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A COMPARISON OF THE ATTITUDES TOWARD SCHOOL OF ATHLETES AND NONATHLETES AT THREE FORKS HIGH SCHOOL, THREE FORKS, MONTANA

by

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ABSTRACT

The purpose of this study was to determine if the attitudes toward school of students involved in two or more interscholastic athletics at Three Forks High School differed from the attitudes toward school of students not involved in athletics at Three Forks High School.

The data was gathered through the use of a questionnaire, Student Opinion Inventory compiled by the National Study of School Evaluation administered to all the students in attendance the day the survey was taken at Three Forks High School in the above two groups.

The instrument consisted of thirty-four items to be rated on a 5-point Likert scale ranging from a "Strongly Agree" to "Strongly Disagree."

The data was arranged into a chart showing means, standard deviations and T-Test score statistics of six subareas: Student Participation, Student-Teacher, Student-Counselor, Student-Administration, Student-Curricular and Instruction, and Student-School Image. Significance was determined beyond the .05 level.

The major conclusion reached as a result of this study was: (1) There is no significant difference in attitudes toward school of athletes and nonathletes except in the subcategories of Participation and School Image.

The major recommendations made as a result of this study were: (1) There is need for further investigation of attitudes toward school of athletes and nonathletes with other variables such as G.P.A., home life, and associates taken into consideration. (2) The attitude values gained in the areas of Participation and School Image are worth the expense of athletics.

Chapter 1

INTRODUCTION

Interscholastic athletics in our social system have been an accepted factor almost since secondary schools were initiated in our early history.

Every year, more and more high school students, both boys and girls, are becoming involved with athletics. This involvement consists of participation on the varsity, junior varsity, and sub-junior varsity level. The American School Board Journal (1975) stated that the interscholastic sports programs involve as much as half the student population of a school. The article went on to say that in many schools today, no one is eliminated from participation. Instead, another team is formed where he or she can compete.

In recent years, the advent of girls in athletics has greatly increased the number of students involved in athletics in Montana high schools. In many schools, girls now compete in basketball, track and field, and gymnastics. Larger Montana schools now offer opportunities for girls in other athletic areas including golf, tennis, and swimming.

The value of athletics to participants has long been a fact accepted by many in the field of sports (Alley, 1974; Schendel, 1965). These authors summarize that some values of athletics to participants include: cooperation, respect rights of others, tolerance, physical vigor, discipline, prestige, sociability, social maturity, and a

greater feeling of personal worth. No other field of endeavor that this writer can think of gives the participant so many positive carryover values.

There is a growing concern among educators, however, that the costs of interscholastic athletics are outweighing the values received. Many administrators have, at least in part, blamed the growth and extent of interscholastic athletics and the money spent on these programs for the lengthening list of mill levies that are being voted down by Montana schools. Charles Ansley (1977), Superintendent of Schools at Three Forks, Montana, stated that voter dissatisfaction with the percent of budgeted school monies allotted to athletics was one of the reasons the special levy was defeated in the first school levy election for Three Forks High School in the spring of 1977. He went on to state that there is some concern among members of the Board of Trustees of Three Forks Schools that the amount of money budgeted for athletics, in specific, and extra-curricular activities, in general (about 7 percent of the total budget for Three Forks High School), was inordinately high for the values received from athletics to the participant.

It is important then that we try to identify and measure the attitudes of students involved in athletics and compare these attitudes with nonparticipants. In the coming decade, if interscholastic athletics is to grow and involve more students, then it will be

necessary to discover what these students feel about the values and attitudes toward school gained from athletics.

PROBLEM

The problem of this study was to determine if the attitudes toward school of students involved in two or more interscholastic athletics at a Class "B" Montana high school differ from the attitudes toward school of students who are involved in no interscholastic athletics at the same Class "B" Montana high school.

CONTRIBUTION TO EDUCATIONAL THEORY

Superintendent of Schools Charles Ansley of School District J-24 Three Forks, Montana suggested that this study be done. He cited a void of information in the area of attitudes of athletes and nonparticipants toward school. This information would greatly add to the knowledge of the community, in general, and the Board of Trustees of Three Forks Schools, in particular, concerning the values received from athletics in the area of school attitudes.

There has been some criticism from community members in Three Forks that athletics is being overemphasized and that the value received is not worth the money spent. If it is found that athletes have a more positive attitude toward school than nonparticipants, then

it would strongly suggest that the money spent on athletics is well spent and perhaps dispel the criticism of some community members.

GENERAL QUESTION

The following general question was chosen for this study:

1. Is there a difference between the school attitudes of athletes and nonparticipants at a Montana Class "B" high school?

GENERAL PROCEDURE

The way the problem was solved was by administering a questionnaire on attitudes toward school to those students involved in two or more athletics at Three Forks High School and the same questionnaire to students involved in no athletics at Three Forks High School.

LIMITATIONS AND DELIMITATIONS

This study focused on the entire population of high school students at Three Forks High School who were engaged in no athletics and those who were engaged in two or more athletics during the same general time area. The entire population was surveyed and therefore there were no sampling problems.

Following is the delimitation of this study:

1. This researcher has delimited this study to the population described above and for the school year 1976-77.

Following are the limitations of this study:

1. This study was limited to high school students in Three Forks High School during the 1976-77 school year. Therefore, the results of this study cannot be interpreted to hold true for the entire state of Montana.

2. Since the researcher was an administrator of the high school this may affect student response even though no identity was asked of the students completing the questionnaire.

DEFINITIONS

For the purpose of this study the following definitions will be used:

Interscholastic Athletics: an athletic contest between teams representing two high schools involving any group of students playing under supervision of the school (Montana High School Association, 1975).

Attitude: the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions (Good, 1973).

Values: those principles and standards which, if accepted by the individual and applied in human behavior, exalt life and bring it into accord with approved levels of conduct (Good, 1973).

Nonparticipants: a student who is not involved in interscholastic athletics.

Sub-junior varsity: athletic teams generally referred to in Montana schools as: freshman squads, "C" squads, or sophomore teams.

SUMMARY

In summary, this researcher administered a questionnaire to all high school students in Three Forks High School who were not involved in interscholastic athletics and to those who were involved in two or more athletics.

This information will add to the general knowledge of the Three Forks community concerning the attitudes and values students gain from athletics. Their information also will allow the Three Forks community to make judgment concerning the value of athletics and Three Forks High School in relation to the money spent on athletics.

Chapter 2

REVIEW OF LITERATURE

VALUES AND ATTITUDES TOWARD ATHLETICS

The research in the area of comparing the attitudes toward school of high school athletes and nonparticipants is a very neglected field of educational exploration. This investigator could find no research done in the above specific area.

There has been, however, much investigation in the field of values of athletics to individuals involved. Alley (1974) stated that athletics can be an effective tool for developing desirable behavior patterns in participants. The behavior patterns Alley identified were honesty, leadership, cooperation, respect rights of others, and tolerance. Alley went on to say, however, that athletics can be a destructive force if not used for acceptable educational purposes.

Besides the personal characteristics referred to above, other writers have emphasized the value of athletics in the area of self-discipline and using time wisely. Dannehl and Razor (1971) said that self-discipline is the basis of an orderly life. They went on to state that athletics requires self-discipline in organizing a day's schedule to use time wisely in order to complete the established

goals. Findings of other studies by Schendel (1965) and Frost and Sims (1974) have substantiated the above statements.

Another area that is generally accepted as being a value of athletics is carryover to other fields. John Fuzak, Michigan State University, stated in an interview with College and University Business (1973) that there is a definite carryover in athletics. He went on to state that once an individual has achieved or nearly-achieved excellence, he probably won't be satisfied with mediocre performance in other areas.

Schendel made a comprehensive study of characteristics of athletes compared to nonparticipants. In his study he surveyed 334 ninth and twelfth graders in Eugene and Springfield, Oregon public schools. Schendel (1965) stated that ninth grade athletes as compared to ninth grade nonparticipants possess more of the following qualities: leadership, social initiative, sociability, social maturity, intellectual efficiency, self worth, and sense of personal worth. Schendel went on to say that twelfth grade athletes generally possess more desirable personal, social, and psychological characteristics than twelfth grade nonparticipants in athletics.

The thread of the preceding discussion has been that athletics can instill in an individual certain characteristic traits that can have a carryover to later life. Alonzo Gaither, Professor of Physical Education at Florida A & M, in an address quoted by Frost and Sims

(1974:18) summed it up well when he said, "The football field can be a laboratory for teaching the things we want in our youths. We believe that character building is one of the main objects of athletics and that more character can be built winning than losing."

Two more research works will be cited to stress what former athletes feel about their high school athletic experience.

In 1956, Max Schifrer, in a masters thesis from BYU, was quoted by Holbrook (Frost and Sims, 1974:25). The theme of the study was what seventy-four former high school athletes thought of their high school experience. Eighty-nine percent of the subjects thought that athletics had helped them develop and maintain physical fitness; 84 percent indicated that it helped them develop courage and self-confidence; 94 percent said it helped develop cooperation and teamwork; and 77 percent said it helped develop leadership. In another study, Kniker (1974) said that Bruce Ogilvie and Thomas Tutko had studied 15,000 athletes and found them to display more positive qualities than nonparticipants in athletics. The positive qualities were not enlarged upon, but it can be inferred that these were positive personal and social characteristics as discussed previously.

Other writers have substantiated the findings of the above authors, including Bowlus (1975) who surveyed 1,143 alumni from Indiana University. A total of 56.4 percent (644) returned the

questionnaire. The data made it quite clear that men who had participated in intercollegiate athletics, by their response, bear out the value of having these programs in college.

It is generally agreed upon by all authorities this writer researched that athletics does play a major role in teaching desirable personal and social characteristics as well as having a carryover to later life activities.

ATTITUDES AND MEASURING ATTITUDES

Attitude definition and the measurement of attitudes involves a somewhat difficult aspect of attitude research.

Robinson (1975) defined attitude as something that exists within a person. Since it is within, it cannot be seen and, therefore, whether or not a person has an attitude cannot be assessed.

Perhaps Thurstone (1928:531) had one of the most comprehensive definitions of attitude. He stated that attitudes are the "sum total of man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."

It appears from the above discussion that attitudes then are all the ideas we have about any topic but whether or not we have these feelings cannot be measured. This, then, appears to be one of the problems of measuring attitudes of students: they may have no

feelings about a particular subject at all and simply fill in a questionnaire on a random, hit and miss basis.

Other problems in measuring attitude were discussed by Thurstone (1928). He stated that attitude expression and the actual inclination of feeling of a person are not always the same. The situations may dictate that the individual hide or modify his true feelings. Thurstone went on to say that measurement of opinion may give a very wrong impression of the actual attitudes held by a subject.

Different responses also may result from the same stimulus in assessing attitudes. Doob (1947) pointed out that people may have the same attitude toward some stimulus, but a researcher cannot always determine the response that will be made if the same stimulus is given. This researcher, however, will have to assume that the response to the questionnaire to be given to the students will reflect their true opinion, since no outside social pressures will be brought to bear to answer in a given manner.

SUMMARY

This review of literature has identified some of the findings of previous researchers in the area of attitudes of athletes, values of athletics, and problems with measuring of attitudes. With this background, the researcher intends to give the reader sufficient

information to find significance in succeeding chapters and to realize the need for further research in the area of attitudes of athletes and nonathletes toward school.

Chapter 3

PROCEDURES

INTRODUCTION

This study was designed to determine if the attitudes toward school of students involved in two or more interscholastic athletics at Three Forks High School, Three Forks, Montana differ from the attitudes of students not involved in athletics at the same school during the 1976-77 school year.

The purpose of this chapter was to set up the organizational pattern of treatment and procedures that were followed in determining these differences, if any. This description included a background of the testing measures to be utilized as well as a format for collecting, organizing, and analyzing data from the population.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

The population of this study included all students at Three Forks High School, Three Forks, Montana who were involved in two or more interscholastic athletics and those students in the same school who were not involved in interscholastic athletics.

There was no sampling problem since all students in attendance in the above two groups were surveyed.

DEFINITION OF CATEGORIES

The questionnaire was administered to students at Three Forks High School. The categories were the attitudes of students who were involved in two or more interscholastic athletics and the attitudes of students who were not involved in interscholastic athletics.

The questionnaire was administered at the same general time of day, within the same week, and enough time was allotted for all students to finish the questionnaire.

The questionnaire was given in the spring of the year when the population had had opportunities to participate in athletics during that school year.

Since this researcher is the principal of the high school, the students were carefully oriented not to put any identifying names on their paper.

The students also had explained to them that the word "administration" refers to both the high school principal and the superintendent of Three Forks Schools.

METHOD OF COLLECTING DATA

The National Study of School Evaluations created and assembled an instrument to measure the attitudes of students toward their school. This questionnaire is sub-divided into six parts:

student-teacher opinion, student-counselor opinion, student-administration opinion, student-curriculum and instruction opinion, and student-school image opinion. The questionnaire consists of thirty-four multiple choice questions with five choices for each question. The range of choices is from a "5" for very favorable opinion to a "1" for very unfavorable opinion. The number of questions for each sub-category is as follows:

student-teacher--seven

student-counselor--five

student-administration--six

student-curriculum and instruction--five

student-participation--five

student-school image--six

This questionnaire was administered by this researcher during the span of one week in the spring of the 1976-77 school year to students in all freshman, sophomore, junior, and senior English classes at Three Forks High School. No student was surveyed twice but all students who were in attendance at that time and were involved in two or more athletics or were not involved in any athletics were surveyed.

RELIABILITY

The reliability coefficients are based on the response of 1,157 secondary students during February, 1973 for forty-three high

schools selected from the entire continental United States membership of the regional accrediting association. Table 1 summarizes this data.

Table 1. Reliabilities of the Student Inventory Subscales

Subscale	Number of Items	Coefficient Alpha
Student-Teacher	7	.83
Student-Counselor	5	.82
Student-Administration	6	.76
Student-Curriculum and Instruction	5	.75
Student-Participation	5	.69
Student-School Image	6	.78
Total Instrument	34	.91

VALIDITY

In the study of the validity of the Student-Curriculum and Instruction, Student-Participation, Student-Counselor, Student-Teacher, and Student-Administration subscores, six corresponding semantic differential subscales were constructed. The semantic differential Student-Participation and Student-Curriculum and Instruction subscales were constructed to measure the same concepts as the

corresponding Student Opinion Inventory subscales. The semantic differential Student-Counselor, Student-Teacher, and Student-Administration subscales were constructed to measure how students liked their counselor, teacher, and administration, respectively. Seven selected secondary schools supplied 367 student responses for the validity study. The Student Opinion Inventory subscale scores of the 367 secondary students were correlated with the corresponding semantic differential subscales scores. The results are given in Table 2.

Table 2. Correlation Between the Student Opinion Inventory and Semantic Differential Subscales and the Reliability of the Subscales

Student Opinion Inventory	Reliability	Correlation with Semantic Differential Subscales	Reliability of Semantic Differential Subscales
Student-Participation	.66	.50	.84
Student-Curriculum and Instruction	.75	.59	.78
Student-Counselor	.81	.49	.87
Student-Teacher	.78	.34	.70
Student-Administration	.75	.49	.84

The reliabilities of the Student Opinion Inventory subscores for the validity study approximated those found for the national

sample used in establishing reliability. Results of the inter-correlation of the subscales based on the 367 responses from the validity study is shown in Table 3.

Table 3. Intercorrelations of the Student Inventory Subscales

Subscale	1	2	3	4	5	6
Student-Teacher						
Student-Administration	.51					
Student-Participation	.47	.46				
Student-School Structure	.42	.47	.48			
Student-Curriculum and Instruction	.61	.51	.37	.47		
Student-Counselor	.29	.35	.23	.32	.33	

METHOD OF ORGANIZING DATA

A table of scores for each test was computer analyzed for each student showing combined test scores for each sub-category. The raw scores for each sub-category were converted into means, standard deviation, and t-test statistics. The following table is an example of the method the data will be organized.

Table 4. Example of Method of Organizing Data

Subscale	Athletes			Nonathletes			T-Test
	N	Mean	S.D.	N	Mean	S.D.	
1. Student-Participation							
2. Student-Teacher							
3. Student-Administrator							
4. Student-Curriculum and Instruction							
5. Student-Participation							
6. Student-School Image							

STATISTICAL HYPOTHESIS

To facilitate this study to systematic testing, the proposed questions of the research will be translated into suitable hypotheses.

H_0--There is no significant difference between the athletes and nonparticipants on each of the subscales.

H_1--There is a significant difference between the athletes and nonparticipants on each of the subscales.

ANALYSIS OF DATA

The raw score totals for each of the subcategories were computed on a work sheet along with information identifying the sex of each individual population and whether that individual is an athlete or nonparticipant. This information was transferred to an IBM Fortran coding form and analyzed by the Montana State University computer to determine means, standard deviation, and t-test statistics.

This investigator tested the hypotheses and identified differences in the organized data by using t-test statistics. Summary tables were included in the study to report distributions of response. To report significant levels, this researcher used the .05 because it is a common level at which to check relationships and significance in this type of study.

PRECAUTIONS TAKEN FOR ACCURACY

The questionnaire administrator acquainted himself with the questionnaire instructions and the contents of the questionnaire before actual questionnaire administration.

The results were hand tabulated for each student and checked by a second qualified individual. The raw scores were transcribed to an IBM Fortran coding form and analyzed at Montana State University to obtain means, standard deviation, and t-test statistics.

SUMMARY

The population of this study was two groups of students at Three Forks High. One group was all those students who were involved in two or more athletics and the other group was all those students who were not engaged in any athletics.

Using the Student Opinion Inventory questionnaire, these groups of students were surveyed concerning their attitudes toward school in six different subcategories to determine if there was a difference between the two groups in their school attitudes.

The questionnaire was administered in the spring of 1977 during the span of one week to all students in the two groups who were in attendance the days the questionnaire was given. Reliability

and validity of the questionnaire have been presented in this chapter to insure feasibility.

Raw scores derived from the questionnaire were hand-tabulated and then computer-analyzed by the Montana State University Computer to obtain t-test statistics for analysis.

Chapter 4

DESCRIPTION OF THE DATA

INTRODUCTION

The problem of this study was to determine if the attitudes toward school of students involved in two or more interscholastic athletics at Three Forks High School, Three Forks, Montana differ from the attitudes toward school of students who are not involved in interscholastic athletics.

The purpose of this chapter will be to set up the description of the data to formulate variances.

REPORT OF THE QUESTIONNAIRE

The Student Opinion Inventory was used as the instrument to measure attitudes for this question within six subareas.

The results of the questionnaire are shown in Table 4 for the question of the paper. The mean and standard deviation were computed for each subscale and t-test statistics are shown to determine significant differences.

Table 5 shows results of this questionnaire in the six subareas. The subscale mean can be interpreted on the following scale:

Table 5. Means, Standard Deviation, and T-Test Comparison Between Athletes and Nonathletes on Six Subscores

Subscale	Athletes			Nonathletes			t-test
	N	Mean	S.D.	N	Mean	S.D.	
1. Participation	44	3.85	.61	55	3.20	.72	4.78*
2. Teacher	44	3.90	.53	55	3.82	.70	.64
3. Counselor	44	3.07	1.29	55	3.08	1.27	-.01
4. Administration	44	3.55	.79	55	3.29	.86	1.54
5. Curriculum and Instruction	44	3.70	.61	55	3.52	.68	1.41
6. School Image	44	4.16	.53	55	3.75	.59	3.57*

Critical t .05 (df=97) = 1.99

*Significant to the .05 level

5 = very favorable

4 = favorable

3 = neutral

2 = unfavorable

1 = very unfavorable

Table 5 demonstrates a preliminary absence of significant difference in all subscales except for Participation and School Image. This absence of significant deviation rejects the H_1 on page 20 and retains the null hypothesis of H_0 on all except the Participation and School Image subscale. On the Participation and School Image subscale the presence of significant deviation would reject the H_0 hypothesis and retain the H_1 hypothesis.

SUMMARY

To determine attitudes toward school of athletes and non-athletes in Three Forks High School, Three Forks, Montana, the students who were involved in two or more athletics and the students who were not involved in athletics were administered the Student Opinion Inventory.

The data was arranged into charts showing means, standard deviation, and t-test score statistics. Significance was determined beyond the .05 level.

The tabulated t-test scores showed an absence of significant difference in all subcategories except two, School Image and School Participation of the athlete and nonathletes. This verifies the H_0 hypothesis that no difference exists in attitudes toward school of athletes and nonparticipants except in those two subgroups.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The Student Opinion Inventory questionnaire was administered to all students involved in two or more athletics and to all students not involved in athletics at Three Forks High School, Three Forks, Montana in May of 1977. The purpose of this questionaire was to determine if there are differences between athletes and nonparticipants in their attitudes toward school.

Raw scores were hand calculated on individual scoring sheets in each of the six subcategories as reported in Chapter 3 of this study. These raw scores were then transcribed to an IBM Fortran coding form and analyzed by the computer at Montana State University. From this, comparative means, standard devisions, and t-test statistics were obtained. This data was illustrated in Table 5 of this study.

CONCLUSIONS

Based on this information, the following conclusions are drawn:

1. There is no significant difference in attitudes toward school of athletes and nonathletes except in the subcategories of Participation and School Image.

2. The subscale that indicated the most significant difference between the attitudes of athletes and nonathletes was Student-Participation.

3. The subscale that indicated the least significant difference (in fact, a negative difference) between athletes and nonathletes was Student-Counselor. This indicates that nonathletes have a slightly better attitude toward the counselor than athletes.

RECOMMENDATIONS

1. The results of this research clearly point out that there is no significant difference in school attitudes of athletes and nonathletes in all areas except School Image and Participation. This study, however, points out the need for further investigation in this area taking into consideration such variables as GPA, home life, and associates of athletes and nonparticipants.

2. This research strongly suggests that the attitude values gained from athletics to the individual in the areas of School Image and Participation are worth the financial support of the school and community.

3. The values of athletics, both to the individual and the school, as detailed in Chapter 2, cannot be overlooked and must be emphasized as evidence supporting our schools' interscholastic athletic programs.

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APPENDIX

STUDENT OPINION INVENTORY

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected.

Example: How satisfied are you with your progress in mathematics this year?

A. Very satisfied
(B.) Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very Dissatisfied

1. In how many of the student activities that you participate in are the students involved in planning the activity?

   A. All
   B. Many
   C. About half
   D. Few
   E. None

2. In how many of the activities of your school would you feel that you would be accepted?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

3. How many student activities (clubs, parties, plays, athletics, etc.) that you would like to participate in, do you participate in?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

4. How often do you feel that you "belong" in your school?

   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

5. How many sponsors of the activities that you participate in seem well suited to the activity?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

6. How many of your teachers seem to care if you learn the subject they teach?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

7. How often do your teachers clearly explain <u>what</u> to do on assignments?

   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

8. How much help do your teachers usually give you with your schoolwork?

   A. All the help I need
   B. Most of the help I need
   C. About half the help I need
   D. A little of the help I need
   E. None of the help I need

9. How many of your teachers make sure you understand what they teach in class?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

10. How often do your teachers clearly explain <u>how</u> assignments are to be done?

   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

11. How many of your teachers are willing to give students individual help outside of class time?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

12. How many of your teachers give you enough personal encouragement in your schoolwork?

   A. All
   B. Most
   C. About half
   D. Few
   E. None

13. How much help does your counselor give you in the selection of a college, vocational, or trade school?

   A. All the help I need
   B. Most of the help I need
   C. About half the help I need
   D. Little of the help I need
   E. None of the help I need

14. How much help does your counselor give you in the selection of courses?

    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

15. In general, are you satisfied or dissatisfied with the way you are treated by your counselor?

    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

16. How much help does your counselor give you in the selection of a vocation?

    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

17. How much help does your counselor give you in solving your personal problems?

    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

18. If you had a problem or suggestion for the administration, how long would you have to wait to talk to a member of the administration?

    A. I could talk to the administration immediately.
    B. I could talk to the administration within the day.
    C. I could talk to the administration within a week.
    D. I could talk to the administration within a month.
    E. I couldn't talk to the administration at all.

19. In general, are you satisfied or dissatisfied with the way you are treated by the administration?

    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

20. In general, how often does the administration seem to really care about you as an individual?

    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

21. Are you satisfied or dissatisfied with the way the administration includes the students in making decisions about matters which directly affect the students (dress code, assemblies, etc.)?

    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

22. How much personal encouragement does the administration give you concerning your schoolwork?

    A. All the encouragement I need
    B. Most of the encouragement I need
    C. About half the encouragement I need
    D. Little of the encouragement I need
    E. None of the encouragement I need

23. Does the administration talk to you as an individual on all occasions?

    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

24. How much of what you are studying do you think will be useful to you in everyday living?

    A. Everything I am studying
    B. Most of what I am studying
    C. About half of what I am studying
    D. Less than half of what I am studying
    E. None of what I am studying

25. In how many of your courses are you satisfied with the methods used to teach the courses?

    A. All
    B. Most
    C. About half
    D. Few
    E. None

26. Regardless of what your grades may be, in how many of your school subjects would you say that you are "learning a lot" this year?

    A. In all my subjects
    B. In most of my subjects
    C. In about half of my subjects
    D. In less than half of my subjects
    E. In none of my subjects

27. How many of the things that you should be learning right now are being taught in your school?

    A. All
    B. Most
    C. About half
    D. Few
    E. None

28. All things considered, how much do you think you are learning from your schoolwork?

    A. All that I can learn
    B. Almost all that I can learn
    C. About half of what I can learn
    D. Somewhat less than I can learn
    E. Considerably less than I can learn

29. In general, how proud or ashamed of your school are you?

A. I am very proud of my school.
B. I am proud of my school.
C. I am neither proud nor ashamed of my school.
D. I am ashamed of my school.
E. I am very ashamed of my school.

30. How would you rate "school spirit" at your school? (Consider students support of athletic teams, charity drives, class money-raising projects, etc.)

A. Excellent
B. Good
C. Adequate
D. Poor
E. Very poor

31. In general, are you satisfied or dissatisfied with your school?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

32. In general, how well satisfied are you with the variety of the subjects that your school offers?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

33. How satisfied or dissatisfied are you with the variety of student activities that your school offers?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

34. How satisfied are you with the number of student activities that your school offers?

A. Very satisfied
B. Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied