

A COMPARATIVE STUDY OF METHODS FOR INTRODUCING AVAILABLE
GUIDANCE SERVICES TO STUDENTS IN
KANSAS UNITED DISTRICT 441

515

A Thesis
Presented to
the Division of Education
The Kansas State Teachers College of Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
William W. Howard
August 1967

Thesis
1967
H

Harlan Bourman

Approved for the Major Department

James L. Byrnes

Approved for the Graduate Council

ACKNOWLEDGEMENT

The writer wishes to express his sincere appreciation to Pat, his wife, and Alan and Valerie, his children, for their untold hours of concern. He also wishes to express his appreciation to the school board, administration, staff and students of Kansas Unified School District 441 for their cooperation in this thesis. He expresses a special word of thanks to Donald Fischer for his assistance. To all the others who assisted and advised on this thesis, thanks from the inner depths.

Emporia, Kansas
August, 1967

W. W. H.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS	1
The Problem	1
Statement of the problem	1
Importance of the study	1
Definition of Terms	2
Guidance Services	2
Counselor	3
Programed learning	3
Programed booklet	3
Formal orientation	4
Explanatory lecture	4
Questionnaire	4
Organization of Thesis	5
II. REVIEW OF THE LITERATURE	7
Pupil's Conceptions of Counselors	7
Teacher, Administration, Parent, and Community	
Conceptions of Guidance Services	10
Selected readings on programed learning devices	12
Theoretical implications of the research	16
III. DEVELOPMENT OF INSTRUMENTS	18
The Programed Booklet	18
The Questionnaire	24
Statistical Tools for Analysis	26

CHAPTER	PAGE
Preliminary statistics	26
F test for consistency	27
"t" test for significance	27
IV. DESCRIPTION OF THE GROUPS	28
Group E	28
Group F	29
Group G	30
Group H	30
Group I	30
V. HYPOTHESES AND ANALYSIS	31
Statement of Hypotheses	31
Analysis of Questionnaire Responses	
Between Groups	32
VI. CONCLUSIONS AND RECOMMENDED FUTURE STUDIES	39
BIBLIOGRAPHY	41
APPENDIX	44

LIST OF TABLES

TABLE	PAGE
I. Calculated "t" Values Between Combination of Group E And The Other Groups	33
II. Calculated "t" Values Between Combinations of Groups F + H, F + I, and G + H	34
III. Calculated "t" Values Between Combinations of Groups F + G, G + I, and H + I	34
IV. The Means and Standard Deviations of All Groups in the Study on the Questionnaire	35
V. Questionnaire Items Answered Consistently by Eighty Per Cent or More of the Students in the First and Fourth Quartiles by Groups	37
VI. Questionnaire Item Analysis Group E	59
VII. Questionnaire Item Analysis Group F	60
VIII. Questionnaire Item Analysis Group G	61
IX. Questionnaire Item Analysis Group H	62
X. Questionnaire Item Analysis Group I	63
XI. Group D.A.T. Test and Metropolitan Test Results Ungrouped Percentile Scores	64
XII. Questionnaire Results Group E Senior Control	65
XIII. Questionnaire Results Test Groups	66
XIV. Calculation of the "t" Test Between the Groups	67

LIST OF FIGURES

FIGURE	PAGE
1. Total Number of Frame Errors Produced by Preliminary Test Group A	21
2. Total Number of Frame Errors Produced by Preliminary Test Group B	21
3. Total Number of Frame Errors Produced by Preliminary Test Group C	23
4. Total Number of Frame Errors Produced by Preliminary Test Group D	23
5. Total Number of Frame Errors by Test Group I	25

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

Many techniques have been used to explain the guidance program's function to high school students. The purpose of this study was to compare the effectiveness of formal orientation, explanatory lecture, and programed presentation as aids to increase student perception and acceptance of the guidance program.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine if there was (1) ^{any} difference in the attitude towards guidance of those who had a formal presentation of the guidance services and those who had not; (2) ^{and} to determine if there was a significant difference in the acceptance of the ^{program} guidance program by those who had been formally introduced by the orientation, ^{or} lecture, or programed techniques; (3) to determine if a programed method for presentation of the ^{concept} guidance program was effective. Questionnaires completed by students were compared by a "t test" to measure these differences.

Importance of the study. Students, parents, teachers and administrators tend to have a limited concept of the total function of the ^{concept} guidance program. The traditional techniques used to describe the role of the counselor and the ^{services} guidance services have been orientation, ^{and} lectures, group meetings, referrals, student handbook sections and

Voluntary counseling sessions. All of these methods, if they were successful, took considerable counselor time or were secondary learning and not totally related to the motivation which prompts students to use available services.

A continuing effort should be made by counselors to define their role to students in a self-directed and well constructed program of some sort. Programed learning appears to be one method that has not been used to inform the students of the counseling organization in the school setting. A programed learning system, if suitably constructed, might be used as a developmental tool to describe the role and function of the counselor. The construction of such a device would entail the consideration of many variables and should begin in a simple form and then be expanded if it proves significantly valuable.

Significant

This study was developed to determine if there was a value to a programed method for presenting the available guidance services. It was developed only as a beginning and pilot study and was not expected to answer all of the questions concerning the use of programed preparation of guidance related materials. The program used in this study was developed to give a general overview of the guidance services.

II. DEFINITION OF TERMS

Guidance Services. Guidance services are those services specially established by the school to provide the student with individual appraisal by certified personnel. The personnel supply a variety of kinds of information, counsel students, on school and

personal problems, help in making vocational choices, and do follow-up studies on students in and out of school. These services are a part of the pupil personnel program developed in nearly every high school today.¹

Counselor. The counselor is a specialist who is responsible for implementation of the guidance services. He has training usually in psychology, educational testing, group dynamics, sociology, and has had some experience as a classroom teacher. The minimum desirable training for a guidance counselor is at least completion of a Master's degree.

(2) Programed learning. The use of some systematic device to aid a pupil in understanding a desired process, function, or technique is programed learning. The subject matter is broken up into small units, or frames. Each frame in some part demands a response from the student. There is then an immediate feedback of the correct response called reinforcement.²

Programed booklet. The programed booklet in this study refers to a thirty-two frame program which was developed and made into a booklet. The material was programed on the principles explained by

¹Dwight E. Arbuckle, Counseling: An Introduction, (Boston: Allyn and Bacon, Inc., 1961), pp. 238-239.

²Edward B. Fry, Teaching Machines and Programmed Instruction, (New York: McGraw-Hill Book Company, Inc., 1963), pp. 2-3.

Fry³ and shown in his book. See Appendix A.

Formal orientation. Formal orientation in this paper refers to an orientation program within the school curriculum carrying one half unit of credit. The program is highly structured and the general outline of the course appears in Appendix B. The counselors within the school are responsible for teaching the course to all entering freshmen at Sabotha High School, Unified District 441, Kansas.

Explanatory lecture. This lecture was based on the same materials from which the programmed booklet was derived. The lecture was given to two groups of eighth grade students at the time they were being enrolled for high school. The content of the lecture took about twenty minutes to deliver. After the lecture some questions from the groups were answered.

Questionnaire. The questionnaire used in this study was developed from the evaluation questionnaire recommended by Hatch and Steffire.⁴ There were thirty-one questions on the questionnaire. Student feelings concerning four areas of the guidance program were evaluated.

³Edward B. Fry, Teaching Machines and Programmed Instruction, (New York: McGraw-Hill, 1960), p.2.

⁴Raymond H. Hatch and Buford Steffire, Administration of Guidance Services, (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1950), Appendix B.

III. ORGANIZATION OF THESIS

The second chapter contains literature related to this study. The first section of the chapter describes research in student perception of the counselor's role. The second section, based on the idea that we are a product of our environment, contains information on the perception of the counselor by other people in the student's environment. The third section is a brief review of some literature on programmed learning to support and aid in the construction of the programmed booklet. The chapter concludes with a brief summary of why we need the new technique.

Chapter Three describes the development of the programmed booklet. The materials used in developing the booklet are described and the group used to validate the materials is identified. The general construction of the booklet and some of its limitations are then discussed.

Chapter Four describes the groups used in this study. The control group has encountered varied guidance related experiences. The other groups have had limited guidance experiences as specified. The chapter concludes with a description of the questionnaire and how it was constructed.

Chapter Five begins with the hypotheses of the study. The statistics employed are then described. The chapter continues with the application of the statistics to the questionnaire. Conclusions are a part of the text of this chapter.

Chapter Six reviews the significance of the conclusion in

relation to the hypotheses and summarizes the results. It concludes with the unanswered questions and recommendations for further studies.

CHAPTER II

REVIEW OF THE LITERATURE

Vontress stated, "A misconceived program of guidance and counseling is potentially worse than no program at all."⁵ A local point of view must be developed to make a guidance program possible; the concept of guidance held by the students, teachers, administration and community determine the program that develops.

Rodgers implies that most people have narrowed their view of guidance to a specific, inflexible point.⁶ Other recent studies appear to show an expanded view of guidance.

I. PUPIL'S CONCEPTIONS OF COUNSELORS

When questioned, most students indicate that they believe a guidance program adds something of value to their school. Tyler noted that a large number of inadequately controlled surveys revealed eighty or ninety per cent satisfaction with counseling because social conventions often vary the true opinions of the individuals surveyed.⁷

The findings of Gibson's study of guidance services in twelve secondary schools within a three-state area refutes earlier studies.

⁵C. E. Vontress and W. C. Cheeseborough, "Saboteurs of Guidance," Clearing House, XL (January, 1956), 87-88.

⁶J. H. Rodgers, "Broader Concept of Guidance is Needed," Agricultural Educators Magazine, XXXVI (April, 1964).

⁷Leona F. Tyler, The Work of the Counselor (New York: Appleton-Century Crofts, 1953), p. 272.

He found more than one-fourth of the students indicated counselors had not helped them. Over one-half reported they were not sure what constituted the activities of their guidance program. One-third reported the program had not been described, explained, or outlined to them during their high school career.⁸

Grant studied the help given to students by counselors in educational planning, vocational planning, and personal-emotional problems. In his sample, Grant discovered counselors were preferred as the first source of help in educational and vocational planning, but not preferred for personal-emotional problems. Pupils perceived only a minor role for counselors in problems of a personal-emotional nature.⁹

Heilfron, using a modified form of Robinson's questionnaire, asked pupils to indicate the degrees of counseling various types of students should need. Pupils felt that those who were bright and performing well in school did not need counseling; and, those who were dull, or showed marked character disorders should have been given counseling.¹⁰

Kerr, in his investigation of the specific role of counselor-aid

⁸Robert E. Gibson, "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, XL (January, 1962), 453-457.

⁹Claude W. Grant, "The Counselor's Role," Personnel and Guidance Journal, XXXIII (October, 1954), 74-77.

¹⁰Marilyn Heilfron, "The Function of Counseling as Perceived by High School Students," Personnel and Guidance Journal, XXXIX (October, 1960), 133-136.

in college decision, demonstrated that counselors were seen as the most accurate source of information. In additional research of competency, he found counselors unable to show great ability in this area. After receiving the information, the students prefer making their own decision with limited aid from the counselor. Thirty-seven per cent did not perceive the high school counselor as having helped in the decision making.¹¹

Caravello found students perceived the counselor as being a help in planning post high school activities, testing, and to a much lesser degree with personal problems.¹² Students felt vocational-educational planning was the function of the counselor, according to studies by Grant¹³ and Houghton.¹⁴

Drough states:

The perception that a student has of a counselor's role and function, as well as the counselor's perception of his own role, have a critical impact on the structure and dynamics of a counseling relationship. The student's perceptions and expectations of the counselor should ideally correlate highly with the actual role he performs if the counseling task is to be done efficiently and productively

¹¹William D. Kerr, "Students Perceptions of Counselor's Role in the College Decision," Personnel and Guidance Journal, XLI (December, 1952), 337-342.

¹²S. J. Caravello, "Effectiveness of High School Guidance Service," Personnel and Guidance Journal, XXXVI (December, 1958), 323-325.

¹³Claude W. Grant, "How Students Perceive the Counselor's Role," Personnel and Guidance Journal, XXXIII (December, 1954), 326-330.

¹⁴W. Houghton, "The Role of the Counselor as Perceived by Seniors, Administrators, Teachers, and Counselors in Selected New York State Public High Schools," (unpublished Doctorial Dissertation, Syracuse University, 1956).

Actually, meeting with the lay public is essential to the school and the most impact upon the school is made by the lay public. However, a main, practical objective of the school counselor is to make it possible for a counselor to work with the lay public.

It is important for students to perceive the counselor's position in a certain manner, and it is evident that all of the major sources of their perceptions are more carefully examined and utilized.¹⁵

Jensen's investigation indicated students prefer discussions with parents or peers to counselor help for personal problems.¹⁶

IX. TEACHER, ADMINISTRATOR, PARENT, AND COMMUNITY CONCEPTIONS OF GUIDANCE SERVICES

Ferguson states:

Specialists are new and not completely understood by the lay public. They were not in the schools when today's educational problems; if they were, their services were primarily of the remedial and only for those students having difficulty. One problem is that few parents have had dealings with these educational specialists and are, therefore, unaware of the important work they perform. A communication factor also exists. The names of specialists are confusing to the lay public; differentiation of their separate functions is often unclear even to the specialists.¹⁷

Hertzler and Stone declare teacher's perceptions of counselors would make an excellent composite caricature painting. They endorse Holey's presentation with its five-fold description of a counselor,

¹⁵James A. Brough, "Sources of Student Perceptions of the Role of the Counselor," Personnel and Guidance Journal, XLIII (February, 1955), 587-599.

¹⁶Ralph E. Jensen, "Student's Feeling About Counseling Help," Personnel and Guidance Journal, XXXIII (January, 1955), 498-503.

¹⁷L. G. Ferguson, "Critical Issues in Pupil Personnel Work," Personnel and Guidance Journal, IV (October, 1955), 132-153.

and Pearson's explanation of role displacement as a reason for teacher response to the counseling intruder.¹⁸

Classroom teachers often feel the counselor is a link to the administration and the principal's undercover agent. Disciplinary oriented teachers perceive the counseling function as pupil padding and coddling.

Arbuckle¹⁹ and Mathewson²⁰ both emphasize that counselors are not administrative agents, but in many schools the philosophy of school boards and administrators have placed the guidance services in an administrative line position. Administrators often load counselors with duties outside of the framework of their training. Counselors are used for attendance officers, curriculum planning, disciplinary officers, and a variety of other non-guidance functions.

Administrators appear to view counseling by the counselor contacts which they have had in the field. Extremely professional, competent, and dedicated counselors are able to change a non-guidance oriented administration into one that supports and expands the general guidance program. Other counselors have the effect on administrators that cause many not to support the guidance program.

Mcraiff found parents considered the important function of

18 Bruce Shertzer and Shelley E. Stone, "The School Counselor and the Public: A Problem in Role Definition," Personnel and Guidance Journal, 11 (April, 1963), 687-693.

19 Arbuckle, op. cit., pp. 236-239.

20 Robert Hendry Mathewson, Guidance Policy and Practice, (New York: Harper and Brother, 1955), pp. 166-191.

the counselor to be program planner.²¹ Counseling role changes, and philosophy modifications, have broadened the counselor's function.

Bergstein and Grant, after interviewing 137 mothers and 179 fathers in a small school, disclosed, parents consider the counselor in a role similar to the role in Neilfron's and Caravello's studies. The parents felt the counselor should aid in functions other than personal problems of their children. They went on to mention that parents expect "instant inspiration" for poor students and "instant aspiration" for the able in finding a vocational role.²² The counselor who cannot produce the results expected, was considered by many parents to be excessive personnel in a school budget that causes much higher taxes than it should.

Shertzer and Stone explored the public view of counseling. Their study showed that since the advent of Sputnik I, the public has not looked to counseling as directed towards well adjusted people. The public view is that counseling should be towards identifying and directing the gifted towards national goals.²³

Selected readings on programmed learning devices. S. L. Pressey and B. F. Skinner are the psychologists who developed the framework

²¹ William Evraiff, "Perceptions of the Counselor," School Counselor, VIII (1961), 78-82.

²² Harry B. Bergstein and Claude W. Grant, "How Parents Perceive the Counselor's Role," Personnel and Guidance Journal, XXXIX (May, 1961), 698-703.

²³ Shertzer and Stone, op. cit., p. 690.

upon which programed learning has developed. Pressey, during the 1930's recommended the use of teaching machines based on his psychological theory of learning.²⁴ World War II placed a priority on the development of "quick" training machines based upon research developed by Pressey. The Link-trainer for fighter pilots was one teaching machine that proved invaluable. Machines were developed to rapidly increase the skill of women assembly line workers and the army developed many aids for "six week soldiers".²⁵

Skinner, in 1953, began the research in development of teaching machines which has continued to expand with many of his students refining both machines and theory. Skinner has based his work on the concept of stimulus-response-reinforcement. This gives the student some information, asks the student to act upon the information in some manner, and (his unique contribution to programed instruction) provides the correct response for the student to see his success or explain his error before he multiplies it.²⁶ Skinner's technique has been questioned by Crowder who favors use of intrinsic programming. The "scrambled book" was the device best showing this concept. In this form of programming, the student is directed in his gaining of information along several different routes dependent upon his under-

²⁴A. A. Lumsdaine and Robert Glasser (eds.), Teaching Machines and Programed Learning, A Source Book, (Washington, D. C.: National Education Association, 1960), p. 4.

²⁵Ibid., pp. 94-96.

²⁶Ibid., pp. 99-113.

standing of the material before him. The branched learning form, as described by Crowder has the advantage of letting each student find his own way to the solution of a problem. Debate continues between the followers of Skinner and Crowder as to which theory is best for the teaching of materials in a classroom.²⁷

Roger Kaufman declared the development of systems approach to the behavioral sciences has only begun in recent years.²⁸ Lipstreu stated that the systems approach used for various purposes in the armed services and business, was a basic methodology for establishing of programed materials into an ordered, purposeful media for transmission of information.²⁹ The entire field of programed materials is changing so rapidly that what was theory yesterday is applied fact today.³⁰

Skinner and Holland in their studies at Harvard University established certain general principles relating to the construction of a program. These begin by stating that the length of a total programed course is determined by what materials are to be covered, and to what extent. Secondly, each set, a daily lesson in a total programed course, should include about thirty frames and be of a difficulty level in

²⁷ Ibid., pp. 286-289.

²⁸ Gabriel D. Olfiesh and Wesley D. Meierhenry, Trends in Programed Instruction, (Washington, D. C.: National Education Association, 1964), pp. 28-30.

²⁹ Otis Lipstreu, "Lecture on Systems and Programed Instruction," (paper read to workshop on personnel management, University of Colorado, Summer 1965).

³⁰ Norman A. Crowder, "Automatic Tutoring by Intrinsic Programming," J. A. Lumsdaine and Robert Glasser (editors), Teaching Machines and Programed Learning, (Washington, D. C.: National Education Association, 1960), p. 286.

their reading which would take about twenty minutes for the average student. Suitable length, to a certain extent, is determined by the type of material. The third principle deals with the length of frame and emphasizes that lengthy frames are often skipped over by students. The skipping often deletes from the learning process in that the missing material leaves a gap in the sequence of the set. The final principle states that excessive blanks in a frame lead to student confusion.³¹

Fry, in describing the development of a program, suggested that each frame be no longer than two sentences. He continued saying readability should be taken into account. Verbal prompts and cues were a third consideration in developing frames. Positioning of frames to make them have a more definite effect was discussed and the suggestion made that repetition of answers within the center of a set might bolster the entire program. This was based upon studies in learning material in serial order which indicated people more often remember the beginning and end of series and forget the middle. Error rate was discussed and the conclusion drawn that no significant study had been made. Fry declared that Crowder and Pressey favor a relatively high initial error rate while Holland and associates favor a relatively low error rate.³²

³¹B. F. Skinner and James E. Holland, "The Use of Teaching Machines in College Instruction," A. A. Lumsdaine and Robert Glasser (editors), Teaching Machines and Programed Learning (Washington, D. C.: National Education Association, 1960), pp. 159-161.

³²Edward B. Fry, Teaching Machines and Programed Instruction, (New York: McGraw-Hill, 1963), pp. 130-142.

5. Theoretical implications of the research. Students, parents, teachers, and administrators tended to have a limited concept of the total role of the school counselor. The apparent trend was that students who used the available ^{services} guidance services had a better understanding of the counselor's function than those who had only formal or informal orientation. These students learned about the true functions of the counselor in the senior year and as a result many had missed the benefits of ^{services} guidance in some of their decision making until it was too late to make changes. The earlier students learned the purpose of ^{services} guidance services, the more they could use the services to help in becoming self-directed individuals with a concept of their true potentials.

The techniques that have been used in describing the role of the counselor are: orientation lectures, group meetings, referrals, student handbook sections, and voluntary counseling sessions. ~~All~~ these methods, if they were successful, took considerable counselor time or were secondary learning and not totally related to the motivation which prompts students to use available services.

An effort should be made by counselors to define their role to students in a self-directed and well constructed program of some sort. Programed learning appears to be one method that has not been used in informing students of the counseling organization in the school setting. A programed learning system, if suitably constructed, might be used as a developmental tool to describe the role and function of the counselor. The construction of such a device would entail the consideration of

many variables and should begin in a simple form and then be expanded if it proves significantly valuable.

CHAPTER III

DEVELOPMENT OF INSTRUMENTS

I. THE PROGRAMED BOOKLET

The booklet used in this study was constructed in a linear program as described in Fry³³ and followed the pattern used in Appendix B of Fry's book. The booklet construction followed a pattern described by Fry.³⁴

The first consideration was the student for whom the booklet was developed. This was a student in Unified District 441, Kansas, who had reached the eighth grade or transferred into the district from another district at the beginning of ninth grade. These students come from a low educational attainment background. Many of the students' parents have only an eighth grade education and only a very small per cent have attained a college degree. The parental influence is perceived through a general neutral educational attitude displayed by the students.

The students have not encountered the guidance services in a way which they would define as guidance until they reach high school pre-enrollment in the eighth grade. Their concept of the assistance offered them by the services are often tinged with psychological

³³Edward B. Fry, Teaching Machines and Programed Instruction (New York: McGraw-Hill, 1963), Appendix B.

³⁴Ibid., pp. 40-44.

overtones such as, "if you are a little 'nutty', you will have to see the high school counselors." This is not true of the high school students who have been in the orientation program, but is a problem in the junior high school.

It was anticipated that the booklet would have an influence on the eighth grade students' concept of the guidance services and their rewards. The booklet was developed to explain exactly what services were available. The students should use the guidance services to better understand themselves, their personal vocational goals, and the necessary qualification to reach their personal goals.

The subject matter for the program was developed throughout the first semester of the school year 1966-67. The basic outline of the program started as the background for a newspaper article,³⁵ which was requested by J. A. Cleavinger, Superintendent of Schools, Unified District 441. To write the article, it was necessary to peruse several books and articles by guidance specialists. From this reading it was possible to determine what services were being made available which the experts declared were necessary.

The counseling staff deducted that the most emphasized areas were testing, vocational counseling, college counseling, information services and personal counseling. It was evident that the weakness in the program lay with follow-up and research services. The attempt in developing the programmed booklet was to emphasize those areas where

³⁵News item in the Sabetha Herald, September 27, 1966.

the greatest amount of service was available.

The booklet was developed with counseling, appraisal, information, placement, and follow-up and research as the areas which students needed to understand. The original set had fifty frames describing the services provided in the district. The five academically top ranking seniors were asked to assess the frames and tell which ones they felt were not accurate in their description for the district. Twenty-seven frames were considered accurate by all of the seniors. Ten other frames were appropriate, they stated, but were difficult to interpret. Of the ten frames, two were very similar. In reconstructing the booklet, thirty-five frames were included.

Four groups of Sabetha High School juniors were selected to judge the completed programed booklet. Fry³⁶ recommended the use of student groups to judge program validity. Random selection and the school schedule limited each of these groups to ten members. In the remaining description of the programed booklet development these groups are identified as Group A, B, C, or D. Group A was the first group to judge the programed booklet. Groups B, C, and D followed in consecutive order. Group A read through the booklet and answered each frame. After completing the booklet, they were asked about the individual items. They stated there was more emphasis on research and follow-up than was actual fact. In analyzing their responses, (see Figure 1, page 21) it was found that the fewest frame errors was six.

³⁶Fry, op. cit., p. 44.

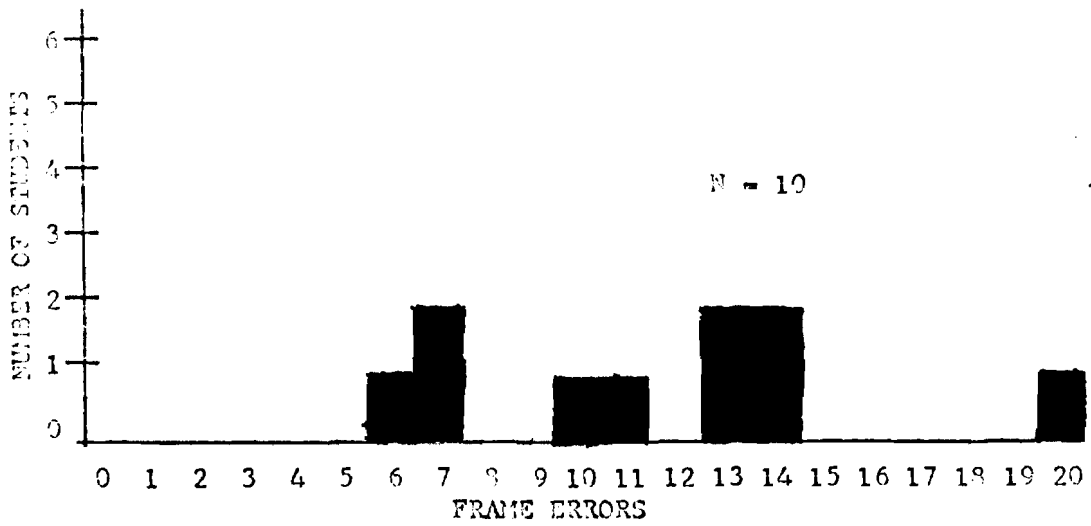


FIGURE 1

TOTAL NUMBER OF FRAME ERRORS PRODUCED
BY PRELIMINARY TEST GROUP A

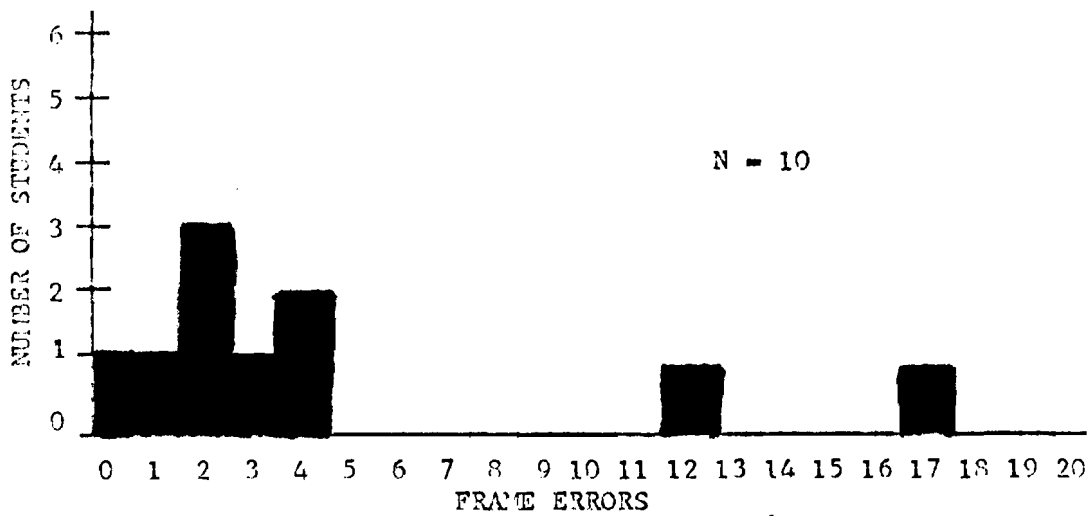


FIGURE 2

TOTAL NUMBER OF FRAME ERRORS PRODUCED
BY PRELIMINARY TEST GROUP B

Four of the frames were missed by all; three dealt with testing and one with follow-up and research. These frames were deleted from the next trial booklet as they added little to the general knowledge which was to be imparted.

Modifications were made in the wording of frames and the order in which the frames were to be read. Two new frames concerning the information service were added. The added frames had the same answer to help reinforce the center of the program. Fry stated that students tend to achieve less in the middle of a set than at the beginning or end and need this reinforcement.³⁷

Group B read the revised programed booklet. During oral questioning, the students stated they felt the programed booklet explained the guidance services in the district very adequately. Questions concerning their frame errors, shown in Figure 2, page 21, brought two responses: they had misinterpreted the question, or some frames were difficult to understand because of poor sentence construction.

After additional modification of the frames to eliminate chance of errors, Group C worked the programed booklet. This group, except for one student who missed fourteen frames, as shown on Figure 3, page 23, declared they thought the booklet was easily understood. It was later discovered the student who had missed fourteen items was a very poor reader. No two persons in the group missed the same frame.

Since Group C had not made any consistent errors, Group D was

³⁷Fry, *op. cit.*, p. 137.

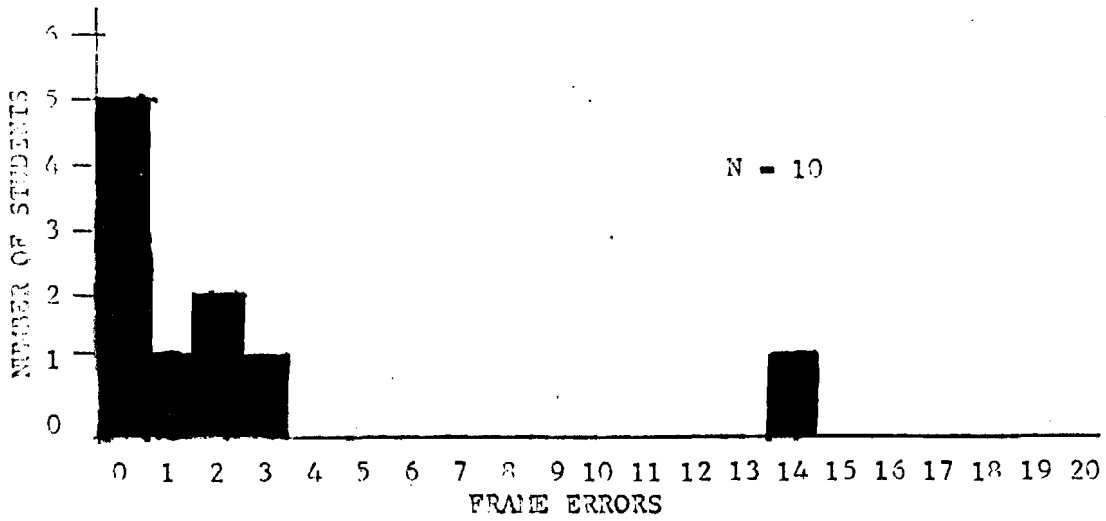


FIGURE 3

TOTAL NUMBER OF FRAME ERRORS PRODUCED
BY PRELIMINARY TEST GROUP C

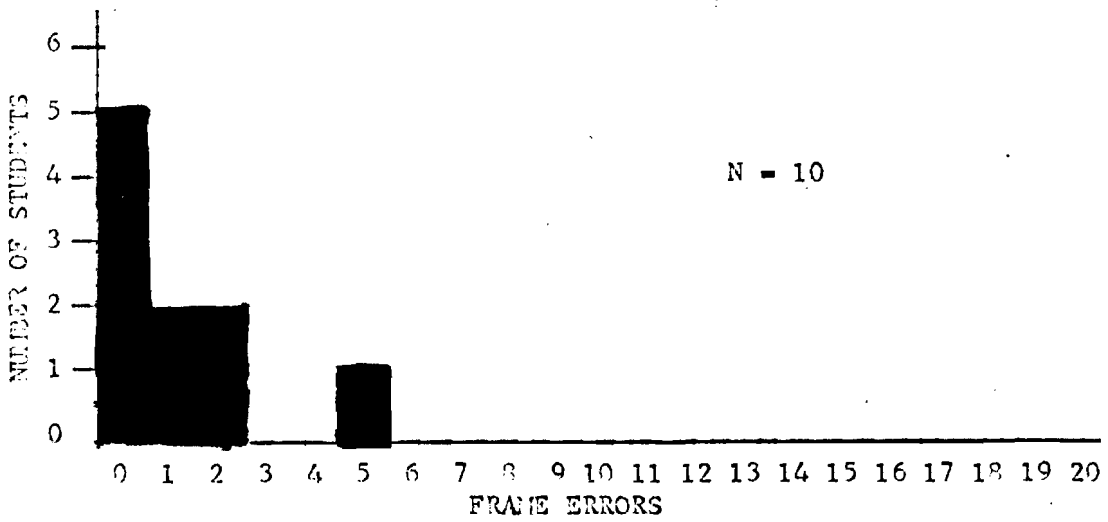


FIGURE 4

TOTAL NUMBER OF FRAME ERRORS PRODUCED
BY PRELIMINARY TEST GROUP D

given the booklet to read. Frame errors for Group D are shown on Figure 4, page 23. Group D's response to oral questioning was that the booklet helped them to understand better certain areas of the guidance services.

The programed booklet was not changed after Group C or Group D read it. The assumption was made that the error rate had been lowered to a sufficient level to use the programed booklet in the study. This assumption was further supported by the study. The group using the booklet in the study had the error rate, shown in Figure 5, page 25. The reliability of the programed booklet to impart knowledge was measured by the results of its use in the study. It should be noted that all students who had more than ten frame errors later qualified for basic remedial reading classes during the summer of 1967.

II. THE QUESTIONNAIRE

The questionnaire (see Appendix C) used in this study was evaluative rather than a test of understanding guidance concepts. The questions are similar to those recommended for evaluation by Hatch and Steffire.³⁸ Sociology and psychology course work has emphasized that attitudes are difficult to measure through testing. This gave impetus for using this type of questionnaire in this study. It was assumed that knowledge of the terminology did not necessarily mean use of available services. The questionnaire, therefore, is directed toward

³⁸Hatch and Steffire, op. cit., pp. 460-464.

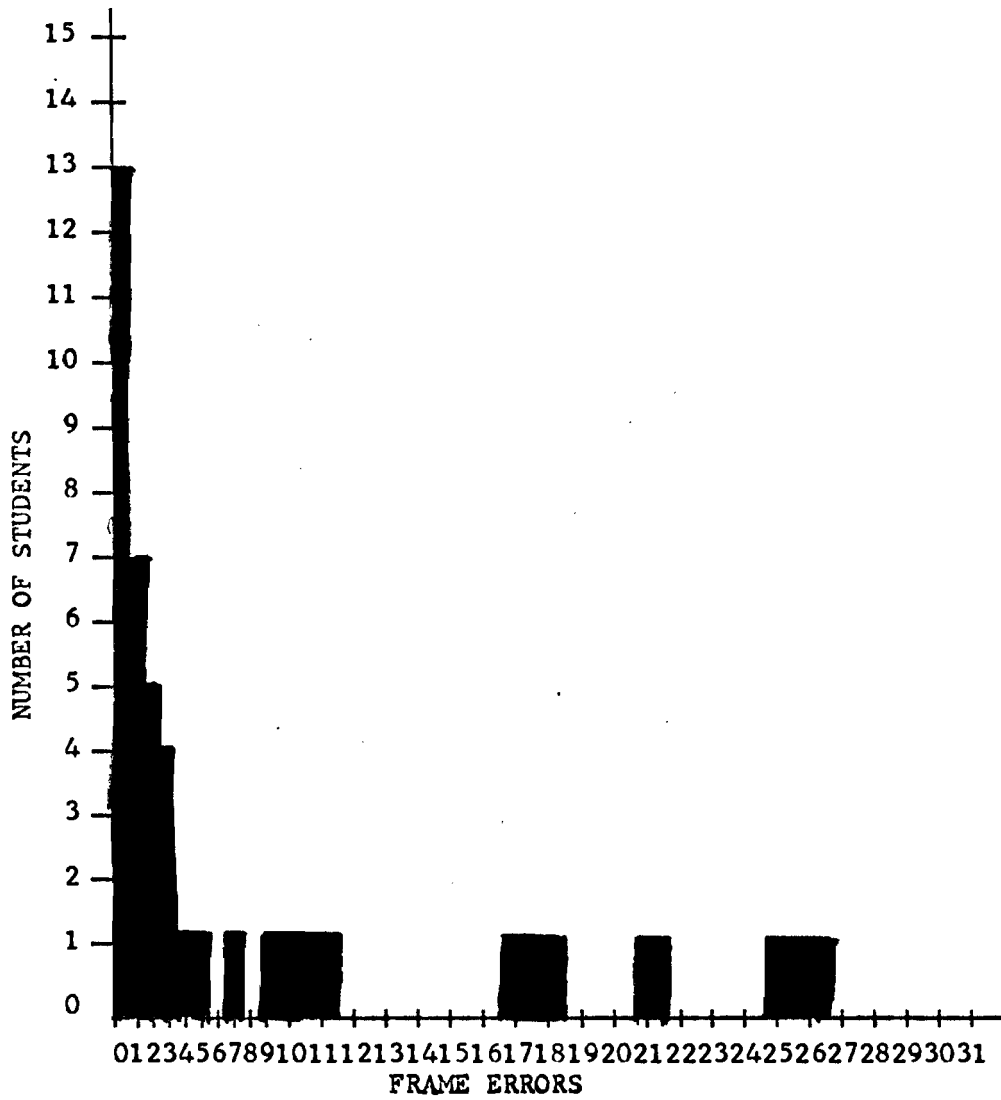


FIGURE 5
TOTAL NUMBER OF FRAME ERRORS
BY TEST GROUP I

student understanding and usage of the available services.

Questions one through seven of the questionnaire were to determine understanding of the general guidance program. Questions eight through eighteen are related to the area of student appraisal. Questions nineteen through twenty-two deal with the personal counseling services. Questions twenty-three through thirty concern the information service and question thirty-one was directed towards placement. No questions were included on the the area of follow-up and research as these areas are so weak at this time in the district that student information on these services was too limited.

The scoring of the questionnaire gave two points for each YES answer, one point for each answer of NOT SURE, and no points for an answer of NO. The YES answers showed an understanding or usage of the services. A NOT SURE answer showed little knowledge or usage of an area. NO was a definite negative answer showing no interest and a reluctance to use that particular guidance service or a reasonable alternative.

III. STATISTICAL TOOLS FOR ANALYSIS

Preliminary Statistics. Arithmetic Means (AM) were calculated for all groups used in the study except the very small groups used to construct the programed booklet. Standard Deviation (SD) and Standard Errors of the Means (SEM) were also calculated. It was also necessary to calculate the Standard Error of the Difference between the Means (SED) for those groups which were administered the questionnaire in order

to complete statistical calculations.

F test for consistency. An F test was calculated to determine whether the groups used for the study were comparable and could be assumed to be a part of the same population. It was also used to determine if there was a consistent variance in the way boys and girls responded to the questionnaire.

The Table of F Values³⁹ was entered at the .05 level of significance. This is necessary to determine the consistency of the variance. (See Appendix D for formulas.)

"t" test for significance. To determine if the hypotheses of the study were to be rejected or retained, a "t" test was run on the questionnaire mean scores between groups. The Table of "t"⁴⁰ was entered at the .05 per cent level to find significance of the differences of means. (See Appendix D for formulas.)

³⁹ Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Holt, Rinehart and Winston, 1961), TABLE VIII Appendix.

⁴⁰ Ibid., TABLE V Appendix.

CHAPTER IV

DESCRIPTION OF THE GROUPS

The groups involved in the study are from Sabetha Unified School District 441, Kansas. They are seniors, freshmen, and eighth grade students. To determine whether there was any variation in the test groups, the F test was calculated on the Verbal Reasoning and Numerical Ability total percentile scores on the Differential Aptitude Test for the senior and freshmen. As the eighth grade students had not taken this test, an F test was calculated between results of the eighth grade Metropolitan Achievement Test-Language Total percentile scores and the freshmen and senior Differential Aptitude Test Verbal Reasoning and Numerical Ability total percentile scores ($r = .65$, boys and $r = .73$, girls).⁴¹ It was found that no significant difference in consistency of the groups existed (see Appendix F).

I. GROUP E

Group E, Senior control group consisted of Seniors enrolled in Psychology at Sabetha High School. The group had been under a guidance oriented situation throughout high school. As freshmen, they had taken a one half-unit credit orientation course that included introduction to the various guidance services. A counselor had kept contact with the group through testing and vocational and personal counseling.

⁴¹George K. Bennett, et. al., Fourth Edition Manual for the Differential Aptitude Test (New York: The Psychological Corporation, 1956), pp. 5-35.

During their junior and senior years, they had participated in Career and College Nights. In Psychology class, the counselor had been responsible for explaining personality and had administered the Minnesota Counseling Inventory.

Most of these students visited the counseling office at least twice during their senior year. Vocational information was one prime concern. Their other concern was aid in college planning and information.

It was assumed that this group was the most guidance-oriented representative sample in the district.

To determine whether there was a significant difference in the Questionnaire responses of boys and girls, an F test was calculated (see Appendix G). It was determined that there was no significant difference at the .05 level in their responses. Therefore, no sex discriminate was calculated in the study.

II. GROUP F

Group F consisted of freshmen students at Wetmore and Morrill High Schools. These students had contact with counselors once a week during the school year. Very little formal explanation of counseling was offered this group. These students had not been acquainted with the guidance services prior to this year.

During the year, the counselors administered the district testing program and interpreted all tests to the students and their parents. Some students appeared eager to accept the guidance program while more of the students were reluctant. Some of the group had a preconceived

concept that counselors were part of the psychological personnel services. This idea was reinforced because the school counselors shared office space with the school psychologist and school nurse.

III. GROUP G

Group G consisted of freshmen at Sabetha High School. These students were at the end of the 5th six weeks in a half-unit credit orientation course at the time of answering the questionnaire.

During the school year these students were in contact with both counselors in the orientation classroom setting. The district testing program was administered to them. Group and individual interpretation of test scores was provided for the students and their parents.

IV. GROUP H

Group H consisted of eighth grade students in a randomly selected group from Morrill, Wetmore, and Sabetha Grade Schools. The only previous counselor contact with the students was during high school pre-enrollment in February of 1967. They had been under the school psychologist's jurisdiction and she had developed their testing program. In the study, this group was given the questionnaire without any explanation.

V. GROUP I

Group I consisted of the other half of the random sample of eighth grade students. The only difference in groups H and I was that group I was given the questionnaire after viewing the programmed booklet.

CHAPTER V

HYPOTHESES AND ANALYSIS

The hypotheses to be tested were developed within certain limitations. It was assumed that the questionnaire would measure some factors of acceptance or rejection of the guidance program. The "t" test limited the study further. Only two groups can be compared at one time with the "t" test.

I. STATEMENT OF HYPOTHESES

1. There will be no significant difference in the acceptance of the guidance services by seniors who have had four years of guidance contact and:
 - a. freshmen with guidance orientation
 - b. freshmen with limited counselor contact
 - c. eighth grade students who used the programed booklet
 - d. eighth grade students with limited counselor contact
2. There will be no significant difference in the acceptance of the guidance services by freshmen who have had an orientation course and freshmen who have had limited contact with the services when measured by an evaluative questionnaire.
3. There will be no significant difference in the acceptance of the guidance services by freshmen who have had an orientation course and eighth grade students who have worked through a programed booklet on the guidance services when measured by an evaluative questionnaire.

4. There will be no significant difference in the acceptance of the guidance services by freshmen who have had an orientation course and eighth grade students who have had limited contact with the service when measured by an evaluative questionnaire.
5. There will be no significant difference in the acceptance of the guidance services by freshmen who have had limited contact with the services and eighth grade students who have worked through a programed booklet describing the services when measured by an evaluative questionnaire.
6. There will be no significant difference in the acceptance of the guidance services by freshmen with limited contact with the services and eighth grade students who have had limited contact with the services as measured by an evaluative questionnaire.
7. There will be no significant difference in the acceptance of the guidance services by eighth grade students who have worked through a programed booklet on the services available and eighth grade students with limited contact with the guidance services as measured by an evaluative questionnaire.

II. ANALYSIS OF QUESTIONNAIRE RESPONSES BETWEEN GROUPS

Table I, page 33, the "t" values related to hypothesis 1, indicated that in all instances there was a significant difference in responses to the questionnaire. Therefore, we may reject the first hypothesis which was established for this study.

TABLE I
CALCULATED "t" VALUES BETWEEN COMBINATIONS
OF GROUP E AND THE OTHER GROUPS

Groups	E + F	E + G	E + H	E + I
Calculated "t" value	3.01	2.51	2.80	4.26

Table II, page 34, shows the value of "t" tests which would lead us to reject hypotheses number 3, 4, and 7. Hypotheses 2, 5, and 6 of this study may be retained as shown in Table III, page 34. There was no difference in responses as measured on the questionnaire by a "t" test between groups for freshmen who had had an orientation class and freshmen who had only limited counselor contact. There was no significant difference in responses between freshmen with an orientation class and eighth grade students who had been administered the programed booklet prior to the questionnaire. There was no significant difference in the responses of the eighth grade groups when compared between themselves.

TABLE II

CALCULATED "t" VALUES BETWEEN COMBINATIONS
OF GROUPS F + H, F + I, AND G + H

Groups	F + H	F + I	G + H
"t" value	3.38	2.37	2.07

TABLE III

CALCULATED "t" VALUES BETWEEN COMBINATIONS
OF GROUPS F + G, G + I, AND H + I

Groups	F + G	G + I	H + I
"t" value	0.58	0.96	1.63

The means of the groups (See Table IV, page 35) show that the senior group gave the highest positive response to the questionnaire. The eighth grade students with limited contact had the lowest mean score and thereby, gave the most negative response pattern.

A higher mean for the freshmen without orientation than for

freshmen with orientation is also indicated. The spread of scores, as described by the Standard Deviations, indicated that freshmen with limited knowledge of the guidance services peaked higher and their range of scores from 20 to 46 raw score points was the narrowest, showing more conformity of answers. (See Appendix I.) The freshmen orientation group had the greatest range, from 13 to 51 raw score points with a gap in responses from raw score 13 to raw score 20. This may indicate one person was extremely prejudiced against the guidance services as evaluated in the questionnaire. The freshmen orientation Standard Deviation was the largest which indicated an internal variation that was not anticipated.

TABLE IV

THE MEANS AND STANDARD DEVIATIONS OF ALL GROUPS
IN THE STUDY ON THE QUESTIONNAIRE

Group	E	F	G	H	I
AM	39.25	34.08	32.98	28.02	30.95
SD	7.81	3.19	13.12	9.49	6.68

Table V, page 37, indicates that the question which most consistently discriminated between high and low scores on the question-

naire was question 4. Question 6 on the questionnaire discriminated between those with guidance contact and those without guidance contact. The questionnaire does not show a definite pattern of answers for the outside quartiles. This would tend to indicate individuality in responses.

CHAPTER VI

CONCLUSIONS AND RECOMMENDED FUTURE STUDIES

Previous research by others was reaffirmed by this study.

Seniors having had four years of association with the rewards of the guidance services were significantly more positive in their answers to the evaluative questionnaire than the others involved in the study. Neither orientation or the programed booklet appeared able to replace the four years of varied contact with the services. It was gratifying to learn the four years of contact increased their perception of the services offered. It would appear the research fortified the concept that the greater the exposure, the greater the acceptance.

It was anticipated that freshmen having had orientation would differ in their acceptance of guidance services from freshmen with limited counselor contact. The impact of the freshmen orientation group on the total study was not as significant as was expected.

The freshmen orientation course now offered would appear to have many weaknesses. The study reveals that freshmen without the benefit of the course did not respond to the questionnaire significantly different from those who had the orientation experience. If the present system of orientation cannot be improved, another form of orientation program would appear necessary.

The relationship between the orientation group and the group using the programed booklet would suggest that the booklet might have merit in introducing the values of guidance services to freshmen.

This relationship was tempered by the fact that there was no significant difference in the eighth grade students who had the opportunity to use the programed booklet and those who did not.

Another study using different criteria might prove a programed booklet more valuable since knowledge of the guidance services was not assessed in this study. From this study, it is felt a more comprehensive programed system consisting of not less than five sets of frames might be appropriate. The sets could be administered one at a time, over a six weeks period. This would allow for study in greater depth.

The questionnaire used appeared to have a built-in age or grade level factor which it was measuring. If this was not true, in future studies, age and grade level are factors that must be taken into account. This factor might appear differently if the questionnaire were given with the programed booklet to freshmen in the fall when the guidance services were closer at hand, as they might see the immediate need or use of the services.

As a pilot investigation, this study appears to show the possibility that programed instruction could be used to help students understand the guidance program. The hypotheses rejected in this study may limit future studies to within grade level investigations.

It should not be anticipated programed materials could replace actual contact with the counselors in the guidance program for acceptance of the program. Understanding combined with contact should bring greater acceptance. As in other areas, programed materials used through the guidance services, could enhance the available materials and make

them more meaningful but in all likelihood would never replace any of the services now provided.

It could be envisioned that at some future date, a comprehensive programed unit might be used to assist the individual counselor during group counseling sessions. The unit would have sets to help with various test interpretations. Other units would explain the use of informational files. Some units could help with vocational counseling and even the uses of the placement service. Units established from the research areas of guidance could help with prediction and understanding of present conditions for students, school personnel and parents.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

- Arbuckle, Dugald S. Counseling: An Introduction. Boston: Allyn and Bacon, Incorporated, 1961.
- Brough, James R. "Sources of Student Perceptions of the Role of the Counselor," Personnel and Guidance Journal, XLIII (February, 1965), 597-599.
- Caravello, S. J. "Effectiveness of High School Guidance Services," Personnel and Guidance Journal, XXXVI (December, 1953), 323-325.
- Evraiff, William. "Perceptions of the Counselor," School Counselor, VIII (1961), 78-82.
- Ferguson, D. G. "Critical Issues in Pupil Personnel Work," Theory Into Practice, IV (October, 1965), 132-133.
- Fry, Edward B. Teaching Machines and Programmed Instruction. New York: McGraw-Hill, 1963.
- Garrett, Henry E. Statistics in Psychology and Education. Fifth Edition. New York: Lengersman, Green and Company, 1958.
- Gibson, Robert E. "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, XL (January, 1962), 453-457.
- Grant, Claude W. "How Students Perceive the Counselor's Role," Personnel and Guidance Journal, XXXIII (December, 1954), 326-333.
- _____. "The Counselor's Role," Personnel and Guidance Journal, XXXIII (October, 1954), 74-77.
- Hatch, Raymond N. and Buford Steffle. Administration of Guidance Services. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1959.
- Heilbron, Marilyn. "The Function of Counseling as Perceived by High School Students," Personnel and Guidance Journal, XXXVI (October, 1960), 313-316.
- Houghton, H. W. "The Role of the Counselor as Perceived by Seniors, Administrators, Teachers, and Counselors in Selected New York State Public High Schools." Unpublished Doctorial Dissertation, Syracuse University, New York, 1956.
- Hughes, John Leo. Programed Instruction for Schools and Industry. Chicago: Science Research Associates, Incorporated, 1962.

- Jensen, Ralph E. "Students Feeling About Counseling Help," Personnel and Guidance Journal, XXXIII (January, 1955), 498-503.
- Kerr, William D. "Students Perceptions of Counselor's Role in the College Decision," Personnel and Guidance Journal, XLI (December, 1962), 337-342.
- Lipstreu, Otis. "Lecture on Systems and Programmed Instruction." Paper read to a workshop on personnel management, University of Colorado, Boulder, Colorado, Summer, 1965.
- Lumsdaine, A. A. and Robert Glasser (eds.). Teaching Machines and Programmed Learning, A Source Book. Washington, D. C.: National Education Association, 1960.
- Mathewson, Robert Hendry. Guidance Policy and Practice. New York: Harper and Brothers, 1955.
- Margulies, Stuart and Lewis D. Eigen. Applied Programmed Instruction. New York: John Wiley and Sons, Incorporated, 1962.
- Olfiest, Gabriel D. and Wesley C. Meierhenry (eds.). Trends in Programmed Instruction. Washington, D. C.: National Education Association, 1964.
- Rodgers, J. H. "Broader Concept of Guidance is Needed," Agricultural Educators Magazine, XXXVI (April, 1964), 233.
- Shertzer, Bruce and Shelley C. Stone. "The School Counselor and His Publics: A Problem in Role Definition," Personnel and Guidance Journal, XLI (April, 1963), 687-693.
- Stilson, Donald W. A Programmed Booklet Introducing Programmed Instruction. Received as a copy in Personnel Management Class at University of Colorado, Summer, 1965. (Ditto copy.)
- Thomas, C. A., et. al. Programmed Learning in Perspective. Chicago: Educational Methods, Incorporated, 1963.
- Tyler, Leona F. The Work of the Counselor. New York: Appleton-Century-Crofts, 1953.
- Vontress, C. E. and W. C. Cheesebrough. "Saboteurs of Guidance," Clearing House, XL (January, 1966), 37-88.

APPENDIX

APPENDIX A

THE PROGRAMED BOOKLET

The following frames were constructed into a booklet four inches wide and six inches long. Each frame was a separate centered page of the booklet.

GUIDANCE SERVICES IN SABETHA
UNIFIED DISTRICT 441

INTRODUCTION

This booklet has been prepared to help explain the guidance services available in District 441.

In reading the booklet you will find one or more words missing from each page. You should fill in the word for yourself, and then look at the top of the next page for the correct word. It is hoped that this form of presentation will help you better understand the services of the guidance department.

1

The _____ services in District 441 are divided into five (5) areas.

2

GUIDANCE

There are _____ areas of guidance services in District 441.

The services are (1) Counseling (2) Appraisal (3) Information
(4) Placement (5) Follow-up and Research.

3

FIVE

The _____ Service is the core of the program. This service is to help any student, teacher, or parent with a problem, school or non-school related. The help is given through individual or group interviews.

4

COUNSELING

Counseling is not for the mentally unstable, but for anyone with a _____ that is difficult to resolve personally to the individual's satisfaction.

EXAMPLE: WHERE SHALL I GO TO SCHOOL AFTER HIGH SCHOOL? COLLEGE,
TRADE SCHOOL, NURSES TRAINING, OR MAYBE NOT AT ALL?

5

PROBLEM

In _____ counseling, the person and the counselor attempt to view as many aspects as possible concerning a problem. From this analysis, it is possible for the person to reach a conclusion that will more satisfy his own needs.

6 INDIVIDUAL

In _____ counseling, several people look at problems they have in common. The other people become a sounding board for the person's ideas about his problems, and help him to gain more self-understanding about his problems.

7 GROUP

_____ which are often brought to a counselor concern teachers, parents, peers (those people the same age as the counselee) and problems concerning the individual and who, what, and why he is as he is.

8 PROBLEMS

_____ may be used to explain a test to a class or to give general assistance in career selection.

Problems such as college selection or admission procedures may also be explained through _____.

9 GROUP COUNSELING

The _____ derived from one of the forms of counseling helps the individual to understand similar problems and the solutions of those problems.

10 SELF-UNDERSTANDING

Many times _____ takes place while the counselor is helping the individual with another area of the guidance services.

11

COUNSELING

The second service, _____, is concerned with helping students to determine their strengths and weaknesses as far as ability and aptitude are concerned.

12

APPRAISAL

_____ of ability and aptitude are used so that the student will know his strengths and weaknesses and help in making vocational choices.

13

TESTS

_____ is the power to perform or learn while _____ is the readiness to learn or the natural capacity to learn.

14

ABILITIES AND APTITUDE

Another type of testing for _____ is tests of interests which help the student see how his interests agree with people in different jobs.

15

VOCATIONAL CHOICE

Aptitude, ability and interest tests are given to all of the freshmen. These tests help the student to _____ his high school program.

16

PLAN

The sophomores participate in a state program for measuring intelligence. This test is used by _____ and counselors in helping students who are having difficulty with school or to plan more advanced programs for the more intelligent.

17

TEACHERS

Some juniors, if they are planning to go to _____, participate in National Merit Qualifying Test Program.

18

COLLEGE

The non-college bound juniors take the Flannigan Aptitude Test which gives 19 different scores of aptitude to help in _____ planning.

19

CAREER

Many seniors take various tests which are required for entrance into _____ or other advanced training schools.

Others take tests to determine job placement. The Civil Service stenographers and typists exams are an example of these examinations.

20

COLLEGE

Individual tests are sometimes recommended by the _____ to determine specific areas that are causing difficulties for the student.

21

COUNSELOR

The third counseling service, _____, makes available a varied library in the guidance office.

22

INFORMATION

_____ concerning vocations, career planning, jobs, schools, study skills and other skills, plus interpersonal relationships are made available by this area of the guidance services.

23

INFORMATION

Materials including pamphlets, catalogs, vocational files, college materials and books explaining vocational planning are all a part of the _____ library.

24

GUIDANCE

The _____ distribute a large amount of information directly to the students who have declared interest in materials about the subject that is in the catalog or pamphlet.

25

COUNSELORS

Students and teachers often request specific _____ from the counselors, who then locate the _____ in their files or request the _____ from some outside source.

26

INFORMATION

The counselors search continually for new sources of information and materials for the guidance _____, and attempt to replenish supplies that are frequently used by those that are served by the guidance _____.

27

LIBRARY

The fourth guidance service, _____, deals with locating students in jobs during school and during the summer. Also, the counselors help students to get their materials ready for entrance in post high school training. Other students are helped to locate jobs after high school.

28

PLACEMENT

The _____ work with such outside services as the State Employment Service, Armed Forces representatives, and various local or federal agencies in helping some students find jobs.

29

COUNSELORS

Through the testing program, student grades, and the student's desires, the counselors assist the student in career planning and _____ hunting.

30

JOB

The fifth service, follow-up and _____ is to help the teachers, administrators and parents of future high school students to provide an even better program of studies.

31

RESEARCH

Some of the research will help students to plan a better program of studies in high school to meet the _____ of people in their choice of post high school education or career.

32

NEEDS

The guidance program in the school is for all, as this booklet has attempted to explain. The counselors hope they can be of some service to you. The office in the mobile unit is open every day for your convenience. The counselors are happy to help even with simple questions, if they can find the answer or help you to find the answer for yourself.

APPENDIX B

FRESHMAN ORIENTATION

COURSE OUTLINE

OBJECTIVES:

1. To thoroughly acquaint each freshman student with the school, the school rules and regulations, the faculty, and the values of education.
2. To assist each freshman student in improving his study skills and his reading skills.
3. To assist each freshman student to better understand himself including his strengths and weaknesses.
4. To assist each freshman student in learning how he can best live and contribute in the society in which he lives.
5. To give each freshman student as much information as possible concerning jobs, vocations, career, colleges, trade schools, etc.

UNIT I

ORIENTATION TO SCHOOL

AREAS TO BE COVERED:

1. Orientation to building
2. Orientation to life as a citizen of the school
3. Orientation to proper study habits and how to develop them

UNIT II

IMPROVING YOUR VERBAL SKILLS

AREAS TO BE COVERED:

1. Determination of present reading level

2. Presentation of suggestions for reading improvement
3. Reading improvement exercises
4. Introduction to public speaking
5. Presentation of speeches

UNIT III

GETTING TO KNOW MYSELF

AREAS TO BE COVERED:

1. Problems students have
2. Interests students have
3. Discussion of student interests and problems

UNIT IV

VOCATIONS

AREAS TO BE COVERED:

1. Building a basis for wise vocational planning
2. Gaining an understanding of vocations in general
3. Providing vocational information

APPENDIX C

THE QUESTIONNAIRE

SCHOOL _____ GRADE _____ (CIRCLE ONE) BOY GIRL

GUIDANCE QUESTIONNAIRE

DIRECTIONS: Answer each of the questions as honestly as you can by placing an (X) in the appropriate box. There are three answers for each question. If you are not sure if an answer is definitely yes or no, please use the Not Sure box. Are there any questions?

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
1. Could you tell a new student the important things that he should know to get off to a good start?	___ ___	___ ___	___ ___
2. Could you tell a new student what guidance services and activities are carried on in this school?	___ ___	___ ___	___ ___
3. Do you know what faculty members are responsible for student guidance and counseling?	___ ___	___ ___	___ ___
4. In your opinion, does the guidance program add anything of value to your school?	___ ___	___ ___	___ ___
5. So far as you can determine, do your school guidance program and its activities have faculty support and approval?	___ ___	___ ___	___ ___
6. Has the school guidance program, as you understand it, assisted you personally in any way?	___ ___	___ ___	___ ___
7. Has the guidance program of this school ever been described, explained, or outlined to you?	___ ___	___ ___	___ ___
8. Have you had the opportunity to examine your school record card and have it explained?	___ ___	___ ___	___ ___
9. Have you taken any guidance tests?	___ ___	___ ___	___ ___
10. If you have taken any guidance tests, have you usually been informed of the results?	___ ___	___ ___	___ ___

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
11. If you were informed of your test results, are you satisfied that you understand what they mean?	___	___	___
12. Would you have liked further interpretations of your test scores?	___	___	___
13. Do you feel reasonably sure that you could, at this time, identify any special abilities or aptitudes you may have?	___	___	___
14. Do you feel reasonably sure that you can identify your special interests?	___	___	___
15. Do you feel that you know most of the strong and weak points of your personality?	___	___	___
16. Do you understand yourself to your own satisfaction?	___	___	___
17. Have you written your autobiography at any time during your school years?	___	___	___
18. If you did write your autobiography: do you feel that this experience was helpful to you in any way?	___	___	___
19. Have you ever had a serious problem that you would have liked to have discussed immediately with some faculty member (either a teacher or a counselor)?	___	___	___
20. If your answer to the preceding question was yes, was it or would it have been possible, regardless of the hour of the school day, to discuss this problem with a faculty member?	___	___	___
21. Have you ever had a problem that you would have liked to talk over with a particular faculty member but didn't because you were afraid--or just couldn't figure out a way to approach this person with your problem?	___	___	___
22. Do you usually prefer to talk over your personal problems with your parents rather than any teacher or counselor in this school?	___	___	___

	<u>YES</u>	<u>NO</u>	<u>SEE PAGE</u>
23. Have you ever discussed your occupational plans with a school counselor?	___	___	___
24. Have you ever gone to a counselor for information about a particular field of work?	___	___	___
25. Do you feel that you have had enough opportunities to learn about occupations in general and the occupation of your choice in particular (if you have one) while a student in this school?	___	___	___
26. Do you have any doubts or indecision about your probable choice of occupations?	___	___	___
27. Does your school have information about occupations on file anywhere for your use?	___	___	___
28. Have you eliminated any occupations for consideration as a result of some activity or activities of your school guidance program?	___	___	___
29. Have you participated in any field trips to business or industries?	___	___	___
30. Have you had opportunities through school activities to discuss job opportunities or training programs that interest you with people engaged in the field?	___	___	___
31. Could you secure assistance from your school in securing a part time job?	___	___	___

APPENDIX D

STATISTICAL FORMULAS⁴²

1. The Arithmetic Mean

$$AM = \frac{\sum X}{N}$$

N - Total number of items

2. The Standard Deviation

$$SD = \sqrt{\frac{\sum X^2 - (\sum X)^2}{N(N-1)}}$$

3. The Standard Error of the Mean

$$SEM = \frac{SD}{\sqrt{N}}$$

4. The Standard Error of the difference between Means

$$SED = \sqrt{SEM_1^2 + SEM_2^2}$$

5. F test for variance in group consistency

$$F = \frac{SD_1^2}{SD_2^2} \quad \text{or} \quad \frac{SD_2^2}{SD_1^2}$$

Whichever gives F greater than 1

6. "t" test for significance of differences between Means

$$t = \frac{AM_1 - AM_2}{SED}$$

⁴²Allen L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Holt, Rinehart and Winston, 1961).

APPENDIX E

TABLE VI

QUESTIONNAIRE ITEM ANALYSIS
FOR GROUP E

QUESTION NUMBER	HIGHEST SCORES			LOWEST SCORES		
	Yes	No	Not Sure	Yes	No	Not Sure
1	2	1	2	3	0	1
2	2	2	1	0	2	3
3	3	1	1	0	4	1
4	0	4	1	1	4	0
5	5	0	0	4	0	1
6	2	2	1	3	1	1
7	4	0	1	2	2	1
8	4	1	0	4	1	0
9	4	0	1	4	1	0
10	4	0	1	4	1	0
11	2	0	3	5	0	0
12	2	0	3	3	0	2
13	0	2	3	1	0	4
14	0	3	2	0	4	1
15	2	0	3	2	3	0
16	4	0	1	0	5	0
17	5	0	0	1	1	3
18	2	1	2	2	1	2
19	3	1	1	1	1	3
20	1	3	1	1	3	1
21	1	2	2	0	3	2
22	0	4	1	0	5	0
23	1	3	1	0	4	1
24	3	1	1	3	1	1
25	3	1	1	1	1	3
26	0	1	4	2	2	1
27	1	3	1	3	0	2
28	3	1	1	3	1	1
29	2	1	2	2	0	3
30	3	2	0	2	1	2
31	3	2	0	2	2	1

APPENDIX E

TABLE VII

QUESTIONNAIRE ITEM ANALYSIS
FOR GROUP F

QUESTION NUMBER	HIGHEST SCORES			LOWEST SCORES		
	Yes	No	Not Sure	Yes	No	Not Sure
1	9	5	1	10	4	1
2	7	4	4	4	6	5
3	11	3	1	4	7	4
4	8	3	4	5	10	0
5	10	4	1	7	6	2
6	8	4	3	6	6	3
7	9	6	0	7	6	2
8	9	3	3	4	6	5
9	8	3	4	7	4	4
10	11	2	2	6	7	2
11	9	4	2	9	5	1
12	8	3	4	12	3	0
13	8	2	5	5	6	4
14	11	3	1	10	2	3
15	5	3	7	11	2	2
16	6	5	4	10	1	4
17	7	5	3	8	6	1
18	9	3	3	5	6	4
19	4	5	9	7	6	2
20	5	6	4	6	8	1
21	10	3	2	6	6	3
22	12	3	0	8	4	3
23	11	4	0	6	4	5
24	9	3	3	6	4	5
25	7	3	5	7	4	4
26	9	4	2	6	6	3
27	5	5	5	7	4	4
28	12	2	1	10	4	1
29	10	4	1	9	4	2
30	9	5	1	6	5	4
31	8	3	4	6	4	5

APPENDIX E

TABLE VIII

QUESTIONNAIRE ITEM ANALYSIS GROUP G

QUESTION NUMBER	HIGHEST SCORES			LOWER SCORES		
	Yes	No	Not Sure	Yes	No	Not Sure
1	3	1	6	2	0	3
2	6	2	2	4	1	5
3	7	3	0	3	5	2
4	7	2	1	6	0	1
5	6	1	4	3	4	3
6	7	3	0	5	4	1
7	4	4	2	4	3	3
8	7	2	1	7	2	1
9	6	2	2	4	2	4
10	6	2	2	4	2	4
11	8	1	1	3	2	5
12	6	1	3	2	2	0
13	6	2	2	3	2	5
14	6	2	2	5	3	2
15	4	4	2	4	2	4
16	5	2	3	5	3	2
17	5	1	4	6	2	2
18	7	1	2	6	0	4
19	4	3	3	4	2	4
20	4	3	3	4	4	3
21	4	3	3	4	5	1
22	4	5	1	4	6	0
23	4	3	3	2	2	6
24	4	3	3	4	6	0
25	7	0	3	4	5	1
26	5	1	4	5	4	1
27	6	2	2	6	0	4
28	4	5	1	6	4	0
29	3	4	3	3	4	4
30	3	4	3	5	3	2
31	3	3	4	3	5	2

APPENDIX E

TABLE IX

QUESTIONNAIRE ITEM ANALYSIS GROUP H

QUESTION NUMBER	HIGHEST SCORES			LOWEST SCORES		
	Yes	No	Not Sure	Yes	No	Not Sure
1	9	1	5	3	9	3
2	6	3	6	3	10	2
3	11	2	2	3	8	4
4	11	2	2	6	5	4
5	8	3	4	7	4	4
6	3	6	6	3	8	4
7	5	7	3	3	9	3
8	3	11	1	1	12	2
9	7	0	3	1	9	5
10	8	2	5	9	9	6
11	9	1	5	3	7	5
12	12	0	3	9	2	4
13	8	4	3	3	10	2
14	11	2	2	7	6	2
15	9	3	3	7	3	5
16	7	4	4	6	4	5
17	9	2	4	6	7	2
18	6	5	4	6	3	6
19	8	5	2	6	7	2
20	4	3	8	2	6	7
21	9	5	1	6	6	3
22	9	5	1	6	7	2
23	4	10	1	2	12	1
24	3	11	1	3	8	4
25	8	3	4	5	5	5
26	6	4	5	8	3	4
27	5	5	4	5	6	4
28	6	5	4	3	7	5
29	7	5	3	3	10	2
30	3	8	4	2	7	6
31	4	6	5	5	7	3

APPENDIX E

TABLE X

QUESTIONNAIRE ITEM ANALYSIS FOR GROUP I

QUESTION NUMBER	HIGHEST SCORES			LOWEST SCORES		
	Yes	No	Not Sure	Yes	No	Not Sure
1	9	2	4	6	2	7
2	12	2	1	10	2	3
3	1	10	4	4	10	1
4	10	2	3	11	2	2
5	7	1	7	8	2	5
6	4	3	3	2	9	4
7	5	9	1	2	10	3
8	2	10	3	0	14	1
9	5	5	5	4	3	3
10	4	5	6	3	10	2
11	5	3	7	2	7	6
12	9	0	6	5	5	5
13	2	3	10	7	5	3
14	12	0	3	6	5	4
15	14	1	0	3	7	5
16	9	3	3	3	9	3
17	7	8	0	5	7	3
18	8	4	3	0	9	6
19	6	7	3	0	9	6
20	6	7	3	0	9	6
21	7	6	2	4	8	3
22	8	4	3	9	2	4
23	4	7	4	0	15	0
24	4	10	1	0	15	0
25	7	4	4	2	10	3
26	8	1	6	5	6	4
27	4	3	8	4	8	3
28	5	4	6	0	10	5
29	10	4	1	4	7	4
30	5	9	1	0	13	2
31	6	3	6	0	10	5

APPENDIX F

TABLE XI

D.A.T. TEST AND METROPOLITAN TEST RESULTS
 UNGROUPED PERCENTILE SCORES

SENIOR DAT VR+NA		FRESHMAN DAT VR+NA		EIGHTH GRADE METROPOLITAN LANGUAGE TOTAL	
85	45	90	65	50	80
85	35	70	15	90	15
15	40	45	70	20	75
80	70	80	55	80	75
55	35	65	60	40	75
80	85	85	95	80	85
70	30	70	50	25	95
95	75	45	97	65	50
90	95	75	80	98	25
95	85	75	90	65	75
20	90	10	70	20	80
97	85	85	95	85	75
15	30	75	70	20	90
01	85	70	40	80	75
30	55	70	80	80	60
85	60	50	40	40	02
80	60	75	75	45	15
95	90	80	99	80	20
75	45	50	70	60	75
55	65	20	65	90	60
45	55	15	35	15	40
65	45	85	90	10	55
55	65	55	60	95	85
99	75	65	70	80	70
60	85	30	85	75	90
35	99	70	70	85	80
65	75	75	97	70	65
40	75	30	45	80	95
80	50	45	70	40	75
70		90	20	98	15
		90	40		
		80			
N = 59	SD = 21.58	N = 63	SD = 22.43	N = 60	SD = 27.00
AM = 65.53	SD ² = 465.82	AM = 64.73	SD ² = 503.62	AM = 63.36	SD ² = 731.00

APPENDIX B

TABLE XII

QUESTIONNAIRE RESULTS GROUP E
SENIOR CONTROL

Boys		Girls	
Score	Frequency	Score	Frequency
50	1	50	1
51	1	49	2
46	2	47	1
44	1	46	3
42	1	44	2
41	1	42	1
40	1	40	1
38	1	39	1
37	1	37	2
36	3	35	1
33	1	34	1
31	2	33	1
30	1	32	1
26	2	27	1
22	1		
N = 21		N = 19	
M = 37.67		M = 41.00	
SD = 8.32		SD = 6.55	
SD ² = 69.17		SD ² = 42.95	
COMBINED GROUPS			
M = 39.25	SD = 7.81	SD ² = 61.01	N = 40
SEM = 1.67			

APPENDIX H

TABLE XIII

QUESTIONNAIRE RESULTS TEST GROUPS

Group F		Group G		Group H		Group I	
RS	f	RS	f	RS	f	RS	f
48	1	51	1	43	1	48	1
44	1	49	2	41	2	45	1
42	1	48	2	40	4	40	3
41	3	47	1	38	1	39	1
40	3	45	2	36	3	38	1
39	4	44	4	35	2	37	3
38	3	43	2	34	1	36	2
37	2	42	1	33	1	34	1
36	4	41	4	32	1	33	1
35	2	40	2	31	3	32	3
34	3	39	5	29	3	31	1
33	6	37	3	28	1	30	6
32	3	36	1	27	2	29	4
31	3	34	3	26	5	28	3
30	1	33	6	25	4	27	5
29	1	32	2	24	2	26	1
28	1	31	3	23	1	24	1
27	4	30	3	21	1	23	1
25	1	29	2	19	3	21	1
21	2	28	3	18	1	20	1
20	<u>1</u>	27	1	16	1	19	1
		24	1	14	<u>1</u>	16	<u>1</u>
		20	1				
		13	<u>1</u>				
				N = 46		N = 43	
		N = 62					
AM = 34.02		AM = 32.00		AM = 28.02		AM = 30.95	
SD = 3.19		SD = 13.12		SD = 9.49		SD = 6.63	
SEM = .43		SEM = 1.36		SEM = 1.50		SEM = 1.00	

APPENDIX I

TABLE XIV

CALCULATION OF THE "t" TEST BETWEEN THE GROUPS

Group Combinations	SED	"t"
D + F	1.72	3.01*
E + G	2.50	2.51*
E + H	2.24	2.80*
E + I	1.95	4.26*
F + G	1.90	0.57
F + H	1.56	3.00*
F + I	1.99	2.87*
G + H	2.39	2.07*
G + I	2.11	0.96
H + I	1.80	1.63

*Significant at .05 level of confidence.