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July 21, 1978

COUNSELING RECOMMENDATIONS BY HIGH SCHOOL
SENIORS AND GRADUATES

by

LAUREN STICKNEY WILLIAMS

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

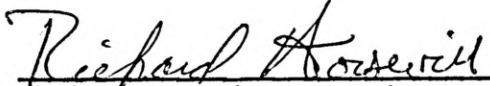
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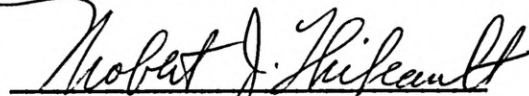
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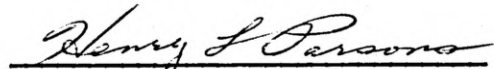
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ABSTRACT

The purpose of this study was to determine whether high school seniors and two-year graduates would have different recommendations for the counseling program.

The data was gathered through the use of an instrument consisting of a list of 13 services that counselors can provide to students. Respondents indicated 1) whether or not they received the service, 2) the person who should be responsible for initiating the service, and 3) the recommended method of administration. The instrument was administered to all of the 1978 class members of a Southwestern Montana high school. The instrument was mailed to the 1976 graduates of the same high school.

Twenty-one questions were posed by the researcher. The first nine questions were translated into a like number of statistical hypotheses. The chi-square test of independence was used to test these hypotheses. In each case the null hypothesis was retained, indicating that the following groups did not differ in their recommendations for counseling services: 1) seniors and graduates, 2) male and female seniors, and 3) seniors planning to further their education and seniors not planning to further their education. Due to an insufficient amount of data, the remaining twelve questions were not answered, although the data and percentages were listed in a tabular presentation.

The major finding was that graduates who have entered the world of work or who have furthered their education do not have different recommendations for the counseling program than seniors in high school, although several differences involving a particular service were found. Seniors planning to further their education want the counselor rather than the student to take the initiative in providing information about aptitudes, interests and personal traits. Graduates differed from seniors, again wanting the counselor to take the initiative, but wanting information provided on the training necessary for an occupation of interest.

The major recommendation was that students be provided with more information about the services that the counseling program offers. It was further recommended that students planning to further their education be identified so that pertinent information may be made available to them.

CHAPTER I

Introduction

Although counseling traces its roots back to the early 1900's, its most rapid period of growth was during the 1960's with the support of NDEA (National Defense Education Act) funds. During the same time the scope of the programs has grown from being strictly vocationally oriented to including educational guidance, crisis intervention functions, enhancement of a client's inherent ability to move towards maturity, and career development. At first, counseling took place in one or two sessions before the client entered the job market, while now it is seen as taking place over an extended period of time. With the passage of the NDEA, funds were made available for counselor training, resulting in expansion of counseling programs and the recognition of counseling as an integral part of social services (Hansen, Stevic, & Warner, 1977).

Universal counseling objectives have not been developed over the years, in part due to its history and changing role. Guidelines for a particular program and what it should include have been left to the discretion of the individuals involved. Due to accountability, there is now a need to develop a more universal and systematic approach to the profession. If some universal counseling objectives are not set, it will be difficult to determine whether a particular program is doing what it should be doing.

The issue of who is to evaluate the counseling program then

arises. Administrators, counselors, teachers, parents, and students have all been considered. However, if the counselor is attempting to please the consumers, then the consumers, or students, should be the ones to evaluate whether their needs are being met (Baker, 1972). If indeed students are to be used in the evaluation process, then an appropriate question is which students--those who have actively participated in counseling, all students, previous students, or a combination of several groups.

Statement of the Problem

The problem of this study was to compare recommendations of seniors and two-year graduates of a Southwestern Montana high school regarding the guidance and counseling program.

Contribution to Educational Theory

Students have been suggested as sources of input into the counseling program (Baker, 1972). It is true that they are the consumers of the counseling services, but are they a valid source of input? Students may not be able to realistically assess their needs until after leaving high school and continuing their education or entering the work force. They may not know which counseling services could aid in their development or they may simply be unaware of some of their needs.

Extrapolating from Baker's study, graduates of a high school

should be able to point out counseling services that helped them or perhaps recommend some changes in view of their post-high school years. By comparing both seniors and two-year graduates it can be determined whether these two groups differ in their recommendations about the counseling program and if so, in what way. From this study, counselors have recommendations from the students and can assess their program accordingly, determining if any changes are necessary, and if so, in what areas.

General Questions to be Answered

1. Is there any difference between the recommendations for assistance given by the seniors and the two-year graduates?
2. Is there any difference between the recommendations for responsibility given by the seniors and the two-year graduates?
3. Is there any difference between the recommendations for method given by the seniors and the two-year graduates?
4. Is there any difference between the recommendations for assistance given by male seniors and those given by female seniors?
5. Is there any difference between the recommendations for responsibility given by male seniors and those given by female seniors?
6. Is there any difference between the recommendations for method given by male seniors and those given by female seniors?
7. Is there any difference between the recommendations for assistance by seniors furthering and not furthering their education.

8. Is there any difference between the recommendations for responsibility by seniors furthering and not furthering their education.
9. Is there any difference between the recommendations for method by seniors furthering and not furthering their education.
10. Is there any difference between the recommendations for assistance given by male graduates and those given by female graduates?
11. Is there any difference between the recommendations for responsibility given by male graduates and those given by female graduates?
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14. Is there any difference between the recommendations for responsibility given by graduates furthering their education and those not furthering their education?
15. Is there any difference between the recommendations for method given by graduates furthering their education and those not furthering their education?
16. Is there any difference between the recommendations for assistance given by the seniors planning to further their education and the graduates furthering their education?

17. Is there any difference between the recommendations for responsibility given by the seniors planning to further their education and the graduates furthering their education?
18. Is there any difference between the recommendations for method given by the seniors planning to further their education and the graduates furthering their education?
19. Is there any difference between the recommendations for assistance given by the seniors not planning to further their education and the graduates not furthering their education?
20. Is there any difference between the recommendations for responsibility given by the seniors not planning to further their education and the graduates not furthering their education?
21. Is there any difference between the recommendations for method given by the seniors not planning to further their education and the graduates not presently furthering their education?

General Procedure

To answer the questions this study proposed, the following procedure was followed. Seniors and 1976 graduates of a Southwestern Montana high school were asked to complete a questionnaire consisting of thirteen counselor services. Seniors and graduates were asked to respond to each item determining whether they received assistance. In addition, they gave their recommendations regarding counselor-student responsibility for the service and the method of administrat-

ing the service they favored. The responses from these two groups were then compared and conclusions drawn.

Limitations and Delimitations

Limitations

1. It was not possible to locate all of the two-year (1976) graduates.
2. Not all of the graduates responded to the survey.
3. Not all of the seniors responded to the survey.
4. Some collapsing of cells was necessary to make chi-square tests of independence on the data.

Delimitations

1. The recommendations from only one high school were considered.
2. The recommendations of only seniors and two-year graduates were considered.

Definitions

Guidance and Counseling Program: For the purposes of this study, counseling program and guidance and counseling program referred to the services offered by the school counselor.

Counseling: Counseling is a process through which people are helped to develop sound decision-making processes either in an individual or group setting. It is chiefly concerned with individuals' adjust-

ment to themselves, the significant others in their lives, and the cultural environment in which they find themselves (Hansen, Stevic & Warner, 1977).

Summary

Counseling has developed extensively from the early 1900's, including the addition of several functions. Due to accountability, there is a need for a more systematic and universal approach to counseling. There is a question as to who is to evaluate the counseling program with administrators, counselors, teachers, parents, and students having been considered. If students are to be used in the evaluation process, should it be those students who have actively participated in counseling, all students, previous students, or a combination of several groups. The problem of this study was to compare the recommendations seniors and two-year graduates of a Southwestern Montana high school had regarding the guidance and counseling program. High school graduates should be better able to assess the effects of counseling after being in the work force or furthering their education. A comparison of the recommendations of seniors with those of the graduates gave counselors recommendations from the students, thus letting the counselors determine if any changes in the counseling program were necessary. To carry out the study, a survey was administered to all the seniors and two-year graduates of a Southwestern Montana high school with the conclusions

of this study being drawn from the responses.

CHAPTER II

Introduction

This chapter is organized under the general topic of counseling program evaluation. One of two subtopics to be discussed will be Evaluation. This subtopic gives some reasons for and against evaluation as well as ways in which evaluation can take place. The second subtopic, entitled Evaluation By Students, discusses reasons why students should be included in the evaluation process, areas in which students want help from the counselor and personal counseling. Also included in this section is a discussion of several studies in which students found counseling to be inadequate as well as a study focusing on the question of compulsory versus voluntary counseling.

Evaluation

Several reasons for evaluating the guidance program are given by Katz (1972), namely that counselors can do their work better and evaluation can convince others that the counselor's work is worth supporting.

King (1975) discusses reasons why counselors are unwilling to have research done on their effectiveness. The method of doing the research and the criteria to be used is a big problem and indeed seems unsolvable to some counselors. Some counselors have anxiety about whether the research might discover a lack of professional competency on the counselor's part. The question of who is to do the rating and

an unwillingness to suffer inconveniences of time are several other reasons.

Bardo and Cody (1975) state that the counselor's greatest concern in evaluation deals with the suitability of a measurement device. They conclude that part of the guidance evaluation should consist of student responses to a questionnaire. The data from the questionnaire should be compared with stated counseling outcomes with the evaluation being whether there is agreement.

May (1975) notes that the first step in the development or revision of a guidance program is to survey and list the needs of students, parents and teachers as well as the counselor's professional leadership concerns and guidance values.

A study done by Bishop (1971) contends that the counselor may not be able to correctly determine his effectiveness in dealing with a client. His study dealt with graduate students in counseling who served as counselors of 120 clients. The client, counselor and the supervisor rated the counselor's effectiveness. The results showed a correlation to a significant degree ($p < .05$). However, neither the counselor's nor the supervisor's rating was significantly related to the client's. Bishop concludes there is a question as to the client's satisfaction of the counseling relationship.

Katz (1972) states that evaluation should involve choices and alternatives. Sometimes things are done a particular way, even

though they don't work, simply because alternatives can't be thought of.

Evaluation by Students

The issue of using students as a source of input in the counseling evaluation process has been strongly debated but not resolved, according to Weinrach (1974). Most of the counseling research has dealt with those students who received direct service from the counselor. The argument is advanced that students have little or no prior experience with counselors to base their opinions on, but the real issue is whether the student views the counselor in a positive light. If not, the student probably will not take advantage of the counseling service. Baker (1972) advances the idea that counselors should be pleasing or at least attempting to please their consumers, the clients. In order to satisfy the consumers, the counselor will have to make them feel that he is either helping or at least trying to help them. Rather than have counselor organizations evaluate counselors to determine if counselors are doing their job, why not let the consumers (parents and students) evaluate the counseling process.

Recommendations for Counseling

Several studies (Dasinger, 1973); Gelso and MCKenzie, 1972; Knox, Prato, and Callahan, 1972: "Toward Accountability," 1974; Weinrach, 1974) have investigated students' conceptions of counseling. A report by the Mesa Public Schools ("Toward Accountability," 1974)

discussed the counselor priorities of randomly selected 6th, 9th and 12th grade students in the areas of (1) Academic (2) Educational Vocational (3) Interpersonal and (4) Intrapersonal counseling. Previous to the study, counselors had spent 25% of their time in these four areas, with 66% of their time being spent on registration and 9% on other duties. The most frequent priority in each of these four areas was (1) improve memory (2) understand abilities, interests and characteristics (3) solve problems with parents and (4) be more satisfied with life achievement and self. As a result of the survey, counselors changed the amount of time spent in these four areas from 25% to 70%. Dasinger (1973) focused on the role of Montana secondary school counselors. Twenty-six schools from western, central and eastern Montana were selected to participate in the study. A total of 1621 students responded to the Montana Counselor Role Study Questionnaire. Students were asked to respond whether the counselor was doing a certain activity and if he should be doing it. Some areas where students thought counselors should be providing more services were group counseling, personal counseling, helping to learn to study and improve grades, and finding part-time or summer work. Weinrach (1974) used the Guidance Program Evaluation Student Survey Form A-4 to survey 1658 juniors from 2 schools in the Toledo, Ohio, area. One section asked students to rank ways in which counselors were viewed as being of assistance. The responses ranked in order from 1 to 5

were (1) Help plan for occupation or further education, (2) Help students with school problems, (3) Help students know about aptitudes, interests and personal traits, (4) Help students select or change their schedule of classes, and (5) Help students with personal problems or conflicts with others. A study by the New York State Office of Education ("An Evaluation," 1974) found that counselors don't have a big influence on students' decisions with respect to choice of occupation or post-secondary education. Knox et al. (1974) reports that only 9% of 680 high school seniors from 9 North Carolina high schools rated the high school counselor as the most important person in helping them make up their mind about college. The counselors are essentially for academic and educational, secondarily vocational and rarely adjustment-therapeutic counseling.

Personal Counseling

A study by Sensor (1962) states that better communication by the counselor as to the role of the counselor could result in more students being willing to discuss personal and family problems. The subjects involved in this study were 174 freshmen and sophomores. Students didn't see the counselor as having the authority to go very far in helping them to solve personal and family problems. Twelve students would discuss personal and family problems with a counselor, whereas more than six times as many would discuss their classes and study habits with a counselor. The study concludes that the students'

students' reasons for not discussing certain problems may be a non-communication by the counselor as to the specific function and areas in which the counselor can be of help.

Gelso and MCKenzie (1972) did a study to determine the effect of information on how students viewed the counselor as appropriate to discuss problems of college routine, vocational choice and adjustment to self and others. Warman's Counseling Appropriateness Checklist was used as a measurement tool. Three groups of female college freshmen participated, including (1) a control group (2) a group receiving a letter and brochure on the counseling service and (3) a group receiving the letter and brochure and a 15 minute oral presentation covering the same topics as the written information. Only in the section on adjustment to self and others was there a between-treatment difference among the three groups of students. On this section the oral-written group's mean was higher ($p = .01$) than the other two groups, which didn't differ ($p < .05$). This indicates that more students receiving both the oral and written presentation viewed the counselor as an appropriate person to discuss adjustment to self and others.

Two other studies (Knox et al., 1974; Weinrach, 1974) found that students viewed personal problems as inappropriate to discuss with a counselor. Weinrach (1974) stated that one-third of the students in a survey indicated they were willing to approach a counselor with a

personal problem. Three per cent of the students in a survey by Knox (1974) listed the school counselor as their first choice of a person to contact for help with a problem of getting along with their family.

Inadequate Counseling

Three studies ("After Graduation," 1977; "An Evaluation," 1974; Burgener and Stark, 1975) have pointed out that some students didn't think they had received adequate guidance. A survey by the Bozeman Public Schools ("After Graduation," 1977) found that 45% of 305 students surveyed didn't think they had adequate guidance in appropriate course selection. In another study ("An Evaluation," 1974), 44% of 220 randomly selected students in six high schools didn't think the counselor was as helpful as he should be.

Burgener and Stark (1975) surveyed six high schools representative of the state of Illinois, involving a total of 91 students. The study stated:

Student reactions to counseling and guidance were very pertinent. Former students who were interviewed were almost unanimously critical of the role their counselor played in guidance and placement and negated the value of counseling services to their progress in the school system or in subsequent employment. Many of the comments by presently enrolled students were also critical.

The authors concluded that one way to change this attitude might

be to schedule a specific time each month for every student to talk with the counselor.

In contrast to the above studies, Buckner (1975) states that the ineffectiveness of many counseling programs should be no surprise. He contends that training personnel on the graduate level and then having them perform clerical and administrative tasks is a poor utilization of personnel. He advocates programs designed to demonstrate to teachers, administrators, students, and parents, services counselors offer.

Dasinger (1973) concludes that the biggest problem in counseling is that there are too few counselors to provide adequate guidance services.

A related study of rural high schools by Pratt (1972) found that the greater the counselor's time commitment, the greater the use by the students. Pratt's survey sampled 838 seniors attending 15 high schools and found that 39% of the students used the counseling services three times or more if the counselor's time commitment was one-half or less, while 60% utilized the services of a full-time counselor.

Compulsory Versus Voluntary Counseling

The question of compulsory or voluntary counseling was studied by McKenzie and Marshall (1969). Previous to September 1967, each student in Hillcrest High School in Port Arthur, Ontario, was required to participate in a counselor interview once a year. A survey of the 801 students in grades 9-13 two years later found that 68% favored

voluntary counseling, an increase from 50% the previous year. Of those favoring compulsory counseling, 45% named shyness as a reason. Waste of the counselor's time was given as the reason by 43% of those favoring voluntary counseling. The study concludes there was a 2% loss of students who would have seen a counselor if the change to voluntary counseling had not been made.

Summary

Evaluation of the guidance and counseling program can help counselors do their work better as well as convince others that the counselor's work is worth supporting. Perhaps the biggest reason why counselors are reluctant to evaluate their program is the problem of determining which method to use in doing the research and the criteria to use in evaluation, as well as the suitability of a measurement device. No matter which method of evaluation is used, the needs of students are important. Counselors may not always be able to determine their effectiveness, thus input from the client is important. The issue of using students as input in the evaluation process has not been resolved, even though students are the clients that counselors should be attempting to serve. When the students' recommendations have been considered, areas of change have been pointed out. More information on a counseling program can increase students' willingness to discuss personal and family problems. Students may view these

types of problems as inappropriate to discuss with the counselor unless they are informed of the counselor's role. Some students have indicated they did not receive adequate guidance. Possible explanations for these findings may be improper utilization of the counselor's time or too few counselors. Voluntary counseling can save the counselor time, although it may result in a small loss of potential clients.

CHAPTER III

Introduction

In general, the problem of this study was to compare the responses of senior students and two-year graduates of a high school regarding the guidance and counseling program. This chapter describes and discusses how the study was conducted, beginning first with a description of the two populations to be considered. Next, the questionnaire to collect the data is described, as well as the way in which the data from it is organized. The specific hypotheses to be tested are listed, followed by the statistical methods used to analyze the data and test the hypotheses.

Population Description

This study considered two populations. The first was defined as all of the senior students at a Southwestern Montana high school. There was no sampling, as each senior student was asked to complete the questionnaire on which they made their recommendations about the guidance and counseling program. The second population in this study was defined as all of the 1976 graduates of the same high school. There was no sampling of this population either as all of the 1976 graduates were contacted in writing. In order to get an up-to-date address for all of the graduates, parents of the graduates were contacted by phone.

Categories

Respondents to this study were categorized according to sex, educational plans and year of graduation. Male and female responses were separated. Responses from those who were pursuing or planned to pursue higher education at a college or university were then separated from those who were not or who did not plan to attend a college or university. Finally, senior high school student responses were separated from two-year graduate responses.

An uncontrollable variable of this study was whether the graduate non-respondents differed from the graduate respondents. Non-respondents may have been graduates on a lower socioeconomic level than respondents, graduates who did not do as well academically as their peers or a combination of the two factors. Non-respondents may therefore have had less loyalty to the school. If they had responded it might have been in a different manner than respondents with more loyalty and interest in the school. Non-respondents may also have been those graduates who had a lesser desire to voice their opinions or see improvements made in the program, either of which might have caused a different type of response. Another uncontrollable variable was whether the senior non-respondents differed from the respondents. Senior non-respondents may not have been present when the questionnaire was administered or they may not have returned it. Because of these uncontrollable variables, the conclusions of

this study need to be tempered somewhat.

Method of Data Collection

To answer the questions this study proposed the two populations described earlier, high school seniors and two-year graduates, were asked to complete a questionnaire which consisted of thirteen statements describing services of the school counselor. Students and graduates were asked to indicate whether or not they received enough assistance for each service. They were then asked to respond whether they thought the counselor or the student should be responsible for initiating the service and the method by which they thought it should be administered.

Validity of the questionnaire was determined by asking several counselor educators at Montana State University to evaluate the questionnaire. They determined that the thirteen items listed on the questionnaire were valid services of a guidance and counseling program.

Organization of Data

Data gathered from the questionnaires is organized in two ways. A series of nine tables describes how subgroups of the population responded in regards to assistance, responsibility and method. Chi-square values are also listed for each comparison. A series of twelve tables then describes how subgroups of the population responded in

regards to assistance, responsibility and method, but due to insufficient data, no chi-square values are listed, as tests were not made on this data. However, to aid interpretation of this data, percentages are noted.

Statistical Hypotheses

1. H_0 : There is no significant difference between the recommendations for assistance by the seniors and the two-year graduates.
 H_1 : There is a significant difference between the recommendations for assistance by the seniors and the two-year graduates.
2. H_0 : There is no significant difference between the recommendations for responsibility by the seniors and the two-year graduates.
 H_1 : There is a significant difference between the recommendations for responsibility by the seniors and the two-year graduates.
3. H_0 : There is no significant difference between the recommendations for method by the seniors and the two-year graduates.
 H_1 : There is a significant difference between the recommendations for method by the seniors and the two-year graduates.
4. H_0 : There is no significant difference between the recommenda-

tions for assistance given by male seniors and those given by female seniors.

H_1 : There is a significant difference between the recommendations for assistance given by male seniors and those given by female seniors.

5. H_0 : There is no significant difference between the recommendations for responsibility given by male seniors and those given by female seniors.

H_1 : There is a significant difference between the recommendations for responsibility given by male seniors and those given by female seniors.

6. H_0 : There is no significant difference between the recommendations for method given by male seniors and those given by female seniors.

H_1 : There is a significant difference between the recommendations for method given by male seniors and those given by female seniors.

7. H_0 : There is no significant difference between the recommendations for assistance given by the seniors planning to further their education and those not planning to further their education.

H_1 : There is a significant difference between the recommendations for assistance given by the seniors planning to

further their education and those not planning to further their education.

8. H_0 : There is no significant difference between the recommendations for responsibility given by the seniors planning to further their education and those not planning to further their education.

H_1 : There is a significant difference between the recommendations for responsibility given by the seniors planning to further their education and those not planning to further their education.

9. H_0 : There is no significant difference between the recommendations for method given by the seniors planning to further their education and those not planning to further their education.

H_1 : There is a significant difference between the recommendations for method given by the seniors planning to further their education and those not planning to further their education.

Each of the above hypotheses was tested for significance at a level of .05.

The following questions are restated from Chapter I. Due to insufficient data, they were not tested statistically. Percentage data regarding these questions is presented in Chapter IV.

10. Is there any difference between the recommendations for assistance given by male graduates and those given by female graduates?
11. Is there any difference between the recommendations for responsibility given by male graduates and those given by female graduates.
12. Is there any difference between the recommendations for method given by male graduates and those given by female graduates?
13. Is there any difference between the recommendations for assistance given by graduates furthering their education and those not furthering their education?
14. Is there any difference between the recommendations for responsibility given by graduates furthering their education and those not furthering their education?
15. Is there any difference between the recommendations for method given by graduates furthering their education and those not furthering their education?
16. Is there any difference between the recommendations for assistance given by the seniors planning to further their education and the graduates furthering their education?
17. Is there any difference between the recommendations for responsibility given by the seniors planning to further their education and the graduates furthering their education?
18. Is there any difference between the recommendations for method

given by the seniors planning to further their education and the graduates furthering their education?

19. Is there any difference between the recommendations for assistance given by the seniors not planning to further their education and the graduates not furthering their education?
20. Is there any difference between the recommendations for responsibility given by the seniors not planning to further their education and the graduates not furthering their education?
21. Is there any difference between the recommendations for method given by the seniors not planning to further their education and the graduates not furthering their education?

Analysis of Data

The chi-square test of independence was used in analyzing the data for the nine hypotheses. This test was used to compare two variables to determine if they were independent of each other. The formula used in determining the chi-square values for the 2 X 2 tables was as follows, using Yates correction for continuity:

$$X^2 = \frac{N (AD - BC - N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

where A, B, C, and D represent the cell values as in the following notation:

A	B
C	D

For the 2 X 3 tables, X^2 was calculated for each set of observed and expected frequencies by summing each of the six cell values obtained by the formula:

$$\frac{(O-E)^2}{E}$$

In analyzing the data for this study, the responses from two subgroups were compared at a time. Each subgroup was compared to all other subgroups. Due to insufficient data, chi-square tests were not made on all comparisons. However, percentage data is presented.

Each of the nine hypotheses tested by the chi-square test were tested for significance at a level of .05. The degrees of freedom in each comparison was either 1 or 2. In determining the level of significance, the consequences of a Type I versus a Type II error were considered. If a Type I error occurred, a difference between the recommendations of two subgroups of the population would be accepted when in fact there was no difference. If a Type II error occurred, an actual difference between the recommendations of two subgroups of the population would be rejected. The consequences of either error were about the same. Therefore a level of significance of .05 was a good compromise.

Accuracy

To insure accuracy, tabulations of responses were done using an electronic calculator. The figures thus obtained were rechecked. Chi-square calculations and analysis was also done using an electronic calculator.

Summary

Senior students and two-year graduates of a Southwestern Montana

high school comprised the populations of this study. There was no sampling done, as the entire population was used. Respondents to a questionnaire designed by the researcher were categorized according to sex, educational plans and year of graduation. The questionnaire consisted of thirteen counseling services to which respondents indicated whether they received enough help with each service, who should be responsible for initiating each service, and how it should be administered. Content validity was established by MSU counselor educators.

Twenty-one tables are used to describe the data of the study. Each table lists the actual responses for two subgroups of the population regarding assistance, responsibility or method of administration for each of the 13 services listed on the questionnaire. Nine hypotheses were tested using the chi-square test of independence. Each was tested for significance at a level of .05. Due to an insufficient amount of data, chi-square tests were not made on the remaining twelve hypotheses.

CHAPTER IV

Introduction

The results of the study described in the preceding chapter are presented in the following format: 1) each of the nine null hypotheses are restated, 2) results pertaining to each are presented in tabular form following the hypotheses, 3) statements of acceptance or rejection of null hypotheses are made based upon the data presented in the tables, 4) the results are related to the specific questions the hypotheses are designed to answer, 5) comparisons regarding questions 10-21 are presented in tabular form.

Population Description

Seniors

The present number of seniors, 1978 graduates, was 80. The number of returned responses was 64, or 80%.

Graduates

The two-year graduate sample (1976 graduates) consisted of 50, for which 50 questionnaires were mailed out. A follow-up was made which consisted of a telephone call if possible and a mailed follow-up in all other cases. A total of 17 responses were received before the follow-up and a final total of 26, or 52 per cent, were received after the follow-up.

Report of Results

The small number of responses from the graduates made it difficult to use the chi-square test. In order to have an expected value of at least 5 in 80% or more of the cells, some collapsing of the cells was necessary. This researcher concluded that to further collapse cells beyond what is presented here would not achieve meaningful results. Therefore, no statistical comparisons were made between the following groups: 1) male and female graduates, 2) seniors not planning to further and graduates not furthering their education, 3) graduates furthering and not furthering their education, 4) seniors planning to further and graduates furthering their education.

Hypothesis #1 is stated as follows:

There is no significant difference between the recommendations for assistance by the seniors and the two-year graduates.

Table 1 shows how the two populations responded. In all cases the computed X^2 was less than the table X^2 which was 5.99 with 2 degrees of freedom for each item. In all cases, the third and fourth cells were collapsed together. The null hypothesis was not rejected and in answering question 1, there was no difference found between recommendations for assistance by seniors and two-year graduates.

Hypothesis #2 is stated as follows:

There is no significant difference between the recommendations for responsibility by the seniors and the two-year graduates.

Table 1

Recommendations for Assistance by Seniors and Graduates

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	X ²	Sr or Grad
Received enough help in:						
1. selecting school subjects	20 12	37 11	4 0	3 3	1.9966	Sr Grad
2. planning ways to study better	6 0	45 19	9 2	4 5	2.2830	Sr Grad
3. problems in school subjects and activities	26 6	33 19	4 2	1 4	4.9438	Sr Grad
4. learning about aptitudes, interests and personal traits	36 20	20 4	5 1	3 1	2.3044	Sr Grad
5. solving personal problems	13 3	44 17	3 0	4 6	1.5113	Sr Grad
6. forming future educational plans	33 14	23 9	7 2	2 1	.1097	Sr Grad
7. planning occu- pational career	27 9	28 13	7 3	3 1	.6477	Sr Grad
8. learning steps to get a job	16 9	40 17	6 5	2 1	1.0588	Sr Grad
9. learning what occupations are related to abilities	32 14	20 10	8 1	4 1	1.0629	Sr Grad
10. getting along with other people	9 4	49 20	5 1	1 1	.0907	Sr Grad

Table 1 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	X ²	Sr or Grad
Received enough help in:						
11. learning how scored on achieve- ment & ability test	50 22	4 2	7 2	3 0	.4373	Sr Grad
12. getting parents to understand me better	4 2	46 22	6 0	8 2	1.6665	Sr Grad
13. learning train- ing necessary for occupation	33 9	22 13	6 3	2 1	1.5871	Sr Grad

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

Table 2 depicts how the two groups responded to the 13 items with regards to responsibility for establishing the counseling relationship. One significant difference was found among the 13 items, that being #13. A higher percentage of the graduates responded that the counselor should take the initiative in helping the students learn what training is necessary for an occupation of interest. For the other 12 items, no significant difference was found and in answering question 2, little difference was found between the recommendations for responsibility by the seniors and the two-year graduates.

Hypothesis #3 is stated as follows:

There is no significant difference between the
recommendations for method by the seniors and the two-year

Table 2

Recommendations for Responsibility by Seniors and Graduates

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	χ^2	Sr or Grad
Received enough help in:				
1. selecting school subjects	52 18	12 7	1.2959	Sr Grad
2. planning ways to study better	46 17	15 9	.4839	Sr Grad
3. problems in school subjects and activities	43 24	19 2	2.2335	Sr Grad
4. learning about aptitudes, interests and personal traits	34 11	30 15	.4867	Sr Grad
5. solving personal problems	58 24	6 2	.0238	Sr Grad
6. forming future educational plans	42 14	22 12	.6477	Sr Grad
7. planning occu- pational career	42 13	22 13	1.0588	Sr Grad
8. learning steps to get a job	49 15	15 12	2.7534	Sr Grad
9. learning what occupations are related to abilities	37 12	27 14	.5434	Sr Grad
10. getting along with other people	54 22	10 4	.0854	Sr Grad

Table 2 continued

Item No.	STUDENT INITIATED	COUSELOR INITIATED	χ^2	Sr or Grad
Received enough help in:				
11. learning how scored on achieve- ment & ability test	24 6	40 20	1.1426	Sr Grad
12. getting parents to understand me better	59 24	5 2	.3708	Sr Grad
13. learning train- ing necessary for occupation	54 16	10 10	4.53356*	Sr Grad

*Significant beyond the .05 level Degrees of Freedom: 1
graduates.

Table 3 describes how the seniors and graduates responded to the questionnaire with respect to method. One of the items was responded to in a significantly different way, item 2. With regards to item 2, a smaller percentage of the graduates thought planning ways to study better should be handled individually. For item 2, the null hypothesis was rejected but for the remaining 12 items it was retained. In answering question 3, little difference was found between the recommendations for method by the graduates and seniors.

Table 3

Recommendations for Method by Seniors and Graduates

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	χ^2	Sr or Grad
Received enough help in:					
1. selecting school subjects	51 19	6 4	7 3	1.2959	Sr Grad
2. planning ways to study better	38 10	22 8	4 8	7.6119*	Sr Grad
3. problems in school subjects and activities	53 20	8 3	3 3	.1224	Sr Grad
4. learning about aptitudes, interests and personal traits	51 23	8 1	5 2	.7450	Sr Grad
5. solving personal problems	57 26	6 0	1 0	2.6432	Sr Grad
6. forming future educational plans	52 19	7 6	4 1	.5202	Sr Grad
7. planning occu- pational career	48 20	14 4	2 2	.2904	Sr Grad
8. learning steps to get a job	39 11	17 6	8 9	4.3623	Sr Grad
9. learning what occupations are related to abilities	51 22	11 1	2 3	.0597	Sr Grad
10. getting along with other people	51 21	9 4	4 1	.0304	Sr Grad

Table 3 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	X^2	Sr or Grad
Received enough help in:					
11. learning how scored on achieve- ment & ability test	51 18	8 5	5 3	.3708	Sr Grad
12. getting parents to understand me better	58 26	5 0	0 0	1.7882	Sr Grad
13. learning train- ing necessary for occupation	55 19	6 4	3 2	.6332	Sr Grad

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

Hypothesis #4 is stated as follows:

There is no significant difference between the recommendations for assistance given by male seniors and those given by female seniors.

Table 4 shows the frequency of responses to the 13 items by the males and females. In all cases the computed X^2 was less than the table X^2 which was 5.99 with 2 degrees of freedom. The third and fourth cells were collapsed together in all cases. The null hypothesis was not rejected and in answering question 4, there was no difference found between the recommendations for assistance by the male and female seniors.

Table 4

Recommendations for Assistance by Male and Female Seniors

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	χ^2	MALE OR FEMALE
Received enough help in:						
1. selecting school subjects	10 10	11 26	3 1	1 1	2.7545	M F
2. planning ways to study better	2 4	17 28	5 4	1 3	.2119	M F
3. problems in school subjects and activities	8 18	13 20	4 0	0 1	2.6450	M F
4. learning about aptitudes, interests and personal traits	14 22	7 13	3 2	1 2	.1892	M F
5. solving personal problems	2 11	18 26	3 0	2 2	4.9141	M F
6. forming future educational plans	13 20	6 16	5 2	1 1	2.8590	M F
7. planning occupational career	12 14	8 20	5 2	0 3	1.5339	M F
8. learning steps to get a job	9 7	12 28	3 3	1 1	1.6979	M F
9. learning what occupations are related to abilities	10 22	8 12	5 3	2 2	1.3825	M F
10. getting along with other people	3 6	18 31	4 1	0 1	1.1299	M F

Table 4 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	χ^2	MALE OR FEMALE
Received enough help in:						
11. learning how scored on achieve- ment & ability test	18 32	1 3	5 2	1 2	1.2579	M F
12. getting parents to understand me better	0 4	17 29	6 0	2 0	2.4845	M F
13. learning train- ing necessary for occupation	12 21	8 14	4 3	1 1	.5733	M F

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

Hypothesis #5 is stated as follows:

There is no significant difference between the recommendations for responsibility given by male seniors and those given by female seniors.

Table 5 shows that there was no significant difference between the responses given by the two groups. Only in item 11 did a majority of the seniors indicate the counselor was responsible for initiating the service. Item 11 dealt with a student learning how he or she scored on an achievement or ability test. The null hypothesis was not rejected and in answering question 5, there was no difference found between the recommendations for responsibility by the male and female seniors.

Table 5

Recommendations for Responsibility by Male and Female Seniors

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	χ^2	MALE OR FEMALE
Received enough help in:				
1. selecting school subjects	19 33	6 6	1.7125	M F
2. planning ways to study better	18 31	7 8	.8159	M F
3. problems in school subjects and activities	17 26	8 13	.0245	M F
4. learning about aptitudes, interests and personal traits	13 21	12 18	.2940	M F
5. solving personal problems	21 37	4 2	1.0305	M F
6. forming future educational plans	19 25	8 14	.0030	M F
7. planning occu- pational career	17 26	8 13	.5600	M F
8. learning steps to get a job	18 30	7 9	.0993	M F
9. learning what occupations are related to abilities	14 25	11 14	.1495	M F
10. getting along with other people	19 35	6 4	1.2573	M F

Table 5 continued

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	X^2	MALE OR FEMALE
Received enough help in:				
11. learning how scored on achieve- ment & ability test	12 12	13 27	1.2541	M F
12. getting parents to understand me better	20 38	5 1	3.5617	M F
13. learning train- ing necessary for occupation	17 32	8 7	.9785	M F

*Significant beyond the .05 level Degrees of Freedom: 1

Hypothesis #6 is stated as follows:

There is no significant difference between the recommendations for method given by male seniors and those given by female seniors.

Table 6 shows the frequency of responses to the 13 items by the males and females. In all cases the computed X^2 was less than the table X^2 which was 5.99 with 2 degrees of freedom. The highest chi-square figure obtained was for item #7 in which a greater percentage of males thought planning an occupational career should take place in a small group or class. The null hypothesis was not rejected and in answering question 5, there was no difference found between the recommendations for method by the male and female seniors.

Table 6

Recommendations for Method by Male and Female Seniors

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	χ^2	MALE OR FEMALE
Received enough help in:					
1. selecting school subjects	13	3	4	.8159	M
	33	3	3		F
2. planning ways to study better	14	9	2	.1766	M
	24	13	2		F
3. problems in school subjects and activities	22	2	1	2.6450	M
	31	6	2		F
4. learning about aptitudes, interests and personal traits	19	3	3	.0737	M
	32	5	2		F
5. solving personal problems	22	3	0	.0340	M
	35	3	1		F
6. forming future educational plans	23	1	1	.5600	M
	32	6	1		F
7. planning occupational career	14	9	2	5.3706	M
	34	5	0		F
8. learning steps to get a job	17	5	3	.5938	M
	22	12	5		F
9. learning what occupations are related to abilities	21	4	0	.1371	M
	30	7	2		F
10. getting along with other people	20	3	2	.0684	M
	31	6	2		F

Table 6 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	X^2	MALE OR FEMALE
Received enough help in:					
11. learning how scored on achievement & ability test	16	5	4	.1878	M
	35	3	1		F
12. getting parents to understand me better	23	2	0	.1779	M
	36	3	0		F
13. learning training necessary for occupation	20	2	3	.1774	M
	34	4	1		F

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

Hypothesis # 7 is stated as follows:

There is no significant difference between the recommendations for assistance given by the seniors planning to further their education and those not planning to further their education.

Table 7 shows the frequency of responses to the 13 items by the two groups. In all cases the computed X^2 was less than the table X^2 which was 5.99 with 2 degrees of freedom. The third and fourth cells were collapsed together in all cases. The null hypothesis was not rejected and in answering question 7, there was no difference found between the recommendations for assistance by those seniors furthering their education and those not furthering their education.

Table 7

Recommendations for Assistance by Seniors Furthering
And Not Furthering Their Education

Item No. Received enough help in:	YES	NO NEED	DIDN'T KNOW	RELUCTANT	X ²	FURTHERING EDUCATION (E) OR NOT (N)
1. selecting school subjects	11 9	17 20	1 3	2 1	.2239	N E
2. planning ways to study better	2 4	21 24	6 3	2 2	.5963	N E
3. problems in school subjects and activities	15 11	15 18	1 3	0 1	1.2353	N E
4. learning about aptitudes, interests and personal traits	12 15	8 12	1 4	1 2	2.2815	N E
5. solving personal problems	8 5	20 24	2 1	1 3	.5533	N E
6. forming future educational plans	17 19	12 10	1 6	1 1	1.7044	N E
7. planning occu- pational career	16 10	13 15	1 6	1 2	3.2125	N E
8. learning steps to get a job	8 8	21 19	0 6	2 0	1.1376	N E
9. learning what occupations are related to abilities	15 17	11 9	2 6	3 1	.1415	N E
10. getting along with other people	5 4	24 25	2 3	0 1	.1534	N E

Table 7 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	X ²	FURTHERING EDUCATION (E) OR NOT (N)
Received enough help in:						
11. learning how scored on achieve- ment & ability test	23 27	3 1	3 4	3 1	.4323	N E
12. getting parents to understand me better	4 0	20 26	3 3	4 4	2.8741	N E
13. learning train- ing necessary for occupation	14 19	15 7	1 6	1 1	4.6359	N E

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

Hypothesis #8 is stated as follows:

There is no significant difference between the recommendations for responsibility given by the seniors planning to further their education and those not planning to further their education.

Table 8 shows that there was only one item responded to in a significantly different way, that being item 4. A higher percentage of the seniors planning to further their education thought the counselor should initiate action in helping students learn about their aptitudes, interests and personal traits. For all other items the null hypothesis was not rejected and in answering question 8, little difference was found between the recommendations for assistance by

the seniors planning to further their education and those not planning to further their education.

Table 8

Recommendations for Responsibility by Seniors Furthering
And Not Furthering Their Education

Item No. Received enough help in:	STUDENT INITIATED	COUNSELOR INITIATED	χ^2	FURTHERING EDUCATION (E) OR NOT (N)
1. selecting school subjects	22 30	9 3	2.9660	N E
2. planning ways to study better	26 23	5 10	1.0869	N E
3. problems in school subjects and activities	22 21	9 12	.1281	N E
4. learning about aptitudes, interests and personal traits	23 11	8 22	9.1386*	N E
5. solving personal problems	29 29	2 4	.1215	N E
6. forming future educational plans	23 19	8 14	1.2894	N E
7. planning occu- pational career	22 21	9 12	.1281	N E
8. learning steps to get a job	26 22	5 11	1.6891	N E
9. learning what occupations are related to abilities	21 18	10 15	.6807	N E

Table 8 continued

Item No. Received enough help in:	STUDENT INITIATED	COUNSELOR INITIATED	X^2	FURTHERING EDUCATION (E) OR NOT (N)
10. getting along with other people	28 26	3 7	.8568	N E
11. learning how scored on achieve- ment & ability test	13 11	18 22	.2044	N E
12. getting parents to understand me better	30 28	1 5	1.4562	N E
13. learning train- ing necessary for occupation	25 24	6 9	.2044	N E

*Significant beyond the .05 level Degrees of Freedom: 1

Hypothesis #9 is stated as follows:

There is no significant difference between the recommendations for method given by the seniors planning to further their education and those not planning to further their education.

Table 9 shows that in all cases the computed X^2 is less than the table X^2 which is 5.99 with 2 degrees of freedom. The null hypothesis was not rejected and in answering question 9, there was no difference found between the recommendations for method by the seniors planning to further their education and the seniors not planning to further their education.

Table 9

Recommendations for Method by Seniors Furthering
And Not Furthering Their Education

Item No. Received enough help in:	INDIVIDUAL	SMALL GROUP	CLASS	χ^2	FURTHERING EDUCATION (E) OR NOT (N)
1. selecting school subjects	25 26	3 3	3 4	.0159	N E
2. planning ways to study better	20 18	9 13	0 2	.8478	N E
3. problems in school subjects and activities	24 29	7 1	0 3	.6273	N E
4. learning about aptitudes, interests and personal traits	23 28	6 2	2 3	.5595	N E
5. solving personal problems	28 29	3 3	0 1	.0489	N E
6. forming future educational plans	24 28	4 3	3 2	1.7044	N E
7. planning occu- pational career	22 26	7 7	2 0	.5109	N E
8. learning steps to get a job	21 18	9 8	1 7	3.1883	N E
9. learning what occupations are related to abilities	26 25	5 6	0 2	.5830	N E
10. getting along with other people	25 26	5 4	1 3	.0159	N E

Table 9 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	X ²	FURTHERING EDUCATION (E) OR NOT (N)
Received enough help in:					
11. learning how scored on achieve- ment & ability test	21 30	6 2	4 1	3.6955	N E
12. getting parents to understand me better	30 29	1 4	0 0	.7382	N E
13. learning train- ing necessary for occupation	25 29	4 2	1 2	.4812	N E

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

Hypotheses 1-9 were tested using the chi-square test of independence. The remaining data will be compared by percentages.

Table 10 shows how male graduates responded in comparison with female graduates regarding assistance.

Table 10

Recommendations for Assistance by Male and Female Graduates

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	MALE(M) FEMALE(F)
Received enough help in:					
1. selecting school subjects	4(30%) 8(70%)	10(70%) 2(15%)	0(0%) 0(0%)	0(0%) 2(15%)	M F
2. planning ways to study better	0(0%) 0(0%)	11(84%) 8(62%)	0(0%) 2(15%)	2(16%) 3(23%)	M F

Table 10 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	MALE(M) FEMALE(F)
Received enough help in:					
3. problems in school subjects and activities	2(15%) 4(31)	10(77%) 5(38%)	1(12%) 1(7%)	0(0%) 3(24%)	M F
4. learning about aptitudes, interests and personal traits	9(69%) 11(85%)	3(24%) 1(7%)	0(0%) 1(7%)	1(7%) 0(0%)	M F
5. solving personal problems	0(0%) 3(23%)	10(77%) 7(54%)	0(0%) 0(0%)	3(23%) 3(23%)	M F
6. forming future educational plans	8(62%) 7(54%)	3(23%) 5(38%)	1(7%) 1(7%)	1(7%) 0(0%)	M F
7. planning occu- pational career	2(15%) 7(54%)	8(62%) 5(38%)	2(15%) 1(7%)	1(7%) 0(0%)	M F
8. learning steps to get a job	1(7%) 2(15%)	9(69%) 8(62%)	3(23%) 2(15%)	0(0%) 1(0%)	M F
9. learning what occupations are related to abilities	7(54%) 7(54%)	5(38%) 5(38%)	0(0%) 1(7%)	1(7%) 0(0%)	M F
10. getting along with other people	1(7%) 3(23%)	11(85%) 9(69%)	1(7%) 0(0%)	0(0%) 1(7%)	M F
11. learning how scored on achieve- ment & ability test	11(85%) 11(85%)	1(7%) 1(7%)	1(7%) 1(7%)	0(0%) 0(0%)	M F
12. getting parents to understand me better	1(7%) 5(38%)	11(85%) 6(46%)	0(0%) 1(7%)	1(7%) 1(7%)	M F
13. learning train- ing necessary for occupation	4(31%) 5(38%)	7(54%) 6(46%)	2(15%) 1(7%)	0(0%) 1(7%)	M F

Table 11 describes how male graduates responded to the questionnaire in comparison with the female graduates regarding responsibility.

Table 11

Recommendations for Responsibility by Male and Female Graduates

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	MALE (M) FEMALE (F)
Received enough help in:			
1. selecting school subjects	11(85%) 8(69%)	2(15%) 5(38%)	M F
2. planning ways to study better	9(69%) 8(61%)	4(31%) 5(39%)	M F
3. problems in school subjects and activities	12(93%) 12(93%)	1(7%) 1(7%)	M F
4. learning about aptitudes, interests and personal traits	6(46%) 5(38%)	7(54%) 8(61%)	M F
5. solving personal problems	12(93%) 12(93%)	1(7%) 1(7%)	M F
6. forming future educational plans	8(61%) 5(38%)	5(38%) 8(61%)	M F
7. planning occu- pational career	8(61%) 5(38%)	5(38%) 8(61%)	M F
8. learning steps to get a job	9(69%) 6(46%)	4(31%) 7(54%)	M F
9. learning what occupations are related to abilities	6(46%) 6(46%)	7(54%) 7(54%)	M F

Table 11 continued

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	MALE(M) FEMALE(F)
Received enough help in:			
10. getting along with other people	11(85%) 11(85%)	2(15%) 2(15%)	M F
11. learning how scored on achieve- ment & ability test	3(23%) 3(23%)	10(77%) 10(77%)	M F
12. getting parents to understand me better	11(85%) 12(93%)	2(15%) 1(7%)	M F
13. learning train- ing necessary for occupation	8(62%) 8(62%)	5(38%) 5(38%)	M F

Table 12 describes how male graduates responded to the questionnaire in comparison with the female graduates regarding method.

Table 12

Recommendations for Method by Male and Female Graduates

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	MALE(M) FEMALE(F)
Received enough help in:				
1. selecting school subjects	8(61%) 11(85%)	3(23%) 2(15%)	2(15%) 0(7%)	M F
2. planning ways to study better	4(31%) 6(46%)	4(31%) 4(31%)	5(38%) 3(23%)	M F

Table 12 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	MALE (M) FEMALE (F)
Received enough help in:				
3. problems in school subjects and activities	9(69%)	2(15%)	2(15%)	M
	11(85%)	1(7%)	1(7%)	F
4. learning about aptitudes, interests and personal traits	12(93%)	1(7%)	0(0%)	M
	11(85%)	0(0%)	2(15%)	F
5. solving personal problems	13(100%)	0(0%)	0(0%)	M
	13(100%)	0(0%)	0(0%)	F
6. forming future educational plans	9(69%)	4(31%)	0(0%)	M
	10(77%)	2(15%)	1(7%)	F
7. planning occupational career	12(93%)	1(7%)	0(0%)	M
	8(61%)	3(23%)	2(15%)	F
8. learning steps to get a job	5(38%)	1(7%)	7(54%)	M
	6(46%)	5(38%)	2(15%)	F
9. learning what occupations are related to abilities	11(85%)	0(0%)	2(15%)	M
	11(85%)	1(7%)	1(7%)	F
10. getting along with other people	9(69%)	3(23%)	1(7%)	M
	12(93%)	1(7%)	0(0%)	F
11. learning how scored on achievement & ability test	10(77%)	1(7%)	2(15%)	M
	8(61%)	4(31%)	1(7%)	F
12. getting parents to understand me better	13(100%)	0(0%)	0(0%)	M
	13(100%)	0(0%)	0(0%)	F
13. learning training necessary for occupation	9(69%)	2(15%)	2(15%)	M
	10(77%)	2(15%)	1(7%)	F

Table 13 shows how graduates furthering their education responded in comparison with those not furthering their education regarding assistance.

Table 13
Recommendations for Assistance by Graduates Furthering
And Not Furthering Their Education

Item No. Received enough help in:	YES	NO NEED	DIDN'T KNOW	RELUCTANT	FURTHER- ING ED. (E) OR NOT (N)
1. selecting school subjects	7 (50%) 5 (42%)	5 (36%) 6 (50%)	0 (0%) 0 (0%)	2 (14%) 1 (8%)	E N
2. planning ways to study better	0 (0%) 0 (0%)	9 (64%) 10 (83%)	2 (14%) 0 (0%)	3 (21%) 2 (17%)	E N
3. problems in school subjects and activities	2 (14%) 4 (33%)	9 (64%) 7 (58%)	2 (14%) 0 (0%)	1 (7%) 1 (8%)	E N
4. learning about aptitudes, interests and personal traits	12 (86%) 8 (67%)	1 (7%) 4 (33%)	0 (0%) 0 (0%)	1 (7%) 0 (0%)	E N
5. solving personal problems	2 (14%) 1 (8%)	8 (57%) 9 (75%)	0 (0%) 0 (0%)	4 (29%) 2 (17%)	E N
6. forming future educational plans	11 (79%) 1 (8%)	1 (7%) 9 (75%)	1 (7%) 1 (8%)	1 (7%) 1 (8%)	E N
7. planning occu- pational career	8 (57%) 1 (8%)	4 (29%) 9 (75%)	2 (14) 1 (7%)	0 (0%) 1 (7%)	E N
8. learning steps to get a job	2 (14%) 1 (8%)	6 (43%) 10 (83%)	2 (14%) 1 (8%)	1 (7%) 0 (0%)	E N

Table 13 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	FURTHERING ED. (E) OR NOT (N)
Received enough help in:					
9. learning what occupations are related to abilities	8(57%) 6(50%)	4(29%) 6(50%)	1(7%) 0(0%)	1(7%) 0(0%)	E N
10. getting along with other people	3(21%) 1(8%)	9(64%) 11(92%)	1(7%) 0(0%)	1(7%) 0(0%)	E N
11. learning how scored on achieve- ment & ability test	13(100%) 9(75%)	0(0%) 2(17%)	0(0%) 1(8%)	0(0%) 0(0%)	E N
12. getting parents to understand me better	1(7%) 5(42%)	11(79%) 7(58%)	0(0%) 0(0%)	2(14%) 0(0%)	E N
13. learning train- ing necessary for occupation	4(29%) 5(24%)	7(50%) 6(50%)	2(14%) 1(8%)	1(7%) 0(0%)	E N

Table 14 shows how graduates furthering their education responded in comparison with those not furthering their education regarding responsibility.

Table 15 shows how graduates furthering their education responded in comparison with those not furthering their education regarding method.

Table 16 shows how graduates furthering their education responded in comparison with seniors planning to further their education regarding assistance.

Table 14

Recommendations for Responsibility by Graduates Furthering
And Not Furthering Their Education

Item No. Received enough help in:	STUDENT INITIATED	COUNSELOR INITIATED	FURTHERING ED. (E) OR NOT (N)
1. selecting school subjects	11(79%) 8(67%)	3(21%) 4(33%)	E N
2. planning ways to study better	8(57%) 6(50%)	6(43%) 6(50%)	E N
3. problems in school subjects and activities	14(100%) 10(83%)	0(0%) 2(17%)	E N
4. learning about aptitudes, interests and personal traits	6(43%) 5(42%)	8(57%) 7(58%)	E N
5. solving personal problems	14(100%) 10(83%)	0(0%) 2(17%)	E N
6. forming future educational plans	8(57%) 6(50%)	6(43%) 6(50%)	E N
7. planning occu- pational career	8(57%) 5(42%)	6(43%) 7(58%)	E N
8. learning steps to get a job	10(71%) 5(42%)	4(29%) 7(58%)	E N
9. learning what occupations are related to abilities	9(64%) 3(25%)	5(36%) 9(75%)	E N
10. getting along with other people	12(86%) 10(83%)	2(14%) 2(17%)	E N

Table 14 continued

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	FURTHERING ED. (E) OR NOT (N)
Received enough help in:			
11. learning how scored on achieve- ment & ability test	6(43%) 11(92%)	8(57%) 1(8%)	E N
12. getting parents to understand me better	13(93%) 11(92%)	1(7%) 1(8%)	E N
13. learning train- ing necessary for occupation	11(79%) 5(42%)	3(21%) 7(58%)	E N

Table 15

Recommendations for Method by Graduates Furthering
And Not Furthering Their Education

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	FURTHERING ED(E) OR NOT (N)
Received enough help in:				
1. selecting school subjects	9(64%) 9(75%)	3(21%) 2(17%)	2(14%) 1(8%)	E N
2. planning ways to study better	4(29%) 6(50%)	5(36%) 3(25%)	5(36%) 3(25%)	E N
3. problems in school subjects and activities	11(71%) 9(75%)	1(7%) 2(17%)	2(14%) 1(8%)	E N
4. learning about aptitudes, interests and personal traits	11(71%) 12(100%)	1(7%) 0(0%)	2(14%) 0(0%)	E N

Table 15 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	FURTHERING ED. (E) OR NOT (N)
Received enough help in:				
5. solving personal problems	14(100%) 10(83%)	0(0%) 2(17%)	0(0%) 0(0%)	E N
6. forming future educational plans	10(71%) 9(75%)	3(21%) 3(25%)	1(7%) 0(0%)	E N
7. planning occu- pational career	10(71%) 10(83%)	2(14%) 2(17%)	1(14%) 0(0%)	E N
8. learning steps to get a job	6(43%) 5(42%)	5(36%) 1(8%)	3(21%) 6(50%)	E N
9. learning what occupations are related to abilities	11(79%) 11(92%)	1(7%) 0(0%)	2(14%) 1(8%)	E N
10. getting along with other people	11(79%) 10(83%)	3(21%) 1(8%)	0(0%) 1(8%)	E N
11. learning how scored on achieve- ment & ability test	9(64%) 9(75%)	3(21%) 2(17%)	2(14%) 1(8%)	E N
12. getting parents to understand me better	14(100%) 12(100%)	0(0%) 0(0%)	0(0%) 0(0%)	E N
13. learning train- ing necessary for occupation	10(71%) 9(75%)	3(21%) 1(8%)	1(7%) 2(17%)	E N

Table 16

Recommendations for Assistance by Graduates Furthering
And Seniors Planning to Further Their Education

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	GRAD(G) OR SR(S)
Received enough help in:					
1. selecting school subjects	7(50%) 9(27%)	5(36%) 24(73%)	0(0%) 0(0%)	2(14%) 0(0%)	G S
2. planning ways to study better	0(0%) 4(12%)	9(64%) 24(73%)	2(14%) 3(12%)	3(21%) 2(6%)	G S
3. problems in school subjects and activities	2(14%) 11(33%)	7(50%) 18(55%)	2(14%) 3(9%)	3(21%) 1(3%)	G S
4. learning about aptitudes, interests and personal traits	12(86%) 15(45%)	1(7%) 12(36%)	1(7%) 4(12%)	0(0%) 2(6%)	G S
5. solving personal problems	2(14%) 5(15%)	8(57%) 24(73%)	0(0%) 1(3%)	4(29%) 3(9%)	G S
6. forming future educational plans	11(79%) 16(48%)	1(7%) 10(30%)	1(7%) 6(18%)	1(7%) 1(3%)	G S
7. planning occupational career	8(57%) 10(30%)	4(29%) 15(45%)	2(14%) 6(18%)	0(0%) 2(6%)	G S
8. learning steps to get a job	2(14%) 8(24%)	7(50%) 19(58%)	4(29%) 6(18%)	1(7%) 0(0%)	G S
9. learning what occupations are related to abilities	8(57%) 17(52%)	4(29%) 9(27%)	1(7%) 6(18%)	1(7%) 1(3%)	G S
10. getting along with other people	3(21%) 4(12%)	9(64%) 25(76%)	1(7%) 3(9%)	1(7%) 1(3%)	G S

Table 16 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	GRAD(G) OR SR.(S)
Received enough help in:					
11. learning how scored on achieve- ment & ability test	13(93%) 27(82%)	0(0%) 1(3%)	1(7%) 4(12%)	0(0%) 1(3%)	G S
12. getting parents to understand me better	1(7%) 0(0%)	11(79%) 26(79%)	0(0%) 3(9%)	2(14%) 4(12%)	G S
13. learning train- ing necessary for occupation	4(29%) 19(58%)	7(50%) 7(21%)	2(14%) 6(18%)	1(7%) 1(3%)	G S

Tables 17 and 18 show how graduates furthering their education responded to the questionnaire in comparison with seniors planning to further their education. Table 17 depicts how these two group responded regarding responsibility and table 18 depicts how they responded regarding method.

Tables 19-21 show how seniors not planning to further their education responded in comparison with graduates not furthering their education. Table 19 compares these two groups regarding assistance, table 20 compares the groups regarding responsibility and table 21 compares the groups regarding method.

Table 17

Recommendations for Responsibility by Graduates Furthering
And Seniors Planning to Further Their Education

Item No. Received enough help in:	STUDENT INITIATED	COUNSELOR INITIATED	Grad(G) OR SR.(S)
1. selecting school subjects	11(79%) 30(91%)	3(21%) 3(9%)	G S
2. planning ways to study better	8(57%) 23(70%)	6(43%) 10(30%)	G S
3. problems in school subjects and activities	14(100%) 23(70%)	0(0%) 10(30%)	G S
4. learning about aptitudes, interests and personal traits	6(43%) 11(33%)	8(57%) 22(67%)	G S
5. solving personal problems	14(100%) 29(88%)	0(0%) 4(12%)	G S
6. forming future educational plans	8(57%) 19(58%)	6(43%) 14(42%)	G S
7. planning occu- pational career	8(57%) 21(64%)	6(43%) 12(36%)	G S
8. learning steps to get a job	10(71%) 22(67%)	4(29%) 11(33%)	G S
9. learning what occupations are related to abilities	9(64%) 18(55%)	5(36%) 15(45%)	G S
10. getting along with other people	12(86%) 26(79%)	2(14%) 7(21%)	G S

Table 17 continued

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	GRAD(G) OR SR.(S)
Received enough help in:			
11. learning how scored on achieve- ment & ability test	6(43%) 11(33%)	8(57%) 22(67%)	G S
12. getting parents to understand me better	11(79%) 28(85%)	3(21%) 5(15%)	G S
13. learning train- ing necessary for occupation	11(79%) 24(73%)	3(21%) 9(27%)	G S

Table 18

Recommendations for Method by Graduates Furthering
And Seniors Planning to Further Their Education

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	GRAD(G) OR SR.(S)
Received enough help in:				
1. selecting school subjects	9(64%) 27(81)	3(21%) 3(9%)	2(14%) 4(12%)	G S
2. planning ways to study better	4(29%) 18(55%)	5(36%) 13(39%)	5(36%) 2(6%)	G S
3. problems in school subjects and activities	11(79%) 29(88%)	1(7%) 1(3%)	2(14%) 3(9%)	G S
4. learning about aptitudes, interests and personal traits	11(79%) 28(85%)	1(7%) 2(6%)	2(14%) 3(9%)	G S

Table 18 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	GRAD(G) OR SR.(S)
Received enough help in:				
5. solving personal problems	14(100%) 29(88%)	0(0%) 3(9%)	0(0%) 1(3%)	G S
6. forming future educational plans	10(71%) 28(85%)	3(21%) 3(9%)	1(7%) 2(6%)	G S
7. planning occu- pational career	10(71%) 26(79%)	2(14%) 7(21%)	2(14%) 1(3%)	G S
8. learning steps to get a job	6(43%) 18(55%)	5(36%) 8(24%)	3(21%) 7(21%)	G S
9. learning what occupations are related to abilities	11(79%) 25(76%)	1(7%) 6(18%)	2(14%) 3(9%)	G S
10. getting along with other people	11(79%) 26(79%)	3(21%) 4(12%)	0(0%) 3(9%)	G S
11. learning how scored on achieve- ment & ability test	9(64%) 30(91%)	3(21%) 2(6%)	2(14%) 1(3%)	G S
12. getting parents to understand me better	14(100%) 29(88%)	0(0%) 4(12%)	0(0%) 0(0%)	G S
13. learning train- ing necessary for occupation	10(71%) 29(88%)	3(21%) 2(6%)	1(7%) 2(6%)	G S

Table 19

Recommendations for Assistance by Graduates Not Furthering
And Seniors Not Planning to Further Their Education

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	GRAD(G) OR SR.(S)
Received enough help in:					
1. selecting school subjects	5(42%) 11(35%)	6(50%) 17(55%)	0(0%) 1(3%)	1(8%) 2(6%)	G S
2. planning ways to study better	0(0%) 2(6%)	10(83%) 21(68%)	0(0%) 6(19%)	2(17%) 2(6%)	G S
3. problems in school subjects and activities	4(33%) 15(48%)	7(58%) 15(48%)	0(0%) 1(3%)	1(8%) 0(0%)	G S
4. learning about aptitudes, interests and personal traits	8(67%) 21(68%)	3(25%) 8(26%)	0(0%) 1(3%)	1(8%) 1(3%)	G S
5. solving personal problems	1(8%) 8(26%)	9(75%) 20(65%)	0(0%) 2(6%)	2(17%) 1(3%)	G S
6. forming future educational plans	4(33%) 17(55%)	6(50%) 12(39%)	1(8%) 1(3%)	1(8%) 0(0%)	G S
7. planning occu- pational career	1(8%) 16(52%)	9(75%) 13(42%)	1(8%) 1(3%)	1(8%) 1(3%)	G S
8. learning steps to get a job	1(8%) 8(26%)	10(83%) 21(68%)	1(8%) 0(0%)	0(0%) 2(6%)	G S
9. learning what occupations are related to abilities	6(50%) 15(49%)	6(50%) 11(35%)	0(0%) 2(6%)	0(0%) 3(10%)	G S
10. getting along with other people	1(8%) 5(16%)	11(92%) 24(77%)	0(0%) 2(6%)	0(0%) 0(0%)	G S

Table 19 continued

Item No.	YES	NO NEED	DIDN'T KNOW	RELUCTANT	GRAD(G) OR SR.(S)
Received enough help in:					
11. learning how scored on achieve- ment & ability test	9(75%) 23(74%)	2(17%) 3(10%)	1(8%) 3(10%)	0(0%) 2(6%)	G S
12. getting parents to understand me better	1(8%) 4(13%)	11(92%) 20(65%)	0(0%) 3(10%)	0(0%) 4(13%)	G S
13. learning train- ing necessary for occupation	5(42%) 14(45%)	6(50%) 15(48%)	1(8%) 1(3%)	0(0%) 1(3%)	G S

Table 20

Recommendations for Responsibility by Graduates Not Furthering
And Seniors Not Planning to Further Their Education

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	GRAD(G) OR SR.(S)
Received enough help in:			
1. selecting school subjects	8(67%) 22(71%)	4(33%) 9(29%)	G S
2. planning ways to study better	9(75%) 26(84%)	3(25%) 5(16%)	G S
3. problems in school subjects and activities	10(83%) 22(71%)	2(17%) 9(29%)	G S
4. learning about aptitudes, interests and personal traits	5(42%) 21(68%)	7(58%) 10(32%)	G S

Table 20 continued

Item No.	STUDENT INITIATED	COUNSELOR INITIATED	GRAD(G) OR SR.(S)
Received enough help in:			
5. solving personal problems	10(83%) 29(94%)	2(17%) 2(6%)	G S
6. forming future educational plans	6(50%) 23(74%)	6(50%) 8(26%)	G S
7. planning occu- pational career	5(42%) 22(71%)	7(58%) 9(29%)	G S
8. learning steps to get a job	5(42%) 26(84%)	7(58%) 5(16%)	G S
9. learning what occupations are related to abilities	3(25%) 21(68%)	9(75%) 10(32%)	G S
10. getting along with other people	10(83%) 28(90%)	2(17%) 3(10%)	G S
11. learning how scored on achieve- ment & ability test	0(0%) 13(42%)	12(100%) 18(58%)	G S
12. getting parents to understand me better	11(92%) 30(97%)	1(8%) 1(3%)	G S
13. learning train- ing necessary for occupation	5(42%) 25(81%)	7(58%) 6(19%)	G S

Table 21

Recommendations for Method by Graduates Not Furthering
And Seniors Not Planning to Further Their Education

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	GRAD(G) OR SENIOR(S)
Received enough help in:				
1. selecting school subjects	9(75%) 25(81%)	2(17%) 3(10%)	1(8%) 3(10%)	G S
2. planning ways to study better	6(50%) 20(65%)	3(25%) 9(29%)	3(25%) 2(6%)	G S
3. problems in school subjects and activities	9(75%) 24(77%)	2(17%) 7(23%)	1(8%) 0(0%)	G S
4. learning about aptitudes, interests and personal traits	12(100%) 23(74%)	0(0%) 6(19%)	0(0%) 2(6%)	G S
5. solving personal problems	12(100%) 28(90%)	0(0%) 3(10%)	0(0%) 0(0%)	G S
6. forming future educational plans	9(75%) 24(77%)	3(25%) 4(13%)	0(0%) 3(10%)	G S
7. planning occu- pational career	10(83%) 22(71%)	2(17%) 7(23%)	0(0%) 2(6%)	G S
8. learning steps to get a job	5(42%) 21(71%)	1(8%) 9(29%)	6(50%) 1(3%)	G S
9. learning what occupations are related to abilities	11(92%) 26(84%)	0(0%) 5(16%)	1(8%) 0(0%)	G S
10. getting along with other people	10(83%) 25(81%)	1(8%) 5(16%)	1(8%) 1(3%)	G S

Table 21 continued

Item No.	INDIVIDUAL	SMALL GROUP	CLASS	GRAD(G) OR SENIOR(S)
Received enough help in:				
11. learning how scored on achievement & ability test	9(75%)	2(17%)	1(8%)	G
	21(68%)	6(19%)	4(13%)	S
12. getting parents to understand me better	12(100%)	0(0%)	0(0%)	G
	30(97%)	1(3%)	0(0%)	S
13. learning training necessary for occupation	9(75%)	2(17%)	1(8%)	G
	25(81%)	4(13%)	1(3%)	S

In tables 10-21, there are few wide differences in the manner in which the groups being compared responded. One interesting difference, however, is in regards to items 9, 11, and 13. These items deal with learning about occupations related to ability, scoring on achievement and ability tests, and the training necessary for an occupation. In table 17, seniors planning to further their education and graduates furthering their education responded similarly regarding student and counselor initiation. In table 20, comparing seniors not planning to further their education and graduates not furthering their education, there is a wide difference (about 40 percentage points) between the groups, with the graduates favoring more counselor initiation and seniors favoring more student initiation of services.

Summary

The results of this study indicate that there is not a significant difference between the seniors' and graduates' responses in regards to the 13 counseling services in the areas of assistance, responsibility, and method. However, several specific items do show a significant difference and these are noted in the text.

Hypotheses 1-9 were tested using the chi-square test of independence. Each of the hypotheses was tested at the .05 level. Tables 1-9 depict the data that was used to make the chi-square tests. Due to the small amount of data available, chi-square tests were not made on the data in tables 10-21. These tables show how segments of the population responded through the use of actual data and percentages.

CHAPTER V

Summary

The problem of this study was to determine whether two-year graduates of a high school would respond differently to a questionnaire on the counseling program than the seniors in the same high school. The questionnaire consisted of 13 possible counseling services that a counselor may provide to students. Seniors and graduates of a Southwestern Montana high school were asked to respond to each of the 13 items in terms of whether or not they received the service, who should be responsible for initiating the service, and the method by which it should be administered. The results may suggest changes that would result in a more effective counseling program.

Nine null hypotheses were outlined and tested using the chi-square test of independence. These nine hypotheses were tested for significance at a level of .05. On the basis of the statistical evaluation, all nine null hypotheses were retained. No significant difference was found between the groups compared and tested by these hypotheses. Due to an insufficient amount of data, twelve comparisons proposed in Chapter I and listed as questions in Chapter III were made on the basis of a tabular presentation of the data, with no statistical evaluations being made.

Conclusions

The statistical analysis of the data yielded 117 chi-square tests

of independence. Of the 117 tests, all tested at the .05 level of significance, three yielded significant results. With this number of tests, all being tested at the .05 level, 5.85 significant findings could be expected on the basis of chance alone. Because of this, only very tentative conclusions can be drawn from the statistical data in regards to differences between groups. In addition, the limitations listed in Chapter I need to be taken into consideration when viewing the data of this study.

In contrasting seniors planning to further their education and seniors not planning to further their education, it is noted that seniors planning to further their education want more counselor initiation of services. A significant finding was also noted in regards to learning about aptitudes, interests and personal traits. Perhaps the seniors not planning to further their education see no need for this information. These same students, however, do want more counselor initiation of services than the other students in regards to selection of school subjects. In comparing graduates furthering their education and graduates not furthering their education, this difference is not noted.

Seniors and graduates differed significantly in regards to learning what training is necessary for an occupation of interest, with graduates wanting more counselor initiation of this service. Perhaps they now see a need for this service and didn't receive it in

high school because they didn't see it as a need, thus they would like the counselor to initiate the service.

Of interest is the fact that males and females did not differ significantly in the way they responded to any of the items. The fact that the counselor is a male does not seem to have affected the services that both males and females received.

Among all the groups, there are more responses in the "No, Didn't Know" category than in the "No, Reluctant" category. Thus, although there are some students not being served because of a reluctance on the part of the student to see the counselor, there are even more students who aren't being served because of a lack of information on the counseling program.

Very few significant differences were found in the way segments of the population responded to the questionnaire, suggesting that it is unnecessary to involve graduates in evaluation of the counseling program. Rather, the same information can be obtained from the students in the school.

Recommendations

1. It is suggested that more research of this type be conducted, providing information for evaluation of a counseling program.
2. It is suggested that in the future larger groups be used in similar studies, thus providing more data for statistical evaluation.
3. It is suggested that students be used to provide input into the

counseling program. Student input should be actively solicited.

4. It is suggested that more information about the counseling program be made available to students so that they will know what services the counseling program can offer.

5. It is suggested that students who may be planning to further their education be identified while still in high school so that the counselor may provide pertinent information to them.

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LITERATURE CITED

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APPENDIX

Appendix A. Cover Letter
DEPARTMENT OF EDUCATIONAL SERVICES



COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

May 3, 1978

As a graduate student in Guidance and Counseling at MSU and in cooperation with _____ High School and _____, I am conducting a study of the counseling program at _____ High School. We need information on how you and other members of the class of '76 viewed your experience with the counseling program. This information will be used by the counseling staff in determining any changes that would be of benefit to future students, but to gather this information we need your help. Your recommendations are important. Therefore, as a member of the class of '76 would you please take a few moments of your time to complete the enclosed questionnaire.

Of course, your replies will be held in complete confidence. All responses will be listed in terms of summary information only. Again, names will not be associated with any information gathered. The number appearing on the questionnaire will be used for follow-up purposes only.

We have tried to make the questionnaire brief. In a preliminary tryout of it, respondents took an average of 10 minutes to complete it. Please be sure to fill out both sides. A stamped, self-addressed return envelope is enclosed for your convenience. We hope all the questionnaires will be returned by May 19.

Thank you for your help. Your cooperation is most important and we are grateful for your response.

Sincerely,

A handwritten signature in cursive script that reads "Lauren Williams".

Lauren Williams
Graduate Student in Counseling

High School Counselor

Appendix B. Follow-up Letter

DEPARTMENT OF EDUCATIONAL SERVICES



COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

May 26, 1978

I have been working with High School counselor on a follow-up study of the counseling program at High School. Several weeks ago we sent questionnaires to all the members of the Class of '76. In order to get accurate information about the program we need responses from all the class members. If you have not already responded, we need to ask for your help.

We would appreciate greatly your taking a few moments to complete and return the enclosed questionnaire. Of course, your replies will be kept in complete confidence. All responses will be reported in group statistics only; names will not be associated with any information on the questionnaire.

Respondents thus far have taken an average of only 5 to 10 minutes to complete the questionnaire. A stamped self-addressed envelope is enclosed for your convenience.

Your cooperation is most important and we are grateful for your response.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lauren Williams".
Lauren Williams

Appendix C. Survey Instrument

COUNSELING RECOMMENDATIONS

Directions

On the following page is a list of 13 services that counselors can provide to students. Place a check in the appropriate box on the left in Section I to indicate whether or not you received the service. On the right, place a check in box 5 or 6 in Section II to indicate whether the student or the counselor should be responsible for initiating the service. Finally, place a check in box 7, 8 or 9 in Section III to indicate which method of administering the service you favor.

Mark your responses according to the following list.

- | | |
|-----|---|
| I | BOX 1: YES, I received enough help. |
| | BOX 2: NO, because I didn't have any need for this service. |
| | BOX 3: NO, because I didn't know how to get help with this service. |
| | BOX 4: NO, because I was reluctant to go to the counselor about this service. |
| II | BOX 5: I think the student should go to the counselor about this service if the student thinks he needs it. |
| | Box 6: I think the counselor should provide this service to each and every student. |
| III | BOX 7: I think this service should be handled on an individual basis. |
| | BOX 8: I think this service should be handled in a small group of students, each working on the same kind of problem. |
| | BOX 9: I think this service should be handled by having the counselor talk with a class. |

COUNSELING RECOMMENDATIONS

I	II			III		
	YES NO, NO NEED	NO, DIDN'T KNOW	NO. WAS RELUCTANT	STUDENT COUNSELOR INITIATED	INDIVIDUAL SMALL GROUP	CLASS
	²	³	⁴	⁵	⁶	⁷
1	☐	☐	☐	☐	☐	☐
			1. I received enough help from the counselor in selecting school subjects.			
			2. I received enough help from the counselor in planning ways to study better.			
			3. I received enough help from the counselor in dealing with problems in school subjects and activities.			
			4. I received enough help from the counselor in learning about my aptitudes, interests and personal traits.			
			5. I received enough help from the counselor in solving personal problems.			
			6. I received enough help from the counselor in forming my future educational plans.			
			7. I received enough help from the counselor in planning my occupational career.			
			8. I received enough help from the counselor in learning the steps I should take to get a job.			
			9. I received enough help from the counselor in learning what occupations are related to my abilities.			
			10. I received enough help from the counselor in getting along with other people.			

I		II		III	
YES	NO, NO NEED	NO, DIDN'T KNOW	NO, WAS RELUCTANT	STUDENT COUNSELOR INITIATED	INDIVIDUAL SMALL CLASS
1	2	3	4	5	6
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

11. I received enough help from the counselor in learning how I scored on standardized achievement and ability tests.

12. I received enough help from the counselor in getting my parents to understand me better.

13. I received enough help from the counselor in learning what training is necessary for the occupation of most interest to me.

Please indicate with a check your sex and present educational status.

____ MALE _____ FEMALE

____ I am now attending or have attended a college or university since graduation from high school.

____ I have not attended a college or university.