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AN INVENTORY OF HIGH SCHOOL STUDENTS' AWARENESS
OF THE GUIDANCE AND COUNSELING SYSTEM IN THE
NORTHERN CLASS B DIVISION OF MONTANA

by

ROBERT FRANCIS HEARD

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

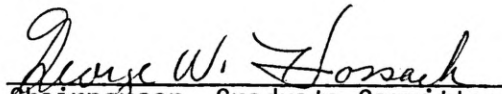
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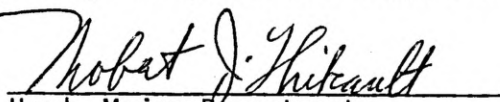
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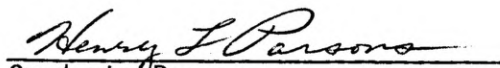
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ABSTRACT

The Student Inventory of Guidance Awareness was administered at four class B schools in Montana. The schools were Chester, Simms, Sunburst and Valier. Ten males and 10 females from each class, sophomore, junior, and senior, were given the S.I.G.A. The inventory was administered in order to view how the students see the counselor in his role. The total male and female results were compared with each other as were the male responses according to individual classes. The female responses were also compared according to the classes.

Twenty-one null hypotheses were outlined and tested using the chi-square test of independence. The .05 level of significance was used for all tests.

The test results showed that the sex of the student causes a small difference to occur in how the male and female student perceives the role of the counselor. Significance though was found when the students were compared according to the class they were in, sophomore, junior, or senior. As the student went from the sophomore to the junior to the senior year the student seemed to have become more an object of attention for the counselor in the guidance areas of vocational and educational choices. More involvement occurred on the personal-emotional level between the student and counselor as the student advanced. This seemed to be the result of a greater awareness by the student of the counselor due to his exposure to the student in the guidance aspect. This personal-emotional involvement of the student did not occur throughout the school years as extensively as did the guidance aspect.

Recommendations for further study included an extensive study of student views of guidance in the total population of Montana schools, a study of the guidance awareness teachers have of the guidance programs in their school, a survey of counselors on their programs as far as priorities in the area of counseling, research on the awareness parents have of the guidance and counseling program in the school their child attends, and a survey of counselors on their programs and priorities in the area of counseling.

CHAPTER 1

Introduction

The role of the high school guidance counselor is extensive. The American School Counselors Association (A.S.C.A.) divides the role of the counselor into two areas: relationships and responsibilities. In each of these areas A.S.C.A. defines the relationships and/or responsibilities of the counselor to the student, the parent or guardian, the teacher, the administrator, significant others (i.e. admission counselors, community and social agencies and law enforcement agencies), his profession and to self (Robinson, 1973).

The awareness and understanding the student has of the guidance and counseling program is an important aspect of counseling. This should be a goal of the professional counselor, to make students aware of and understand his role in the school. It also must be the responsibility of the counselor to determine if this goal is being achieved. Through an inventory of the students' awareness of the guidance and counseling program this can be achieved. The information gathered can permit the counselor to focus his attention on specific areas where change is suggested, hinted at or deemed to be necessary. Then the overall guidance and counseling program could be modified to keep it a progressively effective tool for working with students. Specific areas of concern could be expanded or they could be incorporated into the counselors program. Emphasis

on areas of little or no concern to the student can be shifted or deleted and more time and energy spent on areas of greater concern.

The inventory of student awareness can be a means of determining the awareness of the student to the counselor's program. It can also serve as a device to involve the student directly in the operation of the guidance and counseling aspect of their education by allowing the students to voice their opinions and concerns about the actual needs and goals of the guidance and counseling program (Smaby and Sanborn, 1971).

Statement of the Problem

The problem of this study was to investigate the awareness of the students to the guidance program in their school. The research included students in the Montana Class B high schools of Chester, Simms, Sunburst and Valier. The students who participated had to be sophomores, juniors or seniors. Male and female students were both administered the specific questionnaire on an equal basis.

Contribution to Education

Since the role of the ideal counselor was formulated in the sixties by professional organizations much has been done to determine if they, the counselors, are living up to these goals. A difficulty encountered is that a majority of the research has been done by surveying the counselors themselves. Little has been done in

checking these results with the students who are recipients of the service to see how they perceive the counselor in his role. Is the counselor doing for the students what the students think they should receive? This researcher feels that until the student can give feedback to the counselor as to his effectiveness in his role he, the counselor, cannot function in the role of counselor. With the utilization of this information, counselors will be better able to see if they are striving to meet the needs of the student, the goals the student feels are important and those the counselor feels competent to deal with.

General Questions to be Answered

Answers to the following questions were sought in this study:

1. How aware are the students of the role of the counselor?
2. Does the grade level of the student effect the perception of the counselor by the student?
3. Where are the weaknesses in the guidance and counseling programs?
4. What strengths are evident in the guidance and counseling programs?

General Procedures

The main goal of this study was to discover through the use of a questionnaire, which was obtained from the Ohio Department of

Education, the awareness the students have of the guidance and counseling program in their high schools.

This was achieved by administering the Student Inventory of Guidance Awareness (S.I.G.A.) to a random sample of students from the Northern class "B" schools in Montana. Upon completion of tabulation of data the material was analyzed and divided into appropriate tables and sections for ease of discussion of results.

The review of literature covered the role of the counselor as perceived by A.S.C.A., Montana counselors and views held by the students.

Limitations and/or Delimitations

Due to the large number of students in the four combined class "B" schools surveyed, students in each grade were chosen by using a table of random numbers.

The researcher placed a sample number limit of 240 students due to financial considerations.

With the focus on students who were involved with counselors it could obviously involve grades 1 through 12 but the variables would be too many. Thus the study included only students in grades 10 through 12.

To allow for equal voice between males and females in the schools the questionnaire was divided between these two groups and

they were put in separate categories before being chosen by random selection.

Definition of Terms

Because guidance and counseling are different terms that are used extensively in this research they will both be defined.

Guidance is a process of helping individuals to help themselves through their own efforts to discover and to develop their potential resources for personal fulfillment and social usefulness. Guidance, in a school sense, is also a program of services, coordinated in such a way as to provide the most effective help for students in this direction.

Counseling is the major guidance service. Counseling is the process in which an experienced and qualified person assists a second person to understand himself and his opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for his choices, and to follow courses of action in harmony with his choices (Miller, 1962).

Summary

The main concern of this research was to get feedback from the student that could be of value to the counselor. One way to achieve this was through a questionnaire that was administered to the students. The one used in the research was the Student Inventory of

Guidance Awareness which was made available to the researcher from the Ohio Department of Education.

With the results obtained through the S.I.G.A. the counselor has a means to evaluate his program. Necessary steps as seen by the counselor in improving his program can then be undertaken.

CHAPTER 2

Review of Literature

This chapter will review selected studies on the role of the counselor as well as counselor and student perceptions of this role. Extensive review of literature will not be presented because the findings in this area become redundant. It is also important to note that very little material on student perceptions of the counselors role or awareness of the guidance program is available past early 1975. The researcher noticed that the shift seems to be toward the phenomenon of peer counseling.

While there is no doubt that the effectiveness of any counseling program depends upon counselors' actions in the role they should fulfill in the high school, it is equally important to a program's effectiveness that students perceive the functions of a counseling department in such a way that they will avail themselves of its services (Heilfron, 1960). It was on this premise that the research for this paper was conducted. The review of literature has expanded on this statement. In the first section the defined role of the secondary school counselor is presented. Part Two asks views the Montana counselors have of their role and section three asks the students themselves how they see the counselor in today's high school.

Role of the High School Counselor

In 1974 the American School Counselor Association (A.S.C.A.) composed a document "The Role of the Secondary School Counselor." The stated purposes of this document as cited by A.S.C.A. are to identify and to clarify the role of the secondary school counselor.

The document deals with specific professional relationships. These relationships are divided into five areas of concern. Area one was the counselor's relationship with the student. Here his role was seen as helping the student to know himself and to recognize his strengths and weaknesses, establish values and make realistic and positive decisions.

The next relationship was with the parent or guardian. His role here was seen as consultant to this group as to growth, educational and career planning and development of the counselee.

Better understanding of the plan for the educational, career, and personal-social development of the student was the relationship the counselor must have with the teacher.

Contributing directly to the purpose of the school should be the counselor's relationship with the administration and administrator.

Another important area deals with the counselor's relationship with important community resources such as probate judges, community

and social agencies, former counselors and admission counselors of post-high school institutions.

The second phase of the A.S.C.A. definition of the role of the secondary school counselor was concerned with the counselor's professional responsibilities. Here the role addressed itself to six separate areas. The first area of responsibility discussed was the area of student responsibilities. In brief, it touched on the facts that the secondary school counselor must demonstrate respect for the student, show concern for his future goals, aid him with attitudes, values, and effectiveness in activities. The counselor must also participate in research that will help the student and make the student aware of the world of work. The counselor must define confidentiality, explain the high school process and help the student understand his strengths, weaknesses, interests, values, potentialities, and limitations.

The counselor's responsibility to the parent/guardian was to provide accurate information about the counselee and the school, be discrete about information obtained in conferences, share pertinent data about the counselee's academic record and progress and assist the parent/guardian in seeing the counselee as he or she really is. The counselor must also inform the parent/guardian of the guidance services available and get them involved.

A major area of concern is the counselor's responsibility to the staff. Here the counselor works with teachers to better understand students, help with the curriculum, coordinate programs of student concern for the teachers, disseminate important information, do research of pupil needs and help students plan their goals in school. The counselor can make referrals, get involved as a public relations person for the school and provide inservice training programs.

Knowledge of community services such as various clinics, volunteer programs and labor organizations was the fourth major aspect of counselor responsibility.

Professional responsibilities was number five on the list. Here was seen the need for the counselor to grow professionally and contribute to his profession.

The last major concern was the counselor's responsibility to self. Confidentiality, being well informed on current theories, practices, developments and trends was stressed. Use of time for guidance and counseling and reduce clerical and/or administrative duties was seen as necessary in becoming a true professional (Robinson, 1973).

The role of the counselor as perceived by the students was the summation of the parts of a counselor's program into a unified whole. Basically one aspect does not constitute a program. The

complete role was pertinent for the student to know so that the picture can be complete.

Introspect--Counselors in Montana

Various studies have been conducted in Montana that deal with the role of the counselor as perceived by counselors themselves.

In 1969 Morang did a time analysis study of counselors in Montana. He concluded that of the time allocated for counseling, only 50% was used to counsel students. The remaining time was spent on scheduling, class changes and secretarial jobs.

Johnson (1968) stated in his study of five large Montana high school guidance programs that the majority of full time guidance counselors were not troubled by excessive clerical activities in their counseling program. Thus time was available for one to one counseling.

In a survey of guidance programs in six small southwestern Montana high schools Nelson (1970) found that like Morang's study 50% of the counselors time was spent in counseling and 50% in clerical work. The underlying fact in Nelson's study was that the 50% labeled as counseling was spent in career education or vocational selection rather than personal counseling. The research brought out the fact that personal counseling was not undertaken because the

students did not trust their counselors enough to be able to go to them with their problems.

Murray (1972) found that the Montana counselors agreed with the American Personnel and Guidance Association concerning their role as counselors but that implementation of these ideals was not always possible. Murray's research pointed to the fact that jobs other than that of counselor were imposed on the counselor. A point of importance was that the counselors agreed that a primary responsibility of the high school counselor is personal-emotional counseling with the student. How to find time to do it was not answered.

As can be seen in this section the counselors are aware of their professionally defined role. The degree to which they are able to perform it depends on the extra non-counseling duties imposed on them and/or their priorities in their separate programs.

Students Perceptions of the Counselor

What role do high school students assign to their guidance counselors? What types of students do high school students feel require counseling? What type of school problems should be addressed to the counselors?

Students perceive the counselor as giving acceptable assistance in the categories of vocational and educational planning, but not

as being able to give acceptable assistance in the personal-emotional area (Grant, 1954). Dasinger (1973) in his study on counselor role stated basically the same finding as did Grant. He found that Montana students saw the counselor as helping students secure jobs during high school or ones for after graduation.

A more indepth view of the counselors role was presented by Mattison and Starkey (1972). In their research they found that:

1. The counselor was interested in the students personal problems as well as understanding the student.
2. Students did not go to the counselor with personal problems.
3. Counselors helped with vocational guidance especially with the students who were college bound.
4. Students would see the counselor for educational counseling (i.e. scheduling, class changes).
5. Some students would like a female counselor.
6. Some groups, especially those not going to college, were not reached by the counselor.

Van Riper (1971) in his study of Michigan Junior High Schools found that students identified the counselor as a person who helped with educational planning and school problems. The students preferred to go to a friend with a personal problem before they would go to the counselor. The students saw very little role differentiation between the counselor and teachers and principals.

In his research of senior student opinions of high school guidance programs Robert Gibson (1962) stated that "the students concepts of the role counselors seem to serve in the school environment indicates that they see the counselor as one who is an administrator, a disciplinarian, an activity director, a part-time librarian, etc. In fact, interviews indicated that many students did not recognize the counseling function as a major duty of the secondary school guidance worker."

Graham (1971) found that in the two schools that he administered the Student Inventory of Guidance Awareness (S.I.G.A.) students were more aware of and willing to participate in the guidance functions of their high school than they were in the counseling aspects.

Major findings that emerged in a study by Heilfron (1960) were:

1. High school students felt that students who are performing well academically and socially need much less counseling than students who are intellectually inferior, socially immature or unrealistic in their aspirations.
2. Only students who display obvious character disorders should be referred to outside the school for professional help.

This researcher thinks it seems evident from this statement that much more education of students will be needed regarding the function of counseling and the services of the counselor.

At various times counselors are seen as not caring if they help the student but wanting to impose adult values on the student. Because of this the counselor must change this image or his behavior. The student sees the counselor in a much more positive light if he lives in the here and now as perceived by the students (Weinrach, 1974). This one factor can delete to some degree the attitude students have of counselors as emissaries of the adult culture (Seeley, 1962).

Summary

The role of the counselor as defined by A.S.C.A. was very inclusive in its scope. Professional relationships with the student, parents or guardians, teacher, administration and significant others (judges, admission counselors, community and social agencies) were discussed. Professional responsibilities to the student, parent or guardian, staff, community, profession and self were also expounded upon.

Montana counselors programs vary in the area of concentration (guidance and/or counseling) depending on the size of the school as well as other non-counseling or guidance related tasks assigned to the counselor. Although the counselors are aware of the defined role of a counselor it is still an ideal not an actual role for a majority of the counselors.

Students see the counselor as a reference individual for careers, course selection or any other phase of guidance. Little or no contact is made by students with a counselor on the personal-emotional level.

The counselor must change his image or his behavior if he is to become a functional individual in the high school especially if he is to increase his effectiveness with the students.

CHAPTER 3

Procedures

The research for this study was investigative. The researcher investigated the role of the counselor as perceived by students in class "B" schools in the Northern District of Montana as defined by the Montana High School Association. The schools selected were Chester, Simms, Sunburst, and Valier High Schools.

In this chapter the researcher will discuss in detail the procedural aspects of the investigation. The population from which the sample was taken will be discussed as will the sampling procedure itself. The instrument will be described. With this will be the method used in organizing and analyzing the data that was collected. The hypotheses will be stated as will the precautions that were used to prevent errors in collecting data. Finally the chapter summary will be presented.

Population Description and Sampling Procedure

The population for this research consists of all sophomores, juniors, and seniors in the four participation schools of Chester, Simms, Sunburst, and Valier.

Upon receipt by the researcher of class lists of each class the classes were individually divided into two groups, male and female. From this, using a table of random numbers, 10 males and 10 females were chosen from each class from each school.

Method of Collecting Data

The data used in this study was collected by means of a questionnaire, the Student Inventory of Guidance Awareness (Appendix A), which contains two sections. The first section was used to determine the role of the counselor as perceived by the students. This section of the questionnaire used a "yes," "no," "no response" technique for the 33 questions that were presented. The second section determined such variables as age, sex, school and grade level.

Upon reception of a class list from the participating school counselors that received cover letters (Appendix B) the students were chosen and their names and questionnaires for them were sent to the counselor of the school. The counselor then administered the questionnaire to the students. The completed forms were then sent back to the researcher for evaluation. Working time necessary for each individual student completion was approximately 15 minutes.

Content validity was used for the purpose of this research.

Method of Organizing Data

The organization of the data was in tabular form consisting of one table for each of the seven areas that the 33 questions were placed. Accompanying each table was a brief verbal summation

of the information derived from each of the above mentioned tables.

A chi-square computation for each item was also presented.

Statistical Hypothesis

The problem of this study was to check the awareness the students have of the role of the counselor.

The hypotheses of this study are:

1. There is no significant difference between males and females among the items dealing with orientation effectiveness as viewed by the students.
2. There is no significant difference among the sophomore, junior and senior males among the items relating to orientation effectiveness.
3. There is no significant difference among the sophomore, junior and senior females among the items relating to orientation effectiveness.
4. There is no significant difference between males and females among the items dealing with opportunities for educational and career planning.
5. There is no significant difference among the sophomore, junior, and senior males among the items relating to opportunities for educational and career planning.

6. There is no significant difference among the sophomore, junior, and senior females among the items relating to opportunities for educational and career planning.

7. There is no significant difference between males and females among the items dealing with student opportunities for group involvement.

8. There is no significant difference among the sophomore, junior, and senior males among the items relating to student opportunities for group involvement.

9. There is no significant difference among the sophomore, junior, and senior females among the items relating to student opportunities for group involvement.

10. There is no significant difference between males and females among the items dealing with individual investigation in educational and career planning.

11. There is no significant difference among the sophomore, junior, and senior males among the items relating to individual investigation in educational and career planning.

12. There is no significant difference among the sophomore, junior, and senior females among the items relating to individual investigation in educational and career planning.

13. There is no significant difference between males and females among the items dealing with student enhancement through the counseling process.

14. There is no significant difference among the sophomore, junior, and senior males among the items relating to student enhancement through the counseling process.

15. There is no significant difference among the sophomore, junior, and senior females among the items relating to student enhancement through the counseling process.

16. There is no significant difference between males and females among the items dealing with parent counselor consultation.

17. There is no significant difference among the sophomore, junior, and senior males among the items relating to parent counselor consultation.

18. There is no significant difference among the sophomore, junior, and senior females among the items relating to parent counselor consultation.

19. There is no significant difference between males and females among the items dealing with course choices and developing self reliance.

20. There is no significant difference among the sophomore, junior, and senior males among the items relating to course choices and developing self reliance.

21. There is no significant difference among the sophomore, junior, and senior females among the items relating to course choices and developing self reliance.

Analysis of Data

The questionnaire was analyzed item by item. This analysis determined the overall awareness the students had of the guidance and counseling program that was offered to them. The chi-square test of independence was used to determine if there was any significant differences between the reference groups mentioned in hypothesis one through 21.

Precautions Taken for Accuracy

All statistical calculations were performed at the Montana State University Computer Center using standard programs for computing chi-square. All manual work was checked and a calculator was used to verify the manual tabulations.

Summary

The problem of this study was to investigate the awareness of the counselor role as perceived by students in selected class "B" schools in the northern region as defined by the Montana High School Association. The population was all sophomore, junior, and senior students in the selected high schools. The questionnaire was given

to a random sample of these students in the four selected high schools by their counselor. The data was collected utilizing an instrument available through the Ohio Office of Education.

Twenty-one null hypotheses were outlined and tested using the chi-square test of independence. All statistical analyses were calculated by computer as a precaution taken for accuracy. The information will be organized and presented in tabular form and analyzed graphically and descriptively.

CHAPTER 4

Analysis of Data

The problem of this study was to investigate the awareness of the students to the guidance program in their school. The research included students in the Montana Class B high schools of Chester, Simms, Sunburst, and Valier. The students who participated had to be sophomores, juniors, or seniors. Males and females were both administered the specific questionnaire on an equal basis of 10 students of each sex from the three grades.

In this chapter the researcher has presented the questionnaire broken down into specific categories for ease of discussion. An analysis of the information presented in the tables was presented as was a discussion of the results after each group of tables.

The questions asked in Chapter 1 and the hypotheses in Chapter 3 will be answered, analyzed and interpreted. The tables used will illustrate the results of the chi-square test which was used to analyze the data.

Table 1 shows the frequency of responses of males and females to each item relating to the orientation effectiveness as viewed by the student and the chi-square value between the questions. Since the computed χ^2 was less than the table χ^2 (5.911 at 2 degrees of freedom) for each of the items listed the null hypothesis was not rejected. It stated that there is no significant difference between males and females in their response to each item relating to the

descriptive forms of orientation effectiveness as viewed by the student.

Table 1

Orientation Effectiveness as Viewed by the Student

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
Does the student know:							
8. His counselor?	113	3	0	118	1	1	2.041
22. Counselor's office location?	111	3	2	120	0	0	5.284
13. His school?	50	53	13	53	43	24	4.332
29. If he received help planning for high school?	49	58	9	55	57	8	.345

Table 2 shows the frequency of responses of males in their respective grades to the items relating to orientation effectiveness as viewed by the student and the chi-square value between the questions. In this table the computed χ^2 was less than the table χ^2 which was 9.488 with 4 degrees of freedom for each item. The null hypothesis was not rejected. It stated that there is no significant difference among the sophomore, junior, and senior males among the items relating to orientation effectiveness.

Table 2

Orientation Effectiveness as Viewed by the Student

Total				Male						
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
Does the student know:										
8. His counselor?	38	2	0	39	1	0	36	0	0	1.882
22. Counselor office location?	38	1	1	38	1	1	35	1	0	.920
13. His school?	17	20	3	19	17	4	11	19	6	3.354
29. If he received help planning for high school?	16	21	3	15	20	5	13	22	1	2.859

Table 3 shows the frequency of responses of females in their grade level to the items relating to orientation effectiveness. The chi-square value between the questions was also presented. Like Table 2 the computed χ^2 was less than the table χ^2 thus the null hypothesis that there is no significant difference among the sophomore, junior, and senior females among the items relating to orientation effectiveness was not rejected.

Table 3

Orientation Effectiveness as Viewed by the Student

Total				Female						
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
Does the student know:										
8. His counselor?	39	0	0	40	0	0	39	1	0	4.016
22. Counselor office location?	40	0	0	40	0	0	40	0	0	.000
13. His school?	21	10	9	21	11	8	14	19	7	5.649
29. If he received help planning for high school?	20	16	4	21	17	2	19	19	2	1.369

From the above analysis of the three tables the following conclusions were made:

1. The male and female students on all grade levels are aware of who their counselor is and the location of his office.
2. Students are split as to the orientation of the student to the school and help in planning their high school career. Approximately half answered yes and half no.

Table 4 shows the frequency of responses of males and females to each item relating to the opportunities for educational and career planning each student has. Also included was the chi-square value between the questions. The computed χ^2 was less than the table χ^2 (5.911 at 2 degrees of freedom) for each item thus the null hypothesis that there is no significant difference between males and females among the items dealing with opportunities for educational and career planning was not rejected.

Table 4
Opportunities for Educational and Career Planning

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
Does the student have the opportunity to:							
1. Receive help in making plans for future?	89	12	15	90	10	20	.834
2. Receive encouragement from staff?	80	29	7	93	21	6	2.266
3. Have conferences with the staff?	65	46	5	71	46	3	.697

Table 4 (continued)

Item No.	Total			Male			Female			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
10. Confer with counselor about future educational plans?	78	32	6	86	31	3	86	31	3	1.338
12. Acquire educational information?	97	10	9	104	9	7	104	9	7	.478
18. Plan high school subjects and activities?	75	32	9	78	28	14	78	28	14	1.345
19. Familiarize self with employment possibilities?	34	70	12	41	69	10	41	69	10	.774
21. Discuss with teachers jobs related to subject area?	57	42	17	65	37	18	65	37	18	.802
30. Receive help in making realistic future plans?	56	37	23	72	28	20	72	28	20	3.388
23. Decide on ability to succeed in college?	37	59	20	47	58	15	47	58	15	1.846

Table 5 shows the frequency of responses of males in each of the three grade levels to the items relating to educational opportunities and career planning. Chi-square results are also presented. In this table the null hypothesis that there was no significant

difference among the sophomore, junior, and senior males among the items relating to opportunities for educational and career planning was not rejected for seven of the 10 questions. The other three questions rejected the null.

Table 5
Opportunities for Educational and Career Planning

Total		Male								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Does the student have the opportunity to:										
1. Receive help in making plans for future?	25	6	9	30	3	7	33	2	1	9.532*
2. Receive encouragement from staff?	24	15	1	30	8	2	26	7	3	5.182
3. Have conferences with the staff?	16	23	1	21	18	1	27	7	2	11.782*
10. Confer with counselor about future educational plans?	18	20	2	30	8	2	31	4	1	17.074*
12. Acquire educational information?	28	5	7	35	2	3	33	3	0	9.370

Table 5 (continued)

Total	Male									
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
18. Plan high school subjects and activities?	26	11	3	27	9	4	21	12	3	1.219
19. Familiarize self with employment possibilities?	14	22	4	10	27	3	13	19	4	2.032
21. Discuss with teachers jobs related to subject area?	24	12	4	17	18	5	17	12	7	3.966
30. Receive help in making realistic future plans?	17	12	11	19	12	9	22	12	2	6.690
23. Decide on ability to succeed in college?	7	24	9	14	19	7	15	16	5	5.700

*Significant beyond the .05 level

Degrees of Freedom: 4

In Table 6 the frequency of responses of females in the sophomore, junior, and senior grades to the questions of opportunities for educational and career planning along with the chi-square values

was given. The computed χ^2 for this table was 9.488 with 4 degrees of freedom. The null hypothesis that there was no significant difference among the sophomore, junior, and senior females among the items relating to opportunities for educational and career planning was not rejected for six of the 10 questions. The remaining four rejected the null hypothesis.

Table 6
Opportunities for Educational and Career Planning

Total		Female								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Does the student have the opportunity to:										
1. Receive help in making plans for future?	25	7	8	33	1	6	33	3	4	7.830
2. Receive encouragement from staff?	25	11	4	35	3	2	33	6	1	8.706
3. Have conferences with the staff?	16	23	1	27	12	1	29	9	2	11.992*
10. Confer with counselor about future educational plans?	18	21	1	30	8	2	37	2	1	25.275*

Table 6 (continued)

Total	Female									
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
12. Acquire educational information?	32	4	4	35	3	2	38	2	0	5.180
18. Plan high school subjects and activities?	26	10	4	27	8	5	26	10	4	.464
19. Familiarize self with employment possibilities?	8	27	5	12	24	4	18	20	2	6.314
21. Discuss with teachers jobs related to subject area?	20	10	10	21	15	4	23	12	5	4.508
30. Receive help in making realistic future plans?	15	14	11	25	7	8	30	8	2	13.965*
23. Decide on ability to succeed in college?	6	28	6	14	19	7	28	11	1	27.411*

*Significant beyond the .05 level

Degrees of Freedom: 4

Using the material presented in Tables 4, 5, and 6 the following conclusions were made:

1. The males and females arrived at similar answers to the 10 questions on opportunities for educational and career planning.
2. There was a significant difference in how sophomores felt they received help in planning for the future. Juniors and seniors seemed to feel they receive more help in this area.
3. Conferences with the staff for both males and females seemed to increase as the student progressed to each grade level as did conferences with the counselor about future educational plans.
4. As females advanced in grade level they felt they received more help in planning for the future as well as help in determining ability to succeed in college.

Table 7 shows the frequency of responses of males and females to the items relating to student opportunities for group involvement. The chi-square values are given. The computed χ^2 was less than 5.911 the table χ^2 . Due to this, the null hypothesis that there is not a significant difference between males and females among the items dealing with student opportunities for group involvement was not rejected.

Table 7

Student Opportunities for Group Involvement

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
The group setting provides:							
9. For discussion and understanding of attitudes.	21	62	33	27	63	30	.833
27. Opportunity to discuss student concerns.	37	67	12	48	60	12	1.742

Table 8 shows the frequency of responses of males, sophomores, juniors, and seniors to the questions dealing with student opportunities for group involvement. The computed χ^2 was less than the table χ^2 (9.488). The null hypothesis that there is no significant difference among the sophomore, junior and senior males among the items relating to student opportunities for group involvement was not rejected.

Table 8

Student Opportunities for Group Involvement

Total		Male								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
The group setting provides:										
9. For discussion and understanding of attitudes.	10	19	11	6	23	11	8	18	10	1.443
27. Opportunities to discuss student concerns.	11	24	5	15	20	5	10	23	3	1.893

In Table 9 the frequency of responses of females in the three grades (sophomore, junior, and senior) to the questions on student opportunities for group involvement as well as the chi-square values was given. For this table with 4 degrees of freedom the computed χ^2 was less than the table χ^2 on one question and more on the other. The null hypothesis that there is no significant difference among the sophomore, junior, and senior females among the items relating to student opportunities for group involvement was rejected on one question and not rejected on the other.

Table 9

Student Opportunities for Group Involvement

Total		Female								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
The group setting provides:										
9. For discussion and understanding of attitudes.	6	24	10	8	20	12	10	21	9	1.851
27. Opportunities to discuss student concerns.	9	27	4	20	15	5	20	18	2	10.111*

*Significant beyond the .05 level

Degrees of Freedom: 4

From the above analysis of the three tables, 7, 8, and 9, the following conclusions were made:

1. A large majority of male and female students felt that there was no chance given for groups of students to discuss their attitudes and concerns.
2. Males overall agreed that no group discussion was available on attitudes and student concerns.
3. Females agreed with the males that group discussion of attitudes was not available.

4. Female juniors and seniors felt there was more of an opportunity to discuss student concerns than did sophomore females.

Table 10 shows the frequency of responses of males and females to each item relating to individual investigation in educational and career planning. The chi-square value for each question was also presented. The computed χ^2 was less than the table χ^2 of 5.911 at 2 degrees of freedom. The null hypothesis that there is no significant difference between males and females among the items dealing with individual investigation in educational and career planning was not rejected.

In Table 11 the frequency of responses of male sophomores, juniors, and seniors was given along with the chi-square computation for each question. For this table the computed χ^2 was less than the table χ^2 (9.488 with 4 degrees of freedom). The null hypothesis that there is no significant difference among the sophomore, junior, and senior males among the items relating to individual investigation in educational and career planning was not rejected.

Table 10

Individual Investigation in Educational and Career Planning

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
Is the student aware of:							
7. Location of career material?	91	13	12	99	11	10	.617
15. Need for planning the future?	105	8	3	111	5	4	.934
16. Job procurement skills?	59	33	24	58	40	22	.699
25. Testing results and their implications on future planning?	45	44	27	44	50	26	.345
26. Availability of help to improve study skills and habits?	39	65	12	44	65	11	.276

Table 11

Individual Investigation in Educational and Career Planning

Total		Male								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Is the student aware of:										
7. Location of career material?	30	6	4	34	1	5	30	3	3	4.235
15. Need for planning the future?	34	4	2	36	2	2	35	1	0	3.860
16. Job procurement skills?	15	17	8	23	10	7	20	8	8	5.259
25. Testing results and their implications on future planning?	11	15	14	19	15	6	13	15	8	5.675
26. Availability of help to improve study skills and habits?	18	20	2	13	22	5	11	21	4	2.903

Table 12 shows the frequency of responses of females (sophomores, juniors, and seniors) in each group. The chi-square computation for each question is also given. In four of the five areas the computed χ^2 was less than the table χ^2 of 9.488 with four degrees of freedom. The remaining area was above the table χ^2 . Due to this the null

hypothesis that there is no significant difference among the sophomore, junior, and senior females among the items relating to individual investigation in educational and career planning was not rejected for four of the five groups. It was rejected for the one remaining.

Table 12

Individual Investigation in Educational and Career Planning

Total		Female								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Is the student aware of:										
7. Location of career material?	24	9	7	36	3	1	36	2	2	15.342*
15. Need for planning the future?	34	5	1	38	0	2	39	1	0	9.378
16. Job procurement skills?	14	16	10	22	10	8	23	12	5	5.600
25. Testing results and their implications on future planning?	12	17	11	19	14	7	15	18	7	3.419
26. Availability of help to improve study skills and habits?	17	20	3	8	27	5	16	20	4	5.523

*Significant beyond the .05 level

Degrees of Freedom: 4

Using the material presented in Tables 10, 11, and 12 the following conclusions were made:

1. Both male and female students felt that they were aware of the location of career material and knew there was a need for planning for the future.
2. Approximately half of the females and half of the males were aware of job procurement skills and use of test results for future planning.
3. A large majority of both males and females were not aware of the availability of help to improve study skills and habits.
4. It is evident that junior and senior females were more aware of the location of career material than were the sophomore females.

Table 13 shows the frequency of responses of males and females to the items relating to student enhancement through the counseling process and the chi-square value between the questions.

Since the computed χ^2 was not greater than the table χ^2 which was 5.911 at 2 degrees of freedom for five of the seven questions the null hypothesis that there is no significant difference between males and females among the items dealing with student enhancement through the counseling process was not rejected for these five. The null was rejected for the other two questions.

Table 13

Student Enhancement through the Counseling Process

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
Is the student afforded opportunities to:							
5. Discuss personal problems (staff)?	27	57	32	52	49	19	11.764*
6. Receive test interpretation (staff)?	90	13	13	96	12	12	.205
14. Discuss methods of solving problems?	37	68	11	55	57	8	4.897
24. Develop through audiovisual presentations?	70	27	19	92	20	8	8.446*
28. Discuss test results with counselor?	53	53	10	62	47	11	1.044
20. Talk about real feelings with the counselor?	44	40	32	51	45	24	1.885
31. Realize his self concept?	47	59	10	55	55	10	.700

*Significant beyond the .05 level

Degrees of Freedom: 2

Table 14 shows the frequency of responses of males in the three grade levels (sophomore, junior, and senior) to the items relating to student enhancement through the counseling process. Chi-square results for each question are presented. The computed χ^2 was less than the table χ^2 of 9.488 with 4 degrees of freedom on six of the seven questions. Thus the null that there is no significant difference among the sophomore, junior, and senior males among the items relating to student enhancement through the counseling process was not rejected for the six but was rejected for the seventh question.

The frequency of responses of females who were sophomores, juniors, or seniors is shown in Table 15 as are the individual chi-square values for each question. In six of the seven questions the computed χ^2 was less than the table χ^2 of 9.488 with 4 degrees of freedom. One was higher. The null, there is no significant difference among the sophomore, junior, and senior females among the items relating to student enhancement through the counseling process, was not rejected for the six with the χ^2 under 9.488 but was rejected for the one above the table χ^2 .

Table 14

Student Enhancement Through the Counseling Process

Total				Male						
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Is the student afforded opportunities to:										
5. Discuss personal problems (staff)?	7	21	12	11	21	8	9	16	11	2.283
6. Receive test interpretation (staff)?	31	4	5	35	2	3	26	4	6	2.866
14. Discuss methods of solving problems?	12	25	3	16	22	2	11	19	6	4.066
24. Develop through audio-visual presentations?	23	8	9	24	8	8	23	9	4	1.896
28. Discuss test results with counselor?	11	26	3	19	19	2	23	9	4	12.976*
20. Talk about real feelings with the counselor?	14	14	12	14	13	13	17	11	8	1.826
31. Realize his self concept?	14	23	3	13	22	5	21	12	3	6.935

*Significant beyond the .05 level

Degrees of Freedom: 4

Table 15

Student Enhancement Through the Counseling Process

Total		Female								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Is the student afforded opportunities to:										
5. Discuss personal problems (staff)?	17	17	6	13	16	11	22	15	3	7.371
6. Receive test interpretation (staff)?	31	5	4	31	6	3	32	4	4	.603
14. Discuss methods of solving problems?	14	24	2	19	18	3	20	17	3	2.877
24. Develop through audio-visual presentations?	29	10	1	32	5	3	31	7	2	2.879
28. Discuss test results with counselor?	13	22	5	21	14	5	28	10	2	11.821*
20. Talk about real feelings with the counselor?	16	18	6	14	14	12	20	15	5	5.412
31. Realize his self concept?	12	25	3	19	17	4	23	15	2	7.058

*Significant beyond the .05 level

Degrees of Freedom: 4

From the information given in these tables the following conclusions were made:

1. More females felt they could discuss personal problems with the staff than did males.
2. Females felt they were afforded an opportunity to develop through audiovisual presentations, males agreed but not as many.
3. Senior males and females felt they had more of an opportunity to discuss test results with the counselor than did sophomores or juniors.

Table 16 shows the frequency of responses of males and females to the items relating to parent-counselor consultation and the chi-square value between the questions. Because the computed χ^2 value was less than the table χ^2 of 5.911 at 2 degrees of freedom for two questions the null was not rejected. For the third question the null that there is no significant difference between males and females among the items dealing with parent-counselor consultation was rejected.

Table 16

Parent Counselor Consultation

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
Do the parents have the opportunity to:							
4. Receive test results?	26	35	55	41	37	42	5.089
11. Discuss students educational plans?	17	60	39	20	67	33	1.061
17. Talk with the counselor?	11	65	40	19	79	22	8.654*

*Significant beyond the .05 level Degrees of Freedom: 2

In Table 17 the frequency of responses for males who are sophomores, juniors, or seniors and the chi-square values are given. Since the computed χ^2 was less than the table χ^2 (9.488 at 4 degrees of freedom) for each question the null, there is no significant difference among the sophomore, junior, and senior males among the items relating to parent-counselor consultation, was not rejected.

Table 17

Parent Counselor Consultation

Total		Male								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Do the parents have the opportunity to:										
4. Receive test results?	11	12	17	6	15	19	8	10	18	2.331
11. Discuss students educational plans?	5	22	13	5	23	12	5	17	14	.907
17. Talk with counselor?	3	20	17	2	24	14	6	19	11	4.134

Table 18 shows the frequency of responses of females (sophomores, juniors, and seniors) in each group and the chi-square computation for each question. The null hypothesis was rejected for two questions and not rejected on one question. The null stated there is no significant difference among the sophomore, junior, and senior females among the items relating to parent-counselor consultation.

Table 18

Parent Counselor Consultation

Total		Female								
Item No.	Soph			Jr			Sr			
	Yes	No	?	Yes	No	?	Yes	No	?	χ^2
Do the parents have the opportunity to:										
4. Receive test results?	20	5	15	12	14	14	10	16	14	9.932*
11. Discuss students educational plans?	5	22	13	4	24	12	13	19	8	8.493
17. Talk with the counselor?	4	27	9	3	29	8	12	25	3	11.080*

*Significant beyond the .05 level Degrees of Freedom: 4

Using Tables 16, 17, and 18 the following conclusions can be made:

1. The females felt that their parents had the opportunity to talk with the counselor more than the males did. Senior females especially felt this way.
2. Sophomore females felt their parents had an opportunity to receive test results, more so than the junior or senior girls.

Table 19 shows the frequency of responses of males and females to the questions of course choices and development of self reliance and the chi-square value for each question. Due to the fact that the computed χ^2 was less than the table χ^2 for both questions the null, there is no significant difference between males and females among the items dealing with course choices and developing self reliance was not rejected.

Table 19
Miscellaneous Questions

Total	Male			Female			
Item No.	Yes	No	?	Yes	No	?	χ^2
32. Have your course choices been satisfactory ones?	69	36	11	83	28	9	2.422
33. Have you developed self reliance in school?	74	22	20	87	14	19	2.786

Table 20 shows the frequency of responses of sophomore, junior, and senior males and the chi-square values for each question. The computed χ^2 was less than the table χ^2 (9.488 with 4 degrees of freedom) thus the null was not rejected. It stated that there is no significant difference among the sophomore, junior and senior

males among the items relating to course choices and developing self reliance.

Table 20
Miscellaneous Questions

Total		Male								
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
32. Have your course choices been satisfactory ones?	30	6	4	23	15	2	21	10	5	6.610
33. Have you developed self reliance in school?	19	10	11	29	5	6	24	8	4	7.054

In Table 21 the frequency of responses of females who were sophomores, juniors, or seniors was given as was the chi square for each question. In this table the null was not rejected because the computed χ^2 was less than the table χ^2 (9.488 at 4 degrees of freedom). The null hypothesis stated that there is no significant difference among the sophomore, junior, and senior females among the items relating to course choices and developing self reliance.

Table 21

Miscellaneous Questions

Total		Female								
Item No.	Soph			Jr			Sr			χ^2
	Yes	No	?	Yes	No	?	Yes	No	?	
32. Have your course choices been satisfactory ones?	23	13	4	29	9	2	26	11	3	2.086
33. Have you developed self reliance in school?	25	7	8	34	1	5	30	5	5	6.678

It is obvious from the results from Tables 19, 20, and 21 that:

1. Males and females feel that their course choices have been satisfactory.
2. Males and females state that they have developed self reliance in school.

Summary

The analysis of data showed that there was not a significant difference between males and females in response to orientation effectiveness, opportunities for educational and career planning, student opportunities for group involvement, individual investigation in educational and career planning, and satisfaction in course

choices and having developed self reliance in school as perceived by the students.

Under student enhancement through the counseling process two of the seven questions were found to be significant, the first dealing with the student having an opportunity to discuss personal problems with a member of the staff. The second one dealt with the students ability to develop through audiovisual presentations.

In the area parent-counselor consultation one of three questions was significant. It asked if parents were given the opportunity to talk with the counselor.

The total male and female tables were divided into males who were sophomores, juniors, and seniors and females who were sophomores, juniors, and seniors using the same headings as in the original seven tables. The analysis of this data showed that for the males there was not a significant difference between the three classes in their responses to the questions in the areas of orientation effectiveness, student opportunities for group involvement, individual investigation in educational and career planning, parent counselor consultation, course satisfaction and development of self reliance in school. For the females there was not a significant difference between the sophomores, juniors and seniors in the areas of orientation effectiveness, course satisfaction, and development of self reliance in school. In the remaining tables for both males and females questions

were found to be significant but none of the tables contained questions that were all significant. Discussion of the significant questions followed the tables.

All hypotheses were tested at the .05 level of significance using the chi-square test of independence.

CHAPTER 5

Discussion

Summary

The main concern of this research was to get feedback from the student that could be of value to the counselor. One way to achieve this was through a questionnaire that was administered to the students. The one used in this research was the Student Inventory of Guidance Awareness (S.I.G.A.) which was made available to the researcher from the Ohio Department of Education. With the results obtained through the S.I.G.A. the counselor had a means to evaluate his program. Necessary steps as seen by the counselor in improving his program could then be undertaken.

The problem of this study was to investigate the awareness of the students to the guidance program in their school. The research included students in the Montana class B high schools of Chester, Simms, Sunburst, and Valier. The students who participated had to be sophomores, juniors, or seniors. Male and female students were both administered the specific questionnaire on an equal basis.

Twenty-one null hypotheses were outlined and tested using the chi-square test of independence. The .05 level of significance was used for all the questions. The null hypotheses were compared with the statistical evaluations and either accepted or rejected.

In the review of literature the American School Counselor Association's role of the counselor was previewed.

Montana counselor programs were seen as varying in the area of concentration (guidance and/or counseling) depending on the size of the school as well as other non-counseling or guidance related tasks assigned to them. Although the counselors were aware of the defined role of a counselor it was still an ideal not an actual role for a majority of the counselors.

Students see the counselor as a reference individual for careers, course selection or any other phase of guidance. Little or no contact was indicated as being made by students with a counselor on the personal-emotional level.

Conclusions

The analysis of the data showed that the females were much more willing to discuss personal problems with a member on the staff. Males were more reluctant in confiding with the staff. It was also brought out that parents of females talked with the school counselor more than parents of male students. Another area where significance was found was in the school's use of audiovisual material to help the student understand problems of personal and social development. Again females were more aware than males of the use of such equipment.

In comparing the males against each other according to classes it is significant that as the males progressed from sophomores to seniors they felt they received more help in planning for their future in respect to educational and vocational plans. This same progression is found between the males and females when they were asked if they had had conferences with someone on the staff (teacher or counselor) concerning educational and vocational plans. It was also significant that the male and female senior students felt they had been given more of an opportunity than sophomores and juniors to discuss ability and achievement tests with the counselor on an individual basis.

Significance was found when the females were asked if their parents were informed of standardized test results. More sophomore female students reported that their parents had been informed than the junior and senior females at almost a two to one ratio.

Female juniors and seniors were more aware of the location of occupational information than were sophomore females. Significance occurred when the students were asked if their parents ever talked with the school counselor. More senior females felt their parents had than did the junior and sophomore females. There was a significant difference between sophomore, junior and senior females when asked if they had been helped to decide if they had the ability to succeed in college. Senior females were helped more than all

of the sophomore and junior girls combined according to their responses on the questionnaire.

It was interesting to note that junior and senior females responded that they had a chance to discuss high school concerns in school with guidance personnel. Sophomore females did not agree with this.

The areas discussed above were the only ones the researcher found significant in this study. Conclusions can thus be made from this material. Also, sex of the student had very little to do with how the student perceived the role of the counselor.

Significance was found when the students were compared according to the class they were in be it sophomore, junior, or senior. As the student went from the sophomore to the junior to the senior year the student seemed to have become more an object of attention for the counselor in the guidance areas of vocational and educational choices. More involvement occurs on the personal-emotional level between the student and counselor as the student advanced through school. This seemed to be the result of a greater awareness by the student of the counselor due to his exposure to the student in the guidance aspect. The personal-emotional involvement of the student did not occur throughout the school years as extensively as did the guidance aspect.

Recommendations

This study investigated the awareness the students have of their guidance program.

The following recommendations were indicated:

1. An extensive study of student views of guidance on the four school class levels (AA, A, B, and C) in Montana.
2. A study of the guidance awareness that teachers have of the guidance programs in their respective schools.
3. A survey of counselors on their programs regarding the priorities in their programs with specific reference to the counseling process.
4. Research on the awareness parents have of the guidance and counseling program in the school their child attends.
5. A survey of counselors on their programs regarding the priorities in their programs with specific reference to guidance.

APPENDIX

APPENDIX A

PEG/1-2

STUDENT INVENTORY OF GUIDANCE AWARENESS (SIGA)

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

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

- ___Yes___No___? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?
- ___Yes___No___? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?
- ___Yes___No___? 3. Have you had conferences with some one on your school staff concerning your educational and vocational plans?
- ___Yes___No___? 4. Does the school inform your parents of your standardized test results?
- ___Yes___No___? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?
- ___Yes___No___? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude).
- ___Yes___No___? 7. Do you have access to the information you want and need to know about the various occupations you have considered?
- ___Yes___No___? 8. Do you know which member of your school staff is your school counselor?
- ___Yes___No___? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?
- ___Yes___No___? 10. Has your school counselor talked with you about your future educational and vocational plans?
- ___Yes___No___? 11. Has your school provided your parents an opportunity to discuss your educational plans?
- ___Yes___No___? 12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?
- ___Yes___No___? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?
- ___Yes___No___? 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?
- ___Yes___No___? 15. Are you thinking about or planning what you are going to do when you finish high school?
- ___Yes___No___? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?
- ___Yes___No___? 17. Have your parents ever talked with your school counselor?

(over)

- ☐ Yes ☐ No ☐ ? 18. Have you been to plan the subjects and activities you need and want to take while you are in high school?
- ☐ Yes ☐ No ☐ ? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?
- ☐ Yes ☐ No ☐ ? 20. Can you talk about your real feelings about things with your school counselor?
- ☐ Yes ☐ No ☐ ? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?
- ☐ Yes ☐ No ☐ ? 22. Do you know where your school counselor's office is located?
- ☐ Yes ☐ No ☐ ? 23. Have you been helped to decide if you have the ability to succeed in college?
- ☐ Yes ☐ No ☐ ? 24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?
- ☐ Yes ☐ No ☐ ? 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?
- ☐ Yes ☐ No ☐ ? 26. Have you received any help from your school in the improvement of your study skills and habits?
- ☐ Yes ☐ No ☐ ? 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?
- ☐ Yes ☐ No ☐ ? 28. Has your school counselor discussed your ability and achievement test results with you individually?
- ☐ Yes ☐ No ☐ ? 29. Were you helped before the ninth grade to plan your high school program of courses?
- ☐ Yes ☐ No ☐ ? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?
- ☐ Yes ☐ No ☐ ? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?
- ☐ Yes ☐ No ☐ ? 32. Have you been satisfied with the course selections which you have made?
- ☐ Yes ☐ No ☐ ? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SCHOOL _____ BOY _____ GIRL _____ GRADE _____

APPENDIX B

DEPARTMENT OF EDUCATIONAL SERVICES



COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY. BOZEMAN 59715

February 1, 1976

Dear

I am researching the awareness the students have of guidance and counseling in their schools. This project is a part of the professional paper required for a Masters Degree in Guidance and Counseling at Montana State University. I am working under the direction of Dr. George Hossack.

Your school has been chosen to take part in this pilot study. In this study your part is in two phases. First I ask that you supply me with a list of all your sophomores, juniors and seniors. Upon receiving this I will randomly select ten males and ten females from each class. The list of those chosen will be sent to you with the appropriate number of questionnaires, one of which is enclosed. Please then administer the questionnaire to these students. Total working time should be approximately ten minutes per student.

I realize your busy schedule and shall greatly appreciate your total cooperation on this project.

Please send the class list in the enclosed self-addressed, postage-paid envelope by February 15th. Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Robert F. Heard".

Robert F. Heard
Valier High School Counselor

P.S. If you are interested in an abstract of the results, please write me after September 1, 1976.

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