

1981

## Counselor's responsibilities and student's needs at the junior high school level

Ken H. Winter  
*University of Northern Iowa*

*Let us know how access to this document benefits you*

Copyright ©1981 Ken H. Winter

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

---

### Recommended Citation

Winter, Ken H., "Counselor's responsibilities and student's needs at the junior high school level" (1981).  
*Graduate Research Papers*. 3541.

<https://scholarworks.uni.edu/grp/3541>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

---

## Counselor's responsibilities and student's needs at the junior high school level

### Abstract

In the past decade, the necessity for a junior high school counselor seems to have increased more than ever before. Formerly, the child's needs were handled by the teacher through homeroom and classroom guidance programs (Baughman, 1974; Grambs, et. al., 1961). Gradually, socioeconomic forces of the past decades have encouraged a full time specialist, or the equivalent, available in guidance and testing for every 250 to 300 pupils in a junior high school (7th and 8th grades) (Conant, 1960; Tink, 1963).

COUNSELOR'S RESPONSIBILITIES AND STUDENT'S NEEDS  
AT THE JUNIOR HIGH SCHOOL LEVEL

---

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  
Ken H. Winter  
July 1981

This Research Paper by: Ken H. Winter

Entitled: COUNSELOR'S RESPONSIBILITIES AND STUDENT'S  
NEEDS AT THE JUNIOR HIGH LEVEL

has been approved as meeting the research paper requirement  
for the Degree of Master of Arts.

July 10, 1981  
Date Approved

Audrey L. Smith  
Director of Research Paper

July 10, 1981  
Date Received

Audrey L. Smith  
Graduate Faculty Adviser

July 10, 1981  
Date Received

Donald L. Hanson  
Head, Department of School  
Administration and Personnel  
Services

## CONTENTS

	Page
LIST OF TABLES.....	v
Chapter	
1. THE PROBLEM.....	1
Introduction.....	1
Statement of Problem.....	2
Importance of the Study.....	3
Procedure.....	4
Assumptions.....	4
Limitations of the Study.....	5
Definition of Terms.....	6
2. REVIEW OF RELATED LITERATURE.....	9
Educational-Vocational Planning.....	10
Personal-Social Development.....	12
General Scholastic Achievement.....	16
Administrative Obligations.....	18
Colleague Cooperation.....	19
Needs Assessment.....	21
3. DESIGN OF STUDY.....	23
Source of Data.....	23
Survey of Instruments.....	25
Procedure.....	26

4.	ANALYSIS OF THE DATA.....	27
	Results - Counselor Survey.....	27
	Results - Student Survey.....	32
5.	SUMMARY, CONCLUSIONS, & RECOMMENDATIONS.....	37
	Summary.....	37
	Conclusions.....	38
	Analysis.....	40
	Recommendations.....	41
	BIBLIOGRAPHY.....	43
	APPENDICES.....	46
	A. COVER LETTER - COUNSELOR SURVEY.....	47
	B. SURVEY INSTRUMENT - COUNSELOR.....	48
	C. COVER LETTER - STUDENT SURVEY.....	50
	D. SURVEY INSTRUMENT - STUDENT.....	52

LIST OF TABLES

Table	Page
1. Responsibilities Chosen By Junior High Counselors as Most Important.....	28
2. Ranking Responsibilities Chosen by Junior High Counselors as Most Important.....	30
3. Student Rating of Perceived Needs School A (7th Grade).....	33
4. Student Rating of Perceived Needs School A (8th Grade).....	33
5. Student Rating of Perceived Needs Total Sample - School A.....	34
6. Student Rating of Perceived Needs Total Sample - School B.....	34
7. Student Rating of Perceived Needs Total Sample.....	36

## Chapter 1

### THE PROBLEM

#### Introduction

In the past decade, the necessity for a junior high school counselor seems to have increased more than ever before. Formerly, the child's needs were handled by the teacher through homeroom and classroom guidance programs (Baughman, 1974; Grambs, et. al., 1961). Gradually, socio-economic forces of the past decades have encouraged a full time specialist, or the equivalent, available in guidance and testing for every 250 to 300 pupils in a junior high school (7th and 8th grades) (Conant, 1960; Tink, 1963).

What, then are the main duties of the guidance counselor at this level?

"The chief duty of the counselor is to assist teachers to classify, motivate, and guide every pupil to work up to his or her full capacity whether a slow or a gifted learner." (Cramer, 1974, p. 78).

Communication is essential where counselor contact with teachers, students, and parents ought to be maximized and counselor contact with student scheduling might be minimized (Sweat, 1978). Orientation and the transition from school to school will also be found in counseling activities (Baughman, 1974; Conant, 1960; Tink, 1963; Liggero, 1968). High on the list of priorities for the junior high school counselor certainly is to help with



personal, social, and economic problems (Sweat, 1978; Tindell, Kennedy, Reynolds, 1974; Johnson, 1972; Popper, 1970).

Testing and appraisal are required by any facet of society. In terms of child development, this counselor service creates a picture of achievement for each student (Conant, 1960). Often times vocational instruction is avoided or thought to be unnecessary at the junior high school level, but Baughman (1974) and Conant (1960) believe vocational aid to be a necessity as is also the help given in scheduling and placement to achieve proper background for preparation in the occupational fields.

Not much has been written that aims specifically at counselor's duties at junior high school level since situations vary so much from place to place. These functions cited are just an accumulation of possibilities. Some counselors may find all of the previously mentioned activities necessary or to have a very high priority or may discover them to be totally unnecessary. Surely, too, one consideration not to be forgotten is the student reaction to these various activities. There may be concerns beyond the expectations of the counselor. Many times, too, the counselor is usually required to perform specific administrative duties by their supervisors in addition to student counseling duties, as the present study will show.

### Statement of the Problem

The purpose of this study is to determine what the duties of the counselor are and the services he or she

provides at junior high school level (7th and 8th grades). It will also show how the counselor and student rank the functions in order of importance. Where should the counselor concentrate most of his or her time? Nine months' contact with the students appears to be a considerable amount of time, but is that duration long enough to complete a comprehensive counseling program? What services are vital; which could be eliminated? This study should shed some light on answers to these questions and others concerning the duties of the junior high school counselor to effectively fulfill the needs of the junior high school student.

#### Importance of the Study

Since there is a scarcity of materials as to the function of the junior high school counselor, a study of this sort may answer many questions of future counselors at this grade level. Counselors may also use this survey as a contrast to their present situation in junior high school.

A more general objective may be to achieve and to increase counselor effectiveness and to maintain a positive student attitude toward the counselor and the school (Johnson, 1972). The counselor-student relationship can be improved if the counselor can meet the special student needs.

Specifically, the size of the schools in the state of Iowa in the target area fulfill the writer's needs, since a possible position may be available in the near future for a junior high school counselor. This study will assist in designing a program at junior high school level in this type

of school districts and will provide feedback for those counselors who have participated in the survey.

### Procedure

The initial step in the design of this study was the construction of two opinionnaires. One opinionnaire determined the opinion of the counselor in schools of the desired size as to the top five functions of the ten given in the instrument.

The second opinionnaire listed ten areas to which the students could respond, rating on a scale of one through six. A rating of six indicated the function was "most necessary" in fulfilling the student's needs and a rating of one was "not necessary at all" in fulfilling student's needs. The students chosen were from the target schools.

The results were then counted and tabulated. An average score for each response was determined for the student opinionnaire results.

### Assumptions

For purposes of this study the following assumptions will be made. It was taken for granted that the participating counselors came in contact with most of the facets of guidance and that they have had some experience either through their education or through on-the-job counseling, with the tasks listed on the survey. It was also assumed that the students involved in the student survey have had some relationship or constructive communication with the

school counselor(s) at least once or twice per semester. Hopefully, from that point the students do know of the uses of the guidance services and do take advantage of some of them. No consideration was given to sex, race, or color in either the counselor survey or the student survey. Of course, it must be taken for granted that the students could read and were of 7th and 8th grade levels. Being optimistic, since the counselors administering the student survey were instructed to encourage sincerity in answering the questions, it is assumed that the students answered honestly.

#### Limitations of the Study

In choosing target schools, the number of schools fitting the desired specifications of the school district population of 1,500 to 2,500 in K-12 and a school structure of K-6-2-4, in the state of Iowa, was very low. So the school size had to be increased with 900 students being the smallest school and 3,800 students in the school district being the largest chosen for a valid, representative number for the survey.

Two author constructed surveys were used. One was an opinionnaire for the junior high guidance counselor and the second was an opinionnaire for the 7th and 8th grade students.

The format and description of the tasks were not the same from one instrument to the other. The titles of the responsibilities and needs were revised into shorter and more meaningful explanations for the student's survey. This assured a better student understanding of the instrument.

One factor present is that the study does not control selection of participants. The choice of counselors was based only on their employment in the desired target area. For this reason, the external validity is very weak.

A few other hindering factors might be that some student taking the opinionnaire may not have ever had any contact with a counselor. Also, many students may have been biased by the type of counseling that they were accustomed to. Counselor influence certainly is not intentional, but it could not be prevented, that the students would answer according to the familiarity of the need when it is one that is served by their counselor.

#### Definition of Terms

K-6-2-4: A structured school system; the K stands for kindergarten, the 6 is the number of elementary years, the 2 symbolized the target area of 7th and 8th grades (junior high), the 4 represents the four years of senior high school (9th, 10th, 11th, 12th grades). In this system, the 7th and 8th grades are separate from the elementary and the high school.

Educational-Vocational Planning: Program planning, college vocational planning, orientation, registration, or scheduling.

General Scholastic Achievement: Giving tests and interpreting them, measuring school achievement, and school record review.

Personal-Social Development: Personal adjustment, teacher conflicts, parent-family conflicts, peer relationships, and boy-girl relationships.

Administrative Obligations: Compiling test scores, updating files, planning cooperative programs with teachers, and working with the administration and community.

Junior High School: 7th and 8th grade units separate from the kindergarten through 6th grade and distinctly separate from the senior high school - 9th, 10th, 11th, 12th grades. They may or may not share buildings with either.

Scaled Response: A structured response mode made up of a series of graduations "on which respondents are asked to express endorsement or rejection of an attitude statement or to describe some aspect of themselves" (Tuckman, 1978, p. 202).

Child Abuse: "Any non-accidental physical injury suffered by a child as the result of the acts or omissions of the child's parents, guardians, or other person legally responsible for the child." Child is defined as "any person under the age of eighteen years" (Department of Social Services, 1975, p. 2). This refers to Chapter 235A, Section 2, of The Code of Iowa.

CISI: Career Information Service of Iowa. A computer terminal program or card needle-sort technique used to help

the student learn of personal values and abilities, the world of work and personal values and abilities, the world of work and personal goals.

Career Education Units: Units on career awareness and career discovery. They usually aid the student in the form of kits in which hands-on activities are available.

"Shadowing": Following a worker around throughout the workday to observe what he or she does in his or her occupation. It is a technique for career awareness.

## Chapter 2

### REVIEW OF RELATED LITERATURE

In this chapter, literature related to perceived duties of the junior high school counselor will be reviewed. Since in the past, teachers handled most student problems at the junior high school level, the need for a counselor at this level was questionable. But in the present day, society has put some pressure on schools to provide a specialist in counseling at the junior high school (Conant, 1960; Tink, 1963). What are the priorities in the counseling field at this level?

In the process of working through this research, one of the most difficult tasks was finding previous work in the area of junior high school student needs in counseling. Not only were the assessments hard to find, but even written material on the subject of junior high school counseling duties was hard to locate. In this chapter, what was found will be discussed.

There are any number of possible functions that a junior high school counselor may perceive as his or her duties for 7th and 8th grade students (Sweat, 1978). Practical experience proves to be the best source for most of these suggestions (Johnson, 1972). In this presentation, opinions may be from on-the-job encounters or may be the



opinions of those who suggest what might be an ideal situation for the junior high school counselor. Where might the priorities be when creating a junior high school counseling program? Many options will overlap and most have the purpose of including duties that would fulfill the needs of the widest number of the junior high school populations.

There is a wide variance of approaches to fulfilling assorted needs of the junior high school student. The counseling duties seem to be limitless. To gain some means of organization, the literature review is placed under three titles as followed by Brough (1969):

- a) Educational-Vocational Planning.
- b) Personal-Social Development and Administrative Obligations.
- c) General Scholastic Achievement.

### Educational-Vocational Planning

The consideration of the future ought to be an integral part of the junior high school education (Tink, 1963). In the past, the obligation of counseling was left to the classroom teacher (Grambs, et al., 1961). According to Grambs, et al., the teacher would be the counselor with the aid of the guidance staff. Because of this, junior high school students depended somewhat on these teachers to help them make decisions that were likely to have long term consequences and may even be irreversible (Grambs, et al., 1961). Hopefully, through the use of specialists in the field of vocations, schools are making more progress in this

area. Where old methods may not have been sufficient, maybe schools with junior high school counselors are making more positive improvement.

Appropriate vocational guidance. Potential college bound students need to be informed about appropriate high school courses to take while they are still in junior high school (Liggero, 1968). Proper preparation for the child's vocational role may have its source right at these very basic levels.

This problem is most prevalent when the concern is the young female student. The situation starts when the teenager begins to accept the more traditional women's role rather than exploring other possible opportunities that may not fall within tradition of female occupations (Cramer, Wise, Colburn, 1977). Cramer, Wise, and Colburn identify the need to help the girl to make informed choices. Suddenly, a graduating female senior decides that she wants to get into medical school. She has taken the traditional courses in high school for girls such as home economics, bookkeeping, typing, shorthand, and sewing, but never the necessary courses in mathematics and sciences. Thus, she arrives at the university without the required background through additional courses.

When reviewing the literature, great support was given to educating the student on his or her vocational choices.

Guidance according to interest needs to start at the junior high school level. (Tindell, 1977).

Vocational exploration and planning. The guidance office assists vocational exploration by providing group instruction on occupational opportunities (Conant, 1960). This can be accomplished through pamphlets, career education units, The Career Information System of Iowa, "shadowing", hands-on-training, and guest speakers. The assistance through educational planning can prevent a misguided program in high school that could cause "dropping out" of school or a failure in the real world (Baughman, 1974).

Reynolds and Van Noy (1970) advise that a counselor ought to assist the students in setting up a general plan of study. This would include scheduling for each semester. Scheduling in the junior high school years and freshman year make the transition from elementary school to 7th grade and the advancement from 8th to freshman year less fearful situations. Orientation programs for those entering junior high school will welcome the students and put them at ease in their new school environment.

By aiding the student in the general plan, interests can be considered. The student can be directed to areas that will promote his or her future plans (Reynolds & Van Noy, 1970).

#### Personal-Social Development

The personal growth of the child especially during the very trying times of junior high school, poses some

problems. Not only does this involve the physical growth, but it also includes the psychological and social growth. This includes emotional or mental problems as well as relationships with the family, peers, teachers, and administrators or anyone who may stand for authority within the child's world (Popper, 1970).

The child in elementary years experiences a period of latency where normal expectations of performance at home and at school are encountered (Conant, 1960). When the child cannot meet these expectations, it becomes a crisis in his or her mind. Then the child enters a period called a "psychological revolution" in which performance expectations for the junior high school seem unattainable (Tink, 1963). At the 7th and 8th grade levels, the child is changing physically and psychologically very quickly and may at times feel a little disoriented trying to solve some of the problems of human development (Tink, 1963). Self-adjustment, the identity crisis, rebuilding the ego, and needing a refuge from cultural pressures become essential in the child's life. The child, while changing in human development, actually requires a great amount of aid during this adjustment period (Popper, 1970). Everything seems crucial to the young teenager. Popper (1970) says they must be reached before they become "drop-outs." Grambs, et al. (1961) insists that at this point in life, the junior high school student makes important decisions that could have long term conse-

quences and many are irreversible. He or she cannot face the personal dilemmas alone, since he or she does not understand them.

Good guidance programs help the student solve the problems interfering with his or her education (Sweat, 1978). In a 1978 study-report in junior high schools in Illinois, Sweat found that some of these interferences included poor organization of time, test anxiety, lack of confidence, lack of study habits, dislike of school, loneliness and the inability to make friends, and conflicts with teachers.

Often, these foregoing difficulties eventually result in inappropriate behavior (Sweat, 1978). According to Sweat, minicourses in values clarification would help the junior high school students know themselves and their values. He also believes that a system of "preventative discipline" could be used where anticipated problems may occur. Counseling sessions could provide ample help to the students in these types of cases.

Baruth and Phillips (1976) look at a different concept to aid the junior high school students in coping with their problems. Their method, bibliotherapy, helps students relate to real world situations. Information is provided to the student through books and pamphlets describing situations very similar to their own problems. The obligation of the guidance services is to help the students cope with real world situations such as delinquency, divorce, family relationships, and peer relationships (Baruth and Phillips, 1976).

Baruth and Phillips (1976) base much of their rationale on the fact that many others have the same problem. As common as these problems mentioned previously, addiction to drugs and alcohol must also be included (Tindell, Kennedy, Reynolds, 1977). Many times, referrals come to the counselor from the school nurse on suspected problems of this sort. Here the counselor becomes a source of a much needed service to those involved, including parents, medical technicians, or law enforcement officers (Johnson, 1972).

Referral resources relate to many areas. Teenage pregnancy has just begun to be a problem in the middle grades (Tindell, Kennedy, Reynolds, 1977). The parents, with the aid of the counselor and any useful referral help, could provide alternatives for her. She needs to be informed.

In another legal situation, there are cases of child abuse. Tindell, Kennedy, and Reynolds, (1977) place priority in the detection of, and aid in, child abuse cases. The counselor, by Iowa law, must act in the best interest of the abused (Department of Social Services, 1975).

The obligation to education in these preceding areas is "to make responsible parents out of less responsible people and to salvage homes for the child, rather than to rescue the child from the home" (Tindell, Kennedy, Reynolds, 1977, p. 303). Grambs, et al. (1961) advise that the approach to the child's personal dilemmas can be best remedied by a joint parent-teacher-counselor effort. According to the statement made by Tindell, Kennedy, and Reynolds (1977),

education can help the parent make a better home for the child. Rather than taking the child away from the home because of the poor conditions there, help the parents make those conditions better. Johnson (1972), like the other authors, wants just to set a general goal of improving the quality of education by focusing attention upon the needs of the student both at home and in the schools.

### General Scholastic Achievement

"The chief duty of the counselor is to assist the teachers to classify, motivate, and guide every pupil to work fully to his capacity whether a slow or a gifted learner" (Cramer, 1974, p. 78). The counselor carries out his plan to achieve the highest possible performance from the school system. The counselor needs to use his skills to create the best, positive student-centered program for education (Johnson, 1972).

Improving the general scholastic growth. Scholastic achievement can be enhanced by the promotion of a good mental health program--improvement of the orientation of students; the articulation of the overall educational program; encouraging the exploration, study, and discussion of problems as they arise; and assistance in developing an effective group guidance program (Tink, 1963). Through this process, personal needs may be met resulting in less frustration and worry, leaving more time for learning.

Tink (1963) also feels that by working together, the guidance counselor, administrators, and teachers can help

the students at any level, better understand themselves and the personal limitations and strengths they possess. This would be done while still bolstering confidence and belief in themselves.

There ought to be a cooperation between the staff and administrators as a means to further scholastic achievement through a relaxed environment (Johnson, 1972). Johnson adds that another need is to get the students and parents to have a positive attitude toward the school and parental involvement in the educational process. The counselor needs to change his role from a traditional resource person to more of a team member and facilitator of the educational process.

In a title project that Johnson administered in 1971-1972, some activities used to increase the effectiveness of the guidance counselor for the improvement of the general scholastic growth were: providing information about individual students to teachers and administrators; providing resources for referral of students who need special help; offering suggestions to teachers to help cope with students not adjusting to class; classroom observation; participating in classroom activities and group discussions; participating with teachers in conferences concerning students with problems; and planning projects for appropriate classroom atmosphere (Johnson, 1972). The results showed that the teachers' opinion of counselor effectiveness was much better than that of the previous year.



Several types of tests are included as possible options for the counselor to use (Liggero, 1968):

- a) interest tests - purpose is to determine what occupations might interest the student.
- b) intelligence tests - determine the intelligence quotient (I.Q.) and other facets of intelligence.
- c) aptitude tests - find innate capabilities of the individual.
- d) achievement tests - show improvement of the student, usually year to year.

Depending upon the school, some tests are optional, some are required, but all can prove to be very useful in determining capabilities of the individual student.

#### Administrative Obligations

Thus far, the concern for student needs has been the topic. Obviously, no matter what the counselor does, he or she will serve the student directly or indirectly. But some of the obligations are more concerned with administrative matters.

Many guidance programs include duties that maximize counselor contact with scheduling and paperwork and minimize contact with teachers, students, and parents when it should be just the opposite (Sweat, 1978). Some of these duties are of necessity in many schools, but as Sweat says, they ought to be kept within reason.

Baughman (1974) lists several of the administrative duties in a guidance program: orientation program, a home-room guidance program, a classroom guidance program, a guidance oriented discipline, provisions for self-approval,

assistance with educational planning, vocational guidance planning, and programs for poor and exceptional students.

With all these obligations, inservice instruction for teachers in guidance skills can help the counselor in handling more of the guidance obligations (Popper, 1970). Popper adds that the students' welfare, though, ought to be the priority in any school.

Grade placement through acceleration or retention often becomes a matter for the counselor's concern (Tink, 1963). Tink suggests that the counselor might use previous information including tests, teacher recommendations, psychologist's recommendations, and conferences with parents to suggest acceleration or retention. Some students may be placed in special classes because of handicaps, learning disabilities, mental retardation or just the opposite, advanced ability and I.Q.

### Colleague Cooperation

Some colleagues within the school can be utilized in an effective guidance program. The teacher seems to be the real key to a successful guidance program. There ought to be total cooperation and understanding in order to prevent guidance from becoming a department to itself (Tink, 1963). A teacher can be useful in a counseling situation. The counselor's obligation is to work with the teacher in the homeroom or even in group counseling with the teacher (Baughman, 1974). Baughman adds that referrals that come from teachers and nurses ought to be followed up. These

people serve as a source for special educational placement in conferences with parents.

In a title project in 1971-72, the counselor was given a chance to really be more of a team member and facilitator than just a traditional resource person (Johnson, 1972). Johnson controlled activities in two schools, conducting workshops and organizing a positive student-centered program. He still carried out his normal functions, but was more involved in group discussions, classroom activities, curriculum planning, offering suggestions to teachers to help cope with students not adjusting to classes, and planning projects for appropriate classroom atmosphere. The results showed that teacher opinions of counselor effectiveness was much better than the previous year with traditional duties. Here, the counselor-teacher cooperation and relationships improved with the sharing of duties and facilities.

Cooperation with the senior high school counselor can also be beneficial to the junior high school program, especially in the preparation for 8th graders for freshman year (Ligero, 1968). Continuity between junior high school and senior high school according to Ligero, will make the change much easier. Both junior high school and senior high school counselors share the duties of presenting the senior high school curriculum.

Along with working with school staff, good community relations can bolster the junior high school program. The counselor serves as a communications network to the outside

world (Popper, 1970). The use of community resources in education and in vocational career development can add more to an already strong guidance program.

The counselor functioning in instructional and guidance programs in junior high schools, through the traditional role or the experimental role as in Johnson's title project (1972), "must aid the student in his struggle to achieve an adequate self-respecting self-concept, based upon relationships with other people, scholastic achievement, and consideration of the future" (Tink, 1963, no. 9).

It is possible and very likely that the needs perceived by junior high school students will differ from those of adults. The different approaches to areas of importance in the duties of the junior high school counselor vary greatly. Hopefully, through a needs assessment, new light can be shed on this topic.

### Needs Assessment

When reviewing the literature, a search was made for needs assessment instruments that would refer to a specific situation. Those that this author reviewed were mainly designed for students at high school level and for adults. As stated previously, studies on the needs of the junior high school student have been very limited.

An assessment instrument that would have handled the needs of this particular survey was not found. The instruments eventually used for this survey were completely author-made, using information only pertaining to junior high school

needs. The lists of needs and responsibilities used in the opinionnaires were developed from materials found in the review of related literature. The author-made survey instruments then fit the purpose precisely.

## Chapter 3

### DESIGN OF STUDY

This chapter will provide information as to how the data were acquired for the assessment of counselors' and students' opinions regarding duties of the junior high school counselor and needs of the junior high school student. It will also include the details on the construction of the assessment instruments.

After a search for needs assessment that might be used for this study, it was found that none would actually fit this particular need. None pertained particularly to the junior high school level. The alternative was to construct survey instruments that would serve the purpose.

In order to get a true picture for the survey, both counselors and students received survey instruments. A better picture of what is needed at the junior high school level is attained if information is gathered from those actually involved. The counselor opinionnaire was different than the student opinionnaire.

#### Source of Data

As this author planned to work as a junior high school counselor in the particular school system in which he is presently employed, a target area concerning the size of the school in student population was already predetermined.

Also, the schools chosen for the survey would be from the state of Iowa.

The Department of Public Instruction (DPI) in Iowa was contacted and a request was made for a list of community school systems whose population was over 900 students, but less than 3800 students. In order to qualify for the study, the school system had to employ a counselor or counselors at the junior high school levels. The school structure desired for this study was K-6-2-4.

As a result of this correspondence, 58 districts were reported to be in this enrollment size, but very few employed a counselor for just the 7th and 8th grades. Most shared the counselor with the senior high school.

Within these 58 districts, 16 school districts having the approximate desired enrollment and a K-6-2-4 structure, provided 22 counselors, some with two. Of the 22 counselors who received opinionnaires, 17 actually returned them.

The student survey instrument was sent to particular school systems chosen by the author. The criteria were that the school would come from the previous list of schools, the school would be very similar in size to the school the author plans to be employed in as a counselor, and the school system and counselor would be cooperative. One school provided opinionnaires from 358 students of 7th and 8th grade levels while the other returned 261 7th and 8th grade opinionnaires.

## Survey Instruments

Counselor opinionnaire. The first survey instrument, the counselor opinionnaire (See Appendix B), listed ten counselor's responsibilities to the junior high school students. The counselor was asked to check five of the most important duties which in his or her opinion were the most important of the ten. Since it is difficult to pinpoint all the counselor's important duties, a place was provided for the counselor to contribute any additional responses that may have not been provided on the list. Then, the counselor was asked to rank "1" through "5" ("1" being the most important), the responsibilities checked on the previous page of the survey in accordance with their necessity. The counselor was asked to include in this list any of those additional responses he or she might have added to the survey list if he or she desired to do so. A cover letter accompanied the opinionnaire (See Appendix A).

Student opinionnaire. The second instrument, the student opinionnaire (See Appendix D), was used to gain the reaction of the student. It listed eight items to be answered through a method of scaled responses. A likert scale was used with six possible answers ranging from "not necessary at all in fulfilling my needs" (this was a "1"), to "absolutely necessary in fulfilling my needs" (this was a "6"). A place was provided for the student to list any needs that were not available on the list. No students responded to this item. A cover letter (See Appendix C) accompanied



the instruments addressed to the counselor who would administer the opinionnaire in the particular school. It explained the purpose of the study and its importance, with an explanation on how it was to be administered.

The phrases used in the student survey instrument were different than the counselor survey instrument, not only for simplification, but also since the student was looking at his or her needs as they were perceived, where the counselor was looking at the duties that would fulfill those very needs of the student. For further explanation, see appendices B and D.

### Procedure

The two opinionnaires were sent to each school on the list with a cover letter explaining the purpose of the study and how to complete it (See Appendices A and C). A self-addressed envelope with postage paid was supplied with the survey. The counselors helping the students were asked to stress that the students answer truthfully to the best of their ability.

There were 619 student survey instruments completed. Seventeen of twenty-two counselors completed the counselor survey instrument.

The returned data were tallied and put to tables. Running totals were all that were needed for the counselor survey. On the student survey, the totals for each need were made, and a mean determined for each of the needs. These tables are found in Chapter 4.

## Chapter 4

### ANALYSIS OF THE DATA

A description of the data received from the survey instruments will be presented in this chapter. The original idea of the study was to find where the student's needs are at the junior high school level and where counselors might place priorities in their duties in fulfilling those needs.

Two different survey instruments were used, so there will be two different sets of results. The first discussed is the counselor survey.

#### Results - Counselor Survey

Choosing the five most important duties. In this part of the survey, the counselors were to check five of the ten given duties in their responsibilities to the student as being the most important. The returns were tallied so as to illustrate the number of times each item was included in the top five checked. This is shown in Table 1. The counselor responsibilities from the survey instrument (See Appendix B), were listed on the left with the total number of times the counselors chose to include that responsibility as one of the five most necessary duties, on the right. No responsibility received a total of seventeen responses. In the seventeen opinionnaires returned, some counselors chose to add items from their own list of responses. This accounts for the fact

Table 1  
 Responsibilities Chosen by Junior High  
 Counselors as Most Important

COUNSELOR RESPONSIBILITY	NUMBER OF COUNSELORS WHO CHECKED ITEM
Counseling	15
Appraisal	5
Career Planning	12
Peer Counseling	3
Consultation and Coordination	15
Affective/Psychological Education	11
Referral Resources	12
Research/Follow-up	3
Teaching	3
Community/Public Relations	1

Table 1: N = 17 counselors. The respondents chose 5 duties seen as most important from the list of 10 items. A description of the counselor's responsibilities appears in Appendix B.

that the total number of results does not total seventeen as seen on Table 1.

Among some of the returns, comments were made concerning important aspects of junior high school counseling. Three counselors reported that the author's list to which they had responded to, was certainly giving conditions in an ideal situation. They reported that administrative duties in reality, rank the highest as to what actually occupies most of their time.

Two counselors felt that they spent more of their time in consultation, referral, and paperwork. Again, when they listed their choices of importance at the junior high school level, these were not included.

One counselor said that in reality he spent a majority of his time in meetings or staffing. He accuses the area education agency of overdoing this. He did not place this among his top five choices.

Public relations was high for one counselor, but not in his top five choices. He explains that to be effective, the counselor needs to show the students that he is interested in their activities as well as their behavior. This counselor also made the comment that teachers and parents were important, but not more than the student. He urges that the students be allowed to prove themselves.

Another counselor suggested a specialty area: counseling for kids of divorced parents. Although this might fit under several responsibilities, she points out that the problem demands particular attention.

Table 2

Ranking Responsibilities Chosen by Junior  
High Counselors as Most Important

COUNSELOR'S RESPONSIBILITY	RANKING					DID NOT RATE IN THE TOP FIVE
	1	2	3	4	5	
Counseling	11	2	2			2
Appraisal	1		1	1	2	12
Career Planning		2	2	5	2	6
Peer Counseling		1		1	1	14
Consultation and Coordination	2	5	2	2	2	4
Affective/Psycho- logical Ecuation		4	3	1	2	7
Referral Resources		1	4	3	3	6
Research/Follow-up					3	14
Teaching	1			1	1	14
Community/Public Relations				1		16

Table 2: N = 17 counselors. The responding counselors ranked their chosen responsibilities according to importance. One is the highest rating and five is the lowest. A description of the counselor's responsibilities appears in Appendix B.

Finally, one counselor listed five helpful hints in working with junior high students. These may pertain to any level or situation, but seem worthy of mentioning:

- a) Be a friendly individual, genuine, and one that the junior high school students can trust and talk to.
- b) Demonstrate sincerity so that teachers and students will cooperate if you need their help.
- c) Be a good listener - both students and teachers can see you will help them if you can.
- d) Know your students so that when teachers need help you can suggest practical procedures or at least understand what they are talking about.
- e) Keep appointments, what you say you will do, and if things cannot be worked out as you had hoped, be sure to let the person concerned know that you didn't forget.

Ranking the top responsibilities. Table 2 summarizes the results of the second part of the counselor survey instrument. After making additional responses that may not have been included in the available list of counselor's responsibilities, the counselor was asked to rank "1" through "5" ("1" being the most important), the order in which he or she would list the top responsibilities necessary to meet the needs of the junior high student (See Appendix B). This could include any contribution the counselor has added to the available list and could be ranked among the top five.

The highest rated responsibility as proposed by the counselors involved in the survey was counseling. Consultation and coordination, career planning, and referral resources followed, in that order. The least popular as shown on Table 2, was community and public relations. Close to the

least popular were: peer counseling, research/follow up, and teaching. Again, for a further explanation of each of these responsibilities, please refer to Appendix B.

### Results - Student Survey

The student survey (Appendix D), was calculated in a different manner since here the students used the scale available to place a number value to each statement. Therefore, each table used in these results has a mean for each need. To properly interpret the tables used to show the results from the student survey, one has to remember that the scale rates from "1" as not necessary at all in fulfilling the needs of the student to a "6" which is absolutely necessary in fulfilling the needs of the student as shown on the survey instrument form (See Appendix D).

The counselor at the first school (School A) divided the opinionnaires, returning results separately between the 7th and 8th grade students. Table 3 illustrates this school's 7th grade results. Here, subject planning and career planning rated the highest.

In this table and the following tables 4, 5, 6, and 7, the student needs are listed on the left. The ratings "1" through "6" are listed horizontally across the top of each table. The number below each of these ratings signifies the number of times the students gave this particular need this rating. Finally, the last column on each table shows the mean for that specific need.

Table 4 illustrates the results of the student survey for the 8th grade in that school. The 8th grade also chose

Table 3  
Student Rating of Perceived Needs  
School A (7th Grade)

NEEDS	RATING						MEAN
	1	2	3	4	5	6	
A. Counseling	14	53	42	53	6	1	2.94
B. Testing	9	8	26	66	43	17	4.04
C. Career Planning	4	15	23	49	52	26	4.23
D. Relationships	24	29	27	37	34	18	3.48
E. Job Placement	19	30	36	38	36	10	3.42
F. Subject Planning	4	9	20	52	54	30	4.37
G. Drugs & Alcohol	25	23	17	41	26	37	3.77
H. Sex Education	12	17	17	60	27	36	4.07

Table 3: N = 169 students. "6" is given the high rating.

Table 4  
Student Rating of Perceived Needs  
School A (8th Grade)

NEEDS	RATING						MEAN
	1	2	3	4	5	6	
A. Counseling	25	41	44	53	17	9	3.12
B. Testing	10	10	33	75	47	14	3.95
C. Career Planning	1	10	14	48	74	42	4.64
D. Relationships	21	26	34	49	39	20	3.94
E. Job Placement	25	16	32	64	38	14	3.61
F. Subject Planning	3	8	13	36	64	65	4.82
G. Drugs & Alcohol	20	18	36	53	40	22	3.74
H. Sex Education	21	32	32	56	35	13	3.48

Table 4: N = 189 students. "6" is given the high rating.



Table 5

Student Rating of Perceived Needs  
Total Sample - School A

NEEDS	RATING						MEAN
	1	2	3	4	5	6	
A. Counseling	39	94	86	106	23	10	3.02
B. Testing	19	18	59	141	90	31	4.00
C. Career Planning	5	25	37	97	126	68	4.65
D. Relationships	45	55	61	86	73	38	3.56
E. Job Placement	44	46	68	102	74	24	3.52
F. Subject Planning	7	17	33	88	118	95	4.61
G. Drugs & Alcohol	45	41	53	94	66	59	3.75
H. Sex Education	33	49	49	116	62	49	3.75

Table 5: N = 358 students. "6" is given the high rating.

Table 6

Student Rating of Perceived Needs  
Total Sample - School B

NEEDS	RATING						MEAN
	1	2	3	4	5	6	
A. Counseling	76	69	53	47	15	1	2.45
B. Testing	46	39	43	77	35	21	3.30
C. Career Planning	32	28	32	84	51	34	3.75
D. Relationships	57	46	39	55	40	24	3.18
E. Job Placement	60	30	45	67	36	23	3.22
F. Subject Planning	25	28	25	65	61	57	4.07
G. Drugs & Alcohol	71	50	33	37	42	28	3.05
H. Sex Education	79	37	36	60	22	27	2.96

Table 6: N = 261 students. "6" is given the high rating.

subject planning as the most important need and career planning as second choice. There was a larger gap in the 8th grade from this second choice to the third - testing, with relationships very close behind. The 7th grade chose sex education as third in importance.

A total, the 7th and 8th grades together, is illustrated by Table 5. Obviously, career planning received the highest priority, subject planning, second. A distant third was testing. Counseling rated the lowest in this school system. The total number of students from this school participating was 358 students - 169 7th grade students and 189 8th grade students.

The second junior high school (School B) is represented by Table 6. Since the polling of the 7th and 8th grades together, was not requested, only a total of both grades jointly, equalled 261 students. These junior high school students found subject planning to be the utmost of importance. Career planning, like the first school was included in the top two, except this school put it second instead of first. Testing received third place ratings as in the first school.

The final table, Table 7, on page 36, totals the results of both schools together. Assuredly, because of the previous results, subject planning and career planning rated in the top two most important needs, subject planning was first. A surprising third choice in priority of needs was job placement. Again, counseling rated the lowest.

Table 7  
Student Rating of Perceived Needs  
Total Sample

NEEDS	RATING						MEAN
	1	2	3	4	5	6	
A. Counseling	115	163	139	153	38	11	2.78
B. Testing	65	57	102	218	125	52	3.70
C. Career Planning	37	53	69	181	177	102	4.15
D. Relationships	102	101	100	141	113	62	3.40
E. Job Placement	104	76	113	169	110	47	4.04
F. Subject Planning	32	45	58	153	179	152	4.38
G. Drugs & Alcohol	116	91	86	131	108	87	3.46
H. Sex Education	112	86	85	176	84	76	3.42

Table 7: N = 619 students. "6" is given the high rating.

## Chapter 5

### SUMMARY, CONCLUSIONS, & RECOMMENDATIONS

#### Summary

The purpose of this study was to determine what are the most important needs of the junior high school student as perceived by the student and by the counselor. It was expected that as a result of this study, a counseling program at the junior high school level could be geared to the most impending needs.

The design of the study. The data for this study were obtained through two opinionnaires which were developed by this author. One opinionnaire was developed for the counselor and one was developed for the student.

The counselor survey instrument was sent to 22 counselors in 16 schools in the state of Iowa, with the total school population ranging from 900 students to 3800 students. Seventeen counselors returned the instrument. The opinionnaire provided a list of 10 junior high school counselors' duties and asked that the counselor choose from the list the top five most needed duties. Included was a section for the counselor to respond to by adding any duties that were not provided on the list. Then, the counselors were to list those chosen five in the order of importance to them including any that they may have added in a separate

list of their own if they wished.

The second survey instrument was sent to the students in the 7th and 8th grade classes in two chosen schools that were taken from the same list of schools used for the counselor survey. Again, the schools were from the state of Iowa.

The student opinionnaire gave a descriptive list of needs for services that junior high school students might feel to be very necessary in a counselor-student relationship. These students were to mark each of the eight titles with a number "1" through "6" depending upon the necessity of that service in their opinion. The scaled response ranged from "not necessary at all" to "absolutely necessary." The students also could add any needs that were not available on the list. No responses to this item were returned.

### Conclusions

The high ratings. According to the counselor opinionnaire, "counseling" on a one-to-one basis received top priority as a duty. Also rating quite high, but second, was counseling and coordination. This again relates to personal contact. The next three counselor's duties were fairly close in importance: affective/psychological education, career planning, and referral resources.

The student survey results varied according to the school system involved. School A chose to send separate

results of the 7th and 8th grade students. A total was taken from these two classes and compared to the totals from the other schools.

School A decided that "helping you decide about your future occupation, job, or education" should show as the highest need. Close behind, was "helping you plan what subjects to take in junior high school or 9th grade." Its mean was nearly the same as the first.

School B reversed these two perceptions of needs putting subject planning first and career planning second. The subject planning received a substantial lead over the second.

Both schools chose testing as the third most important need. School A gave it a much higher mean than the other school did. When both schools were put together, subject planning was first, career planning second, and unusually close behind was job placement, going ahead of testing.

The low ratings. The least popular among the counselors, concerning responsibilities to the junior high school student, was community/public relations. Research/follow-up, peer counseling, and teaching showed very little popularity as well. Only three counselors checked these among the top five, while only one checked community/public relations in the top five.

Remarkably, the need that represented the lowest student rating was "counseling", talking to you on a one-to-

one basis about your personal problems and needs. Both schools fluctuated in the remaining needs. In the final student results, "counseling" had a much lower mean than any of the next three low ones: relationships, sex education, and drugs and alcohol. These three were within six one-hundredths of a point of each other. Testing came fourth from the top in choices in the student survey.

### Analysis

As indicated by the review of the literature, most authors agree on duties and needs in the junior high school level. The essential differences come when a value is placed on these duties and needs. The amount of literature written on this topic is limited, but the authors who have had some experience in this area are very outspoken about the importance of counseling at the junior high school level.

The survey instruments may shed some light on where the priorities are. Although there are some limitations to the study, it may still serve as another source where reference may be made.

It is ironic that the students placed "counseling" last on their list whereas, the counselors chose it as a top priority. Counselors are trained basically for one-on-one activities which may have accounted for that outcome. Throughout the study, the counselors seemed to show the greatest responsibility to choose the more personal aspects of the student-counselor relationship. This may seem very

important to the counselor, but is not employed as often as desired since the school may suggest other requirements that the counselor must fulfill throughout the year. Time may not be available for all the desirable one-on-one activities.

The counselors in the school systems used for the student data may not place an emphasis on the one-on-one contact. This may account for this student reaction. The students in making their choices, may have let the counseling system they are accustomed to, influence their decision-making. Thus, the counselor in their system may have indirectly affected the outcome.

The counselor results may also have been influenced by requirements in the school system. Although counseling and consultation/coordination may be rated high by the counselors, in reality the counselor by the school requirements may spend more time in scheduling, testing, and paperwork. School responsibilities may have influenced the results from the counselors.

### Recommendations

In further study of the subject of determining the needs of the junior high school student, it would be of value to survey students of schools of this same size who do not have counselors in their system. This would provide information with which to compare schools having counselors to schools not having counselors.



One might also advise the counselors at the schools where the students are participating in the survey, to be explicit in their instruction so that the needs the students are marking are those needs that they honestly feel are necessary, rather than services to which they are accustomed. This may eliminate the counselor influence on the results.

A third recommendation is that more studies need to be done. This author finds the field of study in this area quite open at this time. In comparison to the work done at the senior high school level, not much has been done at the junior high school level in counseling. Even less has been done in that of research. It does seem, though, that counseling of this age group is growing. The demand for more information concerning the responsibilities of the junior high school counselor seems endless.

BIBLIOGRAPHY

## BIBLIOGRAPHY

- Baruth, Leroy G., Phillips, Marsha W. Bibliotherapy and the school counselor. School Counselor, Jan., 1976, Vol. 23 (no. 3), 191-199.
- Baughman, M. Dale. Organization and administration of the modern junior high school. Book: Baugh, Max E., & Hamm, Russell L. The American Intermediate School: A Book of Readings. Danville, Ill., Interstate Printers and Publishers, Inc., 1974.
- Brough, James R. A profile of junior high school counseling. School Counselor, Sept., 1969, Vol. 17 (no. 1), 67-72.
- Conant, James Bryant. Recommendations for education in the junior high school years. Princeton Educational Testing Center, Princeton, N.J. 1960.
- Cramer, Roscoe V. What educational program is needed in the junior high school? Book: Baugh, Max E. & Hamm, Russell L. The American Intermediate School: A Book of Readings. Danville, Ill., Interstate Printers and Publishers, Inc., 1974.
- Cramer, Stanley H., & Wise, Pamela Sharrett, & Colburn, E. David. An evaluation of a treatment to expand the career perceptions of junior high school girls. School Counselor, Nov., 1977, Vol. 25 (no. 2), 124-129.
- Grambs, Jean D., & Noyce, Clarence G., & Patterson, Franklin, & Robertson, John. The junior high school we need. Report from the Association for Supervision and Curriculum Development (Commission of Secondary Curriculum), 1961.
- Johnson, Lary. Reorganized junior high program: an evaluation. From a Title III project of the Research and Evaluation Department, Educational Services Division, Minneapolis, Minnesota, 1971-72.
- Liggero, John. A Successful Approach to High School Counseling. West Nyack, N.J., Parker Publishing Co., Inc., 1968.

Popper, Samuel H. Guidance counselor as an institutional balance wheel in early adolescent education: a probe into a latent role activity. Contemporary Education, April, 1970, Vol XLI (no. 5), 232-239.

Reynolds, Larry J., & Van Noy, Fred. A description of educational change within a selected junior high school. Project carried out through the Cooperative Research Act by the Center for Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon, October, 1970.

Sweat, Clifford H. Responsibility education in the junior high/middle school. A report on a study held at the junior high school in Arsdale, Ill. Danville, Ill., Interstate Printers & Publishers, Inc., 1978, 16-20.

Tindell, Judy, & Kennedy, Bebe C., & Reynolds, Carol. Ethical issues for the middle school counselor: one counselor's point of view. Elementary School Guidance and Counseling, April, 1977, Vol. II (No. 4), 302-304.

Tink, Dr. Kerby. Behavior and development of adolescents in contemporary society: guidance in the junior high school. From the 7th annual junior high school workshop sponsored by the Illinois Junior High School Principal Association, Northern Illinois University, DeKalb, Illinois, 1963.

Tuckman, Bruce W. Conducting Educational Research. New York, Harcourt Brace Javanovich, Inc., 1978, 202.

#### Pamphlet

Iowa's Child Abuse Reporting System: They All Need Our Help.  
Presented by the Community Services, Department of Social Services, 3619½ Douglas Avenue, Des Moines, IA, 1975.

#### Data Source

Smith, Giles. Chief of Guidance Services, Grimes State Office Building, Des Moines, IA.

APPENDICES

## Appendix A

## COVER LETTER - COUNSELOR SURVEY

314 South Sheakley Ave.  
New Hampton, IA 50659  
April 2, 1980

Dear Counselor:

The ever-changing educational process requires that present guidance programs be evaluated from time to time. The concepts and priorities in guidance are often questioned.

As a professional in this field, what do you think are the main duties of the counselor at junior high level? What are your priorities in meeting student needs?

The enclosed survey will give you the opportunity to answer these questions through a list of suggested responsibilities. Additionally, personal contributions to that list are encouraged. Yours is one of sixteen schools in the state of Iowa receiving this survey. Please complete, following the directions given on the sheets.

When the research is completed, I will send you a copy of the final results. Please return the opinionnaire to me in the self-addressed envelope.

This survey is part of my research work for my graduate degree in Secondary Guidance and Counseling. Your help would be appreciated. Please return these forms by April 25. My address and phone number are:

Ken H. Winter  
314 South Sheakley Ave.  
New Hampton, IA 50659  
Home Phone: (515) 394-5275  
School Phone: (515) 394-2259

Feel free to contact me if there are any questions.  
Thank you for your time.

Sincerely,

Ken H. Winter

## Appendix B

## SURVEY INSTRUMENT - COUNSELOR

Counselor's Responsibilities  
to Junior High Students

There are many duties considered under the responsibilities of the junior high counselor in serving the needs of the student. Using the list provided, please check (✓) five of the most important of these duties.

## (✓) COUNSELOR'S RESPONSIBILITIES

- \_\_\_\_\_ Counseling: basically one-on-one counseling or group work - preventative discipline, help with study habits.
- \_\_\_\_\_ Appraisal: evaluative - interest testing, intelligence testing, aptitude testing, achievement testing, questionnaires, needs assessments.
- \_\_\_\_\_ Career Planning: career exploration units, information services, educational placement, career education, work/job placement.
- \_\_\_\_\_ Peer Counseling: working with students to help each other.
- \_\_\_\_\_ Consultation and Coordination: consulting with parents, teachers, doctors, psychologists, speech therapists, administrators, coordination with registration, orientation, curriculum scheduling.
- \_\_\_\_\_ Affective/Psychological Education: values assessment-teaching children to know themselves and their values.
- \_\_\_\_\_ Referral Resources: teacher referrals, staffing (remedial reading, special education, etc.), legal referrals, working with law enforcement agencies, medical referrals.
- \_\_\_\_\_ Research/Follow-up: studies on how to improve the school system - suggestions for future years.
- \_\_\_\_\_ Teaching: counseling related classes as psychology, family living, alcohol and drug education, etc.

Community/Public Relations: representation in the community at school related functions and using community resources.

It is hard to pinpoint all the responsibilities that the junior high counselor may have. Please list any additional responses that you believe should be added to the above list.

---

---

---

---

---

---

---

---

Finally, please rank 1 through 5 (1 being the most important) the order in which you would list the top responsibilities necessary to meet the needs of the junior high student. Include any contributions you have made about if you believe that they rank among the top five most important counselor responsibilities.

1. 

---

2. 

---

3. 

---

4. 

---

5. 

---

---

---



## Appendix C

## COVER LETTER - STUDENT SURVEY

314 South Sheakley Ave.  
New Hampton, IA 50659  
April 2, 1980

Dear Counselor:

First of all, I want to thank you for taking the time to help me with this survey concerning a needs assessment for junior high students. Your cooperation is very much appreciated.

The opinionnaires enclosed should suffice for the number of students you have in both 7th and 8th grades. The instrument has a brief explanation for instructions, but preferably, the survey should be explained again to the students before being completed.

Please stress the importance of thinking each statement through carefully and answering exactly according to their feelings. Also, no names are wanted on the survey.

The response to the opinionnaire is done by the application of numbers of one through six from the rating scale. The scale used is on the survey sheet. Please review the scale with the students before the survey is begun. If any students feel that a point of interest to them has been missed, ideas can be added where it says "others".

Enclosed also is the survey "Counselor's Responsibilities to the Junior High Students" for you to complete. As a professional in this field, what do you think are the main duties of the counselor at the junior high level? What are your priorities in meeting student needs?

This survey is part of my research work for my graduate degree in Secondary Guidance and Counseling. Your help would be appreciated. Please return these forms by April 25. My address and phone number are:

Ken H. Winter  
314 South Sheakley Ave.  
New Hampton, IA 50659  
Home phone: (515) 394-5275  
School phone: (515) 394-2259

Feel free to contact me if there are any questions. The results will be sent to you upon completion. Please return the opinionnaires in the same box that they came in. A self-addressed envelope is provided for you to place on the cover of the box. Also, there is a check for postage.

Thank you for your time.

Sincerely,

Ken H. Winter

## Appendix D

## SURVEY INSTRUMENT - STUDENT

## Student Needs at Junior High Level

In order to provide the best help to you, the junior high student, input is necessary to determine where your needs actually are. In what areas is your counselor most useful to you? Please read the list of phrases below and answer by rating according to the extent of how the activity fulfills your needs.

Write on the blank to the left of the statement the number that fits best the way you feel, using the following scale:

- 1 - Not necessary at all in fulfilling my needs.
- 2 - Very seldom necessary in fulfilling my needs.
- 3 - Seldom necessary in fulfilling my needs.
- 4 - Moderately necessary in fulfilling my needs.
- 5 - Very necessary in fulfilling my needs.
- 6 - Absolutely necessary in fulfilling my needs.

- \_\_\_\_\_ A. Counseling: talking to you on a one-to-one basis about your personal problems and needs.
- \_\_\_\_\_ B. Giving you the tests needed to learn more about you as: Test of Iowa Basic Skills or the I.Q. tests.
- \_\_\_\_\_ C. Helping you to decide about your future occupation, job, or education.
- \_\_\_\_\_ D. Helping you to get along with other students, parents, family, teachers, or principal.
- \_\_\_\_\_ E. Helping you to get a part-time job or summertime work.
- \_\_\_\_\_ F. Helping you plan what subjects to take in junior high or for 9th grade.
- \_\_\_\_\_ G. Telling you about drug and alcohol abuse.
- \_\_\_\_\_ H. Teaching you a unit on sex education.

OTHER: Please write any other needs you might add to this list that were not included above.

---

---

---

---

---

---

---

---