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**SHRINER, Eveleen Lorton, 1932-
COUNSELEE ATTITUDES TOWARD THE COUNSELING
PROCESS IN SELECTED FLORIDA JUNIOR COLLEGES.**

**Louisiana State University and Agricultural and
Mechanical College, Ph.D., 1966
Education, general**

University Microfilms, Inc., Ann Arbor, Michigan

COUNSELEE ATTITUDES TOWARD THE COUNSELING
PROCESS IN SELECTED FLORIDA
JUNIOR COLLEGES

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by
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B.A., Mount Union College, 1957
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August, 1966

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Dr. Russell E. Helmick for his suggestions during the course of this study. An expression of gratitude is expressed also to Dr. J. B. Kelley, Dr. Ralph L. W. Schmidt, Dr. Rodney Cline, Dr. Sam Adams, and Dr. John Garrett. Their inspiration and guidance throughout all stages of graduate study have made the attainment of a goal become a reality.

The writer is deeply grateful to her father, mother, and brother. With the understanding and insight of her father graduate study was begun; with the patience and encouragement of her mother it was completed.

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ABSTRACT

The purpose of this study was to ascertain junior college counselors' attitudes toward the counseling process. The study was designed to reveal answers to two specific questions: (1) Is there a general attitude toward the counselor and the counseling process, and (2) Do groups of students reveal significantly different attitudes toward (1) the counseling relationship, (2) vocational and educational planning, (3) personal adjustment, and (4) test interpretation?

To realize the purposes of this study an attitude scale whose continuum includes degrees of favorableness and unfavorableness toward the counseling process was constructed. Methods developed by widely recognized leaders in the field of attitude measurement were used in the construction of this scale. These methods involved (1) selecting and editing a list of statements in accordance with given criteria, and (2) establishing reliability by the test-retest method and by the criterion of internal consistency. Experimental tests yielded the following reliability coefficients: (1) class "S" (N=32), $r = .880$, $\sigma_r = .04$, and (2) class "W" (N=28), $r = .77$, $\sigma_r = .036$.

During the spring semester of the 1965-66 academic year the scale, titled Student Participation Scale, was administered to 362 students in four junior colleges in Florida. The writer administered the scale, with a brief statement paraphrasing written instructions. For each statement, respondents could check "Strongly agree," "Agree," "Undecided," "Disagree," or "Strongly disagree." These responses

weighted arbitrarily were five to one, with "Strongly agree" receiving the five rating for positive statements and "Strongly disagree" receiving the five rating for negative statements.

Major findings included the mean and standard deviation of ratings on each item. To interpret statistical significance of these means three null hypotheses were designed. Null hypotheses were checked by computing t-tests between group means.

The first null hypothesis stated that there would be no difference between attitudes held by men and attitudes held by women. The hypothesis proved to be false at the .05 level of confidence. Women indicated a more favorable attitude toward (1) the counseling relationship, (2) vocational and educational planning, (3) personal adjustment, and (4) test interpretation. The second null hypothesis, which stated that younger students would hold no significantly different attitudes toward counseling than older students, was rejected at the .05 level of confidence with respect to vocational and educational planning. In all other areas, no real difference in attitudes was found. The third null hypothesis held that the number of interviews would not affect attitudes toward the counseling process. This prediction held true with respect to attitudes toward (1) the counseling relationship, (2) vocational and educational planning, and (3) test interpretation; however, the mean difference in the area of personal adjustment between those students having three or fewer interviews and students having four or more interviews was probably due to chance.

It was clearly evident from responses made by the sample of junior college students that there was a strong tendency toward agreement with statements in the scale, thus suggesting a generally favorable attitude toward the counseling process.

As a result of this study it was concluded that attitudes toward counseling services can be ascertained and quantified through the use of a scale. It was concluded further that the Student Participation Scale may be refined by retesting it with another population. Its value for general use has not been ascertained; however, it may serve well as an objective, quick, and economical device for determining students' attitudes toward counseling services in Florida junior colleges.

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

One of the most important functions of the junior college is student personnel work. Because the student personnel program touches the life of every student, it has been considered the "very lifeline"¹ of the institution. The importance of this program was recognized early. In 1927 Frank Waters Thomas² designated guidance as one of the four principal functions of the junior college. Educators, to the present day, have continued to stress the importance of student personnel services in junior college.

The student in junior college has only a short time to make the proper choice of objective. His need to determine the direction of his education may be considered a more urgent one than that of the four-year student. Thus junior colleges have recognized the importance of providing some form of counseling for their students.

In 1962 the Student Personnel Commission, composed of one hundred junior college presidents and university professors, concluded that no other activity is more urgent in the life of the movement at this time than that of improving the counseling programs on the junior college level. If the broad educational aims of the junior college

¹Sidney Weatherford, "The Status of Student Personnel Work," Junior College Journal, Vol. 35 (February, 1965), 21.

²Frank Waters Thomas, "The Functions of the Junior College," in William M. Porter (ed.), The Junior College (Stanford: California: Stanford University Press, 1927), pp. 11-12.

are to be realized these programs must constantly strive to assist each junior college student in his total development and adjustment in the college situation and in life.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to ascertain attitudes of junior college counselees toward the counseling process. The study was designed to reveal answers to two specific questions:

1. Is there a general attitude toward the counselor and the counseling process?
2. Do groups of students reveal significantly different attitudes toward (1) the counseling relationship, (2) vocational and educational planning, (3) personal adjustment, and (4) test interpretation?

Importance of the study. Each year since 1958, the Florida State Department of Education has held a conference devoted to the betterment of comprehensive student personnel services in the State of Florida. At the 1958 Work Conference, Thomas D. Bailey, State Superintendent of Public Instruction, made the following contribution:

Among the most important services provided by Florida's junior colleges are the student personnel services. There is a great need for a carefully planned student personnel program to be developed in each college. The minimum Foundation Program for financing junior colleges as amended by the 1957 Legislature provided special units for student personnel services in public junior colleges. The proper use of these services will, in great measure, be dependent upon the planning and consideration given

them in the colleges.³

The Committee on "The Evaluation of Student Personnel Services," made this statement at the same conference: "Evaluation of student personnel services is a continuing process. At no time is it practical to permit student personnel services to fall into a static situation."⁴

At each Work Conference since 1958 the need for research in the area of student personnel services has been indicated and reemphasized. As a result of the interest and emphasis given this need, many studies have been devoted to an evaluation of existing student personnel services in terms of quality and quantity of personnel, adequacy of equipment, nature and amount of needs indicated by the students, and acceptance of these services by administrators and teachers. However, little research has been conducted which studied counseling services from the viewpoint of students.

The importance of determining how students view counseling services has been cited by many persons who are close to the counseling situation. Combs⁵ has stated that students behave according to their

³May Russell, "A Commission Reports on Programs in Student Personnel Practices," The Junior College Journal, Vol. 32, No. 8 (April, 1962), 467.

⁴Ibid., p. 22.

⁵James L. Wattenbarger, et al. (eds.), Student Personnel Services in Florida's Community Junior Colleges (A Report of the Second Annual Work Conference Sponsored by the Division of Community Junior Colleges, Tallahassee, Florida: State Department of Education, 1959), p. 13.

perceptions and values. The implication is that students will react to the counselor in accordance with attitudes they hold toward the counselor. If the prevailing attitude of students is that counseling services are beneficial to them, students voluntarily will seek assistance that can be given by a counselor. If, on the other hand, counseling services are in disrepute, students will avoid them.

This study attempts to determine how students view the counselor and the counseling process, with the belief that an understanding of students' attitudes will result in a more effective counseling program in Florida junior colleges.

Delimitations of the study. The following junior colleges in Florida participated in the study: Clearwater Junior College, Indian River Junior College, Palm Beach Junior College, and Central Florida Junior College. Students involved in the study were predominantly second-semester freshmen. Responses from these students were received by administration of a scale designed for this study.

No attempt was made to compare or control variables concerning counselors involved in this study.

Procedure. To determine junior college counselees' attitudes toward counseling services an attitude scale was constructed in accordance with criteria suggested in the literature. Based on these criteria a set of statements was evaluated by persons in the area of guidance and counseling and by junior college students. The reliability of the scale was determined by the test-retest method and the criterion

of internal consistency.

Four junior colleges in Florida were selected to participate in this study. Selection of these institutions was based on established criteria. To determine if each junior college met the criteria interviews were held with the Deans of Student Personnel. These interviews also served as a means of explaining the purpose of this study and obtaining permission to involve students in the study. Interviews were held with the instructors of each class which was chosen to participate in this study. Dates were arranged for the administration of the scale.

Responses to the scale were analyzed according to standard statistical procedures. Three null hypotheses were formulated to determine significance of data. These hypotheses were checked by computing t-tests for mean attitude scores of two groups. Based on an analysis of these data certain conclusions were formed.

II. DEFINITIONS OF TERMS USED

Counselee. The counselee in this study is the junior college student who is an essentially normal person. He may be either enrolled in a transfer program in junior college or in a terminal program. Max Wise appropriately defines the junior college student by giving the following description:

Junior college students today range from young to old, able to mediocre, idealistic to practical, naive to sophisticated, rich to poor; they are of all races, of all faiths - and of no faith. They are both full-time students and part-time students; they are both self-supporting and still depending on

their families. All these go to the junior college, each for his own purpose.⁶

Counselor. The junior college counselor included in this study is one who holds a master's degree in guidance and counseling and who holds Florida state certification in this area. His or her role is one of counselor, rather than student adviser.

Counseling process. The counseling process consists of a specific emphasis on the need of the individual at a particular time. Interviews arranged voluntarily by the counselee or by the counselor may include (1) vocational and educational planning, (2) personal adjustment, and (3) test interpretation. In all phases of counseling an attempt is made by the counselor to help the counselee use his own inner resources in recognizing and meeting his needs.

Junior college. The junior college in this study refers to the post-high school educational institution offering a two-year program either of a terminal nature or as preparation for further education in a four-year college or university.

Attitude. For purposes of this study the concept "attitude" is used to denote the sum total of a junior college counselee's feelings, prejudice, or bias. The feelings may be positive or negative. They

⁶Max W. Wise, They Come for the Best of Reasons: College Students Today (Washington, D. C.: American Council on Education, 1958), p. 2.

are conditioned by experience and they affect the way in which the counselee responds to the counselor and counseling process.

Student personnel services. Student personnel services in the junior colleges studied encompass more than counseling services. Included in student personnel services are health services, placement services, research services, guidance services, evaluation services, counseling services, individual inventory services, and psychological services which are concerned with the total welfare of the student while attending junior college.

Opinion. The terms "attitude" and "opinion" are herein used interchangeably.

Terminal student. A terminal student is a student who does not plan to go on to a senior institution and has structured his junior college course of study to terminate in two years or less.

Transfer student. A transfer student is a student who plans to enroll in a four-year institution of higher learning and has structured his junior college course of study to meet his objective.

t-test. The t-test is a statistical result providing evidence for the acceptance or rejection of a null hypothesis. To get the t-ratio the difference between two means is divided by the standard error of the difference.

III. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II is a review of research with specific relevance to this study. Scale construction methods related to attitudes are reviewed in detail and research measuring attitudes toward counseling is reported.

Chapter III reports the methodology of this research. It contains a detailed description of techniques used in constructing the instrument for the study and gives a description of participating junior colleges and their counseling programs. Procedures followed in the administration of the scale are presented.

Chapter IV reports responses given to the Student Participation Scale. Data statistically analyzed by use of t-tests are presented.

Chapter V presents a summary of the study and offers conclusions based on findings of this research.

CHAPTER II

REVIEW OF THE LITERATURE

The related literature section is limited to research that is significant to (1) methodology of constructing an attitude scale to be used in this investigation, and (2) attitudes toward the counseling process.

I. LITERATURE ON SCALE CONSTRUCTION

Since attitudes may be reflected either in the behavior of an individual or in his psychological organization, the following two techniques can be employed for the measurement of attitudes: (1) behavioral analysis and (2) introspective analysis.

Behavioral analysis involves the quantification of relevant aspects of the individual's behavior toward the attitudinal object itself. On the introspective level, the individual himself provides necessary information for measuring his attitudes. Concerning introspective analysis Allport¹ advises:

If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting the way they do, why not ask them? This is the simple logic of the introspectionists' position that commands itself to many in spite of the scorching displeasure of behaviorists and objectivists.²

¹G. W. Allport, The Use of Personal Documents in Psychological Science (New York: Social Science Research Council, 1936), p. 37.

²Ibid.

One principal type of measure instrument that has been used for asking individuals how they feel regarding certain situations is the attitude scale. While there is considerable evidence that an expressed attitude given on an attitude scale may not be a true indication of the individual's views,³ considerable attention has been given to the construction of attitude scales. The contributions of Thurstone,⁴ Likert,⁵ Guttman,⁶ and Edwards and Kilpatrick⁷ to the field of attitude measurement have been widely recognized. The methods each has employed in the construction of attitude scales are reported in detail.

The Thurstone technique. Of all methods used to measure beliefs and attitudes, Thurstone's technique was the first to quantify attitudes.⁸ With the assistance of Chave and others, he published a number of specific scales for measuring opinions toward war, the church, capital punishment, birth control, the Negro, and other social objects.

³ A. S. Barr, William H. Burton, and Leo J. Bruechner, Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 240.

⁴ L. L. Thurstone and E. J. Chave, The Measurement of Attitude (Chicago: The University of Chicago Press, 1929), pp. 1-96.

⁵ Rensis Likert, "A Technique for Measurement of Attitudes," Archives of Psychology, No. 140 (1932), 5-40.

⁶ Louis Guttman, "The Cornell Technique for Scale and Intensity Analysis," Educational Psychological Measurement, Vol. 7 (1947), 247-279.

⁷ Allen L. Edwards and Franklin P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, XXXII (1948), 374-384.

⁸ David Krech and R. S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company, Inc., 1948), p. 214.

The first step used by Thurstone in the construction of an attitude scale requires collection of many statements concerning a particular psychological object.⁹ The original set of items for the scale is collected from many sources, such as (1) professional literature dealing with the psychological object, and (2) newspaper editorials. These items are edited in accordance with a set of criteria established by Thurstone. Approximately three hundred items are submitted to a sizeable group of judges who are asked to determine each item's proper position on an attitude continuum ranging from favorable to unfavorable and to reject those items on which there is little or no agreement as to the position on the scale. The judges place each item in one of eleven piles which appears to be equally spaced from one extreme of the scale to the other. This procedure determines whether individual items indicate an extremely favorable attitude, neutral attitude, extremely unfavorable attitude, or an intermediate attitude between these extreme and central positions.

Items that are retained are those items on which there is considerable agreement among judges as to scale position. An item that is assigned with almost equal frequency to each of the eleven piles indicates that the judges do not agree on its meaning, or that the statement can be understood in two or more possible senses. However, an item that falls consistently in a pile, or in an adjacent one, might be expected to be clear in meaning to individuals responding to it. Although there

⁹Thurstone, and Chave, op. cit.

may never be perfect agreement among judges as to item placement, those items having the highest amount of agreement are selected for further consideration.

The median position assigned the item by the various judges is taken as the scale value (S) of that item, thus indicating the position of the item along a continuum from zero through ten. The degree of the ambiguity value (Q) is obtained by calculating the interquartile deviation for each item. Approximately twenty items with low Q -values, so chosen as to have scale values that fall along equal intervals on the continuum, are retained for the attitude scale.

Individuals responding to the attitude scale are instructed to check each item with which there is agreement. An attitude score for each respondent is computed as the median of the scale values of items checked.

Complete internal consistency of the scale requires that the individual check only items contiguous to scale items. However, since it would be virtually impossible to construct a set of items with identical scale values for each person measured, it must be recognized that complete internal consistency cannot be achieved. This difficulty inherent in Thurstone's scales is remedied in part by avoiding a large number of items on the final scale.

Some limitations of the Thurstone-type scale can be noted: (1) the tedious and laborious process required for its construction, and (2) the unsatisfactory determination of the zero point or the neutral position of the attitude scale. Since this technique does make an attempt to locate the zero point by asking judges to assign scale items

expressing neutral opinions to the middle of the continuum, it can be argued that the middle scores in the scale are approximations of zero points. However, there are certain psychologists who state that these middle scores may not be psychologically sound.

B. L. Ricker questioned whether middle scores on a Thurstone scale correspond to a point of psychological neutrality as perceived by the individual himself. In his study which attempted to answer the question, scores of college students on six Thurstone scales were compared with their scores on an eleven-point self-rating scale. Scores from the two types of scales showed sufficiently large differences to imply the neutral or zero point in the two scales might not be identical.¹⁰

A group of individuals with an average scale position defined as neutral on the Thurstone scale might not rate themselves as neutral in the attitude. Regardless of the unsatisfactory determination of the zero point, the Thurstone-type scale does have some rationale for the location of the point, whereas other scales designate the neutral point arbitrarily as the mid-point of the possible scoring range.

The Likert technique. The technique devised by Rensis Likert¹¹ differs from the Thurstone technique in several respects.

A number of items which refer directly to, or are considered

¹⁰B. L. Ricker, "A Comparison of Methods Used in Attitude Research," Journal of Abnormal Social Psychology, Vol. 5 (1944), 24-42.

¹¹R. Likert, op. cit.

related to the object in question are collected from newspapers, books, magazines, or may be written by the author of the scale. These statements are administered to a group of individuals who are instructed to indicate their reaction of strong agreement, agreement, undecided, disagreement, or strong disagreement to each item. A score, or summation, is made for all responses for each individual who responds to the scale. This is done by scoring the above response five, four, three, two, one, respectively. On the basis of trial scores the trial subjects are divided into a favorable group and an unfavorable group in order to examine the amount of correlation between each item and the total scores for both groups. Items that fail to correlate to a substantial degree with the total score are discarded. If items do not hang together or measure the same thing as the other items in the scale they are rejected. Approximately twenty of the most discriminating items are chosen for inclusion in the final scale.

The internal consistency of the Likert-type scale is determined by using the criterion of internal consistency rather than item analysis. In using the criterion of internal consistency the reactions of the group of individuals who constitute one extreme in the particular attitude being measured are compared with the reactions of the group constituting the other extreme. Approximately ten per cent from each extreme is used. Murphy and Likert state:

This criterion acts as an objective check upon the correct assigning of numerical values in that if the numerical values are reversed on a particular statement the extreme high group will score low on that statement and the extreme low group will

score high, i.e., we will obtain a negative difference between the extreme groups on that question. Furthermore, if a statement is undifferentiating it will not differentiate or discriminate the two extreme groups, i.e., the high group will not score appreciably higher than the low group upon that statement.¹²

On the basis of the results obtained from the criterion of internal consistency, the most differentiating statements are selected for the final scale.

The Guttman technique. A detailed description of Guttman's laborious procedure involved in construction of attitude scales will not be given. Essentially, this method is a test to determine to what extent any given set of attitude items are scalable. Scalability indicates the degree with which items lie along a continuum rather than falling off to one side or another. In a perfect unidimensional scale it would be possible to produce or predict perfectly an individual's response to each item on the scale from his total score. Approach to a perfect score is a matter of degree, and the closeness of approach is evaluated numerically by calculating the coefficient of reproducibility. Coefficients of 0.85 or above are considered good in practice. Testing and retesting of items is necessary before a final set of items is obtained to produce a coefficient of 0.85 or better.¹³

Because scale analysis is a relatively new technique in attitude

¹²Gardner Murphy and Rensis Likert, Public Opinion and the Individual (New York: Harper and Brothers, 1938), p. 289.

¹³Guttman, loc. cit.

scale construction studies are being conducted to compare this technique with older and more familiar methods. Kriedt and Clark compared Guttman's scale analysis with item analysis and concluded that:

Guttman's new scale analysis technique can prove to be very useful in problems of psychological measurement. Considerable discretion must be exercised, however, both in the selection of suitable problems to which these methods may be applied and in the way the methods themselves are handled.¹⁴

It appears that the greatest usefulness of scale analysis is in the checking of suitable items already chosen by other procedures.

The Edwards and Kilpatrick technique. The method employed by Edwards and Kilpatrick for construction of attitude scales is a synthesis of the Thurstone, Likert, and Guttman techniques. It derived its name, Scale Discrimination, from the fact that it makes use of Thurstone's scaling procedure and retains Likert's procedure for evaluating the discriminatory power of individual items.

After items have been constructed for the scale a group of judges sorts the items in an effort to determine their scale values. This procedure is the same as the procedure employed by Thurstone. Items of low Q-value are then selected to construct a Likert-type scale. Respondents are asked to react to each item along a five-point scale.

The scoring procedures involved in the Edwards and Kilpatrick method proceed in the usual Likert manner by weighting alternative

¹⁴P. H. Kriedt and K. E. Clark, "Item Analysis vs. Scale Analysis," Journal of Applied Psychology, Vol. 33 (1949), 121.

responses to each item. An item analysis for each of the scale statements is made. Items with the highest phi-coefficients are retained for the final scale. This scale is administered to a new group of respondents and scale analysis is carried out.¹⁵

In considering the merits of the Edwards and Kilpatrick technique, Mildred Parten stated:

The most promising recent development in attitude scale construction is the technique of Edwards and Kilpatrick which combines essential advantages of the techniques of Thurstone, Likert and Guttman, and possesses advantages of its own not present in the others taken separately.¹⁶

II. LITERATURE ON ATTITUDES TOWARD THE COUNSELING PROCESS

The increasing introduction of counseling in public schools, colleges, and universities has generated numerous studies concerning students' attitudes toward counseling activities. A brief summary of literature specifically related to a study of attitudes toward counseling is presented.

High school students. The purpose of research conducted by Merlin Schultz was to investigate students' opinions toward counseling services in a high school. The sample for the study was one hundred students in the 1960 graduating class. The design provided for selection of fifty students who had the least counseling and fifty who had

¹⁵Edwards and Kilpatrick, op. cit.

¹⁶Mildred Parten, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), pp. 197-198.

the most counseling. The size of each group was based on the rationale that it would be necessary to select extreme groups to show differences. To secure required opinions a twenty-five-item questionnaire was developed and mailed to a sample of students. One hundred per cent return of the questionnaire was achieved through extensive follow-up. The major premise considered was the measurable relationship between selected opinions and amount of help a counselee receives from a counselor. Using the chi-square test of significance it was found that there were significant attitudinal differences in the sex and age composition of the respondents. High school boys and the younger students of both sexes were more likely to be involved in a counseling situation.¹⁷

Another study involving high school students indicated their need for counseling in terms of the seriousness of those needs. A questionnaire, devised by Robinson¹⁸ and modified by Heilfron, was administered to one hundred seven high school juniors. The specific question investigated was: What types of students or kinds of needs do high school students feel require counseling and to what degree? Data from this study were presented in tabular form showing the number of respondents who specified each degree of counseling and a rank score for each type of student. Major findings were as follows:

¹⁷Merlin W. Schultz, "Student Opinions of a High School Guidance Program," The Personnel and Guidance Journal, XLI (April, 1963), 709-715.

¹⁸Francis P. Robinson, "Guidance for All: In Principle and Practice," The Personnel and Guidance Journal, XXXI (May, 1953), 500-504.

(1) high school students feel that students who are performing well academically and socially need much less counseling than students who are intellectually inferior, socially immature, or unrealistic in their aspirations; (2) only students who display obvious character disorders should be referred to agencies outside the school for professional help.¹⁹

It appears from these two findings that students expected counselors to devote themselves to individuals who exhibit needs overtly possibly to the exclusion of students who need assistance, not necessarily in overcoming social or intellectual handicaps but in finding the best way to use their resources.

These data appear to be at variance with those of Jenson, although valid comparisons with such findings cannot be asserted since research designs, methods, and samples differ so greatly. Jenson solicited the feeling reactions of twenty per cent random sampling of eight thousand boys and girls. These students were distributed among seven high schools. A questionnaire consisting of six need areas served as the instrument for seeking answers to two general questions: (1) how do students feel about the counseling help they have received from counselors, and (2) how do students rate counselors compared with other individuals as sources of help with adjustment needs? Responses were presented in percentages. Statistical tests of significance were not used. Findings suggested that, in general, feeling of students was positive toward the help they had received from counselors in all six need areas. Less than one-fifth of the students made negative reac-

¹⁹Marilyn Heilfron, "The Function of Counseling As Perceived by High School Students," The Personnel and Guidance Journal, XXXIX (October, 1960), 133-136.

tions and two per cent or less felt hypernegative toward counseling help. Over sixty per cent felt counselors had helped them very much. Jenson felt that results of the survey warranted the following conclusions:

1. Students felt counselors were most helpful in assisting them to appraise their abilities, interests, and personalities and, compared with other areas of help, of least assistance in helping them make progress toward their realistically chosen while-in-school and after-school goals.

2. As individuals to whom students might go for help, students preferred counselors over parents, teachers, deans, and friends their own age when the problems were concerned with discovering and making progress toward realistically chosen while-in-school and after-school goals. Students looked most to counselors for help in these areas of adjustment.

3. With the exception of the areas mentioned in (2) above, parents and counselors were about equally favored by students. Both were preferred to teachers, deans, or friends their own age. Counselors appeared to compete strongly with parents as a source of help.

4. Teachers received their strongest vote from students for help with problems related to making progress in school. However, they were ranked lower than counselors. Parents were thought to be of less help than teachers. Counselors seem more strongly identified as help agents in matters related to discovering and progressing toward realistically chosen school and work goals than teachers.

5. Deans of boys and deans of girls who are known by the students to be responsible for school discipline received few student choices. It would seem that students would definitely avoid seeking help from individuals who assume authoritative roles.

6. Students seemed to prefer going to friends their own age for help in learning how to get along better with their friends and others at school, at home, and in the community about as much as going to parents or counselors.

7. Although students tended to prefer rather decisively the help of counselors over that of teachers, deans, and friends own age, it was also observed that some students still preferred some

of the latter mentioned individuals.²⁰

The probability that students' attitudes toward a counselor might control the degree of assistance accepted from the counselor stimulated a study by Grant. He attempted to determine areas in which students would seek the counselor's assistance. To obtain this information an open-end questionnaire consisting of nine situations was administered to approximately nine hundred high school seniors. Nine situations in the questionnaire were grouped into the following three areas: (1) educational planning area, (2) vocational planning area, and (3) personal-emotional area. Responses were classified into the following three categories according to the choice made by the respondent: (1) counselor, (2) other school personnel, and (3) non-school persons. Responses to the questionnaire were reported in percentages. Results clearly indicated that students perceived a counselor as one who gives assistance in the categories of vocational and educational planning, but not as one who gives acceptable assistance in the personal-emotional area. As student needs become less and less school-centered, the assistance of non-school persons played proportionately a greater role in the decision-making of these students.²¹

²⁰Ralph E. Jenson, "Student Feeling About Counseling Help," The Personnel and Guidance Journal, XXXIII (May, 1955), 503.

²¹Claude W. Grant, "How Students Perceive the Counselor's Role," The Personnel and Guidance Journal, XXXII (March, 1954), 386-388.

Findings of studies conducted by Houghton,²² Williams,²³ Gibson,²⁴ and Ameredes²⁵ parallel results found by Grant. Houghton investigated the role of counselors as perceived by students, teachers, and counselors themselves and found that all these categories of respondents perceived counselors as being of significant help to students with vocational and educational needs, whereas assistance given to personal needs was not regarded as significant.²⁶

Williams asked approximately two thousand high school students this question: What are the duties of your school counselor? A total of eighty duties was given. The five most frequently named duties were: (1) helping the student with problems, fifty-one per cent; (2) selecting courses best suited for the student, thirty-four per cent; (3) planning the student's program, thirty-four per cent; (4) helping the student in trouble, twenty-three per cent; and (5) changing the student's program when necessary, twenty per cent. The

²²H. W. Houghton, "The Role of the Counselor As Perceived by Seniors, Administrators, Teachers, and Counselors in Selected New York State Public High Schools" (unpublished Doctoral dissertation, Syracuse University, Syracuse, New York, 1956), pp. 1-201.

²³Jack W. Williams, "High School Students' Understanding of the Duties of Their Counselors," The School Counselor, VII (March, 1960), 56-59.

²⁴Robert L. Gibson, "Pupil Opinions of High School Guidance Programs," The Personnel and Guidance Journal, XL (January, 1962), 453-456.

²⁵William N. Ameredes, "Students Evaluate the Guidance Program," Ohio Schools, Vol. XLI, No. 1 (January, 1963), 16-17.

²⁶Houghton, loc. cit.

most significant finding was that nearly half of the students placed a heavy emphasis on educational planning and programming of all types.²⁷

A similar investigation was conducted by Gibson. A pupil-opinion questionnaire was developed consisting of forty-five items covering areas of general information, individual analysis, counseling, occupational and educational information, and group activities. This questionnaire was administered to nine hundred four high school seniors in a three-state area and follow-up interviews were held with approximately ten per cent of this group. Frequency of responses to each item was reported. Results of the study clearly indicated that these students preferred to discuss their personal needs with their fellow students. As a second choice they replied in nearly as great a ratio that they preferred to talk about personal needs with their parents rather than with teachers. Notwithstanding, forty-nine per cent of the group indicated that there were occasions when they would have liked to discuss personal matters with the counselor but did not consider it possible because they felt counselors did not have sufficient time to devote to such needs. Students did regard vocational planning as an area in which counselors could be of assistance. Eighty-eight per cent had discussed occupational plans with counselors.²⁸

The results of a brief questionnaire devised by Ameredes and

²⁷Williams, loc. cit.

²⁸Gibson, loc. cit.

distributed among one hundred eleven twelfth-grade students in a high school indicated a generally favorable attitude toward counseling. While sixty-two students sought assistance from the counselors in the area of occupational and educational planning, only twenty students stated they sought assistance with personal needs.²⁹

College and university students. The major task of a study by Form was the construction of an attitude scale measuring intensity of feeling toward counseling received in the Counseling Center at Michigan State College. Twenty-two items were selected for the final attitude scale, using the scale discrimination method of scale construction devised by Edwards and Kilpatrick.³⁰ This scale was mailed to 605 randomly selected students. Ninety per cent returned their completed scale. Applying the chi-square test to findings this study revealed the following: (1) a small proportion of students had unfavorable attitudes toward counselors and the Counseling Center, (2) a more favorable attitude toward counseling services was revealed by students who had visited the Counseling Center several times than by students who had visited the Center fewer times, (3) younger students, under-classmen, non-veterans, and all married students indicated more favorable counseling attitudes, and (4) student attitudes toward counseling were affected by differences in common background and experi-

²⁹Ameredes, loc. cit.

³⁰Edwards and Kilpatrick, loc. cit.

ences.³¹ Based on this investigation Form later pointed out that a definite climate of opinion existed regarding counseling services on a college campus; users as well as non-users of counseling services had attitudes toward counseling. Apparently, the attitudes of many non-users were derived from the experiences of others.³²

The same generally favorable disposition toward counseling services was found by Kiell. As one measure of determining successes and failures of the counseling program a check list and sentence completion form was submitted to an entire spring 1956 Freshman class consisting of 452 students. Responses to questions regarding mechanics of appointment-making and the physical plant of the counseling offices indicated that a very large plurality of students found it "easy" to make an appointment to see their counselor while less than a quarter found it difficult or extremely inconvenient. Eighty-four per cent of the respondents stated that a half-hour appointment with a counselor was "about right." Regarding counseling services in general, 91.5 per cent thought having a counselor was "a wonderful idea, helpful, all right, an asset, reassuring, vital and (even) very economical." Kiell discovered also that fifty-two per cent of the students expected the counselor to help them primarily in the area of program planning and 28.5 per cent anticipated aid in vocational planning. This find-

³¹Arnold L. Form, "Students' Attitudes Toward Counselors and the Counseling Process at Michigan State College" (Unpublished Doctoral dissertation, Michigan State College, East Lansing, Michigan, 1952), 1-345.

³²Arnold L. Form, "Users and Non-users of Counseling Services," The Personnel and Guidance Journal, XXXII (December, 1953), 209-213.

ing which is in agreement with previous studies seems to indicate that high school students going into college perceive their counselor as functioning in but one or two areas and tend to carry this attitude over into the college setting.³³

At the University of Chicago, Porter studied effectiveness of counseling services through satisfaction reported by students. An eleven-point scale was mailed to one hundred ninety counselees. Each respondent was asked to rate the degree of help or harm he had received in counseling interviews. The most striking findings were that positive ratings increased with each successive year of service. It was found also that favorableness of ratings was not attributable to the sex of the respondent.³⁴

The personnel of the Counseling Center at Michigan State University designed a study which investigated students' perceptions of the functions of their Counseling Center. The professional counselors were interested in knowing how students felt about counseling services, what sorts of problems they felt most appropriate to bring the Center, and, in general, what attitudinal trends might be evident during the students' stay in college. A rating scale of forty statements was designed to test students' perceptions of the Counseling Center in four areas. This scale was mailed to eight hundred students randomly selec-

³³Norman Kiell, "Freshman Evaluation of Faculty Counselors," The Personnel and Guidance Journal, XXXV (February, 1957), 361.

³⁴E. H. Porter, Jr., "Clients' Evaluation of Services at the University of Chicago Counseling Center," Journal of Counseling Psychology, Vol. 4-5 (1957), 274-282.

ted from the student directory. The students were instructed to rate statements on a six point scale from 0 to 5. Conclusions based on comparisons of students were as follows:

1. Students feel most free to take educational problems to the Counseling Center; after this the order is: (2) vocational problems; (3) social problems; (4) personal problems.
2. Females feel freer to take educational problems to the Center than males.
3. Both males and females feel free to take personal problems to the Center.
4. Freshmen and sophomores feel the Center is a more appropriate place to take educational problems than juniors and seniors.
5. Students who have visited the Center between one and five times feel freer to take an educational problem to the Center than students who have never visited the Center.
6. There seems to be a tendency for students to use the Center for help in dealing with either personal/social type problems or educational/vocational type problems, but not both.³⁵

There has been little direct study of details of counseling which annoy or please counselees. While Chase³⁶ studied annoying or pleasing features of the counseling situation from the viewpoint of the counselor, Pohlman and Robinson³⁷ studied the same from the viewpoint of counselees. The latter writers designed a questionnaire giving brief

³⁵ Paul T. King and Ross W. Matteson, "Student Perception of Counseling Center Services," The Personnel and Guidance Journal, XXXVII (January, 1959), 358-364.

³⁶ W. P. Chase, "Measurement of Attitudes Toward Counseling," Educational and Psychological Measurement, No. 4 (May, 1946), 467-473.

³⁷ Edward Pohlman and Francis P. Robinson, "Client Reaction to Some Aspects of the Counseling Situation," The Personnel and Guidance Journal, XXXIV (March, 1960), 546-551.

descriptions of events in the counseling situation. Students in psychology classes at Ohio State University were asked to check one of several specified degrees of annoyance or liking. T-tests were run for the means of each item. Sex differences were found on twenty-six of the ninety-two items. These differences were all in the direction of greater female annoyance. It was found also that the means for seventy-three items were significantly different from the mean of neutrality. Aspects of the counseling interview which were most displeasing to students were those behaviors of the counselor which indicate a lack of respect for them. Students said they would not like a counselor to do most of the talking, but stated significantly more annoyance of his doing little of it. The outstanding generalization indicates that statements of mannerisms were regarded with annoyance, but not with as much annoyance as items referring to attitudinal qualities of the counselor.

Warman constructed an attitude scale upon which respondents were to indicate appropriateness of three kinds of student needs to be considered by counselors. Responses were obtained from counseling center staff members, other student personnel workers, faculty members, and students before and after counseling. The category of vocational choice ranked first in appropriateness for all groups. Excluding counseling center staff members, all groups ranked the category of college routine second, and the category of adjustment to self and others third. Counselors themselves ranked the adjustment category second, thereby giving it a much higher rating than did any

of the other respondents.³⁸

Focusing attention on negative attitudes of college students to their counseling experiences, the following question was submitted in writing to a sampling of students representing all four college classes: If you have not been satisfied with the counseling you have received in the Counseling Center, please briefly state the reasons for same. Approximately nine out of ten students indicated satisfaction had been experienced. However, since this study was concerned with those who indicated dissatisfaction, the responses which indicated negative attitudes were analyzed. The criticism which ranked highest among the ten set forth by the students was that counselors seemed to lack the latest information concerning occupational information and college regulations.³⁹

Summary. During the past fifty years several procedures have been developed for construction of attitude scales. The purpose of these scales has been to measure specific opinions toward a particular psychological object. Within the limitations of attitude scales pertinent findings in the area of guidance and counseling have been revealed. These findings suggested that students felt freer to discuss vocational and educational plans with a counselor than personal needs. A positive overall feeling toward counseling was indicated by students.

³⁹Leslie O. Carlin, "Negative Responses to Counseling," The Vocational Guidance Quarterly, Vol. 13, No. 4, (Summer, 1965), 287-289.

CHAPTER III

CONSTRUCTION AND ADMINISTRATION OF SCALE

One of the major problems in appraising habits, attitudes, and appreciations rests in the difficulty of obtaining reliable answers from any kind of questionnaire or other written or verbal device. However, in spite of difficulties in obtaining reliable answers, considerable attention has been directed toward measuring attitudes and appreciations by various kinds of rating scales. In the main, scales are developed by closely analyzing qualities of attitudes being considered and arranging a scale whose continuum includes all degrees of favorableness and unfavorableness to the attitudinal factor. The respondent is asked to check the category on the scale which most nearly expresses his attitude. Other attitude scales are of questionnaire type and merely require respondents to answer yes or no to various questions.

To realize the purposes of this study an attitude scale whose continuum includes degrees of favorableness and unfavorableness toward counseling received in Florida junior colleges was constructed. A review of methodology and procedures used in construction of the scale is presented. The last section of this chapter contains a description of institutions involved in this study, a description of counseling activities in which the respondents have participated, and procedures followed in the administration of the scale.

I. CRITERIA FOR SELECTION OF STATEMENTS

In the previous chapter numerous techniques employed in the construction of a scale were reviewed. Methodology used in construction of the scale employed in this study was based on criteria suggested by Thurstone and Chave,¹ Likert,² Guttman,³ and Edwards and Kilpatrick.⁴ These criteria and their application to this study are outlined below:

1. The first step in the construction of an attitude scale requires collection of many statements concerning a particular psychological object.

Statements for this study were collected from the following three sources: (1) professional literature relevant to effective counseling techniques, (2) conferences with junior college counselors, and (3) personal experience. Eighty-two statements were selected for the original set of statements. (See Appendix A). These statements were concerned with four areas of junior college counseling. Areas and the number of statements having relevance to each area were as follows:

I. Counseling relationship: twenty-five statements

¹L. L. Thurstone and E. J. Chave, The Measurement of Attitude (Chicago: The University of Chicago Press, 1929), pp. 1-96.

²Rensis Likert, "A Technique for Measurement of Attitudes," Archives of Psychology, No. 140 (1932), 5-40.

³Louis Guttman, "The Cornell Technique for Scale and Intensity Analysis," Educational and Psychological Measurement, Vol. 7 (1947), 247-279.

⁴Allen L. Edwards and Franklin P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, XXXII (1948), 374-384.

- II. Vocational and educational planning: twenty-six statements
- III. Personal adjustment: fourteen statements
- IV. Test interpretation: fifteen statements

2. Particular attention should be given to the manner in which statements are structured.

Each statement for this study was either highly favorable, highly unfavorable, or neutral. The set of statements contained a continuum of effective statements running from very unfavorable statements at one end through a neutral point, to the most favorable at the other end.

3. Each proposition should be stated in clear, concise, straightforward statements.

Each statement in the scale was so worded to be in the simplest possible vocabulary. No statement involved double negatives, difficult terminology, or other wording which would have made it involved and confusing.

4. Statements should not be factual.

Caution was used in structure of statements so that no statements were capable of being interpreted as factual.

5. Length of statements must be considered.

The majority of statements used in the scale of this study did not exceed twenty words. Statements were in the form of simple sentences rather than complex sentences.

6. Choice of words should be given special attention.

Universals such as all, always, none, and never, did not appear in statements.

7. To avoid a tendency to a stereotyped response it is desirable to make approximately one-half of the statements negative and one-half positive.

The original set of statements contained forty-five statements phrased positively and thirty-seven statements phrased negatively.

8. Statements should be in the present tense.

Verbs in statements dealt with present feelings rather than past feelings.

9. The original set of statements should be given to several persons who are asked to review each statement.

The assistance of four competent persons in the area of guidance and counseling throughout the United States was solicited for this purpose. Following their suggestions thirty-three statements were eliminated.

A second list of forty-nine statements was prepared in scale form. This scale was presented to five junior college counselors in Florida. Each counselor was instructed to estimate the value of each statement by assigning the number (1) Excellent, (2) Fair, or (3) Poor, to it. If there were more 2's and 3's after a statement than 1's and 2's, the statement was eliminated. Based on agreement of the five counselors, twenty-five statements were eliminated. Each counselor was asked also to offer general suggestions for the over-all improvement of the scale. (See Appendix B) One of several suggestions made was in reference to the title of the scale. It was pointed out that the title should be worded so as to elicit an enthusiastic and sincere response.

Because students want to share in the power at a college and want to feel that their suggestions and ideas may result in the improvement of college programs, the title, Student Participation Scale, was given to the scale.

10. The scale should be administered to a group of individuals as an aid in determining its effective communication.

A scale of twenty-four statements was administered to a class of thirty students at St. Petersburg Junior College, St. Petersburg, Florida. A discussion period followed this administration. As a result of comments made by students, the choice of words of numerous statements was changed so that statements were more clear and direct; however, general content of statements was retained.

The improved scale was considered adequate for experimental tests. (See Appendix C).

II. RELIABILITY OF THE SCALE

In order to establish a basis for scoring the scale, numerical weightings were assigned to each of the five possible responses, represented by five categories for each of the Student Participation Scale items: Strongly agree; Agree; Undecided; Disagree; Strongly disagree. The response considered most favorable to counseling received a score of five. Thus the above responses were scored five - four - three - two - one, or one - two - three - four - five, depending on whether the statement was worded positively or negatively. A subject's score on the Student Participation Scale was the sum of scores

made on individual items.

On the basis of the five-point system of scoring, it was possible to score 120 points (24 X 5). To receive this score a student would have had to check "Strongly agree" for every statement worded positively and "Strongly disagree" for every statement worded negatively. The lowest possible score would have been twenty-four (24 X 1), indicating a completely unfavorable attitude toward counseling received in junior college. If a student would have adopted a neutral position in response to the scale and answered all statements by checking "Undecided," he would have scored seventy-two (24 X 3).

The reliability of the scale was established by the test-retest method and the criterion of internal consistency.

Test-retest method. An experimental study was conducted involving students who were not to be surveyed in the investigation. The respondents selected for the experimental study had not been surveyed previously regarding their attitudes and had not had any connection with the development of statements used in the Student Participation Scale. The sample was not selected but was given to classes at St. Petersburg Junior College at the convenience of instructors. Two instructors of psychology classes found it convenient to grant permission for the administration of the scale in March, 1966. The Student Participation Scale was administered twice to the experimental groups within a three-week period. Typed directions were read by the investigator to insure that the groups received the same instructions

at both administrations of the scale.

The correlation between the scores on the initial test and on the second test was computed for each of the two experimental groups to determine the degree of relationship between the two groups of scores. The null hypothesis stated that there would be no correlation between these two groups of scores. The Pearson Product-Moment Correlation Coefficient formula⁵ was used with this analysis.

The experimental study was conducted in order to provide an opportunity to check the accuracy and consistency of the measuring instrument. A high correlation would indicate a relatively high consistency; that is, it would indicate that statements on the scale were in all probability conducive to obtaining similar responses on both administrations of the scale.

For class "S" (N=32), results of the experimental test were $r = .880$; $\sigma r = .04$. For class "W" (N=28), results were $r = .79$; $\sigma r = .036$. By inspection, both of the correlation coefficients were very high. It was considered that during the three-week interval the attitudes of the different students were relatively constant in view of the high reliability coefficients. Tested against the null hypothesis, the correlation coefficients were significant at well above the .01 level.⁶ There were no statements in the measuring instrument with which students experienced consistent difficulty.

⁵Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1953), p. 134.

⁶Ibid., p. 190.

Criterion of internal consistency. In addition to the test-retest method, the criterion of internal consistency was employed as a further determinant of scale reliability and as a device for determining differentiation of statements in the Student Participation Scale. In using the criterion of internal consistency reactions of the group that constitute one extreme in the particular attitude being measured are compared with the reactions of the group that constitute the other extreme. This criterion acts as an objective check on the correct assigning of numerical values in that if the numerical values are reversed on a particular statement, the extreme high group will show low on that statement and the extreme low group will score high, i.e., a negative difference between the two extreme groups would have been obtained.

To determine if statements in any attitude scale are differentiating, Likert⁷ recommends two methods: (1) item analysis, scores on each statement correlated with scores on the entire battery, and (2) criterion of internal consistency. Likert states that since the criterion of internal consistency is as reliable a method for determining statement differentiation in an attitude instrument as the item analysis method, and is, at the same time, not nearly as laborious to employ, it is highly recommended.

Steps involved in the computation of the criterion of internal consistency are:

⁷Likert, op. cit., p. 25.

1. Determine average scores of the highest ten per cent of the respondents of each statement.
2. Determine average scores of the lowest ten per cent of the respondents of each statement.
3. Compute differences between average scores of the highest ten per cent and lowest ten per cent of respondents for each statement.
4. Record the order of excellence as determined by the criterion of internal consistency based upon differences between the highest ten per cent and the lowest ten per cent of the respondents for each statement. The greater the difference, the higher the order of excellence rating. Likert indicates differences of .3 and above as significant.

One hundred two students in one class at St. Petersburg Junior College were used as subjects for the criterion of internal consistency project. This group of students participated in neither the experimental study nor in the final study. Results of this research are shown in Table I.

An examination of Table I shows that there was a positive differentiation between scores made by the highest ten per cent and lowest ten per cent on each statement in the Student Participation Scale. Since scores made by the highest group were consistently higher than scores of the lowest group, and average differences between scores of the highest ten per cent and the lowest ten per cent favored the high group on every one of the twenty-four statements, the attitude scale was considered internally consistent and individual statements differentiating.

TABLE I

THE CRITERION OF INTERNAL CONSISTENCY APPLIED TO ITEM SCORES
ON THE STUDENT PARTICIPATION SCALE FOR 102 SUBJECTS
IN FOUR FLORIDA JUNIOR COLLEGES

Statement Number (1)	Aver. Score Highest 10 Per Cent (N=10) (2)	Aver. Score Lowest 10 Per Cent (N=10) (3)	Average Difference Between (2) & (3) (4)	Order of Excellence (5)
1	4.7	3.6	1.1	13
2	2.8	2.0	.8	18.5
3	4.3	2.3	1.0	16
4	4.6	2.6	2.0	6.5
5	4.4	2.6	1.8	8
6	3.8	2.3	1.5	10
7	4.0	3.4	.6	20.5
8	4.4	2.3	2.1	5
9	4.6	3.5	1.1	13
10	4.4	3.3	1.1	13
11	4.6	2.1	2.5	3
12	4.8	1.8	3.0	1
13	4.8	2.8	2.0	6.5
14	4.3	2.0	2.3	4
15	4.4	3.0	1.4	11
16	3.7	3.1	.6	20.5
17	3.5	3.2	.3	24
18	3.6	3.1	.5	22
19	4.3	2.7	1.6	9
20	4.0	3.6	.4	23
21	3.7	2.7	1.0	16
22	3.7	2.7	1.0	16
23	4.8	4.0	.8	18.5
24	4.8	2.1	2.7	2

Based on the application of criteria suggested in the literature for selecting and editing statements, and on the establishment of reliability by the test-retest method and criterion of internal consistency the scale was considered a worthy instrument.

III. ADMINISTRATION OF SCALE

Prior to the administration of the instrument, the investigator made a study of student personnel programs in Florida junior colleges. It was necessary to ascertain whether statements in the Student Participation Scale had relevance to counseling activities in these colleges. The investigator also visited junior colleges in an effort to determine whether institutions met established criteria.

Student personnel programs. The investigation of student personnel programs revealed that structure and purposes are sufficiently similar to permit generalized reference to their student personnel programs. The plan on which the student personnel program is based is centralized. (See Appendix D). One person designated in each junior college gives leadership to the entire student personnel program. He is professionally educated in the area of guidance and counseling and holds a degree at the Master's level or above. It is his responsibility to give direction to the following services: counseling, orientation, health, placement, testing, information, and student activity services.

Of the myriad student personnel services offered to junior college students in Florida, counseling services occupy a prominent

position. Persons designated as counselors in Florida junior colleges are not asked to play the role of clinical psychologist nor psychiatrist. Counselors are obligated to offer assistance to the entire student body; there is no philosophic justification for devotion of available time to depth psychotherapy for the few to the neglect of the many. Upon entrance to junior college each student is assigned to a counselor.

Other than the pre-registration interview and interviews held with a counselor at the time of registration for each semester, most counseling activity is on a voluntary basis. Occasionally students are referred to counselors by deans or instructors. However, there is no uniform procedure by which students are referred to counselors.

Many needs brought to counselors are vocational in nature. As many as half of the high school graduates who enroll in junior college have made a firm and realistic vocational choice;⁸ they can plan an educational course and pursue it. The other half are not so fortunate. They have not yet managed to develop a firm self-concept or relate it to occupational opportunities. The counselor helps these students to interpret and accept information about themselves derived from records of previous accomplishments and from tests. Since it is apparent that the counselor cannot have complete knowledge about all possible occupations, he may suggest sources of information, such as the library, instructors in all departments of the junior college, and employers

⁸ James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc.) 1960, p. 258.

in the community, in the hope that students can make occupational choices as a foundation for their educational planning.

After making a vocational choice, many students still lack information about educational requirements and vocational opportunities. One of the counselor's major functions is assisting counselees to develop realistic long-term educational plans. Such plans may include specific semester schedules for the period to be spent at the junior college. Since students often are confused by university catalogs, counselors assist them in including in their class schedule the courses required as preparation for their specialty.

Needs of students for personal adjustment are another concern of junior college counselors. College failure may also be attributed to personal difficulties as well as to academic difficulties or to lack of funds. The counselor's function in relation to personal needs is first and foremost to recognize the nature of the difficulty. In some cases the counselor can help the counselee reach a solution; in other cases the counselor refers the student to another source or agency.

If testing is indicated through needs brought to the counselor, a battery of tests may be administered by the counselor or by the Director of Testing. In most instances the Director of Testing administers all tests and the counselor interprets results of tests to the counselee. Upon completion of tests, and when other items of information are assembled, the counselor and counselee meet as many times as is necessary to discuss the need in light of accumulated data. The number of interviews depends upon the nature of the need and dif-

ficulty involved in reaching a solution.

Selection of four junior colleges. Certain criteria were established to serve as a basis for selection of four junior colleges in Florida. Each institution was expected to meet the following criteria:

1. Each participating junior college should be a state-supported, two-year, coeducational institution.
2. Each participating junior college should have one or more persons designated with the responsibility of implementing counseling services.
3. The four participating junior colleges should be approximately the same size in student enrollment.
4. Each participating junior college should have been in existence no less than two years.
5. Each participating junior college should express a willingness to participate in the study.

To determine whether an institution fulfilled requirements of stated criteria, a personal interview was held with the Dean of Student Personnel in each of four colleges. This interview also served as a means of (1) relating the purpose of this study, and (2) obtaining permission to involve students in the study. Dates were scheduled for the administration of the scale at the convenience of each instructor.

During the spring semester of the 1965-66 academic year, the Student Participation Scale was administered by the writer to 362 students in four junior colleges in Florida. (See Appendix E for the per cent of each school's contribution to the total sample). At the

time of administration of this scale, oral instructions which paraphrased written directions were given. These instructions served to point out the following: (1) names were not needed, (2) all information gathered was strictly confidential, (3) all statements should be answered according to the student's best ability so that the study might yield a true statement of students' attitudes, (4) all answers should express sincere feelings of the individual student, and (5) first reactions to the statement should be listed.

Summary. In order to ascertain junior college counselees' attitudes toward the counseling process an attitude scale was constructed in accordance with procedures developed by widely recognized authorities in the field of attitude measurement. During the spring semester of the 1965-66 academic year, the scale was administered to 362 students in four junior colleges in Florida.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

To determine if factual situations in a student's life influence attitudes toward the counseling process, Part I of the Student Participation Scale (see Appendix C) elicited data concerning sex, age, number of semesters in junior college, and number of counseling interviews held with a counselee. Although these data do not lend themselves to statistical analysis, they serve as collaborating evidence for responses to statements in Part II of the Student Participation Scale.

I. ANALYSIS OF RESPONSES TO PART I OF THE STUDENT PARTICIPATION SCALE

An analysis of responses to the four items in Part I of the Student Participation Scale describes characteristics of the student sample. Data are presented in tabular form with their attendant frequencies and percentages.

General description of sample. Table II, page 47, gives an overall description of the sample involved in this study. This table shows that the proportion of men to women was nearly evenly divided; 51.1 per cent of the sample were men and 48.9 per cent were women. As it might have been expected, the vast majority of students was in the 17-20 age group. Fifty-five students, representing 15.2 per cent of the total sample, were twenty-one years of age and over. Had the study involved

students in evening classes this unequal distribution would not have held true because older people tend to dominate evening classes. The extremely high percentage of second semester students also was to be expected. This study intentionally involved students enrolled in the general psychology course which, in most instances, is required of terminal and transfer students, and generally is taken during the student's second semester in junior college. Because the high percentage of students was second-semester freshmen, this control item is neither analyzed nor used as a comparative measure in further analysis of data.

Upon entrance to junior college in Florida each student is required to have a pre-registration interview and is required also to have an interview with his counselor at the time of second-semester registration. From Table II, page 47, it is observed that ninety-one students (25.1 per cent) had no more than two interviews with their counselor. This percentage is regarded as disappointingly low because of the emphasis given to counseling services in Florida junior colleges. It was presumed that many more students would have availed themselves of counseling services four or more times during their seven months in attendance at the junior college. Figures from column (2) suggest that one-fourth of the students visited the counselor only because the interview was required. Only slightly more than one-half of the students visited their counselor four or more times.

Proportion of age to sex. As observed from Table III, page 48, men and women did not differ to a great extent with respect to age. Over eighty-four per cent of the total sample were in the 17-20 age

TABLE II

NUMBER AND PERCENTAGE OF TOTAL JUNIOR COLLEGE
STUDENT SAMPLE ACCORDING TO SEX, AGE,
NUMBER OF SEMESTERS, AND NUMBER
OF COUNSELING INTERVIEWS

Strata (1)	Number (2)	Per Cent (3)
<u>Sex</u>		
Male	185	51.1
Female	177	48.9
Total	362	100.0
<u>Age</u>		
17-20	307	84.8
21-24	46	12.7
25-28	3	.8
29-32	1	.3
33 and above	5	1.4
Total	362	100.0
<u>Number of Semesters</u>		
1	3	.8
2	350	96.7
3	9	2.5
4	0	.0
5	0	.0
6	0	.0
Total	362	100.0
<u>Number of Counseling Interviews</u>		
1	13	3.6
2	78	21.5
3	82	22.6
4	71	19.6
5	50	13.8
6	18	5.0
7	14	3.9
8	14	3.9
9	4	1.1
10 or more	18	5.0
Total	362	100.0

category. The next highest percentage was found in the 21-24 age group with 16.2 per cent men and 9.0 per cent women. Five per cent of the students were twenty-five years of age or older. Six women were twenty-nine years of age or older, while the oldest age indicated for men was in the 25-28 age category.

TABLE III
NUMBER AND PERCENTAGE OF JUNIOR COLLEGE STUDENT
SAMPLE IN EACH AGE GROUP ACCORDING TO SEX

Age groups (1)	Sex			
	Men		Women	
	Number (2)	Per cent (3)	Number (4)	Per cent (5)
17-20	152	82.2	155	87.6
21-24	30	16.2	16	9.0
25-28	3	1.6	0	.0
29-32	0	.0	1	.6
33 and above	0	.0	5	2.8
Totals	185	100.0	177	100.0

Proportion of counseling interviews to sex. There has been some speculation as to whether men or women are more favorably disposed toward counseling services. Data in Table IV, page 49, clearly indicate that strong sex differences in regard to the number of counseling interviews were not present. Women visited the counselor three or fewer times 5.1 per cent fewer times than men. Ninety-seven women (54.8 per cent) had four or more interviews as compared to ninety-two

men (49.7 per cent). There is only a slight difference in percentages with respect to sex and number of counseling interviews.

TABLE IV
NUMBER AND PERCENTAGE OF COUNSELING INTERVIEWS
ACCORDING TO SEX

Counseling interviews (1)	Sex			
	Men		Women	
	Number (2)	Per cent (3)	Number (4)	Per cent (5)
1	7	3.8	6	3.4
2	41	22.2	37	20.9
3	45	24.3	37	20.9
4	36	19.5	35	19.8
5	23	12.4	27	15.3
6	5	2.7	13	7.3
7	12	6.5	2	1.1
8	6	3.2	8	4.5
9 -	1	.5	3	1.7
10 or more	9	4.9	9	5.1
Totals	185	100.0	177	100.0

Proportion of counseling interviews to age. With respect to age and the number of times a student visited his counselor, an unexpected finding emerged. An inspection of Table V, page 50, shows that students in the 17-20 age category had fewer interviews than students in the 21-24 age group. The percentage of students between the ages of 17 and 20 who had four or more interviews was 6.5 per cent less than students between the ages of 21 and 24. In the 17-20 age group 47.8

per cent had three or fewer interviews while in the 21-24 age group
41.3 per cent had three or fewer interviews.

TABLE V
NUMBER AND PERCENTAGE OF COUNSELING
INTERVIEWS ACCORDING TO AGE

Counseling interviews (1)	Age Groups			
	17-20		21-24	
	Number (2)	Per cent (3)	Number (4)	Per cent (5)
1	11	3.6	0	.0
2	68	22.1	7	15.2
3	68	22.1	12	26.1
4	65	21.2	5	10.9
5	42	13.7	8	17.4
6	15	4.9	3	6.5
7	11	3.6	3	6.5
8	11	3.6	2	4.3
9	3	1.0	1	2.2
10	13	4.2	5	10.9
Totals	307	100.0	46	100.0

II. ANALYSIS OF RESPONSES TO PART II OF THE STUDENT PARTICIPATION SCALE

This study was primarily a search for empirical findings rather than a testing of hypotheses. Major findings include the mean and standard deviation ratings of the four areas in the Student Participation Scale. In interpreting these figures questions arise as

to statistical significance. Three null hypotheses were designed to deal with such questions. The first null hypothesis stated that there would not be a significant difference between attitudes held by female students and attitudes held by male students toward the counseling process. To test this, t-tests were run for male means in each of the four areas as compared to female means in each of the four areas.

The second null hypothesis stated that there would be no difference between attitudes held by younger students and attitudes held by older students. This was checked by computing t-tests between M_1 and M_2 with respect to each area.

The third null hypothesis held that the number of counseling interviews would have no effect on attitudes toward the counseling process. Again, t-tests were computed for the means of those students having had three or fewer interviews as compared to means of students having had four or more interviews. In all three of these hypotheses the 0.05 level of confidence was selected.

Of the twenty-four items appearing in the Student Participation Scale, twenty-three items measured attitudes toward four aspects of the counseling process. Individual items pertaining to each area are given below:

- I. Counseling relationship - Items 1 through 5
- II. Vocational and educational planning - Items 7 through 13
- III. Personal adjustment - Items 14 through 17
- IV. Test interpretation - Items 18 through 23

Responses for items referring to each area were summed and aver-

aged. The computation of t -values was based on 360 degrees of freedom: $184 + 176$ or $360 [(N_1-1) - (N_2-2)]$.

Comparison of male and female attitudes. A variable marked for consideration in this study was the sex of respondents. The null hypothesis which stated that there would be no significant differences in male and female attitudes was checked by computing t -tests between the two means with respect to each area.

Results from responses in the four areas on the Student Participation Scale are given in Table VI.

TABLE VI

A COMPARISON OF ATTITUDES TOWARD FOUR AREAS OF COUNSELING
AS MEASURED BY MEANS DERIVED FROM THE
STUDENT PARTICIPATION SCALE

Male Versus Female

Areas (1)	Male Counselees		Female Counselees		\underline{t} (6)
	M_1 (2)	SD (3)	M_2 (4)	SD (5)	
Counseling relationship	18.06	2.99	18.60	3.39	2.87*
Vocational and educational planning	28.80	4.24	29.49	5.07	3.05*
Personal adjustment	13.25	1.97	13.56	2.26	1.99*
Test inter- pretation	19.71	2.25	20.59	3.02	5.16*

*Significant at the .05 level of confidence

By referring to a table of t for use in determining the significance of statistics,¹ it can be seen that the .01 level of confidence for 362 subjects (360 degrees of freedom) requires a t -value of 2.59 and the .05 level of confidence requires a t -value of 1.97. Since the obtained t -values for the areas of counseling relationship, vocational and educational planning, and test interpretation were larger than the t -value of 2.59, it is reasonable to assume that differences between these means were significant at the .01 level of confidence. In the area of personal adjustment, the t -value of 1.99 was significant at the .05 level of confidence.

Table VI, page 52, shows M_1 to be 18.06 with an SD of 2.99 and M_2 to be 18.60 with an SD of 3.99 with respect to a feeling toward the counselor and counselee relationship. This difference between the means was large enough to cast doubt on the stated null hypothesis. Attitudes toward vocational and educational planning yielded a mean of 28.80 and a standard deviation of 4.24 for men, and a mean of 29.49 and a standard deviation of 5.07 for women. The t -value of 3.05 was found to be significant at both the .05 and .01 levels of confidence. In the area of personal adjustment the M_1 of 13.25 and SD of 1.97 was significantly different from the M_2 of 13.56 and SD of 2.26. This difference was significant at the .05 level of confidence, thus indicating the null hypothesis to be false. Feelings between male counselees and female counselees toward the counselor's adequacy

¹Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1953), p. 449.

in interpretation of test scores were significantly different. A mean rating of 19.71 and a standard deviation of 2.25 for men compared to a mean rating of 20.59 and a standard deviation of 3.02 for women indicated the untenability of the null hypothesis, and its rejection at .05 and .01 levels of confidence. Thus, in each of the four areas represented in the scale there was a significant difference between male and female attitudes.

A comparison of the two sexes as measured by means revealed that in each area the difference in the means was in the direction of greater positive female agreement with the twenty-three statements. Strong² has suggested that this sex difference in attitudes might be interpreted as part of general sex related "sets." However, the difference in means being in the direction of female agreement is in direct contrast to attitudes found in earlier studies. The Pohlman and Robinson³ study discussed in Chapter II revealed greater female annoyance toward certain aspects of the counseling situation than did the opposite sex. It also is interesting to note that mean differences significant at the .05 level with respect to personal counseling were at variance with means found in the King and Matteson study.⁴

²E. K. Strong, Vocational Interests of Men and Women, (Stanford, California: Stanford University Press, 1943), p. 72.

³Edward Pohlman and Francis P. Robinson, "Client Reaction to Some Aspects of the Counseling Situation," The Personnel and Guidance Journal, Vol. XXXVIII (March, 1960), 546-551.

⁴Paul T. King and Ross W. Matteson, "Student Perception of Counseling Center Services," The Personnel and Guidance Journal, XXXVII (January, 1959), 358-364.

In their study no significant differences in attitudes between the two sexes were found.

Significant differences between male and female attitudes toward four aspects of the counseling process might be explained by the fact that 49.7 per cent of the males had four or more interviews with a counselor and 54.8 per cent of the females visited a counselor four or more times. (See Table IV, page 49). Comparing the mean rating between these two groups it might be assumed that the more frequently a student visits his counselor the more favorably disposed he is toward the counseling process.

Comparison of younger students' and older students' attitudes.

To test the tenability of the second null hypothesis, which stated that there would be no difference between attitudes held by younger students and attitudes held by older students, mean ratings for each area were obtained. The hypothesis was checked by computing t-tests between M_1 and M_2 for each area.

Students in the 17-20 age group were identified as younger students since the typical age for junior college students would be found in this category. Students twenty-one years of age and older served as the second group of students.

In the area of counseling relationship Table VII shows M_1 to be 18.37 with an SD of 3.12 and M_2 to be 18.05 with an SD of 3.63. No significant differences between younger and older students' attitudes toward the counseling relationship were revealed. The t-value of 1.23 was not significant at either the .01 or .05 level

of confidence. The obtained mean for younger students in the area of vocational and educational planning was 29.27. This mean differed significantly with the mean obtained in the same area for the older students. The t -value of 2.81 was significant at the .05 and .01 levels of confidence. Mean ratings for younger and older students in the area of personal adjustment were 13.45 with an SD of 2.11 and 13.14 with an SD of 2.16, respectively. The t -value of 1.45 was not found to be significant. It is quite obvious that attitudes of both groups toward assistance given them in understanding results of tests were not significantly different; M_1 is 20.14 and M_2 is 20.14.

TABLE VII

A COMPARISON OF ATTITUDES TOWARD FOUR AREAS OF COUNSELING
AS MEASURED BY MEANS DERIVED FROM THE
STUDENT PARTICIPATION SCALE

Younger Counselees Versus Older Counselees

Areas (1)	Younger Counselees		Older Counselees		t (6)
	M_1 (2)	SD (3)	M_2 (4)	SD (5)	
Counseling relationship	18.37	3.12	18.05	3.63	1.23
Vocational and educational planning	29.27	4.60	28.38	5.02	2.81*
Personal adjustment	13.45	2.11	13.14	2.16	1.45
Test inter- pretation	20.14	2.72	20.14	2.49	0.00

*Significant at .05 level of confidence

It is interesting to note that the second null hypothesis can be accepted with respect to three areas and rejected with respect to one area. Age of students colored attitudes toward assistance received in vocational and educational planning, but did not affect attitudes toward the counseling relationship, personal counseling, nor the counselor's effectiveness in interpreting tests.

An inspection of means indicates that younger students may have held more favorable attitudes toward three aspects of the counseling process than older students. This finding supports responses given on the Counseling Attitude Scale at Michigan State College; Form found that younger students held a more favorable attitude toward the counseling process.⁵

Comparison of few and many interviews. The third null hypothesis stated that the number of interviews with a counselor would have no effect on attitudes toward the counseling process.

Students seeking counseling during a period of seven months were divided into two groups according to number of times they sought assistance from a counselor. From one to three counseling interviews were arbitrarily considered "few" and four or more counseling interviews were considered "many." These data are presented in Table VIII.

It can be noted that in the areas of (1) counseling relationship, (2) vocational and educational planning, and (3) test interpre-

⁵Arnold L. Form, "Students' Attitudes Toward Counselors and the Counseling Process at Michigan State College." Unpublished Doctor's dissertation, Michigan State College, East Lansing, Michigan, 1952. p. 192.

tation, the t -value indicates the hypothesis to be false and further indicates the significance of these findings to be at the .01 level of confidence.

In the area of personal adjustment there was no significant difference in attitudes between those who visited their counselor three or fewer times and those students who visited their counselor four or more times. It is important to note that M_2 is slightly lower than M_1 even though the difference is not significant. In items 14 through 17 of the Student Participation Scale there were more responses indicating agreement than there were responses indicating disagreement in both groups, and there was practically no difference in responses of the total group.

TABLE VIII

A COMPARISON OF ATTITUDES TOWARD FOUR AREAS OF COUNSELING AS MEASURED BY MEANS DERIVED FROM THE STUDENT PARTICIPATION SCALE

Few Interviews versus Many Interviews

<u>Areas</u> (1)	<u>Few Interviews</u>		<u>Many Interviews</u>		<u>t</u> (6)
	M_1 (2)	SD (3)	M_2 (4)	SD (5)	
Counseling relationship	17.7	3.17	18.86	3.14	5.97*
Vocational and educational planning	28.69	4.26	29.53	4.99	3.70*
Personal adjustment	13.51	2.09	13.31	2.14	1.31
Test interpretation	19.92	2.64	20.34	2.72	2.43*

*Significant at .05 level of confidence

In areas indicating a significant difference in means, responses indicated that those who had many interviews held a more favorable attitude toward the counseling process. While this finding confirms results found by Form⁶ it is not in agreement with results found by Schultz.⁷ Form's study revealed that more favorable attitudes toward counseling were engendered by a greater number of contacts with the Counseling Center. Schultz found there to be no significant difference in attitudes toward test interpretation between those students using counseling services the most and those seeking counselor assistance the least, and a significant difference between both groups with respect to personal counseling.

III. ANALYSIS OF SCALE ITEMS

The percentage distribution of responses made by students in the sample to each item is found in Table X. (See Appendix F). An elaborate analysis of the content of scale items is not in order since the methodology utilized in devising the scale was not concerned primarily with content of attitudes found in specific items. Items were selected for what they contributed toward a total attitudinal factor.

Item twenty-four elicited attitudes toward junior college counseling in general. Figure 2, (see Appendix G), describes graphically responses to this item and permits a visual comparison between scale items one through twenty-three and item twenty-four.

Item one. In response to the statement, "I feel that my coun-

⁶Ibid.

⁷Merlin W. Schultz, "Student Opinions of a High School Guidance Program," The Personnel and Guidance Journal, XLI (April, 1963), 709-715.

selor has a sincere interest in me and in the things I mention to him," 86.7 per cent of the students indicated agreement, including 56.6 per cent in agreement and 30.1 per cent in strong agreement. Less than one-tenth (9.1 per cent) indicated disagreement, including 7.2 per cent in disagreement and 1.9 per cent in strong disagreement. Only a slight per cent (4.1 per cent) were undecided. When the criterion of internal consistency was applied to items (Table I, page 39), item one received a rank order of thirteen. However, on the final administration of the scale this item received the highest percentage of agreement responses and the highest mean rating. The mean rating of 4.1 constituted clear endorsement of the counselor's interest in students.

Item two. The statement, "I feel that my counselor talks more than he should during our interview," elicited neither hyperpositive nor hypernegative responses. Approximately half of the students (45.3 per cent) expressed agreement, including 37.6 per cent in agreement and 7.7 per cent in strong agreement. A slightly less percentage (43.4 per cent) expressed disagreement, including 38.4 per cent in disagreement and 5.0 per cent in strong disagreement. Approximately one-tenth of the students (11.3 per cent) were undecided as to how they viewed the counselor in this respect. The mean rating was 3.0. Comparing the distribution of responses to this item with item twenty-four (see Figure 2, Appendix G) it may appear that students favor a counselor who tends to assume a dominant role in the counseling relationship. However, before this assumption could be made with a great deal of certainty additional research would be necessary.

Item three. Responses to the statement, "My counselor understands the way I feel," indicated that over one-half of the students were in agreement, including 51.6 per cent in agreement and 11.6 per cent in strong agreement. Less than one-fifth disagreed, including 13.0 per cent in disagreement, and 3.0 per cent in strong disagreement. Twenty-one per cent were undecided. The mean rating of the sample was 3.6, thus indicating clear endorsement to this statement.

Item four. The statement, "My counselor makes me feel that what I say to him is not very important," elicited positive responses. Over eighty per cent of the students stated disagreement, including 54.1 per cent in disagreement and 26.5 per cent in strong disagreement, thus indicating a favorable attitude toward the counselor. A slight percentage (11.6 per cent) felt that the counselor belittled their needs, including 8.8 per cent in agreement and 2.8 per cent in strong agreement. Less than one-tenth of the students were undecided. Comparing responses to item one with item four there was a definite tendency toward positive reaction with respect to the counseling relationship. The mean rating of the sample was 3.9.

Item five. More than three-fourths of the students responded favorably to the statement, "My counselor provides an atmosphere which encourages me to be very frank;" 55.5 per cent were in agreement and 21.3 per cent were in strong agreement. Approximately one-tenth expressed an unfavorable attitude, including 12.4 per cent in disagreement and 1.1 per cent in strong disagreement. Less than one-tenth

(9.7 per cent) were undecided. The mean rating of the sample was 3.8.

Item six. The statement, "My counselor helps me to better understand my abilities," elicited the following responses: 40.6 per cent agreed, 10.8 per cent strongly agreed, 24.6 per cent disagreed, 6.6 per cent strongly disagreed, and 17.4 per cent were undecided. The mean rating of the sample was 3.2.

Item seven. The statement, "I feel that my counselor wants me to accept his opinion regarding my future vocation," received clear endorsement; 51.7 per cent disagreed, 15.2 per cent strongly disagreed, 20.2 per cent agreed, 3.6 per cent strongly agreed, and 9.4 per cent were undecided. The mean rating was 3.5. While this statement was reported to be one of the least discriminating statements (Table I, page 29), in the final administration of the scale responses clearly indicated that similar views were not expressed by the sample; thus, proving the satisfactoriness of this item.

Item eight. Slightly more than one-half of the students responded favorably to the statement, "I find it interesting and informative to talk with my counselor about a future vocation"; 36.7 per cent agreed and 19.1 per cent strongly agreed. Approximately one-fourth responded unfavorably; 21.5 per cent disagreed and 4.7 per cent strongly disagreed. Eighteen per cent were undecided. The mean rating was 3.4.

Item nine. With 68.8 per cent of the students stating disagree-

ment with the statement, "My counselor does not have adequate information about vocations," it was felt by the majority that vocational information was provided adequately. Less than one-tenth stated agreement, including 6.9 per cent in agreement and 2.5 per cent in strong agreement. Approximately one-fifth (21.8 per cent) were undecided. The mean rating was 3.8.

Item ten. The statement, "The vocational material that my counselor gives to me is not up to date," engendered the following responses: 49.4 per cent disagreed, 20.2 per cent strongly disagreed, 4.1 per cent agreed, 1.1 per cent strongly agreed, and 25.1 per cent were undecided. Of the twenty-four items in the scale, this item elicited the highest percentage of undecided responses; however, the 69.6 per cent in disagreement compared to the 9.4 per cent in agreement clearly indicated a positive attitude toward the counselor in this respect. The mean rating of the sample was 3.8.

Item eleven. Responses to the statement, "When I am undecided as to which courses I want to take my counselor takes the time to identify and discuss the reasons for my indecisions," indicated a positive attitude by the majority; 48.6 per cent agreed, 17.7 per cent strongly agreed, while 19.6 per cent disagreed and 4.4 per cent strongly disagreed. Less than one-tenth of the students (9.7 per cent) were undecided. The mean rating was 3.6.

Item twelve. The negatively phrased statement, "I feel that my counselor does not give me adequate information about the courses that

are required for graduation," elicited a majority opinion of disagreement, thus indicating that students were satisfied with assistance in the area of educational planning. Approximately three-fourths of the students (71.8 per cent) did not agree with this item, including 42.0 per cent in disagreement and 29.8 per cent in strong disagreement. Approximately one-fourth (21.5 per cent) agreed, including 14.6 per cent in agreement and 6.9 per cent in strong agreement. A slight percentage (6.6 per cent) were undecided. The mean rating was 3.7.

Item thirteen. The statement, "It seems that my counselor is bored and disinterested when I talk to him about the courses I want to take," elicited the following responses: 51.1 per cent disagreed, 29.3 per cent strongly disagreed, 8.8 per cent agreed, 1.4 per cent strongly agreed, and 9.4 per cent were undecided. With the majority (80.4 per cent) indicating disagreement with the statement, it is evident that students view the counselor favorably in this respect.

Item fourteen. In response to the statement, "Talking with my counselor has helped me to have more confidence in myself," 56.6 per cent of the students indicated agreement, including 40.9 per cent in agreement and 15.7 per cent in strong agreement. Approximately one-fourth (27.1 per cent) indicated disagreement, including 21.3 per cent in disagreement and 5.8 per cent in strong disagreement. A recognizable number of students (16.3 per cent) indicated that they were undecided. The mean rating of the sample was 3.4. Comparing responses to this item with item six, there is little difference in each category

of response.

Item fifteen. The majority of students responded favorably to the statement, "When I talk to my counselor about something that is bothering me he helps me think about it and come to my own decision." Approximately three-fourths (71.4 per cent) indicated agreement, including 40.9 per cent in agreement and 15.7 per cent in strong agreement. Less than one-fifth (16.3 per cent) indicated disagreement, including 13.0 in disagreement and 3.3 in strong disagreement. Approximately one-tenth (11.3 per cent) were undecided. The mean rating was 3.7. The distribution of responses indicated a clear endorsement of the counselor in this respect.

Item sixteen. Responses to the negatively phrased statement, "My counselor talks about his personal experiences more than he should," were as follows: 44.2 per cent disagreed, 12.7 per cent strongly disagreed, 26.2 per cent agreed, 5.0 per cent strongly agreed, and 11.9 per cent were undecided. The mean rating of the sample was 3.3. Comparing each category of responses between items sixteen and two little difference was revealed. It is noted also that these items were the only two negatively phrased items which received less than 60.0 per cent disagreement responses.

Item seventeen. Responses to the statement, "I understand that the interviews with my counselor have a time limit," indicated mild endorsement. Distribution of responses was as follows: 39.5 per cent

agreed, 7.5 per cent strongly agreed, 34.3 per cent disagreed, 10.2 per cent strongly disagreed, and 8.6 per cent were undecided. The mean rating was 3.0. In Table I, page 39, this item was shown to be the least discriminating item in the scale; thus it was predicted that it might have been responded to in the same way by practically the entire group. There was little discrimination between two extreme groups.

Item eighteen. In response to the statement, "My counselor adequately describes the different kinds of tests that I can take," slightly less than one-half of the students (44.5 per cent) indicated agreement, including 38.4 per cent in agreement and 6.1 per cent in strong agreement. Approximately the same number of students (40.6 per cent) indicated disagreement, including 32.0 per cent in disagreement and 8.6 per cent in strong disagreement. A fair percentage (14.9 per cent) were undecided. The mean response was 3.0.

Item nineteen. More than one-half of the students (59.1 per cent) responded favorably to the statement, "When my counselor interprets my test scores to me he does it in such a way that it is easy for me to understand what the scores mean." Percentage of responses to each category was as follows: 47.2 per cent agreed, 11.9 per cent strongly agreed, 13.8 per cent disagreed, 5.2 per cent strongly disagreed, and 21.8 per cent were undecided. The mean rating was 3.5.

Item twenty. Approximately three-fourths of the students (73.7 per cent) expressed disagreement with the statement, "My counselor

insists more than he should that I take certain tests." Distribution of responses were as follows: 58.0 per cent disagreed, 15.7 per cent strongly disagreed, 10.5 per cent agreed, 1.7 per cent strongly agreed, and 14.1 per cent were undecided. The mean rating was 3.8. It is evident that students did not feel that the counselor was insistent upon their taking certain tests.

Item twenty-one. The statement, "When my counselor talks with me about my test scores, he tends to stress my weaknesses and disabilities," elicited the following responses: 41.2 per cent disagreed, 7.2 per cent strongly disagreed, 29.8 per cent agreed, 4.1 per cent strongly agreed, and 17.7 per cent were undecided. The mean rating was 3.2.

Item twenty-two. In response to the negatively phrased statement, "After my counselor interprets my test scores to me he tells me what I should do," 32.6 per cent indicated disagreement, including 29.0 per cent in disagreement and 3.6 per cent in strong disagreement. Approximately one-half of the students (49.2 per cent) felt that the counselor assumed a dominant role in this respect. Comparing distribution of responses to this item with the general positive endorsement of other items, it appears that this statement was so expressed as to be misunderstood by the sample; however, based on results of experimental tests, this could not have been foreseen.

Item twenty-three. A vast majority of the students responded

favorably to the statement, "My counselor adequately answers any questions I have about the test and my test scores." The distribution of responses indicated that 60.8 per cent agreed, 21.5 per cent strongly agreed, 6.9 per cent disagreed, 1.7 per cent strongly disagreed, and 9.1 per cent were undecided. The mean rating was 3.9.

Item twenty-four. The last statement in the Student Participation Scale, "Overall, I am satisfied with the counseling I have received at this junior college," elicited strong endorsement. Approximately three-fourths of the students (71.6 per cent) expressed agreement, including 48.9 per cent in agreement and 22.7 per cent in strong agreement. Approximately one-fifth (20.2 per cent) expressed disagreement, including 14.1 per cent in disagreement and 6.1 per cent in strong disagreement. Less than one-tenth (8.3 per cent) were undecided. The mean rating was 3.7. Responses to this item generally follow the pattern of response of other items in the scale.

Summary. Of the 362 students participating in this study, approximately one-half were men, more than four-fifths of the total student group were in the 17-20 age category, and approximately one-half had four or more interviews. Data obtained from Part II of the Student Participation Scale were calculated by standard statistical procedures to determine whether there was any significance applicable to differences between the following: (1) male and female attitudes, (2) younger counselees' and older counselees' attitudes, and (3) few and many interviews.

With respect to each counseling area it was found that male and

female attitudes differed significantly and that females indicated a slightly higher mean rating in all areas. Considering the age variable, a significant difference was reported with respect to vocational and educational planning, but no difference was evident in the other three areas. Number of visits with a counselor reflected a significant difference in attitudes toward three aspects of the counseling process. In the area of personal adjustment, number of visits did not influence attitudes.

The percentage distribution of responses made by the students in the sample to each scale item was given. It is clearly evident from these responses that there was a strong tendency toward agreement with statements, thus suggesting a generally favorable attitude toward the counseling process.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to determine attitudes of junior college counselees toward the counseling process. It sought to provide answers to the following questions: (1) Is there a general attitude toward the counselor and the counseling process? (2) Do groups of students reveal significantly different attitudes toward (1) the counseling relationship, (2) vocational and educational planning, (3) personal adjustment, and (4) test interpretation.

This investigation was based on the premise that it is important for counselors to know how their services are being evaluated by students. Counselors should know not only what the dominant attitudes toward them are, but which groups of students have more favorable or unfavorable attitudes. With this kind of information counselors can respond more effectively to student needs and can embark on programs to get their area of acceptance widened in the student body.

An examination of related literature revealed that attitudes toward a particular object can be measured quantitatively by use of an attitudinal scale. The use of such scales has the advantage of measuring intensity of counseling attitudes that appears to be lacking in follow-up questionnaires and in permissive interviewing techniques. Literature further revealed that while numerous studies have attempted to determine students' attitudes toward the counseling process, no

research has been conducted concerning junior college counselees' attitudes toward the counseling process.

To determine junior college students' attitudes toward the counseling process it was necessary to employ the most effective technique. With so large a student body as exists in Florida junior colleges it was considered too difficult, inconvenient, and time consuming to use the permissive, confidential interview to discover students' attitudes toward the counseling process. It was felt, also, that the opposite type of highly structured "yes-no" questionnaire would not permit quantitative measurement of students' attitudes. Since neither of the two methods were feasible for this study, a compromise had to be effected.

In accordance with this rationale, it was decided to construct a quantitative, scorable, and unidimensional scale of attitudes toward the counseling process. The first task involved in the construction of the scale was the collection of a number of statements. Eighty-two statements were selected and edited in accordance with procedures suggested in the literature. A scale of twenty-four statements was subjected to two tests of reliability: test-retest method and criterion of internal consistency.

The scale, titled Student Participation Scale, is divided into two parts: Part I contains four items which elicits information to be used for collaborating purposes, and Part II contains twenty-four statements which elicit attitudes toward four areas in the counseling process. The areas included in Part II are: (1) counseling relationship, (2) vocational and educational planning, (3) personal adjustment,

and (4) test interpretation.

The four junior colleges in Florida selected to participate in this study were: Clearwater Junior College, Indian River Junior College, Central Florida Junior College, and Palm Beach Junior College. So that students would have had an opportunity to experience counseling activity, the Student Participation Scale was given during the spring of the 1965-66 academic year. The writer administered the instrument with oral instructions paraphrasing the written instructions.

A total of three hundred sixty-two second-semester freshmen provided data for this study. Responses to Part I of the Student Participation Scale revealed the following information concerning the sample:

1. There was a nearly even distribution of men and women.
2. The vast majority of students were in the 17-20 age group.
3. Most of the students had been in attendance two semesters.
4. Approximately one-half of the respondents had visited the counselor no more than three times. One-half had visited the counselor four or more times.
5. The percentage of men and women in each age group was well balanced, except in the 21-24 age group. In this age group there were as many men as women (N=46).
6. Women tended to have more counseling interviews than men.
7. Students twenty-one years of age and older tended to visit the counselor more often than students in the 17-20 age group.

Data obtained from responses to Part II of the Student Participa-

tion Scale were analyzed by use of means, standard deviations, and t-tests. Three null hypothesis designed for this study stated that (1) there would be no difference in male and female attitudes toward counseling relationship, vocational and educational planning, personal adjustment, and test interpretation, (2) age of counselees would not reflect different attitudes, and (3) number of interviews would not influence attitudes toward these areas of the counseling process.

Major findings of this study follow:

1. Male and female counselees held a significantly different attitude toward counseling services. Women showed a more favorable attitude in the four counseling areas. However, it was noted that for both men and women each area received a mean rating greater than the rating for "Undecided" (3). The area of vocational and educational planning received a higher rating than the other three areas.

2. Age of counselees did not reflect significantly different attitudes toward (1) the counseling relationship, (2) personal adjustment, and (3) interpretation of tests. In the area of vocational and educational planning a difference in attitudes significant at the .05 level of confidence was noted. The most striking finding was that younger students held a slightly more favorable attitude toward the counseling process except that in the area of test interpretation. Vocational and educational planning received an overall mean rating proportionately higher than mean ratings for other three areas.

3. Number of counseling interviews influenced attitudes in all areas except the area of counseling for personal assistance. The dif-

ference with respect to this area was probably due to chance. Concerning counseling relationship, vocational and educational planning, and test interpretation, mean ratings for students having many interviews were slightly higher than mean ratings reported for students having few interviews. Those students having four or more interviews reported a less favorable attitude toward personal counseling than students having fewer interviews. It is important to note that each reported mean rating was greater than a mean rating for "Undecided" (3).

4. Regardless of sex, age, or number of interviews, mean ratings for vocational and educational planning were consistently higher than mean ratings for counseling relationship, personal adjustment, and test interpretation.

5. Mean ratings for personal adjustment were consistently lower than ratings reported for the other three areas.

Percentage distributions of responses given to each item in the Student Participation Scale were presented in Table X (see Appendix F). Some of the most important findings are presented below:

1. It appeared from the distribution of per cents along the arbitrarily determined continuum of feeling that the majority of students held a favorable attitude toward the counselor and the counseling process. With the exception of item twenty-two ("After my counselor interprets my test scores to me he tells me what I should do."), each statement engendered a mean rating of 3.0 or above. No statement elicited more than a ten per cent hypernegative reaction.

2. A very strong majority (four-fifths of the sample) felt that the counselor showed a sincere interest in them, did not act bored when

discussions concerned academic planning, and made them feel that whatever was discussed was of importance.

3. There were almost equal responses for and against the counselor with respect to the amount of counselor dominance during the interview.

4. Approximately fifty per cent of the students felt that the counselor told them what to do following an interpretation of test scores and this pleased one-third of the counselees.

5. In regard to vocational and educational planning a majority of the students felt that the counselor (1) was of assistance in helping them understand their abilities, (2) did not voice his opinion in the matter of a suitable vocation, (3) was knowledgeable in the area of vocations and presented this information in an interesting manner, (4) was willing to take the time to help them in the selection of courses and displayed interest in this respect, and (5) possessed an adequate amount of knowledge pertaining to graduation and transfer requirements.

6. Statements reflecting effective counseling techniques in the area of personal adjustment engendered somewhat less agreement than statements pertaining to other areas. Whereas over 70.0 per cent of the students felt that the counselor helped them to reach a decision concerning particular needs, it was evident that a somewhat lesser percentage felt that the counselor helped them to have more confidence in themselves and refrained from making references to personal experiences.

7. Less than fifty per cent of the counselees felt that the

counselor was adequate in helping them recognize their capabilities.

8. It was noted that there were a number of categories in which approximately one-fifth of the students held neither a favorable nor unfavorable attitude. These students expressed indecision regarding the counselor's sensitivity to their feelings, appropriateness of occupational materials, and the counselor's ability to interpret test scores in such a way that the results could be clearly understood.

9. There was a strong tendency toward agreement with statements, thus suggesting a generally favorable attitude toward the counseling process.

10. Sketching the counselor in bold strokes, students saw him as one who is sincerely interested in their needs and as one who helps them to think out their needs and reach an independent decision.

II. CONCLUSIONS

Within the limitations of data obtained and in light of the purpose of his study, the following conclusions appear to be warranted:

1. Junior college counseling seemed to be meeting the needs of most students in this study; however, a fair percentage of students indicated dissatisfaction with counseling services. To prevent the small group of students from growing in size, the services about which this group complained should be more thoroughly examined.

2. Junior college students held more favorable attitudes toward vocational and educational planning than toward the other three areas. This finding may be related to general societal thinking;

affluent societies generate high educational goals. Students may feel pressured into entering and remaining in college, thus making vocational and educational planning a needed and acceptable activity. To determine whether there is a relationship between societal pressures and vocational and educational planning and to further determine the degree of this relationship more research is needed.

3. Older junior college students experienced more counseling activity than did the typical junior college age student, yet students in this 17-20 age group held more favorable attitudes toward the counseling process. Since this younger group had fewer contacts with the counselor it would seem at first glance that counseling is effective to the point of three contacts a year, but the value beyond that is doubtful. This study does not infer that students had been harmed in any way by frequent interviews with the counselor, but it does reveal that the group of students with four or more interviews held a less favorable attitude toward the counseling process than the group who had three or fewer contacts. It also is significant that the older group (21 and over), who had more contacts with the counselor, displayed significantly less favorable attitudes toward the area of vocational and educational counseling.

In view of these findings that seem to show that students who had four or more interviews showed less favorable attitudes, it may be inferred that older students felt more need of counseling but were dissatisfied with the results. On the other hand, these findings may be construed to indicate success of counseling services; perhaps the

younger students felt that they made such good progress in a few interviews that need for additional assistance was unnecessary. If this is so, could it be an indication of the possibility of unreal perceptions of themselves in many areas of living? A thorough investigation of the reasons for such stated divarication would be of value in the area of junior college counseling.

4. Considering the fact that some of the more unfavorable aspects of student responses were that the counselor talked too much, dominated the interview, and gave too many directions, it may be inferred that directive counseling techniques are looked on less favorably. Inasmuch as teachers tend to be directive in most teaching situations, it may be well to question the policy of many states that require counselors to have had classroom experience. This suggests that an important area for further research would be an investigation of the effectiveness of counselors who have had classroom experience with those who have not.

5. Counseling in the area of personal adjustment was viewed less favorably by junior college students than counseling in other areas. In view of the fact that the junior college student has many personal needs, the matter of less than a high degree of satisfaction with counseling activity in this area seems worthy of investigation. It may be improper to infer that counselors were more proficient in other areas and hence better received by students. Nevertheless, this finding may be a reflection on counselors who display slight incompetence in discussing life adjustment needs. This may indicate the dif-

ficulty of effective counseling in this area, thus suggesting more intensive education in helping counselors improve assistance given to students in identifying and meeting personal needs.

An explanation of less favorable attitudes toward counseling in the area of personal adjustment may be given on the basis of additional research. Supplementing the attitude scale with an interview probably would reveal additional data on the specific elements of the counseling process that was not furnished by the scale.

6. The Student Participation Scale was effective in securing pertinent data for this study. Periodic application of this scale would be valuable in situations other than described in this study. The scale needs further refinement. Much would be gained by retesting it with another population. Its value for general use is not yet ascertained. This attitude scale could be valuable to administrators and counselors who want a quick and objective device for determining student attitudes toward counseling services.

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A P P E N D I X

APPENDIX A

ORIGINAL LIST OF STATEMENTS FOR ATTITUDE SCALE

1. I see my counselor as a friend. That is, one who really likes me as a person.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

2. My counselor is one to whom I can say anything without his changing his opinion of me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

3. My relationship with my counselor is stronger than simply that of student-faculty member.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

4. My counselor makes me feel that his contact with me is merely a routine part of his job.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

5. I do not feel free to express my true feelings to my counselor.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

6. My counselor shows sincere interest in things I mention to him.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

7. I go to see my counselor only when it is required.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

8. My counselor makes me feel that what I say to him is not very important.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

9. My counselor provides an atmosphere which encourages me to be very frank.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

10. Somehow I feel better after I have talked with my counselor.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

11. My counselor tells me to do things I do not especially want to do.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

12. My counselor understands the way I feel.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

13. My counselor quite often seems pessimistic.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

14. My counselor is not too tired or too busy to see me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

15. My counselor does not try to see things as I see them.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

16. For some reason my counselor seems to distrust me.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

17. My counselor shows a great deal of patience in helping me make decisions for myself.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

18. My counselor does most of the talking during our meeting.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

19. I view my counselor as a helper in making decisions, rather than one who tells me what I should do.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

20. When I am talking with my counselor I get the feeling that he is the "boss."

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

21. My counselor decides topics for discussion during our interview.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

22. My counselor sometimes criticizes me.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

23. It seems that my counselor is willing to go out of his way to help me.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

24. I feel that my counselor wants me to go and see him when there is something bothering me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

25. My counselor does not give me a chance to express my views.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

26. My counselor has given me a great deal of information about the vocation I plan to enter.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

27. My counselor shows interest in my vocational plans.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

28. My counselor tells me for what vocation he feels I am best suited.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

29. My counselor has a large amount of occupational information ready for quick and easy reference.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

30. The occupational material that my counselor gives me or refers me to is out of date.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

31. My counselor is quick to show his likes or dislikes about particular vocations.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

32. Adequate vocational aptitude and interest tests are available to me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

33. My counselor is familiar with the amount of education required for vocations about which we discuss.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

34. My counselor presents relevant facts and the number of new openings each year about the occupation I am considering.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

35. I find it both interesting and informative to talk with my counselor about a possible future vocation.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

36. The courses I take in college will not contribute to my vocation.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

37. My counselor has helped me to better understand my abilities.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

38. When my counselor gives information about occupations he puts it in terms that are meaningful to me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

39. My counselor encourages me to consider the various aspects of vocations.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

40. My counselor stimulates me to find out as much as I can about the vocation in which I am interested.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

41. My counselor has made me feel that I have the ability and capacity to make my own decisions.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

42. My counselor is willing to assist me in securing information concerning the demands and requirements of various occupations.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

43. My counselor shows annoyance or disapproval when I cannot decide what courses I want to take.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

44. My counselor takes a real interest in helping me plan my program of courses to take.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

45. When I am undecided about courses to take my counselor takes the time to discuss the reasons for my indecisions.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

46. My counselor puts pressure on me to take or not to take certain courses.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

47. My counselor describes for me the nature of certain courses.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

48. Adequate information regarding transfer requirements is provided.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

49. When I talk to my counselor about courses I want to take he seems bored and disinterested.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

50. The final decision as to what courses I will take is left up to me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

51. I have received adequate help with my programming.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

52. My counselor takes an interest in my personal problems.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

53. Talking with my counselor has helped me have more confidence in myself.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

54. My counselor helps me think about my personal problems and come to my own decision.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

55. My counselor really understands my problems. That is, he seems to see why it is a problem.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

56. My counselor tries to make me accept his opinion or follow a course of action.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

57. My counselor says things or otherwise shows his disapproval of what I say in a way which is not helpful in solving the problem.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

58. After I have discussed a personal problem with my counselor he generally tells me exactly what to do.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

59. My counselor is of no help to me when I tell him about a particular problem which is bothering me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

60. My counselor has helped me to better understand myself. That is, I feel that I understand what kind of person I am.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

61. After I have talked with my counselor I can see alternative things I can do to help solve my problem.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

62. Interviews with my counselor have a time limit and I do not overstay the time limit.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

63. My counselor allows me to talk freely about things that are bothering me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

64. My counselor tells me about his personal experiences and how he goes about solving problems.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

65. I know more about my counselor than I feel I know about myself.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

66. I feel that my counselor has "labeled" or categorized me on the basis of my entrance examinations to junior college.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

67. When my counselor talks with me about my test scores he tends to stress my weaknesses and disabilities.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

68. My counselor takes the time to describe the nature of the particular test that I have taken and the purpose of the test.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

69. My counselor has insisted that I take certain tests (in addition to entrance tests).

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

70. My counselor has adequately described the different kinds of tests that are available to me as a student.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

71. My counselor tends to inject his personal opinions when interpreting test scores to me.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

72. After my counselor interprets test results he tells me what my next course of action should be.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

73. My counselor is willing to answer any questions I have about the test or test scores.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

74. My counselor talks in such technical language when he interprets test scores that I find it hard to understand what my test results really mean.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

75. My counselor has made me feel that tests will give me the answer as to what my college major should be.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

76. Tests I have taken in junior college have helped me to understand my interests and abilities.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

77. My counselor explains to me the kinds of questions tests are helpful in answering.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

78. My counselor states in clear terms the significance of my test scores.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

79. The entrance examinations were a waste of time. That is, I see no value in them.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

80. When explaining test results my counselor uses terms I do not understand.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

81. My counselor explains my test results so fast that I leave his office not knowing what my test results actually mean.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

82. Overall, I am satisfied with the counseling I have received in junior college.

Strongly
agree _____ Agree _____ Undecided _____ Disagree _____ Strongly
disagree _____

APPENDIX B

ROSE MARY AMMONS, COUNSELOR

St. Petersburg Junior College

PART I

Age of the Counsellee might be helpful information.
It might be set up thusly, Age: 18-20 21-23
24-26 27-30 31 and over

approximate grade point average would be
an appropriate question. For "first time
in college" students, high school GPA might
suffice.

I strongly urge that both parts I and II
be so worded that they can be adapted
to either IBM 1230 or digital scoring
machines. Utilizing the 1230 would make
possible a Hollerith card output, duplicating
the student's responses, that could then be
processed by computer. The scoring tech-
nique explained to me could be readily
done by simple programming of even such
unsophisticated instruments as IBM 1401 (see
cards in lieu of tapes) Untold man-hours
would be saved in tallying responses, making
the instrument much more practical.

ROSE MARY AMMONS, COUNSELOR

St. Petersburg Junior College

PART II

In "directions", sentence number two should be reworded thusly: You may check only one of the following: ☐ (otherwise, some certainly will make multiple responses)

Perhaps item #2 could be re-worded so that the implication of the counselor gaining an unfavorable impression is brought out. Most students do not mind a changed opinion, as long as it is not unfavorable.

Item #3 is somewhat ambiguous. What kind of relationship? Or, is the indefinite nature of the item a planned stratagem?

Items #6 and #8 are related. Are they both necessary?

Item #10 is excellent, in my opinion. It is indefinite, as is #3, but does not seem open to as many interpretations.

Items #18 and #25 seem related. Is this a validity check? Several other questions fall in this category (#17 and #19, for instance)

APPENDIX C

STUDENT PARTICIPATION SCALE

**A Scale Intended to Measure
Students' Attitudes Toward
the Counseling Received in
Junior College**

Spring 1966

PART I

DIRECTIONS: Circle the correct answer for numbers 1 through 5.

1. Sex:

M F

2. Age:

17-20 21-24 25-28 28-31 31 and above

3. Number of semesters you have attended the junior college:

1 2 3 4 5 6

4. Number of counseling interviews you have had with your counselor at this junior college:

1 2 3 4 5 6 7 8 9 10 or more

PART II

DIRECTIONS: Read each statement carefully and decide how you feel about it. Respond to each statement by checking your choice in the space provided. Check only one of the following: Strongly agree, Agree, Undecided, Disagree, Strongly disagree.

This is not a test. There are no right nor wrong answers. You are simply asked to tell how you feel about the counseling you have received while in this junior college.

1. I feel that my counselor has a sincere interest in me and in the things I mention to him.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

2. I feel that my counselor talks more than he should during our interviews.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

3. My counselor understands the way I feel.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

4. My counselor makes me feel that what I say to him is not very important.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

5. My counselor provides an atmosphere which encourages me to be very frank.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

6. My counselor helps me to understand better my abilities.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

7. I feel that my counselor wants me to accept his opinion regarding my future vocation.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

8. I find it interesting and informative to talk with my counselor about a future vocation.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

9. My counselor does not have adequate information about vocations.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

10. The vocational material that my counselor gives to me is not up to date.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

11. When I am undecided as to which courses I want to take my counselor takes the time to identify and discuss the reasons for my indecisions.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

12. I feel that my counselor does not give me adequate information about the courses that are required for graduation or for transfer.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

13. It seems that my counselor is bored and disinterested when I talk to him about the courses I want to take.

Strongly agree _____ Agree _____ Undecided _____ Disagree _____ Strongly disagree _____

20. My counselor insists more than he should that I take certain tests.

Strongly
agree_____ Agree_____ Undecided_____ Disagree_____ Strongly
disagree_____

21. When my counselor talks with me about my test scores he tends to stress my weaknesses and disabilities.

Strongly
agree_____ Agree_____ Undecided_____ Disagree_____ Strongly
disagree_____

22. After my counselor interprets my test scores to me he tells me what I should do.

Strongly
agree_____ Agree_____ Undecided_____ Disagree_____ Strongly
disagree_____

23. My counselor adequately answers any questions I have about the test and my test scores.

Strongly
agree_____ Agree_____ Undecided_____ Disagree_____ Strongly
disagree_____

24. Over-all, I am satisfied with the counseling I have received at this junior college.

Strongly
agree_____ Agree_____ Undecided_____ Disagree_____ Strongly
disagree_____

Filmed as received

without page(s) 105.

UNIVERSITY MICROFILMS, INC.

APPENDIX D

President

Dean of Student Personnel

Placement
Services

Counseling
Services

Health
Services

Testing
Services

Orientation
Services

Information
Services

Student Activity
Services

Referrals to:
Health Center
Off-campus agencies
On-campus agencies

FIGURE I

ORGANIZATION OF THE OFFICE OF THE DEAN OF STUDENT
PERSONNEL IN FLORIDA JUNIOR COLLEGES

APPENDIX E

TABLE IX

PER CENT OF EACH SCHOOL'S CONTRIBUTION
TO TOTAL SAMPLE

School	Number	Per Cent
Central Florida Junior College	75	20.7
Indian River Junior College	83	23.0
Clearwater Junior College	142	39.2
Palm Beach Junior College	62	17.1
Total	362	100.0

APPENDIX F

TABLE X

RESPONSES OF STUDENTS IN SAMPLE TO EACH STATEMENT
IN THE STUDENT PARTICIPATION SCALE

Statement (1)	Responses (in percentages)				
	Strongly agree (2)	Agree (3)	Undecided (4)	Disagree (5)	Strongly disagree (6)
1. I feel that my counselor has a sincere interest in me and in the things I mention to him.	30.1	56.6	4.1	7.2	1.9
2. I feel that my counselor talks more than he should during our interview.	7.7	37.6	11.3	38.4	5.0
3. My counselor understands the way I feel.	11.6	51.4	21.0	13.0	3.0
4. My counselor makes me feel that what I say to him is <u>not</u> very important.	2.8	8.8	7.7	54.1	26.5
5. My counselor provides an atmosphere which encourages me to be very frank.	21.3	55.5	9.7	12.4	1.1
6. My counselor helps me to better understand my abilities.	10.8	40.6	17.4	24.6	6.6
7. I feel that my counselor wants me to accept his opinion regarding my future vocation.	3.6	20.2	9.4	51.7	15.2

TABLE X (continued)

8. I find it interesting and informative to talk with my counselor about a future vocation.	19.1	36.7	18.0	21.5	4.7
9. My counselor does not have adequate information about vocations.	2.5	6.9	21.8	45.0	23.8
10. The vocational material that my counselor gives to me is not up to date.	1.1	4.1	25.1	49.4	20.2
11. When I am undecided as to which courses I want to take my counselor takes the time to identify and discuss the reasons for my indecisions.	17.7	48.6	9.7	19.6	4.4
12. I feel that my counselor does not give me adequate information about the <u>courses</u> that are required for graduation or for transfer	6.9	14.6	6.6	42.0	29.8
13. It seems that my counselor is bored and disinterested when I talk to him about the courses I want to take.	1.4	8.8	9.4	51.1	29.3
14. Talking with my counselor has helped me to have more confidence in myself.	15.7	40.9	16.3	21.2	5.9
15. When I talk to my counselor about something that is bothering me he helps me think about it and come to my own decision.	14.5	56.9	11.3	13.0	3.3
16. My counselor talks about his personal experiences more than he should.	5.0	26.2	11.9	44.2	12.7
17. I understand that the interviews with my counselor have a time limit.	7.5	39.5	8.6	34.3	10.2

TABLE X (continued)

18. My counselor adequately describes the different kinds of tests that I can take.	6.1	38.4	14.9	32.0	8.6
19. When my counselor interprets my test scores to me he does it in such a way that it is easy for me to understand what the scores mean.	11.9	47.2	21.8	13.8	5.2
20. My counselor insists more than he should that I take certain tests.	1.7	10.5	14.1	58.0	15.7
21. When my counselor talks with me about my test scores he tends to stress my weaknesses and disabilities.	4.1	29.8	17.7	41.2	7.2
22. After my counselor interprets my test scores to me he tells me what I should do.	7.5	41.7	18.2	29.0	3.6
23. My counselor adequately answers any questions I have about the test and my test scores.	21.5	60.8	9.1	6.9	1.7
24. Overall, I am satisfied with the counseling I have received at this junior college.	22.7	48.9	8.3	14.1	6.1

APPENDIX G

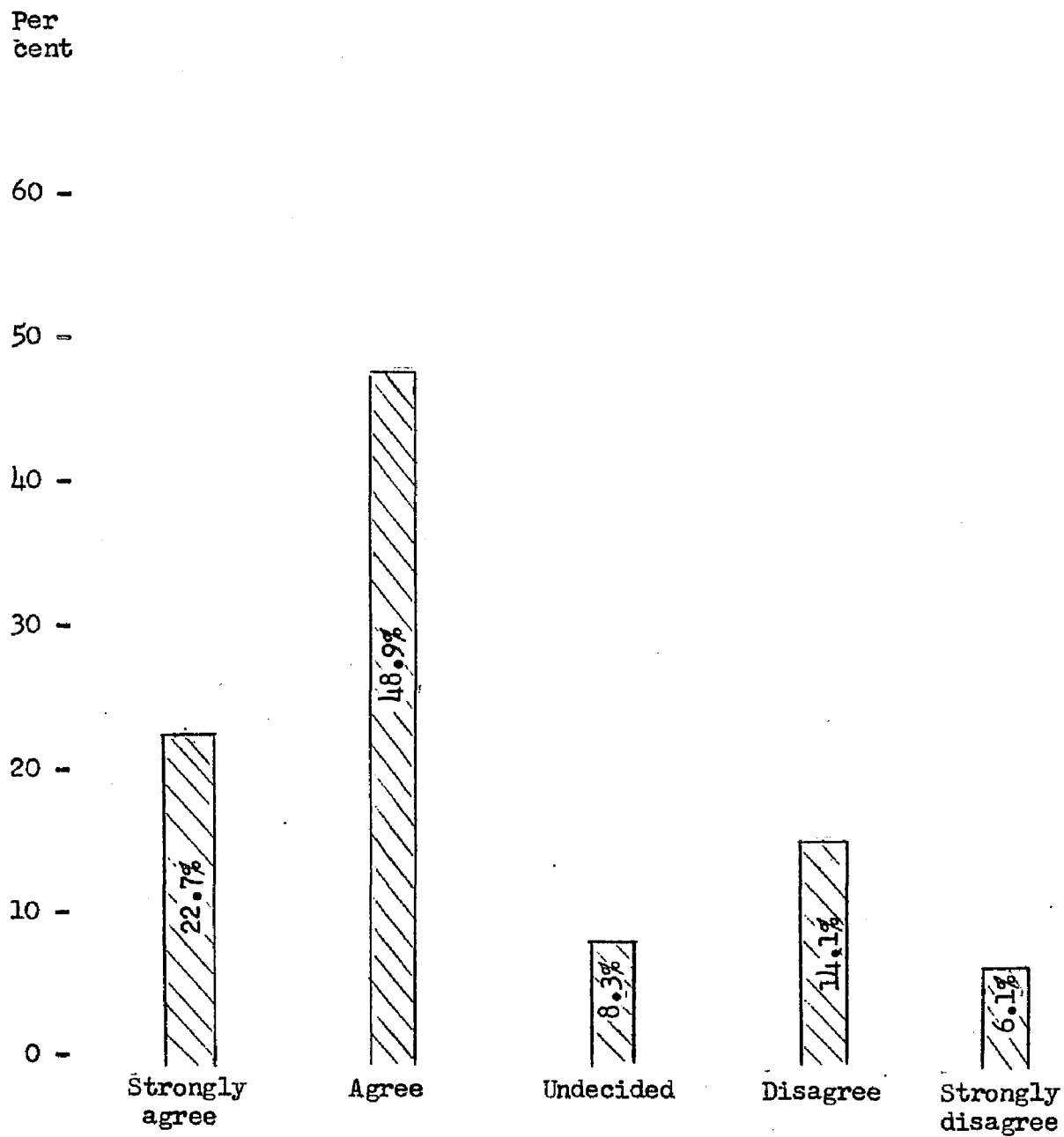


FIGURE 2

PERCENTAGE OF SAMPLE CHECKING EACH CATEGORY WITH RESPECT TO
STATEMENT TWENTY-FOUR IN THE STUDENT PARTICIPATION SCALE

VITA

Eveleen Lorton Shriner was born in Tampa, Florida, on September 20, 1932. She attended the public schools of Tampa, Florida, and graduated from Hillsborough High School in June, 1950. She received the Bachelor of Arts degree from Mount Union College, Alliance, Ohio, in 1955 and the Master of Arts degree from Ball State University, Muncie, Indiana, in 1960.

From 1953-1954 she taught the fifth grade at Middlebranch Elementary School, Canton, Ohio. From 1955-1958 she taught English and choral music in grades seven, eight, and nine at Sligh Junior High School, Tampa, Florida. In 1958 she was appointed Director of Guidance at Adams Junior High School, Tampa, Florida, and remained in this position until June, 1960. The following three years she served as Counselor and Director of Orientation at St. Petersburg Junior College, St. Petersburg, Florida.

In June, 1963, she began work on a program leading to the Doctor of Philosophy degree at Louisiana State University, Baton Rouge, Louisiana.


EXAMINATION AND THESIS REPORT

Candidate: Eveleen Lorton Shriner

Major Field: Education

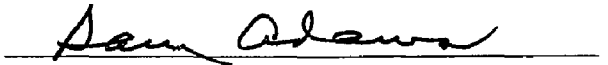
Title of Thesis: Counselee Attitudes Toward the Counseling Process in
Selected Junior Colleges in Florida

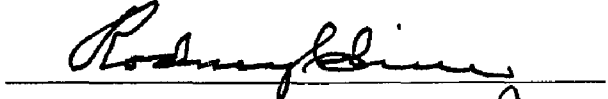
Approved:

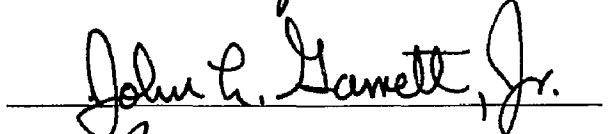

Major Professor and Chairman

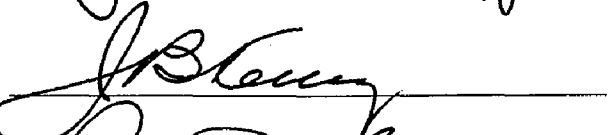

Dean of the Graduate School

EXAMINING COMMITTEE:











Date of Examination:

June 17, 1966