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A STUDY IN STUDENT PERCEPTIONS OF THE PERSON(S)
WHO IS PERFORMING THE COUNSELING
FUNCTION AT WATAUGA HIGH SCHOOL

A Thesis
Presented to
The Graduate Council of
Appalachian State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
John B. Wolverton, Jr.

May, 1971

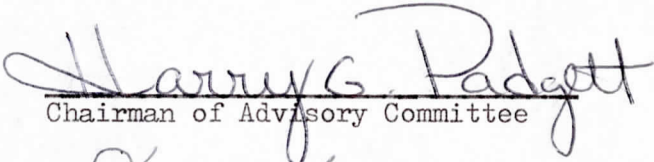
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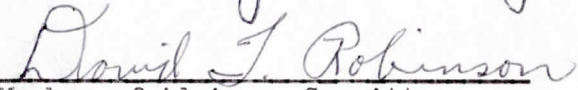
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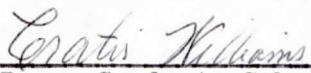
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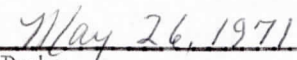

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Abstract of a Thesis

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Thesis Abstract

The purpose of this study was to investigate whom the students at Watauga High School, Boone, North Carolina perceive as performing the guidance function with respect to educational, vocational, and personal-emotional counseling. It further sought to determine whether differences exist in perceptions of students with respect to curriculum and sex variables.

All subjects of this study were selected from English classes at Watauga High School (grades 9, 10, 11, and 12). The 440 subjects were representative of each curriculum area and sex.

The Inventory of Perceptual Evaluation of Counseling (IPEC) was administered to determine the person(s) who is perceived as performing the counseling function with respect to the counseling areas, i.e., educational, vocational, and personal-emotional counseling.

The data collected on the IPEC were subjected to analysis of variance and t tests to test the hypotheses at the .05 and .01 level of confidence.

Students at Watauga High School most often perceive the guidance program as providing assistance for educational problems and most often perceive the counselor as fulfilling the educational counseling role. Secondly, the students perceive the guidance program as assisting with vocational problems and members of the guidance program, i.e., counselors, teachers, and other students, are seen as fulfilling the vocational counseling role although the counselor himself is perceived less often in this role than in the educational counseling role. Lastly the students least often perceive the counselor or other members of the

guidance program as fulfilling the counseling role for personal-emotional problems.

Sex differences occur in all counseling areas with females significantly more often than males perceiving the counselor and/or other members of the school guidance program as fulfilling the educational and vocational counseling roles. Males, however, significantly more often than females perceive members of the school guidance program as fulfilling the personal-emotional counseling role.

The perceptions of persons fulfilling the counseling function does not differ with respect to curriculum area nor is there any significant indication that sex or counseling area differences exist with respect to the students' curriculum area.

Acknowledgments

Although it is impossible to mention the names of all those persons who have contributed to this study, a few deserve special credit. Especially I want to thank:

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Claire, my wife, who typed all drafts of this study and without whose encouragement, support, suggestions, and effort this study could not have been completed, and J. B. III, who patiently waited while his parents worked----their giving was the greatest and is the most deeply appreciated.

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Chapter 1

Introduction

The problem of evaluating counseling services provided by modern high schools, colleges, and universities is a substantial and perplexing one. Current thinking indicates that if a service is of value, this value can be measured and continuous checks of its efficiency should be made. Stablein (1962) indicates that good research for the purpose of program improvement and validation of program worth are a necessity for a profession to move forward. He further points out that no real improvements can be made until adequate appraisal has been initiated.

Arbuckle (1965) points out: "the concept that the children themselves have of the counselor's function depends, of course, more than anything else on the individual counselor they may have, or have had (p. 111)." Research for the purpose of appraisal and possible improvements in counseling services should include the evaluations by those persons for whom the services are being provided. In most situations the student must decide if counseling is warranted for a given situation, and thus his perceptions of the counselor's role will play a major part in his decision to request and/or submit to professional counseling. The nature of the problem may alter the individual's perception of who should fill the counseling role. In speaking of the school's responsibility to provide a counseling service, Arbuckle (1965) says: "it can be effective as long as the school staff, the children, the community and the counselor know just who the counselor is and just what he is supposed to do (p. 181)."

The concept of whom the student perceives as filling the guidance function for educational, vocational, and personal-emotional problems is important. Supporting this view, Henry B. McDaniel (1956) states: "In a democratic society, public opinion is a powerful force: if pupils do not have a good opinion of the counseling service, and if they see no value in it, they will not use it; . . . All these considerations make opinion studies important in evaluation (p. 411)." Alfred Stiller (1963) also supports the validity of perceptual studies by indicating that college bound students may have different perceptions than non-college bound students and that since different social classes have a culture of their own, they may have different perceptions of school and of the services provided by it, guidance in particular. Shertzer and Stone (1966) lend further support by stating: "One way of seeing what the role of the school counselor is, is to examine the perceptions of him as held by those whom he serves: pupils, teachers, administrators, parents (p. 118)."

Purpose of the Study

Assuming the students' perceptions of the person(s) who is performing the guidance function are valuable to a guidance department in evaluating the effectiveness of the guidance services provided, this study is designed to determine whom the students at Watauga High School perceive as performing the guidance function with respect to educational, vocational, and personal-emotional counseling. More specifically, the objectives are: (a) to determine if these perceptions vary within the four curriculum areas provided in the school, vocational, business,

general, and college preparatory, and (b) to determine if these perceptions vary with respect to the sex of the individual.

Importance of the Study

Assuming that evaluation is important for the improvement of guidance services, the major significance of this study lies in the fact that no evaluation of this type has been conducted since Watauga High School first opened for classes in 1965, nor has any evaluation been initiated by anyone outside the school setting. The fact that such evaluations have not been conducted is not intended to mean that no evaluation of the guidance services has been done. Constant evaluation is projected by the personnel who are employed as counselors, teachers, and administrators of the school. One study (Gragg et al., 1967) involved students and counselors in the evaluation and indicated that the best characteristics of the guidance services relate to the training, competence, and interest of personnel; the information and records available for students; the increasing interest of students; and the materials and services available in the school. The study reports the weaknesses as being a large counselor-pupil ratio and the absence of an orientation program for teachers. A more recent study (Gragg, 1971), was prepared by a guidance committee made up of twelve faculty members and cited the training of counselors, school health program, facilities, materials, availability of counselors, and information gathering system as strong points of the guidance program. Weaknesses cited in this more recent study included limited secretarial help, little time for follow up services and community contacts, limited

teacher-counselor cooperation in meeting student needs, and limited student-counselor communications in terms of understanding and using the guidance services. This current study can be most valuable in providing information on the last area, limited student-counselor communications, by giving direction to the efforts of those persons seeking improvement.

Research in this area has indicated that perceptual studies can be effective in evaluating guidance programs although only a portion of these studies deal with the perceptions of those persons, the students, for whom the service is provided. If certain students do not understand the services provided and/or do not perceive the counselor as the person to whom various problems can be taken, the information of this study will be valuable in any attempt to improve the program.

If perceptual studies are indeed a valid method of evaluating a guidance program, it is hoped that this study including the questionnaire and the statistical analysis can provide useful information for others wishing to conduct similar investigations.

Limitations of the Study

The author recognizes that this study has the following limitations:

1. That the sample size in some of the cells is small.
2. That the measuring instrument needs further validity and reliability evidence.
3. That generalizations derived from the data in this study are not applicable to other school settings, but conclusions are limited to subjects of the current study.

Assumptions of the Study

For the purposes of this study, the following assumptions are made:

1. That the measuring instrument is measuring what it purports to measure.
2. That the students' perceptions are candid and honest reports.
3. That the subjects of this study are a representative sample of all students at Watauga High School.
4. That the author in administering the questionnaire will not have biased significantly the responses of the students who compose the sample.

Hypotheses

Major Null Hypothesis

There are no significant differences between subgroups of Watauga High School students in their perceptions of persons who provide educational, vocational, and personal-emotional counseling when analyzed with respect to students' curriculum area and sex.

Null Subhypothesis One

There are no significant differences in the perceptions of selected students concerning who is performing the counseling function, i.e., educational, vocational, and personal-emotional counseling.

Null Subhypothesis Two

There are no significant differences in the perceptions of selected students concerning who is performing the counseling function, i.e., educational, vocational, and personal-emotional, with respect to the

variable curriculum area, i.e., college preparatory, vocational, business, and general.

Null Subhypothesis Three

There are no significant differences in the perceptions of selected students concerning who is performing the counseling function, i.e., educational, vocational, and personal-emotional counseling, with respect to the variable sex.

Definitions

For the purpose of this study, the following terms are defined: (A) Educational Counseling, (B) Vocational Counseling, (C) Personal-Emotional Counseling, and (D) Curriculum Areas.

Educational Counseling

Although Arbuckle (1965) classified educational counseling as "counseling with the students who plan to go to college after they graduate from school . . . (p. 179)," the term as used in this study includes this concept as well as counseling with students who are concerned about the classes they are now taking or will take in the future. Although it may be somewhat personal in nature, the basis of the problem of the potential counselee is an educational one.

Vocational Counseling

Arbuckle (1965) classified vocational counseling as "counseling with students who will seek a job either before or after they have finished their schooling, . . . (p. 179)," and in speaking of the counselor, Arbuckle (1965) says the counselor "might function in a

guidance role in an intellectual discussion with stable students who are thinking logically and reasonably about their job futures (p. 180)."

This concept is expanded to include those problems which deal with additional training in vocational areas or selection of one specific job from several choices after high school and may tend to be somewhat personal in nature. The basis of the problem of the potential counselee, however, is still a vocational one.

Personal-Emotional Counseling

Arbuckle (1965) describes personal-emotional counseling as "counseling with those students whose problems are of a personal and emotional nature (p. 179)." For the purpose of this study, personal-emotional counseling deals with the individual's understanding and accepting the thoughts, feelings, and attitudes which may from time to time trouble him.

This type of counseling is not for "disturbed" individuals but rather is provided for any student who is bothered by a problem of a personal or emotional nature. Donald L. Grummond (1965) says:

Today there is a general recognition that feelings and emotions influence the everyday behavior of normal as well as disturbed individuals. Today counselors are expected to deal with such problems as homesickness, family conflicts, disturbing love affairs, anxiety over examinations or classroom participation, conflict with authority, lack of self-confidence, and frequent loss of emotional control (p. 66).

Curriculum Areas

For the purpose of this study, the definitions of curriculum areas as given in The Blue and White Student Handbook (BWSH) (1970-71) for students at Watauga High School are as follows:

Vocational Curriculum. The Vocational Curriculum at Watauga High School is defined as being "for students interested in completing high school and securing employment (BWSH, 1970-71, p. 8)."

Business Curriculum. The Business Curriculum at Watauga High School is defined as being "for students interested in finishing high school and securing employment in the commercial field (BWSH, 1970-71, p. 8)."

General Curriculum. The General Curriculum at Watauga High School is defined as being "an approved combination of vocational, business, and college preparatory courses (BWSH, 1970-71, p. 8)."

College Preparatory Curriculum. The College Preparatory Curriculum at Watauga High School is defined as being "for students interested in entering college on the completion of high school (BWSH, 1970-71, p. 8)."

Chapter 2

Review of the Literature

For the present study the literature is reported under the following headings:

1. Literature relating to investigations involving students' perceptions of the counselor's role.
2. Literature relating to investigations involving teachers' perceptions of the counselor's role.
3. Literature relating to investigations involving significant others' perceptions of the counselor's role.
4. Literature relating to investigations involving students' perceptions of various guidance services.

Student Perceptions of Counselor's Role

Studies conducted in the past have been concerned with the role of the counselor as perceived by students (Brough, 1964; 1965; Sanborn, 1964). More specifically, researchers (Pratte & Cole, 1965; Schultz, 1963; White & Marlow, 1965) have been concerned with the evaluation of counseling services on the basis of student perceptions of the counselor's role. These writers agree that the perceptions of the counselor's role are greatly influenced or changed by contact with the counselor. Discrepancies appear in deciding which problems most likely are taken to the counselor and which sex holds the most accurate perception of the counselor's role. Some studies investigate the types of problems which students most likely take to the counselor and the persons to whom the students most likely go for help.

Public School Studies

By using all seniors in nine New York high schools, Grant (1954) attempted to determine those areas in which students seek the counselor's help. Keeping the class hour for administration consistent in all schools, Grant (1954) personally presented a questionnaire containing nine open-ended questions related to educational, vocational, and personal-emotional problems to all seniors in the nine schools. Using the combined results of these schools, he concluded that the counselor overwhelmingly was selected as the person providing help in educational and vocational planning. In the area of personal-emotional problems, however, the students equally and overwhelmingly looked to extra-school personnel for help. Teachers were perceived secondly as the best source of help in this area while counselors were seen as a distant last source of help.

To determine the guidance role of teachers and counselors, Sagehorn (1960) used students' perceptions of help given by these school personnel in four problem areas, educational, vocational, personal, and social. With respect to educational problems, he found that 37.5% favored teacher help; 26.2% favored counselor help; and 16% favored a combination of the two. In vocational area 8.4% of the students favored teacher help; 40.8% favored counselor help; and 12.5% favored a combination of the two. Only 10% rejected help from school personnel for educational problems, and only 38% rejected the same help for vocational problems. The results, however, were quite different for the remaining two areas. In the personal problem area 4.2% wanted teacher help; 24% wanted counselor help; and 7.2% wanted a combination

of the two, and in social problem areas 5.9% wanted teacher help; 27.2% wanted counselor help; and 10.6% wanted a combination of the two. In all, 65% of the students rejected school personnel help for personal problems and 60% rejected the same help for social problems. Sagehorn (1960) points out that when school personnel were selected as helping agents, the counselor was mentioned at a ratio of 5:1. He concluded that by providing adequate help in the educational and vocational areas, counselors most likely would encourage students to bring other problems to them.

Gibson (1962) also used a combination of a questionnaire and interviews to study the counselor through the eyes of students. He administered the questionnaire to 904 high school seniors in 12 schools located in three states and did follow-up interviews with approximately 10% of these students. Analysis of the data in the areas of general information, individual analysis, counseling, occupational and educational information, and group activities elicited by the questionnaire and the interviews led Gibson (1962) to conclude: (a) that students prefer to be counseled by their peers; (b) that students prefer to take personal problems to their parents; and (c) that students did not recognize the counseling function as a major duty of the guidance counselor. He reported that almost 50% of the students indicated an occasional desire to discuss matters with the counselor but felt it impossible because the staff either appeared not to have the time or was not available at the student's convenience.

To determine to what extent counselors actually provided assistance in college selection and planning, Roemmich and Schmidt (1962) administered a questionnaire to 2,719 high school seniors from high schools in

and around the San Diego, California, area. In both areas, assistance and planning, parents and family or "no one" were the most frequently given responses. The females tended to rely most on family while the males relied on "no one." These researchers concluded that it appeared that parents play a significant role in college selection and planning, but they questioned their conclusions by asking if making one's own decisions could reflect prior effective counseling.

In a similar study, Kerr (1962) gathered responses to a questionnaire from 1350 seniors of 33 school districts in Iowa. The questionnaire was designed to assess student perceptions of the role and effectiveness of school counselors. The data indicated that parents were seen as providing most assistance in making the college decision and 51.5% of the students felt this tendency was the way it should be. Of all students responding, 36.7% indicated that the counselor had no influence on the college decision. The role of the counselor, seen by these same students, was perceived in the following order: (a) Informational Source (54.5%); (b) Educational Planning (26.7%); (c) Vocational Choice (10.4%); (d) Personal Problems (5.7%); and (e) Study Skills (2.7%). These results led the researcher to conclude that students overwhelmingly saw the counselor as a source of information, but that they tended to look elsewhere for other types of help.

To determine the changes in student perceptions of the counselor's role, Rippee, Hanvey, and Parker (1965) on two occasions administered a 50 item questionnaire to all students of a newly consolidated high school. The instrument was first administered shortly after the consolidation of three rural high schools which had never had a counselor

and the second administration came two months later after exposure to a guidance program for the first time. A t test showed differences significant at the .05 level of confidence between perceptions before and after introduction of the services. Although no significant differences could be found between counseled and non-counseled students, these researchers were able to conclude that the perceptions of students did change and that the counselor himself plays a large part in determining the perceptions that others have of his role.

Dunlop (1965) conducted a study in Southern California to determine whether or not differences exist between the perceptions held by professional and lay people with respect to the task of the counselor. He developed a questionnaire containing 42 counselor job tasks and administered it to 25 counselor educators, 25 high school administrators, 25 high school counselors, 35 male and 35 female teachers, 25 college preparatory and 25 job bound seniors, and the mothers of these seniors. He found that all groups tended to accept educational and vocational counseling as a task of the counselor and that all groups except the college bound students accepted personal counseling as a task of the counselor. The college bound students rejected: (a) the counselor learning about his family; (b) helping with family problems; and (c) helping parents and school staff members with personal problems. In addition, the college preparatory students indicated that they only took personal problems to the counselor when no one else was available.

Buck (1969) attempted to investigate and describe the guidance programs in two high schools in Transylvania County, North Carolina.

On the basis of student answers to six open-ended questions on her questionnaire, she concluded that educational and vocational problems were brought most often to the counselor and that personal-emotional problems were taken to non-school personnel. She also reported that students at one of the high schools sought out the counselor more often than at the other high school and through personal interviews with principals, counselors, and teachers (who also were given a questionnaire containing six open-ended questions) concluded that this difference was due to the counselor in the first school spending more time counseling. Little statistical information was reported to substantiate any of these conclusions.

College Studies

Investigating student perceptions of the Michigan State University Counseling Center, King and Matteson (1959) were concerned with the types of problems students would take to the center and the role which the center filled for students. The results indicate that students will bring problems in the following order: (a) Educational; (b) Vocational; (c) Social; and (d) Personal. A t test between any two of the areas was significant at the .01 level of confidence and indicated that student perceptions do vary. An F test for differences among freshmen, sophomores, juniors, and seniors was significant at the .01 level of confidence. A t test was also performed between responses of students who had been exposed to summer counseling clinics and those who had not and revealed that persons exposed to the clinics differed significantly from persons not exposed to the clinics at the .01 level of

confidence in their likeliness to bring educational and vocational problems to the center. No significant differences were found for personal or social problems. They did find females more willing to take educational problems to the center than males (significant at .02 level).

In another study, Bently and Salter (1967) presented a questionnaire to the entire freshman class ($N = 299$) of a small Northeastern liberal arts college to determine the role of the counselor in the college decision and to assess the role expectations of the counselor held by these students. When asked who influenced the college decision most, these students, representing 233 different feeder high schools, most often responded in the following order: (a) parents (25%); (b) other (24%); (c) counselor (21%); and (d) friends (15%). When asked who first told them of this particular college, the same students most often responded as follows: (a) friends (24%); (b) counselor (17%); (c) read about it (17%); and (d) parents (12%). The indications were that counselors had played a directive role in the college selection since 50% of the students said that the counselor told them: (a) that they should attend a certain college; (b) that there were certain colleges they should not attend; and (c) that their abilities were best suited for a particular college. Of all students, 63% felt that the counselor had at least some influence in the decision to attend a specific college. As for the role these same students expected the counselor to fill, the students responded as follows: (a) two percent said that the counselor should tell the counselee which college to attend; (b) 25% said that the counselor should tell

the counselee which college he is best suited for; (c) 33% said that the counselor should give the counselee a list of possibilities from which to choose; and (d) 35% said that the counselor should give the counselee information about the colleges he (the student) has selected. On the basis of the collected data, these researchers concluded that the counselor is replacing or has replaced the parent as the source of information and influence in the college decision.

Frankel and Perlman (1969) in assessing student perceptions of the counseling services at an urban commuter college found that none of the 976 students completing questionnaires perceived the program as personal counseling for themselves, but they did perceive the primary service as educational and vocational counseling. These same students, however, did perceive individual counseling as dealing with personal problems and did see personal counseling as a service provided for their friends. Analysis by chi square indicated that fewer males than females had counselor contact and that fewer older students (21 years old or older) had counselor contact. Both of these differences were significant at the .01 level of confidence. The results led these researchers to conclude that "contact with the counseling service is primarily a function of sex and secondly a function of age (Frankel and Perlman, 1969, p. 235)."

Other Studies

Using one hour interviews as an instrument to assess characteristics of 309 non-college bound, vocationally oriented high school graduates of 12 high schools in four states, Betz, Engle, and Mallinson (1969)

found that 19% had tried to go to college and 23% had attempted technical or vocational training. Only 29% of the students who had attempted further educational development viewed the high school experience as being valuable. When asked to respond as to which people influenced educational or vocational decisions, 34.9% said themselves; 29.3% said parents; 13.7% said friends; 10% said teachers; and 7.2% said counselors with the remaining small percentage made up of other non school personnel. These results led the authors to conclude that:

These data do not support the contention that counselors spend the majority of their time in educational and vocational counseling and therefore have little time for personal counseling. If the counselor's contentions were true, the data would reflect that they had spent considerable time in working with non-college bound students concerning their educational and vocational development and would be perceived by students as being helpful (Betz, Engle, Mallinson, 1969, p. 992).

Teacher's Perceptions of Counselor's Role

In line with the suggestion by Stiller (1963) concerning school guidance research that "The concept of role would of necessity include the concepts which students, parents, and teachers might carry of the counselor's role (Stiller, 1963, p. 793)," several studies have assessed the public school counselor's role as seen through the eyes of teachers.

In a previously cited study, Rippee, Hanvey, and Parker (1965) attempted to determine whether changes in teachers' concepts of guidance would change after being exposed to these services for the first time. As was true of students' perceptions, the teachers' perceptions increased significantly (.05 level of confidence) after initial exposure. The teachers, when asked to indicate the purposes of the counselor,

listed three functions in the following order: (a) assisting students with personal problems; (b) assisting with educational planning; and (c) assisting with vocational planning. This listing included the same items as the students but in the exact opposite order.

In another previously cited study, Buck (1969) reported that neither students nor teachers in the two high schools studied were aware of all of the services provided by the guidance department. This conclusion is based on the results from a six-question questionnaire.

Bailey and Robertson (1964) were interested in finding the major concerns of students; how students and teachers feel the counselor can help; and how accurately teachers perceive student problems. Using 65 teachers and 1205 seventh, eighth, and ninth grade students, they found that students were more concerned about educational and vocational planning and less concerned about boy - girl relationships than teachers had imagined. With a Rho correlation of .38 between teachers' perceptions of problems and pupils' perceptions of problems, the researchers concluded that teachers were not effective in predicting pupil problems. In addition, a Rho correlation of .93 was found between student and teacher perceptions of how the counselor helps, but a Rho correlation of -.14 indicated that teachers saw counselors as inappropriate helping agents for student problems.

A seven-question questionnaire was administered to 135 teachers by Russell and Willis (1964) to determine the extent to which teachers support guidance programs. They found that many teachers felt that counselors overprotected students, and although not universal, a large minority of teachers did not support their respective guidance programs.

With the coming of counselors into the educational scene in Great Britain, Lytton, Kline, and Webster (1970) used a questionnaire and interviews with 140 teachers from secondary modern schools; 134 teachers from grammar and technical schools; and 25 teachers from comprehensive schools to determine attitudes of teachers toward counseling in the English context. Although there was little agreement as to whether or not the same person should handle career (educational and vocational) counseling and personal counseling, 75% did feel that personal counseling should be a part of the counseling program in schools. Although 65.3% did not want counselors to spend all of their time counseling and therefore lose touch with teaching, 56% felt the counselor should be a trained specialist. Some 70% of all teachers disagreed with the idea that any experienced teacher could counsel. The disagreeing teachers generally were over 40 years old. Interviews reaffirmed these results and emphasized a demand for personal counselors to have a measure of expertise in their field and a special personality. By combining the results of the questionnaire and the interviews, the researchers concluded that the teachers in this area of England see two roles for counselors: (a) career counseling, and (b) personal counseling, with a definite need for the latter.

Gibson (1965) termed teacher knowledge, attitude, and utilization as needed information for counselors. This view prompted him to elicit responses to a questionnaire from 208 secondary teachers from 18 schools in four states. He found that most teachers felt guidance programs made a positive contribution to their schools and regularly conferred with the counselors. Some teachers, however, were concerned about test interpretation and many felt more information about

students could be obtained and used. Still others felt that occupational and educational information was extremely important and that persons other than the counselor could and should make contributions in this area.

Significant Other's Perceptions of Counselor's Role

Some researchers (Brown, 1964; Dahlem, 1967; 1969; Penk, 1965) have suggested that perceptions of all persons affected by counseling programs in schools should be used in their evaluation. More specifically, other researchers (Lund, 1962; Wasson & Strowig, 1965) have used the perceptions of principals, parents, and counselors to determine the perceived role of the counselor. It is the perceptions held by principals, parents, and counselors themselves which will be dealt with in this section.

In a previously cited study, Dunlop (1965) found that principals, parents, and counselors all felt that educational, vocational, and personal counseling were a part of the counselor's role. Surprisingly, however, the mothers of college preparatory students give more support to vocational counseling than did the mothers of job-bound students. This information along with some discrepancies in student perceptions, caused Dunlop to conclude "that there is no universally acceptable role definition for the high school counselor (Dunlop, 1965, p. 128)."

Bergstein and Grant (1961) presented a questionnaire with open-ended questions to 200 pairs of parents in Hunnington, New York, to determine how parents perceived the role of the counselor with respect to educational and vocational planning and personal-emotional-social adjustment. They reported that the parents of upper grade students

seemed to see the counselor as more helpful than parents of lower grade students although an F test showed no significant differences. Differences significant at the .01 level of confidence, however, did indicate that parents in general see the counselor as more helpful than the principal or the best family friend. Parents also perceived the counselor as more helpful with educational and vocational problems than with personal-emotional-social problems. These differences were significant at the .01 level of confidence. Using this study as a frame of reference, Bergstein and Grant (1964) did a similar study to assess parents' conceptions of person(s) who might help students with various adolescent problems.

In the 1964 study, structured interviews were conducted with 187 mothers and 179 fathers, the responses were recorded, and polar scales were developed from these responses. The subjects also were given six problem areas, two each in the areas of vocational, educational, and personal-emotional-social counseling, to which they were to indicate who might be of most help to their children. All responses were grouped into the two broad categories of school personnel and non-school personnel. Parents perceived school personnel, in general, as helpers for their children although counselors per se did not do very well. Counselors were seen most often as helpers with educational and vocational problems but much less frequently with personal-emotional social problems. These researchers concluded that: "In light of these findings, educators should continue to examine the role of counselors as helpers of children and should explore means of demonstrating the concept "counselor" to the student population and to the community (Bergstein and Grant, 1964, p. 72)."

To determine the relationship between the actual and ideal role of counselors through the eyes of counselors and principals, Schmidt (1962) developed a 50 item Q-sort and administered it to 48 counselor-principal pairs, 24 urban and 24 rural. He computed Pearson product moment correlations as follows: (a) .74 between what the counselor felt he was now doing and his ideal role; (b) .75 between what the principal felt the counselor was doing and his (the principal's) ideal role for the counselor; (c) .61 between what principals and counselors felt actually was being done; and (d) .60 between what counselors and principals felt was the ideal role. All correlations were significant at the .01 level of confidence.

Sweeney (1966) compared responses of 220 counselors and their 210 administrators (five administrators had more than one counselor) on a questionnaire and on the Interpersonal Check List (ICL). There were no significant differences found between the perceptions of the counselors and administrators with respect to personal or situational background required for counselors. Administrators, however, did indicate some definite priorities for the counselor's role and indicated that they wanted counselors to demonstrate greater leadership characteristics.

Grande (1968) used the Baker Scale of Attitudes Toward School Guidance to compare the feelings of experienced counselors to those of students in the Upward Bound (UB) Summer Program. These students were all considered to be disadvantaged. Results indicated that counselors, as would be expected, perceived the guidance program as vitally important to the school and felt it should be expanded. The disadvantaged students viewed counselors as outsiders who confused students and made them doubt

their own judgments. Disadvantaged students viewed the guidance program as non-essential to the school but with something to offer. Results of chi square analysis indicate that counselors have a more positive attitude toward guidance programs than disadvantaged students with these differences being significant at the .001 level of confidence.

Student Perceptions of Various Guidance Services

Some researchers (Graff & Maclean, 1970; Strowig & Sheets, 1967) have investigated students' perceptions of specific guidance functions. Some of these appear to be worthy of mention since they utilize student opinions as the basis of their studies.

Public School Studies

One hundred seven high school juniors completed a questionnaire developed by Heifrom (1960) to determine what kind of students or types of problems require counseling. She found that students perceive the brighter, athletic students as requiring the least counseling and that queer or odd students are perceived as requiring the most counseling. She concluded that those students who are performing well academically and socially are perceived as needing the least counseling while only those students displaying obvious character disorders were seen as needing professional help.

Looking for ways that college plans can be influenced, Birnbaum (1968) administered the Post-Secondary Plans Questionnaire (PPQ) to all juniors in a New York City school. Subsequent to this, a film-strip about community colleges was shown to a sample of 78 students with a grade average of 70-79 and these students were then given the

PPQ a second time. A similar sample of 78 students was selected and shown the same filmstrip. They were then given a short, preapplication interview by a counselor and the PPQ a second time. The students who did not see the filmstrip and consequently, weren't interviewed were given the PPQ a second time and served as the control group of the experiment. Differences significant at the .001 level of confidence by chi square methods were found among the three groups, but no significant differences were found between the control group and the filmstrip-only group. These results led the researcher to conclude that the most effective way to alter college plans was the combination of the filmstrip and counseling and that the counselor was the important element in this change.

College Studies

In a study by Warman (1960) at Ohio State University, questionnaire responses by the counseling center staff, other student personnel workers, faculty members, and students indicated that those problems most suitable for counseling were vocational, college routine (educational--study methods and time), and adjustment to self and others respectively. The counseling center staff did, however, put adjustment to self and others ahead of college routine. Warman concluded that the results indicate a need for further research in this area.

Le May and Warnath (1967) used student opinions to determine what students know about and the need for availability of occupational and educational information at Oregon State University. Two thirds of the 516 students completing questionnaires indicated they had no idea

where to find this information and only 44% indicated a need for it. Of those indicating a need, about 40% suggested that the most logical place to house this information was in the Student Union.

Summary

The literature reviewed in this chapter suggests that students generally differentiate between the three broad areas of counseling, educational, vocational, and personal-emotional, and that these students see the counselor as filling the role in the first two, educational and vocational problems, but generally see others as most helpful in the area of personal problems. While there may be some discrepancies, there appears to be a difference in perceptions with respect to the sex of the student. There also appear to be some differences in perceptions with respect to the type of curriculum to which the student belongs although literature of this type is quite limited.

Teachers' perceptions of the counselor's role seem to vary with respect to the particular study. Teachers' perceptions may be attributed to exposure to both good and poor guidance programs. Students' perceptions tend to be more universal than those of teachers although they are definitely influenced by the counselors with whom they have come in contact.

The perceptions of parents appear to be substantially the same as the perceptions of students while the perceptions of administrators and counselors tend to be more idealistic. There appears to be some evidence that college-bound students have a better relationship with

their parents and take more problems to them while these parents support the counselor as a provider of counseling services.

Since many of the studies are limited in their statistical method in using only percentages and the samples contain only a selective group of students, there appears to be a need for further study in this area. Should other studies of this type find similar results with more representative samples of students, the literature suggests that counselors should give serious consideration to the re-evaluation of their role and to the necessity of presenting a clearer view of the "counselor" to the students.

Chapter 3

Design of the Study

In Chapter Three the subjects of the study are identified; the procedures of the study are explained; the statistical procedures employed to treat the data are discussed; and the instrument used in the study is described.

Subjects of the Study

The subjects for this study were selected from 1,338 students in the ninth, tenth, eleventh, and twelfth grades on September 16, 1970, the end of the first school month of the 1970-71 school year at Watauga High School in Boone, North Carolina. A total of 471 students were asked to complete the Inventory of Perceptual Evaluation of Counseling (IPEC) with 440 of these questionnaires being useable. Useable data was collected from 91.5% of the students. This data represent 32.9% of the total enrollment at Watauga High School at the end of the first school month.

The randomly selected students represented freshmen, sophomore, junior, and senior boys and girls in the four curriculum areas, i.e., college preparatory, vocational, business, and general.

The distribution of the sample for each of these variables is shown in Tables 1 and 2. The apparent unevenness in the individual sample sizes is attributed in part to the uneven sizes of curriculum areas and in part to the sampling procedure. The apparent unevenness was not as prominent in the division of males and females since

Table 1

Frequencies of Data according to the
Variables of Curriculum,
Grade, and Sex

	Freshmen	Sophomores	Juniors	Seniors	Total
College Preparatory	M 9 F 11	M 22 F 15	M 20 F 16	M 10 F 10	M 61 F 52
Vocational	M 39 F 19	M 17 F 11	M 25 F 24	M 22 F 2	M 103 F 56
Business	M 2 F 22	M 1 F 9	M 6 F 10	M 2 F 2	M 11 F 43
General	M 15 F 16	M 13 F 9	M 16 F 6	M 18 F 14	M 62 F 52
Unuseable	3	10	7	8	*31
Total	136	114	130	88	*471

*Three pieces of data were unuseable because grade or other pertinent information could not be determined.

Table 2

Percentages of Useable Data according to
the Variables of Curriculum Area
and Grade in School

Curriculum Area	Percentage	Grade in School	Percentage
College Preparatory	26%	Freshmen	30%
Vocational	36%	Sophomore	24%
Business	12%	Junior	28%
General	26%	Senior	18%

53.7% of all useable questionnaires represented males and 46.3% represented females.

Instrument Used in the Study

The instrument used for this study, Inventory of Perceptual Evaluation of Counseling (IPEC), was developed by the author and is intended to determine whom the student perceives as performing the guidance function in the three broad areas of counseling: (a) educational counseling; (b) vocational counseling; and (c) personal-emotional counseling. The IPEC is made up of 24 situations to which the student must respond with whom he would likely discuss the given problem. These situations were created to elicit responses from the three areas of counseling described by Boy and Pine (1969) as the psychological approach to counseling--educational, vocational, and personal-emotional counseling.

These three broad areas of counseling are compatible with the purpose of the Watauga High School Guidance Department as described in The Blue and White Student Handbook (1970-71):

1. To help students adjust to school.
2. To help students with personal problems.
3. To help students discover their interest and aptitudes.
4. To help students select courses that will aid them in future education or careers.
5. To guide students into professions, trades, and industries for which they are fitted.
6. To help students choose colleges or vocational schools for further education.

7. To help students develop habits and attitudes necessary for good mental and physical health (p. 7).

The initial idea for the development of the IPEC came from the six open-ended questions presented to students by Buck (1969) to determine whom the student placed in the counselor's role.

The IPEC contains eight situations in each of the counseling areas: (a) educational; (b) vocational; and (c) personal-emotional. For each situation the individual must respond with one of four fixed responses: (a) The guidance counselor in my school; (b) A teacher in my high school; (c) One or more of my friends; and (d) Others (This may include parents, relatives, ministers, doctors, etc.). Each of these responses is given a weighted numerical value so that they may be statistically manipulated.

The Guidance Counselor

The response of the guidance counselor to fill the guidance function has been given the greatest value with a weighted score of seven. If guidance services are examined, then it seems logical that the counselor himself should be seen as fulfilling the guidance function for students and should be given the highest value. Although teachers and other students are a part of the overall guidance program, Shertzer and Stone (1966) support the stated point of view: "the personally committed and professionally prepared counselor is the key person in a guidance program (p. 348)."

Teachers

The response of a teacher to perform the guidance function has been given a weighted value of five. Shertzer and Stone (1966) support

this position by indicating that the primary guidance people are first the counselors and second the teachers. In speaking of teachers as primary guidance people they (Shertzer and Stone, 1966) state:

It is expected that teacher will make contributions and it is recognized that they do so. Quality teachers have and always will do so because they are sensitive and understanding of the developmental needs of children and youth. But the teacher's first, major and all-concerning responsibility is to teach . . . to impart and develop knowledge, skills, and attitudes (p. 348).

Asserting that a teacher need not be a trained counselor to be effective in filling the guidance function, Ribbeck (1964) says:

"An effective and adequate guidance program requires the involvement of classroom teachers . . . (p. 98)." The teacher as a key member of the guidance team seems to be compatible with the beliefs held at Watauga High School. The Blue and White Student Handbook (1970-71) indicates that one of the purposes of the guidance program is to provide individual conferences with homeroom teachers. Ribbeck (1964) writes, "In summary, the classroom teacher should play an important part in the total guidance program . . . he must take an active role in guidance (p. 100)."

Other Students

The response of friends or peer group members to perform the guidance function has been assigned a weighted value of three. Borough (1965) found that a certain percentage of students develop their perceptions about the counselor by talking to other students and that this was more true for girls than boys. The Blue and White Student Handbook (1970-71) also lends support to the inclusion of students as guidance agents since group guidance in scheduled homerooms, classes,

or study periods is indicated as making up part of the structure of the guidance program. Greater support is found in the fact that selected senior students are being used to counsel with other students in both group and individual situations without the presence of any adult. Since the purpose of this study is to determine whom the student perceives in the guidance function, it in turn will be some measure of the overall effectiveness of the guidance program. With this in mind, the inclusion of peer group members as acceptable persons to fill the guidance function is a valid choice.

Others

This alternative is intended to include all persons outside of the school setting who may be seen as performing the guidance function and is given a weighted value of one. Recognition is given to the fact that all of these persons, particularly parents, fulfill a number of guidance responsibilities for high school students, but since the study is an attempt to look at a guidance program within a particular high school, it is felt that this response is the least desirable of the four. The low ranking given to this response is not intended to mean that this is an incorrect choice, but rather that the response indicates the taking of problems to independent sources outside of the school and thus outside the scope of the guidance services provided by the school.

Validity of the Instrument

The establishment of content validity for the IPEC was obtained by submitting copies of the questionnaire to each of four practicing counseling psychologists, all members of the faculty in Counselor

Education at Appalachian State University. These persons were asked to read each question and indicate with which area of counseling, educational, vocational, or personal-emotional, the situation was dealing.

There was unanimous agreement by all four persons on 19 of the 24 situations and all 24 items by three of the four persons. The five statements for which agreement could not be reached were given again to the dissenting judge, and he was asked this time to give his first and second choice. From the results of the second rating by the judge, it became evident that there may be a very thin line between personal counseling and educational or vocational counseling. Since this judge's second choice matched the choices of the other three judges, these items were included in the instrument.

The Items

The following is a breakdown of the three areas of counseling with which this study is concerned and the situations which were determined to be representative of these areas.

Educational Items. The educational items incorporated into the IPEC deal with various school problems with which high school students may encounter and are as follows:

1. If I needed help in selecting a college after graduation from high school, I would probably discuss it with . . .
2. If I were interested in getting information about college or other type of training after graduation from high school, I would probably talk with . . .

5. I feel the person or persons who can be of most help to me in planning my studies is . . .
11. If I were having a great deal of trouble with one particular class in school, I would probably discuss it with . . .
15. If I needed information about costs and/or admissions requirements for college, I would probably discuss it with . . .
18. If I needed help in selecting those classes which would be of most benefit to me, I would probably discuss it with . . .
21. If I were planning to further my education after graduation from high school, but were uncertain about what field of study to follow, I would probably discuss it with . . .
24. At times when I doubt the value of one or more classes which I am taking in school, I would probably feel better if I discussed it with . . .

Vocational Items. The vocational items incorporated into the IPEC deal with various occupational and/or career problems with which high school students may be faced and are as follows:

3. If I were interested in deciding what type of work I was best suited for, I would probably talk with . . .
6. If I were interested in finding out what type of employment will be available for me after graduation from high school, I would probably discuss it with . . .
9. If I were interested in finding out what types of job training would be available after graduation from high school, I would probably discuss it with . . .
12. If I wanted information about the costs and types of vocational

and technical education available after graduation from high school, I would probably discuss it with . . .

14. If I wanted information about the amount of money persons holding a particular type of job can expect to make, I would probably discuss it with . . .
17. If I needed help in finding a part-time job, I would probably discuss it with . . .
20. If I needed help in finding a job after graduation from high school, I would probably discuss it with . . .
23. If I had several job offers after graduation from high school and wanted help in choosing one, I would probably discuss it with . . .

Personal-Emotional Items. The personal-emotional items incorporated into the IPEC deal with a variety of personal situations with which a high school student may be faced and with which he must then cope and are as follows:

4. At times when I don't understand why I do the things I do, I would probably feel better if I talked with . . .
7. When I am confused or uncertain about my feelings or thoughts, I would probably feel better if I discussed it with . . .
8. If I had a violent misunderstanding with one of the kids at school, I would probably discuss it with . . .
10. If I have done something that I feel is wrong and want to talk about it I would probably discuss it with . . .
13. If I felt that one of my teachers did not like me, I would probably discuss it with . . .
16. At times when I am certain that other people don't understand

- me, I would probably feel better if I discussed it with . . .
19. If at times I felt inferior to those persons around me, I would probably feel better if I discussed it with . . .
22. If I had a disagreement with my parents and/or felt that they didn't understand me, I would probably feel better if I discussed it with . . .

Procedure of the Study

To determine the person(s) whom students perceive as performing the guidance function, the IPEC, developed for this study, was administered to students in selected English classes at Watauga High School. English classes were used to insure randomization since all students must take four years of English; therefore, all students in the school had a chance of being selected. Since the English classes at this high school are homogeneously grouped into four areas, i.e., advanced, college preparatory, regular, and basic, the classes were selected so that students from all four curriculum areas would be represented by the sample. A ratio of four basic and regular classes to one college preparatory or advanced class for each grade was used. This ratio seemed appropriate since some college preparatory students were enrolled in various regular classes.

The questionnaire was administered by the author to insure the standardization of the instructions. The students were asked to give the background information requested by the questionnaire and were told that the purpose of the study was to compare their responses as a group to the responses of other groups of students at the high school. It

was stressed that students were not to put their names on the questionnaire and that no one at the school would be using the answers. It was felt that stressing these two points would aid in insuring more honest answers by removing some of the student's fear of penalty from the teacher of the particular class, another teacher, or the school administration.

The questionnaire was administered to 471 students during the period from November 1970 to February 1971. This long period of time was required because of problems encountered in scheduling classroom visitations.

Statistical Procedures

The IPEC was hand scored; the results were transferred to IBM Fortran Coding Forms; and the scores were punched onto IBM computer cards. Each questionnaire was numbered and this number was used as the statement number on the IBM card so that any cards which had been incorrectly punched would easily be located and corrected. After key punching was completed, each card was checked for errors and incorrect cards were repunched; therefore, all data placed in the computer were double checked to insure that they were exactly as the student had responded. The computer was used to determine the following data: (a) means and standard deviations for males and females in each curriculum area when the counseling area was considered as one response on a one to seven scale; (b) means and standard deviations for males and females in each curriculum area for the eight items in each counseling area; and (c) sum of scores and sum of scores squared for males and females in each curriculum for each counseling area.

A three-way analysis of variance was employed to determine significant differences among the mean scores of boys and girls, the four curriculum areas, and the three areas of counseling. All statistical differences were considered significant if the .05 or .01 level of confidence was obtained. A t test was then employed to the means of these various groups to determine more specifically the sources of statistical significance. The results of the t test were considered significant if the .05 or .01 level of confidence was obtained.

Summary

In this chapter the 440 subjects of the study have been identified and the distribution with respect to sex, grade in school, and curriculum have been stipulated. The variation within curriculum size has been attributed to variations within the areas themselves and the sexes have been shown as nearly equal.

The instrument developed for this study, Inventory of Perceptual Evaluation of Counseling (IPEC), was discussed. The intent of the IPEC and the procedure for establishing content validity was explained. The fixed responses contained by the IPEC and the assigned numerical values were discussed, and the eight items in each of the three areas of counseling were presented.

The procedures of the study including the method of sample selection and IPEC administration have been explained. The selected students were from various homogenously grouped English classes to insure randomization of selection and inclusion of students from all four curriculum areas. The IPEC was administered by the author to insure uniformity of instructions and explanation of the purpose.

Finally, the statistical procedures to be employed were presented. The initial test used, a three-way analysis of variance, was discussed and a t test to determine more specifically the source of the differences was referenced. All differences are to be considered significant if the .05 or .01 level of confidence is obtained.

Chapter 4

Analysis of the Data

The purpose of this study was to determine whom the students at Watauga High School perceive as performing the guidance function with respect to educational, vocational, and personal-emotional counseling, and to determine if these perceptions differ according to the curriculum and sex variables.

Subjects, representative of each curriculum area and sex, were selected from English classes at Watauga High School. These students were administered the Inventory of Perceptual Evaluation of Counseling (IPEC) and were then placed in the following subgroups: college preparatory males (CPM); college preparatory females (CPF); vocational males (VM); vocational females (VF); business males (BM); business females (BF); general males (GM); and general females (GF). Appendix A contains tables showing the means and standard deviations for each of these groups when the area of counseling was considered as only one question as well as tables showing the mean and standard deviation for each group for each educational, vocational, and personal-emotional item measured by the IPEC.

Two statistical techniques were employed in this study. Analysis of variance was used to determine if significant differences existed within, between, or among any or all of the variables, i.e., counseling area, curriculum area, and sex. The t test was applied to the data for which analysis of variance indicated significant differences to determine precisely where and to what extent these differences existed. No further statistical procedures were employed to treat data for which

analysis of variance did not indicate significant differences. All differences were considered significant if the .05 or .01 levels of confidence were attained.

This chapter reports the results derived from the above mentioned techniques and results will be reported under the particular null hypothesis being tested. The remainder of the chapter is made up of a summary and discussion of the results reported.

Major Null Hypothesis

The Major Null Hypothesis states that there are no significant differences between subgroups of Watauga High School students in their perceptions of persons who provide educational, vocational, or personal-emotional counseling when analyzed with respect to students' curriculum area and sex.

To test this hypothesis, the sum of the values received on the eight questions for each of the three counseling areas measured by the IPEC was used as the individual's score for each counseling area. Each person, therefore, was given three individual scores based on an area of counseling, i.e., educational, vocational, and personal-emotional counseling. Table 3 indicates the number of observations, sum of the scores for those observations, and the sum of the scores squared for those observations for each of the variables, i.e., counseling area, curriculum area, and sex.

Analysis of variance as shown in Table 4 indicated that differences significant at or greater than the .01 level of confidence exist in the variables sex and counseling area and that interaction differences

Table 3

Summary Table: Curriculum Area x Sex x Counseling Area

	Educational			Vocational			Personal-Emotional			Total
	M	F	M	F	M	F	M	F		
College	N=61	N=52	N=61	N=52	N=61	N=52	N=61	N=52	N=339	
	$\Sigma X=2674$	$\Sigma X=2352$	$\Sigma X=2120$	$\Sigma X=2010$	$\Sigma X=1358$	$\Sigma X=1060$	$\Sigma X=1358$	$\Sigma X=1060$	$\Sigma X=11,574$	
Prep.	$\Sigma X^2=123,244$	$\Sigma X^2=11,200$	$\Sigma X^2=81,152$	$\Sigma X^2=82,980$	$\Sigma X^2=32,348$	$\Sigma X^2=23,304$	$\Sigma X^2=32,348$	$\Sigma X^2=23,304$	$\Sigma X^2=453,228$	
General	N=62	N=52	N=62	N=52	N=62	N=52	N=62	N=52	N=342	
	$\Sigma X=2692$	$\Sigma X=2426$	$\Sigma X=2024$	$\Sigma X=2100$	$\Sigma X=1490$	$\Sigma X=1194$	$\Sigma X=1490$	$\Sigma X=1194$	$\Sigma X=11,926$	
	$\Sigma X^2=124,480$	$\Sigma X^2=115,884$	$\Sigma X^2=73,960$	$\Sigma X^2=90,056$	$\Sigma X^2=37,868$	$\Sigma X^2=29,444$	$\Sigma X^2=37,868$	$\Sigma X^2=29,444$	$\Sigma X^2=471,692$	
Business	N=11	N=43	N=11	N=43	N=11	N=43	N=11	N=43	N=162	
	$\Sigma X=464$	$\Sigma X=1488$	$\Sigma X=372$	$\Sigma X=1712$	$\Sigma X=282$	$\Sigma X=948$	$\Sigma X=282$	$\Sigma X=948$	$\Sigma X=5766$	
	$\Sigma X^2=21,024$	$\Sigma X^2=94,984$	$\Sigma X^2=13,832$	$\Sigma X^2=72,384$	$\Sigma X^2=7892$	$\Sigma X^2=22,584$	$\Sigma X^2=7892$	$\Sigma X^2=22,584$	$\Sigma X^2=232,700$	
Vocational	N=103	N=56	N=103	N=56	N=103	N=56	N=103	N=56	N=477	
	$\Sigma X=4520$	$\Sigma X=2568$	$\Sigma X=3832$	$\Sigma X=2196$	$\Sigma X=2528$	$\Sigma X=1324$	$\Sigma X=2528$	$\Sigma X=1324$	$\Sigma X=16,968$	
	$\Sigma X^2=205,128$	$\Sigma X^2=120,752$	$\Sigma X^2=153,672$	$\Sigma X^2=94,248$	$\Sigma X^2=68,352$	$\Sigma X^2=34,328$	$\Sigma X^2=68,352$	$\Sigma X^2=34,328$	$\Sigma X^2=676,480$	
Total	N=231	N=203	N=237	N=203	N=237	N=203	N=237	N=203	N=1320	
	$\Sigma X=10,350$	$\Sigma X=9334$	$\Sigma X=8348$	$\Sigma X=8018$	$\Sigma X=5658$	$\Sigma X=4526$	$\Sigma X=5658$	$\Sigma X=4526$	$\Sigma X=46,234$	
	$\Sigma X^2=473,876$	$\Sigma X^2=441,820$	$\Sigma X^2=322,616$	$\Sigma X^2=339,668$	$\Sigma X^2=146,460$	$\Sigma X^2=109,660$	$\Sigma X^2=146,460$	$\Sigma X^2=109,660$	$\Sigma X^2=1,834,100$	

Table 4

Analysis of Variance for the Variables
Curriculum Area, Sex, and
Area of Counseling

Source of Variation	ss	df	MS	F
Curriculum Area (A)	467.71	3	155.90	1.931
Sex (B)	913.82	1	913.81	11.321*
Counseling Area (C)	105,663.82	2	52,831.91	654.508*
A X B	357.26	3	119.09	1.475
A X C	480.03	6	80.01	.991
B X C	1,939.50	2	969.75	12.014*
A X B X C	281.74	6	46.96	.582
Within Cell (Experi- mental error)	104,615.94	1296	80.72	
Total	214,719.81	1319		

*Significant at or greater than .01 level of confidence

between the variables sex and counseling area are significant at or greater than the .01 level of confidence.

Since there are significant differences in student perceptions of persons who provide educational, vocational, and personal-emotional counseling when analyzed with respect to the students' curriculum area and sex, the Major Null Hypothesis is rejected.

Null Subhypothesis One

Null Subhypothesis One states that there are no significant differences in the perceptions of selected students concerning who is performing the counseling function, i.e., educational, vocational, and personal-emotional counseling.

The analysis of variance as shown in Table 4 indicates that differences significant at or greater than the .01 level of confidence exist within the variable counseling area. The t test was then employed to ascertain if and to what extent these differences existed between each of these areas. With 878 degrees of freedom, computed t ratios of 1.96 and 2.58 were considered significant at the .05 and .01 levels of confidence.

Table 5 shows the mean of the three areas of counseling measured by the IPEC for all subjects. The educational counseling area received the highest mean score (44.7); the personal-emotional counseling area received the lowest mean score (23.1); and the vocational counseling area fell between these two (37.7).

Table 6 presents the t ratios comparing each of these areas. The total score received by all subjects on the IPEC educational counseling

Table 5

Means and Standard Deviations for All Subjects on the Three Counseling Areas, i.e., Educational, Vocational, and Personal-Emotional, Measured by the IPEC

Counseling Area	Mean	Standard Deviation
Educational	44.7	8.94
Vocational	37.2	11.04
Personal-Emotional	23.1	6.82

Table 6

Summary of Inter Variable Comparisons of
Counseling Areas Measured by the IPEC

Counseling Area Score	df	t Ratio	Level of Significance
Total Educational:Total Vocational	878	15.44	.01
Total Vocational:Total Personal- Emotional	878	22.74	.01
Total Educational:Total Personal- Emotional	878	40.00	.01

area differs significantly from the total score received by all subjects on the IPEC vocational counseling area ($t = 15.44, P < .01$). The total score received by all subjects on the IPEC vocational counseling area differs significantly from the total score received by all subjects on the IPEC personal-emotional counseling area ($t = 22.74, P < .01$). As would be expected, significant differences also exist between the total scores for all subjects on the IPEC educational counseling area and the IPEC personal-emotional counseling area ($t = 40.00, P < .01$).

The results of the analysis of variance and t tests indicate that significant differences do exist among the three counseling areas, i.e., educational, vocational, and personal-emotional, and Null Subhypothesis One is rejected.

Null Subhypothesis Two

Null Subhypothesis Two states that there are no significant differences in the perceptions of selected students concerning who is performing the counseling function with respect to the variable curriculum area, i.e., college preparatory, vocational, business, and general.

Analysis of variance reported in Table 4 indicates that differences within the variable curriculum area approach significance, but they do not differ significantly ($F = 1.931, P > .05$). Since analysis of variance did not indicate significant difference within this variable, no further statistical procedures were employed, and the hypothesis that no significant differences in the perceptions of selected students

concerning who is performing the counseling function with respect to curriculum area is not rejected.

Null Subhypothesis Three

Null Subhypothesis Three states that there are no significant differences in the perceptions of selected students concerning who is performing the counseling function, i.e., educational, vocational, and personal-emotional counseling with respect to the variable sex.

The analysis of variance as shown in Table 4 indicates that differences significant at or greater than the .01 level of confidence exist for the variable sex. The t test was then employed to ascertain if and to what extent these differences existed between sexes in each of the counseling areas. The counseling area was used as the base for these comparisons since significant differences were found to exist within this variable and since significant interactions as shown by Table 4 exist between sex and counseling area. Interaction differences, however, are discussed in the next section of this chapter (cf. p. 51). The t test was employed to determine differences between males and females on each of the three counseling areas measured by the IPEC, and computed t ratios of 1.96 and 2.59 were considered significant at the .05 and .01 levels of confidence.

Table 7 indicates that on the first two counseling areas, educational and vocational, measured by the IPEC, means for females were higher than the means for males whereas in the third counseling area, personal-emotional, measured by the IPEC, the mean for males was greater than the mean for females.

Table 7

Means and Standard Deviations for Males and
Females in Each Counseling Area
Measured by the IPEC

Area of IPEC and Sex	Mean	Standard Deviation
Educational Male	43.7	9.63
Educational Female	45.7	7.43
Vocational Male	34.9	11.00
Vocational Female	39.5	10.02
Personal-Emotional Male	23.9	6.99
Personal-Emotional Female	22.3	5.44

The t ratios comparing sexes in each counseling area are shown in Table 8. The total score for males in the educational counseling area measured by the IPEC differ significantly from the total scores of females in the same counseling area ($t = 2.11, P < .05$). Total scores of males and females on the vocational counseling area measured by the IPEC differ significantly ($t = 4.52, P < .01$). Differences between males and females on the personal-emotional counseling area measured by the IPEC also are statistically significant, ($t = 2.58, P < .05$). As was indicated by the analysis of variance, the t test comparing total scores for all males and all females on the IPEC differed significantly ($t = 23.71, P < .01$). Males and females, therefore, differ significantly on all counseling areas.

Interaction between Variables

The analysis of variance as reported in Table 4 indicates that no significant interactions exist between the curriculum area and sex, between curriculum area and counseling area, or among curriculum area, sex, and counseling area. As was mentioned in the previous section, however, significant interactions do exist between sex and counseling area.

Table 9 shows this interaction on the basis of mean scores for males and females on each counseling area. To make the interaction more evident, raw scores were converted to T scores and these are shown in Table 10.

The interaction between these two variables occurs in the scores of males and females on the personal-emotional counseling area as

Table 8

Summary of Comparisons of Sex Difference for Each
Counseling Area Measured by the IPEC

Counseling Area and Sex Score	df	t Ratio	Level of Significance
Educational Male: Educational Female	238	2.11	.05
Vocational Male: Vocational Female	238	4.52	.01
Personal-Emotional Male: Personal- Emotional Female	238	2.58	.05
Total Male: Total Female	1318	23.71	.01

Table 9

Summary of Sex Differences, Counseling Area Differences,
and Interactions of Sex and Counseling Area
Differences Measured by the IPEC

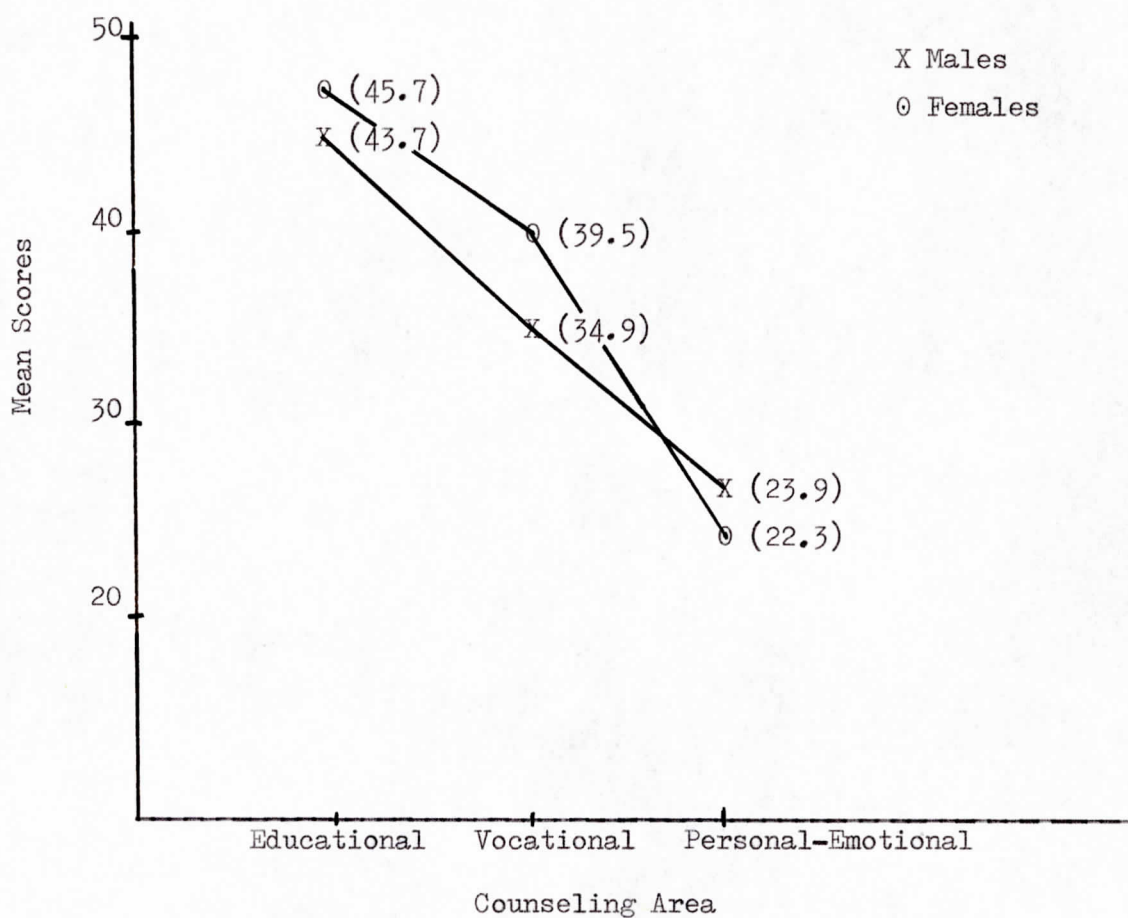
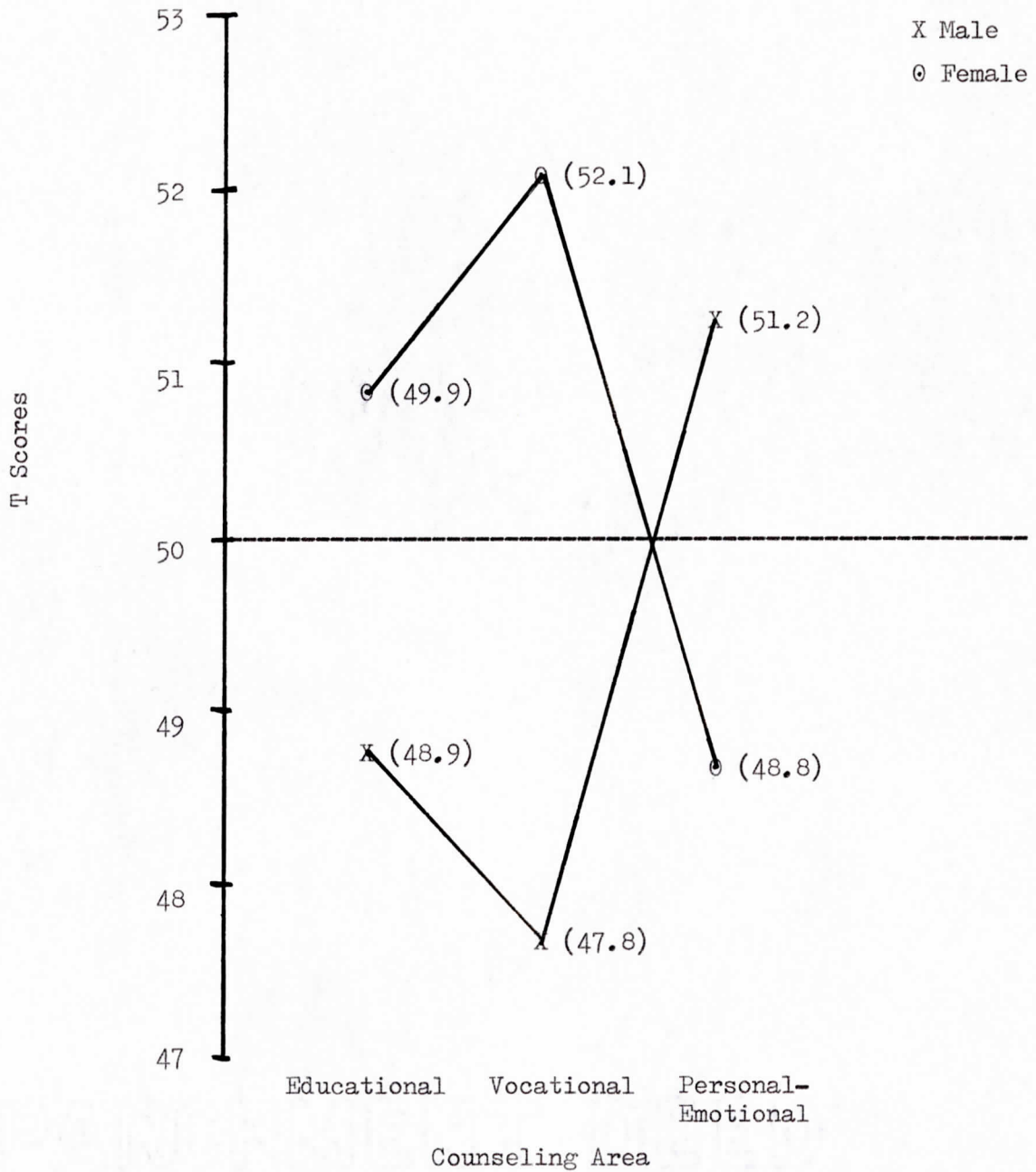


Table 10

Summary of Interactions of Sex and
Counseling Area Differences
Measured by the IPEC



measured by the IPEC. In the other two counseling areas measured by the IPEC, educational and vocational, females scored higher than males, the differences between males and females on the vocational area being the greatest although both were previously reported as statistically significant. On the personal-emotional area of the IPEC, however, the males scored higher than females with these differences previously reported as statistically significant.

Summary of the Results

The Major Null Hypothesis that there are no significant differences between subgroups of Watauga High School students in their perceptions of persons who provide educational, vocational, and personal-emotional counseling when treated with respect to the variables of curriculum and sex was rejected for:

1. Sex--Analysis of variance indicated significant differences ($F = 11.321, P < .01$) between the sexes measured by the IPEC.
2. Counseling Areas--Analysis of variance indicated significant differences ($F = 654.508, P < .01$) among the counseling areas measured by the IPEC.
3. Interaction--Analysis of variance indicated significant interaction ($F = 12.014, P < .01$) between sex and counseling area measured by the IPEC.

Null Subhypothesis One, that there are no significant differences in the perceptions of selected students concerning who is performing the counseling function with respect to variables of educational, vocational, and personal-emotional counseling was rejected for:

1. Counseling Areas--Analysis of variance indicated significant differences ($F = 11.321, P < .01$) among the counseling areas measured by the IPEC.
2. Educational and Vocational Counseling--A t test indicated significant differences ($t = 15.44, P < .01$) between the

scores for total educational counseling area and total vocational counseling area measured by the IPEC

3. Vocational and Personal-Emotional Counseling--A t test indicated significant differences ($t = 22.74$, $P > .01$) between total vocational counseling area and total personal-emotional counseling area measured by the IPEC.

Null Subhypothesis Two, that there are no significant differences in the perceptions of selected students concerning who is performing the guidance function with respect to the variables college preparatory, general, business, and vocational curriculums, was not rejected. Analysis of variance indicated that these differences approached statistical significance but were not significant at the .05 level of confidence.

Null Subhypothesis Three, that there are no significant differences in the perceptions of selected students concerning person(s) who are performing the guidance function with respect to the variable sex, was rejected for:

1. Sex--Analysis of variance indicated significant differences ($F = 11.321$, $P < .01$) between males and females measured by the IPEC.
2. Sex and Counseling Area--A t test indicated significant differences between males and females in all counseling areas measured by the IPEC, i.e., educational ($t = 2.11$, $P < .05$), vocational ($t = 4.52$, $P < .01$) and personal-emotional ($t = 2.58$, $P < .05$).

Interactions between variables determined by analysis of variance were found to exist between sex and counseling area ($F = 12.014$, $P < .01$). On both the areas of educational and vocational counseling measured by the IPEC, females scored significantly higher than males while on the personal-emotional counseling area measured by the IPEC, males scored significantly higher than females.

Discussion of Results

The results of this study support the reports of previous findings (Grant, 1954; King & Matteson, 1959; Sagehorn, 1960; Gibson, 1962; Kerr, 1962; Buck, 1969) of differences in perceptions of students as to person(s) who fulfill the counseling role for educational, vocational, and personal-emotional counseling. Statistically significant higher scores were found in the educational area of counseling than in either the vocational or personal-emotional area of counseling. The results of this study also indicate that the students perceive the entire guidance program as providing more help for educational and vocational problems than for personal-emotional problems.

Results of this study also tend to support the reports of previous findings (Roemmich & Schmidt, 1962; King & Matteson, 1959; Frankel & Perlman, 1969) of sex differences in the perceptions of persons who fulfill the counseling role. Females more often see members of the school guidance program fulfilling the role of the counselor for educational and vocational problems. Males more often see members of the school guidance program fulfilling the role of the counselor for personal-emotional problems.

Results of this study indicate that significant differences do not exist with the four curriculum areas. Since no previous studies were reported using this variable and since these differences approached statistical significance by analysis of variance, it is possible that differences do exist and that a more sensitive measuring device could pick up these differences.

Chapter 5

Summary, Conclusions, and Recommendations

The purpose of this study was to investigate whom the students at Watauga High School perceive as performing the guidance function with respect to educational, vocational, and personal-emotional counseling. It further sought to determine whether differences exist in perceptions of students with respect to curriculum and sex variables and to what extent these differences exist.

All subjects of this study were selected from English classes at Watauga High School and were ninth, tenth, eleventh, and twelfth graders. These subjects were representative of each curriculum area and sex. A total random sample of 440 was selected and placed in the appropriate subgroups: college preparatory males (N=61); college preparatory females (N=52); vocational males (N=103); vocational females (N=56); business males (N=11); business females (N=43); general males (N=62); and general females (N=52).

During the period from November, 1970 to February, 1971, each subject was administered the Inventory of Perceptual Evaluation of Counseling (IPEC) to determine the person(s) who is perceived as performing the counseling function with respect to the counseling areas, i.e., educational, vocational, and personal-emotional counseling.

The data collected on the IPEC were subjected to two statistical techniques to test the Major Null Hypothesis and the three null sub-hypotheses at the .05 and .01 levels of confidence. Analysis of variance was used to determine whether significant differences existed

within, between, or among any or all of the variables, i.e., counseling area, curriculum area, and sex. The t test was applied to the data for which analysis of variance indicated significant differences to determine precisely where and to what extent these differences existed.

Conclusions

The following conclusions are made concerning the perceptions of male and female students in the four curriculum areas, i.e., college preparatory, vocational, general, and vocational, at Watauga High School, Boone, North Carolina.

1. Students at Watauga High School perceive the guidance program as providing the most help for educational problems. Secondly, they perceive the guidance program as helpful for vocational problems while personal-emotional problems are perceived as being least helped by the guidance program. Students perceive the entire guidance program as providing more help for educational and vocational problems than for personal-emotional problems. With the educational counseling area being the highest score, students most often see the counselor fulfilling the educational counseling role. Although significantly different, the vocational counseling area received the second highest score and indicates that students see members of the guidance program, i.e., counselors, teachers, and other students, as fulfilling the vocational counseling role although the counselor is seen less often in the vocational counseling role than in the educational counseling

role. With the lowest score received by the personal-emotional counseling area, the students least often see members of the school guidance program, i.e., counselors, teachers, and other students, fulfilling the personal-emotional counseling role. The counselor is perceived least often as fulfilling the personal-emotional counseling role.

2. Females of Watauga High School more often see members of the school guidance program fulfilling the role of the counselor for educational and vocational problems than do males with the differences in perceptions being the greatest and significant in the area of vocational problems. Males, however, more often than females perceive members of the school guidance program as fulfilling the role of the counselor for personal-emotional problems. By receiving the higher scores in the educational and vocational counseling areas, females more often than males tend to see the counselor as fulfilling the counseling role. In the personal-emotional counseling area, however, males received the higher score and thus tend more often than females to see the members of the school guidance program, i.e., counselors, teachers, and other students, as fulfilling the personal-emotional counseling role.
3. The perceptions of the person(s) who is performing the counseling function does not differ with respect to curriculum area for the students at Watauga High School. There is no

significant indication that sex or counseling area differences exist with respect to the curriculum to which students belong.

Recommendations

As a result of this investigation, the following recommendations are presented:

1. That the IPEC, constructed for this study, be subjected to further validity and reliability procedures to increase its sensitivity.
2. That further research be conducted to determine the possibility of differences in perceptions of whom students perceive as performing the guidance function with respect to curriculum area.
3. That future research increase the size of the sample for some of the cells, business males in particular.
4. That students at Watauga High School be exposed to more experiences which facilitate the perceptions of members of the school guidance program as persons who perform the counseling function with respect to vocational and personal-emotional counseling.
5. That the IPEC, after appropriate validity and reliability studies, be employed to study the counseling function as perceived by students in high schools, community colleges, and universities wherein the counseling services lend themselves to such research.

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Appendix A

Table 11

Means and Standard Deviations for the IPEC Educational
Area of Counseling for All Male Students
within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	61	5.47	2.20
Vocational	103	5.48	2.11
Business	11	5.27	2.31
General	62	5.42	2.11

Table 12

Means and Standard Deviations for the IPEC Vocational
 Area of Counseling for All Male Students
 within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	61	4.34	2.83
Vocational	103	4.65	2.74
Business	11	4.22	2.76
General	62	4.08	2.79

Table 13

Means and Standard Deviations for the IPEC Personal-Emotional
Area of Counseling for All Male Students
within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	61	2.78	1.74
Vocational	103	3.06	2.06
Business	11	3.20	2.14
General	62	3.00	1.74

Table 14

Means and Standard Deviations for the IPEC Educational
 Area of Counseling for All Female Students
 within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	52	5.65	2.11
Vocational	56	5.73	2.00
Business	43	5.77	1.98
General	52	5.83	1.93

Table 15

Means and Standard Deviations for the IPEC Vocational
 Area of Counseling for All Female Students
 within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	52	4.83	2.81
Vocational	56	4.90	2.73
Business	43	4.97	2.70
General	52	5.04	2.66

Table 16

Means and Standard Deviations for the IPEC Personal-Emotional
Area of Counseling for All Female Students
within the Four Curriculum Areas

Curriculum	Frequency	Mean	Standard Deviation
College Preparatory	52	2.54	1.71
Vocational	56	2.95	2.07
Business	43	2.75	1.88
General	52	2.87	1.92

Table 17

Means and Standard Deviations for Each Educational
Item on the IPEC for All Male Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=61)		Voc (N=103)		Bus (N=11)		Gen (N=62)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	5.09	2.64	5.67	2.23	5.00	2.68	5.29	2.39
2	6.11	2.14	6.41	1.57	6.27	1.84	5.93	2.03
5	4.80	2.38	4.65	2.19	4.45	1.80	4.96	2.06
11	4.90	1.33	5.15	1.76	5.00	2.36	5.06	1.49
15	5.98	2.23	6.24	1.77	5.36	2.50	5.83	2.21
18	5.95	1.95	5.42	2.12	5.54	2.54	5.67	2.04
21	5.68	2.33	5.23	2.54	5.36	2.50	5.54	2.29
24	5.29	2.06	5.07	2.01	5.18	2.44	5.09	2.09

Table 18

Means and Standard Deviations for Each Vocational
Item on the IPEC for All Male Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=61)		Voc (N=103)		Bus (N=11)		Gen (N=62)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3	4.60	2.70	4.22	2.64	5.00	2.52	3.93	2.75
6	5.45	2.48	5.42	2.53	3.54	2.97	4.67	2.69
9	6.01	2.05	6.10	1.97	5.18	2.60	5.80	2.18
12	6.14	2.08	6.02	2.09	5.54	2.54	5.70	2.26
14	4.57	2.87	4.82	2.71	3.72	3.13	4.19	2.74
17	2.31	2.15	3.42	2.63	4.63	2.80	2.41	2.30
20	3.16	2.85	3.99	2.89	3.54	2.84	3.00	2.68
23	2.47	2.36	3.17	2.67	2.63	2.15	2.90	2.64

Table 19

Means and Standard Deviations for Each Personal-Emotional
Item on the IPEC for All Male Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=61)		Voc (N=103)		Bus (N=11)		Gen (N=62)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
4	2.31	1.31	2.66	1.83	3.36	1.50	2.80	1.29
7	2.34	1.40	2.65	1.78	4.45	1.80	2.64	1.38
8	2.83	1.38	3.03	1.79	2.63	2.33	3.25	1.71
10	2.11	1.52	2.41	1.74	1.90	1.37	2.48	1.53
13	4.70	2.15	4.41	2.38	5.36	2.33	4.58	2.14
16	2.44	1.63	2.98	1.95	2.27	1.34	2.51	1.43
19	2.83	1.38	2.98	2.02	3.54	2.01	2.83	1.63
22	2.67	1.68	3.38	2.27	3.36	1.96	2.90	1.75

Table 20

Means and Standard Deviations for Each Educational
Item on the IPEC for All Female Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=52)		Voc (N=56)		Bus (N=43)		Gen (N=52)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	5.88	2.21	6.10	1.94	5.27	2.60	5.73	2.31
2	6.92	0.38	5.92	2.12	6.06	2.10	6.61	1.25
5	5.00	2.40	4.75	2.35	5.23	1.91	5.30	2.03
11	4.61	1.77	5.17	1.63	5.32	1.44	4.92	1.63
15	6.73	1.19	6.39	1.65	6.44	1.76	6.69	1.21
18	5.61	2.29	6.10	1.70	6.06	1.81	6.15	1.64
21	5.50	2.43	5.82	2.18	6.16	2.01	5.61	2.49
24	4.96	2.22	5.57	1.89	5.65	1.78	5.61	1.88

Table 21

Means and Standard Deviations for Each Vocational
Item on the IPEC for All Female Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=52)		Voc (N=56)		Bus (N=43)		Gen (N=52)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3	4.65	2.76	5.17	2.47	5.51	2.31	5.65	2.08
6	6.03	2.18	5.46	2.50	5.04	2.70	5.88	2.14
9	6.26	1.85	6.25	1.72	6.76	0.99	6.53	1.46
12	6.57	1.44	6.17	1.89	6.76	0.99	6.42	1.69
14	5.57	2.54	4.96	2.81	5.18	2.61	5.14	2.68
17	3.11	2.81	3.42	2.84	3.93	2.93	3.26	2.71
20	4.53	2.95	4.89	2.83	4.34	2.88	4.57	2.91
23	1.88	1.99	2.85	2.74	2.25	2.26	2.88	2.66

Table 22

Means and Standard Deviations for Each Personal-Emotional
Item on the IPEC for All Female Students
in the Four Curriculum Areas

IPEC Item	Coll Prep (N=52)		Voc (N=56)		Bus (N=43)		Gen (N=52)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
4	2.38	1.08	2.35	1.43	2.16	1.32	2.23	1.38
7	2.19	1.20	2.28	1.17	2.34	1.21	2.38	1.22
8	2.42	1.60	3.14	2.37	3.23	2.14	2.96	2.07
10	1.96	1.34	2.42	1.77	1.79	1.24	2.38	1.56
13	4.50	2.46	5.03	2.45	5.18	2.42	5.11	2.14
16	1.96	1.08	2.57	1.69	2.16	0.99	2.38	1.40
19	2.30	1.67	2.96	2.17	2.81	1.67	2.92	2.09
22	2.65	1.46	2.85	1.82	2.34	1.28	2.57	1.64

DEPARTMENT OF
SOUTH AFRICA
FOR CONSTITUTIONAL

Appendix B

_____ (Do not mark in this space)

The IPEC Questionnaire

DO NOT SIGN YOUR NAME

Grade in school: (Check one) _____ Senior _____ Junior _____ Sophomore
_____ Freshman

Sex: (Check one) _____ Male _____ Female

Birthdate: Month _____ Day _____ Year _____

Curriculum: (Check One) _____ Vocational _____ Business _____ General
_____ College Preparatory

On the remainder of the sheets in this questionnaire, you will be given a number of situations which you may or may not have experienced. You will be asked to indicate with whom you would discuss each problem. Think about each question and answer it as accurately as you can.

Remember, since the questionnaire asks only for your opinion, there is no right or wrong answer. Because your name does not appear on this sheet and therefore no one will be able to tell how you answered the questions, please make your selections as sincere as possible.

Read carefully each of the following situations. From the following list, select the person (or persons) with whom you would most likely discuss this situation or problem and place the corresponding letter in the blank provided to the left of each situation. Place only one letter in each blank.

- A. A teacher in my high school
- B. One or more of my friends
- C. The guidance counselor in my high school
- D. Others (this may include parents, relatives, ministers, doctors, etc.)

- ___ 1. If I needed help in selecting a college after graduation from high school, I would probably discuss it with . . .
- ___ 2. If I were interested in getting information about college or other types of training after graduation from high school, I would probably talk with . . .
- ___ 3. If I were interested in deciding what type of work I was best suited for, I would probably talk with . . .
- ___ 4. At times when I don't understand why I do the things I do, I would probably feel better if I talked with . . .
- ___ 5. I feel the person or persons who can be of most help to me in planning my studies is . . .
- ___ 6. If I were interested in finding out what type of employment will be available for me after graduation from high school, I would probably discuss it with . . .
- ___ 7. When I am confused or uncertain about my feelings or thoughts, I would probably feel better if I discussed it with . . .
- ___ 8. If I had a violent misunderstanding with one of the kids at school, I would probably discuss it with . . .
- ___ 9. If I were interested in finding out what types of job training would be available after graduation from high school, I would probably discuss it with . . .
- ___ 10. If I have done something that I feel is wrong and want to talk about it, I would probably discuss it with . . .
- ___ 11. If I were having a great deal of trouble with one particular class in school, I would probably discuss it with . . .
- ___ 12. If I wanted information about the costs and types of vocational and technical education available after graduation from high school, I would probably discuss it with . . .

- _____13. If I felt that one of my teachers did not like me, I would probably discuss it with . . .
- _____14. If I wanted information about the amount of money persons holding a particular type of job can expect to make, I would probably discuss it with . . .
- _____15. If I needed information about costs and/or admissions requirements for college, I would probably discuss it with . . .
- _____16. At times when I am certain that other people don't understand me, I would probably feel better if I discussed it with . . .
- _____17. If I needed help in finding a part-time job, I would probably discuss it with . . .
- _____18. If I needed help in selecting those classes which would be of most benefit to me, I would probably discuss it with . . .
- _____19. If at times I felt inferior to those persons around me, I would probably feel better if I discussed it with . . .
- _____20. If I needed help in finding a job after graduation from high school, I would probably discuss it with . . .
- _____21. If I were planning to further my education after graduation from high school, but were uncertain about what field of study to follow, I would probably discuss it with . . .
- _____22. If I had a disagreement with my parents and/or felt that they didn't understand me, I would probably feel better if I discussed it with . . .
- _____23. If I had several job offers after graduation from high school and wanted help in choosing one, I would probably discuss it with . . .
- _____24. At times when I doubt the value of one or more classes which I am taking in school, I would probably feel better if I discussed it with . . .