

A COMPARISON OF THE EFFECTS OF TUTORING
ON THE SELF CONCEPT AND READING
OF REMEDIAL AND AVERAGE HIGH SCHOOL TUTORS

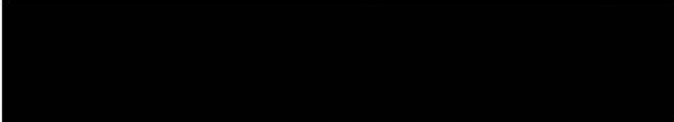
by

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We accept this thesis as conforming
to the required standard




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ABSTRACT

The purpose of this study was to determine whether tutoring an elementary student can significantly improve the self concept and reading ability of high school tutors.

Nine grade 11 and 12 student volunteers enrolled in a remedial English course, and nine enrolled in regular English courses each tutored an elementary student using a primary level reading program for one month. The program contained ten 20 minute lessons.

The pre and post tutoring test scores of the two groups of tutors on the Self Regard and Self Acceptance subscales of the Personal Orientation Inventory and on the four subtests of the Gates MacGinitie Reading Survey Level F were compared. Comparisons were also made with the scores of a control group of remedial English students and a control group of regular English students.

While significant differences existed between the reading scores of the remedial students and the regular class students, no differences existed in the self concept measures. However, when pretest differences were considered in assessing the differences on post tests, only one significant difference was found between the four groups on 24 comparisons by analysis of covariance.

The comparison of each group's post test mean with its pretest mean by t test revealed that only one of the four groups had changed significantly after tutoring, and that this change was in fact in a negative direction.

The findings of this study, that tutors do not benefit significantly either academically or in self concept measures, agree with the majority of well designed and controlled studies which have been completed on tutoring, and with theories of self concept which claim that self concepts can be changed, but never quickly or easily. However, the findings do not agree with the claims of many anecdotal reports which cite tutoring as a source of self concept and academic improvement for tutors.

Because the tutors did not improve significantly either academically or psychologically from tutoring, it was concluded that the inclusion of tutoring experience in a Remedial English program was not justified.

The main limitation of the study was the length of the tutoring program. The one month (ten lesson) tutoring schedule may have been too brief for improvements in self concept and/or reading to be made by tutors.

Examiners:

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CHAPTER I

THE PROBLEM

Introduction

Tutoring, the teaching of one person by another, has been used universally for centuries. Gartner (1971) states that "countries from the Soviet Union to Great Britain and to Cuba..." (p. 1) have used tutoring as a teaching technique.

The writer teaches "Remedial English" at a senior secondary school, and was considering the inclusion of tutoring experience for students in this program. Though tutoring would be of obvious benefit to the students who were tutored, the advantages for the tutors (the students who teach) were not as apparent.

Importance of the Problem

An investigation of the literature on tutoring did not yield a definite answer to the question as to whether tutoring is beneficial to tutors or not. The use of peer tutoring in schools is increasing, and coordinators of tutoring programs have reported that tutors benefit from tutoring in many ways. Their reports, however, are based on anecdotal evidence and are not the results of carefully controlled and well designed research studies.

The results of valid studies on tutoring are evenly divided on the issue. Half of the studies found that tutoring is beneficial to the tutors while the remainder

found it to be of no significant benefit. Furthermore, some of these studies employed "average" students as tutors, while the remainder used low achievers. No study, however, has compared the gains made by each of these types of tutors.

The improvements made by tutors, and reported in studies on tutoring, are generally academic or psychological.

Academic improvement by tutors is evident in improved grade point averages and in improvement in the subjects which they are teaching. Psychological gains include improvements in self concept, tolerance, cooperation and social and behavioural skills.

An investigation of self concept theories also yielded conflicting findings. Some theories suggest that tutoring would enhance tutors' self concepts while others claim that it would not.

The present study investigates the effects of tutoring on the reading achievement and self concepts of remedial English students and regular English students who each tutored an elementary student for one month. The purpose of this investigation was to ascertain whether tutoring should be included in a high school Remedial English program.

The basis of the study was the lack of agreement in tutoring research results and between self concept theories on the question of whether tutoring would or would not

improve the reading achievement and self concepts of the tutors.

Statement of the Problems

1. Are there differences between remedial English students and regular English students in self concept and/or reading achievement scores?

2. Are there differences between remedial students who tutor and regular students who tutor in self concept and reading achievement scores? ✓

3. Are there differences between remedial students who act as tutors and remedial students who do not act as tutors in self concept and/or reading achievement scores?

4. Are there differences between the regular English students who tutor and regular English students who did not tutor on self concept or reading achievement scores?

5. Are there significant differences between any one group's pre-test scores and its post-test scores?

CHAPTER II
REVIEW OF THE LITERATURE

The present study aimed to ascertain whether significant changes in self concept and reading were made by remedial and average English students who tutored. The following section contains extracts from self concept theories which related to the problem of the present study. In other words, each relevant theoretical extract has been considered to be either in support of or opposed to the claim that an experience such as tutoring could significantly enhance tutors' self concepts.

Self Concept

Definition

The self concept has been defined by Kinch (1963) as "that organization of qualities that the individual attributes to himself" (p. 481). Rogers (1965) has listed the components of the self concept:

[The self concept] is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valences. (p. 136)

Samuels (1976) states that:

The self concept includes conscious and unconscious feelings about the self, and consists of four dimensions; the body self, the social self, the

cognitive self, and self esteem. Individuals' self feelings can range from total acceptance to total rejection with variations in between as a result of their differing self evaluations in each self concept dimension. (p. 37)

The Importance of the Self Concept

The importance of the self concept has been recognized by psychologists and psychiatrists for many years. Adler (1930) states that:

All people....have a need for a stable, firmly-based usually high evaluation of themselves....and for the esteem of others....Satisfaction of the self esteem needs leads to feelings of self confidence, worth, strength, capability, adequacy, and of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, weakness and helplessness. These feelings in turn give rise to either basic discouragement or compensatory or neurotic trends. (p. 45)

Thus, the self concept plays a constant role in the decisions and motivation of all individuals. This role is threefold according to Felker (1974). He states that:

"First, self concept maintains inner consistency which predisposes people to act in ways consistent with the views they have of themselves; second, individuals interpret new experiences in terms of previous experiences which make it hard to change; and third, self concept leads to a set of expectations that create conditions that determine how others will treat us. (p. 86)

As the self concept is so important, the present study aimed to ascertain whether remedial students have poorer self concepts than regular class students, and whether tutoring can be a source of self concept enhancement.

Self Concept Theories

Theories of self concept have been composed by psychoanalysts, social psychologists, phenomenologists and

other theorists. These theories differ widely in their basic assumptions and in their explanations of the many aspects of self concept.

Psychoanalytic Theory of Self Concept

The main proponents of psychoanalytic theory are Freud, Jacobson, Kohut, and Lichtenberg. These psychoanalysts have stressed the need for a balance of id, ego, and superego forces for an individual to have positive self feelings. Belkin (1975) has defined these terms.

The id is the primitive, unorganized mass of energy behind the unconscious mind. The ego is the executive of the personality; the part of the mind that mediates between the id and the real world. The superego....is roughly equivalent to conscience. (p. 208)

Positive self esteem, according to psychoanalytic theory, requires a realistic ego ideal whose standards are met. Self feelings are inferred from the ego. The self, it is claimed, is conscious and preconscious, and can be brought to awareness when the need arises. Samuels (1976) explains this more clearly.

In psychoanalytic theory, self esteem depends on the nature of the inner image to which we measure ourselves, and on the ways at our disposal to live up to this image. (p. 37)

Social Psychological Theory of Self Concept

The main contributions to social psychological theory have been made by James, Cooley, Mead, Adler, Horney, Fromm,

Sullivan, and Maslow. In contrast to the Freudians, these social psychologists have placed more emphasis on conscious awareness, and generally put greater stress on sociological factors than on instinctual ones in the development of the self.

The social psychologists have asserted that individuals' conceptions of themselves are learned from social interaction. In other words, the responses of others determine how individuals perceive themselves.

Phenomenological Theory of Self Concept

Phenomenologists believe that only what can be seen and experienced is real, and that nothing lies beyond phenomena. Combs, Snygg, and Rogers have been the major contributors to phenomenological theory. They maintain that conscious feelings, cognitions, and perceptions are the predominant aspects of the self concept, and that an individual's thoughts and feelings determine what he will do.

The self concept, in phenomenological theory, is an organization of the perceptions about self that seem most vital to the individual. It is that part of the phenomenal field which is definite and fairly stable.

Would Tutoring Enhance the Self Concepts of Tutors

One of the two aims of the present study was to determine whether tutors' self concepts improve after they have

tutored. The theories of self concept, however, do not provide a definite answer to this question. Some theories suggest that an experience such as tutoring would enhance tutors' self concepts, while other theories maintain that self concepts are difficult to change, and thus would not be improved significantly by tutoring.

Theories Supporting Improvements in Tutors' Self Concepts

Psychoanalytic theory, as outlined earlier, proposes that self concept depends on the nature of the inner image to which we compare ourselves and on the ways at our disposal to live up to this image. Therefore, if tutoring can provide a way for the tutor to live up to his self image, then self concept improvement will occur.

The social psychologists stress the influence of others on self concept. In tutoring, the tutor encounters many people who all regard him highly simply because he is tutoring. The tutee, the tutee's parents and teacher, other teachers, the tutor's parents, and the tutoring program coordinator may regard the tutor highly because he is assisting the tutee to learn. This positive regard should lead to an improvement in self concept for the tutor according to the social psychologists' theory.

Gergen (1968) also emphasized that the self is altered by specific others, and the expressed views of others toward the self in each new situation bring about this alteration.

Coopersmith (1967) states that the influence of one's group on one's self concept is substantial.

Persons with low esteem are just as likely to attach importance to intelligence, achievement and social success as high esteem individuals....[This] suggests that the value preferences that people actually employ in judging their worthiness are those that are generally espoused by their group. (p. 224)

One means of enhancing tutors' self concepts implied in this statement is that, if the tutor's group values educational success, and the tutor is a successful tutor and improves academically also after tutoring, then his self concept will be enhanced through the approval of his group. In other words, his peers will praise his achievements and his self concept will be enhanced as a result. Similarly, tutoring is a "helping" and "teaching" activity, and if these functions are regarded highly by his group, a tutor will receive approval, and his self concept will consequently improve.

Thus there are several theories which contend that the self concepts of tutors would be enhanced through the approval of others involved in the tutoring process, and the tutors' peer groups.

Another source of support for the idea that tutoring would enhance the tutors' self concepts is the "self esteem theory". This is the work of Jones (1973). He assumes that individuals need to enhance their self evaluation and to gain self esteem. On the basis of this assumption, he proposes

that people respond favorably to positive evaluations of self, and unfavorably to negative evaluations. Thus, tutoring, with the success and positive attention from others it provides tutors, should be a source of self concept enhancement for them.

Positive experiences, or successes, are another means of improving self concepts. Samuels (1976) states:

...if teachers can provide experiences to enhance self esteem for those children who lack it, the children will respond and presumably grow toward more positive self feelings. (p. 65)

Coopersmith and Feldman (1973) suggest a qualification to Samuels' statement:

Although teachers can attempt to provide children with success experiences, unless the child believes he is responsible for the successes, they do not become part of the self concept. (p. 200)

Interestingly, Bergin and Garfield (1971) have found that:

...most patients in psychotherapy have problems involving low self esteem, and behavioural patterns that attempt to avoid feelings of low self esteem. (p. 738)

For this reason, client-centered therapy has emphasized the importance of positive changes in the self concept. These changes are found to occur when the therapist creates an atmosphere of trust, respect and acceptance. Perhaps tutors are able to make positive changes in their self concepts

through tutoring because tutoring is a source of trust, respect, and acceptance of the tutor from the people involved, especially the tutee.

The present study attempted to ascertain whether a group of remedial English students scored significantly lower on Self-Regard and Self Acceptance scores than a group of average students. It also attempted to discover whether there was a significant improvement by either group, as compared to the control groups and to each other, after they had tutored.

Theories of self concept propose that there are two main sources of self concept improvement: approval from others and experiencing success. Tutoring provides both of these sources for tutors, and therefore tutoring should enhance the self concepts of tutors. To find whether this enhancement is of significant magnitude was one aim of the present study.

Theories Negating Improvement in Tutors' Self Concepts

In contrast to the self esteem theory described in the preceding section, the self consistency theory hypothesizes that individuals adjust their cognitions and orient their relationships with others to keep their evaluations of themselves consistent with others' evaluations of them. This implies that people low in self esteem will continue to perceive others' evaluations of them as unfavorable.

Samuels (1976) elaborates:

...the self ignores aspects of experience that are inconsistent with it, or selects perceptions in such a way as to confirm concepts of self we already possess. (p. 63)

Felker (1974) extends this argument to the classroom situation. He claims that children who have been conditioned to think badly of themselves expect to continue to be treated badly. Even when negative reactions are not forthcoming, these children interpret the reactions to meet their expectations. This, Felker concludes, makes it difficult for teachers to change self feelings.

Purkey (1970) suggests, similarly, that:

...the self resists change and strives for consistency....A student who considers himself a failure in school will reject evidence which contradicts his perceived self no matter how flattering the information. (p. 9)

Thus, the theories of Samuels, Felker, and Purkey all suggest that individuals' self concepts are difficult to change. The implication of these theories for the present study is that tutoring experience would not have any significant effect on the self concepts of tutors. If, for example, a remedial student who tutored had always regarded himself as a school failure, no success as a tutor or improvement in school work after tutoring would have any effect on his self concept, according to these theorists.

Jones (1973), however, compared the self consistency theory with the self esteem theory by critically evaluating

studies that supported both theories. He concluded that the self esteem theory is superior because in most studies the low-esteem subject is happy when praised and unhappy when censured to a greater degree than the self-confident subject. In other words, low-esteem subjects respond to praise and with praise gain a better self concept rather than rejecting the praise in order to retain a poor self concept.

A theory which is similar to the self consistency idea is the "self-fulfilling prophecy". Very simply, this theory explains how people low in self esteem become entrapped in a cycle by their low esteem. Coopersmith (1967) describes the self fulfilling prophecy's cycle thusly:

Persons low in self esteem, while as desirous of success as others, do not believe that they have the capacities necessary for success, and, therefore, do not succeed. (p. 147)

Maslow (1970) expressed the idea as follows:

...a person who is insecure tends to become more perfectly or consistently insecure; a person who is high in self esteem tends to become more consistently high in self esteem. (p. 312)

Epps (1970) relates the self fulfilling prophecy to the classroom situation. He states that:

The child with low self esteem would be less self-confident, would approach new tasks cautiously, and would be likely to be less persistent in meeting academic demands. As a result he would receive fewer rewards and his self confidence would be lowered. (Samuels, 1976, p. 110)

The self fulfilling prophecy then, is a vicious circle from which an individual who has a poor self concept cannot

escape. Because there is no escape, no self concept improvement is possible. The implication of this theory for the present study is that any positive regard or success experience from tutoring would be rejected by the tutors, or, tutoring would be regarded as something they would fail at.

It would appear, however, that these theories would be discounted by the same criticism as the self consistency theory. This criticism was that an individual does respond to positive attention and will use it to improve his low self concept, rather than, as the self fulfilling prophecy suggests, remain locked into a cycle of permanently low self esteem.

The question of the possibility of tutoring significantly changing tutors' self concepts is also answered negatively by another group of theories. These suggest that one's self concept is formed early in life and that it becomes increasingly difficult to change. Kohut (1972) suggests that:

The experiences during the first years of life become the prototype of the specific forms of later vulnerability and security....These experiences determine the ups and downs in self esteem, the need for greater or lesser praise... (p. 10)

Dinkmeyer and Dreikurs (1963) state similarly that:

As the personality of the child develops, certain convictions about life begin to emerge. These convictions are about himself and about his own values and goals, and about others and how they feel towards him. The child functions on the basis of these convictions regardless of their relationship to reality. (p. 77)

Samuels (1976) adds that:

When rigid defense mechanisms develop later on, it is more difficult for the child to be open to new experiences and to allow a change in self concept to occur. (p. xv)

Coopersmith (1967) mentions the relationship of the parents' self concepts to that of the child:

...unconscious identification and conscious modeling may well underlie the self evaluations of many individuals. (p. 241)

This idea also suggests that the self concept would be difficult to change, as it is based on attitudes learned over time from parents.

A final opinion on self concept changeability is that of Purkey (1970). He claims that:

A person has countless beliefs about himself which are not equally significant. Some beliefs are central and therefore hard to change. Others are peripheral and easy to change. (p. 9)

This statement has two implications for the present study. Firstly, if a tutor believes he is of little worth (low in self esteem) and this is a central belief, then no change would be made in this belief after he has tutored. Secondly, if he is weak in reading, and believes he will always be so, improvement in reading performance after tutoring in reading would probably be unlikely.

There are, then, four main theories which suggest that tutoring would be of no significant benefit to tutors'

self concepts. These are the self consistency theory, the self fulfilling prophecy, the group which suggests self concept is formed early in life, and Purkey's theory. Of these, the self consistency theory has been compared to, and found to be inferior to, the self esteem theory. Furthermore, it is the opinion of the writer that the self fulfilling prophecy may be criticized on the same basis as the self consistency theory. Only the theories which claim that self concepts are formed early in life, and Purkey's theory, seem completely plausible.

Self concept theorists have expressed conflicting views on self concept changeability. Some imply that an experience such as tutoring could enhance tutors' self concepts, while others imply that no improvement would be possible. Perhaps Coleman (1969) best expresses a compromise to this conflict:

During early life the child's self evaluation is heavily dependent upon the way others see him.... These early evaluations have a continuous effect on his personality development. Later experiences can change them, but never quickly or easily. (p. 63)

Thus, self concept change is possible, but takes time.

However, as can be seen in the next section which reviews the studies which have been completed on self concept changes in tutors, carefully designed and controlled tutoring programs, which range in length from two weeks to one year, have reported significant positive changes in the self concepts of tutors.

Role of Research in Reading

It was not possible to find any direct reference to tutoring as a source of reading improvement in any of the textbooks on reading. (No text mentioned tutoring.)

Tutoring program coordinators and other researchers maintain that if a tutor teaches reading, his reading will improve. Gartner (1971) elaborates on these claims:

...because he has to teach concepts, the tutor may come to understand them more fully. He will also have the opportunity to review and reinforce ideas which may have been only superficially learned.... The tutor also sees another person the tutee learning, so he may reconsider his own learning style and make improvements in it. (p. 10)

These claims imply that remedial students would benefit more than average students because remedial students probably have inferior learning styles to average students. Gartner's statements also imply that the level of material taught by the tutor compared to the tutor's reading level would also be important. In other words, if a tutor's reading level is, say, grade 6, and he uses grade 6 level material to tutor, he may improve in reading. But, if a tutor's reading level is grade 6 and he teaches a grade 2 student, then perhaps no improvement in reading

will be made by the tutor because he has already mastered all the concepts he teaches.

The Effects of Tutoring on the Self Concept and Academic Achievement of Tutors

This review contains four sections: studies which found that tutoring significantly improved the self concept and academic achievement of tutors; those which found significant improvement in tutors' self concepts; those which found that tutors improved significantly academically, and those which found tutoring to have no significant effect either on tutors' self concepts or their academic achievement.

At the end of this section there is a table which summarizes the results of the studies.

Academic and Psychological Benefits of Tutoring

In all but one of the studies which found that tutors made both academic and psychological gains, the tutors were described as being disadvantaged in some way; in only one study, that of Bailey (1973), were students enrolled in regular classes employed as tutors.

The tutors in Bailey's study were 48 seventh graders who tutored primary students daily for 15 weeks. They improved significantly more than a control group on nine subtests. The Stanford Achievement Test, Kuhlmann-Anderson Academic Potential and the Coopersmith Self Esteem

Inventory were used for pre and post testing. Multiple linear regression analyses of the differences between pre and post test scores showed that tutors improved in Paragraph Meaning, Spelling, Language, Social Studies, Science, Self Rejection, Parental Approval, Rejection by Authority and Social Acceptance. However, tutoring seemed to effect negatively the tutors' gain scores on the word meaning test, and had no effect on the three arithmetic tests or on the Verbal, Quantitative or Total gain scores of the Kuhlmann-Anderson Test of Academic Potential.

This study was carefully controlled. Perhaps a more appropriate statistical treatment would have been an analysis of covariance which considers any original (pre test) differences between the experimental and control groups in comparing the significance of the differences between groups in post test results.

Mohan (1972) found that poorly motivated students were positively affected when they tutored unmotivated younger children. Both objective attitude scales and subjective teacher ratings showed that tutors increased in motivation level, self concept, attitude to school and in mathematics achievement - the subject they taught. (This study was reported by Devin-Sheehan, Feldman and Allen, and no more details are available).

One of the largest tutoring programs which has benefited tutors is the Youth Tutoring Youth Program. This large-scale program was designed to help underachieving, disadvantaged teenagers by having them tutor their elementary school counterparts. A comprehensive investigation of the program, which was made by the National Commission of Resources for Youth Inc., found that after tutoring, tutors showed better language skills, more positive self images, and an increased interest in going to school. Devin-Sheehan, Feldman and Allen (1976) report that "...the research was thorough, systematic and well controlled, but the procedure and results warrant serious examination." (p. 361).

A similar program in Dallas involved 1,000 high school volunteers who worked with 5,000 tutees. Improved grades for both groups and gains in self confidence by the tutors were found in this large-scale project completed by Vassalo (1973). It is not clear, however, whether tutors improved their grades in all subjects, or only in the subjects which they tutored. Similarly, the claim that the self confidence of tutors improved is based solely on the reports of teachers and the tutors themselves, and not on any formal test results. In other words, these results were anecdotal and not based on pre and post testing and comparisons with control groups.

Haggerty's (1971) study is the last of those which found that tutors benefit both academically and in self concept. Underachieving sophomore and junior high boys with discipline problems who tutored elementary school children for one academic year improved their self concepts, self acceptance and grade point averages. The tests used were the School Attitude Inventory and Bill's Index of Values and Adjustment. One experimental group tutored and received counseling, another group tutored only, a third received counseling only, while a fourth group provided control data. There were 17 subjects in each group. Whether any of the experimental groups improved significantly more than any of the other groups is not stated. However, both tutoring groups improved significantly on post tests, as compared to pretests, on self concept, self acceptance and grade point average, while no group improved in attitude toward school.

The procedure for data treatment was not mentioned in the abstract. The design, which includes a control group for the effects of counseling given to the "counseling and tutoring group" by the use of a "tutoring only group", is sound. A more useful result, however, could have been obtained by comparing the four groups using an analysis of covariance to compare the pre and post test results of all four groups. A statement as to whether the "tutoring and counseling" group or the "tutoring only" group improved more

is lacking. However, working as a tutor was reported to be a more successful means of self concept and grade point average enhancement than is receiving counseling.

The studies reported in this section all have weaknesses in design or statistical treatments used. These weaknesses cause one to seriously doubt their validity.

Tutoring Benefits the Tutor's Self Concept

Several studies have found that tutoring enhances the tutor's self concept. Some of these also assessed academic gains and found no significant improvement, while others measured only self concept.

Eagleton (1973) found that eleventh and twelfth grade tutors improved significantly more in self concept than a control group. In this study 40 volunteers tutored grade 6 students for one and one half hours daily, three times weekly for 14 weeks. Tutors also participated in six orientation and 14 inservice training sessions on reading, vocabulary comprehension and written expression. The Gates MacGinitie Reading Test, the Loban Guide for Written Expression, and the Laurel School Survey Questionnaire were used. An analysis of covariance was used to compare the pre and post test results of the experimental and control groups.

A flaw in the design of this study is that the improvement in tutors' self concepts could be attributed to a

combination of tutoring experience and inservice training, and not to tutoring experience alone. A third group, which received in-service training but did not tutor should have been formed in order that the effects of tutoring experience alone could have been assessed.

Yamamoto and Klentschy (1972) found that low-achieving fifth and sixth grade students who tutored first graders three days weekly had significantly more positive attitudes towards both school and self than another group who were trained as tutors (but did not tutor) and a control group. The three groups were matched on sex and pretest scores on a semantic differential measure of attitude toward school and self.

This study was reported by Devin-Sheehan, Feldman and Allen (1976). The length of the study and the number of subjects were not mentioned. The inclusion of a group which receives tutor training but did not tutor provides a control for the variable of tutor training, and thus the statement about the effects of tutoring experience is valid.

The final study which found that tutors improve in self concept after tutoring was completed by Robertson (1971). It was found that fifth graders who were poor readers showed more positive attitudes toward teachers and reading and improved significantly more in self concept than

subjects who received tutor training and a control group. The tutoring program, in which first graders were tutored, was two months in length. The tutoring group and the group which received tutor training were taught interaction skills such as smiling and praising, and how to teach sight words.

A one-way analysis of variance was used to test the results, and the post-hoc multiple comparison method was used to test the difference between all pairs of the obtained means when the F ratio was found to be significant.

This study is well designed and the statistical procedure is sound. Unfortunately, no mention is made in the abstract of the number of subjects involved or the frequency of the tutoring sessions.

Of these three studies which found that tutoring is beneficial to the tutor's self concept, two employed low achievers as tutors, while one involved regular class students. However, only the last two studies were carefully controlled.

Tutoring Benefits the Tutor's Academic Achievement

Many studies have been made of the effects of tutoring on the academic performance of tutors. Some of these studies have considered the tutor's improvement in the subject taught, while others have considered more general improvement such as grade point average.

Morgan and Toy (1970) completed a study in which 10 pupils in grades 8 to 12 volunteered to tutor underachievers in grades 2 to 5 for 20 to 40 minutes daily, three times weekly for four months. The Wide Range Achievement Test and the Michigan State University Self Concept of Ability Questionnaire were used for pre and post testing. Tutors and tutees showed greater mean gains than the control groups, but only the tutors had significantly greater gains, and only on one of the three W.R.A.T. sub-tests, Reading. The gain was nine months in reading grade level. A t test was used to treat the data.

This study was well designed and, as tutors received no special training in addition to tutoring, and as the statistical procedure was appropriate, the results are valid.

Mollod (1970) had "more able" second and third grade students tutor their slower-learning classmates in word knowledge and reading comprehension three and a quarter hours weekly for four months. Allocation to the tutor or tutee group was made on the basis of scores on a standardized reading achievement test. Pupils scoring above the class median were selected as tutors, and those scoring below it as tutees. Significant gains were made by both tutors and tutees, as compared to control groups, on word knowledge, while no significant gains were made in reading comprehension.

No details of data treatment or tutor-tutee pairing procedure were mentioned in the abstract.

Wing (1972) found that potential high school dropouts, who tutored elementary students for one school year, significantly improved their attendance and grade point averages as compared to a control group. A t test was used to determine the significance of the differences between mean grade point averages and between the average number of school days missed in the 1969-70 school year as compared to 1970-71, the year of the tutoring program. Subjective data reported by teachers indicated that tutors experienced positive changes in self concept and attitude.

Interestingly, no significant improvement was made by tutors on post tests of achievement in Reading and Arithmetic, the subjects taught, as compared to pretests, whereas significant improvement was made on grade point averages. This improvement, however, could be attributed to such factors as a higher grade in one course, improved attendance, increased study time, or teachers seeing them as better students because they tutored. The use of subjective reports from teachers further invalidates the study.

* Devin-Sheehan, Feldman and Allen (1976) in their comprehensive review of the research on children tutoring briefly describe two studies in which remedial readers made significant academic gains after tutoring. One of these was made by

Klentschy (1971) in which sixth-grade low achievers tutored low achieving second graders. The second study was completed by Marascuilo, Levin and James (1969). In this study, ninth-grade remedial readers were paid for tutoring seventh-grade low-achievers. No mention, however, is made of group sizes, lengths of programs, tests used, or procedures for data treatment.

Erickson and Cromack (1972) found that 12 seventh-grade underachieving boys improved significantly in reading after tutoring underachieving third-grade boys. Gates MacGintie Reading Tests were used as pre and post tests. Half hour training sessions were held for the tutors twice weekly during the five month tutoring period. It would seem, therefore, that a third group which also received this training but did not tutor should have been included in the study, in order to provide a control for the effect of training on the tutors' academic performances. In reporting the results, the authors state that a t test showed that no significant improvement was made by tutors, whereas a Campbell Discontinuity Analysis showed that significant improvement had been made. Thus, the results are questionable.

Ten low-achieving fifth grade children either taught a third-grader or studied alone daily for two weeks in a study completed by Allen and Feldman (1973). After each session,

subjects received an objective test. A 10 minute study period for tutors preceded each tutoring session. The private study sessions were 20 minutes in length. Results on the tests were standardized. An analysis of variance was performed on the test scores. This showed that subjects retained material significantly better after tutoring than after studying. Thus, a combination of study and tutoring was superior to private study as a learning technique.

This study was unique in that the tutors acted as their own control group. The design and procedure used to treat the data make this a highly credible study.

"The Remotivation of Disruptive Adolescents" was the title of a study completed by Lane, Pollack and Sher (1972). In this study, eight junior high school students, who tutored third and fourth grade non-readers, made a 19 month gain in reading level. Tutoring took place twice weekly for seven months. Tutors received training in the use of Intersensory Reading Method, a phonic-linguistic reading approach which teaches reading, writing and spelling simultaneously. Behaviour modification and modeling techniques were used to improve the behaviour of the tutors, and to enhance their self images. The Metropolitan Achievement Test was used for pre and post testing. Unfortunately, no control groups were used, but any program which can effect a 19 month gain in

reading level, as well as greatly improve the behaviour of disruptive adolescents, is worth replication with control groups.

Dobbs (1975) found that 80 low ability eighth graders, who tutored 80 sixth graders for half an hour three times weekly for 16 weeks, scored significantly higher on the Bonney Attitude to School Scale post-test, and improved their grade-point averages significantly more than a control group. An analysis of covariance was used to test the significance of the difference between the pre and post test results of the two groups. No differences were found, however, on the Coopersmith Self Esteem Inventory. The number of subjects, procedure for treatment of data, and length of the study combine to make this study a source of valuable results.

Cloward (1967) conducted a study to discover whether students who have not completed high school can serve effectively as tutors. The 97 tutors, who were paid for tutoring, were in grades 10 and 11 in New York high schools. They received preservice training four afternoons per week for two weeks. During the rest of the 26 week tutoring program the tutors met once weekly with their supervising teacher for two hours of inservice training. Tutoring sessions were 90 minutes or more in length, and consisted of assistance with tutees' homework, reading, and games. The tutees were fourth and fifth graders who were reading below grade level.

The Iowa Silent Reading Test (Advanced Level) was used to measure changes in the reading skills of the experimental and control subjects. Each subject's pre-study standard score was subtracted from his post-study standard score on each subtest. An analysis of covariance was used to assess the data. The tutor group, it was found, showed significantly more improvement than the controls on three subtests concerned with reading comprehension and study skills. The tutoring group showed a mean gain of 3.4 years in reading, while the control group gained 1.7 years. The experimental and control groups did not differ, however, in grade point average, attitude to school, educational aspirations or social values.

Unfortunately, this large-scale study lacked a control for the inservice training sessions, and thus, the results may be attributed to either the pre and in-service training as well as to the tutoring experience.

Of the ten studies which claim that tutoring enhances the tutor's academic achievement, only three were carefully controlled. Two of the remaining studies found that a combination of tutoring and inservice training caused significant academic improvement to be made by tutors. Seven of the ten studies involved low achievers as subjects, while the remainder used "average" students as tutors. The three well designed studies are most convincing in their

design and procedure, and certainly indicate that tutoring may improve the academic achievement of tutors.

Tutoring of No Benefit to Tutors

Many studies of the effects of tutoring have found that tutors make no significant gains either academically or psychologically from tutoring. Descriptions of these studies appear in the following section.

Condra (1970) tested six null hypotheses which included the school attendance, English achievement, attitude to school, probability to drop out, and attitude to teachers of tutors, as compared to a control group. Nineteen secondary students were randomly selected and trained as tutors. The training consisted of four weeks of lectures, discussions, field trips and laboratory sessions. Each tutor then taught five children on a daily basis for the 1969-70 school year.

A t test was used to test the null hypotheses, and a related t test to assess the mean differences. It was found that tutors had significantly better school attendance.

It would appear that daily tutoring for an entire school year would become extremely tedious for both tutors and tutees, and perhaps this affected the results.

First-grade students were tutored by sixth graders 15 minutes daily, three times weekly for eight weeks in a study conducted by Roussin (1972). There were 271 subjects, but the abstract fails to clarify how many of these were tutors, and how many were members of the control group.

A weighted means analysis was used to assess the significance of the differences on pre and post test scores on the Stanford Achievement Test as the groups were of unequal size. No significant differences were found between the pre and post tests of either of the groups. However, a reconsideration of results using an analysis of covariance may have produced different findings.

A study by Gomez (1974) found no statistically significant differences between the pre and post-test scores of 62 underachieving fourth graders. Subjects either tutored younger students, received tuition, tutored and received tuition, or were allocated to a control group. The program ran for five months. The Lorge-Thorndike Intelligence Test and the Gates MacGinitie Reading Test were used for pre and post testing. A one-way analysis of variance and an analysis of covariance were used for data treatment.

These analyses showed that neither tutoring, being tutored, or tutoring and being tutored were found to have any effect on the Vocabulary or Comprehension sub-test scores of the subjects. However, the abstract fails to mention the results on the Speed and Accuracy test, and on the intelligence test. This omission is unfortunate as the design and treatment of the study were both praiseworthy.

No significant differences were found between the experimental and the control groups in sociometric status,

self-esteem, or arithmetic skills in Swenson's (1976) study. Seventy-two slow-learning boys were randomly assigned to one of two experimental groups or to a control group. One group tutored slow learning third graders in arithmetic, while a second group was tutored in arithmetic by high-achieving, high status boys. The program was six weeks in length. An analysis of variance was used to treat the pre, mid, and post-test data.

The data treatment found that no significant improvement was made by either of the experimental groups as compared to the control group. Unfortunately, no mention is made in the abstract whether a standardized or informal arithmetic test was used. The design and procedure used for data treatment in this study were both most appropriate.

Masterson (1970) investigated the effects of tutoring on the arithmetic attitudes and proficiency, and on the vocational interests of 93 high school tutors. The tutees in this study were 129 grade one pupils. The tutoring program was conducted daily for nine months. No significant differences were found between the tutoring group and a control group on any of the above-mentioned measures. The Aiken Revised Mathematics Attitude Scale and the Differential Aptitude Test (numerical ability section) were used. A test-retest design was used, and an analysis of variance was employed to determine initial differences between the

experimental and control groups. An analysis of covariance was then used to control for these differences. It is quite clear that this design and the treatment of data were sound.

Thirteen high school remedial readers volunteered to tutor seventh and eighth grade remedial readers for one year in Dillner's study (1971). Each hourly tutoring session was preceded and followed by a one hour seminar. Tutors' pre and post-test scores were compared to those of a control group using separate univariate analyses of covariance. Standardized tests of self concept, reading, attitude and intelligence were administered. The only significant differences found between the tutors and the control group were on poetry comprehension and autonomy (a self-concept subscale). Thus, in spite of a year's tutoring experience, no academic or psychological gains were made by tutors in this well designed and controlled study.

Significant gains were made by the tutees in a study completed by Willis and Crowder (1974). However, no significant gains were made by the tutors. The 12 tutors, who were volunteers, and the control group, were eighth graders who were watched on the basis of scores on the California Achievement Tests's Reading subtest. No significant differences were found between the groups or these pre-tests. At the conclusion of the seven month tutoring

program, the same tests were readministered. The tutors were found to have gained nine months in reading level, while the control group gained 11 months. This difference, however, was not significant. A Wilcoxon test was used for the comparisons. Unfortunately, no measures of self concept were made. Hence, despite seven months of tutoring experience, tutors gained less than a control group in this well designed study.

These studies which found no significant improvements to be made by tutors after they had tutored were generally well designed and controlled, and are, therefore, more convincing than the studies described in previous sections. Interestingly, four of these studies involved regular class students as tutors while the remainder employed underachieving students.

Table 1 summarizes the results of all the studies discussed in the four sections. It can be seen that there are 12 studies which were well designed and controlled with six finding that tutors benefit significantly from tutoring and six finding no significant gains to be made by tutors. Thus, no implications for the outcome of the present study could be found.

The variables considered in the table give no clues to a solution to this dilemma. Of the "good" studies, seven

used remedial students to tutor while five employed regular class students. Similarly, no specific difference in grade level between tutor and tutee could be cited as playing a role in those studies which were well designed. Also, as stated in the section on self concept theory, studies ranging in length from two weeks to one year found tutors to benefit, so no specific time spent tutoring can be cited as being the most likely to produce changes in tutors.

It was the aim of the present study to contribute to this question of whether tutoring does or does not benefit tutors significantly in reading and/or self concept. In addition, the study aimed to compare remedial and regular students to ascertain whether one type of students benefits more from tutoring. (No previous study has done this.)

Table 1

A Summary of the Results of Studies on the Effect of Tutoring on Tutors

Section	Author	Type of Tutor		Grade of Tutor	Grade of Tutee	Length of Study	Design & Treatment		
		Remedial	Regular				Good	Poor	Incomplete
1. Academic and Self Concept Improvement Significant	Bailey		*	7	2	15 wk.		*	
	Mohan	*		?	?	-			*
	YTY	*		8-10	4-7	-		*	
	Vassalo	*		10-12	?	-		*	
	Haggerty	*		8-10	4-7	1 yr.	*		
2. Self Concept Improvement Significant	Eagleton		*	8-12	6	14 wk.			*
	Yamamoto & Klentschy	*		5-6	1	?	*		
	Robertson	*		5	1	2 mth.	*		
3. Academic Improvement Significant	Morgan & Toy		*	8-12	2-5	4 mth.	*		
	Wing	*		10-12	Elem.			*	
	Mollod		*	2-3	2-3				*
	Erickson & Cromack	*		7	3			*	
	Allen & Feldman	*		5	3	2 wk.	*		
	Lane, Pollack & Sher	*		8-10	3-4			*	
	Dobbs	*		8	6	4 mth.	*		
	Cloward	*		10-11	4-5			*	
4. No Significant Improvement	Condra		*	11-12	1-3	1 yr.	*		
	Roussin		*	6	1			*	
	Gomez	*		4	1-3	5 mth.	*		
	Swenson	*		4	3	6 wk.	*		
	Masterson		*	10-12	1	9 mth.	*		
	Dillner	*		10-12	7-8	1 yr.	*		
	Willis & Crowder		*	8	8	7 mth.	*		

CHAPTER III

METHODOLOGY

Introduction

The present study aimed to assess the reading and self concept improvements in students who tutored. It also aimed to compare reading and self concept scores of remedial students who tutored with those of regular class students who tutored, and to establish whether there were any differences between the groups on these measures before tutoring or after tutoring.

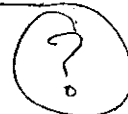
Selection of Subjects

Two groups of students enrolled in the "Remedial English" class at NorKam Senior Secondary School, Kamloops, B.C. were selected. Tutors were the first four girls and five boys to volunteer. The control group consisted of four girls and five boys also enrolled in the class, who also volunteered.

Volunteers from regular English classes were solicited by daily announcements, and the first four girls and five boys to volunteer were chosen to tutor, while the next four girls and five boys were assigned to a control group.

The tutees were selected from grades 3 to 5 at A. E. Perry Elementary School, Kamloops, B.C. They were aged from 8 to 11 years. Selection was based on scores on the Englemann-Becker Corrective Reading Program Placement Test,

Appendix A, which was administered by Mr. L. Goddard, Learning Assistance Teacher at A. E. Perry School. Tutees selected scored between 20 and 60 errors on the test as recommended by the authors of the reading program.



Selection of the Testing Instruments

One measure to be obtained from the four high school groups (two experimental and two control) was that of self concept. The Personal Orientation Inventory was chosen for this purpose because it contains two measures of self concept: self regard and self acceptance. The test consists of 150 items, 16 of which relate to Self Regard, while 26 relate to Self Acceptance.

The Self Regard subscale "measures affirmation of self because of worth or strength", while the Self Acceptance subscale "measures affirmation or acceptance of self in spite of weaknesses or deficiencies" (Shostrom, 1966, p. 6).

The Self Regard subscale has a test-retest reliability of .71 and the Self Acceptance subscale's is .77. These coefficients are based on a sample of 48 college students. There was a one week interval between the pre and post testing.

The P.O.I. was chosen for several other reasons. First, its reading and comprehension level is considered to be at the elementary level, and therefore it did not offer any interpretation problems for remedial English subjects. Second, the test is easy to administer and to score. Third,

To measure the reading achievements of the high school subjects, the Gates MacGinitie Reading Test Survey F Forms 1 and 2 were used. Each form consists of the same three subtests: Speed and Accuracy, Vocabulary and Comprehension; thus complete assessment of the subjects' reading levels is obtained. Survey F is designed for students in grades 10 to 12.

The alternate form reliability for the Speed and Accuracy test ranges from .64 to .81; the Vocabulary subtest has alternate-form reliability of .90; the Comprehension subtest alternate form reliability is .88. Standard scores and percentile ranks are provided. Each form is easy to administer, and requires about fifty minutes.

The Englemann-Becker Corrective Reading Program Placement Test was the obvious test for tutee selection as tutees received the first 10 lessons of this program as their tutoring course.

The test consists of a short story, words, and nonsense words which the student reads aloud. Each error is counted to produce a total error score.

Procedure for Data Collection

All high school subjects completed the Personal Orientation Inventory and the Gates MacGinitie Reading Test Survey F Form 2 during their English class time. The tests were administered by Mr. G. Webb, a counselor at the school.

Tutors were then given one orientation session in which the tutoring program and procedure were explained and tutors were introduced to their tutee, tutee's teacher, the Learning Assistance Teacher, and Principal. Timetabling and locations of tutoring sessions were also explained. Tutors were randomly assigned to same sex tutees.

Each tutor then taught 10 lessons, each approximately 20 minutes in length, to his tutee. (See Appendix C for "Instructions to Tutors"). Each tutor followed these instructions for each lesson and recorded the points scored by his tutee in each section of the lesson. At the end of the fifth and tenth lessons prizes of candy or money were given to the tutees according to what they had contracted for. The amount depended on the points scored (see Appendix C). The prizes were distributed by Mr. L. Goddard. The program ran very well, and the tutors and tutees reported that they enjoyed each other and the program.

At the conclusion of the 10 lessons (a one month period), all the high school subjects once again completed the Personal Orientation Inventory and the Gates MacGinitie Reading Survey F Form 1, which was once again administered by Mr. G. Webb. The control groups attended classes as usual during the tutoring period.

Table 2 shows the groups involved in the study and the tests used.

Table 2

	Remedial Tutors	Remedial Non-tutors	Regular Tutors	Regular Non-tutors
	Group 1	Group 2	Group 3	Group 4
Pre Tests				
Gates MacGinitie Reading Test				
Survey F Form 2				
Pre Personal Orientation Inventory				
Post Tests				
Gates MacGinitie Reading Test				
Survey F Form 1				
Post Personal Orientation Inventory				

Control of Variables

Devin-Sheehan, Feldman, and Allen (1976) have found that there are many variables which may affect the results of tutoring programs. These variables, and the controls for them which were provided in the present study, are outlined below.

The sex of tutor and tutee is one consideration for program coordinators in their selection and matching of subjects. However, neither mixed-sex pairings nor same-sex pairings have been found to be superior according to the above-mentioned writers. In the present study, assignment was solely same-sex, that is, male tutors taught male tutees, and females taught females.

The age difference between tutor and tutee is an area which is worthy of further investigation. No study has compared the effectiveness of tutors who are the same age as the tutees with tutors who are older than the tutees. In the present study, the tutees were grade 3 to 5 students, and the tutors were in grades 11 and 12. Thus the age difference between tutor and tutee varied only slightly.

The effects of training were cited in several study critiques in Chapter II as being as responsible for changes in tutors as tutoring itself, because no control was provided for the training effect on tutors. The authors mentioned above conclude once again that there is little research to support the claim that training of tutors has any beneficial effects on tutoring. The present study provided one orientation session for both remedial and regular tutors as the "training" session.

Garbarino (1975) found that the nature of the interaction between tutor and tutee varies according to whether or not the tutor anticipated a reward for his teaching. Tutors who did not expect a reward exhibited more positive emotionally toned behaviours and were more effective teachers than tutors who expected to be paid. The present study had tutors pay tutees according to tutees' scores on the various aspects of each lesson, but tutors themselves were not paid.

The time which each tutor spends with his tutee is a difficult variable to control. The present study's program offered a specific set of 10 lessons, each of which required approximately 20 minutes for its completion, and was thus fairly consistent in controlling this time variable.

Another variable, which was difficult to control, was the amount of special contact with adults experienced by the tutors. In visiting the tutee's school, tutors could encounter the tutee's teacher, the Learning Assistance Teacher, the Principal, and other teachers on staff all of whom would be positive toward the tutor because the tutor is "helping" a student in their school. This variable was controlled in the present study by the coordinator (the author) who introduced all tutors to the Principal at the beginning and completion of the program, and requested the Principal not to be in contact with tutors at other times. The Learning Assistance Teacher, however, was asked to look in on all tutors in each of their lessons. This request was adhered to.

Unfortunately, the relationship between the amount of improvement in self concept and the subject taught which a tutor makes has not been compared to the amount of improvement a tutee makes. In other words, no study has considered the effects of successful tutoring on the tutor's self concept

and his progress in the subject taught. This is almost impossible to control as it is not known which tutee will improve more from tutoring, or whether successful tutoring can positively affect the tutor.

The tutoring process presents many variables which require careful control. It is felt that the present study has considered all the variables operating and has controlled them adequately.

CHAPTER IV

RESULTS

The specific problems presented in Chapter I may be classified into three sections: differences between the groups before tutoring; differences between the groups after tutoring; and differences between each group's pre-tutoring tests and its post-tutoring tests.

Many researchers assume that "remedial" students will have poorer self concepts than average students. They also expect remedial students to score lower on reading tests than average students.

To test these claims, the first statistical treatment applied to pretest scores in the present study was a t test. This assessed the significance of the differences between the means of the two tutoring groups and between those of the two control groups. It was found, however, that there was only one significant difference between remedial students and average students on the self concept subtests, but (13 of 16) significant differences were found between the remedial students and the average students on the four reading subtests. These results may be seen in Tables 3, 4, 5, and 6.

The present study found that students classified as "remedial" did not have significantly lower self concept scores than students in non-remedial classes. It was found, however, that non-remedial students scored significantly higher than remedial students on reading tests.

The second analysis of results consisted of an analysis of covariance. This permitted adjustment of initial mean differences between the groups. Pretest means served as the covariants, and post tests results as the criterion variables. The .05 level was predetermined as the criterion for acceptance.

Four comparison by analysis of covariance were completed; each experimental (tutor) group was compared to its control group and to the other tutoring group, while the two control groups were also compared. However, as can be seen from Table 7, only one significant difference between groups on any of the 24 comparisons was found. This was between the tutoring groups on the Vocabulary subtest.

The final treatment of data aimed to find whether the groups scored significantly higher on the post tests than they did on the pretests. A t test was used to compare the pre and post test means of each group.

Comparisons of each group's pretest mean with its post test mean on each of the six subtests are shown in Tables 3 to 6.

Graphs 1 to 6 illustrate the differences between each group's pretest mean and its post test mean. Only one group, the Regular Experimental group, scored significantly differently (lower) on a pretest as compared to a post test. This was on the Self Acceptance subtest of the Personal Orientation Inventory.

t values of ± 2.58 and ± 1.75 were required for significance at the .01 and .05 levels of significance at $N-2 = 16$ degrees of freedom.

Key for group numbers:

Group 1 = Remedial Experimental

Group 2 = Remedial Control

Group 3 = Regular Experimental

Group 4 = Regular Control

* Indicates significance at .05 level

** Indicates significance at .01 level

Table 3
Comparison of Pretest Results
of Remedial and Regular Experimental Groups

Test	Group	Mean	t	Significance
<u>P.O.I</u>				
Self Regard	1	11.3	0	N.S.
	3	11.3		
Self Acceptance	1	13.4	-1.380537	N.S.
	3	15.2		
<u>Reading</u>				
Number Attempted	1	16.3	-4.158415	**
	3	24.7		
Number Correct	1	15.0	-3.720930	**
	3	23.0		
Vocabulary	1	21.8	-5.604	**
	3	38.5		
Comprehension	1	42.1	.32	N.S.
	3	40.8		

Table 4
 Comparison of Pretest Results
 of Remedial and Regular Control Groups

Test	Group	Mean	t	Significance
<u>P.O.I</u>				
Self Regard	2	10.8	.9038	N.S.
	4	11.5		
Self Acceptance	2	11.5	-.5319	N.S.
	4	14.0		
<u>Reading</u>				
Number Attempted	2	18.8	-1.813	*
	4	24.0		
Number Right	2	17.5	-2.279	*
	4	24.1		
Vocabulary	2	21.7	-3.6738	**
	4	37.2		
Comprehension	2	25.5	-1.9643	
	4	40.2		

Table 5
Comparison of Pretest Results
of Remedial Experimental and Regular Control Groups

Test	Group	Mean	<u>t</u>	Significance
<u>P.O.I.</u>				
Self Regard	1	11.33	-.15523	N.S.
	4	11.55		
Self Acceptance	1	13.44	-.3671948	N.S.
	4	14.00		
<u>Reading</u>				
Number Attempted	1	16.33	1.580458	N.S.
	4	24.00		
Number Correct	1	15.00	-3.7058	**
	4	24.11		
Number Attempted	1	21.88	-4.502226	**
	4	37.22		
Comprehension	1	42.11	.04964337	N.S.
	4	40.22		

Table 4 Table 6.

Comparison of Pretest Results
of Remedial Control and Regular Experimental Groups

Test	Group	Mean	t	Significance
<u>P.O.I.</u>				
Self Regard	2	10.88	.64766	N.S.
	3	11.33		
Self Acceptance	2	11.55	3.0011031	**
	3	15.22		
<u>Reading</u>				
Number Attempted	2	18.8	3.4180287	**
	3	24.77		
Number Correct	2	17.55	2.0773216	*
	3	23.00		
Vocabulary	2	21.77	4.33745	**
	3	38.55		
Comprehension	2	25.5	3.4736885	**
	3	40.88		

Table 7

Comparison of Remedial Experimental and Remedial Control Group Results
by Analysis of Covariance

Test	Group*	Means			F ratio	Probability	Significance
		Pre	Post	Adjusted			
<u>P.O.I.</u>							
Self Regard	1	11.33	10.66	10.54	1.13273	.30401	N.S.
	2	10.88	11.33	11.45			
Self Acceptance	1	13.44	15.22	14.62	3.76933	.07122	N.S.
	2	11.55	11.88	12.48			
<u>Reading</u>							
Number Attempted	1	16.33	17.66	18.73	.68292	.42151	N.S.
	2	18.88	18.55	17.49			
Number Correct	1	15.00	15.33	16.47	.93607	.34862	N.S.
	2	17.55	16.44	15.29			
Vocabulary	1	21.88	20.44	20.39	.58770	.45519	N.S.
	2	21.77	22.00	22.04			
Comprehension	1	42.11	25.55	36.02	1.60866	.22400	N.S.
	2	42.44	25.88	32.31			

*Group 1 = Remedial Experimental, Group 2 = Remedial Control

Table 8
 Comparison of Regular Experimental and Regular Control Groups
 by Analysis of Covariance

Test	Group*	Means			F ratio	Probability	Significance
		Pre	Post	Adjusted			
<u>P.O.I.</u>							
Self Regard	3	11.33	11.66	11.75	2.27489	.88210	N.S.
	4	11.55	11.77	11.68			
Self Acceptance	3	15.22	15.22	14.64	4.60010	.83303	N.S.
	4	14.00	13.77	14.35			
<u>Reading</u>							
Number Attempted	3	24.77	24.88	24.58	.49162	.49392	N.S.
	4	24.00	25.00	25.30			
Number Correct	3	23.00	24.22	24.61	.25236	.62269	N.S.
	4	24.11	24.44	24.05			
Vocabulary	3	38.55	38.66	38.12	.00246	.96102	N.S.
	4	37.22	37.55	38.08			
Comprehension	3	48.88	41.00	40.71	.78822	.38864	N.S.
	4	40.22	39.00	39.28			

*Group 3 = Regular Experimental Group, Group 4 = Regular Control Group

Table 9

Comparison of Remedial Experimental and Regular Experimental Groups
by Analysis of Covariance

Test	Group*	Means			F ratio	Probability	Significance
		Pre	Post	Adjusted			
<u>P.O.I.</u>							
Self Regard	1	11.33	10.66	10.66	1.78977	.20088	N.S.
	3	11.33	11.66	11.66			
Self Acceptance	1	13.44	15.22	15.80	.62522	.44143	N.S.
	3	15.22	15.22	14.63			
<u>Reading</u>							
Number Attempted	1	16.33	17.66	21.32	.00237	.96174	N.S.
	3	24.77	24.88	21.23			
Number Correct	1	15.00	15.33	18.21	3.08299	.09951	N.S.
	3	23.00	24.22	21.33			
Vocabulary	1	21.88	20.44	26.35	4.68143	.04704	*
	3	38.55	38.66	32.75			
Comprehension	1	42.11	42.44	41.95	.05009	.82589	N.S.
	3	40.88	41.00	41.49			

*Group 1 = Remedial Experimental, Group 3 = Regular Experimental

Table 10

Comparison of Remedial Control and Regular Control Groups
by Analysis of Covariance

Test	Group	Means			F ratio	Probability	Significance
		Pre	Post	Adjusted			
<u>P.O.I.</u>							
Self Regard	2	10.88	11.33	11.62	.05112	.82415	N.S.
	4	11.55	11.77	11.48			
Self Acceptance	2	11.55	11.88	12.98	.09129	.76665	N.S.
	4	14.00	13.77	12.68			
<u>Reading</u>							
Number Attempted	2	18.88	18.55	20.56	4.12785	.06029	N.S.
	4	24.00	25.00	22.99			
Number Correct	2	17.55	16.44	19.29	4.07297	.06183	N.S.
	4	24.11	24.44	21.59			
Vocabulary	2	21.77	22.00	28.53	1.12502	.30562	N.S.
	4	37.22	37.55	31.01			
Comprehension	2	25.55	40.22	31.64	.41572	.52879	N.S.
	4	25.88	39.00	33.24			

Table 11
 Comparison of Remedial Experimental Group's
 Pre and Post Test Means

Test	Means		t	Significance
	Pre	Post		
Self Regard	11.33	10.66	.5032	N.S.
Self Acceptance	13.44	15.22	-1.2571176	N.S.
Number Attempted	16.33	17.66	-.5250	N.S.
Number Correct	15.00	15.33	.1260	N.S.
Vocabulary	21.88	20.44	.44271	N.S.
Comprehension	42.11	42.44	.0705	N.S.

Table 12
 Comparison of Remedial Control Group's
 Pre and Post Test Means

Test	Means		t	Significance
	Pre	Post		
Self Regard	10.88	11.33	-.698324	N.S.
Self Acceptance	11.55	11.88	1.43875	N.S.
Number Attempted	18.88	18.55	.1076	N.S.
Number Correct	17.55	16.44	.374	N.S.
Vocabulary	21.77	22.00	-.0645	N.S.
Comprehension	25.55	24.77	.1590	N.S.

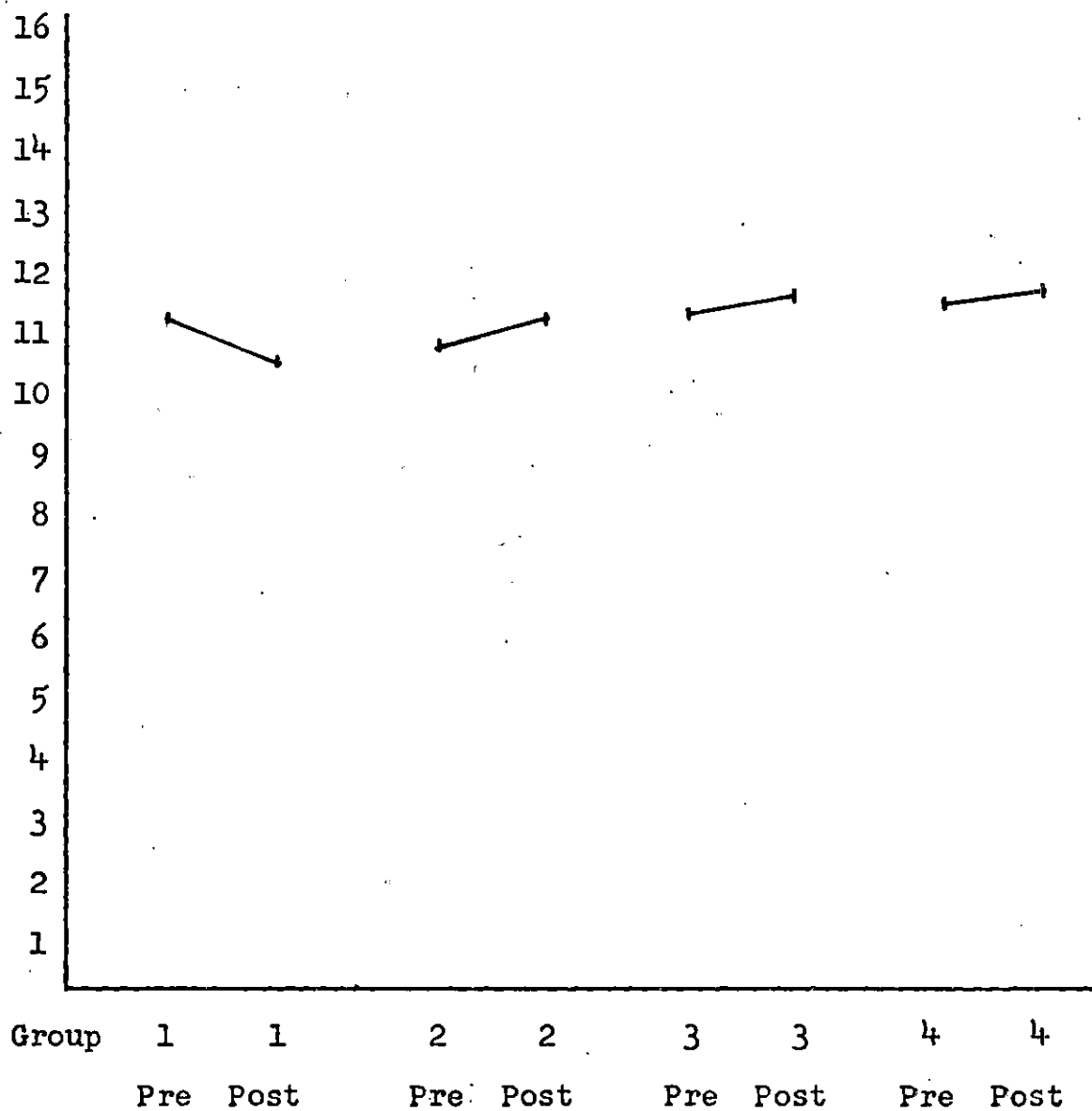
Table 13
 Comparison of Regular Experimental Group's
 Pre and Post Test Means

Test	Means		\underline{t}	Significance
	Pre	Post		
Self Regard	11.33	11.66	1.118	N.S.
Self Acceptance	15.22	11.66	2.2369	Significant at .05, but not at .01
Number Attempted	24.77	24.88	.057	N.S.
Number Correct	23.00	24.22	.680	N.S.
Vocabulary	38.55	38.66	-.0402	N.S.
Comprehension	40.88	41.00	-.06619	N.S.

Table 14
 Comparison of Regular Control Group's
 Pre and Post Test Means

Test	Means		\underline{t}	Significance
	Pre	Post		
Self Regard	11.55	11.77	.215	N.S.
Self Acceptance	14.00	13.77	.168	N.S.
Number Attempted	24.00	25.00	.387	N.S.
Number Correct	24.11	24.44	.094	N.S.
Vocabulary	37.22	37.55	.0881	N.S.
Comprehension	40.22	39.00	.405211	N.S.

Graph 1
Group Means on Self Regard (P.O.I.)



Group 1 = Remedial Experimental

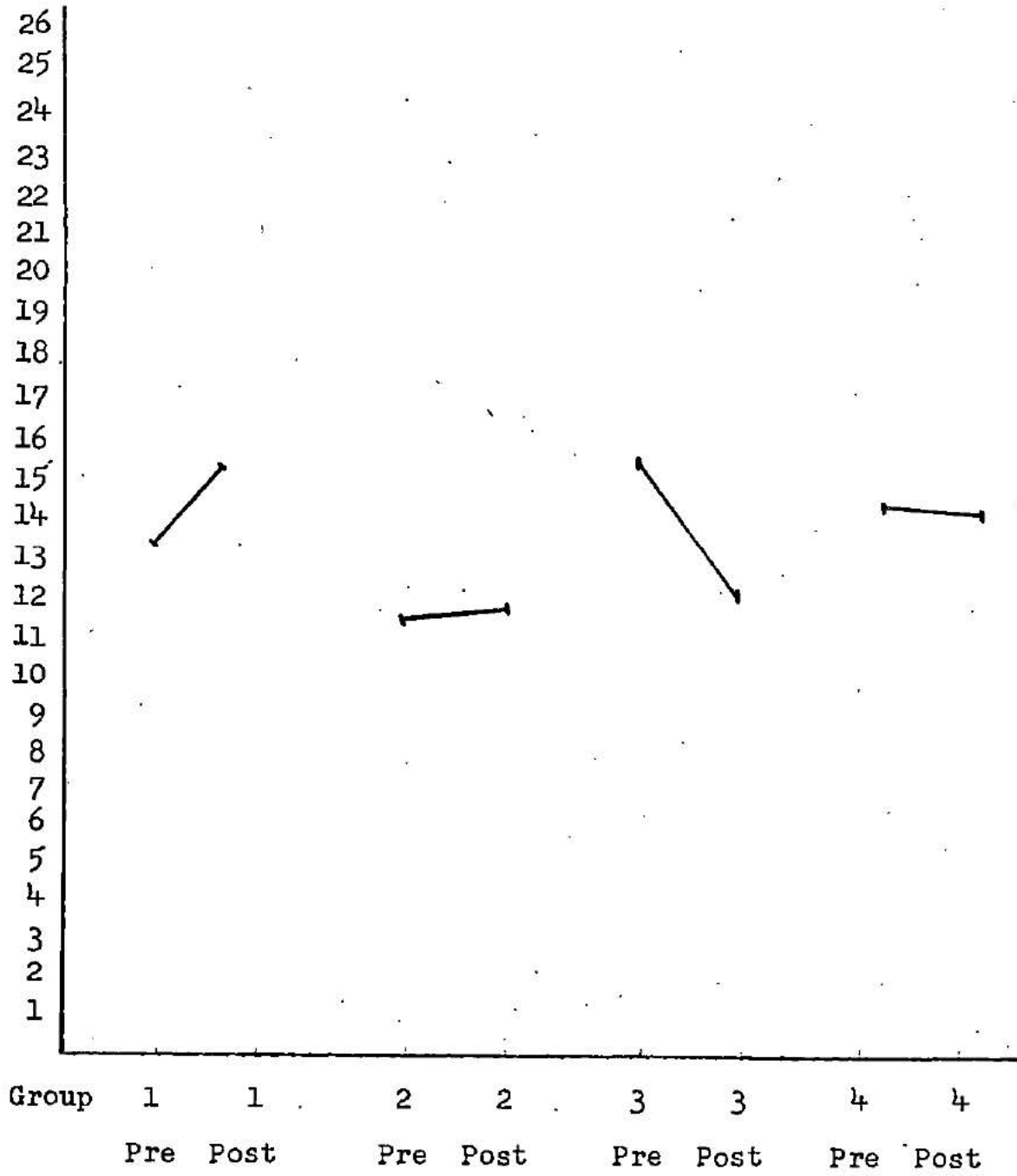
Group 2 = Remedial Control

Group 3 = Regular Experimental

Group 4 = Regular Control

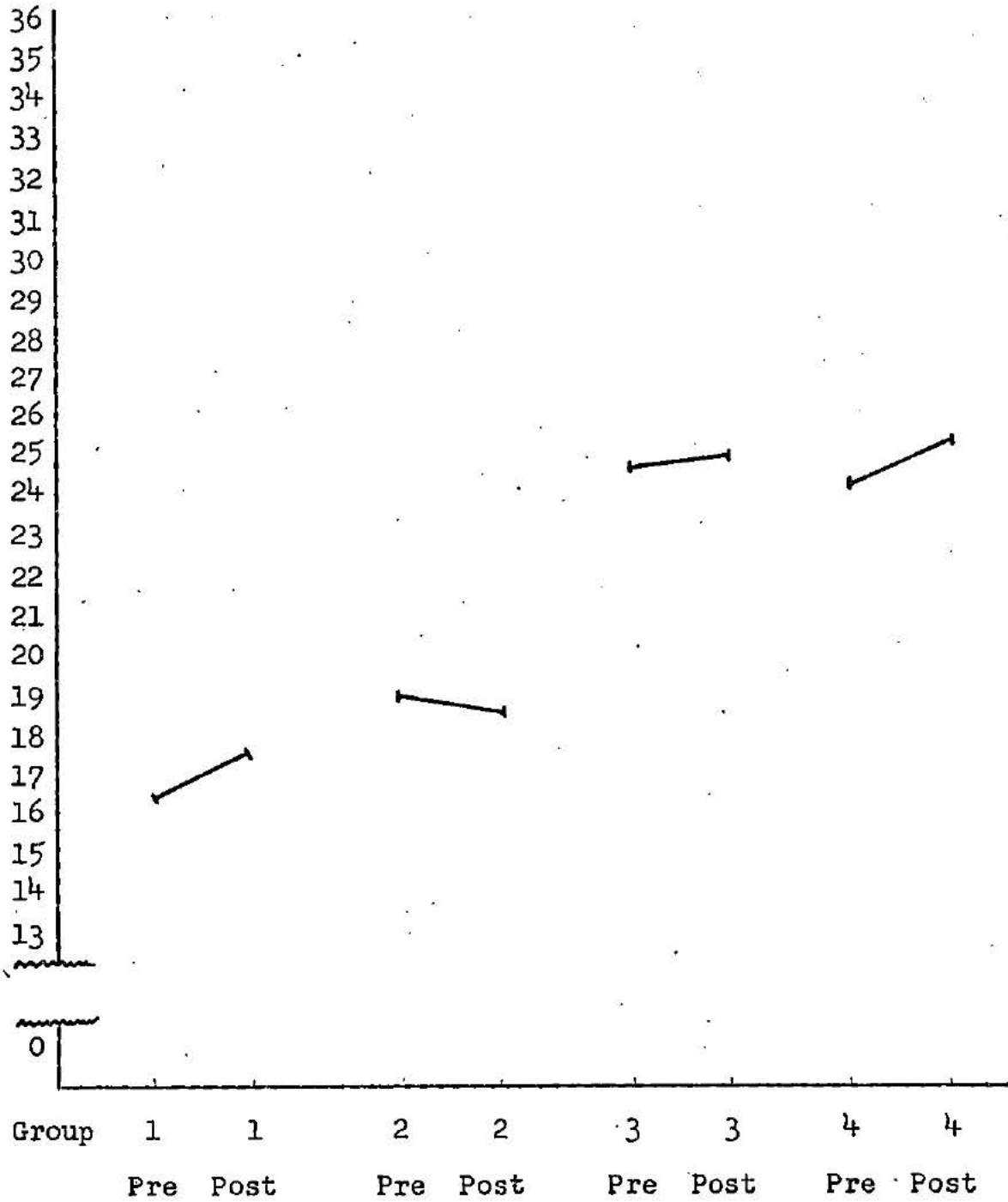
Graph 2

Group Means on Self Acceptance (P.O.I.)



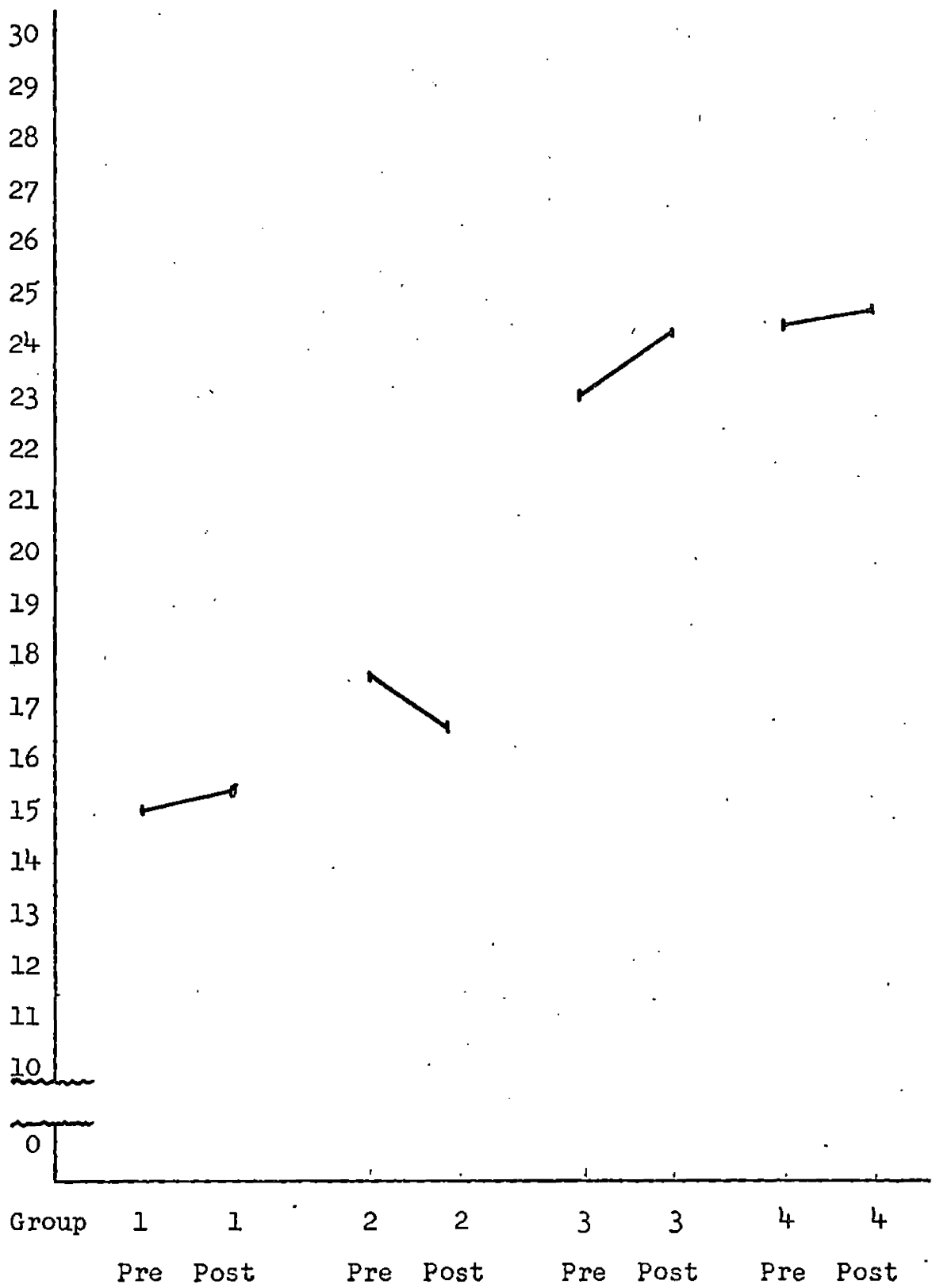
Graph 3

Group Means on Number Attempted (Gates MacGinitie Subtest 1)



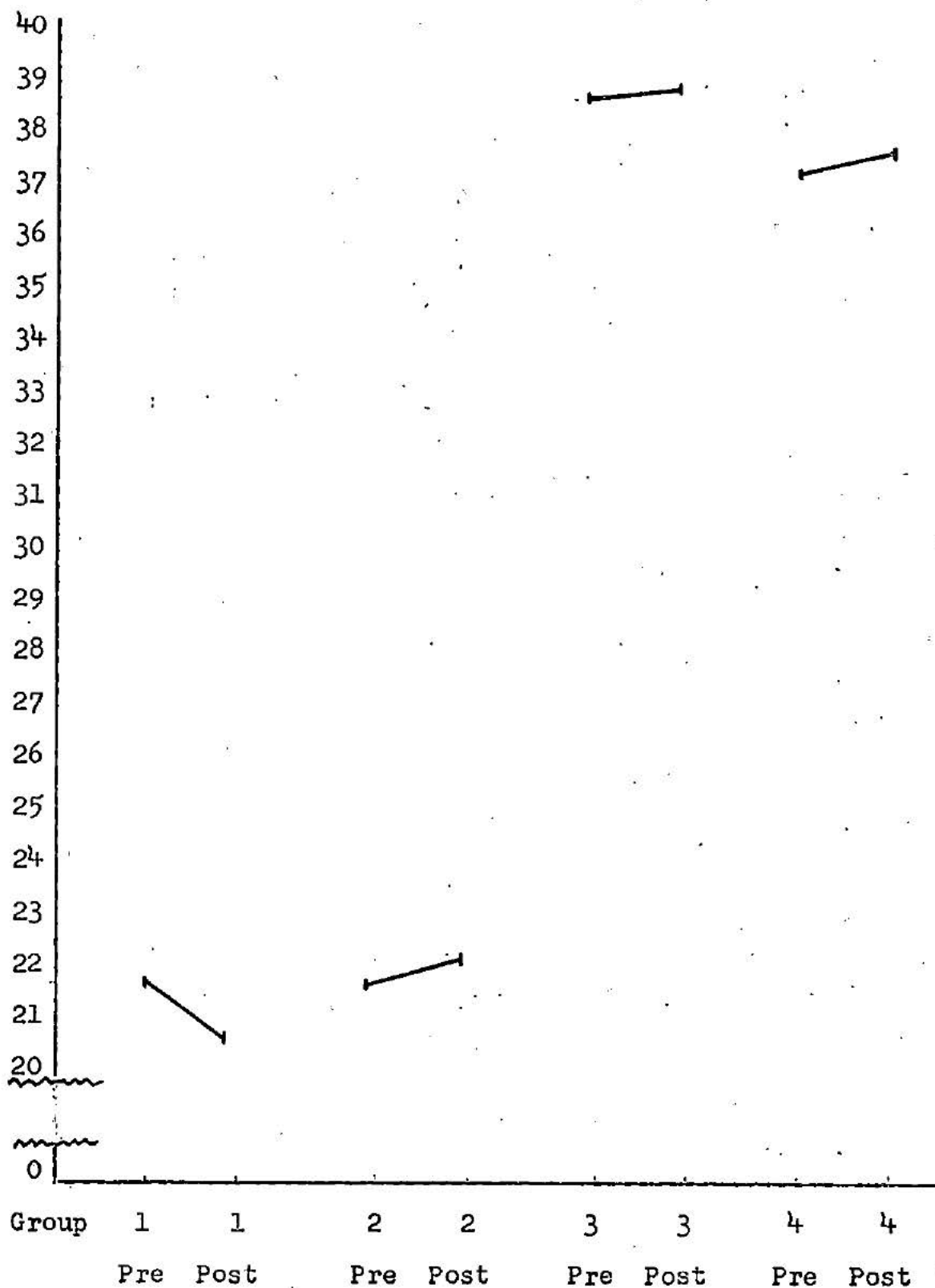
Graph 4

Group Means on Number Correct (Gates MacGinitie Subtest 2)



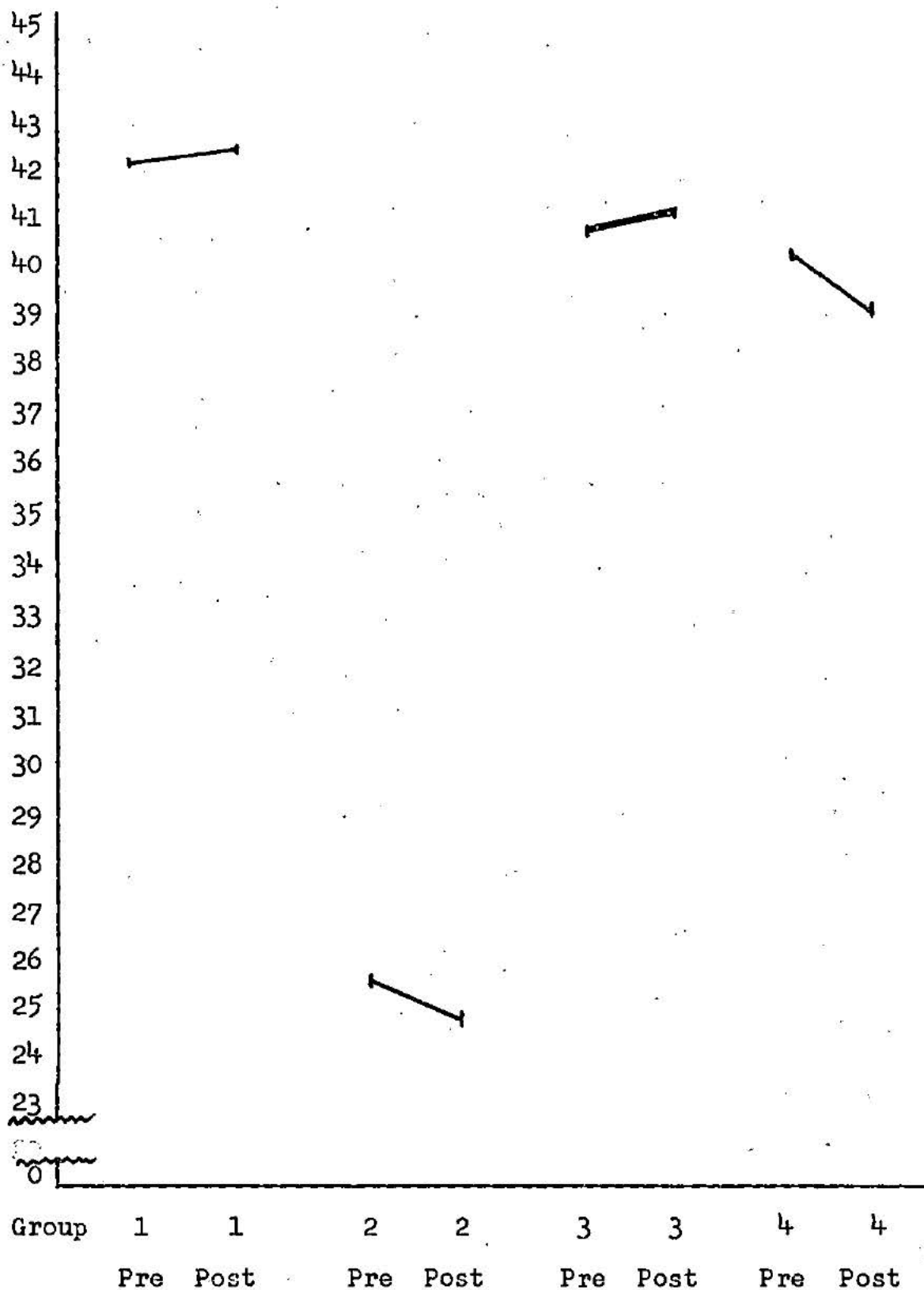
Graph 5

Group Means on Vocabulary (Gates MacGinitie Subtest 3)



Graph 6

Group Means on Comprehension (Gates MacGinitie Subtest 4)



Summary

Four comparisons of remedial students' results and regular students' results were completed by means of a t test. Only one significant difference was found to exist between the two types of student, and this was between the regular students who tutored and the remedial students who did not tutor on the Self Acceptance subtest. There were many significant differences between remedial and regular students on the reading subtests. Specifically, remedial students scored significantly lower than the regular students on 13 of the 16 reading tests comparisons.

Analyses of covariance revealed that, when pretest differences are considered, only one significant difference existed between any of the groups. This difference was between the two groups, which tutored, on the Vocabulary subtest. The Regular Experimental group scored significantly higher than the Remedial Experimental group.

A t test was used to assess the significance of the difference between each group's pretest mean with its post test mean on each of the six subtests. It was found that the only significant difference between any group's pre and post test score was on the Remedial Experimental group's Self Acceptance subtests. The Remedial Experimental group scored significantly lower on the post test.

Thus the present study found that tutoring was not able to produce any significant improvements in students who tutored as compared to students who did not tutor. Furthermore, it was found that the remedial English students who tutored did not improve significantly more by tutoring than a group of regular class students who tutored.

CHAPTER V

CONCLUSIONS

The findings of the present study were that there were no significant differences in self concept between remedial and "average" students either before or after they had tutored. There were, however, differences in the reading scores; "average" students scored significantly higher on both the pre and post reading subtests.

The insignificant differences between the remedial and average students on the self concept measures indicate that "remedial" students do not necessarily suffer from poor self concepts even though their reading scores are significantly lower than those of the "average" students. The lack of improvement in the remedial tutors' reading scores shows that, in this case, tutoring did not cause an improvement in the tutors' reading scores.

Many teachers who have conducted tutoring programs have reported that both the tutors and tutees have enjoyed the experience and that tutors benefit both academically and psychologically. It seems, however, in well designed and carefully controlled studies that tutors do not improve significantly in the subjects they teach or in self concept. There are several possible explanations for this. One explanation may be that the tests used to assess tutor

gains may not reflect the type of concepts tutors were teaching. Secondly, the tutor may feel good about himself in the tutoring situation, but may not generalize these feelings to other situations. In other words, (he) may not feel positively about himself anywhere but in the tutoring situation. Thirdly, tutors may not have much to gain from tutoring, that is, their self concepts may be already healthy so that the tutoring experience cannot have any considerable effect. Fourthly, the tutoring program may have been of insufficient length for the tutors to make significant improvements. Finally, the amount of success experienced by the tutor could be directly related to the amount of self concept enhancement he experiences. These possible explanations are relevant to the present study. Indeed, they comprise the limitations of the present study, and show a need for further research in the area of tutoring.

The present study lacked consistency between what the tutors taught and what they were tested on. The tutoring program was at primary level and taught word attack, oral reading, and comprehension, yet the tutors were tested on a high school level reading speed, vocabulary, and comprehension tests. Similarly, the tutors' reading levels were above that of the material taught, so the opportunity for reading level improvement was limited.

Another limitation was that the remedial tutors scored as well on tests of self concept as did the regular class students. Thus, the possibility of any improvement in self concept to be made was remote.

A third limitation of the present study was the length of the tutoring program. The one month, 10 lesson program may have been of insufficient length for tutors to improve significantly. There is a need for a study to investigate the effects of program length on the improvements made by tutors, and on the effectiveness of tutoring programs. A study which involves both short term and long term tutoring programs is needed.

A further investigation is also needed to assess the relationship between the amount of success experienced by the tutee and the improvement in self concept, and/or the subjects taught, by the tutor as there may be a relationship between the success experienced by the tutor as a teacher and the amount of self concept improvement which occurs.

Perhaps a source of self concept enhancement for tutors would be consistent positive recognition of the tutor by people such as the tutee's principal, parents, and teachers, and by those at the tutor's own school. If this could be organized in some way and could be controlled, the tutor's self concept may improve through the large amount of

positive reinforcement he receives from these people. A further study is thus needed to investigate the effects of significant others on the self concepts of tutors.

In spite of the lack of significant findings, it is felt by the writer that tutoring is a positive experience for all those involved.

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APPENDIX A

Englemann-Becker Corrective Reading Program Placement Test

Name _____ Class _____ Date _____

School _____ Tester _____

Errors Section A _____ +B _____ +C _____ =Total _____

Recommendation for Placement _____

A. Story Reading

Ron and His Hot Robe

Ron had a red robe. His red robe was hot. And it was hot in his home, so he did not dress in his big red robe. He left his robe on his dresser.

Ron left his home. The sun was hot. Ron had lots of fun in the sun. When the sun was red, Ron went back home. It was not hot in his home. "I will dress in the red robe," he said. So Ron went to his dresser. He said, "I left the red robe on the dresser. But I don't see the robe."

Ron got a yellow robe. "I will dress in this yellow robe," he said. So he dressed in the yellow robe. "This robe is no fun," he said. So he left the yellow robe on his dresser and said, "A man robbed the red robe when I was having fun in the sun. I will stop the man that robbed the robe."

B. Reading Words

- | | | | |
|------------|-----------|-------------|-------------|
| 1. liked | 6. making | 11. mops | 16. quickly |
| 2. hopping | 7. of | 12. letter | 17. handed |
| 3. roses | 8. robber | 13. rested | 18. when |
| 4. never | 9. played | 14. sitting | 19. left |
| 5. dropped | 10. from | 15. Ron's | 20. then |

C. Blending

Continuous Sounds

- | | |
|--------|---------|
| 1. fam | 6. nad |
| 2. rem | 7. rog |
| 3. siv | 8. lin |
| 4. lom | 9. wef |
| 5. nuf | 10. mus |

Stop Sounds

- | | |
|--------|---------|
| 1. bav | 6. kad |
| 2. din | 7. pev |
| 3. tes | 8. tif |
| 4. gop | 9. hob |
| 5. jub | 10. dup |

Appendix B:

Raw Score Data

Group 1 - Remedial Experimental

Subject Number	Personal Orientation Inventory						Gates MacGinitie Reading Test					
	Self Regard		Self Acceptance		Number Attempted		Number Correct		Vocabulary		Comprehension	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
11	9	10	14	14	15	15	14	13	23	17	39	44
12	9	11	10	18	21	21	19	19	18	21	39	43
13	12	11	11	15	23	23	22	23	36	36	67	64
14	12	11	15	16	8	9	6	7	22	17	41	38
15	11	8	10	12	18	27	15	21	18	18	41	42
16	12	15	19	19	18	19	18	15	24	17	39	42
17	11	8	15	16	12	12	10	10	10	15	31	37
18	11	10	11	12	17	21	16	18	24	25	43	43
19	15	12	16	15	15	12	15	12	22	18	39	29

Group 2 - Remedial Control

Subject Number	Personal Orientation Inventory						Gates MacGinitie Reading Test					
	Self Regard		Self Acceptance		Number Attempted		Number Correct		Vocabulary		Comprehension	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21	11	9	13	11	22	20	20	15	22	23	15	21
22	12	13	10	13	14	13	12	13	15	8	19	14
23	11	11	11	11	14	17	11	11	16	21	24	20
24	12	13	8	6	17	16	17	15	16	17	21	28
25	12	13	12	16	12	14	11	11	13	21	17	21
26	10	13	18	17	26	22	25	21	30	25	41	32
27	12	11	12	12	30	30	29	30	45	44	29	48
28	9	9	10	10	12	16	12	13	22	17	21	33
29	9	10	10	11	23	19	21	19	17	22	23	26

Group 3 - Regular Experimental

Subject Number	Personal Orientation Inventory						Gates MacGinitie Reading Test					
	Self Regard		Self Acceptance		Number Attempted		Number Correct		Vocabulary		Comprehension	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
31	10	12	17	19	28	25	24	25	39	43	39	38
32	12	13	17	15	23	22	23	22	34	34	39	43
33	14	13	11	11	26	38	20	26	33	34	28	28
34	14	14	13	19	24	27	24	27	33	39	46	38
35	11	10	18	20	26	24	26	22	45	42	37	42
36	10	11	15	15	28	28	28	27	47	46	49	48
37	11	11	17	17	30	28	29	28	42	42	43	46
38	8	9	16	14	16	20	16	20	42	35	47	47
39	12	12	13	7	22	22	17	21	32	33	40	39

Group 4 - Regular Control

Subject Number	Personal Orientation Inventory						Gates MacGinitie Reading Test					
	Self Regard		Self Acceptance		Number Attempted		Number Correct		Vocabulary		Comprehension	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
41	14	15	19	18	26	29	27	28	44	43	45	45
42	10	10	9	10	23	24	22	22	41	40	44	41
43	11	10	17	15	18	23	18	23	29	29	41	38
44	8	9	12	10	21	18	21	18	38	40	35	35
45	12	11	11	13	33	32	33	32	44	45	46	46
46	11	12	16	15	20	22	20	21	24	26	37	30
47	14	13	9	8	21	22	21	21	38	37	33	32
48	13	14	17	16	33	34	33	33	46	45	49	38
49	11	12	16	19	21	21	22	22	31	33	42	36

APPENDIX C

Instructions for Tutors
and Points System

Instructions for Tutors

1. Go to classroom and get tutee (ask him/her to bring book and pencil).
2. Go to designated teaching area.
3. Ask tutee whether he/she would like to work for chocolate bars or money and complete contract.
4. Teach any sound in box on word attack page.
5. Have child read words on work attack page, count number of errors, and record points.
6. Practice any words which were misread on word attack page.
7. Have tutee read title and first hundred words (to first *). Count errors and record points.
8. You read next hundred words so that tutee can follow as you read.
9. Have tutee read the third group of hundred words and record points according to number of errors.
10. You read the next hundred words. Keep alternating until story has been completely read. (Note: points are only awarded for tutee's first and second readings).
11. Have child complete comprehension questions; mark these, and record points.
12. Total day's points and have child (with book) return to class.

Points System

Word Attack: 0, 1 errors 5 points
 2, 3 errors 4 points
 4, 5 errors 3 points
 6, 7 errors 2 points
 8, 9 errors 1 points

Oral Readings as above.

Comprehension: 3 correct 3 points
 2 correct 2 points
 1 correct 1 point

Contract: Days 1-5 I will work for money ___
 candy ___
 Days 6-10 I will work for money ___
 candy ___

1 2 3 4 5 6 7 8 9 10

Word Attack

Oral Reading 1

Oral Reading 2

Comprehension

Total

Total 1-5

Total 6-10

APPENDIX D

Tutoring Program

①

Word Attack

① th

them
then
than
that
this
these
there
those

② o

ot
od
om
oth
op

③ not

ron
rod
hot
rock
hop
got
shop
top
tops
box
drop
pot
rob
mom
cop
stop
socks

④ drop

shop
hop
stop

⑤ drops

shops
hops
stops

⑥ dropp
hopp
shopp
stopp

⑦ dropping
hopping
shopping
stopping

⑧ op
rop
drop
shop

Story 1

ROCKS AND TOPS

Ron had rocks. And he had tops. He had tops that hop. He said, "I've got 10 tops." Ron had his rocks on rods. He said, "I've got 20 rocks."

Ron got a hopping top. He said, "I will see how this top hops." That top did not hop. He got other tops, but those tops did not hop. He said, "These hopping tops are not hopping."

Ron got 5 more hopping tops. But those tops didn't hop. "These tops are not hoppers," he said.

Ron dropped his hopping tops. He said, "Those hopping tops do not hop. So I will go rock * shopping." So he got a rod for rocks.

Then Ron's mom said, "Ron, do not go shopping for rocks. Go shopping for socks."

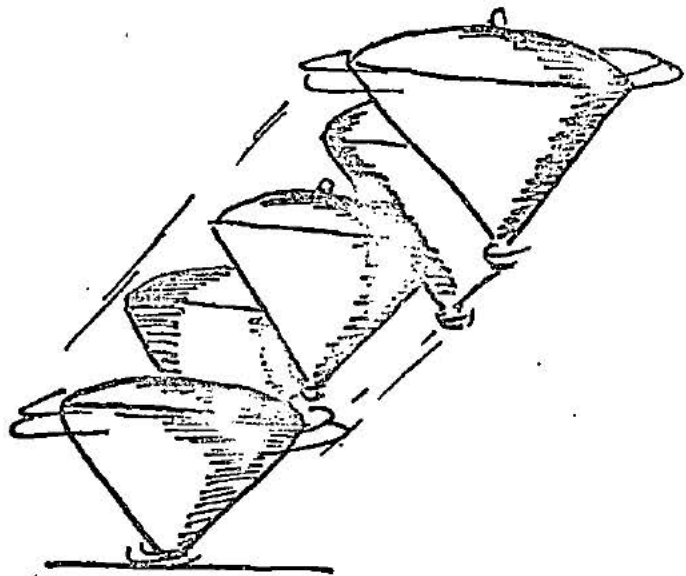
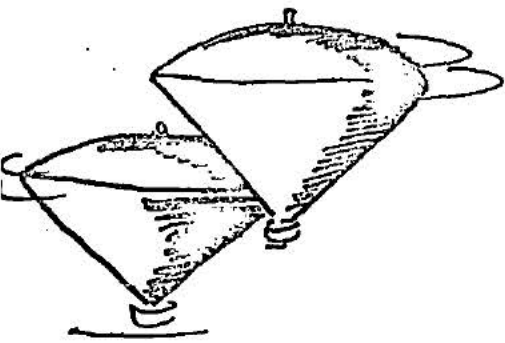
Ron said, "Sock shopping is not for me."

His mom said, "Your sock box has no socks. So you will not go rock shopping. You will go shopping for socks."

Ron got his sock box. Then he went shopping for socks. He went to 6 sock shops. When he went home, his box had 50 socks in it. He dropped his sock box and said to his mom, "Now I have socks in my box. I have socks that * are hot. I have socks that are not hot. So I will go shopping for rocks."

So he went rock shopping. When he went home, he had 10 more rocks.

1. Ron's hopping tops did not _____.
2. Ron went shopping for _____.
3. When Ron went home he had
10 more _____.



② Word Attack

① th

these
this
them
then
there
those
that

② o

ot
od
om
on
op

③ ron

hot
rock
got
shop
not
rod
hop
top
tops
drop
pot
stop
cop
box
rob
mom
sock
spot

④ op

rop
drop
shop

⑤ drop

mop
stop
hop

⑥ drops

mops
stops
hops

⑦ dropp

mopp
stopp
hopp

⑧ dropped

mopped
stopped
hopped

⑨ dropping

mopping
stopping
hopping

RON AND THE SOCK ROBBER

Ron's mom said, "You do not have socks on. So go to your sock box and get socks."

Ron said, "Socks are not for me. I am going to shop for rocks. And it is too hot for socks."

"No," his mom said. "You can not go rock shopping if you do not have socks."

Ron was mad. But he went to his sock box. Then he said, "No socks are in this box."

He went to his mom and dropped the sock box. "Mom," he said, "this box has no socks in it."

His mom said, "I will see * if I can spot your socks." But she did not spot Ron's socks.

Ron said, "Sock robbers robbed those socks."

His mom said, "If there is sock robbing going on, we will get cops."

So his mom got 6 cops. These cops went to Ron's pots. They said, "No socks in these pots." Then they went to Ron's rods. "These rods have rocks on them. But they do not have socks on them."

Those cops did not spot Ron's socks. So they said, "Sock robbing is going on. We will get more cops." 7 more cops dropped in, but they did not * spot Ron's socks.

Then 1 cop said, "I will go to that lot near Ron's home," and he did. He said, "I see dogs with socks on their feet. Ho, ho. Those dogs got Ron's socks."

So 13 cops went and got Ron's socks. They dropped socks in Ron's sock box. Then they said, "We will not lock up these sock robbers. We need dogs for spotting robbers. So we have jobs for these dogs." So the dogs went with the cops to be cop dogs.

rod
hot

box
drop

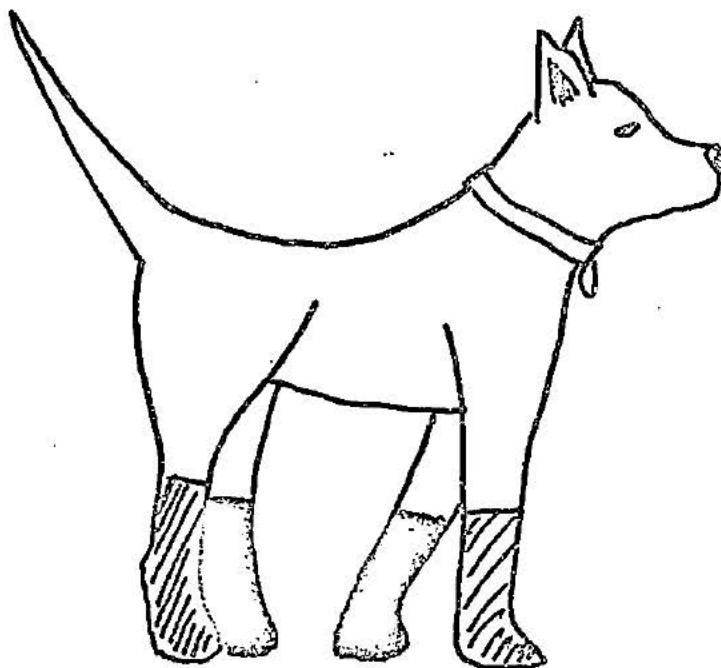
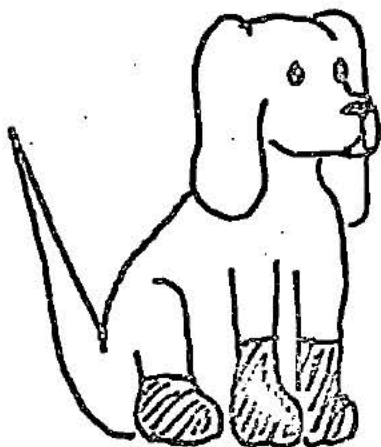
top
rob

②

1. Ron's mom got 6 _____.

2. Who had Ron's socks?

3. The dogs went with the cops
to be _____.



③
Word Attack

① e
et
ed
em
en

② red
led
fed
ted

③ they
then
there
them
those
went

④ od
om
ot

⑤ Cops
shops
boxes
spot
hot
drop
pot
stop

⑥ rob
robb
robbed
robber
robbing

⑦ rob
mop
cop

⑧ e makes o say
its own name
↓
robe
mope
cope

⑨ dress
dressed
dressing
dresser

13 COPS GET POP ROBBERS

13 cops went to Ron's home. 1 cop went to that lot near Ron's home. He said, "I spot dogs with socks on their feet. We have jobs for those dogs. Those dogs will be cop dogs." So now 13 cops have 13 dogs.

The men that ran pop shops said, "Pop robbers robbed us. Those robbers got 100 pop boxes."

13 cops got their 13 dogs and went to get those pop robbers. They went to 1 pop shop. They did not spot 1 pop box in that shop. Then they said to their dogs, "Go get those pop robbers." 13 dogs ran like a shot. They ran to * a pond. The cops ran with the dogs. Then the cops said, "We see pop boxes."

An old man was near those pop boxes. He said, "I did not rob these pop boxes. Robbers dropped them here. Then those robbers went in that pond. You can see them in that pond now."

"Yes," 13 cops said. "We see them." Then 13 cops and 13 dogs went in that pond. They got 6 robbers and they got 99 pop boxes. But they did not get 100 boxes.

They said, "Old man, where is that other box?"

That old man said, "Don't I get 1 box for spotting those * robbers?"

"No," 13 cops said. "We will lock you up if you rob that box."

"Then you will lock me up," he said, "That box has no more pop in it."

"Where did that pop go?" 13 cops said.

"It is in me," he said. So 13 cops and 13 dogs locked up 6 pop robbers and 1 old man.

1. What did the pop robbers get?

2. Who had 1 pop box?

3. Who did the cops lock up?



④

Word Attack

① e
ed
em
en
et

② men
ten
pen
ben
led
red

③ dress
them
when
then
the
there
those

④ o
stop
stopp
stopped
stopper
stopping

⑤ con
rob
sob
mob

⑥ cons
robs
sobs
mobs

⑦ conn
robb
sobbb
mobb

⑧ conned
robbed
sobbed
mobbbed

⑨ rob
not
cop

⑩ robe
note
cope

⑪ rob
robb
robber
robbed
robbing

RON AND HIS HOT ROBE

Ron had a red robe. His red robe was hot. And it was hot in his home, so he did not dress in his big red robe. He left his robe on his dresser.

Ron left his home. The sun was hot. Ron had lots of fun in the sun. When the sun was red, Ron went back home. It was not hot in his home. "I will dress in the red robe," he said. So Ron went to his dresser. He said, "I left the red robe on the dresser. But I don't see the robe."

Ron got a * yellow robe. "I will dress in this yellow robe," he said. So he dressed in the yellow robe. "This robe is no fun," he said. So he left the yellow robe on his dresser and said, "A man robbed the red robe when I was having fun in the sun. I will stop the man that robbed the robe."

So Ron left his home. But he did not see his red robe and he did not see the man that robs robes. He said, "It is not fun when a robber robs robes." When Ron went back to his dresser, * he said, "I left the yellow robe on the dresser. But it is not on the dresser. So I can not dress in the yellow robe."

Then Ron said, "I see the red robe and the yellow robe. A robber has them." A robe robber was in Ron's home. The robe robber had the robes. Ron ran to the man and said, "Stop robbing robes. You can not rob the red robe and the yellow robe."

Ron got the robes. Then he said, "No robber will rob these robes when I have them with me. So I will dress in * them when the sun is hot. And I will dress in them when the sun is not hot." So Ron dressed in the red robe and the yellow robe.

rob
cop

robe
cope

not
note

④

1. Ron left his red robe on the _____.
2. Who had Ron's robes?

3. How many robes did Ron have?



5

Word Attack

① them
then
there
the
when
where

② cop
not
rob
con
hop

③ cope
note
robe
cone
hope

④ rob
shop
con
drop

⑤ robb
shopp
conr
dropp

⑥ robber
shopper
conner
dropper

⑦ robbed
shopped
conned
dropped

⑧ rob
robb
robe
robb
robbe
robe
robbe
rober
robbe
robin

⑨ ed
em
ep
et

⑩ men
ted
fed
ten
dresser
left

RON AND THE ROBE ROBBER

Ron dressed in his red robe and his yellow robe. But then the days got hot. The days got hotter and hotter. The days got so hot that Ron said, "It is hot in the sun. It is hot in this home. It is so hot that I will not dress in the robes. I will go with no robe."

So Ron left his home with no robe.

When Ron left, a man came in his home. The man said, "I am a robe robber. I rob lots of robes. I will not rob Ron's yellow robe. But I will * rob his red robe."

The robe robber did not have his robe with him. He said, "I am not robbed. But when I go, I will have a red robe on." The robber dressed in the red robe. He said, "I am robed and Ron is robbed of his red robe. Ho, ho."

But when the man was robbing the red robe, Ron came in. "You robe robber, stop robbing robes."

The man said, "No. I will rob this robe." So the robber ran. Ron ran. "Stop," Ron said. "Stop robbing."

The robber dropped the robe as he ran. Ron * ran and got the red robe. He said, "It is a hot day. But I will dress in the red robe. No man can rob the robe if I have it on."

So Ron dressed in the red robe. He was hot. But he left the robe on. He went back to his home. The robber came back. The robber said, "I can not stop robbing robes."

Ron said, "He robs a lot, but I will stop the robbing." Ron hit the robber. The robber ran, and he did not have the red robe with him. So now Ron has * his red robe.

⑥

Word Attack

① e
ed
em
et② held
led
let
get
felt
left
help③ o
ot
od
on
om④ hop
con
rob
not⑤ hope
cone
robe
note⑥ con
conn
cone
conn
conned
coned
conned
conner
coner
conning
coning⑦ e
let
get
set
bet⑧ lett
gett
sett
bett
letting
getting
setting
betting

THE ROBE ROBBER AND THE OLD CON MAN

The robe robber got conned on a hot day. The robber was robbing robes in a home. An old con man stopped him when he was robbing a red robe. The old man said, "Don't rob robes."

The old con man gave the robber a cone. The old con man said, "Hold this cone." The robber held the cone.

The old con man dressed in the robe and left the home. The robber said, "That old man conned me. He has the robe, and I have a cone." So the robber left the home and ran for the old con * man. The robber dropped the cone as he ran.

"I will get you," the robber said. "Stop," the robber yelled. So the old con man stopped. The old con man said, "Robber, I will not con you. You can have the robe. I do not rob robes. But you must hand me the cone."

The robber said, "I do not have the cone. I dropped it."

The old con man said, "You do have the cone. You must be conning me."

"No," the robber told the old man. "I dropped the cone, and I am not conning you."

The old * man said, "Hand me the cone or I will rob this robe."

The robber told him, "I will get you a cone." And the robber ran in a store. He got a cone for the con man, but when he came back, he said, "I was conned. I was in the store getting a cone and the con man robbed the red robe. I do not have a robe. I have a cold hand from holding a cone."

The robber was so mad that he did not eat the cone. The con man was dressed in the robe. And the * robber was left holding a cold cone. He was conned.

get
let

got
lot

red
rod

(6)

1. The old man gave the robber a _____
2. Who got the robe?

3. Why did the robber get a cone?



ROSE THE KANGAROO

Rose was a kangaroo. Kangaroos hop a lot. Rose hopped a lot, too. But then she was hopping when her hopper broke. She said, "I can not hop."

A rat came from his hole. The rat said, "Kangaroos hop. But this kangaroo has stopped hopping."

Rose said, "When I was hopping, I broke my hopper. Now I can not hop." Rose felt sad.

The rat felt sad. He told Rose, "I will teach you how to hop."

Rose said, "I hope you can help me. When I am not hopping I am sad."

The rat told Rose, "Don't stop hoping. * I will be your helper. Then you will be a hopper. So don't stop hoping."

The rat led the kangaroo to his hole. He said, "Do not fear. Now you must eat. Then you will hop."

"I hope so," Rose said. The rat and the kangaroo went in the rat's hole. The rat went to the cold box and got seven cones. "Eat cones, dear Rose. The cones will make you cold. When you are cold, you will hop."

"How will cones make me hop?" Rose said.

"You will see," the rat told the kangaroo.

So Rose began to eat * cones. And she began to get cold. She got colder and colder. She got so cold that she dropped a cone. The cone broke. Rose felt so cold that she began to shake. She said, "I am so co-co-co-cold that I am shake-shake-shaking."

The rat said, "Now you can see how the cones make you hop."

Rose said, "I am shake-shake-shaking, but I am not hop-hop-hopping."

The rat got on the cold box. He got a cold cone. Then he went in the kangaroo's pocket. Then he led Rose from his * hole. The sun was hot, but Rose felt so cold that she did not stop shaking. She said, "My hopper is broke—broke—broken. So I have no hope of hop—hop—hopping."

The rat said, "Don't fear. I will help your hopper." The rat dropped the cold cone in her pocket. Then the rat hopped from her pocket. He left the cone in her pocket.

"Get that cold cone from my poc-poc-pocket," Rose yelled.

"No," the rat told Rose. "You can get that cone from your pocket if you hop."

"But my hop-hop-hopper is broke- * broken."

The rat said, "If you do not hop, you will not get that cone from your pocket."

Rose was shaking and shaking. Then she began to hop. She hopped up seven feet. But the cone did not drop from her pocket. "I have to get that cone from my pocket," Rose said. She hopped up eleven feet. But the cone did not drop from her pocket. So she hopped up seventy feet. And then the cone left the pocket. The cone fell and the rat felt it on his ear.

And Rose was so cold that she did not * stop hopping. She said, "I was so cold that I began hopping. Now I hope that I can stop hopping."

The sun got red, but Rose did not stop hopping. The rat went to his hole. He said, "I hear that kangaroo hopping. I hope that she stops. I am sad that I made her hop."

Rose the kangaroo is hopping to this day.

⑦

1. The kangaroo broke her
_____.
2. The rat told Rose to eat
_____.
3. The rat dropped a cone in Rose's
_____.



8

Word Attack

① a
 an
 at
 ad
 am

② am
 an
 can
 ad
 had
 sad
 that
 back

③ at
 hat
 that

④ help
 held
 left
 felt
 them
 fell
 the
 when

⑤ old
 mold
 gold
 sold
 told

⑥ not
 note
 notter
 noter
 notted
 noted
 notted
 nothing
 noting
 nothing

A NOTE TO THE ROBE ROBBER

The robber was robbing robes. He was in a store that had lots of robes. He had robbed seven yellow robes. He felt something in a pocket of a robe. It was a note. The note said,

"Dear robe robber,

You will see a pot of gold in back of the store. Take the yellow robes with you. Go to the back of the store. Drop the robes in an old box. You will see the pot of gold near the store."

So the robber went in back of the store with the robes. He left the robes in the * old box. He did not see the pot of gold. He did see the old box get up and run from the store. The old box was not an old box. It was the old con man in an old box. He had the seven yellow robes and he was running. "Stop," the robber said. "The con man is robbing me. The con man conned me."

The old man told the robber, "You are fun to con."

The robber ran and got the con man. The robber said, "You made the note that was in the yellow robe."

"I did * not make that note," the con man said. The con man led the robber back to the store. "Tell me how you got that note."

The robber went to the box with the yellow robes. He felt something in the pocket of a robe. He held up the note. "This is how I got the note," the robber noted.

"Not so," the old con man told the robber. "That is not the note. And you can not read that note."

The robber felt mad. "This is the note. And I can read it."

So the robber held the note. He * began to read. "Dear robe robber, You will see a pot of gold in back of the store. Take the yellow robes with you"

The robber stopped reading. "I told you I can read," he said. But the old con man had left with the old box and the seven yellow robes.

The robber said, "That old man keeps conning me. He has seven yellow robes. I do not have robes. I have a note but I do not have a robe."

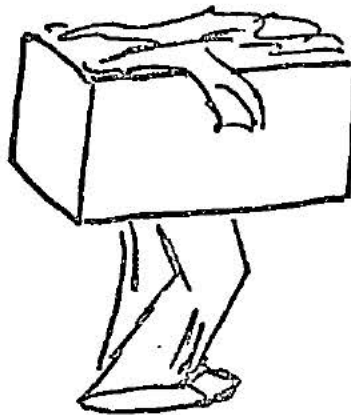
That is how the old man got seven yellow robes from the robe robber.

⑧

1. Who was in the old box?

2. The con man got seven robes.
What color were they? _____

3. What was in the pocket of
one of the robes? _____



⑨

Word Attack

①

a

am
an
ad
at

②

am
land
and
an
at
hand
hat
rat

③

an
and
land
sand

④

he
she
the

⑤

o

cop
copp
cope
copp
copper
coper
copper
copping
coping
copping
copped
coped
copped

⑥

held
left
help
felt
for
form
from

⑦

old
bold
mold
fold

⑧

rest
hand
nod
rested
handed
nodded

THE GOLD MOLD

Ron got a note. The note told Ron:

"Go to the store in back of the big lot. You will see an old man. The old man will hold a mold for gold. Go to the old man."

So Ron dropped the note and went to the big lot. Then he came to the store in back of the lot. An old man was on a big box. He was holding a mold. Ron went to the old man. The old man was the old con man that conned the robe robber.

The old man said, "I see that you * got the note. And you came for the gold mold."

The old man had the mold in his hand. Then he handed the mold to Ron. The old man told Ron, "This mold will make gold. Take rocks and drop the rocks in the mold. Then drop the top on the mold. When the mold is cold, it will not make gold. But when you make the mold hot, gold will form in the mold."

So the old man sold the gold mold to Ron for seven dollars. Ron said, "I will make lots and lots of gold."

He went * home with the mold. When he came home, he went in back of his home and got lots of rocks. Then he dropped the rocks in the mold for making gold. He said, "I will make the rocks hot, and then gold will form in this mold." Ron dropped the top on the mold. Ron did make the cold mold hot. The mold got hotter and hotter. The mold got so hot that Ron stopped making it hot. He said, "I can not hold this mold." Ron dropped the mold. He said, "The mold is hot, so lots of gold * has formed in this mold."

The top was not on the mold. But gold was not in the mold. Ron said, "I do not see gold. I see hot rocks in that mold. That old man was conning me when he said that this mold makes gold. This mold makes rocks hot."

So the old man had sold Ron a mold that did not make gold. The old man had Ron's seven dollars and Ron had lots of hot rocks.

⑨

1. How much was the gold mold?

2. Did the mold make gold? _____

3. Who sold Ron the mold?



⑩

Word Attack

① that
am
rat
sad
sand
than
sat
and

② am
ham
hammer
shammer

③ for
form
from
held
left
cop
cope
moped

④ he
she
the

⑤ old
sold
fold
gold
told

⑥ fat
fan
bet
sell
fats
fans
bets
sells
fatter
fanner
better
seller

copped
robed
nodded
coping

44

HOW TO COPE WITH A COP

"I will get that old con man," the robe robber noted. "I will rob something from the old man."

So the robe robber went to find the old con man. The robber was near a store when a big cop stopped him. The cop said, "You can't cope with me."

The robber told the cop, "I do not know what you mean when you say cope."

The cop said, "I will show you how to cope." The cop went in the store. He came back with a big cone. "Hold this cone," he told the robber. "You must hold the * cone with two hands."

So the robber held the cone with two hands. The cop said, "If you want to cope with this cop, you must let me do this." The big cop got a rope. The rope went around and around the robber's hands.

Then the cop said, "Can you cope with a cop now?"

"I do not know what it means to cope," the robber said. "My hands are cold. So am I coping?"

"No," the cop said, "you don't need cold hands to cope. I will show you how this cop copes with a robber."

The cop * went in the robber's pockets. The cop got dimes and dollars. Then the cop took the robber's coat. Then the cop said, "Ho, ho. I am not a cop. I am an old con man dressed up like a cop." The old con man ran away with the robber's dimes and dollars and his coat. The robber said, "That cop conned me. But that cop was not a cop. That cop was the old con man. And I can't cope with an old con man."

robbed
noting

copped
coped

robbed
coping

1. Who was the cop?

2. What did the cop take?

3. The cop put a _____
around the robber's hands.



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Title of Thesis: A Comparison of the Effects of Tutoring
on the Self Concept and Reading of
Remedial and Average High School Tutors

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May 24, 1978
