

A SURVEY OF THE ATTITUDES OF MONTANA SECONDARY
SCHOOL COUNSELORS TOWARD HOME VISITATION

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

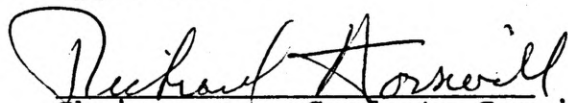
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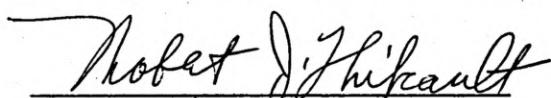
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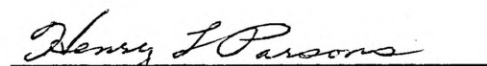
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ABSTRACT

The purpose of this study was to determine the current attitudes of Montana secondary school counselors toward the concept of home visitation by secondary counselors and to compare their responses according to age, sex, educational level, and experience level.

The data was gathered through the use of a mailed instrument. The instrument was sent to a randomly selected sample of seventy secondary counselors from the 1975-1976 Montana Counselors Directory. The instrument consisted of seventeen items to be rated on a five point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The items or questions were developed after a review of literature was conducted. The questions covered four general areas: perceived need, specific benefits to school and home, counselor's role, and personal preferences.

The data was used to answer nine questions and four hypothesis which were posed by the researcher.

The Chi Square test of independence was used to test Hypothesis A, B, C, and D. In each case the null hypothesis was retained indicating that: Both men and women felt home visits were not necessary; neither younger nor older counselors were willing to seek a position as a home visiting counselor; counselors with under forty-six graduate hours in counseling and those with forty-six or over hours both felt home visits would not diminish their professional stature; counselors with under ten years experience and those with ten or more years experience were both split over the question of whether student behavioral problems would be reduced as a result.

The major findings were that secondary school counselors in Montana are against the idea and practice of home visits. This attitude prevails irrespective of the counselor's age, sex, educational level, or experience level. They also felt that home visits were more properly in the realm of social workers, welfare workers, and school psychologists. In general women, older counselors, better academically prepared counselors, and more experienced counselors were the groups most strongly against home visits.

The major recommendation was that counselor training institutions make counselors aware of the research findings which indicate many positive results from home visits such as increased parental involvement, a reduction of student behavioral problems, and improvement in academic performance. The counselors' response to several items indicated a lack of knowledge of research findings relating to home visits.

Chapter 1

INTRODUCTION

The idea of school personnel entering the homes of students to work with parents is not new. Teachers have been visiting the homes of students since public education began. Often they were shuttled around the community and given free room and board in exchange for their services. An idea that is reasonably new and innovative is the practice of school counselors entering the home and counseling with the parents of students.

Modern psychology does not question the primary and life long influence that comes from a child's home environment. Child psychologists have long held the view that to understand a child you must understand his family and home environment (Gilbert, 1971).

Educators also recognize this fact, however the programs that are designed to include parents are often superficial; such as parent-teacher conferences, highly structured; such as Parent Teacher Associations, and they take place in a formal setting such as the principal's office or a classroom.

Today, actual home visitation by school personnel especially counselors, is increasing. However, it is largely

confined to the elementary grades. At those grade levels the counselors, parents, and administrators involved are generally highly pleased with the program and its results (Erickson, 1972; Horn, 1970).

At the secondary level the home-school counselor concept has been much slower catching on. This researcher surveyed the attitudes and opinions of Montana secondary school counselors toward the home-school counselor concept, and discovered how they view such a program at the secondary level.

Statement of the Problem

The problem of this study was to determine the current attitudes of Montana secondary school counselors toward the home-school counselor concept and to compare attitudes according to the counselors' age, sex, experience level, and educational level.

Purpose of this Study

The importance of the home in a child's development is almost universally recognized. Our public schools are in existence to educate children and prepare them for the future. When a new idea or innovative approach comes on the educational scene it is important to solicit the views of

educators on these topics. These views serve as a guideline for educational planning on local, state, and national levels. In the case of this study the information would be useful to school administrators who may be exploring the possibility of instituting such a program and wish to know how it would likely be received. In addition, counselors in local schools could use the results to make recommendations to the administration about implementing or not implementing such programs. Also, the office of the Superintendent of Public Instruction could utilize the results in planning future programs.

General Questions to be Answered

1. Do secondary school counselors perceive a need for home visitation counseling?
2. Do secondary school counselors feel it is necessary for effective guidance and counseling to be familiar with the home through visitation?
3. Do secondary school counselors feel intrafamily relationships would be improved through home visitation?
4. Do secondary school counselors feel they would need special training in family relations before making home visits?
5. Do secondary school counselors feel that students

would withdraw and refuse to confide in them if home visitation were part of the program?

6. Do secondary school counselors feel that student behavioral problems would be reduced through home visitation?

7. Do secondary school counselors feel that home visitation would diminish their professional stature in the eyes of the community?

8. Do secondary school counselors feel that such a program should be proposed and advocated statewide?

9. Do secondary school counselors feel that they would apply and actively attempt to secure such a position if their school decided to hire a full time home visitation counselor?

10. Is there a significant difference between men and women and their perceived need for home visitation counseling programs?

11. Is there a significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation?

12. Is there a significant difference between counselors with forty-five or less quarter hours (thirty semester hours) of graduate credit in counseling and those with over

forty-five quarter hours (over thirty semester hours) of graduate credit in counseling and the way they perceive home visits as diminishing their professional status in the eyes of the community?

13. Is there a significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their opinions as to whether home visitation would reduce student behavioral problems?

General Procedures

The researcher has reviewed the literature related to home visitation. From the questions raised in the literature the researcher has determined problems and considerations that have resulted from previous experiments in home visitation. In addition to the problems and considerations gleaned from the literature the researcher has formulated additional questions designed to secure the attitudes and opinions of Montana secondary counselors on specific areas of interest in home visitation.

The researcher compiled a list of all Montana Class 1 and Class 2 junior and senior high schools. The 1975-1976 Montana Education Directory, available from the Superintendent of Public Instruction, was then used to check for the

names of counselors who are also serving as principals. Counselors who were also listed as being principals were not considered. The list of counselors in the 1975-1976 Montana Counselors Directory was then examined for the names of counselors who are serving as both elementary and secondary school counselors and they were also excluded. The reason for this was to eliminate possible bias in the data since this study is concerned with the attitudes of secondary counselors only. The remaining names (214) were then assigned numbers and a sample of seventy was selected from the list using a table of random numbers.

The response mode of the questionnaire was patterned after the Likert scaled response register. The data was then tabulated and analyzed. The Chi Square statistic was used to make four intragroup comparisons. Other data are reported as frequency distributions and percentages. Those results are then interpreted by the researcher item by item. The results provide answers to the general questions posed earlier in this chapter and provide insights into counselors' attitudes toward home visitation. Those results appear as part of Chapter 4 and Chapter 5.

Limitations

The study was limited to the resources available in the

Montana State University Library, Bozeman, and to materials available from the State Superintendent of Public Instruction, Helena, Montana.

Delimitations

The researcher has delimited this study in the following ways:

1. The researcher has limited this study to current attitudes and opinions. No attempt has been made to investigate changing attitudes or former attitudes.
2. This study is limited to currently employed Montana secondary school counselors as indicated in the 1975-1976 Montana Counselors Directory from the State Superintendent of Public Instruction.
3. The study was limited to secondary school counselors. No attempt was made to solicit the views of elementary school counselors, administrators, or other school personnel.
4. The study was limited to a randomly selected sample size of seventy counselors from the Montana Counselors Directory.
5. The study was limited to Class 1 and Class 2 school districts in Montana.

Definition of Terms

Home-School Counselor. A term used to describe a school counselor who visits the homes of students to counsel with the parents and offer assistance in both problem centered and developmental areas.

Home Visitation. This term is used interchangeably with parent counseling and home visits; it refers generally to school counselors meeting with parents, usually outside the school setting.

Parent Counseling. This term refers to the process of working with parents on problems, considerations, and decisions involving their children. In certain instances it could refer to counseling the parents themselves or techniques to improve their relationships with their children.

Class 1 and Class 2 school districts. This refers to the legal definition of school classification used by the Superintendent of Public Instruction, Helena, Montana. It is based on population of the district: a Class 1 school district has a population of 6,500 or more; a Class 2 school district has a population of between 1,000 and 6,500.

Summary

This chapter has provided a brief overview of the problem of this study, how the answers will be sought, and the

data analyzed. The public is aware of the great influence the home has in a child's development and his behavior. It has often been stressed in the literature, the media, and even from church pulpits the responsibility that parents have in raising their children. This chapter explains that this study was done to help determine how school counselors feel about entering this important segment of the child's life.

Some general questions have been presented which when answered by the data will give information on the status, feelings toward, and prognosis for home visitation by Montana secondary school counselors. The population was defined and the method of choosing the sample has been described. This chapter has also described the limitations of this study and defined the terms used herein.

In the following chapter the review of literature includes developing a rationale for home visits and reviewing several case studies and outcomes.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

In this chapter the researcher presents the concept of home visitation and the home school counselor, then examines recent studies about or relating to this innovative counseling technique.

Five major topics are presented and examined in this review of literature. The rationale for such home visitation is presented first. Next, the problem of role differentiation is presented by pointing out who the home-school counselor is not. The potential and actual problems of this type of counseling are then presented from the viewpoint of the counselor and the administrator. Then a section of representative case studies is included along with their outcomes. Last, the researcher has included a section on the reactions, evaluations, and opinions of those involved in these kinds of programs, namely: counselors, administrators, parents, students, and teachers.

Concept and Rationale

The review of literature indicates that communication between school and home is vital to effective school administration in general and to counseling in particular. The

significance of the home and parental influence in all stages of a child's affective and cognitive development is considered to be a "given" by modern psychology. The knowledge and acceptance of this principle is one of the pillars of Freudian psychology, and has major influence on modern counseling practices with children. The well known counseling theories dealing with child development and family counseling of Alfred Adler also recognize the home as the critical factor in a child's personality development. Adler (1972) states: "We have often drawn attention to the fact that before we can judge a human being we must know the situation in which he grew up" (p. 149). This fact is being largely overlooked by modern counselors who have been reluctant to interact with parents.

Rattray (1973) in describing the situation at the school in California, where he was working as a counselor, commented on this lack of interaction before the school instituted a home contact program: "We noticed that students, teachers, and parents often got stuck in their respective roles and were not relating to each other in a fresh and humanizing way" (Rattray, 1973, p. 114). This problem of becoming stuck in one's role and failing to relate to others is the result in part to our increasingly technological, impersonal

society and has affected the student population. It is a force "which appears to be bent upon dehumanizing the individual and dehumanizing our human relationships" (Rogers cited in Yalom, 1975, p. 55).

The need for counselors who extend their services from the school into the home will surely increase as our lives become increasingly complex. These counselors will need every available piece of information about a child to understand his unique problems and what may have contributed to them (Lipsman, 1961). The counselor today hears the goals of self-actualization being proposed and Lipsman (1961) replies:

If our goal is to release potential for learning and self-actualization, we must extend our field of operation to where the major obstructions (or major influences) reside. Currently study after study . . . demonstrates the vital and primary power of external factors: parental attitudes and expectations; family values; peer group standards, ethnic origins; socio-economic status. To engage these elements . . . means leaving the office and entering the social system of the school, the street, the neighborhood, the family. (p. 100)

Lipsman (1961) had more in mind than just home visitation when he suggested leaving the office. He advocated having the counselor become immersed in the community including politics and asks the counselor to examine all of his philosophies, objectives and strategies, then go wherever

necessary to bring about the social changes needed to benefit students.

One of the necessary pre-existing conditions to bring about these social changes is better communication between the school and the home. The literature that this researcher reviewed almost unanimously agreed that the counselor was the school employee in the unique position to bring this about. Knox (1975) points out that "Parents are usually quite eager to be involved with the child's school, to communicate with the school staff and . . . to work through organized efforts for special projects" (p. 178).

There are other reasons besides improved communication that should cause educators to look at the home visitation concept: Gilbert (1971) reported that in her study, achievement and the desire to work up to one's abilities was positively related to encouragement given the child and to a friendly working relationship between students, parents, and school personnel. She further states that many problems young people in our schools face could be better handled through home visitation counseling. She specifically mentions problems in and related to social adjustment, insecurity, emotional immaturity, fears, irresponsibility, and difficulties in interpersonal relationships. She defends

her belief in the efficacy of home visits with the following:

Work with children can never be successful unless there is understanding and cooperation between the home and the school. The child's family, neighborhood and community are as basic to him in the learning process as are the components of his own personality. (Gilbert, 1971, p. 50-51)

Dinkmeyer (1973) recognized this important relationship between home and school in his study of the home-school counselor concept, but he noted that in spite of the well known influence of parents and home on the child, the counselors have not been developing the programs that involve parents in the counseling process.

One notable exception is the work by Donigan and Giglio (1971). They wrote about a Comprehensive Family Counselor program in Harrison City, Pennsylvania where counselors were assigned families instead of students. Their comments seem to sum up the feelings of those who have worked in such programs:

It seems that the approach taken here is so simple that it's obviousness is painfully embarrassing How can it be . . . that we ignore (or are ignorant of) the impact of such variables as other siblings, parental relationships with other children, etc: (p. 101)

Merely talking with the parents at school is not enough. Often looking at the home is more important than any amount of talk with the parents (Horn, 1970).

From the preceding review, the rational seems well established: If school personnel intend to understand and assist children, they must be cognizant of the harmful or beneficial influences in the home and involve the parents in counseling efforts.

The Problem of Role Differentiation

In reviewing the literature the researcher has noted the roles of similar professional people who engage in home visitation. The purpose was to determine who the home-school counselor is not. This confusion of roles could be one explanation for the scarcity of home-school counselors at the secondary level. Administrators seem caught up with efficiency and believe that the telephone is the home-school counselor. Horn (1970) mentions this problem in his study: "Some administrators mentioned phone calls and notes to parents as types of home visits, pointing out that these have the advantages of being less time-consuming" (p. 45).

Horn (1970) also dealt with the subject of principals visiting homes, but he felt this could have little therapeutic effect because of the authoritarian figure of the principal and the fact that his visits are usually associated with some serious problem rather than being of social concern or for developmental counseling.

Another area that needs clarification, as was evidenced by the review of literature, is the role of the school social worker. In some communities they are referred to as "visiting teachers." These people have worked in the home with parents, especially mothers, since the early part of this century. Their role is sometimes obscure, but they are generally an arm of the administration and are seldom concerned with wide ranging developmental counseling of the child and family as is evidenced from Horn (1970) where he comments:

The truant officer is still around, although nowadays he is seldom called that. A common title is visiting teacher. Since a truant officer's visits presuppose some sort of trouble, these can hardly be classified with the social visit. (p. 45)

One other member of the school staff whose role is often confused with the home-school counselor is the school psychologist. His role has not yet been clearly defined. However, it is generally agreed that he deals with the more serious personality disorders found in some children. He is also generally identified with individual personality testing and long term counseling of both parents and children, sometimes in mental health clinics or other neutral settings (Shaw, 1973).

The review of literature reveals the confusion over

what or who the home-school counselor actually is. Before he can function effectively with families it seems necessary for his role to be more clearly defined. This is particularly true for parents who may view him as a truant officer and administrators who prefer the use of the telephone.

Public Relations and Home Visitation

The review of literature indicates that one of the major concerns in any type of home visitation, be it by school counselors, visiting teachers, or school psychologist is the problem of parents feeling intimidated. Parents are accustomed to calls from school personnel only when their child is experiencing some serious difficulty at school. A visit from a member of the school staff even for the purpose of socialization can be misinterpreted and place parents on the defensive (Horn, 1970).

The problem that can result from parents misinterpreting the motives of home visitors from the school can be most serious. Horn (1970) reported that he had received reports of school-home visitors being threatened with violence by knives and firearms. These are extreme examples to be sure, but they point out the need for counselor educators to offer instruction to perspective counselors in these areas of human relations. Bergstein (1965) agrees

that the problem could be alleviated by counselor educators and he notes that few text books for perspective counselors deal with the subject of home visits and parental counseling.

Administrators also recognize this need for the home visiting counselors to be well schooled in human and family relations. Horn (1970) quoted the concerns of one administrator who pointed out that "those not acquainted with the dynamics of home life may make inappropriate suggestions to parents" (p. 46).

Counselors also have anxiety feelings about visiting in the homes of parents. Donigan and Giglio (1971) reported considerable anxiety among counselors when home visitations were proposed. They reported that this anxiety was eventually relieved through extensive in-service training and staff meetings to train them in meeting and working in the home with parents. They also pointed out that once these counselors are so trained that they must be given some degree of autonomy by the administration:

The administrative and supervisory problems attendant with this model are enough to deter the counselor's effectiveness. The circumstances under which the family counselor finds himself functioning are such that he must be free to move about the district and community unencumbered by the traditional forms of administrative pressures and red tape. (Donigan & Giglio, 1971, p. 101)

The review of literature indicates that the human relations aspect of home visiting is of major importance if counseling of this type is to be effective. The literature indicates that counselors should be given instruction and training in this area of human relations before going into homes.

Case Studies and Outcomes

The literature that was examined by this researcher was without exception complementary toward the idea and enthusiastic about the results of home visitation. Some of the more frequently mentioned results and benefits of this type of program involves attitudinal changes by students toward school and by parents toward their children. Rattray (1973) describes a program where counselors, parents, and students used rented lodge facilities to have a week-end retreat to discuss problems and look for solutions. The author reported several positive results from the meeting including an increase in the number of parents who showed an interest in the schools by coming to the schools for visits. Parents reported that the home environment had been favorably influenced especially in open, honest, and candid communications with their children. Students as a result of the three way meetings between counselors, parents, and students demonstrated an increased enjoyment toward the school.

One of the more unique approaches to parent-student counseling was reported by Donigan and Giglio (1971). They reported on a program carried out during the 1967-68 school year in Harrison City, Pennsylvania. They refer to it as the Comprehensive Family Counselor approach and it was originally funded under a Elementary and Secondary Education Act Title III grant. In this program the counselors were assigned to families instead of individual students. The counselors worked with the family and any child no matter what grade level. Using this approach the counselor is not assigned to any particular school since he may be counseling some elementary school students in the morning and then older brothers or sisters in the high school later that day and perhaps making a home visit to confer with parents between times.

The authors feel that the major benefits and results have been that the families served feel as though they have an important member of the school staff who belongs to them and cares about their family. They also see the counselor as being able to use the skills he has and do the job he was prepared to do. Another positive result is that the counselors are less crisis oriented because they are in a

position to do preventative counseling and avert many crisis situations in the student's life.

In addition to the many studies and projects which report their results in largely subjective terms, there have been a few projects which have reported statistically significant results on specific comparisons of variables.

Dobson and Shelton (1974) in their research on a randomly selected group (n=30) of Title I elementary school students in Stillwater, Oklahoma during the period of September 1972 to January 1973, addressed themselves to the following question: Will economically deprived students' behavior, attendance, and grade point average improve as a result of teacher (counselor) and parent dialogue through Family Involvement Communication System (FICS) training?

The FICS training consisted to two workshops, one of on going case studies, and one of home visitation between the Communication Specialist, counselor, and parents. For the five month data collection period, parents who were given developmental counseling were kept in close contact with teachers and counselors on student progress.

The results showed that average daily attendance of pupils in the FICS group was significantly higher at the .05 level using the t-test. The results showed that teacher

referral to the principal's office for behavior problems was not significantly different for the FICS and control group. The data also showed that grade point averages of pupils in the FICS group were significantly higher than the control group at the .01 level.

In another research project carried on during the 1970-71 school year at South High School in Newton, Massachusetts Grossman (1971) reported on the results of parental counseling with low-achieving students. The author was interested in determining the effects on students' grades and on parental attitudes after family counseling.

Six parent couples of six different students were initially chosen and were counseled in such areas as: how to improve communications with their children; how to give encouragement; how to give rewards; how to improve family cohesiveness.

The results showed that during the counseling period the experimental group (n=5) showed significant gains in academic achievement at the .01 level over the control (n=5) group using both the Mann-Whitney and the t-test. On the parental attitude scale all parents found improvement in the categories of Child's Social Interaction, Child's School Performance, and Child's Communication.

This significant improvement in grades is borne out in several other studies that report similar results in academic improvement. In three separate studies Edgerly (1971), Myers (1971), and Simon (1971) all reported on research projects dealing with parental counseling and they all found academic achievement as expressed in school grades to be significantly better (at the .05 level) in their respective experimental group than that of their control group.

The most convincing evidence for grade improvement comes from Gilmore (1971) where he reports on the results of sixteen studies done by graduate students on the results of parental counseling.

In fourteen of the sixteen studies marked improvement in grades were reported. Seven of the fourteen reported that the improvement was significant at the .05 level over their control group. Twelve of the sixteen reports showed that parents had reported improvement in their children's behavior and attitudes at home.

Erickson (1972) reported a major study in New York City in 1971-1972 covering eighteen of the cities' high schools. They were interested in the relationship between home visitation by counselors and paraprofessionals and the rate of absenteeism, tardiness and school drop-outs. This study

involved over one thousand students (exact figures not given) and forty-eight counselors and paraprofessionals in a Home School Contact program where school personnel visited the home's of students identified as having difficulty in areas of attendance, adjustment, and/or achievement. The results showed for the academic year that the experimental group who received the home visits had decreases in tardiness, absenteeism, and school drop-out rates that were significant in each case at the .05 level.

Reactions and Evaluations of Those Involved

In this section the researcher will examine the literature for reactions, opinions, and evaluations of home-school counseling and home visitation by parents, counselors, administrators, and students.

Except in the rare instance where the counselor has been insensitive to and ignorant of intrafamily relationships the reports are favorable.

Pine (1974) mentioned the beneficial effects of having counselors work directly with parents in that many of the skills of the counselor serve as models to parents who often emulate them in dealing with their children in everyday life.

Parents recognize the benefits of meeting with the counselor and noticed some of the skills they had picked up

in dealing with them. Agati and Lovino (1974) report the reactions of one parent: "I found the discussions very helpful, and as the weeks went on my attitude toward my children and how I deal with them changed" (p. 100).

Parents often reported similar changed attitudes and methods of dealing with their children. Several mothers expressed their gratitude at having a program where the fathers were also directly involved. They reported an improvement in intrafamily communication and understanding (Grossman, 1971).

The reactions of students are similar to those of parents in regard to being able to communicate their problems to their parents. They also reported feeling that people were interested in them and they felt that the counselor was part of the family (Donigan & Giglio, 1971).

Administrators reacted favorably in all the literature reviewed by this researcher. Their most frequent praise was for improved communication, cooperation, and understanding between home and school. They also mentioned the benefits to students and the positive results that were evident in the lives of students (Knox, 1975). One administrator remarked that if she had to give up a member of her

staff, the home visitor would be the last one she would let go (Horn, 1970).

In a large home visitation program in New York involving eighteen high schools, Erickson (1972) reported that: "The program was high rated by school administrators and their professional staff as a source of much needed information and as a useful means of making contact with parents" (p. 26).

Counselors' comments are also favorable, they mention how one look at the child's home is more revealing than any amount of talk with the child or his parents at the school or over the phone. Many mention that often having made a home visit it is easier to bring up and work through problems that arise (Horn, 1970).

Counselors also express satisfaction at the results home visits have on academic achievement and school behavior problems (Erickson, 1972; Gilmore, 1971; Simon, 1970).

Counselors also praised the positive public relations aspect of the home visits and they believe that much of the uninformed criticism of schools could be avoided if home visits were made demonstrating to both parents and child that schools do care about individual children (Horn, 1970). As parents become aware that someone at the school cares, there have been dramatic changes in their cooperation with

the school as is reported by Erickson (1972): "I have seen instances of formerly hostile parents who come to school with a completely different attitude" (p. 11).

Summary

The review of literature has examined the rational for home visitation by school counselors. The literature indicated that the home is the most important variable in a child's life and if counselors are to understand children they must be familiar with his or her home.

The problem of defining who the home-school counselor is and is not was examined. The point was made that the telephone is not a substitute for home visitation.

Public relations and a knowledge of family dynamics was brought out as a necessary part of any home visitor's education. The literature explained how home visitation can bring parents and school into a close working relationship or it can foster suspicion, anxiety, and ill feelings if sincerity and tact are lacking on the part of the counselor.

Several representative case studies were presented from the literature and the subjectively and objectively reported results were given. While much of the literature

reports only subjective results, there was strong statistical evidence of academic and attendance improvements.

The researcher included a report of the reactions, opinions, and evaluations of those involved in these kinds of programs. The literature was almost evangelical in support of home visitation and family counseling. The only cautionary note was heard from some school administrators who feared counselors may make inappropriate suggestions to parents unless they had specific training in family dynamics.

Chapter 3

PROCEDURES

The purpose of this study was to determine the current attitudes and opinions of Montana secondary school counselors toward the idea of secondary school counselors making home visits to consult with parents and students.

This chapter presents the procedures that were employed to determine these attitudes.

First a review of the literature pertaining to home visitation by school personnel was made. This chapter explains how the population was sampled and what controls were used to minimize contaminating variables. This chapter also describes the instrument that was used to gather the data, and how this data was analyzed, organized, and presented.

Population Description and Sampling Procedure

The population for this study consists of those counselors listed in the 1975-1976 Montana Counselors Directory which is available from the Superintendent of Public Instruction in Helena, Montana with the following restrictions: (a) Those counselors listed as service Class 3 school districts are not included in the population. (b) Those counselors listed as serving in both elementary and

secondary counseling roles are not included in the population. (c) Those counselors who are listed in the 1975-1976 Montana Education Directory, which is available from the Superintendent of Public Instruction, Helena, Montana, as serving in an administrative capacity are not included in the population.

With these adjustments the population from which the sample was drawn consists of 214 secondary counselors in Montana who are therefore primarily functioning as secondary counselors only.

The sample was selected from this population in the following manner. From this remaining list of 214 secondary counselors a random sample of 70 was chosen to whom the survey instrument was sent. This random sample was selected by assigning each counselor on the list a number and choosing the sample using a table of random numbers.

Definition of Categories

In organizing the items on the instrument, four general areas relating to home visitation are presented. These areas are: perceived need, specific benefits to school and home, counselor's role, and personal preferences. Each general area contained statements for the counselor to respond on a Likert Scale response mode. This scale was a

five point scaled response running from "Strongly Agree" to "Strongly Disagree."

In order to limit the effect of variables which may color the data, certain groups were not included in the population. These were: counselors in Class 3 school districts, counselors serving as both elementary and secondary counselors, and counselors who are also serving as administrators. The counselors in Class 3 districts were eliminated because they are seldom full time counselors and their opinions would likely be influenced by conflicting roles, the counselors serving both elementary and secondary students were eliminated because the researcher was primarily interested in the attitudes of secondary counselors, and the counselors serving as administrators were eliminated because they may answer some questions from an administrator's point of view.

Method of Collecting Data

The researcher collected data through the use of a mailed instrument. This instrument gathered information in the four areas of interest: perceived need, specific benefits to school and home, counselor's role, and personal preferences. This data was also used to answer the general questions posed in Chapter 1.

The instrument was sent to the randomly selected sample of 70 counselors described earlier. A cover letter explaining the purpose of the study, the confidentiality of their response, and the importance of their participation was included. They also received a stamped self-addressed envelope for their convenience in returning the completed instrument. Space was provided after each statement on the instrument for their comments. Nonrespondents were sent a follow-up letter after two weeks in order to increase the response percentage. Phone calls were placed to selected nonrespondents of the follow-up letter to determine if their opinions were significantly different from the respondents.

The instrument was examined by members of the researcher's graduate committee for content validity. The instrument was field tested with both graduate students at Montana State University and local practicing counselors who were not part of the sample.

Method of Organizing Data

The data for each question is presented in the form of frequency of response to each point on the Likert Scale. In addition each response is given a percentage form. Comments by the respondents are included with each question.

The results of each question are discussed and interpreted by the researcher.

Four statistical hypothesis were also tested using the Chi Square test of independence.

General Questions to be Answered

1. Do secondary school counselors perceive a need for home visitation counseling?
2. Do secondary school counselors feel it is necessary for effective guidance and counseling to be familiar with the home through visitation?
3. Do secondary school counselors feel intrafamily relationships would be improved through home visitation?
4. Do secondary school counselors feel they would need special training in family relations before making home visits?
5. Do secondary school counselors feel that students would withdraw and refuse to confide in them if home visitation were part of the program?
6. Do secondary school counselors feel that student behavioral problems would be reduced through home visitation programs?
7. Do secondary school counselors feel that home

visitation would diminish their professional stature in the eyes of the community?

8. Do secondary school counselors feel that such a program should be proposed and advocated statewide?

9. Do secondary school counselors feel that they would apply and actively attempt to secure such a position if their school decided to hire a full time home visitation counselor?

10. Is there a significant difference between men and women and their perceived need for home visitation counseling programs?

11. Is there a significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation?

12. Is there a significant difference between counselors with forty-five or less quarter hours (thirty semester hours) of graduate credit in counseling and those with over forty-five quarter hours (over thirty semester hours) of graduate credit in counseling and the way they perceive home visits as diminishing their professional status in the eyes of the community?

13. Is there a significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their

opinions as to whether home visitation would reduce student behavioral problems?

Statistical Hypothesis

The following four hypothesis were statistically tested from the data collected using the Chi Square test of independence with the alpha (α) level set at .05, 1 degree of freedom ($df=1$), and the critical value of Chi Square (χ^2) being 3.84.

Hypothesis A. H_0 --There is no significant difference between men and women and their perceived need for home visitation counseling programs.

H_1 --There is a significant difference between men and women and their perceived need for home visitation counseling programs.

Hypothesis B. H_0 --There is no significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation.

H_1 --There is a significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation.

Hypothesis C. H_0 --There is no significant difference

between counselors with forty-five or less quarter hours (thirty semester hours) of graduate credit in counseling and those with over forty-five quarter hours (over thirty semester hours) of graduate credit in counseling and the way they perceive home visits as diminishing their status in the eyes of the community.

H_1 --There is a significant difference between counselors with forty-five or less quarter hours (thirty semester hours) of graduate credit in counseling and those with over forty-five quarter hours (over thirty semester hours) of graduate credit in counseling and the way they perceive home visits as diminishing their status in the eyes of the community.

Hypothesis D. H_0 --There is no significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their opinions as to whether home visitation would reduce student behavioral problems.

H_1 --There is a significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their opinions as to whether home visitation would reduce student behavioral problems.

Analysis of the Data

All seventeen responses of the instrument are described in terms of frequency of response to each point on the five point Likert Scale. These responses are also shown in percentages. Hypothesis A, B, C, and D, which relate to questions 2, 9, 12, and 7 respectively, were tested by the Chi Square test of independence and the results were used to retain or reject these four null hypothesis. The level of significance was set at the .05 level. The reason was to provide a compromise against the probability of making either Type I or Type II errors. A higher numerical level of significance would have increased the probability of a Type I error (rejecting a true null hypothesis). A lower numerical level of significance would have increased the probability of a Type II error (retaining a false null hypothesis). The $\alpha = .05$ represents a 5 in 100 probability of the results being due to chance alone.

Precautions Taken for Accuracy

The percentages for the tables and the statistical calculations were figured with the aid of an electronic calculator and double checked. The appropriateness of the statistical tests and methods used was verified by consulting with appropriate authorities in the field.

Summary

This chapter has presented the procedures used in answering the questions posed in Chapter 1.

The population has been described and the method of selecting the sample has been presented. It has been explained that the opinions and attitudes of counselors were collected using a mailed instrument which utilized the Likert five point response mode. The data thus gathered is presented in table form showing frequency of responses and percentages. Four hypothesis were tested using Chi Square test of independence. The comments of respondents are presented with each question as the researcher discusses and interprets the findings. Copies of the instrument, cover letter, and follow-up letter are available in the Appendix for the reader.

Chapter 4

ANALYSIS OF THE DATA

Introduction

This chapter presents the results of the analysis of the data. The data was collected by means of a mailed instrument which had been sent to a random sample of 70 secondary school counselors.

The questionnaire was designed to gather the attitudes and opinions of secondary school counselors toward the concept of home visitation by secondary counselors, and to compare responses according to age, sex, experience level, and educational level. Four hypothesis were tested statistically.

The results of the questionnaire are shown in table form for each of the seventeen questions on the survey instrument. The frequency of each response is shown and the percentage equivalents of each category are also shown. In addition, the Chi Square test of independence was used for hypothesis A, B, C, and D. These tests and results are treated separately.

Along with the analysis of each question the researcher has included representative comments by the respondents to each question when they were given and an interpretation of the results is provided.

Instrument Response Table

Table 1

Number of Montana Secondary School Counselors Sampled

Counselors to whom instrument was sent	Number of returns	Percentage of returns
70	59	84.29

Response AnalysisQuestion 1

It is necessary for secondary school counselors to be familiar with the student's home environment to provide relevant and effective guidance and counseling services.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	29	27	1	2	0	59
Percentage	49	46	2	3	0	100
Men	23	16	1	1	0	41
Women	6	11	0	1	0	18
Respondents under 36 yrs. old	13	11	1	2	0	27
Respondents 36 yrs. old and over	16	15	0	1	0	32

	SA	A	U	D	SD	Total
Respondents with under 10 yrs. counseling experience	23	17	1	3	0	44
Respondents with 10 yrs. or more counseling experience	5	10	0	0	0	15
Respondents with under 46 qtr. hrs. grad. credits	7	7	0	1	0	15
Respondents with 46 qtr. hrs. or more grad. credits	21	20	1	2	0	44

Comments of respondents (question 1). "It is more important to understand the student's perceptions of his home."

"So many of the problems I deal with have had beginnings in the home."

"The degree necessary depends upon the problem."

Discussion (question 1). This question received the strongest positive response (SA-A) of all questions on the instrument. Fully 95% of all respondents marked SA or A. There was no difference in the favorable responses of the four subgroups (age, sex, education, and experience); they were all heavily in agreement. This leaves little doubt that counselors are aware of the critical role of the home in a child's development.

Question 2

It is necessary for secondary school counselors to be familiar with the student's home environment through home visitation in order to provide relevant and effective guidance and counseling services.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	5	13	17	23	3	59
Percentage	8	21	28	38	5	100
Men	4	11	11	15	0	41
Women	1	2	3	9	3	18
Respondents under 36 yrs. old	2	6	10	9	0	27
Respondents 36 yrs. old and over	3	7	4	15	3	32
Respondents with under 10 yrs. counseling experience	4	12	13	15	0	44
Respondents with 10 yrs. or more counseling experience	1	1	2	9	2	15
Respondents with under 46 qtr. hrs. grad. credits	1	2	5	7	0	15
Respondents with 46 qtr. hrs. or more grad. credits	4	12	9	17	2	44

Comments of respondents (question 2). "I agree home visitations would be beneficial, but I do not think they are absolutely necessary."

"I do home visitations from time to time without the blessing of the administration. It helps a great deal and seems to increase parent and student use of counseling services."

"Some parents would take offense to this practice."

"Not always true if enough other information is available."

"In some instances. This is not true for all students."

"Sufficient information is usually available for reliable people who are familiar with the student's home."

"Career guidance is not predicated on home visitation."

"One big help is getting to know the youngsters coming into your school a year or so from now."

Discussion (question 2). In general, counselors disagree with this item (29% vs. 43%). Counselors with over ten years experience and women were generally the most unfavorable toward it. The age and educational level did not seem to have any effect on the response.

The large group in the undecided category (28%) possibly indicates some lack of experience with these kinds of programs. Counselors recognize the need to be familiar with the home but they seem to prefer methods other than visitation.

Question 3

Home visits by counselors should be an integral part of the guidance and counseling program in secondary schools.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	8	10	18	20	2	58
Percentage	14	17	31	35	3	100
Men	7	9	11	14	0	41
Women	1	3	4	7	2	17
Respondents under 36 yrs. old	3	6	8	9	0	26
Respondents 36 yrs. old and over	5	6	7	12	2	32
Respondents with under 10 yrs. counseling experience	6	11	13	13	0	43
Respondents with 10 yrs. or more counseling experience	2	1	3	7	2	15
Respondents with under 46 qtr. hrs. grad. credits	1	3	6	5	0	15
Respondents with 46 qtr. hrs. or more grad. credits	7	10	9	15	2	43

Comments of respondents (question 3). "Should be done occasionally when the problem indicates, but I feel it is not an integral part."

"I feel guidance outreach workers trained in that area or social workers would help."

"In some cases home visitation are imparative. In other cases, meeting with the parents elsewhere is better."

"May be necessary, but not in all cases."

"Only on unusual cases."

"Would strongly agree at the elementary level."

"It has been my experience that I have found it necessary to only visit about 6 or 7 homes per school year."

"One should follow-up with home visits and parent conferences, but I do not feel it is necessary to go into the homes to get information."

"If time permits."

"With an adequate counseling staff, yes. However, I'm not aware of many. I just don't have the time."

"Where would you find time for this activity?"

Discussion (question 3). The response to this item shows a nearly even split between agree and disagree. The various subgroups (age, sex, education, and experience) showed that those with under ten years experience generally agreed while those with more experience disagreed. Most comments indicated the time element was responsible for their negative response.

Question 4

A program for home visitation by secondary school counselors should be suggested at the state level and legislation and funding for such programs sought.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	6	12	14	18	9	59
Percentage	10	20	24	31	15	100
Men	6	9	8	14	4	41
Women	0	3	5	5	5	18
Respondents under 36 yrs. old	1	9	8	7	2	27
Respondents 36 yrs. old and over	5	3	6	11	7	32
Respondents with under 10 yrs. counseling experience	4	11	11	12	6	44
Respondents with 10 yrs. or more counseling experience	2	1	3	6	3	15
Respondents with under 46 qtr. hrs. grad. credits	1	4	2	7	1	15
Respondents with 46 qtr. hrs. or more grad. credits	5	9	11	11	8	44

Comments of respondents (question 4). "Funding should be sought to provide a separate position of home-school counselors or social worker."

"Why do we always have to wait until the secondary school gets the kids to have these programs?"

"If such a program was started funds and time from school should be made available."

"This seems only to threaten people. Rather through in-service and workshops show how it can help or could help."

"Legislation only creates a sense of burden rather than free choice."

"I agree if you mean the program to be some sort of training."

"Possibly, I would want more details before I could solidly stand behind it."

Discussion (question 4). The negative response to this item was fairly strong with about 46% disagreeing to only 30% in agreement. Counselors under thirty-six years old and men were about evenly split while older counselors and women were more strongly against the idea.

The comments of the respondents indicated that time was needed for this function. Others felt that legislation would be more burdensome than helpful. The response seems to indicate that local districts or counselors should decide.

Question 5

Student-Parent relationships would be generally improved as a result of home visitation.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	4	22	19	11	3	59
Percentage	7	37	32	19	5	100
Men	3	18	12	7	1	41
Women	1	4	6	5	2	18
Respondents under 36 yrs. old	1	12	12	2	0	27
Respondents 36 yrs. old and over	3	10	7	9	3	32
Respondents with under 10 yrs. counseling experience	2	19	17	4	2	44
Respondents with 10 yrs. or more counseling experience	2	3	2	8	0	15
Respondents with under 46 qtr. hrs. grad. credits	0	6	5	3	1	15
Respondents with 46 qtr. hrs. or more grad. credits	4	16	14	9	1	44

Comments of respondents (question 5). "They might become much worse."

"Could go either way."

"Any in depth counseling may require more time than would be available to a school counselor."

"Can a counselor bring about family change by entering into an area outside of his jurisdiction?"

"Could work adversely."

"They could also be improved by the parents visiting the counselor at school."

"In the instances where I have parent contact the relationships have usually improved."

"In my own experience I have seen a better understanding reached when an impartial third party was available in the home. It's not always a cure-all and can cause problems."

"In many cases what happens in the counseling office is the business of the student and not necessarily his parents."

Discussion (question 5). The generally positive response to this question is in agreement with the literature reviewed by this researcher (Agati & Lovino, 1974; Grossman, 1971; Donigan & Giglio, 1971).

The large percentage (32%) in the undecided category and the comments indicate that many counselors are probably not aware of the research findings in this area.

Question 6

Parents would demonstrate a greater interest and involvement in the school programs as a result of home visits.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	8	19	19	13	0	59
Percentage	14	32	32	22	0	100
Men	6	14	11	10	0	41
Women	2	5	8	3	0	18
Respondents under 36 yrs. old	5	11	9	2	0	27
Respondents 36 yrs. old and over	3	8	12	9	0	32
Respondents with under 10 yrs. counseling experience	7	15	15	7	0	44
Respondents with 10 yrs. or more counseling experience	1	4	6	4	0	15
Respondents with under 46 qtr. hrs. grad. credits	3	6	4	2	0	15
Respondents with 46 qtr. hrs. or more grad. credits	5	13	17	9	0	44

Comments of respondents (question 6). "Maybe, but I doubt it."

"Parents should demonstrate greater involvement period. If this technique helps, great."

"Experience has shown me that this is sometimes true and other times little or no additional parental involvement with school is shown. In fact, some times the opposite is the case with some families resenting the counselors coming to the home."

"This would be part of the goal of home visitation to get the parents more involved with the student's life."

"I think this result might be obtained better through school visits by parents."

"Many parents whose children are problems do not wish to become involved."

"Probably."

"I find parents to be quite interested if they are actively informed of our schools activities."

"They could feel more threatened by the school."

Discussion (question 6). Most of the respondents agreed parental involvement would be increased (46% vs 22%). This agrees with the literature (Erickson, 1972), but again the large percentage in the undecided category (32%) indicates a probable lack of experience with visitation or a lack of knowledge of research findings. The respondent's comments also seem to indicate this lack of information on research findings.

Question 7

Student behavior problems would be reduced through home visitation programs.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	1	22	25	9	2	59
Percentage	2	37	43	15	3	100
Men	1	17	18	5	0	41
Women	0	5	7	4	2	18
Respondents under 36 yrs. old	1	13	10	3	0	27
Respondents 36 yrs. old and over	0	9	16	5	2	32
Respondents with under 10 yrs. counseling experience	1	18	18	6	1	44
Respondents with 10 yrs. or more counseling experience	0	4	8	3	0	15
Respondents with under 46 qtr. hrs. grad. credits	0	7	5	2	1	15
Respondents with 46 qtr. hrs. or more grad. credits	1	15	21	7	0	44

Comments of respondents (question 7). "I'm not sure about this at the secondary level, but feel it would have a positive effect at the elementary level and early junior high school level."

"Yes, if parents would use the program."

"Possibly, it does help to understand some of the reasons why some students behave as they do."

"Home visits generally make parents defensive of their students' behavior, and might well make more problems."

"Parent conferences would probably serve the same function if held on a regular basis. One home visit will make no more difference than one parent conference."

Discussion (question 7). The respondents generally agreed with this item (39% vs 18%); however, the undecided category was the largest percentage of any of the seventeen items on the questionnaire with 43%. Among the subgroups of respondents, men, younger counselors, and more experienced counselors tended to agree while the opposite groups were evenly split or disagree.

The research studies (Erickson, 1972; Gilmore, 1971) show behavioral improvement to be a result of home visits. If this information were known among counselors perhaps the result would have been much stronger agreement on this item.

Question 8

Low achievers would show a general academic improvement as a result of home visits.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	1	8	24	25	1	59
Percentage	2	13	41	42	2	100
Men	1	7	15	18	0	41
Women	0	1	9	7	1	18
Respondents under 36 yrs. old	1	5	13	8	0	27
Respondents 36 yrs. old and over	0	3	12	16	1	32
Respondents with under 10 yrs. counseling experience	1	6	19	18	0	44
Respondents with 10 yrs. or more counseling experience	0	2	6	7	0	15
Respondents with under 46 qtr. hrs. grad. credits	0	3	6	6	0	15
Respondents with 46 qtr. hrs. or more grad. credits	1	5	19	19	0	44

Comments of respondents (question 8). "If the parents would help the students."

"May have adverse effect."

"Behavior patterns that have taken a life time to develop won't necessarily be affected by home visits."

"To say all or even more low achievers will improve is to general a statement."

"Only if concrete suggestions were implemented by the family would low achievers change or improve."

Discussion (question 8). The research (Edgerly, 1971; Erickson, 1972; Gilmore, 1971; Meyers, 1971; Simon, 1971) is clear on this question: Academic improvement does indeed result from home visitation. The response of the counselors sampled was in sharp disagreement with these research findings, however. Fully 44% disagreed while only 15% agreed that improvement would result. Among the subgroups the verdict was unanimous with only the younger counselors being nearly evenly split in their responses. The researcher can offer no explanation for these results which run counter to all research except to suggest that the large undecided group (41%) indicates that the research mentioned above may not be generally known among counselors.

Question 9

Students would withdraw and be reluctant to use the counseling services if home visitation were part of the program.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	1	18	18	16	6	59
Percentage	2	30	30	28	10	100
Men	1	11	11	12	6	41
Women	1	7	6	4	0	18
Respondents under 36 yrs. old	0	7	8	9	3	27
Respondents 36 yrs. old and over	1	11	10	6	3	32
Respondents with under 10 yrs. counseling experience	0	11	15	14	4	44
Respondents with 10 yrs. or more counseling experience	0	7	4	2	2	15
Respondents with under 46 qtr. hrs. grad. credits	0	2	6	6	1	15
Respondents with 46 qtr. hrs. or more grad. credits	1	16	12	10	5	44

Comments of respondents (question 9). "Not all families should be contacted. If all were contacted many parents would shut us off: 'My kid is ok, what's wrong with you?'"

"Some would, but it is felt most would not."

"Very possible in cases where students just want help, but do not wish to sacrifice anything toward the program."

"In some extreme cases."

"In many cases."

"The counselor would have to prove he can keep his clients confidence by keeping what he hears confidential."

"This is definitely possible."

"Since such visitations would be voluntary they would pose no threat."

"I talk with the student and get their feelings and their cooperation before I make home visits. In some cases if a student really objects to my going I don't go, but I may telephone the parent."

"Not if discussed with the student to determine how he feels about it."

Discussion (question 9). The respondents to this question were nearly evenly split (32% agreed 38% disagreed). The literature did not comment on this issue. However, the comments of the respondents are somewhat helpful in understanding the results.

Question 10

Home visitation is more properly in the realm of the school social worker, welfare workers or the school psychologist.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	10	28	8	11	2	59
Percentage	17	47	14	19	3	100
Men	4	18	6	11	2	41
Women	6	10	2	0	0	18
Respondents under 36 yrs. old	4	13	5	4	1	27
Respondents 36 yrs. old and over	6	15	3	7	1	32
Respondents with under 10 yrs. counseling experience	5	21	8	8	2	44
Respondents with 10 yrs. or more counseling experience	4	7	1	3	0	15
Respondents with under 46 qtr. hrs. grad. credits	2	8	2	3	0	15
Respondents with 46 qtr. hrs. or more grad. credits	7	20	7	8	2	44

Comments of respondents (question 10). "I'm needed here, my day is fully scheduled two to three deep in advance."

"I wonder if the school psychologist should visit homes or parents visit the school."

"All are part of the team."

"Although home visitation is in their realm it is not at the exclusion of the counselor."

"Except when a school does not employ the above persons."

"Could be a combination of these and also the counselor."

"It is a realistic job for all the mentioned people."

"It has been given to the others, but there will never be enough people to make home visitations; therefore, home visitations may be necessary for the counselor."

"This should be a tool any person in the school could use to show his concern for student development."

Discussion (question 10). This item elicited a large number of SA responses indicating that they felt home visitation was the responsibility of other professional workers such as social workers. Among the subgroups the sharpest contrast was between men and women. While both agreed that it was more in the realm of social workers about one third of the men disagreed while not one woman held this view.

Most of the comments came from the minority viewpoint.

Question 11

The professional stature of counselors would be diminished in the eyes of other school personnel (fellow counselors, teachers, administrators) if home visits were part of the program.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	2	4	12	26	15	59
Percentage	3	7	20	44	26	100
Men	1	3	8	16	13	41
Women	1	1	5	9	2	18
Respondents under 36 yrs. old	0	3	4	11	9	27
Respondents 36 yrs. old and over	2	1	9	14	6	32
Respondents with under 10 yrs. counseling experience	1	3	9	20	11	44
Respondents with 10 yrs. or more counseling experience	0	1	4	6	4	15
Respondents with under 46 qtr. hrs. grad. credits	1	2	4	5	3	15
Respondents with 46 qtr. hrs. or more grad. credits	0	2	9	21	12	44

Comments of respondents (question 11). "I think it enhances the counselors position. I get many requests for family background information from the teachers and administration."

"It probably would make no difference."

"Would enhance it. Probably all school personnel should be encouraged to make home visitation."

"I have too many tasks, jack-of-all trades. I have 6 functions in the department now."

Discussion (question 11). This question along with question twelve drew the most SD responses of all items on the instrument with each getting fifteen SD's. Only 10% of the respondents agreed that the counselor's stature would be diminished in the eyes of other school personnel if home visits were part of the program.

Among the subgroups all disagreed that their stature would be diminished. Respondents with less education and women counselors showed the largest percentage who thought it may be diminished (20% and 11% respectively).

The comments of the respondents reflect their disagreement and several felt it would enhance their position.

It seems clear that counselors do not feel home visits are beneath them professionally.

Question 12

The professional stature of the counselor would be diminished in the eyes of the community if home visits were part of the program.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	0	3	11	30	15	59
Percentage	0	5	19	51	25	100
Men	0	2	4	22	13	41
Women	0	1	6	9	2	18
Respondents under 36 yrs. old	0	2	3	13	9	27
Respondents 36 yrs. old and over	0	1	9	16	6	32
Respondents with under 10 yrs. counseling experience	0	2	8	23	11	44
Respondents with 10 yrs. or more counseling experience	0	1	3	7	4	15
Respondents with under 46 qtr. hrs. grad. credits	0	1	4	8	2	15
Respondents with 46 qtr. hrs. or more grad. credits	0	2	7	22	13	44

Comments of respondents (question 12). "With only a minority in our community and I would venture to guess in most."

"Some parents are afraid to go to the school for various reasons, although they deeply care about their child's schooling. Many are very reassured by the home visit and thank me for caring about their child."

"It probably would make no difference."

"If the counselor uses discretion the answer is no. If he or she is careless the answer is yes."

"Most parents do not want outsiders interfering with their family life."

Discussion (question 12). This question, along with question eleven, drew the most SD responses on the questionnaire with fifteen. In this case only 5% of the respondents felt their stature would be reduced in the eyes of the community because of home visits.

Among the subgroups the response was unanimous with no group responding in markedly different ways. It would appear from these two questions (11 and 12) that counselors are not being deterred from making home visits from fear of loss of professional standing.

The comments reflect the response pattern with some counselors again feeling it would enhance their position.

Question 13

The telephone and/or written communication with parents is as relevant and effective as home visits.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	1	21	10	23	4	59
Percentage	2	36	17	38	7	100
Men	1	12	10	15	3	41
Women	0	9	0	8	1	18
Respondents under 36 yrs. old	0	9	8	9	1	27
Respondents 36 yrs. old and over	1	11	3	14	3	32
Respondents with under 10 yrs. counseling experience	0	14	11	16	3	44
Respondents with 10 yrs. or more counseling experience	1	7	0	6	1	15
Respondents with under 46 qtr. hrs. grad. credits	0	6	4	5	0	15
Respondents with 46 qtr. hrs. or more grad. credits	1	15	7	17	4	44

Comments of respondents (question 13). "And also less time consuming."

"Could be, the parental visit to school is more important than home visitation."

"More so!"

"In most cases this is true, but in a few cases the only effective method of positive change would be through home visitation."

"School visits by parents are effective."

"Face to face more effective. Parents are frequently more comfortable coming to school."

"Have them visit the school."

"The telephone is a useful device, but can never take the place of good, courteous, respectful, personal confrontation in many cases."

"I feel that face to face communication is the best type of communication, but I do not feel it has to be a home visit."

"Just about."

Discussion (question 13). Among the respondents there was a fairly even split on this item with about 38% in agreement and 45% disagreeing.

The subgroups of counselors (age, sex, educational level, and experience level) all generally had the same even split. The comments of the respondents seem to make a case for one-to-one or face-to-face meetings with parents.

Question 14

Home visits by secondary school counselors should be limited to parental initiated requests for consultation.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	3	25	2	25	4	59
Percentage	5	42	3	42	8	100
Men	2	16	2	18	3	41
Women	1	8	1	7	1	18
Respondents under 36 yrs. old	1	10	4	9	3	27
Respondents 36 yrs. old and over	2	13	0	16	1	32
Respondents with under 10 yrs. counseling experience	1	16	4	19	4	44
Respondents with 10 yrs. or more counseling experience	2	7	0	6	0	15
Respondents with under 46 qtr. hrs. grad. credits	1	5	0	8	1	15
Respondents with 46 qtr. hrs. or more grad. credits	2	18	4	17	3	44

Comments of respondents (question 14). "The counselor should be able to visit parents at any agreed on time."

"Counselor should be able to initiate when necessary."

"Parents may feel more comfortable at our offices."

"If you waited for them to request, you would probably wait forever."

"First, let the community know that such services are available."

"Very few parents would do this, although they would welcome it at crucial times."

"That's the way I do it."

"They may not be aware of the need."

Discussion (question 14). This item was about as evenly split among the points on the response scale as is possible (3 25 2 25 4). The small number in the undecided category indicates that counselors have made up their minds on this issue and it seems to be a personal decision which is not strongly related to age, sex, educational level, or experience. Of all the subgroups, three were in agreement and only men and women differed in their responses. Women were evenly split while men leaned toward disagreement with the item.

Question 15

Counselors would generally be welcome in the homes of students in counselor initiated visits.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	0	26	17	14	2	59
Percentage	0	44	29	24	3	100
Men	0	20	15	6	0	41
Women	0	6	2	8	2	18
Respondents under 36 yrs. old	0	11	10	6	0	27
Respondents 36 yrs. old and over	0	15	7	8	2	32
Respondents with under 10 yrs. counseling experience	0	21	14	8	1	44
Respondents with 10 yrs. or more counseling experience	0	5	4	6	0	15
Respondents with under 46 qtr. hrs. grad. credits	0	6	5	3	1	15
Respondents with 46 qtr. hrs. or more grad. credits	0	20	13	11	0	44

Comments of respondents (question 15). "No! I know they wouldn't."

"At least in my experience they are."

"If parents feel that their 'territorial rights' are being invaded the counselor will get nowhere."

"This area could be touchy, but if a counselor has a high degree of commitment, sincerity, and empathy they can get by the meanest watch dog in a home."

"Generally yes, but it may be a slim margin."

Discussion (question 15). This item was interesting in that it did not receive a single SA but still the overall response was weighted heavily toward the agree side of the scale (44% vs 27%).

There were a fairly large number of undecided responses which would seem to be the result of little or no direct experience in this area. Men, however, thought they would be welcome in the home while women did not. The counselors with under ten years experience and those with more education thought they would be welcome while the more experienced counselors and those with less education felt they would not be welcomed. The age of the counselor did not provide a contrast since all age groups believed they would be welcomed in students' homes.

Question 16

Special training would be needed for counselors in family relations and how to deal with parents before counselors visited the homes of students.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	11	30	8	10	0	59
Percentage	19	51	13	17	0	100
Men	8	21	6	6	0	41
Women	3	9	2	4	0	18
Respondents under 36 yrs. old	7	13	2	5	0	27
Respondents 36 yrs. old and over	4	16	7	5	0	32
Respondents with under 10 yrs. counseling experience	9	25	3	7	0	44
Respondents with 10 yrs. or more counseling experience	2	4	6	3	0	15
Respondents with under 46 qtr. hrs. grad. credits	1	8	2	4	0	15
Respondents with 46 qtr. hrs. or more grad. credits	10	21	7	6	0	44

Comments of respondents (question 16). "I feel that most counselors should have training in this area even if they do not go into homes."

"All counselors can usually make use of such training."

"Would be helpful for many counselors, but should not be required."

"Counselors need only to be themselves and to be genuine in their concern. Approach the situation as one would any other counseling session. In some cases referrals may be needed to handle problem areas the counselor may not feel competent to handle."

"Would be helpful, incorporate them in counselor education programs."

"Most counselors have enough sense to handle this sort of visit."

"Yes with strong emphasis of T.A., intra, and intergroup interaction."

"Training should be had, or rather screening."

Discussion (question 16). This item drew a large number of SA responses (11) and in general had an agreement ratio of 31 to 10. There were few who were undecided about this issue and among the subgroups the agreement was unanimous. This indicates that counselors are well aware of the potential problems that can result from making home visits as is brought out in the literature (Horn, 1970).

Question 17

If a full time position in my school district opened up as a home visiting counselor I would be interested in securing such a position.

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
All Respondents	3	9	10	24	13	59
Percentage	5	15	17	41	22	100
Men	2	8	8	15	8	41
Women	1	1	2	9	5	18
Respondents under 36 yrs. old	2	4	6	13	2	27
Respondents 36 yrs. old and over	1	5	5	10	11	32
Respondents with under 10 yrs. counseling experience	2	8	10	18	6	44
Respondents with 10 yrs. or more counseling experience	1	1	1	5	7	15
Respondents with under 46 qtr. hrs. grad. credits	0	3	4	6	2	15
Respondents with 46 qtr. hrs. or more grad. credits	3	6	7	17	11	44

Comments of respondents (question 17). "If I had wanted such a job, I'd have taken social work."

"I already use this method with much success."

"Home visitation may invite liable suits against the school district (such suits against professional people are very popular now). I'm sure this would be the first consideration of a local school board."

"No! I'm ready to retire."

"Not under present conditions and work load or without additional training in all phases of counseling."

"No thanks!"

"Only after furthering my education."

"If this were all the person did, I would not accept the job under any conditions."

"I would only want the option. Integration of school counseling and home visitation are both needed to satisfy my personal needs."

Discussion (question 17). This item gives a general picture of how counselors feel personally about doing home visitation if the opportunity presented itself. The results are definitely against the idea. The data indicates that only 20% would be in favor of taking such a position and 63% were against it. This item elicited the second highest number of SD responses with thirteen. The comments that were made by the respondents make interesting reading.

Statistical Hypothesis Tests

Hypothesis A

H_0 --There is no significant difference between men and women and their perceived need for home visitation counseling programs (See question 2; page 33).

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> S	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
Men	4	11	11	15	0	41
Women	1	2	3	9	3	18

Note. alpha level = .05 df = 1

Table Value of Chi Square = 3.84 (Ferguson, 1974)

Computed Value of Chi Square = 2.60

Null Hypothesis = Retained

Discussion. This hypothesis relates to Question 2 on page 33 and to item 2 on the instrument.

While the results were not statistically significant it should be noted that the men were about evenly split over the item and the women twelve to three against it. It should also be noted that the women registered all the SD responses. This seems to follow their pattern of being much more negative toward home visitation than men.

Hypothesis B

H₀--There is no significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation (See question 9; page 34).

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
Respondents under 36 yrs. old	2	4	6	13	2	27
Respondents 36 yrs. old and over	1	5	5	10	11	

Note. alpha level = .05 df = 1

Table Value of Chi Square = 3.84 (Ferguson, 1974)

Computed Value of Chi Square = .935

Null Hypothesis = Retained

Discussion. This hypothesis relates to Question 9 on page 34 and to item 17 on the instrument.

While the results were not statistically significant it should be noted that although both groups were against the idea the older counselors had eleven SD responses and the younger counselors had only two such responses.

The comments (see item 17) are interesting reading.

Hypothesis C

H_0 --There is no significant difference between counselors with forty-five or less quarter hours (thirty semester hours) of graduate credit in counseling and those with over forty-five quarter hours (over thirty semester hours) of graduate credit in counseling and the way they perceive home visits as diminishing their status in the eyes of the community (See question 12; page 34).

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
Respondents with under 46 qtr. hrs. grad. credits	0	1	4	8	2	15
Respondents with 46 qtr. hrs. or more grad. credits	0	2	7	22	13	44

Note. alpha level = .05 df = 1

Table value of Chi Square = 3.84 (Ferguson, 1974)

Computed Value of Chi Square = .07

Null Hypothesis = Retained

Discussion. This hypothesis relates to Question 12 on page 34 and item 12 on the instrument. The results show that both groups felt their status would not be diminished as a result of home visits.

Hypothesis D

H₀--There is no significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their opinions as to whether home visitation would reduce student behavioral problems. (See question 7; page 33.)

	<u>Strongly Agree</u> SA	<u>Agree</u> A	<u>Undecided</u> U	<u>Disagree</u> D	<u>Strongly Disagree</u> SD	
	SA	A	U	D	SD	Total
Respondents with under 10 yrs. counseling experience	1	18	18	6	1	44
Respondents with 10 yrs. or more counseling experience	0	4	8	3	0	15

Note. alpha level = .05 df = 1

Table Value of Chi Square = 3.84 (Ferguson, 1974)

Computed Value of Chi Square = .123

Null Hypothesis = Retained

Discussion. This hypothesis which relates to Question 7 on the instrument indicates no significant difference in counselors' opinions as to whether home visits would reduce student behavioral problems. Both groups were split over the issue with less experienced counselors agreeing.

Summary

This chapter has presented the data which was gathered on the survey instrument. The researcher has presented each of the seventeen items on the questionnaire and also showed the breakdown of responses to each question in the subgroups (age, sex, experience level, and educational level). Along with these tabulations the comments of the respondents are included. Following the comments the researcher has summarized the findings for each question and where appropriate has compared the instrument responses to findings from the literature review of Chapter 2.

The four statistical hypothesis described earlier were tested using the Chi Square test of independence and in each case the null hypothesis was retained indicating no significant difference between the groups compared.

In general the findings indicate that: Counselors strongly agreed that a knowledge of the child's home life is necessary for effective counseling (instrument item 1). They agreed that home visitation was more properly in the realm of social workers, etc. (instrument item 10). They were undecided about whether behavioral problems would be reduced or academic improvement result from home visits (instrument items 7 and 8 respectively). They disagreed

that their professional stature would be reduced through home visits (items 11 and 12). They strongly disagreed that they would seek a position of home-school counselor if one became available at their school.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the current attitudes of Montana secondary school counselors toward the home visiting counselor concept and to compare attitudes according to the counselor's age, sex, experience level and educational level.

The review of literature was conducted to gather information on home visitation programs that have been conducted elsewhere and to assist the researcher in formulating questions to be asked of Montana counselors. The literature revealed that home visitation programs by counselors have been highly successful in getting parents involved in school programs, reducing student behavioral problems, helping students with general school adjustment problems and improving academic performance. The literature also pointed out that counselors need to be schooled in public relations and family dynamics before making home visits.

The procedures explained that the sample of seventy counselors was randomly selected from the Montana Counselors Directory. It was also stated that the data was to be gathered with a mailed instrument consisting of seventeen

items to be rated on a five point Likert scale. The general questions to be answered by the data were stated as were the four hypothesis which were to be tested using the Chi Square test of independence.

The data was presented in Chapter 4 along with the comments of the respondents and a discussion of the results was provided by the researcher. The four hypothesis were tested at the .05 level and in each case the null hypothesis was retained. (See pages 74, 75, 76, 77.)

Conclusions

The results were somewhat surprising since they ran counter to the findings from the review of literature.

The major conclusion provided by this study is that Montana secondary school counselors are against the idea of visiting students' homes irrespective of the counselor's age, sex, educational level or experience level. The results as judged by items 10 and 17 show that they feel that it is someone else's job and they do not wish to take a position which involves home visitation.

In terms of the General Questions posed in Chapter 1, the results showed the following:

1. Counselors recognize the importance of being familiar with the home (instrument item 1) but they did not

feel such a program should be an integral part of the counseling service (instrument item 3).

2. Counselors do not feel it is necessary for effective guidance and counseling to be familiar with the home through personal visits (instrument item 2).

3. Counselors felt that intrafamily relationships would be improved through home visitation (instrument item 5).

4. Counselors felt they would need special training in dealing with parents and in family relations before making home visits (instrument item 16).

5. Counselors were about evenly split or undecided whether students would withdraw and be reluctant to use the counseling services if home visitation were part of the program (instrument item 9).

6. Counselors felt that student behavioral problems would be reduced through home visitation programs (instrument item 7).

7. Counselors did not feel their professional stature would be reduced in the eyes of the community if home visitation were part of the program (instrument item 12).

8. Counselors felt that home visitation programs should not be suggested at the state level and funding for

such programs should not be sought from the state (instrument item 4).

Other general conclusions that were drawn from the data include the following:

1. Men felt that students would not withdraw from using counseling services because of home visitation whereas women felt students would withdraw.

2. Women felt they would not generally be welcome in the homes of students in counselor initiated visits whereas men felt they would be welcome.

3. Counselors with ten or more years counseling experience felt home visits should not be an integral part of the counseling program whereas less experienced counselors felt it should be an integral part.

4. Counselors with over forty-six quarter hours of graduate counseling credits felt they would be welcomed in the homes of students in counselor initiated visits whereas the less well educated counselors were undecided.

5. Counselors thirty-six years old and over did not feel home visits would produce any academic improvement whereas younger counselors were undecided.

6. Counselors in general felt home visits were more

properly in the realm of school social workers, welfare workers, or the school psychologist.

The Chi Square test of independence was used to test Hypothesis A, B, C, D (pages 74-77) in each case the null hypothesis was retained and the results showed:

1. There is no significant difference between men and women and their perceived need for home visitation counseling programs. (Neither group felt it was necessary.)

2. There is no significant difference between counselors under thirty-six years old and counselors thirty-six years old and over in their willingness to engage in home visitation. (Neither group was willing to accept such a position if one were available in their district.)

3. There is no significant difference between counselors with forty-five or less quarter hours of graduate credit in counseling and those with over forty-five quarter hours of graduate credit in counseling and the way they perceive home visits as diminishing their status in the eyes of the community. (Both groups felt it would not diminish their status.)

4. There is no significant difference between counselors with under ten years counseling experience and those with ten years or more counseling experience and their

opinions as to whether home visitation would reduce student behavioral problems. (Both groups were split over the issue.)

Recommendations

The major recommendation of this study is that counselor training institutions make perspective counselors aware of the proven benefits of home visitation. (See the Review of Literature). The responses of counselors to items 5, 6, 7, and 8 on the instrument are either contrary to the research or indicate (by the large undecided response) a lack of knowledge of research findings. The response to item 1 indicates that they are well aware of the importance of being familiar with the child's home environment but they seem unaware of the proven benefits of home visitation. Colleges and universities should make these research findings available to counselors so they can make informed choices about whether to undertake a home visitation program.

Another recommendation is that counselor training institutions provide training in family dynamics and methods of working with parents so that those who choose to do home visitation will have the skills needed to be effective. Both the literature and the respondents indicated the importance of such training.

It is also recommended that a similar study be conducted at the elementary level to determine and compare the results with the findings of this study.

APPENDICES

Appendix A. Cover Letter

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4933

Department of Educational Services

March 23, 1976

Dear Counselor,

The Department of Educational Services at Montana State University is cooperating in research relating to secondary school counselors' attitudes toward the home-school counselor concept and home visitation by secondary counselors.

You are one of seventy practicing counselors from the state who is being asked to complete the brief enclosed instrument. As you will note the instrument requires only that you circle your response and it can be finished in six to eight minutes.

The number in the upper left hand corner is to allow follow-up letters to be sent to non-respondents. All information is confidential; neither your name nor the name of your school will be mentioned or associated in any way with the results of this study. All data is used only to compile group statistics.

Your cooperation is extremely important in completing this study. The stamped self-addressed envelope is for your convenience. Please return your response within 5 days if possible.

Sincerely,

James Hartman (researcher)
Dept. of Educational Services
Montana State University
Bozeman, Montana 59715

Encl.

Appendix B. Follow-Up Letter

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4933

Department of Educational Services

April 5, 1976

Dear Counselor,

Perhaps you recall receiving a survey instrument from this department several weeks ago. The Department of Educational Services at Montana State University is cooperating in research relating to secondary school counselors' attitudes toward the home-school counselor concept and home visitation by secondary school counselors.

We have not yet received your response to our survey. Perhaps it did not reach you or was mislaid. If you could take a few minutes to complete the enclosed instrument it would be greatly appreciated. All information is confidential, neither your name nor the name of your school will appear in any part of this study. The data is used only to compile group statistics.

Please complete and return the enclosed form within 5 days if possible.

Sincerely,

James Hartman (researcher)
Dept. of Educational Services
Montana State University
Bozeman, Montana 59715

Encl.



Appendix C - Survey Instrument

SECONDARY SCHOOL COUNSELOR'S ATTITUDES TOWARD HOME VISITS

In each case circle the appropriate response or fill in the blank.

1. Sex: (a) Male
 (b) Female
2. Age _____
3. Years of school counseling experience _____
4. Hours of graduate level counseling and counseling related courses completed or in progress:
 - (a) 0 - 45 qtr. hrs. (0-30 sem hrs.)
 - (b) 46 and over qtr. hrs. (30 and over sem.hrs.)

Rate each of the following seventeen statements according to the scale below. Indicate your answer by circling your response to the right of each statement. Feel free to make comments if you wish.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
SA	A	U	D	SD

- (1) It is necessary for secondary school counselors to be familiar with the student's home environment to provide relevant and effective guidance and counseling services. SA A U D SD
Comments:
-
- (2) It is necessary for secondary school counselors to be familiar with the student's home environment through home visitation in order to provide relevant and effective guidance and counseling services. SA A U D SD
Comments:

- (3) Home visits by counselors should be an integral part of the guidance and counseling program in secondary schools. SA A U D SD
Comments:
-

- (4) A program for home visitation by secondary school counselors should be suggested at the state level and legislation and funding for such programs sought. SA A U D SD
Comments:
-

- (5) Student-Parent relationships would be generally improved as a result of home visitation. SA A U D SD
Comments:
-

- (6) Parents would demonstrate a greater interest and involvement in the school programs as a result of home visits. SA A U D SD
Comments:
-

- (7) Student behavior problems would be reduced through home visitation programs. SA A U D SD
Comments:
-

- (8) Low achievers would show a general academic improvement as a result of home visits. SA A U D SD
Comments:
-

- (9) Students would withdraw and be reluctant to use the counseling services if home visitation were part of the program. SA A U D SD
Comments:
-
- (10) Home visitation is more properly in the realm of the school social worker, welfare workers or the school psychologist. SA A U D SD
Comments:
-
- (11) The professional stature of counselors would be diminished in the eyes of other school personnel (fellow counselors, teachers, administrators) if home visits were part of the program. SA A U D SD
Comments:
-
- (12) The professional stature of the counselor would be diminished in the eyes of the community if home visits were part of the program. SA A U D SD
Comments:
-
- (13) The telephone and/or written communication with parents is as relevant and effective as home visits. SA A U D SD
Comments:
-
- (14) Home visits by secondary school counselors should be limited to parental initiated requests for consultation. SA A U D SD
Comments:
-

- (15) Counselors would generally be welcome in the homes of students in counselor initiated visits. SA A U D SD
Comments:
-

- (16) Special training would be needed for counselors in family relations and how to deal with parents before counselors visited the homes of students. SA A U D SD
Comments:
-

- (17) If a full time position in my school district opened up as a home visiting counselor I would be interested in securing such a position. SA A U D SD
Comments:
-

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REFERENCES

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