internal reliability using Cronbach's Alpha Coefficient with a projection for 100 items using the Spearman-Brown formula. These values are based on the testing of 104 males between the ages of 16 and 22. The median age was 18. Although data on females is not available at this time, the items are relevant to both males and females (Forsyth, 1968, p. 11)".

### The Sixteen Personality Factor Questionnaire

This test, consisting of sixteen subtests, attempts to measure most personality traits. Personality factors are: Factor A - Cyclothymia (Warm, Sociable) vs. Schizothymia (Aloof, Stiff); Factor B - General Intelligence (Bright) vs. Mental Defect (Dull); Factor C - Emotional Stability or Ego Strength (Mature, Calm) vs. Dissatisfied Emotionality (Emotional, Immature, Unstable); Factor E - Dominance or Ascendance (Aggressive, Competitive) vs. Submission ("Milk-Toast", Mild); Factor F - Surgency (Enthusiastic, Happy-go-lucky) vs. Desurgency (Glum, Sober, Serious); Factor G - Character

or Super Ego Strength (Conscientious, Persistent) vs. Lack of Rigid Internal Standards (Casual, Undependable); Factor H - Parmia (Adventurous, "Thick-Skinned") vs. Threctia (Shy, Timid); Factor I - Premsia (Sensitive, Effeminate) vs. Harria (Tough, Realistic); Factor L - Protension (Suspecting, Jealous) vs. Relaxed Security (Accepting, Adaptable); Factor M - Antia (Bohemia Introverted, Absent-minded) vs. Praxernia (Practical, Concerned with Facts); Factor N - Shrewdness (Sophisticated, Polished) vs. Naivete (Simple, Unpretentious); Factor O - Guilt Proneness (Timid, Insecure) vs. Confident Adequacy (Confident, Self-secure); Factor Q - Radicalism vs. Conservatism of Temperament; Factor Q<sub>2</sub> - Self Sufficiency (Self-sufficient, Resourceful) vs. Group Dependency (Sociably Group Dependent); Factor Q<sub>3</sub> - High Self-Sentiment Formation (Controlled, Exacting Will Power) vs. Poor Self-Sentiment Formation (Uncontrolled, Lax); Factor Q<sub>4</sub> - High Ergic Tension (Tense, Excitable) vs. Low Ergic Tension (Phlegmatic, Composed).

This study was concerned only with the O Scale and the Q<sub>4</sub> Scale. Permission of the author of the TSCS was obtained to extract the items from both these scales for use in this study.

Reliability Coefficients on the 16 Factors are as follows:

A = .90	F = .84	L = .77	Q <sub>1</sub> = .71
B = .86	G = .85	M = .88	Q <sub>2</sub> = .79
C = .93	H = .83	N = .79	Q <sub>3</sub> = .76
E = .91	I = .76	O = .85	Q <sub>4</sub> = .88

## Analysis of Data

A 3 X 2 Factorial Analysis of Variance was used to analyze the data gathered at the conclusion of the study.

TABLE 1  
Sample Table of Analysis of Variance  
Model Used

Source of Variation	df	MS	F
A. Type of Group	2		.05
B: Time	1		.05
A X B: Type of Group X Time	2		.05
Error: Within Treatments	50		
Total:	55		

## Null Hypotheses

IA. There will be no differences in GPA between experimental and control groups.

IB. There will be no differences in GPA between the experimental leader structured (directive) group and the control groups.

IC. There will be no differences in GPA between the experimental group structured (non-directive) group and the control groups.

ID. There will be no differences in GPA between the experimental leader structured (directive) group and the experimental group structured (non-directive) group.

IIA. There will be no differences in measures of alienation, anxiety, and self-concept between experimental and control groups.

IIB. There will be no differences in measures of alienation, anxiety, and self-concept between the experimental leader structured (directive) groups and the control groups.

IIC. There will be no differences in measures of alienation, anxiety and self-concept between the experimental group structured (non-directive) groups and the control groups.

IID. There will be no differences in measures of alienation, anxiety and self-concept between the experimental leader structured (directive) groups and the experimental group structured (non-directive) groups.

## CHAPTER IV

### RESULTS

#### Introduction

A 3 X 2 factorial analysis of variance with unequal frequencies was used to analyze the data gathered in this study. The results of these analyses are presented in the series of tables and figures that follow. Where the analysis of variance indicated significant results, a t-test of main effects was used on each variable where the factor consisted of more than two levels.

A pre-post design utilizing change scores was used to investigate two independent variables, namely, (a) type of group counseling, and (b) length of time, and also nineteen dependent variables which are alienation (8 levels), anxiety (2 levels), and self-concept (9 levels). A pre-post design utilizing change scores was also used to investigate GPA as a measure of transfer-shock. Two pretest measures of GPA were used: (a) total cumulative average at the community college and (b) fourth semester GPA at the community college. The posttest measure was the first semester GPA at the University of Massachusetts.

Computer Program, G4 U. Mass., UNEQFREQ, Least Squares Analyses of Variance for Unequal Subclasses, was used to analyze the data at the University of Massachusetts Computer Center.

### Pretest Analysis

This section will present the pretest equivalents of the four treatment and the two control groups. ANOVA Tables 2 through 22 indicate that there were no statistically significant differences between groups on pretest measures of GPA, alienation, anxiety, and self-concept.

TABLE 2  
Analysis of Variance of Cumulative Average  
at Community College

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.037	.018	.197
Length of Time (B)	1	.147	.147	1.565
A X B	2	.036	.018	.195
Error	50	4.704	.095	
Total	55	437.844		

$$F_{2,50} = 3.18; F_{1,50} = 4.03$$

The means and standard deviations of each group for all tables included in this chapter will be found in the Appendix.



TABLE 3  
 Analysis of Variance of Fourth Semester GPA  
 at Community College

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.459	.229	1.461
Length of Time (B)	1	.410	.410	2.610
A X B	2	.662	.331	2.105
Error	50	7.867	.157	
Total	55	510.534		

TABLE 4  
 Analysis of Variance of General Alienation  
 Scale of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	2.710	1.355	.238
Length of Time (B)	1	1.170	1.170	.206
A X B	2	4.760	2.380	.418
Error	50	284.666	5.693	
Total	55	10610.000		

TABLE 5  
 Analysis of Variance of Self Alienation Scale  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	7.557	3.778	.637
Length of Time (B)	1	.024	.024	.004
A X B	2	.840	.420	.071
Error	50	296.725	5.934	
Total	55	14578.000		

TABLE 6  
 Analysis of Variance of Family Alienation  
 Scale of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.223	.111	.012
Length of Time (B)	1	6.295	6.295	.656
A X B	2	5.890	2.945	.307
Error	50	479.996	9.599	
Total	55	15115.000		

TABLE 7  
 Analysis of Variance of Peer Alienation of the  
 Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	4.147	2.073	.367
Length of Time (B)	1	4.296	4.296	.760
A X B	2	2.766	1.383	.245
Error	50	282.519	5.650	
Total	55	13529.000		

TABLE 8  
 Analysis of Variance of Community Alienation  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	6.918	3.459	.563
Length of Time (B)	1	1.160	1.160	.189
A X B	2	.311	.155	.025
Error	50	307.132	6.142	
Total	55	8238.000		

TABLE 9  
 Analysis of Variance of Alienation from Legal Communities  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	11.651	5.825	1.070
Length of Time (B)	1	6.143	6.143	1.128
A X B	2	1.228	.614	.113
Error	50	272.229	5.445	
Total	55	13161.000		

TABLE 10  
 Analysis of Variance of Alienation from School of  
 the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	1.329	.664	.107
Length of Time (B)	1	.009	.009	.001
A X B	2	.288	.144	.023
Error	50	312.088	6.241	
Total	55	16805.000		

TABLE 11  
 Analysis of Variance of Alienation from Work  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	1.308	.654	.123
Length of Time (B)	1	6.553	6.553	1.232
A X B	2	7.089	3.544	.667
Error	50	265.899	5.318	
Total	55	11088.000		

TABLE 12  
 Analysis of Variance of the O Scale (Anxiety)  
 of the 16PF

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	2.262	1.131	.112
Length of Time (B)	1	7.893	7.893	.781
A X B	2	8.034	4.017	.397
Error	50	505.438	10.108	
Total	55	8039.000		

TABLE 13  
 Analysis of Variance of the Q<sub>4</sub> Scale (Anxiety)  
 of the 16PF

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	8.138	4.069	.396
Length of Time (B)	1	.519	.519	.051
A X B	2	37.411	18.705	1.823
Error	50	513.150	10.263	
Total	55	11795.000		

TABLE 14  
 Analysis of Variance of Physical Self Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	47.489	23.744	2.608
Length of Time (B)	1	.104	.104	.012
A X B	2	7.553	3.776	.415
Error	50	455.309	9.106	
Total	55	154125.000		

TABLE 15  
 Analysis of Variance of Moral-Ethical Self Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	30.239	15.119	.649
Length of Time (B)	1	.451	.451	.019
A X B	2	102.502	51.251	2.199
Error	50	1165.406	23.308	
Total	55	139193.000		

TABLE 16  
 Analysis of Variance of Personal Self Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	45.533	22.766	.722
Length of Time (B)	1	7.940	7.940	.252
A X B	2	77.576	38.788	1.231
Error	50	1575.812	31.516	
Total	55	182381.000		

TABLE 17  
 Analysis of Variance of Family Self Scale of  
 the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	106.580	53.290	3.114
Length of Time (B)	1	23.567	23.567	1.377
A X B	2	3.254	1.627	.095
Error	50	855.547	17.110	
Total	55	171266.000		

TABLE 18  
 Analysis of Variance of Social Self Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	5.547	2.773	.184
Length of Time (B)	1	7.260	7.260	.482
A X B	2	46.673	23.336	1.549
Error	50	753.445	15.068	
Total	55	172880.000		



TABLE 19  
 Analysis of Variance of Self Criticism Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	5.111	2.555	.143
Length of Time (B)	1	.021	.021	.001
A X B	2	19.302	9.651	.540
Error	50	893.381	17.867	
Total	55	48075.000		

TABLE 20  
 Analysis of Variance of Identify Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	69.590	34.795	1.061
Length of Time (B)	1	11.702	11.702	.357
A X B	2	9.151	4.575	.140
Error	50	1639.682	32.793	
Total	55	462542.000		

TABLE 21  
 Analysis of Variance of Self Satisfaction  
 Scale of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	60.492	30.246	.987
Length of Time (B)	1	8.968	8.968	.293
A X B	2	90.824	45.412	1.482
Error	50	1531.809	30.636	
Total	55	461438.000		

TABLE 22  
 Analysis of Variance of Behavior Scale  
 of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	16.364	8.182	.383
Length of Time (B)	1	27.332	27.332	1.278
A X B	2	7.279	3.639	.170
Error	50	1069.555	21.391	
Total	55	435148.000		

### Pretest-Posttest Change Score Analysis

An analysis of variance on change scores from pretest to posttest were used to measure the effect of the treatment groups in reducing transfer-shock, alienation, anxiety, and increasing self-concept.

The data presented in Table 23 is an analysis of variance measure of the change score between the total community college cumulative average and the University of Massachusetts first semester GPA, which is one measure of the degree of transfer-shock. F ratios of .674, .144 and .067 were obtained with two and fifty degrees of freedom. These F ratios are nonsignificant and indicate that there was no reduction of transfer-shock among either the experimental or control groups as measured by the change score between total community college cumulative average and University of Massachusetts first semester GPA. Hypotheses IA, IB, IC, ID are held tenable.

TABLE 23  
 Analysis of Variance of Change Score of Community  
 College Total Cumulative Average and University  
 of Massachusetts First Semester GPA

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.669	.334	.674
Length of Time (B)	1	.071	.071	.144
A X B	2	.066	.033	.067
Error	50	24.831	.496	
Total	56	29.452		

The data presented in Table 24 indicates an analysis of variance measure of the change score concerned with an additional measure of transfer-shock, namely, the fourth semester GPA at the community college and the first semester GPA at the University of Massachusetts. F ratios of .217, .580 and .469 were obtained with two and fifty degrees of freedom. These F ratios were not significant. Hypotheses IA, IB, IC, ID are, therefore, tenable.

TABLE 24  
 Analysis of Variance of Change Score of Community  
 College Fourth Semester GPA and University of  
 Massachusetts First Semester GPA

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.194	.097	.217
Length of Time (B)	1	.259	.259	.580
A X B	2	.419	.209	.469
Error	50	22.358	.447	
Total	55	35.834		

ANOVA Tables 25 through 32 present data that will test hypotheses IIA, IIB, IIC, IID on the eight levels of alienation as measured by pretest to posttest change scores on the Alienation Index.

Table 25 presents analysis of variance of the change score on the General Alienation Scale of the Alienation Index. F ratios of 1.038, 1.483, and 1.370 were obtained with two and fifty degrees of freedom. They are nonsignificant. Thus, the aspects of the null hypotheses concerned with alienation, as measured by Scale 1 (General Alienation) of the Alienation Index are tenable.

TABLE 25  
 Analysis of Variance of Change Score  
 of Scale 1 (General Alienation)  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	7.915	3.957	1.038
Length of Time (B)	1	5.655	5.655	1.483
A X B	2	10.453	5.226	1.370
Error	50	190.738	3.814	
Total	55	217.000		

Table 26 presents data of the analysis of variance of the Change Score of Scale 2 (Self Alienation) of the Alienation Index. With two and fifty degrees of freedom F ratios of .433, .742 and .666 were nonsignificant. The aspects of null hypotheses IIA, IIB, IIC, IID concerned with Scale 2 of the Alienation Index are tenable.

Table 27 presents the analysis of variance of the Change Score of Scale 3 (Family Alienation) of the Alienation Index. F ratios of 1.585, .168 and .989 with two and fifty degrees of freedom were nonsignificant. Hypotheses IIA, IIB, IIC, IID are tenable in respect to measures of alienation as measured by Scale 3 of the Alienation Index.

TABLE 26  
 Analysis of Variance of Change Score  
 of Scale 2 (Self Alienation)  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	3.139	1.569	.433
Length of Time (B)	1	2.686	2.686	.742
A X B	2	4.822	2.411	.666
Error	50	181.089	3.621	
Total	55	188.000		

TABLE 27  
 Analysis of Variance of Change Score  
 of Scale 3 (Family Alienation)  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	8.654	4.327	1.585
Length of Time (B)	1	.459	.459	.168
A X B	2	5.400	2.700	.989
Error	50	136.501	2.730	
Total	55	151.000		

Analysis of variance of the Change Score of Scale 4 (Alienation from Peers) of the Alienation Index is presented in Table 28. F ratios of .510, 1.762 and 2.924 with two and fifty degrees of freedom, indicate no significant differences among groups. Hypotheses IIA, IIB, IIC, IID are tenable in respect to alienation as measured by Scale 4 of the Alienation Index.

Table 29 presents data of the analysis of variance of the Change Score of Scale 5 (Alienation from Community) of the Alienation Index. The results are nonsignificant, indicating an F ratio of 2.671, 2.021, and 1.317 with two and fifty degrees of freedom. Hypotheses IIA, IIB, IIC, IID are tenable in respect to alienation as measured by Scale 5 of the Alienation Index.

The data presented in Table 30 is an analysis of variance of the Change Score of Scale 6 (Alienation from Legal Communities) of the Alienation Index. F ratios of 1.958, 8.277, and 4.317 were obtained, the latter two being significant at the .05 level of confidence. Post hoc testing of means of the main effect of Length of Time (B) indicates that the eleven-week groups significantly reduced alienation on Scale 6. The direction of the A X B Interaction is presented in Figure 1 and indicates that the Group Structured (Non-direct) Group of eleven weeks' duration reduced alienation on Scale 6 with significance at the .05 level of confidence. Hypotheses IIA, IIB, IIC, IID are rejected in respect to alienation as measured by the significant aspects of Scale 6 of the Alienation Index.



TABLE 28  
 Analysis of Variance of Change Score  
 of Scale 4 (Alienation from Peers)  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	4.754	2.377	.510
Length of Time (B)	1	8.204	8.204	1.762
A X B	2	27.232	13.616	2.924
Error	50	232.844	4.656	
Total	55	273.000		

TABLE 29  
 Analysis of Variance of Change Score of  
 Scale 5 (Alienation from Community)  
 of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	15.748	7.874	2.671
Length of Time (B)	1	5.957	5.957	2.021
A X B	2	7.763	3.881	1.317
Error	50	147.397	2.947	
Total	55	171.000		

TABLE 30  
 Analysis of Variance of Change Score of Scale  
 6 (Alienation from Legal Communities) of  
 the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	7.966	3.983	1.958
Length of Time (B)	1	16.837	16.837	8.277*
A X B	2	17.564	8.782	4.317*
Error	50	101.714	2.034	
Total	55	132.000		

\*p .05

TABLE 31  
 Analysis of Variance of Change Score of  
 Scale 7 (Alienation from School and  
 Education) of the Alienation Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	1.698	.849	.238
Length of Time (B)	1	.145	.145	.041
A X B	2	5.948	2.974	.834
Error	50	178.300	3.566	
Total	55	202.000		

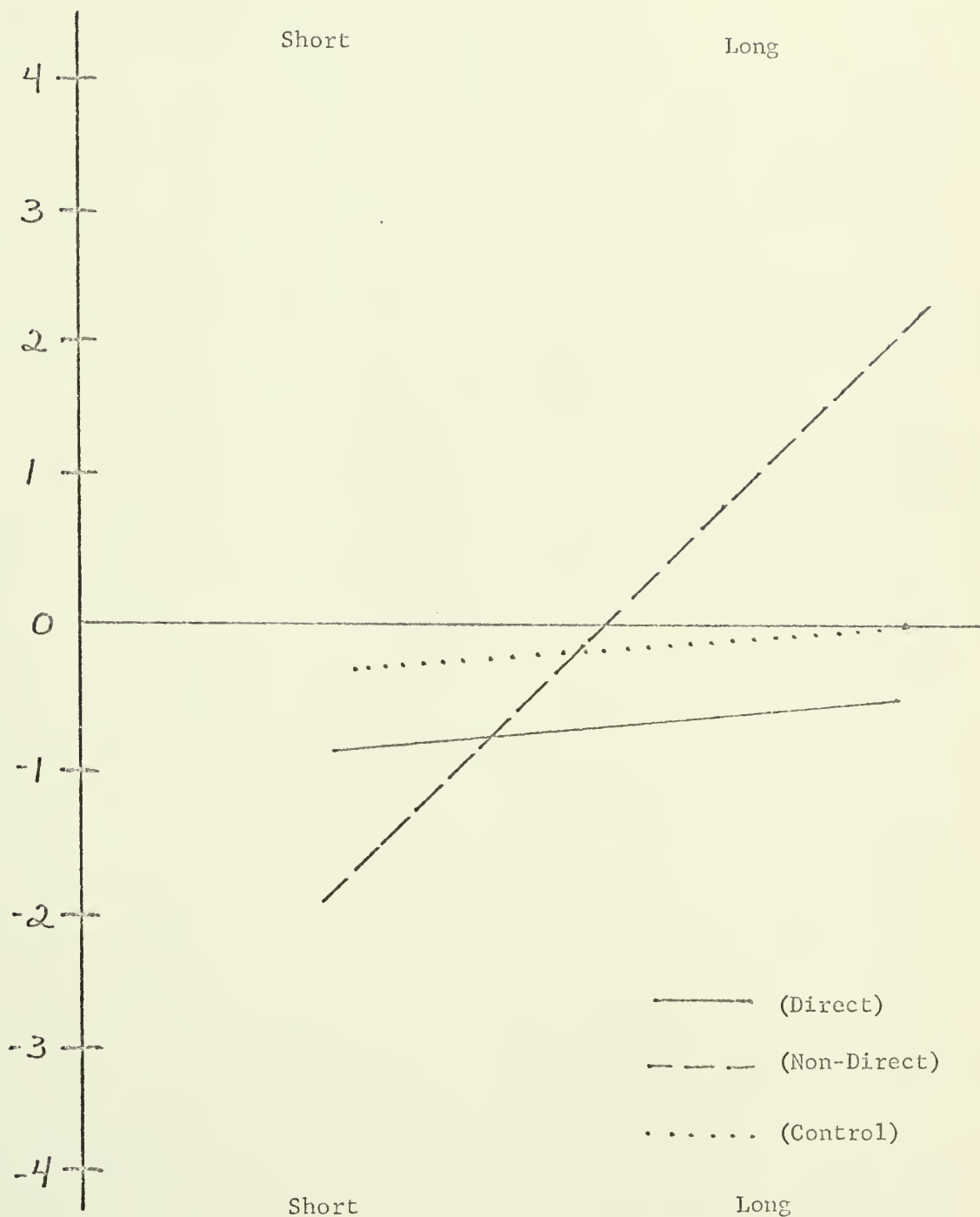


Fig. 1. Analysis of Variance of A X B Interaction of Change Score of Scale 6 (Alienation from Legal Communities) of the Alienation Index.

Table 31 presents the results of the analysis of variance on Scale 7 (Alienation from School and Education) of the Alienation Index. F ratios of .238, .041, and .934 were obtained, all of which were nonsignificant. Hypotheses IIA, IIB, IIC, IID are held tenable in respect to alienation as measured by Scale 7 of the Alienation Index.

Results of the Analysis of Variance on Scale 8 (Alienation from Work) of the Alienation Index is presented in Table 32. Nonsignificant F ratios of .015, .144 and .586 were obtained. Hypotheses IIA, IIB, IIC, IID are tenable in respect to alienation as measured by Scale 8 of the Alienation Index.

ANOVA Tables 33 through 34 and Figure II present data that test Hypotheses IIA, IIB, IIC, IID on the two levels of anxiety as measured by the pretest to posttest Change Scores on the O and Q<sub>4</sub> Scales of the 16PF Questionnaire.

Table 33 presents the results of the analysis of variance of the Change Score on the O Scale. F ratios of .287, .002 and 1.339 were obtained, all of which are nonsignificant. Hypotheses IIA, IIB, IIC, IID are tenable in respect to reduction of anxiety as measured by the O Scale of the 16PF Questionnaire.

Results of the analysis of variance of the Change Score on the Q<sub>4</sub> Scale of the 16PF Questionnaire are presented in Table 34. F ratios of .068 and .029 on main effects were nonsignificant but an F ratio of 6.142 on the A X B Interaction is presented in Figure 2 and indicates that the Leader Structured (Direct) Group of seven weeks duration and the Group Structured (Non-direct) and Control Groups of

TABLE 32  
 Analysis of Variance of Change Score of Scale  
 8 (Alienation from Work) of the Alienation  
 Index

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	.123	.061	.015
Length of Time (B)	1	.575	.575	.144
A X B	2	4.672	2.336	.586
Error	50	199.412	3.988	
Total	55	207.000		

TABLE 33  
 Analysis of Variance of Change Scores on  
 O Scale of the 16PF Questionnaire

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	5.482	2.741	.287
Length of Time (B)	1	.018	.018	.002
A X B	2	25.573	12.786	1.339
Error	50	477.445	9.548	
Total	55	520.00		

TABLE 34  
 Analysis of Variance of Change Score on Q<sub>4</sub>  
 Scale of the 16PF Questionnaire

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	1.772	.886	.068
Length of Time (B)	1	.377	.377	.029
A X B	2	159.975	79.987	6.142*
Error	50	651.187	13.023	
Total	55	822.000		

\*p .05

eleven weeks duration reduced anxiety on the Q<sub>4</sub> Scale with significance at the .05 level of confidence. Hypotheses IIA and IIC are tenable and Hypotheses IIB and IID are rejected in respect to anxiety as measured by the significant aspects of the Q<sub>4</sub> Scale of the 16PF Questionnaire.

ANOVA Tables 35 through 43 present data that will test Hypotheses IIA, IIB, IIC, IID on the nine Scales of Self-concept as measured by the pretest to posttest Change Scores of the Tennessee Self-Concept Scale (TSCS).

Table 35 presents data on the analysis of variance of the Change Score of Scale 1 (Physical Self) of the TSCS. F ratios of .432, .059 and .108 were obtained, all of which are nonsignificant. Hypotheses IIA, IIB, IIC, IID are held tenable in respect to increase in self-concept as measured by Scale 1 of the TSCS.

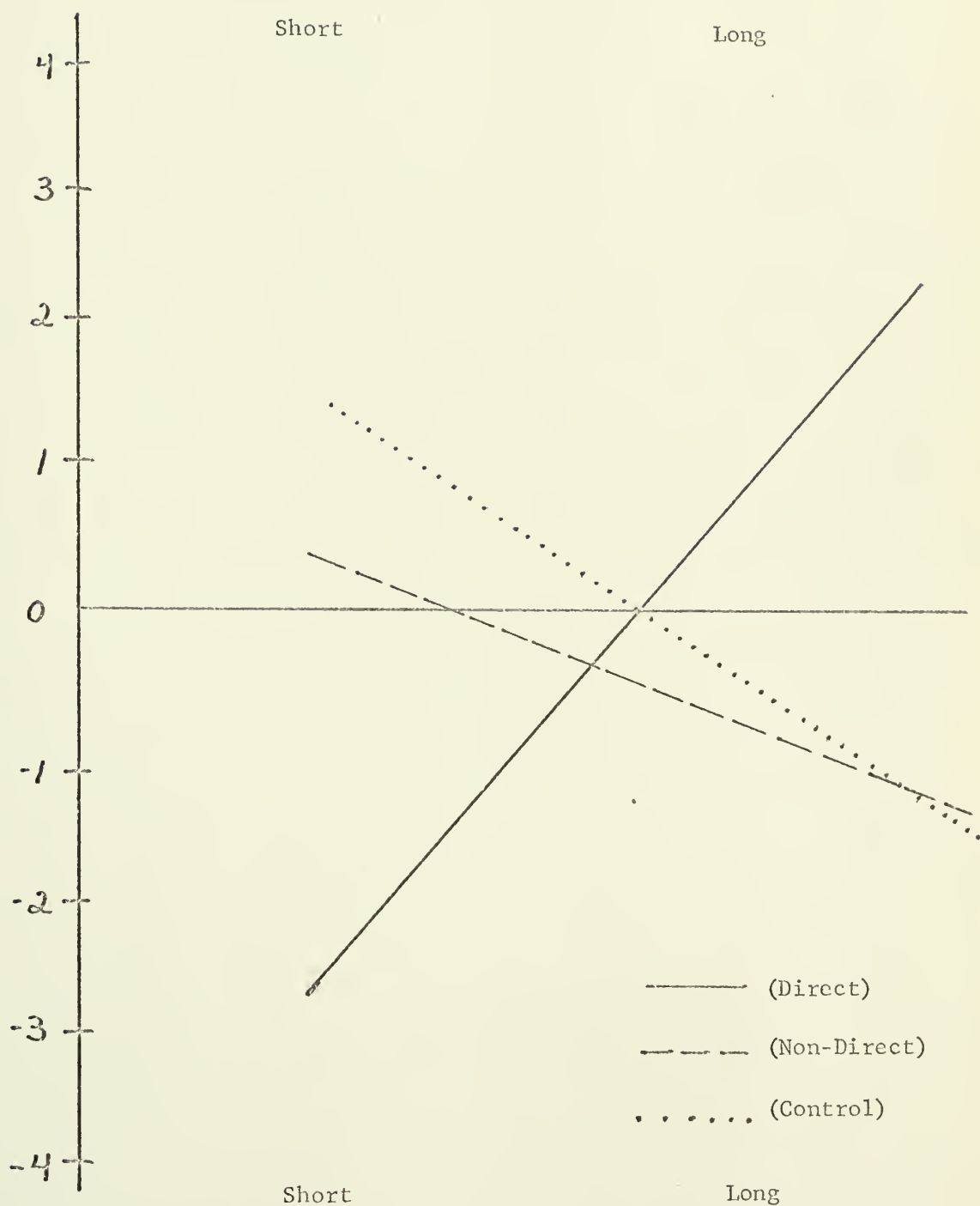


Fig. 2. Analysis of Variance of A X B Interaction of Change Score of Q<sub>4</sub> Scale of the 16PF Questionnaire.

TABLE 35  
 Analysis of Variance of Change Scores on  
 Scale 1 (Physical Self) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	10.116	5.058	.432
Length of Time (B)	1	.692	.692	.059
A X B	2	2.541	1.270	.108
Error	50	585.837	11.716	
Total	55	602.000		

TABLE 36  
 Analysis of Variance of Change Scores on  
 Scale 2 (Moral-Ethical Self) of the  
 TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	5.012	2.506	.147
Length of Time (B)	1	9.402	9.402	.550
A X B	2	54.737	27.368	1.601
Error	50	854.604	17.092	
Total	55	945.000		



TABLE 37  
 Analysis of Variance of Change Score on  
 Scale 3 (Personal Self) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	86.868	43.434	2.164
Length of Time (B)	1	1.519	1.519	.076
A X B	2	42.141	21.070	1.050
Error	50	1003.345	20.066	
Total	55	1140.000		

Date presented in Table 36 is an analysis of variance of the Change Score on Scale 2 (Moral-Ethical Self) of the TSCS. F ratios of .147, .550 and 1.601 were obtained, none of which were significant. Hypotheses IIA, IIB, IIC, IID are, therefore, tenable in respect to increase in self-concept as measured by Scale 2 of the TSCS.

Analysis of variance of the Change Score on Scale 3 (Personal Self) of the TSCS is presented in Table 37. F ratios of 2.164, .076 and 1.050 are nonsignificant and Hypotheses IIA, IIB, IIC, IID are tenable in respect to increase in self-concept as measured by Scale 3 of the TSCS.

Table 38 presents the results of an analysis of variance of the Change Score on Scale 4 (Family Self) of the TSCS. Results were nonsignificant with F ratios of .607, 2.341 and 1.720. Hypotheses IIA, IIB, IIC, IID are held tenable in respect to increase of self-concept as measured by Scale 4 of the TSCS.

TABLE 38  
 Analysis of Variance of Change Score on  
 Scale 4 (Family Self) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	20.653	10.326	.607
Length of Time (B)	1	39.789	39.789	2.341
A X B	2	58.490	29.245	1.720
Error	50	849.999	16.999	
Total	55	989.000		

TABLE 39  
 Analysis of Variance of Change Score on  
 Scale 5 (Social Self) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	15.624	7.812	.465
Length of Time (B)	1	10.763	10.763	.641
A X B	2	23.044	11.522	.686
Error	50	839.298	16.785	
Total	55	887.000		

Results presented in Table 39 are an analysis of variance of the Change Score on Scale 5 (Social Self) of the TSCS. F ratios of .465, .641 and .686 were nonsignificant and Hypotheses IIA, IIB, IIC, IID are tenable in terms of increase of self-concept as measured by Scale 5 of the TSCS.

Data presented in Table 40 is an analysis of variance of the Change Score on Scale 6 (Self Criticism) of the TSCS. An F ratio of 3.524 on the main effect, Types of Counseling, is significant at the .05 level of confidence. Post hoc testing on this main effect was conducted and a significant t ratio of 2.30 was obtained with one and fifty degrees of freedom, indicating that the Leader Structured (Direct) Group was significantly different from the Control Group. A significant t ratio of 2.24 with one and fifty degrees of freedom was also obtained, indicating a significant difference between the Group Structured (Non-Direct) Group and the Control Group. There were no significant differences between the Leader Structured (Direct) Group and the Group Structured (Non-Direct) Group. Hypotheses IIA, IIB, IIC are rejected in respect to aspects of self-concept as measured by Scale 6 of the TSCS. Hypothesis IID is tenable.

Table 41, 42, and 43 present analyses of variance on the Change Scores of Scale 7 (Identity), Scale 8 (Self-Satisfaction) and Scale 9 (Behavior) of the TSCS. In all instances the obtained F ratios are nonsignificant and Hypotheses IIA, IIB, IIC, IID with respect to self-concept as measured by Scale 7, Scale 8, and Scale 9 of the TSCS are tenable.

TABLE 40  
 Analysis of Variance of Change Score on  
 Scale 6 (Self-Criticism) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	73.774	36.887	3.524*
Length of Time (B)	1	.618	.618	.059
A X B	2	41.550	20.775	1.985
Error	50	523.423	10.468	
Total	55	657.000		

\* p .05

TABLE 41  
 Analysis of Variance of Change Score on  
 Scale 7 (Identify) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	33.889	16.944	.735
Length of Time (B)	1	55.990	55.990	2.427
A X B	2	76.841	38.420	1.666
Error	50	1153.434	23.068	
Total	55	1419.000		

TABLE 42  
 Analysis of Variance of Change Score on  
 Scale 8 (Self-Satisfaction) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	45.054	22.527	1.150
Length of Time (B)	1	17.828	17.828	.910
A X B	2	24.891	12.445	.635
Error	50	979.775	19.595	
Total	55	1069.000		

TABLE 43  
 Analysis of Variance of Change Score  
 on Scale 9 (Behavior) of the TSCS

Source of Variation	df	ss	ms	F
Types of Counseling (A)	2	56.618	28.309	.914
Length of Time (B)	1	.034	.034	.001
A X B	2	27.004	13.502	.436
Error	50	1547.822	30.956	
Total	55	1627.000		

## C H A P T E R V

### DISCUSSION

The purpose of this chapter is to examine in greater detail the results of this study as presented in the preceding chapter. To this end, the discussion will focus upon the following themes:

(a) conclusions, (b) the limitations of the study, (c) value and implications of the study, (d) suggestions for further research, and (e) recommendations suggested by this study.

The primary purpose of this study was to analyze the effects of leader structured (direct) group counseling and group structured (non-direct) group counseling of seven and eleven weeks' duration, on the reduction or elimination of transfer-shock experienced by Massachusetts community college students transferring to the University of Massachusetts. The literature pertaining to the transfer student makes reference to feelings of alienation, anxiety and lack of self-esteem as factors contributing to the phenomenon of transfer-shock (Knoell and Medsker, 1965; Medsker, 1960) and hence, it was also the purpose of this study to ascertain the effectiveness of the two types of group counseling in reducing feelings of alienation and anxiety and increasing self-esteem.

### Conclusions

The results obtained in this study do not warrant the conclusion that group counseling is totally effective as a treatment for transfer-shock nor that the method of group counseling employed by the group

leaders in this study was effective in reducing alienation and anxiety or increasing self-esteem. None of the null hypotheses were rejected in their entirety. However, particular aspects of the null hypotheses dealing with the reduction of alienation, anxiety and the increase of self-esteem were rejected.

### Transfer-shock

Two measures of transfer-shock were employed in this study. Basically, transfer-shock describes the phenomenon that generally overtakes students when they transfer from a community college to a university. Their academic performance during the first semester at the university drops substantially below their overall academic performance at the community college. The discrepancy is even greater when their academic performance at the university is compared with their fourth semester GPA at the community college. These two comparisons are the two methods of measuring transfer-shock employed in this study.

When the analysis of variance was performed on the pretest-post-test change score between the overall cumulative average at the community college and the first semester average at the University of Massachusetts, no statistically significant differences were found among groups. Using this method of measuring transfer-shock we can conclude that group counseling was not effective as treatment for the reduction of transfer-shock. Although not statistically significant, the four experimental groups did not experience transfer-shock to as great a degree as did control subjects. On the other hand, the group-structured group of eleven weeks' duration did not experience transfer-

shock. Rather, this group experienced a slight increase in GPA over its cumulative community college GPA. This suggests that group counseling as treatment for transfer-shock, if conducted by leaders competent to deal with issues and problems relevant to transfer students and refined to account for the limitations referred to in this chapter, has potential as a solution for transfer-shock.

Similar results were obtained when the analysis of variance was performed on the second measure of transfer-shock, namely, the differences between the fourth semester GPA at the community college and the first semester GPA at the University of Massachusetts. Again, no statistically significant differences were found among groups, indicating that neither structured nor unstructured group counseling was an effective treatment in vitiating transfer-shock. The trend once again was in favor of the experimental groups. All experimental groups, with the exception of the leader-structured group of seven weeks' duration, experienced transfer-shock to a lesser degree than did the control groups. The seven-week, leader-structured group alone experienced transfer-shock to a greater degree than the two control groups. None of the experimental groups in this analysis experienced an increase in GPA. The experimental group that experienced transfer-shock to a greater degree, when it was measured as the difference between the fourth semester GPA at the community college and the first semester GPA at the University of Massachusetts, was the group that began with the highest total GPA for the fourth semester at the community college. Each subject had a 3.0 or better, the range being 3.0 - 3.75.



It was anticipated that subjects experiencing either leader-structured or group-structured group counseling would obtain first semester GPA's at the University of Massachusetts which would be equivalent to or above the overall GPA's obtained at the community college. It was likewise anticipated that experimental subjects would obtain first semester GPA's at the University of Massachusetts which would be equivalent to or above the fourth semester GPA obtained at the community college. These results were not achieved. Upon examination of individual scores one finds a large variance within groups, from an increase of 1.37 in GPA to a loss of 2.43 in GPA. Such a wide within-group variance would tend to minimize the variance between groups. The substantial gains made by one group member are often cancelled out by substantial losses of other group members. The results seem to indicate that groups are beneficial to some members, have no effect on others and have a negative effect on still others. The outcome studies in individual counseling and psychotherapy by Eysenck (1952, 1965) and Levitt (1957) bear this out, as does the research of Gazda and Larsen (1968) in the area of group and multiple counseling. The outcome results are inconclusive, with approximately 50% of the studies indicating improvement and the remaining 50% either indicating no change or a negative effect. To help account for this, one factor that needs to be controlled in further research of this type is the problem of heterogeneity of groups. A greater amount of chance error must be accounted for by identifying in the experimental design additional independent variables such as sex, veteran status, departmental major and number of semesters at the community college.

After this study was completed, anecdotal questionnaires were sent to all subjects. In one instance they were asked to articulate the most important problem encountered in transferring to the University. In addition to problems of social and emotional adjustments, prominently mentioned were problems of poor academic advising, lack of proper information, different method of teaching and testing, and inaccessibility and unavailability of professors for extra academic assistance. Consequently, these uncontrolled variables may well contribute substantially to the incidence of transfer-shock. Thus, once a student receives proper academic advising (usually from his peers or from his own negative first semester experiences), adjusts to the lack of individual attention and extra academic assistance from professors, familiarizes himself with the university lecture and testing differences and/or switches to a departmental major more realistic to his mental ability and study capacity, then his GPA begins to increase in subsequent semesters. Such cases of transfer-shock recovery occurred in most subjects as indicated by their Spring semester GPA.

The question of good academic advising is one that must receive priority. Group counseling is important as a means of assisting transfer students in dealing with problems of social and emotional adjustments which interfere with study and academic achievement. No amount of counseling, however, can remediate the effects of bad academic advising. Students advised to register for four history courses, three mathematics courses or three science courses in the

first semester after transfer are going to experience academic difficulty regardless of the quality or intensity of counseling. This investigator encountered cases of this type all too frequently throughout the course of this study.

### Alienation

Results with statistical significance at the .05 level of confidence were obtained on the main effect, Length of Time, and on the A X B Interaction, on Scale 6 of the Alienation Index. Scale 6 measures Alienation from Community and is described by Turner (1968) as indicating the "extent to which the individual feels that formal community agencies represent his interests and values." An examination of the group means indicate that the experimental and control groups of eleven weeks' duration were the groups in which Alienation from Community was significantly reduced. When group means were plotted as was indicated in Figure 1, Chapter 4, the group-structured group of eleven weeks' duration was most effective in reducing alienation, suggesting that an accepting, non-threatening experience is most effective in reducing alienation from legal community structures, such as the university. This eleven-week group was led by the most experienced of the two leaders, who had broad experience leading sensitivity groups. He possessed a very warm, kind, non-threatening manner. This group was also the most intimate because of its small size.

These results further suggest that after a time span of a semester's duration, transfer students, irrespective of whether or not they have received counseling, become acclimated to the environment and perceive

the various bureaucratic institutions on campus as less threatening. Consequently, feelings of alienation become minimized.

### Anxiety

Significant results at the .05 level of confidence were obtained on the A X B Interaction of the Q<sub>4</sub> Scale of the 16PF Questionnaire. The Q<sub>4</sub> Scale is designed to measure the level of anxiety versus the level of tranquility. Low scores indicate a relaxed, tranquil state whereas high scores reflect a tense, anxious and overwrought state.

That anxiety was reduced among the eleven-week group-structured group and the eleven-week control group was expected, since anxiety of this nature, evoked in the face of new and threatening situations, would tend to be reduced over time. In the same fashion it was anticipated that the leader-structured group of eleven weeks' duration would also reduce anxiety, particularly in light of the fact that in addition to the time element, anxiety was one of the specific issues to be discussed within the framework of leader-structured group counseling.

The inconsistency of the results is explainable in terms of the effectiveness of the group leader involved. The leader-structured group increased markedly in anxiety as measured by the Q<sub>4</sub> Scale. The leader of this group received the lowest rating for effectiveness by subjects in his group on the anecdotal questionnaire. There is also strong evidence from this questionnaire to conclude that this group assumed the characteristics of an encounter group (for which the majority of members were unprepared) rather than the characteristics

of a leader-directed group dealing with anxiety and other factors related to the adjustment of transfer students. The group climate was very confronting with a good deal of negative feedback being generated which this investigator feels was responsible for the increased anxiety. The group climate posed too great a potential for damage to subjects; consequently, the level of anxiety was elevated considerably. There was also evidence that the leader himself was quite anxious and functioned uneasily within the group. This uneasiness was perceived by group members. When asked to make recommendations for future groups, several subjects suggested that it was important to have more relaxed leaders since the leader of this group "was more uptight than the students."

On the other hand, that a reduction of anxiety should take place among subjects in the seven-week leader-directed group can be attributed to the fact that anxiety was one of the issues of concern dealt with in this group. Likewise, subjects' ratings of group leader effectiveness indicated that the leader of this group received the highest ratings of effectiveness. The climate in this group was entirely different than in the eleven-week leader-structured group. The atmosphere was very non-threatening and supportive with little or no negative feedback being generated. This group was the largest of the experimental groups and functioned as a closely-knit group of friends. There was also evidence of a very close bond between subjects and leader which extended beyond the group counseling sessions.

### Self-Concept

Results significant at the .05 level of confidence were obtained on the main effect, Type of Counseling, on Scale 6, Self-Criticism, of the TSCS. According to Fitts (1965, p. 2), high scores on the Self-Criticism Scale indicate a "normal, healthy openness and capacity for self-criticism". Both experimental groups differed from the control groups on their ability to look critically at themselves and accept criticism from other group members. Results of this type give credence to this investigator's belief, based on observation and responses to anecdotal questionnaires, that the format of leader-structured and group-structured counseling was not adhered to strictly such that the type of counseling that often emerged was of the sensitivity-encounter group variety.

The difficulty of controlling the variable of leader behavior is one of the problems encountered in group counseling research. Unless the experimenter is leading all groups himself, it is nearly impossible to control leader behavior. The problem is further compounded when it becomes necessary to employ more than one group leader. The experimenter can only operate within the limit of professionalism, explaining how the group is to function, suggesting corrections when deviations occur, but in no way is it possible to control leader behavior.

The unfamiliarity of group leaders with community colleges and the needs and problems of their transfer students as well as the leaders' unfamiliarity with university procedures and policy was a factor which made it difficult for leaders to carry out instructions

as to the functioning of leader-structured groups. This, however, was a difficulty and did not make it an impossibility, especially in dealing with issues common to most normal college students. Although the seven-week leader-structured group adhered to the prescribed procedure to a greater degree than the eleven-week leader-structured group, in neither instance could this investigator conclude that leader-structured group counseling dealing with the specific issues presented to group leaders at the beginning of the experiment, was the type of counseling that emerged. The intent of the group-structured groups was to allow maximum freedom to group members to discuss issues of concern to themselves as transfer students. This format was not strictly adhered to either. In the instance of the eleven-week group-structured group the small sample size made this objective difficult and consequently group counseling generated a good deal of friendly chatter (and not substantive issues of concern to transfer students at a new institution). In the instance of the seven-week group-structured group, the issues dealt with generated from the group but the type counseling that emerged was a combination sensitivity-encounter type.

Another dimension which this experimenter feels must be considered when discussing group counseling outcome with a college student population is the question of sensitivity of instruments used to assess change or growth. LeMay (1967) states, "Difficulties in measuring slight and more immediate changes in the behavior of relatively normal college students may account for the small number of significant research with group procedures as well as the descriptive

rather than experimental nature of the available studies (p. 293)". Ohlsen (1970) notes that failures to detect significant changes can be traced to use of vague, general criteria such as some type of personality test, an inventory, an anxiety scale, or global clinical judgment. Ohlsen (1970) in further comments about the insensitivity of evaluation instruments states that the use of insensitive instruments is a weakness particularly when an instrument designed for the personality assessment of seriously disturbed patients is used to assess change in reasonably healthy clients.

In assessing changes in Self-Concept as measured by the TSCS, and changes in Anxiety as measured by the 16PF, this investigator feels, in retrospect, that these were instruments insensitive to changes on these variables by normal college students.

#### Summary

Failure to achieve a greater degree of significant results as a consequence of leader-structured and group-structured counseling, is not inconsistent with outcome research in group counseling. Gazda and Larsen (1968) conducted an exhaustive study of the literature on group counseling research and have evaluated 100 research studies on group and multiple counseling conducted between 1937-1967. Their appraisal of the outcome research led them to conclude that approximately 50% of the group counseling studies reported some positive change or growth. They cautioned the serious student to note that the majority of the positive findings were in studies that did not utilize tight statistical design and that the positive findings reported came



largely through the use of descriptive techniques rather than through the use of strict, unbiased, statistical techniques. Positive changes were reported, but not on 50% of the variables studied. Immediately, from the standpoint of serious research these positive results are suspect. Serious cognizance must be rendered to this factor. In the study conducted by this investigator, on the basis of descriptive, anecdotal data, 24 of 28 experimental subjects or 85% stated that they had profited positively from their group experience and would recommend it to a community college colleague transferring to the University in 1972. Two subjects or 7% stated that they had not profited by their experience and would not recommend it; one subject refused to express an opinion and one subject failed to respond to the questionnaire. One can not on this basis alone seriously conclude that positive change took place among experimental subjects in this study.

Gazda and Larsen (1968) also reported that 50% of the studies which utilized GPA and/or academic achievement as the instrument for the evaluation of the effectiveness of group counseling indicated "significant increases or improvement (in GPA) versus an equal number which showed no significant improvement (p. 64)". In this study, group counseling did not reduce or eliminate transfer-shock in a statistically significant manner. However, upon close examination of the data, it is noted that the four experimental groups, with one exception, did not suffer as great a loss in GPA as did the control groups, on the two different measures of transfer-shock.

One can safely assert that the group counseling research reported in the literature is inconclusive and the results of this study are consistent with these findings.

#### Limitations of the Study

The subject population for this study was 56 undergraduate students (42 males and 14 females) from the Massachusetts community college system who transferred to the University of Massachusetts with junior year status. Although transfer students from private junior colleges and from public and private four-year colleges and universities also transfer to the University of Massachusetts each semester, this study dealt only with students from the Massachusetts community college system. Consequently, one may not assume that the results of this study could be generalized to include all transfer students.

The size of the sample in this study was small and hence is another limitation. The subject population of 56 (28 experimental and 28 control subjects) was considerably below the desired number of participants. Consequently, with only 28 subjects in the experimental groups, the results of this study should be viewed with caution. The study was originally designed to encompass a sample of 120 subjects, 20 subjects in each of the four experimental and two control groups. Group attrition was carefully considered when the study was originally designed. Hence, the number of subjects in each group was established at 20, anticipating an attrition rate of 20% to 30%. The fact that subjects were not paid may have contributed to the higher rate of

attrition. Subjects' attendance arose out of their motivation to resolve personal difficulties relating to transfer and/or their motivation to participate in research relevant to the difficulties of community college students.

The rate of within-group attrition was a constant and serious difficulty and should be considered in the design of future studies of this nature. All 120 subjects who were randomly assigned to either the four treatment or two control groups were selected because they indicated, from a larger random sample, their willingness to participate in this study. Of this original number, 36 failed to present themselves at the original meeting of their respective groups. Of the remaining 84 in the sample, three members of the control group failed to participate in the posttest and 25 subjects from the four experimental groups dropped out at various points during group counseling. In all instances where it was possible to establish communication with these former group members, this investigator attempted to gather information relative to the reason for withdrawal from counseling. Of the 25 who dropped out of group counseling, four stated that they were well-adjusted and did not need counseling; another four stated they expected counseling to take the form of a tutoring/study skills session; four others stated they needed the additional time to study; an additional four dropped out because they needed to work in order to remain in school; two were engaged in extra-curricular affairs which conflicted with the time of counseling; and another two dropped out because of personal problems. This investigator was unable to make contact with the remaining five drop-outs.

The length of time allotted to counseling for two of the four experimental groups was a further limitation. Both experimental groups of seven weeks' duration were restricted to seven sessions, only five of which were full counseling sessions of 1½ hours each. Approximately 45 minutes time from the other two sessions was consumed by the pretest and posttest. Seven weeks or nine hours is a relatively short time in which to expect change or growth to occur. From the anecdotal questionnaire the majority of members in the seven week groups felt they were only beginning to deal with important issues when the experiment was concluded. Typical of their responses were the following: "We barely scratched the surface when the course had been run. It seemed to me that we were approaching constructiveness when time ran out"; and "Plan the groups so the students have enough time to gain from the experience".

This investigator feels that the most serious limitation in this study was in the area of group leadership. Ohlsen (1970) notes that group leaders should be competent about the subject population with whom they are working. Such was not the case in this study. The two group leaders employed were graduate students, unfamiliar with the academic, social, psychological, financial needs and problems of community college transfer students as well as the Massachusetts community college system itself. The effectiveness of both group leaders was hindered by this factor and their ability to assist their clients was seriously diminished. Likewise, both group leaders had recently matriculated at the University of Massachusetts and were

unfamiliar with many aspects of the University and were thus unable to enlighten or assist experimental subjects when questions relative to University life and policy were raised during counseling sessions. This limitation was impossible to control due primarily to the unavailability of group leaders, familiar with the needs and problems of community college transfer students.

#### Value and Implications of the Study

The value of this study lies chiefly in the contribution it has made to the paucity of studies which have been undertaken to find a treatment and solution for the problem of transfer-shock. The need for educators, at both the community college and university level, to address themselves to the needs and problems of transfer students can not be taken lightly. Transfer students are a source of considerable talent and ability. No community can afford to squander these gifts. With the expansion of the community college system, larger numbers of students will be transferring to the University of Massachusetts in the future. Chestnut (1965) notes the growing interest in utilizing group counseling in college settings to assist large numbers of students (particularly underachievers) experiencing academic and personal problems. While the two types of group counseling employed in this study were not totally effective in the statistically significant reduction or elimination of transfer-shock, the trends in this direction favored the counseling groups in the vast majority of instances. Further research is needed in this area. With stricter controls on

leader behavior and competency, particularly in their knowledge and familiarity with community college transfer students, and correction for the limitations of this study, group counseling may well be found to be an effective treatment for transfer-shock.

This study has further value in that it also contributes to the body of research knowledge on group counseling outcome. This area is still one in which outcome studies, with strict statistical controls, have not been conducted in sufficient abundance so that conclusive evidence can be stated for the success or failure of group counseling as a mode of treatment. More scientific research has to be conducted in this area. This study meets those criteria and has value in its small contribution to the growing body of knowledge in this area.

If neither of the above contributions were present, this investigator would still be of the conviction that this study was valuable and worthwhile because of the transfer students who were helped, in their own subjective ways, as a result of this study. It was not at all uncommon for students involved in this study to express verbally or in writing their appreciation and thanks to this investigator for attempting to do something to help transfer students. The message that someone at the university cared about them and was interested in their fate, in the face of many impersonal and uncaring initial experiences at the university, was not lost on them. This was epitomized by one student who penned at the conclusion of the anecdotal questionnaire, "Thank you for trying. That's what counts - knowing that someone cares; knowing you are not in a vacuum; knowing someone cares what you do...." This dimension was further

reinforced by the number of referrals made to this investigator by students aware of this study, of other transfer students who faced academic and personal difficulties.

In light of these factors, one becomes cognizant of the implications of this study in terms of the needs for future programs, similar to this study, for transfer students at the University of Massachusetts. Further suggestions are mentioned at the conclusion of this chapter. Suffice it to say that a vacuum exists in the area of programs for transfer students particularly before and during the first semester after transfer. It is hoped that a permanent office of transfer affairs would vigorously initiate programs to meet the needs of transfer students in this area.

The response to invitations to participate in this study demonstrated the need and the eagerness that transfer students have for programs aimed at easing the transition process from community college to university. Initial subject response to invitations to participate in this study was 73%. The letter of invitation mentioned only that the objective of the study was to help students adjust to the University. Such a response indicates the strong interest transfer students have of participating in programs relevant to their needs.

Of the total number of 28 subjects who participated in the four experimental groups, only two categorically stated that they would not recommend a similar program to their community college friends transferring to the University in the future. The vast majority stated that they had profited from their experience. For many, adjustment to the University had been made easier and more pleasant. Although

this evidence is descriptive and thus of its nature unscientific, this investigator is of the firm opinion that such data has important implications concerning the need and value of a continuation of group counseling experiences for future transfer students.

#### Suggestions for Further Research

Research into a solution to the problem of transfer-shock has been an intriguing one. The body of literature pertaining to this problem is very meager and hence a number of areas worthy of investigation have emerged. The following suggestions are studies which this investigator feels will add significantly to the body of knowledge necessary to deal effectively with the transfer student and the process of transfer.

1. A replication of this study at the University of Massachusetts, utilizing Group Leaders familiar with the academic, social, and psychological needs of community college transfer students and the community college system.

2. A replication of this study at the community college during the semester prior to transfer to the University.

3. A replication of this study, with group sessions being conducted in the residence halls where the subjects reside.

4. Research into the effect of individual counseling as treatment for transfer-shock during the first semester after transfer to the University.

5. Research into the effect of individual counseling at the community college, during the semester prior to transfer, as treatment for transfer-shock.



6. Research into the effect of a three-day, intensive orientation program, prior to transfer, as treatment for transfer-shock.
7. Research into the effect of in-depth, quality academic advising, prior to pre-registration and during the first semester after transfer, as treatment for transfer-shock.
8. Research into the effects of a study/skills program, during the first semester after transfer, as treatment for transfer-shock.

#### Recommendations Suggested by this Study

The following recommendations are based on the knowledge and experience gained by this investigator during the course of this study. Conversations were held with many transfer students, and it is interesting to note the number of transfer students referred to the author for counseling by students participating in this study who felt they had been helped. Many of their concerns are reflected in the following recommendations.

1. That a permanent office dealing exclusively with the affairs of transfer students be established at the University of Massachusetts. This office should be charged with directing and coordinating all aspects of university life as they relate to the achievement, adjustment, and well-being of transfer students.
2. That professional counselors, knowledgeable in and sensitive to the needs and problems of transfer students, be employed at the Transfer Student Office. In addition, it is recommended that former transfer students be utilized as paraprofessional counselors in specific phases of the counseling program.

3. That academic advising for transfer students be coordinated, directed and supervised by the Transfer Student Office. The importance of quality academic advising prior to and during the first semester after transfer cannot be overemphasized. Academic advising for transfer students should only be rendered by skilled advisors familiar with the community colleges and their students.

4. That an orientation period, equivalent in quality and length to that provided entering freshmen be provided for entering community college transfer students. It is further recommended that former transfer students lead small discussion groups on the problems experienced by new transfer students.

5. That the community colleges assume greater responsibility for transfer students by placing a greater emphasis at the community college level on academic advising and counseling in preparation for transfer.

6. That attention be given to housing the transfer student with his class peers and in patterns that will put him in proximity to other transfer students.

7. That transfer students be accorded the same priority in terms of course selection, registration, financial aid, parking and dormitory selection as native students of junior year status.

8. That a voluntary "Transfer Shadow" program be initiated. This program would pair a former transfer student with a new transfer student during the first two weeks of the semester for the purpose of assisting the latter in the various aspects of adjustment to his new surroundings.

9. That the resources of the University of Massachusetts be expended in equal proportion on the incoming transfer student as on the incoming freshman so that the transfer student is perceived as an integral part of the University and not as a "step-child".

10. That the community college system be evaluated as an integral part of the University system and that the cumulative average earned at the community college be retained and averaged into the first semester GPA at the University as a means of reducing probations, failures, and drop-outs.

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APPENDIX

## Alienation Index Inventory

Here are some statements that people have different feelings about. They have to do with many different things. Read each sentence and decide whether you: STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), or STRONGLY DISAGREE (SD). Then circle the answer that tells how you feel about it.

For example: The main problem for young people is money. (Suppose that you "strongly agreed" with that statement. Then you would circle SA.)

SA    A    D    SD

There are no right or wrong answers. Just indicate how you really feel. If you wish to change your answer put an X through the first answer and circle the one you prefer.

### CIRCLE ONE ANSWER

- |   |    |   |   |    |
|---|----|---|---|----|
| 1. In spite of what some people say, things are getting worse for the average man.              | SA | A | D | SD |
| 2. I have not lived the right kind of life.   | SA | A | D | SD |
| 3. No one in my family seems to understand me.  | SA | A | D | SD |
| 4. I have nothing in common with most people my age.  | SA | A | D | SD |
| 5. Most of the people in my neighborhood think about the same way I do about most things.       | SA | A | D | SD |
| 6. A person who commits a crime should be punished.   | SA | A | D | SD |
| 7. School does not teach a person anything that helps in life or helps to get a job.            | SA | A | D | SD |
| 8. Any person who is able and willing to work hard has a good chance of making it.              | SA | A | D | SD |
| 9. These days black people don't really know who they can count on.                             | SA | A | D | SD |
| 10. It is hardly fair to bring children into the world with the way things look for the future. | SA | A | D | SD |

- |  |    |   |   |    |
|--|----|---|---|----|
| 11. There is very little I really care about.  | SA | A | D | SD |
| 12. Most of my relatives are on my side.   | SA | A | D | SD |
| 13. My way of doing things is not understood by others my age.   | SA | A | D | SD |
| 14. I have never felt that I belonged in my neighborhood.  | SA | A | D | SD |
| 15. Laws are made for the good of a few people, not for the good of people like me.  | SA | A | D | SD |
| 16. School is a waste of time.   | SA | A | D | SD |
| 17. The kind of work I can get does not interest me.   | SA | A | D | SD |
| 18. There is little use in black people writing to public officials because often they aren't really interested in the problems of black people. | SA | A | D | SD |
| 19. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.  | SA | A | D | SD |
| 20. I usually feel bored no matter what I am doing.  | SA | A | D | SD |
| 21. My parents often tell me they don't like the people I go around with.  | SA | A | D | SD |
| 22. It is safer to trust no one - not even so-called friends.  | SA | A | D | SD |
| 23. Adult neighborhood organizations don't speak for me.   | SA | A | D | SD |
| 24. It would be better if almost all laws were thrown away.  | SA | A | D | SD |
| 25. School is just a way of keeping young people out of the way.   | SA | A | D | SD |
| 26. To me work is just a way to make money - not a way to get any satisfaction.  | SA | A | D | SD |
| 27. In spite of what some people say, things are getting worse for black people.   | SA | A | D | SD |
| 28. There is little use in writing to public officials because often they aren't really interested in the problems of the average man.           | SA | A | D | SD |

- |   |    |   |   |    |
|---|----|---|---|----|
| 29. I don't seem to care what happens to me.  | SA | A | D | SD |
| 30. I don't have anything in common with my family.   | SA | A | D | SD |
| 31. Most of my friends waste time talking about things that don't mean anything.                                | SA | A | D | SD |
| 32. There are many good things happening in my neighborhood to improve things.                                  | SA | A | D | SD |
| 33. It is OK for a person to break a law if he doesn't get caught.  | SA | A | D | SD |
| 34. I have often had to take orders on a job from someone who did not know as much as I did.                    | SA | A | D | SD |
| 35. It is hardly fair to bring children into the world with the way things look for black people in the future. | SA | A | D | SD |
| 36. These days a person doesn't really know who he can count on.  | SA | A | D | SD |
| 37. I do things sometimes without knowing why.  | SA | A | D | SD |
| 38. I don't care about most members of my family.   | SA | A | D | SD |
| 39. In the group that I spend most of my time most of the guys (or girls) don't understand me.                  | SA | A | D | SD |
| 40. My neighborhood is full of people who care only about themselves.   | SA | A | D | SD |
| 41. In a court of law I would have the same chance as a rich man.   | SA | A | D | SD |
| 42. I like school.  | SA | A | D | SD |
| 43. Most foremen and bosses just want to use the worker to make bigger profits.                                 | SA | A | D | SD |
| 44. Nowadays black people have to live pretty much for today and let tomorrow take care of itself.              | SA | A | D | SD |
| 45. Most of the stuff I am told in school just does not make any sense to me.                                   | SA | A | D | SD |

Items from the O and Q<sub>4</sub> Scales which were Extracted from  
the 16 Personality Factor Questionnaire

1. I wake up in the night and, through worry, have difficulty in sleeping again. (a) often, (b) sometimes, (c) never.
2. I don't feel guilty if scolded for something I did not do. (a) true, (b) uncertain, (c) false.
3. In intellectual interests, my parents are (were): (a) a bit below average, (b) average, (c) above average.
4. When I am called in by my boss (or teacher), I: (a) see a chance to put in a good word for things I am concerned about, (b) in between, (c) fear something has gone wrong.
5. I generally keep up hope in ordinary difficulties. (a) yes, (b) uncertain, (c) no.
6. People sometimes warn me that I show my excitement in voice and manner too obviously. (a) yes, (b) in between, (c) no.
7. If acquaintances treat me badly and show they dislike me, (a) it does not upset me a bit, (b) in between, (c) I tend to get downhearted.
8. Careless folks who say "the best things in life are free" usually haven't worked to get much. (a) true, (b) in between, (c) false.
9. I occasionally have a sense of vague danger or sudden dread for no sufficient reason. (a) yes, (b) in between, (c) no.
10. As a child I feared the dark. (a) often, (b) sometimes, (c) never.
11. I am properly regarded as only a plodding, half-successful person. (a) yes, (b) uncertain, (c) no.
12. If people take advantage of my friendliness, I do not resent it and I soon forget. (a) true, (b) uncertain, (c) false.
13. People regard me as a solid, undisturbed person, unmoved by ups and downs in circumstances. (a) yes, (b) in between, (c) no.
14. I never feel the urge to doodle and fidget when kept sitting still at a meeting. (a) true, (b) uncertain, (c) false.
15. I sometimes get in a state of tension and turmoil as I think of the day's happenings. (a) yes, (b) in between, (c) no.

16. I sometimes doubt whether people I am talking to are really interested in what I am saying. (a) yes, (b) in between, (c) no.
17. I feel that on one or two occasions recently I have been blamed more than I really deserve. (a) yes, (b) in between, (c) no.
18. I am always able to keep the expressions of my feelings under exact control. (a) yes, (b) in between, (c) no.
19. Quite small setbacks occasionally irritate me too much. (a) yes, (b) in between, (c) no.
20. I very rarely blurt out annoying remarks that hurt people's feelings. (a) true, (b) uncertain, (c) false.
21. Often I get angry with people too quickly. (a) yes, (b) in between, (c) no.
22. When something really upsets me, I generally calm down again quite quickly. (a) yes, (b) in between, (c) no.
23. I tend to tremble or perspire when I think of a difficult task ahead. (a) generally, (b) occasionally, (c) never.
24. If people shout suggestions when I'm playing a game, it does not upset me. (a) true, (b) uncertain, (c) false.
25. Small things sometimes "get on my nerves" unbearably though I realize them to be trivial. (a) yes, (b) in between, (c) no.
26. I don't often say things on the spur of the moment that I greatly regret. (a) true, (b) uncertain, (c) false.

Questionnaire Sent to All Experimental  
Subjects at the Conclusion of the  
Study

1. Did your participation in the Community College Transfer Study meet your expectations? Explain.
  
2. What suggestions or recommendations would you make for future groups?
  
3. What benefit did you derive from your participation in the group counseling?
  
4. Would you recommend participation in such a group to a Community College friend transferring to the University of Massachusetts next year? Explain.
  
5. How did your participation in group counseling help you to adjust socially and/or academically to the University? If it did not, describe what type of program you feel would have been most helpful to you.
  
6. How would you rate your group leader? Check one space on the scale.  
Effective                                            Not Effective  
                  1            2            3            4            5



7. From your personal experience, what do you consider to be the most important problems a Community College Transfer Student encounters in transferring to the University?
  
8. If you could make one suggestion to the University administration on behalf of Transfer Students, what would you suggest?

Questionnaire Sent to All Control Subjects  
at the Conclusion of the Study

1. From your personal experience, what do you consider to be the most important problems a Community College Transfer Student encounters in transferring to the University?
2. If you could make one suggestion to the University administration on behalf on Transfer Students, what would you suggest?
3. In your first semester after transferring to the University from the Community College what type of program would have been most helpful to you in assisting you to adjust academically and/or socially to the University?
4. If your Grade Point Average (GPA) dropped substantially below your fourth semester GPA at the Community College, and/or below your total Cum at the Community College, what do you attribute this to?

## Supplementary Data

The following tables contain the means and standard deviations for all groups on the pretest analysis and the pretest-posttest change score analysis.

Pretest Analysis

Community College Cum			4th Semester Comm. College Cum		
	Mean	SD		Mean	SD
Group 1	2.84	.28	Group 1	3.25	.23
Group 1 <sub>a</sub>	2.65	.19	Group 1 <sub>a</sub>	2.74	.39
Group 2	2.85	.30	Group 2	3.18	.56
Group 2 <sub>a</sub>	2.80	.38	Group 2 <sub>a</sub>	3.12	.50
Control 1	2.82	.35	Control 1	2.90	.39
Control 2	2.71	.31	Control 2	2.88	.38

AI Scale 1			AI Scale 2		
	Mean	SD		Mean	SD
Group 1	13.40	3.37	Group 1	16.30	3.43
Group 1 <sub>a</sub>	14.00	2.19	Group 1 <sub>a</sub>	16.67	2.16
Group 2	14.33	1.87	Group 2	15.33	2.55
Group 2 <sub>a</sub>	13.33	1.15	Group 2 <sub>a</sub>	15.33	1.53
Control 1	13.60	2.64	Control 1	16.07	2.40
Control 2	13.00	1.58	Control 2	15.85	1.57

AI Scale 3	Mean	SD
Group 1	16.10	4.04
Group 1 <sub>a</sub>	16.50	3.51
Group 2	15.44	3.71
Group 2 <sub>a</sub>	17.33	2.31
Control 1	16.20	2.48
Control 2	16.23	2.31

AI Scale 4	Mean	SD
Group 1	15.10	3.73
Group 1 <sub>a</sub>	14.83	2.64
Group 2	15.78	1.48
Group 2 <sub>a</sub>	14.33	1.15
Control 1	15.67	1.45
Control 2	15.46	2.47

AI Scale 5	Mean	SD
Group 1	11.10	3.03
Group 1 <sub>a</sub>	11.67	3.01
Group 2	11.89	2.32
Group 2 <sub>a</sub>	12.00	1.00
Control 1	12.07	2.25
Control 2	12.38	2.29

AI Scale 6	Mean	SD
Group 1	15.70	3.20
Group 1 <sub>a</sub>	14.67	2.16
Group 2	14.56	2.01
Group 2 <sub>a</sub>	13.67	3.21
Control 1	15.60	1.99
Control 2	15.23	2.01

AI Scale 7	Mean	SD
Group 1	17.30	4.24
Group 1 <sub>a</sub>	17.50	2.07
Group 2	17.22	1.48
Group 2 <sub>a</sub>	17.00	1.73
Control 1	17.07	1.67
Control 2	17.00	2.35

AI Scale 8	Mean	SD
Group 1	13.00	3.50
Group 1 <sub>a</sub>	14.50	1.22
Group 2	13.67	2.45
Group 2 <sub>a</sub>	14.67	2.08
Control 1	14.13	1.77
Control 2	14.00	2.00

<u>16PF - O Scale</u>	<u>Mean</u>	<u>SD</u>	<u>16PF - Q<sub>4</sub> Scale</u>	<u>Mean</u>	<u>SD</u>
Group 1	11.50	2.72	Group 1	15.90	2.60
Group 1 <sub>a</sub>	11.29	3.86	Group 1 <sub>a</sub>	13.57	2.37
Group 2	12.25	2.38	Group 2	13.25	2.66
Group 2 <sub>a</sub>	10.00	3.61	Group 2 <sub>a</sub>	15.33	.58
Control 1	11.73	1.83	Control 1	13.40	3.89
Control 2	11.62	4.44	Control 2	14.31	3.61

<u>TSCS Scale 1</u>	<u>Mean</u>	<u>SD</u>	<u>TSCS Scale 2</u>	<u>Mean</u>	<u>SD</u>
Group 1	53.10	1.91	Group 1	50.60	7.07
Group 1 <sub>a</sub>	54.14	2.97	Group 1 <sub>a</sub>	46.43	4.35
Group 2	53.13	3.31	Group 2	49.00	5.48
Group 2 <sub>a</sub>	52.00	4.58	Group 2 <sub>a</sub>	50.67	1.53
Control 1	51.60	2.67	Control 1	49.27	4.20
Control 2	51.38	3.55	Control 2	51.15	3.41

<u>TSCS Scale 3</u>	<u>Mean</u>	<u>SD</u>	<u>TSCS Scale 4</u>	<u>Mean</u>	<u>SD</u>
Group 1	55.90	5.80	Group 1	57.50	2.99
Group 1 <sub>a</sub>	59.57	6.00	Group 1 <sub>a</sub>	56.71	3.04
Group 2	57.63	6.12	Group 2	54.63	4.03
Group 2 <sub>a</sub>	58.33	.58	Group 2 <sub>a</sub>	52.33	7.37
Control 1	56.87	6.75	Control 1	55.00	5.06
Control 2	55.08	3.62	Control 2	53.62	3.40

<u>TSCS Scale 5</u>	<u>Mean</u>	<u>SD</u>
Group 1	57.10	1.85
Group 1 <sub>a</sub>	53.43	5.50
Group 2	54.00	5.42
Group 2 <sub>a</sub>	55.67	3.06
Control 1	55.93	3.35
Control 2	55.46	3.64

<u>TSCS Scale 6</u>	<u>Mean</u>	<u>SD</u>
Group 1	30.30	2.75
Group 1 <sub>a</sub>	28.57	4.58
Group 2	28.63	6.59
Group 2 <sub>a</sub>	29.67	1.53
Control 1	28.33	3.52
Control 2	29.15	4.26

<u>TSCS Scale 7</u>	<u>Mean</u>	<u>SD</u>
Group 1	92.10	5.47
Group 1 <sub>a</sub>	92.00	7.14
Group 2	89.88	5.22
Group 2 <sub>a</sub>	87.33	4.04
Control 1	90.73	6.26
Control 2	90.23	4.94

<u>TSCS Scale 8</u>	<u>Mean</u>	<u>SD</u>
Group 1	93.20	4.44
Group 1 <sub>a</sub>	91.14	5.05
Group 2	88.38	6.39
Group 2 <sub>a</sub>	94.00	4.00
Control 1	90.20	6.65
Control 2	89.38	4.70

<u>TSCS Scale 9</u>	<u>Mean</u>	<u>SD</u>
Group 1	88.90	4.15
Group 1 <sub>a</sub>	87.14	3.72
Group 2	90.13	2.75
Group 2 <sub>a</sub>	87.67	7.57
Control 1	87.67	6.24
Control 2	87.08	3.15

Pretest-Posttest Change Score Analysis

Community College Cum and UMass 1st Semester GPA	Mean	SD
Group 1	-.29	.43
Group 1 <sub>a</sub>	-.27	.59
Group 2	-.02	.62
Group 2 <sub>a</sub>	.09	.98
Control 1	-.34	.84
Control 2	-.32	.63

Community College 4th Semester GPA and UMass 1st Semester GPA	Mean	SD
Group 1	-.69	.47
Group 1 <sub>a</sub>	-.37	.77
Group 2	-.36	.40
Group 2 <sub>a</sub>	-.23	1.03
Control 1	-.43	.77
Control 2	-.50	.58

AI Scale 1	Mean	SD
Group 1	-.10	2.28
Group 1 <sub>a</sub>	-.71	1.70
Group 2	-1.00	1.93
Group 2 <sub>a</sub>	.67	1.53
Control 1	-.13	2.36
Control 2	1.00	1.22

AI Scale 2	Mean	SD
Group 1	.20	2.10
Group 1 <sub>a</sub>	.00	2.38
Group 2	-.25	2.05
Group 2 <sub>a</sub>	1.33	1.53
Control 1	-.20	1.78
Control 2	-.08	1.55

AI Scale 3	Mean	SD
Group 1	-.40	1.78
Group 1 <sub>a</sub>	-1.14	2.34
Group 2	-.13	1.73
Group 2 <sub>a</sub>	.67	2.08
Control 1	-.27	1.39
Control 2	.31	1.25

AI Scale 4	Mean	SD
Group 1	1.20	2.35
Group 1 <sub>a</sub>	.00	3.79
Group 2	-1.13	2.17
Group 2 <sub>a</sub>	2.00	1.73
Control 1	-.40	1.92
Control 2	.31	.75

AI Scale 5	Mean	SD
Group 1	-.30	1.49
Group 1 <sub>a</sub>	-.71	1.98
Group 2	.25	1.49
Group 2 <sub>a</sub>	2.00	.00
Control 1	-.60	1.50
Control 2	.31	2.18

AI Scale 6	Mean	SD
Group 1	-.60	.97
Group 1 <sub>a</sub>	-.43	1.27
Group 2	-1.00	1.31
Group 2 <sub>a</sub>	2.33	.58
Control 1	-.27	1.62
Control 2	.00	1.68

AI Scale 7	Mean	SD
Group 1	-.60	2.22
Group 1 <sub>a</sub>	-1.00	2.31
Group 2	-.25	1.67
Group 2 <sub>a</sub>	-1.00	1.00
Control 1	-.80	1.90
Control 2	.00	1.58

AI Scale 8	Mean	SD
Group 1	.10	2.02
Group 1 <sub>a</sub>	-.57	2.07
Group 2	-.63	1.41
Group 2 <sub>a</sub>	.33	3.21
Control 1	-.33	1.29
Control 2	.08	2.56



<u>16PF - O Scale</u>	<u>Mean</u>	<u>SD</u>	<u>16PF - Q<sub>4</sub> Scale</u>	<u>Mean</u>	<u>SD</u>
Group 1	1.70	1.49	Group 1	-2.80	4.80
Group 1 <sub>a</sub>	.43	2.94	Group 1 <sub>a</sub>	2.14	4.38
Group 2	1.00	2.45	Group 2	.25	1.67
Group 2 <sub>a</sub>	-.33	1.15	Group 2 <sub>a</sub>	-1.33	5.69
Control 1	.13	2.70	Control 1	1.33	3.22
Control 2	-.54	4.65	Control 2	-1.46	2.88

<u>TSCS Scale 1</u>	<u>Mean</u>	<u>SD</u>	<u>TSCS Scale 2</u>	<u>Mean</u>	<u>SD</u>
Group 1	.70	2.67	Group 1	-.90	3.00
Group 1 <sub>a</sub>	.57	3.78	Group 1 <sub>a</sub>	.57	3.78
Group 2	.25	4.59	Group 2	-.50	7.54
Group 2 <sub>a</sub>	.33	2.08	Group 2 <sub>a</sub>	-1.67	2.08
Control 1	-.73	3.26	Control 1	1.20	3.84
Control 2	.08	3.30	Control 2	-1.92	2.50

<u>TSCS Scale 3</u>	<u>Mean</u>	<u>SD</u>	<u>TSCS Scale 4</u>	<u>Mean</u>	<u>SD</u>
Group 1	-.60	4.27	Group 1	-2.40	5.34
Group 1 <sub>a</sub>	-.43	6.37	Group 1 <sub>a</sub>	2.57	2.30
Group 2	-1.50	3.59	Group 2	1.63	4.90
Group 2 <sub>a</sub>	-3.33	2.89	Group 2 <sub>a</sub>	2.00	4.58
Control 1	-.33	5.42	Control 1	-.07	3.01
Control 2	2.46	2.54	Control 2	.38	4.33

<u>TSCS Scale 5</u>	<u>Mean</u>	<u>SD</u>
Group 1	1.50	4.48
Group 1 <sub>a</sub>	.14	4.06
Group 2	1.13	4.61
Group 2 <sub>a</sub>	-1.33	3.21
Control 1	-.80	3.59
Control 2	.00	4.18

<u>TSCS Scale 6</u>	<u>Mean</u>	<u>SD</u>
Group 1	.10	1.52
Group 1 <sub>a</sub>	3.00	3.37
Group 2	2.50	4.24
Group 2 <sub>a</sub>	1.00	1.73
Control 1	-.40	3.92
Control 2	-1.08	2.69

<u>TSCS Scale 7</u>	<u>Mean</u>	<u>SD</u>
Group 1	-.80	6.00
Group 1 <sub>a</sub>	5.15	5.58
Group 2	2.25	6.07
Group 2 <sub>a</sub>	1.33	2.08
Control 1	-.47	3.50
Control 2	1.38	4.13

<u>TSCS Scale 8</u>	<u>Mean</u>	<u>SD</u>
Group 1	-1.10	4.07
Group 1 <sub>a</sub>	-2.86	5.61
Group 2	.38	2.00
Group 2 <sub>a</sub>	-2.33	2.52
Control 1	-.20	5.61
Control 2	.38	3.66

<u>TSCS Scale 9</u>	<u>Mean</u>	<u>SD</u>
Group 1	-.50	3.14
Group 1 <sub>a</sub>	1.57	9.03
Group 2	-1.63	5.73
Group 2 <sub>a</sub>	-3.00	3.00
Control 1	.87	5.99
Control 2	.00	4.28

