

A COMPARISON OF INSTITUTIONALIZED AND
NON-INSTITUTIONALIZED HIGH SCHOOL STUDENTS
IN THEIR PERFORMANCE OF MATHEMATICS

AN ABSTRACT OF A THESIS
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by
Susan Bleakley Pettersen

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This study has been conducted to determine if there is a significant performance difference between non-institutionalized students and those institutionalized dependent and neglected students who have studied Modern Algebra and General Mathematics.

This question has particular relevance today, for many communities are facing the dilemma of how best to educate and synthesize into the school community, those students who live in institutions, yet attend public schools for their education.

If a significant performance difference is found in these institutionalized students taking the Algebra and Mathematics courses, then additional research could be initiated. The results of the positive effects of this and future research studies could then be utilized by all public school districts who have the responsibility of educating institutionalized students.

Though each community has this potential situation the problem of underprivileged children or the institutionalized child, has many special needs and disadvantages. These children have been institutionalized by the Family Court after having been judged as neglected or dependent disadvantaged children. These terms neglected, dependent, disadvantaged,

have evolved to encompass a plethora of social ills and unfavorable living conditions that deprive a child of the same opportunities for healthy growth and development that is available to the general populace.

The study was conducted using experimental design. Two control groups were selected from Spring Valley Junior High School. One control group studied Modern Algebra I, the other General Mathematics. The experimental groups were selected from institutionalized residents of Lakeside School between 1967 and 1972 who had studied Modern Algebra and General Mathematics.

The scope of the study was limited in that only one institution for neglected and dependent children was used, therefore the samplings were small. In addition, individual teacher bias may have affected the findings.

The constants used in this study were the following: mathematics performance was the final grade or Regents grade each student received in the course; and the implementation of I.Q. ratings and New York State Minimum Competence Test in Arithmetic Fundamentals to match the subjects used in the control and experimental groups

Descriptive and inferential statistical methodology were used to determine the findings of each hypothesis. The results demonstrated that between the experimental and the control groups who studied Modern Algebra, there was no appreciable performance difference. There was, however, a

significant performance difference between the experimental and control groups who studied General Mathematics.

These findings are conclusive and valuable only so far as they prove or disprove the original hypothesis. The implications here are the important end result of this research study. What variables affected the outcome of the survey; students background, teacher expectations, or native intelligence of the child? What must be done in the future to insure successful educational experiences for institutional students enrolled in public school programs; increased social services? Only additional research can answer these and other questions about a relevant social issue.