

1982

The counseling center: A student evaluation

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The counseling center: A student evaluation

Abstract

Professional school counselors are taught to identify important factors in providing effective counseling services. Although the importance of these services is not always recognized by the general school population, it is the personal responsibility of the school counselor to see that these services are provided. In establishing a desirable guidance program, students, faculty, administrators, and members of the community can help the counselor identify needed services and aid in the establishment of priorities. Hollis and Hollis (1965) express the opinion that all good guidance services develop from recognizing the needs of these factions. When a new program is implemented, a plan of action should be developed which, when put into operation, will result in the fulfillment of the counselor's needs as well as the students' and faculty's expectations. The counselor has specific training in the skills he or she is being asked to provide the school population. In addition to contributing these skills, there is the important consideration of how his or her own professional needs and objectives fit into the overall school philosophy. This is a personal judgment a counselor has to make, and every counselor must make his or her own decisions in the planning of a guidance program.

THE COUNSELING CENTER:
A STUDENT EVALUATION

A Research Paper
Presented to
The Department of School Administration
and Personnel Services
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Lynn Lee
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has been approved as meeting the research paper requirements
for the Degree of Master of Arts in Education.

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Chapter 1

THE PROBLEM

Introduction

Professional school counselors are taught to identify important factors in providing effective counseling services. Although the importance of these services is not always recognized by the general school population, it is the personal responsibility of the school counselor to see that these services are provided.

In establishing a desirable guidance program, students, faculty, administrators, and members of the community can help the counselor identify needed services and aid in the establishment of priorities. Hollis and Hollis (1965) express the opinion that all good guidance services develop from recognizing the needs of these factions.

When a new program is implemented, a plan of action should be developed which, when put into operation, will result in the fulfillment of the counselor's needs as well as the students' and faculty's expectations. The counselor has specific training in the skills he or she is being asked to provide the school population. In addition to contributing these skills, there is the important consideration of how his or her own professional needs and objectives fit into the overall school philosophy. This is a personal judgment a counselor has to make, and every counselor must make his or her own decisions in the planning of a guidance program.

Hollis and Hollis (1965) state that when beginning a new guidance program, thinking that everything must be in its proper place at the outset may, in itself, bring about failure. They also point out that trying to provide all desirable services leaves little time to do a thorough job in important areas, and it is better to start with a few activities and complete them satisfactorily before trying others. Hollis and Hollis (1965) also state that at the beginning of a program, it is best when the plan is kept as simple as possible. Although activities can be added, a simple program plan that produces the desired results is likely to be most effective.

According to Hollis and Hollis (1965), "In all schools there are current guidance services that exist and are provided by the teachers, service staff, and administrators (p. 42). Determination of existing services provided by the school personnel will avoid needless duplication. Also, current services provided by these personnel may need modification, addition, or elimination from the counselor's personal program.

Statement of the Problem

The question being asked in this paper is, "How can a new counselor determine what counseling services are presently being provided, what are the weak areas in the present counseling program, and what counseling services are perceived as most important by students and teachers in this school?"

When beginning to function in a guidance program, whether it be a new program or a program established by a former counselor, the direction the new counselor takes needs to be charted rather than allowing the program to develop by chance. Although the counselor's

professional training should equip him or her to recognize and administer routine counseling functions, every school has its unique flavor, and students and teachers that inhabit the school have unique needs, wishes, and perceptions of counseling services.

There are a number of evaluation procedures a counselor may use to look at his or her program. They include the experimental design, status studies, tabulation approaches, case studies, achievement of goal studies, time-cost analysis, goal attainment scaling, self-evaluation, and satisfaction surveys.

This study uses a satisfaction survey method provided by the use of two questionnaires developed by Dr. H. Eugene Wysong (1968). To aid the counselor in making decisions concerning his or her program, Wysong (1968), of the University of Toledo, Toledo, Ohio, designed two complementary instruments, the Student Inventory of Guidance Awareness (S.I.G.A.) and the Teacher Inventory of Guidance Awareness (T.I.G.A.). These questionnaires, distributed to eighty eighth-grade students and twenty-three faculty members from a small rural Iowa middle school, provide a vehicle for participants to evaluate the current program and aid in the determination of priorities, objectives, and services of a desirable counseling program.

According to Stamm and Nissman (1979), "Current literature indicates little has been done to help counselors determine their success or failure in meeting identified goals" (p. 77). Stamm and Nissman (1979) also note that counselor evaluation is usually done by administrators. They state that rarely is the administrators' evaluation as reflective of the counselor's effectiveness as is a

comprehensive evaluation by students, faculty, parents, and administrators. Stamm and Nissman (1979) conclude:

Counselors are accountable to teachers, parents, school administrators, board members, students, their colleagues, and themselves. Each school needs to determine the role of the counselor in relation to student's needs. (p. 77)

Stamm and Nissman (1979) note that Rosalyn Gross, of the Woodbridge School District in New Jersey, developed surveys which provide a comprehensive method of evaluation of the counselor's role. The student-teacher segments of those surveys are somewhat similar to those developed by Wysong (1968), originator of the surveys used in this study.

The criteria used for the development of Wysong's (1968) questionnaires, the S.I.G.A. and the T.I.G.A., is shown in Wysong's dissertation abstract (1975):

Two taxonomies of guidance objectives were developed and validated. One taxonomy was developed to include those objectives which a total school guidance program is designed to help students accomplish. A second taxonomy was developed to include those objectives which a total school guidance program is designed to help teachers accomplish. (p. 2)

Assumptions

1. There are guidance services that students and faculty expect to be provided.
2. All students and faculty members have opinions as to what they consider to be the most important services.
3. All students and faculty members who gave their perceptions of the counseling services in this study did so honestly.
4. The questionnaires used are valid measuring devices.

Limitations

1. The research was limited to the responses of only eighty eighth-grade students in a small rural school.
2. It is impossible to control individual interpretation of questions used in the evaluation instruments.
3. Some students may not have taken the questionnaire seriously.

Definition of Terms

Utilization - the use of the guidance services by the students and faculty.

Guidance Services - those stated services in the questionnaire based on what the counselor could and should do.

Questionnaires - Jones, Dayton and Gelatt (1977) define questionnaires:

These are paper-and-pencil instruments to which individuals respond in any of a variety of ways. These include written responses to open-ended questions, checking 'yes' or 'no,' checking one of several multiple-choice responses, ranking a series of statements from highest to lowest, and rating statements along a numerical or written scale. Questionnaires are widely used because of their efficiency and ease of administration. (p. 78)

Chapter 2

REVIEW OF RELATED LITERATURE

Guidance Services and Goals

In addition to Wysong's (1968) student-faculty questionnaires used in this study, other relevant literature will be reviewed.

Stamm and Nissman (1979) state that in order to provide services or goals, the first job is to recognize and identify them. Herman J. Peters (1967), in writing about the nature of student guidance, mentions seven distinct functions:

a) Each pupil has to be alerted to his involvement in the guidance function. This attention is as necessary as the pupil's being alerted to the instruction of the world about him. His involvement in the guidance function should be throughout his school career.

b) Each teacher has to be alerted to his observational and participatory guidance roles.

c) Each school counselor needs to know his role and accept responsibility for the counseling function as his major activity.

d) Sufficient and periodic organized checkpoints are necessary for each pupil and his counselor to assess and to plan further educational progress, career development and personality fulfillment.

e) An adequate number of counselor-parent conferences to insure coordination of school, parent and pupil efforts in guidance are necessary.

f) A well designed guidance program in terms of student needs and educational objectives with provision for evaluation must be continuously studied.

g) An adequate number of full-time certified school counselors in a ratio that is satisfactory for sufficient pupil-counselor contacts in the particular school under

consideration is absolutely necessary if the guidance function is to be useful. (p. 173)

Ferguson (1963) also mentions seven major guidance services and as long ago as 1963, identified the difficulty of conveying to others an accurate description of what a counselor is and can do. Counselors know what counselors do, but the attitude outside the counseling profession is one of puzzlement over what guidance is and what it can and should do. Counselors often get the question from the public, "What do you do?"

Shertzer and Stone (1967) feel counselors have adequate freedom in deciding how they will function.

Counselors, individually and collectively, retain the responsibility for functionally differentiating their services from services provided to students by others. This is not to say all will function in an identical fashion. A given counselor's function differs from those of other counselors in terms of the setting in which he works, the nature of personality and the scope and content of his training and experience. (p. 213)

Jones, Steffire and Stewart (1970) make this observation:

The professional identity of a school counselor must derive from the unique social contribution which is his role within the context of educational purpose and structure. The perspective used by the American School Counselor Association in outlining the role of the school counselor is that of the pupil needs which he serves. Some of these involve direct services to pupils, while others are met by services provided to the school staff, parents and the general community. (p. 107)

Merle M. Ohlsen (1974) mentions eighteen trends in the profession of counseling that will likely continue. Stamm and Nissman (1979), in using Rosalyn Gross' evaluations, make the following point:

Counselors decided that prior to attempting to evaluate effectiveness of counselors, it would be necessary to clarify and state goals. Twenty-two guidance department goals were established in a priority basis. (p. 78)

The counseling trends given by Merle M. Ohlsen (1979) are mirrored in the questions asked in Wysong's (1968) questionnaires. Also, Wysong's evaluation instruments reflect the necessity for establishing goals and priorities, as specified by Stamm and Nissman (1979).

Since the counselor does work in an affective domain, the result of his or her work is not always easily measurable. Also, there may be reason to believe that many counselors resist evaluation of their counseling program. The counselor may have a fear of too much dictation from the administration, or an evaluation may be a threat to his or her professional pride. In addition, there is often confusion among counselors as to what their role should be, and an evaluation would reveal the lack of specific objectives.

The risk that the counselor takes is indicated by Stamm and Nissman (1979):

In retrospect, the most difficult task was to convince counselors that they should want to take a good hard look at how effective they were and that students should be included in the evaluation process. All of the counselors on the committee and in the district had to be willing to accept the fact that there would be criticism from the groups served and there was the risk that some of the criticism would be severe. What most counselors failed to realize was that many good things might be said about them as a group and as individuals. (p. 80)

Questionnaires as Evaluation Instruments

In addition to the student-teacher surveys developed by Wysong (1968), this study examines the Ohio Plan for a Written Guidance Program (1980) and The Development and Evaluation of Needs Appraisal Instruments for Determining Priorities for Guidance and Counseling Services for Elementary, Junior High, and Secondary Schools (1979).

The latter study, developed by Charles W. Smith and Helen L. Wilson, was funded by the Bureau of Student Services, Louisiana State Department of Education.

In the student portion of the Ohio Plan for a Written Guidance Program (1980), a Student Survey Guidance Program Evaluation instrument is provided. This instrument furnishes the student the following information:

The purpose of the student survey is to collect information which will be helpful to the guidance program in your school. You and other students are asked to give the information which is needed. A study will be made of the total answers to each question. It is important that you read each question carefully and answer according to your true opinion. (p. 10)

The format in Questions one through ninety-five of the Ohio Plan for a Written Guidance Program (1980) is very similar to the format Wysong (1968) used in the S.I.G.A., and both surveys require "yes," "no," and "question" responses. Items ninety-six through 104 of the Ohio Plan are multiple-choice questions.

The Ohio Plan, containing 104 questions, is more detailed than Wysong's survey. Examples of questions used in the Ohio Plan are: "Would most students be helped by talking with a counselor?" (p. 13) and "Would a conference between the school counselor and your parents be helpful?" (p. 11).

In the Ohio Plan for a Written Guidance Program (1980), the Teacher Survey Guidance Program Evaluation instrument provides teachers with the following information:

The Teacher Survey Guidance Program Evaluation is for the purpose of making a comprehensive and systematic collection of information which will be helpful to the guidance program in your school. You and the other teachers are requested to give the information which is needed. A study will be made on how the total group answers each question. No scores will be produced for individuals. It is important that you read each

question carefully and answer according to your honest opinion. Your answers will give information on how the guidance program can be of better help to students and teachers. (p. 15)

With a total of sixty-eight questions, the Teacher Survey Guidance Program Evaluation is longer than the T.I.G.A. However, the format and subject matter is very much like that found in Wysong's questionnaire.

Although there are more questions in the Ohio Plan, the questions cover very much the same material as Wysong's questions, giving the appearance of greater detail. Since essentially the same areas are covered, there is a question as to whether the Ohio Plan is superior to Wysong's.

The following instructions appear on the answer sheet of the Ohio Plan for a Written Guidance Program (1980) and are very much like the instructions that appear on Wysong's (1968) answer sheet:

If yes is a better answer than no, then fill in the circle Y. If no is a better answer than yes, then fill in the circle with N. If you don't know which is better, then fill in the circle with the question mark (?). (p. 1)

In the evaluation study, The Development and Evaluation of Needs Appraisal Instruments For Determining Priorities For Guidance and Counseling Services for Elementary, Junior High and Secondary Schools (1976), the student survey instrument, "Counseling and Guidance Needs Appraisal Instrument, Junior and Senior High School Students," contains 119 questions. Each question begins with the statement, "Do

you need help in:" (p. 23). Participants are to answer in the following two areas:

- I. Amount of help needed:
 1. None
 2. Little
 3. Some
 4. Much

- II. Extent to which your need is being met:
 1. Need not being met
 2. Partially being met
 3. Need being met. (p. 23)

Like the student instrument, the teacher instrument begins each question with a statement: "Do Students In Our School Need Help In:" (p. 31). The same two answers are then asked for:

- I. Amount of help needed:
 1. None
 2. Little
 3. Some
 4. Much

- II. Extent to which need is being met:
 1. Need not being met
 2. Partially being met
 3. Need being met. (p. 31)

In the study, The Development and Evaluation of Needs Appraisal Instruments for Determining Priorities for Guidance and Counseling Services for Elementary, Junior High, and Secondary Schools (1976), conclusions very much like those produced by Wysong's (1968) questionnaires were reached.

1. The Counseling and Guidance Needs Appraisal Instruments can be used to assess the counseling and guidance needs of students on an individual school basis.

2. The Counseling and Guidance Needs Appraisal Instruments can identify areas that need additional attention.

3. The perceived guidance and counseling needs of students, as expressed by students, tend to differ from those expressed by teachers.

Most experts agree the evaluation of school counseling programs serves important purposes. The River City High School Guidance Services, A Conceptual Model, developed by ACT (1976) states:

Evaluations are necessary for several reasons. (1) They provide the basis for responses to the questions of accountability. (2) Lead to understanding of the kinds of activities which contribute most effectively to reaching stated objectives. (3) Evaluations also provide for a reassessment of student needs on a regular basis.

The Ohio Plan for a Written Guidance Program (1980) and The Development and Evaluation of Needs Appraisal Instruments for Determining Priorities for Guidance and Counseling Services for Elementary, Junior High, and Secondary Schools (1976) were compared with Wysong's (1968) evaluation instruments. The conclusion was reached that each of these studies serve the evaluating purposes outlined in The River City High School Guidance Services, A Conceptual Model, developed by ACT (1976).

Chapter 3

DESIGN OF THE STUDY

To aid a new counselor in decision and policy making and to identify and accomplish specific goals, it is necessary to have an accurate method of evaluation. Hollis and Hollis (1965) also point out that all counseling plans should be based on need and should be tailor-made for local situations.

Instruments

Because they are readily adaptable to local sites and because of their brevity, efficiency, and ease of administration, Wysong's (1968) evaluation instruments were chosen for this study. Upon comparing the S.I.G.A. and the T.I.G.A. with similar instruments, the researcher considers them to be appropriate, covering most areas of interest in a counseling program.

Also contributing to their value is the fact that these questionnaires have been validated and used extensively. In a dissertation abstract sent the researcher (1981), Wysong notes:

No reliability data were generated. I have used these instruments in approximately 100 schools throughout the State of Ohio plus schools in Mississippi, Rhode Island, Delaware and other states.

Wysong continued to point out that the intent of the study was to develop measuring tools which have some validity for identifying a difference in the achievement of guidance objectives. The data collected was processed and analyzed by the Research Center of the Ohio

State University. The validation hypotheses were tested by use of the X^2 , and the cross-validation hypotheses were tested by use of the T Test. In the T Test, a .05 level of difference for a one valid test was considered significant. The cross-validated data were not used in the initial validation study.

The S.I.G.A., containing twenty-five questions, and the T.I.G.A., containing twenty questions, provide these measuring tools. A copy of the questionnaires appears in Appendix A and Appendix B.

Administration

The S.I.G.A. consists of twenty-five items, each to be answered by a "yes," "no," or "no opinion" response. The survey was conducted in February, 1981 in the Missouri Valley Middle School, Missouri Valley, Iowa. Questionnaires were completed by four classes of students in a forty-five minute class period, and eighty eighth-grade students participated in the study.

The students were told the purpose of the study was to collect information which would be helpful to the guidance program in the school, and they were also told a study would be made on how the total group answered each question. The counselor read the instructions aloud, emphasizing the importance of each question and the importance of reading each question carefully. They were also instructed to answer each question according to their true opinion.

The students were asked to omit item 24 because it concerned course selection, and the students do not have course selection at the school where the study took place. Items 8, 10, 12, 13, 15, 17, and 21 specifically mention the counselor and his or her role. This comprises almost one-third of the survey. The remaining seventeen

questions are more generally concerned with the overall school program. These programs do, however, fall under the direction of the counselor.

The T.I.G.A. has twenty items and is similar to the S.I.G.A.; each item calls for a "yes," "no," or "no opinion" response. After the S.I.G.A. was administered to the students, the T.I.G.A. was handed out to twenty-three faculty members. It was also administered in February, 1981, and the teachers were asked to return it within two days. If they did not, they were politely reminded, and it was easy to collect all twenty-three questionnaires.

A note was attached to the T.I.G.A. explaining that the purpose of the survey was to make a comprehensive and systematic collection of information which would be helpful to the guidance program in the local school. Every teacher was requested to give the information which was needed and was informed that a study was being done on how the total group answered each question. They were told that no scores would be provided to individuals and that it was important that each question be read carefully and answered according to their true opinion. The teachers' answers would provide valuable information on how the counselor could be of help not only to students, but also to teachers.

The teachers were asked to omit item 20, which asks about course selection; this item was not considered appropriate because students do not, at this time, have the option of selecting their own courses.

All of the data were then gathered for the S.I.G.A., and the number of responses and the percentage of students responding to each question were tabulated. The number of "yes," "no," or "no opinion" responses were counted to determine which services the students felt were being best provided.

The T.I.G.A. was handled in a similar fashion; the number of responses and the percentage of teachers responding to each question were recorded. The number of "yes," "no," or "no opinion" responses were counted to determine what services the teachers felt were being best provided.

CHAPTER 4

ANALYSIS OF THE DATA

The primary reason of the study was to help a counselor who is beginning a new job establish his or her priorities. Although a counselor should have an idea of what his or her main concerns are, students and teachers can provide additional insight by evaluating the counseling program.

By answering the S.I.G.A. and the T.I.G.A. developed by Wysong (1968), students and teachers establish a hierarchy of objectives. Looking at the hierarchy, a new counselor can formulate a specific counseling program plan.

Results of Student Inventory of Guidance Awareness

Table 1 gives the results of the tabulation of the responses of eighty eighth-grade students who were given Wysong's (1968) S.I.G.A. Numerical, percentile, and a tabulation of "yes," "no," and "no opinion" responses are shown.

Table 1
Responses of Eighth Grade Students to Student
Inventory of Guidance Awareness

Item	Yes	No	No Opinion
1. Does your school help you to consider information about yourself as it related to your future educational and vocational plans?	33 41%	31 39%	16 20%
2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?	35 44%	31 39%	14 17%
3. Have you had conferences with some one of your school staff concerning your educational and vocational plans?	15 19%	62 78%	3 3%
4. Does the school inform your parents of your standardized test results?	55 69%	19 24%	6 20%
5. If you had a personal problem would you feel free to discuss it with someone on your school staff?	18 22%	47 59%	15 19%
6. Does your school help you to understand the meaning of your standardized test scores?	38 48%	30 38%	12 14%
7. Do you have access to the information you want and need to know about the various occupations you have considered?	36 45%	34 43%	10 12%

Table 1 (continued)

Item	Yes	No	No Opinion
8. Do you know which member of your school staff is your school counselor?	76 95%	2 2.5%	2 2.5%
9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?	41 51%	24 30%	15 19%
10. Has your school counselor talked with you about your future educational and vocational plans?	32 40%	44 55%	4 5%
11. Has your school provided your parents an opportunity to discuss your educational plans?	29 36%	39 49%	12 15%
12. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?	15 19%	65 81%	0 0%
13. Have your parents ever talked with your school counselor?	11 14%	67 84%	1 2%
14. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?	23 29%	45 56%	12 15%
15. Can you talk about your real feelings about things with your school counselor?	9 11%	66 83%	5 6%

Table 1 (continued)

Item	Yes	No	No Opinion
16. Do your teachers discuss the various occupations which are related to the subjects taught by them?	35 44%	31 39%	14 17%
17. Do you know where your school counselor's office is located?	73 91%	7 9%	0 0%
18. Does your school use filmstrips, films, pamphlets, books, etc., to help you understand problems of personal and social development?	62 78%	15 19%	3 3%
19. Have your ability and achievement test results been helpful to you in your educational and vocational planning?	19 24%	45 56%	16 20%
20. Have you received any help from your school in the improvement of your study skills and habits?	32 42%	43 54%	5 4%
21. Has your school counselor discussed your ability and achievement test results with you individually?	6 8%	74 92%	0 0%
22. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?	21 26%	45 56%	14 18%
23. Has a counselor or a teacher helped you to examine your abilities, personality traits, and interests as they may pertain to your future plans?	11 14%	62 78%	7 8%

Table 1 (continued)

Item	Yes	No	No Opinion
24. Question was not used.			
25. Do you feel that your school experiences have provided you with opportunities?	37 46%	35 44%	8 10%

Discussion

For the purpose of this study, it was decided that any item showing a higher percentage of "yes" responses than "no" responses, would be considered a positive response by the student population. Of the twenty-four items on the questionnaire, eleven items resulted in a favorably response, slightly less than half of the total. Items 1, 2, 4, 6, 7, 8, 9, 16, 17, 18, and 25 were rated positively. These eleven items fall into specific categories: items 1, 2, 7, and 16 question educational, vocational and occupational plans, items 8 and 17 ask who the counselor is and where his or her office is located, and items 4 and 6 are concerned with test scores. The last three items--8, 9, and 25 talk about groups to discuss and understand attitudes, school material to help in problems of personal and social development, and overall school experiences.

The eight items the students rated the least favorable were 3, 5, 12, 13, 15, 19, 21, and 23. Of these, four items specifically mention the counselor: items 12, 13, 15, and 21. There does seem to be a theme or pattern to these particular eight items. Even though the questions deal with different topics, the phrases in these questions point out a one-to-one counseling relationship is implied in all of them. Examples are: discuss it with someone on your school staff; conferences with someone of your school staff; discuss with your school counselor; helped you examine your; talk about your real feelings. From these answers, it appears the majority of the student population who answered the questions do not believe that they are getting enough contact in the counseling area. One-to-one counseling by someone in the school seems to be important to the students.

The eight items the students rated between those with the highest percentage and those with the lowest percentage or responses are 1, 2, 10, 11, 14, 16, 20, and 22. The range of these responses were from 44% "yes" response to item 2, to 56% "no" response to item 14, and 20% "no opinion" response to item 1. The "yes" and "no" responses are near 50%, each off only by 6%. Some of these eight items have already been mentioned, and they all seem to fall into a particular category. The items deal with future educational and vocational plans, educational requirements for future occupations, familiarity with employment in the community, occupations as they are related to subjects, improvement of study skills and habits, and the ability to make realistic plans for oneself. Seven of these eight items deal with, in some way or another, career education.

Item 10 is the only item that specifically mentions the school counselor. Although the other seven items are more generally concerned with the overall school program, the objectives they address fall under the direction of the counselor.

The last eight items addressed are those rated the highest or most favorably by the students. They are 4, 6, 7, 8, 9, 17, 18, and 25. Items 8 and 17 ask who the counselor is and where his or her office is located. The answers to these questions were very obvious because the counselor administered the questionnaire, and, having visited the counselor's office during orientation, they knew where the counselor's office is located.

Item 25, which is a summation of the entire questionnaire, asks the students about their total experiences at school and whether or not they have adequate opportunities provided them. Although this item was

just slightly favorable with 46% "yes" responses compared to 44% "no" responses, it is an important positive reinforcement because it indicates more students felt positive about school in general.

The remaining five items: 4, 6, 7, 9, and 18 have percentile ranges from 78% "yes," 38% "no," and 20% "no opinion" as the highest percentages. The lowest percentages were 45% "yes," 19% "no," and 3% "no opinion." All five of these items mention getting help from the school in general and indicates that someone in the school is providing this particular service. These items questioned students about testing, various occupations, discussing and understanding students' attitudes, and use of filmstrips, films, pamphlets and books to help understand personal and social development.

Results of Administration of Teacher Inventory of Guidance Awareness

In determining what percentage of responses would be required to constitute a positive or negative response, the T.I.G.A. was treated differently than was the S.I.G.A. In addition to evaluating the overall school program and the counseling program, the T.I.G.A. serves as a self-evaluating instrument. Also, the teachers are all education professionals and this had to be taken into account. It was decided that each question should have a "yes" response of at least 50% to be considered positive.

Table 2 shows responses of twenty-three faculty members to the T.I.G.A. Numerical and percentile totals are given and "yes," "no," and "no opinion" responses are shown.

Table 2
Responses of Faculty Members to Teacher
Inventory of Guidance Awareness

Item	Yes	No	No Opinion
1. Is an organized program of guidance available to all students?	19 83%	2 8.5%	2 8.5%
2. Has the staff cooperatively planned the guidance program?	6 26%	13 57%	4 17%
3. Does the school have a standardized testing program which includes ability and achievement tests?	16 70%	3 13%	4 17%
4. Have guidance services been provided to orient new students to school?	12 52%	6 26%	5 22%
5. Do you discuss with your students the vocational applications of your subject matter fields?	15 65%	5 22%	3 13%
6. Have you participated with the counselor and other teachers in case conferences concerning students?	17 74%	6 26%	0 0%
7. Are organized activities provided to assist students in planning careers?	6 26%	5 22%	12 52%
8. Is individual counseling of students a part of the guidance program?	20 87%	3 13%	0 0%

Table 2 (continued)

Item	Yes	No	No Opinion
9. Are informational materials on education provided and effectively used by students?	3 13%	4 17%	16 70%
10. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?	7 30%	11 48%	5 22%
11. Do the cumulative records contain information on the home and family background of students?	11 48%	6 26%	6 26%
12. Are teacher responsibilities in the guidance program clearly defined and understood?	3 13%	14 69%	6 18%
13. Are standardized test results interpreted for teacher use?	7 30%	5 22%	11 48%
14. Does the administrative staff support and assist in the development of the guidance program?	14 61%	2 9%	7 30%
15. Are group guidance procedures used in the guidance program?	6 26%	6 26%	11 48%
16. Do teachers accept and take advantage of the guidance services offered?	16 70%	3 13%	4 17%
17. Do you seek the assistance of the counselor in helping students?	20 87%	3 13%	0 0%
18. Do you make referrals of students to the counselor?	23 100%	0 0%	0 0%

Table 2 (continued)

Item	Yes	No	No Opinion
19. Do students accept and take advantage of the guidance services offered?	16 70%	3 13%	4 17%
20. Question was not used.			

Discussion

The faculty questionnaire consisted of nineteen items. Those items rated by the faculty members as being positive were: 1, 3, 4, 5, 6, 8, 14, 16, 17, 18, and 19 for a total of eleven items. In looking at the items rated in a positive manner, it can be noted that a pattern is established. It is an accurate observation that the teachers answered more favorably to questions that were directed to them personally. These items are 5, 6, 14, 16, 17, and 18. These particular questions use phrases like, "Do you; Have you participated; Does the administrative staff; and Do Teachers." The rest of the items talk about such things as guidance services as they relate to new students, availability to students, testing, and individual counseling.

The remaining eight items rated unfavorably by the faculty were: 2, 7, 9, 10, 11, 12, 13, and 15. Of the items answered unfavorably by the faculty, many do not seem to be directed at them personally. Examples of the phrasing drawing a negative response are found in items 7, 9, and 12: "Are organized" or "Are informational." All eight items deal with subjects such as the staff cooperation, planning careers, informational materials provided, cumulative records, teacher responsibilities defined, tests interpreted for teachers, and the use of group guidance.

The one item in the teachers' questionnaire that was considered most important by respondents was item 8. It asks if individual counseling of students is part of the guidance program. The fact that the response to this item was positive was considered as significant.

Comparision of Student Inventory of Guidance Awareness and Teacher
Inventory of Guidance Awareness

Looking at the S.I.G.A. and T.I.G.A., it can be seen that the teachers responded more favorably about the guidance program than did the students. The teachers felt positive in eleven out of twenty-four responses for 55%, while the students felt positive in eleven out of the twenty-four responses for 49%.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

When developing a new guidance program, it is important for a counselor to stand back and view guidance services objectively. Although he or she is professionally trained for the position of counselor, fresh ideas and perspectives are gained by the use of student-teacher evaluation surveys and primary roles of the counselor are newly emphasized. Although Wysong's (1968) instruments, the S.I.G.A. and the T.I.G.A. are primarily designed to evaluate the counseling program, they also serve as an educational instrument to the counselor, providing new insights into him or her self and into the personalities and perceptions of the students and teachers.

Conclusions

The S.I.G.A. and the T.I.G.A., administered to the students and faculty of the Missouri Valley Middle School, pinpointed specific positive qualities of the counseling program as well as revealing areas of weakness. In planning an effective program, the counselor must now look to his or her own resources as well as the resources the school is ready to provide.

The weak areas in the counseling program revealed in this study include teacher responsibilities in the guidance program being defined and understood, staff cooperation, group guidance, students' use of informational material, meeting with parents, and education, vocation

and career planning. Since education, vocation, and career planning are primary responsibilities of counselors, these areas should apparently gain a higher priority in the current counseling program.

The objectives with the highest priorities of students and teachers responding in the questionnaires are:

1. Meeting with students individually to discuss ability and achievement.
2. Gaining trust and confidence so students will talk about their real feelings with the counselor.

It is interesting that teachers ranked question number eight, individual counseling of students, high on the list of positive services; 87% of the teachers answered with a "yes." On the other hand, students gave counseling of students a negative response to this question. Items 5, 12, 15, 19, 21, and 23, all relating to one-to-one counseling, received positive responses of 24% and under.

Students' greatest perceived need, therefore, is to meet with a counselor or faculty member in a one-to-one counseling or guidance relationship. Students' indicated a need to talk about personal problems, abilities, and interests, personality traits, and achievements.

Recommendations

On the basis of the findings of this study, it is recommended that individual counselor, faculty, and student counseling sessions become a priority in the counseling program. To gain this objective, it is recommended that:

1. The counseling program include a personal meeting by the counselor with every student at least once during the school year. In this one-to-one session, the counselor can discuss the students'

problems, abilities, interests, personality traits, and educational and career objectives.

2. Additional one-to-one sessions with the counselor will be scheduled as required.

3. The counselor keep a log of the amount of time he or she actually spends with students in these counseling sessions.

4. The counselor make a concentrated effort to educate and involve the teachers in the role they can play in one-to-one guidance sessions.

The influence a counselor or teacher has on a student is great-- it can affect the student's accomplishments and adjustments in school and influence his future career goals and achievements. In this researcher's opinion, helping a student live up to his or her potential should be a counselor's top priority, and this can only be achieved by the personal involvement of one-to-one counseling.

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APPENDIX A

STUDENT INVENTORY OF GUIDANCE AWARENESS (S.I.G.A.)

We would like to discover the extent to which you are familiar with the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer will you please check (X) the space marked (?).

- | | | | |
|---------|--------|-------|---|
| Yes ___ | No ___ | ? ___ | 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans? |
| Yes ___ | No ___ | ? ___ | 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered? |
| Yes ___ | No ___ | ? ___ | 3. Have you had conferences with someone of your school staff concerning your educational and vocational plans? |
| Yes ___ | No ___ | ? ___ | 4. Does the school inform your parents of your standardized test results? |
| Yes ___ | No ___ | ? ___ | 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff? |
| Yes ___ | No ___ | ? ___ | 6. Does your school help you to understand the meaning of your standardized test scores (examples: school ability, achievement and aptitude)? |
| Yes ___ | No ___ | ? ___ | 7. Do you have access to the information you want and need to know about the various occupations you have considered? |
| Yes ___ | No ___ | ? ___ | 8. Do you know which member of your school staff is your school counselor? |

- Yes ___ No ___ ? ___ 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?
- Yes ___ No ___ ? ___ 10. Has your school counselor talked with you about your future educational and vocational plans?
- Yes ___ No ___ ? ___ 11. Has your school provided your parents an opportunity to discuss your educational plans?
- Yes ___ No ___ ? ___ 12. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?
- Yes ___ No ___ ? ___ 13. Have your parents ever talked with your school counselor?
- Yes ___ No ___ ? ___ 14. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?
- Yes ___ No ___ ? ___ 15. Can you talk about your real feelings about things with your school counselor?
- Yes ___ No ___ ? ___ 16. Do your teachers discuss the various occupations which are related to the subjects taught by them?
- Yes ___ No ___ ? ___ 17. Do you know where your school counselor's office is located?
- Yes ___ No ___ ? ___ 18. Does your school use filmstrips, films, pamphlets, books, etc., to help you understand problems of personal and social development?
- Yes ___ No ___ ? ___ 19. Have your ability and achievement test results been helpful to you in your educational and vocational planning?
- Yes ___ No ___ ? ___ 20. Have you received any help from your school in the improvement of your study skills and habits?
- Yes ___ No ___ ? ___ 21. Has your school counselor discussed your ability and achievement test results with you individually?
- Yes ___ No ___ ? ___ 22. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

- Yes ___ No ___ ? ___ 23. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?
- Yes ___ No ___ ? ___ 24. Have you been satisfied with the course selections which you have made?
- Yes ___ No ___ ? ___ 25. Do you feel that your school experiences have provided you with opportunities?

SCHOOL _____ BOY ___ GIRL ___ GRADE ___

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APPENDIX B

TEACHER INVENTORY OF GUIDANCE AWARENESS

We would like to obtain an indication of your awareness of the guidance services in your school and the extent to which you feel they are adequate. This information should be useful in improving guidance services to students. Please be frank in your appraisal.

DO NOT PUT YOUR NAME ON THIS INVENTORY

DIRECTIONS: To the left of each question mark (X) to indicate whether or not the activity is carried out in your school. To the right of each question, mark (X) in the column which represents your opinion of its adequacy.

N = None; IAD = Inadequate; AD = Adequate; TM = Too Much; ?? = ?

Part of Your
School Program?

To What Extent

		N	IAD	AD	TM	??
Yes__ No__ ?__	1. Is an organized program of guidance available to all students?					
Yes__ No__ ?__	2. Has the staff cooperatively planned the guidance program?					
Yes__ No__ ?__	3. Does the school have a standardized testing program which includes both ability and achievement tests?					
Yes__ No__ ?__	4. Have guidance services been provided to orient new students to school?					
Yes__ No__ ?__	5. Do you discuss with your students the vocational applications of your subject matter fields?					
Yes__ No__ ?__	6. Have you participated with the counselor and other teachers in case conferences concerning students?					

Appendix B (continued)

N = None; IAD = Inadequate; AD = Adequate; TM = Too Much; ?? = ?

Part of Your School Program?	To What Extent				
	N	IAD	AD	TM	??
Yes__ No__ ?__ 7. Are organized activities provided to assist students in planning careers?					
Yes__ No__ ?__ 8. Is individual counseling of students a part of the guidance program?					
Yes__ No__ ?__ 9. Are informational materials on education provided and effectively used by students?					
Yes__ No__ ?__ 10. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?					
Yes__ No__ ?__ 11. Do the cumulative records contain information on the home and family background of students?					
Yes__ No__ ?__ 12. Are teacher responsibilities in the guidance program clearly defined and understood?					
Yes__ No__ ?__ 13. Are standardized test results interpreted for teacher use?					
Yes__ No__ ?__ 14. Does the administrative staff support and assist in the development of the guidance program?					
Yes__ No__ ?__ 15. Are group guidance procedures used in the guidance program?					

Appendix B (continued)

N = None; IAD = Inadequate; AD = Adequate; TM = Too Much; ?? = ?

Part of Your School Program?	To What Extent				
	N	IAD	AD	TM	??
Yes__ No__ ?__ 16. Do teachers accept and take advantage of the guidance services offered?					
Yes__ No__ ?__ 17. Do you seek the assistance of the counselor in helping students?					
Yes__ No__ ?__ 18. Do you make referrals of students to the school counselor?					
Yes__ No__ ?__ 19. Do students accept and take advantage of the guidance services offered?					
Yes__ No__ ?__ 20. Have students made realistic course selections in relation to their abilities and interests?					