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The Impact of a Student's Lack of Social Skills on their Academic Skills in High School.

by

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In Partial Fulfillment of Educational Research 665

For the Degree of Masters in Education (M.Ed.)

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Detroit, Michigan

April 2009

ACKNOWLEDGEMENTS

Many thanks to the many teachers at Joliet Township High School – West Campus, Principal Cheryl McCarthy (Joliet, Illinois); Hyde Park Academy High School, Principal Trotter (Chicago, Illinois); Madison West High School, Principal Ed Holmes (Madison, Wisc.); Coronado High School, Principal Lee Koelliker (Henderson, Nevada); and Patrick Henry High School, Dr. Gary Kociemba, Principal (Minneapolis, Mn.) who participated in this research.

Further thanks to my siblings – Myra D. Eleby-Hankerson, Verna Eleby, Darlene Hamilton, Theron Gist, Charles Eleby, and Stevie Eleby. Without all of you, this matriculation would not have come to fruition. You have made this part of my life the more meaningful.

Finally, to my darling wife TERESA, who has been on a real life roller-coaster over the past several years, thank you forever. To my children – AriAnna and Calvin Trevon – thank you for allowing me to go to school along with you. And, my little granddaughter Chloe'.

AND to the author and finisher of my faith Jesus Christ and GOD the creator of everything - All things are possible to those who believe.

This cause and degree is in loving honor and in memory of my parents, who taught me never to give up although the road may be bleak and rough:

Calvin and Anolia Eleby, Sr.

Abstract

“The major problems facing the world today can be solved only if we improve our understanding of human behavior” (Schlinger, 2005, pg. 48) and how it affects our educational experience in high school. The purpose of this study was to explore and examine to what extent there exists a relationship between social and academic study skills and its significance. The study answered, specifically, (1) if there exists a relationship between social and academic skills, (2) the extent of the relationship, and (3) what can educational leaders and teachers do to assist the student making improvement in social and academic skills. The research design chosen for this case study was a random non-experimental design, spanning across five (5) states that included eighteen (18) teachers and eighteen (18) students. The inquiry took its lead from the view-point of Burrhus Frederic Skinner, one of the most outspoken behaviorist psychologist. Skinner was the forerunner of the “behaviorist theory” which postulated that learning has nothing to do with the mind; rather learning occurs with the acquisition of new behavior. The study utilized a ten (10) question survey and reviewed the responses from the teachers regarding the specific student’s academic skills and social skills.

The Impact of a Student's Lack of Social Skills on their Academic Skills in High School.

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Chapter I: Introduction

“The major problems facing the world today can be solved only if we improve our understanding of human behavior” (Schlinger, 2005, pg. 48). Educational leaders, teachers, school counselors, social workers and school psychologist have long argued that some students were under-performing academically because they lack proper social skills (inattentiveness and unprepared during instructional periods, aggressive behavior toward classmates and educational staff, inability to engage cooperative learning and disruptive behavior in classroom) which affected their academic skills (studying skills, problem-solving skills, critical and decision-making skills, mastery and performance skills, task management skills). Students who struggled to master social skills faced more disciplinary consequences when they failed to engage in appropriate behavior. They (students) need to be taught – directly and systemically – skills to succeed in schools (Martens & Witt, 2004; Warger & Rutherford, 1996). In some cases, the combination of a lack of social and academic study skills have precluded the students’ quest to experience academic success during their high school matriculation.

“Under the realm of behaviorism the intellect, feelings, and emotions of a person's inner life are not observable or measurable and therefore not investigated. Thus, a behavioral educator would advocate that effective learning is best accomplished by a change on behavior and relies heavily upon behavioral objectives to accomplish the teaching learning task” (Birzer 2004, pg 393). Classroom teachers have long recognized the importance of social and behavior skills, viewing cooperation, self-control, and other social skills as critical to achieving academic and behavioral success (Lane, Pierson, & Giver, 2003; Lane, Wehby, & Cole, 2006). Still, others have argued that students’ lack of social skills affected their ability to acquire proper academic

skills that would allow them to experience a successful educational experience during their years of matriculation in grade K-12.

Because the student social skills are absent, the student is constrained mentally to wonder about during the instructional period, unable to understand and thus concentrate on the subject matter being taught; unable to formulate proper questions; the inability to follow along; unable to (or fearful to) ask a question; clarify illustrations or demonstrations out of shame or embarrassment. These students, the focus of this research, arguably dreamed of having successful educational success and even successful life experiences. However, the lack of the proper and necessary social and academic study skills have prevented, and in some instances are still preventing, them from realizing this goal. Some of these students have minor to severe trouble grasping the new knowledge; math, science, language arts and social studies. Understanding and comprehending concepts like themes and notions are also elements needed to be successful in the high school and succeed on the statewide mandated proficiency examinations or other state or federal sponsored proficiency examinations.

To ward off embarrassment in front of their peers, some students, because of their lack of academic skills and their inability to constructively engage in classroom learning, engaged in the improper behavior such as inattentiveness during instructional periods, and aggressive behavior toward classmates and teacher. Being unprepared for class is common because the student fails to understand the content area. Since the student is incapable of engaging in classroom work, the student either is susceptible to an admonishment by the teacher, removal from the classroom, disciplinary referrals or faced with the possibility of being expelled from school. Some researchers have ventured to conclude that this defensive behavior, on the students' part, is because they lack the ability to function academically, socially, constructively, or contribute to

the classroom learning, thus leading to an unsuccessful educational experience (Gettinger & Seibert 2002). While educational leaders, teachers, school counselors, social workers and school psychologist are focused on the major core subjects - math, reading and language arts, and science – they all agree that the knowledge and understanding derived from these content subjects are instrumental in creating the whole student and a life-long learner. However, the issues of the lack of academic and social skills are both stressful to the student and teacher because the student, in some cases, is precluded/hampered in their ability to process the information and teacher is unaware of the student's non-educational problem.

The process of learning occurs because our learning is associated with a condition and that condition is the environment (Terry Crow, Lian-Ming Tian 2006). As such, we learn from our interactions with our environment or surrounding. Lacking in either or both social and academic study skills, the high school student failed to achieve and enjoy a successful educational experience. We have learned because we followed certain accepted universal laws of behavior and discipline. This study attempted to determine whether, (1) if there is a relationship between social and academic skills and (2) is this relationship qualitatively significant?

Purpose of the Study

This study explored and examined to what extent there existed a relationship between social and academic study skills and its significance. The study sought to answer, specifically, (1) if there exist a relationship between social and academic skills, (2) the extent of the relationship, and (3) what can educational leaders and teachers do to assist the student making improvement in social and academic skills. This researcher contends that without social skills;

the student's academic skills will not mature to the necessary level to create a successful high school experience.

The need for the research is critical, in light of the sanctions that can be imposed on a state's educational system, if the academic standards and benchmarks are not met pursuant to the criteria set forth under the No Child Left Behind Act of 2001. These often competing and conflicting skills – academic and social – have precluded some students from becoming life-long learners and successful members of our growing global society. A student's lack of one or both skills - **social skills and academic** - in high school are a pressing concern to both those within and without the educational community because the absence of either skill has affected the students academic success in the high school most importantly (Fleming, Haggerty, Catalano, Harachi, Mazza, & Gruman, 2005). In its most basic form, Cazden (1986), declared that education consist of a series of interaction between a teacher and student, between groups of students, or between students and various school personnel. Even with that explanation, a high-quality education is often described as the presence of standards-based curriculum taught by a highly-qualified teacher, and the effectiveness of even the best instruction hinged on the students' ability to engage in personal interaction. Without those skills, the students' opportunities to learn effectively are likely to diminish greatly (Malecki & Elliot, 2002; Wenzel, 1993). Far more than good table manners and thank you, social skills include a wide range of learning-related skills that allow students to study independently, work in groups, build and maintain friendships, and respond appropriately to adult feedback and correction (Gresham, Sugai, & Homer, 2001).

In the 1983 report - "Nation at Risk: The Imperative for Educational Reform" by the National Commission on Excellence in Education, the commissioners were charged, among

others, to review the nation's current educational apparatus and review what was lacking in the educational arena which caused the declining level of competence and literacy of our students in science and math content areas. While listing approaches and solutions to the problem of the declining education, the report concluded, among other findings, that the "educational opportunities extend far beyond the traditional institutions of learning, our schools and colleges. They extend into homes and workplaces; into libraries, art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life. In our view, formal schooling in youth is the essential foundation for learning throughout one's life. But without life-long learning, one's skills will become rapidly dated." The research findings are significant in that they point towards possible constructive measures.

Theoretical Framework

Could it be possible that a student's lack of social skills can affect his' or her's learning ability in high school? If so, an answer to the problem concerning the need of students acquiring appropriate social skills is available for further research and action. Preliminary research on the impact of a student's lack of social skills on their academic skills in high school has identified a relationship. That is, there exist a relationship between a student's lack of social skills and academic skills in high school.

This inquiry takes its lead from the view-point of Burrhus Frederic Skinner, one of the most outspoken behaviorist psychologist. Skinner is the forerunner of the "behaviorist theory" which postulated that learning has nothing to do with the mind rather learning occurred with the acquisition of new behavior. Skinner's theorized that people behaved the way they do because this kind of behavior has had certain consequences from the past. Skinner believed, based on his

infamous laboratory test experimenting with rats using a stimuli and response (S-R), that if we could change the behavior of a rat, than we should be able to change the behavior of humans.

Behaviorists rely on observable behavior in order to learn. It is suggested further that a measurable learning outcome is only possible if we change the learner's behavior. Skinner (1968) was quoted as saying, "Teachers must learn how to teach ... they need only to be taught more effective ways of teaching". Skinner believed that positive reinforcement is more effective at changing and establishing behavior than punishment, with obvious implications for the then widespread practice of rote learning and punitive discipline in education. Skinner also suggested that the main thing people learn from being punished is how to avoid punishment.

Skinner says that there are five main obstacles in learning: (1) fear of failure; (2) lack of directions; (3) lack of clarity in the direction; (4) positive reinforcement is not used enough; and (5) the task (assigned) is not broken down into small enough steps. Skinner (1968) suggests that with all of the obstacles out of the way, any age appropriate skill can be taught using his 5 principles: (a) have small steps; (b) work from most simple to most complex tasks; (c) repeat the directions as many times as possible; (d) give immediate feedback; and (e) give positive reinforcement. The researcher examined the interplay of Skinner's "behaviorist" theory and its affect on whether there exists a relationship between a student's lack of social and academic skills in high school. The theory of behaviorism is not a comprehensive theory as it excluded discussions about the human mind and did not factor it into any consideration.

Elements of the Problem

Educational researchers and social educational theorist noticed a steady increase of students exhibiting a lack of social skills. The lack of social skills have been identified as inappropriate student classroom behavior, inattention during instructional periods, aversive

relationships and interactions with educators and fellow classmates, and disruptive classroom behavior. The lack of social skills have produced negative consequences in the student's classwork and homework assignments; examinations, tests, and quizzes; the lack of organization surrounding school work; tardiness and absenteeism, and the inability to maintain or sustain social relationships among classmates. In addition, the impact of the lack of social skills on the student academic skills have shown to exist in the student's ability to engage in proper studying skills, problem-solving, decision-making, content mastery, performance skills, and task management skills.

Wehby, Symons, & Canale, (1998), offered that most high school students engaged in inappropriate classroom behavior because they lacked the basic educational foundations to be in the classroom and as a consequence, these students, to avoid looking unintelligent in front of their classmates or peers, engaged in inappropriate behavior they know will get them tossed out of class, into detention, suspended from school, or created aversive interactions with the teacher resulting in the teacher avoiding the student (and unlikely to provide direct education instructions).

Specific Question

1. Qualitatively, is there a relationship between a student's lack of social skills and academic study skills that affect the student educational success in high school?
2. Qualitatively, what is the extent of this relationship and consequence of the negative interplay?

Significance of the Study

Current research implied a casual relationship between a student's social and academic skills in high schools. There is very little specific research that underlined the relationship or has studied this particular issue in isolation. The need for studying and researching this relationship

in its entirety is helpful to educational leaders in better understanding, implementing, and modifying curriculum in the high school to include teaching social skills within the context of the content material.

Limitation

The information gathered for this study was obtained from thirty six (36) participants (eighteen teachers and eighteen students) at the following high schools: Joliet Township High School – West Campus, Hyde Park Academy High School, Patrick Henry High School, Madison West High School, and Coronado High School. The researcher lacked a ready identifiable group of participants (students and teachers) to draw upon to compare previous social and academic skills studies.

Definition of Terms

Social Skills – appropriate classroom behavior, maintaining proper educational attention during instructional periods, non-aversive relationships and interactions with teacher and fellow classmates in school, and non-disruptive classroom behavior. Whereas, improper or inappropriate social skills is defined where a student fails to exhibit interpersonal social skills that are necessary for a student to use as a vehicle to higher aspiration which includes being attentive in class, ability to establish and maintain healthy and friendly relationships with teachers and classmates, and ability to behave in a classroom in a manner that is conducive to learning, The ability to interact with others in ways that will produce positive results – sharing, cooperation, helping.

Academic Skills – constructive studying skills, problem-solving skills, critical thinking and decision-making skills, mastery and performance skills, task management skills, and the ability to engage in cooperative learning and whole class discussion.

High School – grades 9-12

Chapter II: Literature Review

The first section of Chapter II presented an overview of pertinent observations and relevant scholarly works on the topic of social skills and academic skills relating to students in high school. Research is just beginning between the links between social and academic lives of children (Parke, et al., 1998). Problem ranged from delinquency and conduct disorders in childhood and adolescence, to criminality and other forms of social and emotional difficulties in adulthood (Kupersmidt & Coie, 1990; Parker & Asher, 1987; Vitaro, Tremblay, Gagnon, & Pelletier, 1994).

In a review of the literature, it was found that several factors can lead to the student's lack of social and academic skills during high school. Gresham and Elliott (1984), defined social skills as a learned behavior that a student is taught that will enable him/her to interact with persons in ways that elicit positive responses and assist in avoiding negative responses. Academic skills are being defined as the basic and complex cognitive skills that are the primary educational outcome of elementary and secondary schooling. DiPerna (2006) stated that during the past two decades, researchers have tried to determine the factors contributing to students' failure in the classroom relating to academic achievement.

Some researchers, who have contributed to the research, have characterized the interplay as what will enable students to have academic success in high schools. DiPerna and Elliott (1999) assumed that a student's academic achievement and success in classroom learning included their attitude and behavior that goes beyond the foundation of the educational setting. DiPerna and Elliott (2000) attempted to identify and describe some factors that may contribute to a student's academic success as "enablers" – interpersonal skills, study skills, motivation and

engagement. However, the one limitation in their research was that the academic “enablers” were explored in isolation rather in relationship to one another.

Ray and Elliott (2006) found that previous research suggested that a student with early childhood positive behavioral characteristics predicted later academic achievement, but those with early negative behavior traits did not exhibit successful academic success. Parke, et al. (1998) found that there is a link between social skills and academic performance. Social skills and academic competence influenced each other consistently over-time, a pattern where academic competence casually influenced social competence, which in turn casually influenced academic competence (Parke, et. al. 1998). Some researchers have concluded that academic achievement can be predicted from indicators of social adjustment. Ray and Elliott (2006) tested whether a student’s self-concept, social skills and social support influence academic achievement. The participants varied in race, sex and grade level. Attempting to explain their finding, Parke, et. al. (1998), suggested that the behavioral pattern and skills that the student brings to the educational setting are likely to carryover to the classroom learning environment. Secondly, the student’s ability to concentrate and direct its attention during classroom instruction, while varies student to student, impacts the student cognitive tasks and interaction. A third explanation can be related to interpersonal relationship between the teacher and child. (Parke, et. al 1998). The relationship between social competence and academic success is not a simple one. It has been researched that there is a reciprocal relationship between social and academic mastery (Welsh, Parke, Widaman, & O’Neal, 2001). Students learn much about fairness, injustice and problem solving through play. Logue (2007), suggested that many children grow into social competence through negotiation, taking turns, and internalizing rules, and making friends. Logue (2007) concluded that unless there is teaching of social skills, role-

playing and modeling for these students, these students faced learning of negative consequences for negative social interaction between their teachers and classmates.

The second part of this review explored various social skills that are suspected of causing a student's lack of academic success in high school. Social learning theory and content-driven research have traditionally been separated (Logue, 2007). Unless children are given an opportunity to learn social skills in context, they may not benefit from academic instructions offered (Logue, 2007, pg. 37). Based on their research, DiPerna and Elliott (2000) as well as others (Greenwood, 1991; Wentzel, 1993; Wigfield & Karpathin, 1991) identified four specific academic enablers: interpersonal skills, study skills, motivation, and engagement. DePerna (2006) has defined academic enablers as positive relationships between a student's behaviors and attitudes and his' or her's academic achievement. A number of researchers have shown that students social functioning influenced their academic achievement (Ray & Elliott, 2006). Manning (2007), suggested that some students failed to have successful and positive academic success because of low self-concept. Self-concept referred to the student's perception of competence or adequacy in academic and non-academic domains and is best represented by a profile of self-perception across domains. Ray and Elliott (2006) conducted a study relating to students (1) undeveloped academic competence (UAC) – students not performing at grade level in reading and math; (2) undeveloped behavior competence (UBC) – students not acting in a manner that is developmentally appropriate or consistent with their peers (behavior that interferes with the students learning or ability to attend to their instructions); and (3) proficient academic behavior competence (PABC) – students acting in a developmentally appropriate manner consistent with his or her peers' behavior. Although, Ray & Elliott (2006) concluded that students (UBC) grades were not below grade level, a careful reading of their study indicated

that the sample pool was relatively small and that their model included several social variables which did not affect the student's performance on standardized academic test.

Tach and Farkas (2005) declared that interdisciplinary research literature has long focused on the effects of family poverty, and correlated risk factors and its impact on academic achievement in later years of school age children. The behavioral or social problems they exhibited were overactivity, impulsivity, attention problems, noncompliance, disruptiveness, and aggression. Tach and Farkas (2005) alluded to the changing values of the U.S. society and the dynamics of family structure – female headed households and two working parent households and asserted that the lack of social skills training that occurred during early childhood years (Viaderio (2007). In a designed study (NICHD Early Child Care Research Network, 2003), it was concluded that children experienced either lower quality or greater quantity of non-maternal childcare during their preschool period showed greater behavior problems at both 4 ½ years of age and during kindergarten. The NICHD study was one of race and socio-economic status of families. Other studies focused on the reading skills and math cognition among African American and Hispanics students (Brooks-Gunn et al., 1996; Downey et al., 2004; Duncan et al., 1994; Fryer & Levitt, 2004; Guo, 1998; Guo and Harris, 2000; Lee & Burkam, 2002; Mayer, 1997; Phillips et al., 1998; Smith et al., 1997).

Teacher expectations of their students suggest that it is important and imperative that students demonstrated and displayed cooperation and self-control skills during school hours. Lane, Pierson and Givner (2003) studied the expectations of teachers with regard to students' behavior in class. Each year, many educators expect their students to listen carefully and attentively, follow direction and turn in assignments that are done correctly and adequately (Hersh & Walker, 1983; Kerr & Zigmond, 1984). Students who lack these skills or expectations

are at risk for pejorative outcomes including poor school adjustment in the form of impaired relationships with teachers and peers, academic underachievement, high rates of disciplinary contact (Coie & Jacobs, 1993; O'Shaughnessy, Lane, Gresham & Beebe-Frankenberger, 2002; Walker & Severson, 2002). However, it must be first recognized and noted whether the teacher's goals and expectations are explained clearly and identified prior to the beginning of the school year. Colvin (2002) writes that if the expectations are not clear, either because the skills are not explicitly taught in early years or consistently enforced through a student educational experience, was difficult for students to meet the teacher's expectations in the classroom. In addition, if students are given variation of rules and expectations from subject class to subject class, to grade level to grade level and from teacher to teacher, student transition may become difficult (Lane, Pierson & Givner, 2002).

The final part of this review explored the best practices and strategies for supporting students in need of social and academic skills in the high school. Utilizing the current research, researchers have not been able to succinctly determine what can be provided to teachers and educational leaders to assist them in promoting meaningful contextual texts and academic enablers in an effort to enhance and enrich the basics in both skills during the instructional periods in high school. Early investigations related to teacher expectations regarding students in educational settings by Hersh & Walker (1983); Walker et al., (1992), led to the development of the Model of Interpersonal Social-Behavior competence with School Settings. This study was designed to provide research information regarding teacher-preferred and peer-preferred behaviors that are associated with positive and negative school outcomes. The model identified behaviors (following rules, controlling anger, positive reactions to teacher remarks, and disturbing others, ignores the teacher, and disrupts the group) that are likely to lead to adaptive

and maladaptive relationships with teachers and peers. The resulting study displayed correlative evidence that adaptive behaviors produced academic success, acceptance and friendships; whereas, maladaptive behavior produced social rejection, low social engagement, and referral for specialized placement. (Walker, et al. 1992; Coie, Dodge, & Coppetilli, 1982; Walker & McConnell, 1988).

Whether improved social skills produced positive academic skills resulted in a student's successful educational experience in high school needs additional evaluation. In spite of limitations, Ray & Elliott (2006) suggested that the limitation in their study provided direction for future research related to students' social and academic competence and have implications for the selection of intervention targets aimed at improving student's school performance. Teachers must be equipped with research, studies, proffered suggestions and results to use as educational equipment and tools to assist and help them to teach the student basic academic skills, while teaching and demonstrating acceptable social skills that will benefit them beyond high school (Tatum, 2006). The changing dynamics of our society and world through technology and global synergy, makes it imperative that teachers and educational leaders finds solutions to aid the student in achieving academic success during their school age years and prepare them academically and socially for the their roles beyond high school (Garrett, 2006).

Brigman, Webb & Campbell (2007), performed a study to evaluate a school counselor-led Student Success Skills (SSS) program on the academic and social competence of students. The purpose was to determine if intervention was induced regarding students needing social skills and whether such inducement would have the collateral positive effect on the academic success of the student. The SSS was built on a set of skills and strategies consistently correlated with positive skills and academic achievement (Eisenberg et al., 1997; Elias et al., 2003; Hattie,

Biggs, & Purdies, 1996; Marzano, Pickering, & Pollock, 2001; Masten, Coatsworth, 1998; Wang, Haertel, & Walberg, 1994; Zins, Weissberg, Wang, & Walberg, 2004). Researchers have termed the SSS program research rigorous (Carey, 2004) and closely aligned with the criteria set forth by the Department of Education (2004) with regard to intervention. The result of this study was consistent with previous studies that reported identified gains, which the SSS found to be statistically significant (Brigman & Campbell; Campbell & Brigman). The recommendation of this research for future replication is to ensure that teachers are trained to implement the SSS program into curriculum and overall classroom climate.

Chapter III: Methodology

Research Methods

A qualitative methodology was chosen for this study. It was used because the nature of this study required the teacher's observations, opinions, and knowledge of the student as it related to each student's performance in their class. Past researchers have used a mixed method – qualitative to gather responses to particular questions and quantitative to provide statistical support. However, in this study, the use of only a qualitative method was dictated by the need to obtain specific information from teachers about the students who exhibited a lack of social skills that impacted the student's academic skills in high school. Teaching is not a static profession and learning is not merely rote memorization which can be measured in strictly statistical data. Current preoccupation with deductive analyses does a disservice to the educational profession and the students.

This study utilized a ten (10) question survey and reviewed the responses from the teachers regarding the specific student's academic skills and social skills. It addressed what they saw as problems and what they did to correct and/or address the problem thus turn a negative experience into a positive experience. The survey questions allowed teachers to describe and explain expectations and observations of the student. The survey questions listed and defined academic study skill(s) and the social skills. In addition, teachers were asked (1) whether their content area required any of the described academic/study skills; (2) in their content area classroom, whether the aforementioned social skills were required; (3) whether the lack of any of the skills impaired students' educational and behavioral success; and (4) whether they, the teacher, offered any assistance to turn a negative behavior to a positive one.

Research Design

The research design chosen for this case study was random non-experimental design, spanning across five (5) states that included eighteen (18) teachers and eighteen (18) students. The teachers were selected either by the principal or the guidance counselor. The teachers selected the students. The researcher understands that a non-experiment is generally not the best of research designs in demonstrating a cause and effect relationship. However, in this study, the non-experiment research design was best in determining a relationship based on qualitative research. Notice in this design, there were a group for comparison or multiple waves of measurement. The quality of information gained contained volume and value.

Sampling

The participants in the study came from the following schools district: Joliet Township High School – West Campus, Principal Cheryl McCarthy (Joliet, Illinois); Hyde Park Academy High School, Principal Trotter (Chicago, Illinois); Madison West High School, Principal Ed Holmes (Madison, Wisconsin.); Patrick Henry High School, Principal Dr. Gary Kociemba, (Minneapolis, Minnesota.); Coronado High School, Principal Lee Koelliker (Henderson, Nevada).

Joliet West, according to the district's report card, the student enrollment is 2,584, Whites (47.3%), African American (29.6%) and Hispanic (20.2) respectively. At Joliet West, 35.7% of the students are considered low income (51.6 % district and 40.9% state, respectively); attendance is 92.3% (90.4% District and 93.7% state); the matriculation rate is: Whites 88.7%; African Americans 81.3%, and Hispanics 77.6%, respectively. Joliet West has been identified as not making Average Yearly Progress (AYP), on the "Academic Watch Status", and the school is not making yearly progress in Math and Reading.

Hyde Park, a magnet school, according to the district's report card, has a student enrollment of 2,007, Whites (<1%), African American (99%) and Hispanic (<1%), and Multiracial/Ethnic (<1) respectively. At Hyde Park, 71% of the students are considered low income (41% state); attendance is 82% (94% state). Hyde Park has been identified as not making Average Yearly Progress (AYP) is on the "Academic Watch Status", and the school is not making yearly progress in Math and Reading.

Madison West, according to the district's report card, has a student enrollment of 2,053, Whites (61%), African American (15%), Asian/Pacific Islander (15%), American Indian/Alaska Native (<1%), and Hispanic (12%) respectively. At Madison West, 27% of the students are eligible or receive reduce-price lunch (31% state). Madison West has been identified as not making Average Yearly Progress (AYP), the school is not making yearly progress in Reading – Level 1(1st year) but has been identified as "Satisfactory" on the "Improvement Status".

Coronado High, according to the district's report card, has a student enrollment of 2,584, Whites (73%), African American (5%), Asian/Pacific Islander (11%), American Indian/Alaska Native (<1), and Hispanic (20.2) respectively. At Coronado High, 6% of the students are eligible or receive reduce-price lunch (41% state). Coronado High has been identified as making Average Yearly Progress (AYP).

Patrick Henry, according to the district's report card, has a student enrollment of 2,584, Whites (16%), African American (50%), Asian/Pacific Islander (31%), American Indian/Alaska Native (1%) and Hispanic (3%) respectively. At Patrick Henry, 75% of the students are eligible or receive reduce-price lunch (30% state). Patrick Henry has been identified as not making Average Yearly Progress (AYP) and the school is not making yearly progress in Math and Reading.

Methods of Data Collection

The researcher used a ten (10) question survey to gather information from thirty-five (35) teachers from seven (7) schools. These thirty-five teachers were identified by their principals. However, only eighteen (18) teachers responded from five (5) schools regarding eighteen (18) students. The students in this study are former students of the selected teachers and have been observed over a period of one to two semesters during the 2007-08 school year. The researcher initiated contact with the principals and in some instances guidance counselors, of the schools, who in turn selected the teachers who are to participate in this study.

Data Analysis Procedure

The data analysis was conducted by a thorough examination of the responses provided by the teachers-participants. The analysis explored the answers to ten questions to see what the teachers-participants believed are important for students to enjoy a successful educational high school experience. The responses shed insights as to the expectations of teachers when they began teaching their content materials to students. The researcher believed the teachers responses were devoid of biases and provided a sense of what teachers observed and sought in their students to ensure that teaching and learning is accomplished.

There was no control group to compare in this study. This study was conducted to add to the body of research and to determine whether additional research is warranted to determine the extent of the relationship on a qualitative review. The strength of the relationship between social and academic skills was determined on the strength of the responses from the teachers.

Ethics and Human Relations

Each teacher was informed that there may be risks involved in any study so their participation will be strictly confidential. To protect the rights of each student in this study, the

researcher requested that each teacher not identify the student to ensure that the student's privacy is protected and shield. In addition, each teacher participant was required to complete and sign an informed consent form before being allowed to participate.

Timeline

This study analyzed student's academic performance and behavior during the first and second semester of the 2007-2008 academic school.

Chapter IV: Analysis, Conclusions, and Recommendations

Analysis

The study sought to determine whether students failed to enjoy educational success in high school because they did not have an arsenal of academic and social skills necessary for the task. In review of the questionnaire answers submitted by the teacher-participants, the responses were overwhelming and consistent in that students in high school do not have the tools (academic and social skills) needed to enjoy educational success in high school and beyond. Students lacked the basic necessary academic tools to adequately succeed in the respective content area classes upon entering and during high school. It has been observed that these students were unprepared, unorganized, and unfamiliar with the expectations of high school, thus they began high school at a disadvantage. To date, no specific study has examined the specific skills deemed essential for success from kindergarten to through the twelve years grade span (Lane, Pierson, & Givner, 2003). However, the teachers-participants in this study described what they believe to be necessary academic and social skills in their content class specifically and for high school generally.

During the course of this study, teacher-participants were very open and frank in their responses to the questions posed in the survey. Some responses were short and curt, while others were fully developed and explanatory. The analysis that follows provided in-depth information, that the researcher believed, further enhanced the discussions and explained the need for additional research to determine the degree of significance of the relationship. The teachers' responses included in this section are based on the observations of the student in their classroom during one or two semesters. Although none of the teachers knew of each other participation in

the survey or their responses to the questions, some of the responses were echoed by more than one teacher.

I. Academic Skills

Of the eighteen teachers who responded to the questionnaires, fifteen (15) teachers responded affirmatively that their students lack defined academic skills necessary to enjoy educational success in their classroom. Academic skills taught at the lower grade levels are expanded, modified, and enhanced during high school to meet the challenges faced by high school students. Memorization, counting, deductive reasoning, organization of their tasks and assignments, and writing and research are few of the skills that the high school student have to master, if they are to be successful. The days of the teacher standing over student's backs and constantly reminding them of their assignments quickly end in high school. High school students are now required to have advanced their learning and comprehension skills to move to the next level. Regarding the defined study skills outlined supra, some teachers put forth the following explanation when describing study skills in high school. A Wisconsin teacher explained that, *"all of my students have these skills; it is just that some have developed them more than others. The students who are lacking have some self-esteem issues or are not focused on school. I teach Freshman English and Language usage and Grammar to upper-classmen..."* Another Wisconsin teacher wrote, *"some students do have the structure and others do not."*

In identifying study skills for educational success in high school, a Nevada teacher observed about a student with regard to a study tool: *"the graphic organizer is something totally new to this student because all of the lessons taught in the native country relied on memorization."* A Madison West Math & Computer Science teacher described another study skill that students should exhibit: *"take notes in the classroom so they can do their homework at*

night. Nightly routine to take time to study and complete homework". The most critical of academic skills observed necessary for academic success is task management skills or organizational skills. Many teachers stressed that their students lack the skills to organize and/or compartmentalize their content area work to better perform, engage, comprehend, and demonstrate their understanding of the course materials. An Illinois Computer Applications teacher noted that, *"overall, they need to have mastery and performance skills since we're a class. However, in order to use those skills they need other skills, including the ability to take notes and retain the instructions/examples, ability to translate verbal/written demonstrated examples and instructions into hands-on activities, and apply critical-thinking skills to think through the project to see what all is needed (i.e. what software is best to use, what technique is best to use to achieve the goal, etc.). They always need to apply critical thinking skills to their computer projects as each one is totally different from someone's work.* In a Japanese class, a Minnesota teacher stated that, *"I think organizational skill is one of the important study skill(s), such as categorizing binders in sections such as handouts, reference materials, homework, and notes. Note taking skill is also important. Active listening skill with their own perspectives, and thinking about the application in the real life is also important. Examining own weakness and needs in understanding the content is also important".* A Wisconsin teacher responded that, *"Organization, setting priorities, time management, ability to ask questions about materials that the student doesn't understand."* An Illinois English teacher, suggested that, *"staying organized, taking good notes, writing down assignments in his/her planner, keeping binder organized and in class, studying notes, making study cards."*

The No Child Left Behind Act of 2001 (NCLB) has created new challenges for the educational organization through its requirements that educational leaders, administrators and

teachers meet tough challenges to ensure that students have a clear and comprehensive understanding of the educational expectations to succeed. Teachers have observed that some students are ill-equipped to succeed in high school because they lack very important academic skills. A Minnesota teacher, speaking for many other teachers when stating that her “*student seemed to be lacking all of those skills above*”. Some students do not have note-taking ability or the knowledge to complete a study guide which would have aided their learning and comprehension processes. A Joliet teacher observed her student as “*basically ... lacking in all areas. The student never took a single note and rarely even watched the demonstrations. The student preferred to do no work at all; therefore, she rarely had to make any critical-thinking decisions at all. She really didn’t mind failing the class*”. A Joliet History teacher and others echoed that “*study guides were not completed or turned in for a grade*” or the “*student lacks the ability to comprehend what they are reading and use reasoning skills*”. But, the biggest cause for concern explained a Joliet English teacher, “*this particular student does not retain information from one day to the next, I usually end up re-teaching the subject from the day before*”.

The dynamic of the above responses were found in Skinner’s observations wherein he states that some students “lack of clarity in the direction” that they need to be successful in high school. Skinner detailed that failure among some students are because “the task (assigned) is not broken down into small enough steps” and once that obstacle is removed, the students’ ability to “work from most simple to most complex tasks” is greatly enhanced. A Madison teacher remarked that “*yes – all students could benefit from an educational program when it comes to developing effective study skills. This specifically true in 9th grader*”. A Nevada teacher noted that this “*student does not need study skills assistance other than what the school provides in the mandatory study skills classes taken by most students during their freshman year*”. A Chicago

teacher indicated that the student “*would benefit from direct (small) tutorials focusing on homework completion and class work review*”. A Madison teacher indicated that “*...a lot of students at the high school level would benefit from being informed on how to study, how to take notes, why they need to write down when assignments are due...*”. A Joliet teacher commented that “*this student needed initial guidance of what is expected and examples of what type of environment makes it easier to study...*”. As a result, many high schools have created Freshmen Academies wherein incoming 9th graders are provided with additional core content areas educational assistance to ease the pressure and strain during the transition from middle school to high school studies.

However, some teachers had contrary opinions relating to additional educational assistance for their students. A Madison teacher observed that “*this student is lacking in her ability to perform/work in a team. She has the ability to make decision, but because of her lacking in some basic social skills, she was not successful...*”. In one instance, another Nevada teacher indicated that this student does not need additional educational study skills; rather “*he just needs to step up and work to his ability*”.

II Educational Assistance

To determine whether educational assistance had the tendency to correct a short-coming in social skills, the researcher asked the teachers-participants three questions relating to a possible correlation. Rather than use merely quantitative methods, qualitative methods were used which featured direct responses from teachers-participants who had a direct relationship with students under their charge. The responses that follow provide a basis for additional review of the research in this area of concentration.

The first question ask whether the student study sought additional study skills assistance, and what was gained by the student from the assistance; questions two, if the student did seek additional study skills assistance, did the academic grades reflect that assistance?; and, as a result of a change in academic skills, did the student's negative social skills decrease?

Ten teacher-participants were able to provide responses to the questions mentioned above. Eight of the teacher-participants indicated that the student either voluntarily sought assistance or it was thrust upon the student for the positive benefit of the student. The teacher-participant responses support the thesis that academic and social skills are inter-related.

In determining whether there is a relationship between social skills and academic skills on one another in the sphere of education, the researcher looked toward the teachers' comments to ascertain some conclusion. Of the eighteen teacher-participants, five recorded no response whether academic skills improved with positive changes in social skills. Seven teachers recorded no changes and eight teachers reported positive changes in academic skills when social skills improved.

Skinner indicated that positive reinforcement is not used enough. The term reinforce means to strengthen, and is used in psychology to refer to any stimulus which strengthens or increases the probability of a specific response. Think of it as adding something in order to increase a response. The response that teachers seek is an increase in the student's academic study skills and a decrease in negative social skills that would lead to the student's educational success in high school.

A Joliet teacher, responding to question 8 – 10 in the survey, "*the student did not seek assistance; it was thrust upon the student*". The Joliet teacher further explained, "*if the student did not get the assistance, the study guides and the actual studying would not get done*" and as a

result of the additional study skills assistance, the student negative skills decreased “*slightly, because the student felt a bit more confident grade wise and would not overreact if asked a question and other students were more welcoming if he/she was in a group with them since the student’s grade had improved*”. A Chicago teacher remarked, “*he (student) received extra English help and his English grade improved; he does seem to respond well to individual attention and praise*”; and “*yes, he seemed more mellow and less apt to react negatively. Although he never fully participated in class, his work ethic improved as did his overall attitude*”. A Nevada teacher explained her student response to additional assistance and its successful impact thusly “*I think the student wants to get on target for graduation and eagerly accepted additional help to gain credits in the after-school class.... Student’s grade in both classes has gone up – to passing*” and the student’s negative social skills decreased “*somewhat – student is more willing to participate instead of sitting in class with head down and sleeping*”. Another Joliet teacher remarked, “*the student learned to prioritize work and make use of time allotted in class; failing grades to passing at a C level; and student’s negative behavior was greatly reduced and became more of a positive influence in the classroom.*” Finally, another Madison teacher reported, the student needed a “*more of personalized instructional approach that is tailored to the needs of the student.*” The teacher continued by remarking that the “*student who sought out my aid, or that of another teacher, have improved their grades by one or two grade levels (without grading on a curve, differentiated grading, or favoritism).*”

Highlighting the positive assessment, this teacher stated that with regard to the negative social skills and whether they decreased “*generally yes, but they can flare up if something provokes them (home life, trouble with their peer group, etc.)*”

There are additional responses from teacher-participants that suggested some relationship between academic and social skills. A Madison teacher wrote, “*with assistance this student does show improvement both in respect and organization, however, the assistance needs to be consistent and constant*”. The teacher continued that the student’s grades did reflect the study skills assistance and the grades would probably steadily increase “*only if the assistance is maintained*”, and with regard to negative social behavior, the resulting study skills assistance produced “*only positive results*” in their social skills. A Joliet teacher identified a somewhat similar situation, “*I’m not sure study skill assistance would help the aggressive behavior; however, she (student) would be able to learn the materials more easily. When her seat was moved and I was able to give her more one-on-one assistance, she was able to do her work better*”. With regard to grades reflecting study skills assistance and the impact on social skills, the teacher stated explained, “*I would hope that it would, given the assistance in learning how to take notes to be more of an active listener. She would at least show up with paper and pen. She never would take notes, though, at any time throughout the year. She was much easier to communicate with each day. I had her sit near me and she got a lot of one-on-one, whether she liked it or not. Her grades shot up – from an ‘F’ the first quarter to an ‘A’ the second quarter*”.

However, a Madison teacher explained that “*little*” was gained with additional study skills assistance. “*She (student) did not do so consistently enough to demonstrate measurable gains from assistance.*” This particular student’s grades did not reflect additional assistance. But, with regard to social skills, this teacher-participant stated this student social skills decreased “*temporarily. By moving the seat to another location in the classroom and clearly articulating specific and simple expectations about what to interact about and what not to, she was able to be present without being a distractions to others. Also, by simultaneously, building relationships*

with the students outside of the classroom. However, again, this was so specific that it appeared to be contrived and she did not generalize her skills. It was difficult to see the impact on her learning”.

III. Social Skills

A. As indicated in the introduction, Skinner’s theorized that people behave the way they do because this kind of behavior has had certain consequences from the past. In elementary school, students are given timeouts or mildly spoken to by the appropriate school official with a warning of tougher warnings and/or consequences to follow. Often in elementary school, students are removed from certain privileges that are enjoyed by other class members, such as gym, class trips or recess. In middle school, the consequences of non-conforming behavior increased to in-school suspension, out of school suspension, and in extreme cases expulsion. However, in high school, although the students are merely teenagers, these same students are viewed as young adults who are moving into adult world in a period of four years where they become members of the larger society responsible for employment, citizenship, and creating new life. Therefore, as these young people advance to high school, *“appropriate behavioral skills are instrumental to being successful in school. Appropriate language, good peer relations, and compliance are necessary,”* explained a Joliet Civic teacher. Again, what follows are candid statements from actual teachers regarding students with social skills issues. The statements of teachers assist in the analysis of this qualitative research.

Although tolerable at the elementary and middle school, high school students are to demonstrate more mature behavioral responsibilities. Many high schools in the survey, display throughout the school, the appropriate and acceptable student behavior which students are to demonstrate during their years of matriculation in high school. In Nevada, students are to have

“basic knowledge of classroom/school/district policy ...” for a student to succeed in Nevada high schools. A Madison high school teacher wrote that students should *“have basic social skills – working well in groups, compromise, not losing ones temper, etc.”* The expectations of the student are important for both the teacher and student. A Minnesota teacher writes that social skills for high school students include *“knowing who they are and acceptance of others who are different from their own is the key. These things reflect on the students being able to clearly state what they think, demonstrate or perform in front of their peers, express the need for a help or a clarification, listen to and attend others’ opinions and demonstration/performances”*.

Another Madison teacher explained that the student should have the *“ability to listen to discussion including similar and different viewpoints and formulate a point. Support it. Ability to listen without reacting to unrelated visual information (facial expression, gesture, others distraction from peers).”* A Joliet gym teacher argues *“students must be able to communicate positively with other students, exhibit sportsmanship and a positive attitude”*. But, this same student concerns her because the *“student lacks communications skills and a positive attitude. When playing games, he student yells at others and complains when losing”*.

B. In survey responses, requisite social skills needed for high school students are not plentiful, rather critical for life long success. A Joliet teacher explained, students need to have the *“Ability to remain open minded; ability to try the skills I’m teaching; ability to pay attention to direction (given verbally, written, and demonstrated). They also need the ability to have control over their behavior ...they need to be quiet while I’m teaching so everyone can hear the directives.”* A Chicago teacher writes, *“self-discipline, willing to participate, place-appropriate behavior (understanding proper behavior for a given situation), understand proper way to speak to adults”*. A Madison teacher echoed that students should have social skills such as *“attentive*

listening, respect to listen to others, differing between social and academic language in both conversation and written assignments, confidence in personal knowledge”.

However, because varying characteristics of the schools districts that are operational in these five states, our students have been found to suffer various social skills necessary to interact and to be successful in high school. A Madison teacher declared that, *“again, all students have these skills, but the development is lacking in a few students. Generally, patience and reflections skills are the hardest to cultivate, as well as sarcastic humor”*. Another Madison teacher wrote *“a lot of high school students don’t always think of others – Mostly Me is the only thing they think about!”* The Madison teacher further explained *“this student had a short temper, which made her difficult to work with. She had one or two people that could/would work with her because of her caustic attitude.”* A Joliet teacher stated that this student fails at *“staying focused, participation in class discussion, staying in seat, ignoring distractions.”* Another Joliet teacher indicated *“this students lacking in the areas of differentiating between language, listening while others are speaking, and personal confidence”*.

C. The type of social skills that have been negatively affecting the student’s ability to have academic success in high school ranged from a lack of people skills to aggressive behavior towards teachers, school administrators to peers to a total lack of respect for themselves that reflected in the behavior towards others. A Joliet teacher described a student thusly: *“she refused to look at you when she talked to you; she refused to even pay attention when you talked directly to her. When you’d go to her station to talk to her, she’d answer abruptly and purposely turn away, making her body language tell you ‘get way , I don’t want to talk to you.’ She would be openly hostile in her communications with me. She would be cranky to other students, too. Overall, she was a cranky person.”* A Madison teacher describes another student: *“in some*

instances, generally, it is verbal behavior mixed with passive aggressive action: throwing paper on the ground, ripping up assignments, pushing desks, sleeping/putting their heads down in class.” Another Madison teacher explained: “she would be verbally abusive to both the teacher and other students. She used inappropriate language (cursing, shouting). She was in fights outside my class on an almost daily basis.”

Conclusion

The implication of this study should encourage educational leaders to make social and academic skills an integrated ingredient of the course syllabus. Educational leaders and administrators should mandate and include social skills instructions in the curriculum for all classes from K-12. Teachers should be mandated to provide social skills instructions to students in their classes and those instructions should be integrated into the course lesson plans. Improving the student's social skills increases the academic skills of the student's through mastery and performance skills and increases correct and acceptable social skills.

The result of this research, the researcher believes, can have the ability to (a) promote successful transition across grade span by providing educators and students with the information both needed for successful adjustment to academic and social expectations (Alspaugh, 1988; Lane et al. In review; Morrison, Robertson, Laurie & Kelly, 2002), and (b) improve interventions exacted by the pre-referral intervention model by improving goal alignment and teacher expectation, (Sulzer-Azaroff & Mayer, 1991). It was researcher's goal and aim in this study to determine the degree of relationship between academic and social skills through the responses of teacher-participants and illustrate its significance. Further, the researcher sought to add to that body of knowledge already in existence and continue the discussions on this most pressing education matter.

Targeting the improvement of high self-concept is important because it promotes academic and future life successes of the student, however, it is also important to engineer programs that understand why past programs have failed and what educational settings can do to effectively foster educational settings geared toward high self-concept (Manning, 2007). Taken as a whole, past arguments surrounding social and behavior interventions would boost the

social skills of the student, increase their ability to stay focus in the classroom and improve peer and teach bonding, which are likely to increase academic performance (Fleming, Haggerty, Catalano, Harachi, Mazza & Gruman, 2005). Teachers, school psychologists and administrators seeking to implement prevention and intervention programs to promote academic, self-concept, and social behavior adjustment, should consider social skills as a potential target to address (Ray & Elliott, 2006).

Lastly, a few noted concerns and observations were made by a few teachers. A Madison teacher reported, with regard to the negative social skills and whether they decreased “*generally yes, but they can flare up if something provokes them (home life, trouble with their peer group, etc.)*”. A previously mentioned Joliet teacher remarked that when a student “*got switched to another teacher (the next semester) and fell back to her old ways again. Finally, the counselor switched her back to my class, but it was too late. Her negative behavior was so far entrenched that she refuse to communicate positively again. She ended up with a D- the second semester*”. A Minnesota teacher makes the following observation, “*after talking to the student, calling home to discuss the concerns that I had about this student... It seemed to me that even if I suggested to do things in a certain way, there was no follow up from the student and his family.*” These remarks illustrate both concern and frustration by teachers who have first hand knowledge relating to how high school students perform academically and behave. These teachers are the most visible participants inside the walls of our public schools.

The public education system of the United States has served its citizens for over two hundred years. Parents have come to think of the education system much as they think of the family patriarch: omnipresent, guiding and nurturing, dependable, and strong. Parents cannot confidently launch children into today's world unless they are of strong character and well-

educated in the use of language, science, and mathematics. Parents must possess a deep respect for intelligence, achievement, and learning, and the skills needed to use them; for setting goals; and for disciplined work. That respect must be accompanied by intolerance for the shoddy and second-rate masquerading as "good enough." Students have the right to demand the best our high schools can provide. They must be vigilant and refuse to be satisfied with less than the best. Our children must have good study habits coupled with hard work and commitment, and be an active participant in the work of the schools.

Appendix A

CALVIN ELEBY, JR.
2224 Oneida Street, Unit 211
Joliet, Illinois 60435
(815) 744-1469 (home)

September, 2008

Re: Graduate School Research Study
Academic Achievement (study) and Social Skill (behavior)

Dear Principal:

My name is Calvin Eleby, Jr., and a graduate school candidate for Master of Education degree, with emphasis in Secondary Education at Marygrove College in Detroit Michigan. I am in the final stages of my course work and preparing a research paper in partial fulfillment of that degree.

My study seeks to demonstrate a relation between social and academic study skills in high school. It is my thesis that a student's lack of social skills causes a student to behave in such a way that is detrimental to a successful educational experience. Further, it is my belief that a student who lacks the proper study skills tend to act out more so than other students because they lack the study skills to participate in instructional periods. That, given the proper educational assistance in developing good study skills, the academic skills and grades will increase and their level of negative social conduct will decrease.

I request your assistance in disseminating the questionnaire to ten (10) teachers that can identify five (5) students each that they found to lack proper academic skills, which led to negative social skills that had a cause and effect on their academic success. Further, that throughout this 2007-2008 academic school year, with the aid of proper educational assistance in obtaining appropriate skills, these same students academic performance increased from the first semester 2007- 08 through the second semester.

Any help you can provide will be highly appreciated. I wish to not have names rather if you would identify the students with numbers. In addition, some type-documented support that demonstrates that these fifty (50) students academic performance increased and negative social behavior decreased would be helpful. Each teacher/participant is asked to identify academic skills that the student lacked, and the skill needed to succeed and social skills that affect their chance at educational success. This questionnaire is confidential and should be returned to the researcher after completion.

Thank you very much for your help. I look forward to the responses. I can be reached at (815) 744-1469.

With best regards,

Calvin Eleby Jr

Appendix BQUESTIONNAIRE/SURVEY

Definition of Terms:

Social Skills – inappropriate classroom behavior, not maintaining proper educational attention during instructional periods, aversive relationships and interactions with educators and fellow classmates in school, and disruptive classroom behavior. Basically the student failed to exhibit those social skills that are necessary for a student to use as a vehicle to higher aspiration which includes being attentive in class, ability to establish and maintain healthy and friendly relationships with teachers and classmates, and ability to behave in a classroom in a manner that is conducive to learning.

Academic (Study) Skills: studying skills, problem-solving skills, critical thinking and decision-making skills, mastery and performance skills, and task management skills

Teacher: _____ Student # _____ School _____

1) What study skills are important for the student to have to enjoy educational success in your classroom?

Response:

2) Does the student appear to have these study skills? Which one(s) does the student appear to be lacking?

Response:

3) Does the student need educational study skills assistance and would student benefit from the assistance, if student attends such educational program?

Response:

4) What social (behavior) skills are important for student to have a successful educational experience in this classroom and/or school?

Response:

5) Does the student appear to lack these necessary social (behavior) skills? Which one(s) does the student appear to be lacking?

Response:

6) Does student grades on test and classwork reflect a lack of content area knowledge, academic skills and mastery? Yes _____ or No _____

7) Does the student show aggressive behavior toward teacher and/or other student in the classroom? How so? Describe.

Response:

8) If student sought additional study skill assistance, in your opinion, what was the gained for the student from this assistance?

Response:

9) If student received study skills assistance, does the student class grades reflect that assistance?

Response:

10) With regards to study skills assistance, did the student negative social (behavior) skills decrease? How so?

Response:

Appendix C

Calvin Eleby, Jr.
Graduate Student
Marygrove College

Dear Calvin,

Your proposal has been reviewed by the Institutional Review Board (IRB). Based on the basic review, your proposal has been APPROVED.

This approval is for three years and will end on September 2010. If you have not completed your project at this time, you must submit a Renewal form.

If at any time you make modifications in your project, you must submit a Research Project Modification form.

Finally, when you have completed your project, you must submit a Final Summary form.

If you have further questions, please contact Dr. James J. Rivard chair of the IRB.

Sincerely,

Dr. James J. Rivard, Chair
Institutional Review Board

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