The Effects of a Structured Study-Support Program on the Academic Performance of Minority College Freshmen in a General Psychology Course

Mark Andrew Jackson
Western Michigan University

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THE EFFECTS OF A STRUCTURED STUDY-SUPPORT PROGRAM
ON THE ACADEMIC PERFORMANCE OF MINORITY COLLEGE FRESHMEN
IN A GENERAL PSYCHOLOGY COURSE

by

Mark Andrew Jackson

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Submitted to the
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Kalamazoo, Michigan
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THE EFFECTS OF A STRUCTURED STUDY-SUPPORT PROGRAM ON THE ACADEMIC PERFORMANCE OF MINORITY COLLEGE FRESHMEN IN A GENERAL PSYCHOLOGY COURSE

Mark Andrew Jackson, M.A.
Western Michigan University, 1984

This study analyzed the effectiveness of a structured study-support course on the academic performance of minority college freshmen in a general psychology course. The study-support course required the participants to study the weekly quiz material in specified increments throughout the entire week. These participants received significantly higher grades than those who did not.

In addition, the weekly quiz scores of the participants during the treatment phase were significantly higher than their quiz scores prior to the beginning of the study-support course. Students who did not participate in the study-support course showed no significant difference in weekly quiz performance during these time periods.
ACKNOWLEDGEMENTS

I extend a very special thanks to Dr. Richard W. Malott and Brian D. Yancey for their continued support and guidance and the structure that helped me complete this project. I also wish to thank Mr. Danny E. Sledge for his administrative assistance, constant inspiration, and stamina for improving the culture. I must also recognize the outstanding devotion of Angela Williams and LaShonda Morgan, whose voluntary contributions were crucial to the success of this endeavor.

Most of all, I would like to thank my family who made this all possible, and the Lord who provided me with all of those mentioned above.

Mark Andrew Jackson
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WESTERN MICHIGAN UNIVERSITY M.A. 1984

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CHAPTER I

INTRODUCTION

Considerable research indicates a significantly lower level of performance of minority students at the college level when compared with the overall norms for various measures such as achievement tests, grade-point-averages, I.Q. tests, etc. Proposed courses for this sub-average performance range from lower socio-economic levels (Smith, Maxwell, Carney, & Fontaine, 1976; Shade, 1978) to feelings of alienation in the classroom (Reed, 1978).

Several types of systems and procedures have been thought to be crucial to improving academic performance. For example, Walton (1979) suggested that positive role models and the development of an attitude of "academic readiness" would significantly increase the retention rates of ethnic minority students at the college level. He felt this could be accomplished: 1) by requiring students to meet regularly with a strong support person (faculty) in an effort to provide reinforcement for significant positive changes in academic performance, and 2) by insuring that instructors understand that minority group members, just as non-minorities, must mature in their attitudes toward academic achievement. Walton also pointed out that it is often the case that many faculty members do not recognize that many minority group members have the potential for scholarly development, and are not merely persons who should never have attempted to attend a university in the first place.
The degree to which instructors view minority group students as any other "late-blooming" student could make a difference as far as the amount of needed support and encouragement they receive. Unfortunately, Walton provided no data to support this approach.

Whyte (1978) found the combination of group counseling, study skills instruction, and individual internal/external locus of control counseling to be most effective in increasing the G.P.A.'s of high-risk college freshmen. The results showed a statistically significantly higher G.P.A. in the group with the previously mentioned combination as compared to two other groups involving: 1) Group counseling and study skills instruction; and 2) Group counseling, study skills instruction, and faculty counselor consultation. This article, however, did not describe the components of internal/external locus of control counseling in sufficient detail to indicate the crucial factors of this procedure, which seemed to be the most effective procedure.

A major contributing factor to many minority students' sub-average performance may be a lack of academic self-management skills. In other words, the students who possess adequate academic skills (reading, writing, etc.) may not be very adept at actually structuring their time to do the work they are capable of. Grades reflect more than one's academic skills. However, a lack of academic self-management skills might be a significant contributing factor to the sub-average performance of many minority students.

Pennypacker and Pennypacker (1978) implemented a university-wide personalized system of instruction in an effort to decrease the drop-out
rate of under-achieving college students. This system involved the use of a study/tutoring center in which students experiencing difficulty in a particular course could seek individual assistance. The tutors were students who had previously performed well in the course area and worked closely with the instructor. Instructors who participated in the course provided the center with computer access to the student's current assignments and grades. The student could then select the specific assignment that he or she had problems with and focus on that particular problem area. The tutors could also keep track of the current academic progress of the students who had contracted to study at the center. The Pennypackers (1978) felt the most basic fundamental element of the system was the "performance session". During this time the student was responsible for displaying samples of the academic behavior, usually verbal, that were to be modified. Performance was then subject to rapid confirmation and correction, unlike most academic situations.

Participation in the center's activities had a direct effect on improving a course grade because performance reports on assignments were sent directly to the participating instructors on a weekly basis and counted in the student's total. The drop-out rate for students participating in the center's courses (primarily minority students and athletes) decreased from 40% to less than 6% in the first two years of implementation. The overall effectiveness was attributed to the principle objective of the system which was the production and documentation of desired changes in the behavior of the students.

Taylor (1981) reviewed several articles which investigated the effects of a technique called contract grading on student motivation and
found it to be superior to conventional grading systems. Completion of the tasks specified on contracts agreed on by the student and instructor would result in the grade agreed on. Unsatisfactory work was recycled until judged acceptable. On the other hand, most traditional grading systems are not integrated into the course structure and are therefore, peripheral to the activities of the course. When student activities are clearly defined in terms of quality and quantity of work, both quality and quantity requirements increase as the letter grade level rises. A survey by Taylor (1981) found that a significantly higher number of students felt that the contract grading helped develop greater interest in the course and that more flexibility was allowed with less anxiety.

McSween and Lorber (1981) offered a good theoretical analysis of feedback in organizational settings. This analysis would seem equally applicable to educational settings. They felt that many supervisors were attending to the wrong sources of information (sources indirectly at best, related to performance) and often did not recognize situations where feedback problems existed. They cited possible results of this problem to be low performance and/or low morale. Feedback, defined as information given to employees that guides future performance, often never reaches the crucial individual. The following four qualities were mentioned as being essential to effective feedback: 1) feedback should be comprehensive; involving all relevant dimensions of performance, 2) meaningful and specific to the performer, 3) timely and frequently, insuring prompt correction, and 4) reflecting trends in performance in long-term measures.

Most students in academic settings experience similar feedback

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difficulties. They are not provided with effective feedback from their instructors. Often their performance may suffer because teachers assume that any genuinely interested student will know how he or she is doing at any given time. In addition, students often assume that they are performing satisfactorily if no feedback is provided. By the time problems are recognized, it may be too late or too effortful to correct.

Yancey (1983) evaluated the effectiveness of an academic self-management course offered to undergraduate college students on academic probation. He hypothesized that procrastination was often a major contributing factor in deficient student performance. Therefore, if these students were more effective in allotting an appropriate amount of time for completion of their academic tasks, it might be more likely that those assignments would be completed and submitted on time, subsequently increasing the probability of a higher grade in the course. The students were instructed in: 1) monitoring their academic behavior on a daily basis, and 2) scheduling their class assignments from other courses evenly throughout the semester to avoid having to complete large tasks in short time periods. The students participating in the self-management course obtained a significantly higher grade-point-average than a control group of probationary students for the same semester.

The present study was designed to address the low levels of achievement attained by high risk minority freshmen in a general psychology course. In addition, it was noticed by instructors of previous semesters that several minority students performed below average in that psychology course. The approaches of Walton (1979) and Whyte
(1978) along with the present study cited the importance of the frequent exposure of students to instructors and academic staff improving performance. Pennypacker and Pennypacker (1978), Taylor (1981), and Yancey (1983) as well as the present study, however, provided much more specific and measurable approaches to improving the academic performance of sub-average students.

The present study proposed that a structured study-support program would significantly improve the academic performance of high risk minority freshmen in a general psychology class. The study was structured in such a fashion that the students' weekly reading assignments were divided into tasks they were responsible for on a daily basis. Instead of the traditional educational approach of assigning large, infrequent tasks, the student's academic requirements for the general psychology course were due on a daily basis.
CHAPTER II

METHOD

Subjects

The subjects were 35 black college freshmen enrolled in a section of a general psychology course at Western Michigan University. The students ranged in age from 17 to 19 years and included 25 females and 10 males. This section was a special section offered to black students in a course consisting of 15 sections. Black students were not required to sign up for the special section. Those who did enrolled voluntarily with the recommendation of other students. Twenty-two of the students were admitted to the university on academic probation through the Martin Luther King Program (MLK) for under-achieving minority students. These students possessed high-school grade-point-averages of less than 2.0 (minimum requirement for admission in good standing).

On the first day of class, the instructor presented the students with the option of participating in a study-support program designed to support and manage their performance in the general psychology course. To participate in the program, the students would enroll in Psychology 397 for one credit-hour. The two courses ran concurrently, each producing a separate grade.

Eighteen students expressed an interest in the study-support program, 15 were MLK students. These individuals comprised the experimental group
(study-support). The remainder of those enrolled in the general psychology course section comprised the control (traditional) group (MLK = 7, non MLK = 10). Participation in the study-support program was subject to the flexibility of each student's course schedule. Therefore, some students who wanted to participate in the study-support program may not have been able to due to conflicts between class times.

Setting

The setting for the study was the general psychology class offered to all students (both traditional and study-support groups) by the Psychology Department for general education credit. The structure of this course was designed in such a fashion the students would encounter the material in weekly increments.

Lectures were held on Monday and Wednesday of each week. The students were responsible for demonstrating their mastery of the assigned and discussed material on a Friday quiz worth 10 points. The students were not penalized for absences from lectures. However, no make-up quizzes were offered in the event of a quiz absence. Instead, twice during the semester, the course offered a review quiz made up of material previously covered in class. A student's score on this quiz would replace the previous lowest score if the review quiz was higher. At the end of each week, the class received objectives over the next week's material. The instructor advised them to become familiar with the reading prior to Monday's lecture. The objectives consisted of a list of questions indicating the most important aspects of the assignment; these objectives would be the basis of the quiz questions.
Materials

Several forms were used by the study-support program staff in conjunction with the students. These included: 1) a behavioral contract, 2) a graph of the students' daily cumulative percentage in the study-support program, 3) a graph of their weekly quiz score in the general psychology course, and 4) a student performance sheet consisting of a record of their competency with flashcards. The main additional materials used by the study-support program students were flashcards (index cards). The students were responsible for writing each assigned quiz objective, such as "Define response." on the front with the corresponding answer on the back. Conceptual items were often phrased as "Cite an instance of operant conditioning" or "Explain the effects of extinction on behavior". The students were also responsible for supplying their own index cards.

Procedure

The study-support group participated in the general psychology course in the same manner as the traditional group. Following the Monday lecture, each student in the study-support group was responsible for submitting the first set of flashcards (answered objectives) pertaining to the material assigned for the day. Staff members then checked the cards for completeness and accuracy. Incorrect attempts to answer objectives were corrected. In the event that students omitted objective answers totally, no correction was made. The objective was subsequently discussed in the following day's study session.
Study Session. The study-support group was required to attend a 50-minute study session on Tuesdays and Thursdays in groups of seven or less. Upon arrival, the students received their flashcards that they had submitted the previous day. The two staff members assigned to each group instructed them to review the cards for approximately five minutes as a "warm-up" for a conceptual mastery assessment. The conceptual mastery assessment consisted of an oral recitation of six to eight pre-selected fundamental concepts that had been indicated on the list of objectives. Immediately after the recitation of the objectives, the students were told how many points they had earned based on the percent that they had gotten correct. These points counted toward their grade in the study-support program. During the early stages of the study, the conceptual mastery recitation procedure was demonstrated by staff members. After the group's recitation was completed, the students and staff discussed and drilled (with flashcards) over the remaining objectives. The study-support students did not receive any additional quiz information that would bias them in terms of knowledge of actual quiz items.

Toward the end of the 50-minute study session, the staff plotted the students' daily performance on a cumulative percentage graph in the classroom indicating a daily assessment of their academic status in the study-support program. Upon receipt, their weekly quiz score in the general psychology course was plotted on the same graph in an effort to display a positive correlation between task completion in the study-support program and performance in general psychology.

Contracting. In the event that a student received a score below seven on a weekly quiz, the staff were responsible for contracting
with the student for the upcoming week's assignments. A staff member would phone the student at home at a pre-arranged time the day before the task was to be completed. During this call, the student would read their completed objectives as proof that the contract was upheld. The call might also serve as a reminder to complete the task if the student had not yet completed it. This entire procedure was repeated for the second lecture on Wednesdays and the study session on Thursdays.

Incentives. In an effort to maintain the students' compliance with the program, point-values were placed on: 1) submission of completed objectives (30 pts/wk), 2) study session attendance (20 pts/wk), and 3) conceptual mastery (30 pts/wk) for a total of 80 points possible per week. When contracting was necessary, 10 additional points were contingent on task completion and were added to the total possible for the week. The final cumulative percentage of these points were transformed into a letter grade for the study-support program. This grade was independent of the grade for the general psychology course.

Staff. The staff of the study-support program consisted of seven people. Three graduate course assistants (CAs) were responsible for assessing the students' conceptual mastery of the material. Three undergraduate teaching apprentices (TAs) were former exemplary students of the general psychology course. They were responsible for recording and posting the students' performance. Both CAs and TAs assisted students by explaining items that were difficult to understand. The author of the present study was the graduate instructor for the special section of general psychology as well as a CA for the study-support program. He received a stipend through a departmental assistantship.
appointment. All other staff performed their duties for course credit. Once selected, these individuals enrolled in a three credit teaching assistant course in which they received a grade based on their performance as a staff member. This performance was monitored by the feedback coordinator.
CHAPTER III

RESULTS

The results of the present study indicate a statistically significant superiority in the performance of the study-support groups over the traditional groups. The students in both study-support groups (MLK and NON-MLK) scored significantly higher on the weekly quizzes during the time when the study-support program was in operation than during the baseline phase, $f(1) = 4.19, p < .05$ (see table 1). On the other hand, neither of the two traditional groups displayed a statistically significant improvement in their quiz performance during that time as compared to the first two weeks of the semester (Baseline) (see tables 2 and 3).

In viewing the grade distribution of the combined study-support groups and the combined traditional groups, the grades at mid-term appeared to be symmetrically distributed for both groups. There was, however, a significant difference of 21 percent between the number of students receiving a grade of B or higher in the study-support groups (39%) versus the traditional groups (18%) (see table 4).

Figure 1 shows the distribution of the final course grades in the general psychology course. The distribution for the study-support groups is decidedly skewed toward the higher letter grades. Seventy-two percent of the students in the study-support groups obtained a final grade of B or higher as compared to 41% of the students in the traditional groups (see table 5).
Table 1

Baseline/Treatment Comparisons of Mean Quiz Performance

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<thead>
<tr>
<th>Group</th>
<th>Baseline</th>
<th>Treatment</th>
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</thead>
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<tr>
<td>MLK Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study-support</td>
<td>64%</td>
<td>83%*</td>
</tr>
<tr>
<td>Traditional</td>
<td>72%</td>
<td>78%</td>
</tr>
<tr>
<td>Non-MLK Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study-support</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>Traditional</td>
<td>75%</td>
<td>81%</td>
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</table>

*p .05
Table 2

Quiz Performance During Baseline  
(Two-Factor ANOVA)

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Probability</th>
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<td>18.98</td>
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<tr>
<td>Type of Treatment</td>
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<td>Type of Student</td>
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<td>14.49</td>
<td>14.49</td>
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<td>.2216</td>
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<td>Type of Treatment X Type of Student</td>
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<td>17.78</td>
<td>17.78</td>
<td>1.91</td>
<td>.1769</td>
</tr>
<tr>
<td>Within</td>
<td>31</td>
<td>288.72</td>
<td>9.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>345.65</td>
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</table>
Table 3

Quiz Performance During Treatment
(Two-Factor ANOVA)

<table>
<thead>
<tr>
<th>Source</th>
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<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Probability</th>
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<td>Type of Treatment</td>
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<td>507.27</td>
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<td>.0497*</td>
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<td>Type of Student</td>
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<td>Type of Treatment X Type of Student</td>
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<td>Within</td>
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<tr>
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<td>34</td>
<td>4281.47</td>
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</table>

*p < .05
Table 4

Proportion of Students Achieving A Grade of B and Above at Midterm

<table>
<thead>
<tr>
<th>Group</th>
<th>Observation</th>
<th>Expected Value</th>
<th>(\frac{(O - E)^2}{E})</th>
</tr>
</thead>
<tbody>
<tr>
<td>B or Higher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study-support</td>
<td>7</td>
<td>9</td>
<td>0.44</td>
</tr>
<tr>
<td>Traditional</td>
<td>3</td>
<td>8.5</td>
<td>3.56</td>
</tr>
<tr>
<td>Not B or Higher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study-support</td>
<td>11</td>
<td>9</td>
<td>0.44</td>
</tr>
<tr>
<td>Traditional</td>
<td>14</td>
<td>8.5</td>
<td>3.56</td>
</tr>
</tbody>
</table>

\(x^2_{\text{obt}} = 8.0\)

Critical \(x^2_{(.05, 1)} = 3.84\)
Figure 1. Final course grade distribution for general psychology special section.
Figure 2. Percentage of MLK students scoring 70% or above on weekly quizzes in general psychology (including midterm exam.)
Figure 3. Percentage of non-MLK students scoring 70% or above on weekly quizzes in general psychology (including midterm exam).
Figure 4. Mean flashcard scores for study-support group students.
Table 5

Proportion of Students
Achieving a Final Course Grade of B or Above

<table>
<thead>
<tr>
<th>Group</th>
<th>Observations</th>
<th>Expected Value</th>
<th>( \frac{(O - E)^2}{E} )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B or Higher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study–support</td>
<td>13</td>
<td>9</td>
<td>1.77</td>
</tr>
<tr>
<td>Traditional</td>
<td>7</td>
<td>8.5</td>
<td>0.26</td>
</tr>
<tr>
<td><strong>Not B or Higher</strong></td>
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<tr>
<td>Study–support</td>
<td>5</td>
<td>9</td>
<td>1.77</td>
</tr>
<tr>
<td>Traditional</td>
<td>10</td>
<td>8.5</td>
<td>0.26</td>
</tr>
</tbody>
</table>

\[ x^2_{\text{obt}} = 4.06 \]

Critical \( x^2_{(0.05,1)} = 3.84 \)
Figures 2 and 3 show for each quiz the percent of students achieving a satisfactory passing grade (above 70%). For eight out of nine weeks, the percent of students achieving a passing grade was higher for the study-support groups than for the traditional groups. Both of the study-support groups' competence in using the flashcards appeared to gradually increase as the semester progressed (see figure 4).

An anonymous questionnaire was used to obtain the students' evaluation of the study-support program (see Appendix). Sixty-seven percent of the students indicated that they would have received a lower grade in the general psychology course if they had not enrolled in the study-support program. Ninety-three percent of the students felt the amount of course work was not too much, and 100% felt it was not too difficult. Although the students volunteered they signed up for course credit. Once they were enrolled they were more or less obligated to perform as required. And, 67% indicated that they would not have continued to participate regularly if the study-support program had been offered on a totally voluntary basis (no points, grades, etc.). Without the added incentive of grades, the students would, in essence, have been in a traditional, loosely-structured academic environment, therefore many of them would have come under the influence of competing events that were more rewarding. Therefore, they would have been less likely to devote the time necessary to achieve higher grades.

There was no significant difference in the performance of the four groups on the final exam. On the midterm exam, however, the MLK traditional group performed significantly higher than the MLK study-

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support group (94% vs. 69%). Both NON-MLK groups performed relatively the same.
CHAPTER IV

DISCUSSION

This study-support program was developed for the MLK students because similar students had a history of sub-average performance in previous psychology courses. The assumption was that one of the reasons might be time-management problems. Therefore, the study-support program was highly structured, involving more frequent deadlines. The task of preparing for the Friday quiz was divided into daily sub-goals. In addition, the students might have other study-skills deficits. The use of flashcards was an attempt to give them an additional, explicit study technique designed to overcome these deficits.

There was, however, one methodological problem. The assignment of the students to the study-support groups and traditional groups was not random. They were assigned on the basis of self-selection and therefore the possibility exists that the sample could be biased relative to the experimental variables, for example, mainly highly-motivated students agreed to participate in the study-support program. It may be that these highly-motivated students would have shown significant improvements even without the study-support program. Although that possibility exists, it appears unlikely because of the lack of significant differences in the general psychology course quiz scores between the study-support groups and the traditional groups prior to the beginning of the study-support program. Nonetheless, future research should involve replication of the
present study with random assignment of students to the two groups. However, such random assignment is often politically difficult to achieve when working with significant human variables that will affect the student's survival in the university.

When engaging in competency evaluations using the flashcards, the course assistants reported a competitive interaction working both within and between the groups. This interaction evolved into a direct competition between voluntary representatives of each group. A student who felt particularly competent with respect to the current objectives would challenge another group in reciting the objectives. The students who could recite the most objectives correctly within 60 seconds was considered the winner. The group members, as well as the staff assistants became quite enthusiastic and supportive of the students' reciting. This added attention may have served as a social reward for displaying competency with the assigned material. It seems reasonable that the social rewards which support a great portion of a college student's social behavior could be an effective motivational variable if successfully paired with superior academic performance both in and out of the classroom.

Because of the importance of the students receiving accurate corrective feedback about their answers to objectives, it is imperative that the staff be knowledgeable in the text material. An explicit staff-maintenance sub-system is needed to attain consistent staff performance in programs such as this. Although the instructor worked closely with the staff in defining performance requirements. the
monitoring of these requirements was the responsibility of the Feedback Coordinator. In an effort to maintain staff performance at acceptable levels, the Feedback Coordinator provided the staff with daily feedback by means of a public posting of staff grades. The Feedback Coordinator was also responsible for supplying specific suggestions on how to improve performance. Once the feedback and consequences were delivered consistently, the information obtained proved to be quite valuable in assuring the consistent application of the study-support program procedures.

It is recommended that the study-support program staff be selected from exemplars from previously offered general psychology courses. These individuals often are familiar enough with the text material to require less direct supervision and instruction from the course instructor. It might even help to have former exemplary students of the study-support program serve as teaching apprentices because of their familiarity and expertise with the use of flashcards. It seems reasonable that students often find it more conceivable for themselves to perform the seemingly difficult behaviors of the study-support program, if these behaviors are demonstrated by peers rather than upper-classmen or graduate students.

Because of the disruption of the regularly scheduled activities of the study-support program preceding the midterm and final exams (the number of assigned review objectives was too large to require the students to memorize), it is recommended that a structured study session take place for a period longer than the regular 50-minute class period. During this extended period of time the staff may be better able to cover
the greater number of objectives more thoroughly and systematically. In addition, a systematic review each week of objectives which were identified as difficult-to-understand items from the previous week might improve the retention of that material, should it appear on the midterm or final exams.

Generally, this approach was supported; in that the students in the study-support program consistently performed better than those in the traditional groups. These results are in accord with the opinion of the director of the MLK Program who has identified the needs of these students as being time-management as well as academic. It is reasonable to anticipate that similar study-support programs might have similar benefits in other courses for these students. Although this study does not address the performance of non-minority students, it is also plausible that such a program may increase their academic performance as well.
## APPENDIX

### PERCENTAGE OF STUDY SUPPORT STUDENTS RESPONDING TO EVALUATION ITEMS

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Choice</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel the coursework in Psy 194 was too much?</td>
<td>Yes</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>93%</td>
</tr>
<tr>
<td>2. Do you feel the coursework in Psy 194 was too difficult?</td>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>100%</td>
</tr>
<tr>
<td>3. Would you have studied Psy 194 (more/less) if you had not taken Psy 397?</td>
<td>More</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Less</td>
<td>87%</td>
</tr>
<tr>
<td>4. Had you not enrolled in Psy 397, do you feel you would have received the same grade you have received in Psy 194?</td>
<td>Higher</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Same</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>67%</td>
</tr>
<tr>
<td>5. Do you feel the undergraduate students were effective as teaching assistants?</td>
<td>Yes</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>6. If the Psy 397 course had been voluntary (no points, grades, etc.) would you have continued to participate regularly?</td>
<td>Yes</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>73%</td>
</tr>
<tr>
<td>7. If you could change Psy 397, how would you do it?</td>
<td><em>No changes recommended.</em></td>
<td></td>
</tr>
</tbody>
</table>


