THE UNIVERSITY OF ALBERTA

A STANDARDIZED RANK ORDER EVALUATION OF THE GRADE NINE GUIDANCE COURSE

By

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ABSTRACT

This study was undertaken to provide statistical information about the relative percentage of time that was devoted to each of sixteen Objectives that were recommended by the Province of Alberta for inclusion in the Edmonton Public School Board's (EPSB) Guidance Course curricula for Grade Nine Guidance. Two sub-topics were concerned with the usefulness and the percentage of the total EPSB Grade Nine Guidance Course time that was allotted to all of the sixteen Objectives.

The study was limited to the examination of only those 'official' Objectives that were recommended for use by the Provincial Director of Guidance and the EPSB Director of Guidance. It had a further limitation in that the Objectives were ranked according to the amount of time the students of the sample perceived they had studied each Objective. The sample was randomly selected and contained 550 Grade Ten students from all ten EPSB Senior High Schools. These students had to be graduates from the EPSB Grade Nine Guidance Courses.

The results of the study provided a standardized ranking of the Guidance Course Objectives on a continuum from -3 to +3 and a standard deviation of ± 1. Statistical data for the total sample showed that the students were divided nearly equally between Useful and Of Little Use. Three times more students indicated that their Guidance Course was Of No Use than those that stated that their Course was Very Useful.

Statistical results concerning the percentage of Guidance Course time which was used to study the sixteen Objectives showed that

the majority of responses indicated that less than 50% of the total EPSB Grade Nine Guidance Course class time was used in studying the 'official' Objectives.

ACKNOWLEDGEMENTS

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Mrs. J. Ongurian
Miss. J. Abernethy

The Principals, Staffs, and Students
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CHAPTER I

INTRODUCTION

> Guidance is concerned with the individual as a child, a youth, and an adult who is developing interests and abilities, setting goals and plans, meeting personal problems, and eventually emerging from school as a citizen and worker (McDaniel, 1956, p 5).

This study was undertaken to determine the extent to which the 'official' objectives for the Alberta Grade Nine Guidance Course have been taught in grade nine guidance classes in a large urban center. Student perception of the relative proportion of guidance class time that was devoted to the official objectives instead of or in addition to other teacher-selected themes was measured. In addition to establishing the relative percentage of their total guidance classroom time that the students perceived that they had spent studying the official objectives, the author wanted to establish a rank order of these objectives in terms of the proportion of classroom time spent on each individual objective, based on student responses to a questionnaire that was presented to a stratified, randomly selected sample.

The Grade Nine Guidance Course is one which has been described by the Department of Education for the Province of Alberta as being very important to the Alberta Junior and Senior High School students because of its potential benefits to students. The Department of Education produced a publication entitled Curriculum Guide for Group Guidance IX (1968) which contains the official objectives for that course. The Education Department's outline is a guide rather than a firm directive

and therefore does not specifically state which objectives should be included in a guidance course curriculum. Research pertaining to the Guidance Course objectives is needed because the principals and teachers of Alberta schools (and thus the Edmonton Public School Board's schools) have a high degree of autonomy in determining the content of the guidance courses that are taught in their respective schools. Little current evidence is available to ascertain which (if any) of these objectives are still the subject of Grade Nine Guidance Course lessons in Edmonton Public School Board (E.P.S.B.) schools. The teachers' backgrounds and interests may be responsible in part for the choice of objectives which are stressed in or omitted from their respective Guidance Courses. Due to obsolescense, or inappropriateness, some of the objectives that are presently stressed might well be eliminated from the Guidance Course. On the other hand some of the objectives omitted by a few teachers possibly ought to be included in their future courses.

Some highly centralized school systems may have very detailed guides or course outlines for the courses taught in those systems. The E.P.S.B. course offerings, however, may not be as standardized as the general public might believe, thus allowing the teachers a greater degree of professional flexibility and discretion in determining the content of their respective Guidance Courses. The Grade Nine Guidance course that is presented by the Edmonton Public School System is normally taught either for one class period per week (for 40 minutes) throughout the school year, or for two periods (80 minutes) per week for half the school year. Student perception of the proportion of this class

time that was devoted to the official objectives was measured.

Student Decision Making

Providing information about the decision making process is one of the major objectives for the Grade Nine Guidance Course. Elements of the decision making process are used by students in their examination of the other objectives of the guidance course. Much of the attention of the Grade Nine Guidance Course is focused on preparing the student for a wide variety of choices in his Grade Ten school year. Without the benefit of having taken the Grade Nine Guidance Course, Grade Nine students would have to choose their Grade Ten courses without having sufficient knowledge and understanding of these courses. Super

> School systems in this country are so organized that some anticipatory or actual vocational decisions have to be made at the end of junior high school or at the beginning of high school. The individual student usually has to decide among different curricula, such as college preparatory, general, or vocational. Other decisions must be made during the high school years, for instance, whether to remain in high school, or to change curricula, or to continue education beyond high school. These educational decisions influence the students' subsequent vocational careers by limiting future educational and vocational choices. Obviously educational and vocational decisions have to be made sooner or later, and many decisions are the right ones for the persons concerned. But time is wasted if unwise educational and vocational choices have been made, necessitating attempts at correction later (p 10).

Without proper information, students may choose courses for which they are not suited. Even when information is available, some students choose Grade Ten courses on the basis of information obtained from other sources such as peer influence, or advice from 'significant others'

(Rogers, 1961; Koziey et al, 1970). Hasty and/or ill considered decisions at the Grade Nine level complicate future academic and career planning.

II THE PROBLEM

No evaluation of the appropriateness of the Grade Nine Guidance Course objectives has been done in recent years within the Edmonton Public School System. Studies relating to the vocational plans and aspirations of Alberta youth were noted (Fair, 1966; Koziey et al, 1970; and Breton, 1967,) and an extrapolative paper based on Breton's findings was produced by the Edmonton Public School Board's Pupil Personnel Services Department (1966), but none of these studies dealt specifically with the content of the Alberta Grade Nine Guidance Course.

The problem and purpose of this study was to determine which objectives students perceived that their teachers had stressed in the Grade Nine Guidance Course within the Edmonton Public School System. Two sub-problems were: to establish the amount of the total Grade Nine Guidance Course time that was spent on the official objectives; and to determine whether the students felt the present guidance course was useful.

While it would have been simpler to have the forty (approximately) E.P.S.B. teachers of guidance respond to the questionnaire, the resultant data would not have provided the information that was desired. The information which was required for this study was related to the amount and degree of information that the students recalled having studied. The students' perceptions and recollections of what was

studied were considered to be of more value than the number of occasions that any one teacher may have taught an area relating to a Guidance Course objective.

Limitations of the Study

A limitation of this study was that it evaluated only the 'official objectives' that were prescribed for the Grade Nine Guidance Course by Mr. T. Mott, Supervisor of Guidance for the Government of the Province of Alberta, and Mr. F.A. Nichols, Director of Guidance for the Edmonton Public School Board. These objectives which are listed in Table 1 (p 6), formed the basis for the testing instrument used by the author. A second major limitation was that the student respondents to the questionnaire had no freedom to choose any other objectives such as those that might have been made up by the individual guidance course teachers even though these latter objectives may have been more appropriate than the 'official' ones.

Interpretation of the Data and Graphs in Chapter IV was not as meaningful as might be expected because the data were composite for each of the high schools rather than discrete for each of the junior high school guidance classes. Graphs for individual classes of each junior high school could be expected to be more sharply defined, i.e., more skewed, than those shown for the high schools. (See p 43 - Chapter IV). Establishment of the problem and the limitations led to a need to find a research method.

TABLE I

ALBERTA GRADE NINE GUIDANCE COURSE OBJECTIVES

1. What steps should you take in making a decision?
2. Finding and understanding your interests.
3. How to make Career-Vocational choices.
4. How to make academic course choices.
5. Why homework is necessary.
6. How to develop good study habits.
7. What are your aptitudes.
8. Why leisure is necessary.
9. Why recreation is necessary.
10. What are your values?
11. What values does society encourage?
12. What are some of the responsibilities a person has as a citizen?
13. What are some of the privileges a person has as a citizen?
14. What courses are available in high school?
15. What is the pass-fail criteria for high school?
16. What will likely be your adult needs for money, housing, etc.?

III DEFINITION OF TERMS

General Information

Grades seven, eight and nine are taught in the typical junior high schools in Alberta, while grades ten, eleven and twelve are normally taught in the senior high schools. Each junior high school principal may assign one or more teachers to teach the guidance classes at his school. The number of teachers assigned to teach guidance would depend upon the number of students that are in the respective junior high school and the degree of freedom that the respective principal had in setting up the time-table for the various courses.

Feeder Junior High School

'Feeder junior high school(s)' refers to those junior high schools that are contained within the assigned boundaries of a particular senior high school.

Zone

The term 'zone' is used to indicate a testing site. Each fall every senior high school receives recently graduated grade nine students from several feeder junior high schools. For the purposes of this thesis the testing locations will be referred to by the term 'zone' because the students in each sample were graduates of several feeder junior high schools; i.e., the sub-sample of students who were the first tested will be named sub-sample 1 and their high school area will be referred to as zone 1. The students who were included in sub-sample 1 were drawn from several feeder junior high schools, and as there may have been several different classes of Grade Nine Guidance taught at each junior

high school, the data were not discrete for any particular junior high school, but rather, the data were a composite for the zone.

IV THE RESEARCH METHOD, STATISTICAL TREATMENT AND QUESTIONNAIRE

The Research Method

The research method was chosen because it was simple, reliable, and best suited the requirement of having a large representative stratified random sample of grade ten students rank sixteen items. A paper-and-pencil questionnaire was used (instead of a 'Q-sort', or personal interview type of survey) because of the inherent saving in the time required for its presentation.

Statistical Treatment of Data

The most appropriate statistical procedure was one based on a model of the Law of Comparative Judgement (or Thurstone's Matched Pairs), but this procedure did not allow for a third response, namely, Neither of the Above. Further investigation revealed that Bezeau (1971) in an unpublished Masters Thesis has incorporated the Law of Comparative Judgement with a third (null) response for a single sample. The statistical procedure was then modified by this writer to allow for ten subgroups, and a total sample.

The Questionniare

The questionnaire contained a total of 122 questions. Included in the instructions for the questionnaire was a set of word meanings for those words that the pilot-study students had trouble understanding. The first 120 questions were constructed from pairs of objectives where these

objectives were individually selected at random. All of the objectives were available for re-selection for the next or subsequent test questions. The response for question 121 required that the student indicate his perception of how much of the total Grade Nine Guidance Course was devoted to examining the objectives that were contained in questions 1 to 120. Question 122 was phrased in a manner that required the student to rate the Grade Nine Guidance Course in terms of its usefulness to him.

The Sample

Students were chosen from all ten of the Edmonton Public School Board's senior high schools (zones). Grade ten students were tested because they were the group who had just completed the Grade Nine Guidance program. Five hundred and fifty or almost 10% of the 5791 eligible students formed the sample. Each sub-sample was randomly selected and stratified on the basis of the zone in which the Grade Ten students were attending high school.

V SUMMARY

The need for this study arose from the fact that there are few recent data to indicate whether the E.P.S.B. Guidance Course is meeting the objectives set out for it. A questionnaire was constructed, a sample of students who had taken the Grade Nine Guidance Course within the Edmonton Public School System was identified, the questionnaire was presented to the sample, and the data were subjected to a statistical treatment.

Overview of the Other Chapters

In Chapter II, the current literature related to evaluation of Guidance Programs is reviewed. Chapter III contains the research design including instrumentation, description of the sample, data processing procedure, statistical tests, population description, the pilot study and the collection of data. The results are reported in Chapter IV. The conclusions for this report and recommendations for further research are contained in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

I SCOPE OF THE LITERATURE REVIEW

The related literature is presented under three headings: the first deals with the guidance curriculum outlines as presented by the Province of Alberta, the Edmonton Public School System, the Edmonton Catholic School System, and the Alberta Teachers' Association (ATA); the second, a statistical method applied to the data; and the third describes related studies. The first was not exhaustive in the sense that the depths of curriculum development were sounded because the Guidance Course Objectives were prescribed by a Curriculum Development Committee[1] and/or were described in a text as laid out by Zingle et al (1968).

II GUIDANCE OUTLINES

In a personal interview with Dr. D. McDougal, Acting Director of Guidance for the Edmonton Catholic School Board, Dr. McDougal indicated that his System was gradually making more use of the Zingle et al (1968) text as a basis for their Guidance Course, along with a comprehensive curriculum outline developed by Dr. McDougal et al, (1970). This text is prescribed as optional related material for the Edmonton Public School System.

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1 Government of Alberta Publication, Curriculum Guide for Group Guidance Grade IX (Interim), Department of Education, Edmonton, Alberta, September, 1968.

A guidance course curriculum might seem unnecessary if one read only Taba (1962, p 6) who declared that a global, all encompassing theory of curriculum development is non-existent. Wann (1966, p 26) agreed with Taba's statement, as did Foshey and Beilin (1970, p 276).

Hathaway (1970) said,

> A synthesis of the literature reveals that the lack of comprehensive curriculum theory is partially the result of preoccupation with tradition, goals and the means of achieving them, and theory making as an end in itself (p 17).

He went on to say that the lack of a curriculum theory accounted, at least partially, for the numerous methods being used to formulate programs of learning experiences for students.

The function of guidance according to Tiedeman and Field (1968), "...a unique professional practice designed to alter behavior... (p 49)", is to help the student to acquire information relevant to the student's abilities, interests and aptitudes as it may relate to the student's development as a student and a person. This information should lead the student to focus upon his immediate needs such as making next term's scholastic course choices, and long range or ultimate choices such as secondary and post-secondary educational decisions, as well as career decisions. Outside information relating to the environment and datum that can be internalized because it is related to the student's personal feelings, theories and values should help the student(s) to make more purposive (academic, career, life, etc.) decisions.

Alberta Teachers' Association

In a statement prepared for the members of its Guidance Council, the Alberta Teachers' Association (1968) said that school guidance services were established to achieve or at least advance certain purposes and goals "...that organized society deems important (p 4)". The A.T.A. endorsed a list of objectives which were:

- to assist pupils entering the junior high school to become adjusted to their new school situations;
- to assist pupils in planning their program for both the junior and senior high schools;
- to assist pupils in achieving school success;
- to assist pupils in the solution of personal, social and emotional problems;
- to assist teachers in planning individual instruction;
- to provide necessary guidance in their school work and in considering possible career choice to pupils entering the senior high school;
- to provide information for vocational guidance and placement.

Zingle et al (1968) stressed several similar areas of study for a guidance program. Examination of the Zingle et al (1968) chapter-subject areas shows their concern for similar, and also for dissimilar but equally important areas of study. A partial list of the subject areas discussed in this text follows:

Vocational Choices
The Need for Choice
Academic Achievement
Predicting Success
Homework and Study
Study Habits
Aptitudes and Abilities
Aptitude and Achievement
Interests
Information About Interests
Values
Values and Decision-Making
Studying and Occupation
The Future and the World of Work
Leisure

Government of Alberta, Department of Education

A 'Curriculum Guide'[2] was compiled by the Department of Education. The distinguished group of Committee members, in compiling their guide[3], agreed on a similar tabulation of objectives to those of the Edmonton Public School Board, the Edmonton Catholic School Board, the Alberta Teachers' Association, Guidance Council, and the book by Zingle et al (1968).

A partial list of the Government of Alberta section titles follows:

Decision-Making
Decision-Making Model
Factors Involved in Making Vocational Decisions
Homework, Study and Study Habits
Aptitudes - Abilities - Achievement
Interests
Values and Decision-Making
Studying an Occupation
The Future in the World of Work
The Future

III THE STATISTICAL ANALYSIS

The statistical procedure chosen by this author was based on the Law of Comparative Judgement (Torgerson, 1958, p 207). It was a paired comparision technique applicable to studies involving replication

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2 Province of Alberta, Department of Education, Curriculum Guide for Group Guidance, Grade IX (Interim), September, 1968.

3 Sub Committee members were:

J.K. Flaherty
D.E.J.M. Church
L. Donais
D.W. Feltham
E.L. Gaetz
J.W. Kulba
R. Costa
Dr. J. Paterson
Dr. J. Quinn
S.J. Sieben
Mrs. F.M. Smeltzer
L.E. Tellier

over trials within a single judge (Class I), replication over judges within single trials (Class II), and replication over both judges and trials (Class III). This study used the Class II model. Thurstone (1959) said:

> Suppose that 50 percent of the judges say that Crime A is worse than Crime B, and that of the remaining, 10 percent vote that B is the more serious. Now, suppose further that 55 percent, barely more than half the judges, say that Crime B is more serious than Crime C. Then we should be justified in saying that the separation between the two offenses A and B on a scale of seriousness is much greater than the separation between B and C on the same scale (p 68).

This writer found that a computer program was on file at the University of Alberta, utilizing the Law of Comparative Judgement. The program had only to be modified to be used with the data which were collected in this study. A description of this computer program was summarized by Bezeau (1971).

> The returns from the judges are arranged in an f matrix of dimension n x n (where n = no. of stimuli) so that each cell indicates the number of times stimulus j (column) was selected over stimulus i (row). Next, the f matrix is used to generate a P matrix which indicates the proportion of times each stimulus is judged greater than each other one. Finally the X matrix is formed by expressing the P values as unit normal deviates. By averaging the columns of the X matrix, scale values in raw score form are obtained, and these are normalized to mean = 0 and standard deivation = 1. If the data collected from the research yield any incomplete matrices, the "Traditional Condition C solution" is used to estimate scale values (p 24).

Bezeau (1971) considered the possible alternatives to his statistical technique of using paried comparisons (or Thurstone's Matched Pairs), and found that Comrey's model for fractionation appeared

relevant but rejected the latter because "...Torgerson's comments discourage its use (p 24)". To quote Torgerson (1958),

> Both the subjective estimate and fractionation methods present rather formidable tasks to the subject. In one instance, he must be able to report directly the scale value of the stimulus, under some circumstances even selecting his own unit and origin, whereas, in the other, he must be able to report directly the scale value of the sensed ratio between pairs of stimuli. It is difficult to conceive how a subject could make these responses unless he had directly available to him, with all its properties, a 'ruler' of the attribute to be scaled. Indeed, we could consider these two scaling procedures to be merely practical ways of asking the subject to reproduce his rule for us (p 117).

Rothney and Carlson (1957) observed that Thurstone's Matched Pairs method of testing precludes the need for a control group. However they cautioned that the matched pairs method when used between individuals (or groups) had a negative feature in that it tended to ignore inner thought process, the use of language in other than test situations, and countless other influences that might operate to make individuals and their questionnaire scores significantly different despite their seeming likeness.

IV RELATED STUDIES

Historically, Myers in 1926 (as reported by Kitson and Stover, 1932) produced the first recorded proposal for evaluation of a vocational guidance program in a city school system. Myers outlined four criteria for evaluation: (1) completeness, as measured by the number of ongoing activities, (2) distribution of emphasis as shown by the time and attention devoted to each activity, (3) thoroughness, as shown by the

kinds and quality of work done, and (4) consistency of organization. Froelich (1949) felt that the lack of suitable criteria was the greatest single difficulty of evaluation to date.

Travers (1949), in a paper entitled A Critical Review of Techniques for Evaluation of Guidance, indicated some general techniques for evaluating guidance.

> There is no essential difference between the procedure for evaluating guidance and the procedure for evaluating the outcomes of any other learning situation provided by the school. Just as there are two general methods of evaluating the outcomes of any teaching program, so too are there two general ways in which a guidance program may be evaluated. First, a survey may be made for the procedures used in that program with the purpose of determining the probability that the program is achieving the goals it is supposed to achieve. This method has been the usual one for evaluating guidance programs and goes back to a proposal made by Myers in 1926. The second method of evaluating the outcomes of an educational program arises very largely out of a belief that the consequences of educational practices cannot be determined adequately unless evidence of those consequences is systematically collected. In this second method the procedure is that of defining carefully the objectives that are to be achieved, specifying the group in whom they are to be achieved, developing instruments for measuring the extent to which these objectives are achieved, and finally carrying through the program and then measuring its actual outcomes. One of the most striking changes in education in the last thirty years has been the almost universal change from the first method given above to the second method (pp 212-213).

Michael and Metfessel (1967) provided some specific recommendations for making the process of evaluation effective. Programs should make, "...adequate time allowance for test taking experiences...", and have "...respect for the dignity and self-esteem of each student

as a minimum requirement to sustain his motivation and interest (pp 382-383)".

Carroll Miller (1971) in discussing the objectives of education and guidance as a part of education, observed that,

> ...it would be surprising indeed if we should find any generally accepted set of criteria for evaluating guidance. The lack of clearly defined and generally acceptable criteria has frequently been noted. To attempt to list the authors who have made the point would almost be to list those who have seriously considered the problem. ...Whatever criteria or combination of criteria may be employed in the survey, there is ever present the danger of making an unwarranted assumption... A survey of services may or may not tell us something about the effects on the individual. But surveys are not in themselves guilty of imposing this fallacy. The important thing is the kind of claims made on the basis of survey data (p 401).

Adams (1964), and Zeran and Riccio (1962) say that to serve all functions effectively, an evaluation program should meet the following criteria:

1) It should be based on a realistic statement of educational objectives
2) Evaluation should be comprehensive
3) Evaluation should be a continuous process (Adams 1964, p 469)

Evaluation should be made of as many objectives as possible, and not on a few major objectives. Also, evaluation should be ongoing and not an every-other-decade approach. Once developed, tests should be re-used as it is "...generally desirable to use the same...test batteries over a period of years so that comparable longitudinal data can be obtained... (Adams, 1964, p 493).

Michael and Metfessel (1967), discussed reasons for the noticeable lack of educational evaluation of objectives, particularly

as they were used in

> ...programs in higher education. Although much has been written during the past thirty years about the operational statements of educational objectives, the construction of tests and scales around these objectives, and the implications of the resulting measurable outcomes to problems of learning diagnosis, curriculum design, and modifications in instructional strategies, faculty members and administrators in colleges and universities have for the most part given little systematic attention to the evaluation of their educational efforts perhaps because they have lacked the experience necessary to state their educational goals in a language form that is amenable to obtaining valid and reliable measures of the desired outcomes of the instructional process as well as of other relevant activities (pp 373-383).

Aspirations and Ultimate Realization of Aspirations

Very young children are asked, "What are you going to be when you grow up?". Children thus feel an implicit suggestion that it is 'good' to have a specific goal toward which they can diligently direct their efforts.

> Resoluteness is an implicit virtue fostered by our society. Consequently insidious pressures are brought to bear upon students not only to make decisions but also a stick steadfastly to them (Koziey et al, 1970, p 2).

The counsellor must continually reassess his role and/or guidance course to help students shape realistic aspirations which can be realized. Unrealistic aspirations which are too highly idealistic, or which may be based upon social pressure, father's occupation, childhood fantasy or whatever are to be avoided.

Koziey et al (1970) described an earlier pilot study[4] in

4 Details of this Study may be obtained by writing Dr. Paul Koziey, at the Faculty of Education, University of Alberta.

which of the 194 students polled,

> ...30% of the males and 22% of the females planned to enter university upon graduation. In reality only 20% of the males and 15% of the females had enrolled in a university by 1968. In 1965, only 18% of the males planned to obtain employment immediately upon leaving school; in actuality about 38% entered the labour market at this time. Similar large discrepancies were noted in aspiration towards, and actual enrollment in other forms of post-secondary educational institutes, such as Nurse Training, Junior College, Agricultural College, Technical Schools and the like (p 4).

Koziey et al (1970) reported that 29% of the boys and 43% of the girls when tested in high school, felt that they had received sufficient information about employment and training alternatives. In 1968, or three years after completion of high school, only 10% of the boys and 14% of the girls felt that they had received enough information prior to graduation to facilitate the making of appropriate post secondary plans. For administrators planning a guidance curriculum, aspirational studies should be conducted while children are still in school, and after three to five years a realization study should be done using the same sample.

Koziey et al (1970) summarized the students' responses, as to what they felt were the most productive sources of information while still in Grade Twelve and three years after graduation (See Appendix G). However the reader is cautioned to remember that the information is from a small rural sample, and is not recent, and so may not be meaningful in an urban context. As a result of his study, Koziey et al (1970) concluded that follow-up studies are necessary on an ongoing basis if counsellors are to evaluate their contributions in the area of

post-secondary school planning. Follow up studies conducted at the local level are of far greater value than studies embracing provincial or national samples. At the high school level, educational and career decisions need not be definite and in fact might best be only tentative because additional career related information is usually gained by the student after leaving school. Sound career (and other) decisions will more likely be made if the student has been taught how to make a systematic approach to decision making, with all decisions based where possible on factual information. School boards can help their students to make intelligent choices by being certain that their students are provided with pertinent up-to-the-minute information, and by making sure that classroom experience is provided in decision making.

Breton (1967) reported that the Federal Government, in its study entitled 'Career Decisions of Canadian Youth' drew its sample from 356 public operated secondary schools. The Edmonton Public School Board's Pupil Personnel Services Department (P.P.S.D., 1966) provided a summary of Breton's findings as they pertained to two E.P.S.B. junior and three senior high schools that were included in the federal sample. The objective of the Federal Government's study as quoted by the P.P.S.D. was,

> ... to provide information about the educational and occupational aspirations and plans of young Canadians to assist educational and training policymakers, employers, and guidance personnel in helping young people to make a successful transition between school and work. (P.P.S.D. 1966, p 1).

In the Edmonton sample more than 90% of the students tested felt that they needed to know more about what kind of person they were. This indicated that some form of interest, aptitude and ability testing is a legitimate

function of the school guidance program (P.P.S.D. 1966, p C-6). Senior high students reported that they were more certain about what they would do as a career than junior high school students. Senior students were also more certain that they should not make specific occupational choices early in their high school career. Students indicated that they tended to gain more information about possible career areas as they progressed through junior and into senior high school (P.P.S.D. 1966, p C-10). Although a large percentage of students rated themselves as underachievers in terms of mental ability, 20% or more in the senior high schools expressed uncertainty about their mental ability. All of the above observations would tend to indicate areas in which the Grade Nine Guidance Course should be bolstered via a centrally planned program which would encompass these areas when used in each of the junior high schools.

In the E.P.S.B. portion of the federal project, 80% of the sample indicated that they were aware that occupational information was available in the schools, but more than 60% of the students answered that they had not personally made use of the information (P.P.S.D. 1966, pp A-26 and 27). The Edmonton sample also indicated that on their own initiative they approached a counsellor at least twice as often as a teacher to discuss the planning of their respective high school programs, and almost never consulted a principal or an administrator. Counsellors were seen to offer more encouragement to the students to continue their education. Counsellors also provided more assistance (than either teachers or principals) to students regarding the post secondary institutions available to the

students and, in planning an occupation or career (P.P.S.D. 1966, pp A-21 and 22).

The following is a summary of Section IV which contains some of the related studies involving Guidance Program evaluation. Myers said evaluation should measure; the number of ongoing activities in any specific programs; the amount of time and attention devoted to each activity; thoroughness; and consistancy of organization. Travers (1949) felt evaluation should determine the degree of probability that a program is achieving the goals that it is supposed to achieve; or else evaluation could be based upon evaluating the "outcomes" of a program. Miller (1971) observed that there was a lack of any clearly defined and generally accepted set of criteria for evaluating guidance. Adams (1964) and Zeran and Riccio (1962) felt that an evaluation should be: based on a realistic statement of educational objectives; comprehensive; and a continuous process.

The studies done by Breton (1967) and Koziey (1970) indicate that the students sampled felt that they weren't well prepared in the decision-making processes and skills and therefore it would be important to examine the Grade Nine Guidance Course to see if it meets the needs of the Grade Nine students. Koziey et al (1970) found that children did not receive sufficient career information. He concluded that follow-up studies at the local level were necessary to provide data to counsellors regarding their contribution to students relative to the students' post-secondary planning. Breton (1967) found that, though counselors (rather than teachers and parents) were seen by students as offering most assistance to them relative to career planning, 60% of the students

replied that they had not taken advantage of the information available to them in the schools.

V SUMMARY

There is considerable congruence among the objectives that were recommended for the Grade Nine Guidance Course by the Alberta Department of Education; the Alberta Teachers' Association, Dr. H. Zingle of the Faculty of Education, University of Alberta; the Edmonton Catholic School Board; and the Edmonton Public School Board.

More teacher time and effort should be expended in guidance courses in helping the student to come to know himself. This would necessitate a systematic approach to personal interest and ability testing, information giving, and providing the student with first hand experience in using the decision making process. Student realizations should then more closely approximate aspirations with a resulting decrease in frustration and failure.

A review of the research literature indicated that there is no essential difference in the procedure for evaluating guidance objectives and the procedure for evaluating any objectives of other learning situations (Travers, 1949). Objectives should be identified and used in the critical analysis of programs, either directly (as a criterion of measurement), or indirectly by surveying the procedures used in the respective program. No studies involving the evaluation of the Grade Nine Guidance Objectives have been done in Edmonton in recent years.

CHAPTER III

METHODOLOGY AND DESCRIPTION OF THE SAMPLE

I INTRODUCTION

This chapter contains a description of how the 'Grade Nine Guidance Course Questionnaire' was developed, how the author established a stratified random sample from ten populations in ten zones, a description of how the questionnaire was administered, and a brief description of the junior high schools' guidance programs.

II THE QUESTIONNAIRE

No previously developed standardized test relating to Grade Nine Guidance Course Objectives was available, therefore a questionnaire was constructed by the author. Initially a list was established which contained all of the objectives that might pertain to a Grade Nine Guidance Course. These objectives were gleaned from the publications of: Dr. H. Zingle (1968); The Province of Alberta Publication, Curriculum Guide for Group Guidance Grade IX (1968); and a list of objectives endorsed by the Alberta Teachers' Association. This list was presented to Mr. T. Mott (Supervisor of Guidance for the Province of Alberta) with the request that he delete those objectives that he deemed inappropriate and add any objectives that he felt were missing. An identical list of objectives accompanied by a similar request was delivered to Mr. F.A. Nichols (Director of Guidance for the Edmonton Public School Board). The lists, as modified and returned by Mr. Nichols and Mr. Mott, were combined by the author to form a single

list. Ten junior high school counsellors were randomly selected and asked individually to consider and comment on the above noted combined list of objectives. On the basis of the counsellors' recommendations, twenty objectives were identified as being most representative of the goals of the Edmonton Public School Board's Grade Nine Guidance Program.

A pilot questionnaire containing $\frac{n \times (n-1)}{2} = \frac{20 \times 19}{2} = 190$ questions (where n equals the number of original objectives, and no two pairs of objectives were the same) was constructed. Each question contained a pair of objectives and provision for a third or null response, i.e. Neither of the Above. The questionnaire was presented near the end of their school term to an initial pilot group of thirty grade nine children. Although grade ten students from the Edmonton Catholic School System (E.C.S.S.) may have been available for use in the pilot studies, only Edmonton Public School Board grade nine students were used because the Guidance Courses taught in the two school systems may have been dissimilar, and thus the E.C.S.S. student comments may have been misleading.

After completing the questionnaire the comments of this first pilot group were solicited. As a result of these student comments, two objectives were removed from the original twenty because they were too general, i.e., there was more than one interpretation that could be made by the children in the pilot group. The objectives removed were 'What is my achievement level', and 'Some common theories of vocational development'. A second questionnaire containing 153 questions was constructed. In it, objective number eight 'What is leisure and why is it necessary?' was modified to become (8) 'Why leisure is necessary'; and objective

nine 'What is recreation and why is it necessary?' was changed to become (9) 'Why recreation is necessary'. The modifications were made as a result of student comments in order to present the objectives more simply and clearly to the children in a second and revised pilot questionnaire.

The second pilot questionnaire was presented to a different group of fifty grade nine students. After the students had completed the questionnaire, they were invited to comment on it. These comments were recorded on a tape recorder, and studied at a later date. A second group of ten counsellors were selected and invited to comment on the results of the second questionnaire. The counsellors met as a group with the author, examined a list of comments that were made by the second pilot sample, considered the wording of the questions in the second pilot questionnaire and rendered their opinions.

As a consequence of these latter student and colleague comments, two more objectives were deleted from the remaining eighteen and two were modified. The objectives deleted were 'What clubs and student union activities exist in high school', and 'What are the attendance requirements for high school?'. The reasons for deleting the second pair of objectives were that these objectives did not carry equal weight with the ones retained and/or were covered by one or more other objectives which remained in the questionnaire. The second pair of objectives that were modified were: (5) 'What homework and study is necessary', which became 'Why homework is necessary'; and (7) 'What are my aptitudes and abilities', was shortened to 'What are my aptitudes'. The sixteen objectives which remained were deemed to be

most representative for the Grade Nine Guidance Course. These sixteen objectives (see Table 1, p 6) were used to construct the final questionnaire. In addition, a question asking students to indicate how much of their total Guidance Course time was spent on the objectives, and a question asking for an opinion regarding the usefulness of the course were added, which resulted in a total of 122 questions contained in the questionnaire. The questionnaire in its final form contained a total of 122 questions.

The KR_{20} coefficient for the second pilot sample (split halves) was 0.95. The KR_{20} coefficient for all ten sub-samples, the split halves and the total sample was 0.99. The correlation coefficient between the first and second split halves was 0.92, the correlation between the first split half and the total sample was 0.93 and the correlation between the second split half and the total sample was also 0.93. A complete set of correlations for each sub-sample, each split half, and the total sample is found in Appendix D, Table 7.

III SELECTION OF THE RESEARCH METHOD

During that time when the second pilot study was being administered and the results tabulated, a random sample of twenty per cent of the Edmonton Public School Board grade ten students was requested. This was not a problem as all of the high school students are registered via the computer and all pertinent data on current students are retained in the memory banks or on magnetic tapes. These data are continusously updated and contain such factors as marks, attendance (in most cases), birthdates, ages, course changes, previous courses taken, and previous

marks. The computer printout automatically separated the students so that a separate list of names was assembled for each high school.

A memorandum (dated, April 13, 1972) briefly outlining the need to test and the method of testing was sent to Dr. H. Mosychuk of the E.P.S.B. Research, Development and Information Department. Permission to present the questionnaire was requested, and subsequently granted (Appendix A).

A carbon copy of a second memorandum (dated, April 21, 1972) was sent to the principals (Appendix A) of the ten E.P.S.B. Senior High Schools along with a memorandum from Dr. Mosychuk (Appendix B), asking the principals to offer any assistance that they could to expedite this study.

Nine out of the ten senior high school principals acted immediately to arrange for a time and place for testing to occur. The respective principals sent a written request form asking their identified students to present themselves at the designated place on the proper date for testing. The tenth high school principal at first rejected the idea of testing. After delaying six weeks, he agreed to allow testing to take place in any grade ten class where the teacher was absent due to illness. As the time required for answering the questionnaire generally took from 25 to 35 minutes, this caused no undue hardship to this writer (except to delay the statistical analysis of the data by two months), but randomness of sampling was sacrificed for administrative expediency.

All of the Edmonton Public School Board's High Schools were used, ensuring sampling throughout a cross section of Edmonton's

various socio-economic areas (see Section V of this chapter). The rating of the high schools in terms of socio-economic regions was accomplished by using the results of the Community Opportunity Study by Dr. G. Kupfer et al (1967). One high school had a large segment of students who were bussed in from such country areas as Bon Accord, and Horsehill. Though tested, the data for these students were not used as a part of this study, because these students did not meet the criterion of being in an E.P.S.B. Grade IX class last year (see sub-heading on High School IX, Appendix F).

The testing progressed without incident, the students were punctual and showed an interest in participating. Students who requested to be excused from answering the questionnaire were granted permission to leave, as it was reasoned that they would not do their best work under duress. Of the more than 1200 students initially interviewed, only five did not wish to participate.

Presentation of the Questionnaire

The method of presenting the questionnaire followed a consistent routine. In each high school after the requested students had assembled at the specified room they were asked, "Would any student who attended this high school last year please step forward?" Those who did were excused and requested to return to their respective classes, as these students were repeating grade ten and thus were not in grade nine the previous year. Next the students were asked "Would those students who did not attend an EPSB Junior High School last year please setp forward?" Those who had not attended an E.P.S.B. Junior

High School last year were asked to return to their respective classes.

Though 10% of each high school's grade ten population were to be tested, 20% were requested to report to the assembly area. This allowed a margin for students who (i) did not wish to participate, (ii) were absent from school that day, (iii) were writing tests during that period, (iv) for other reasons were not given permission from their regular classroom teacher to participate in the study, (v) were not attending grade nine last year or, (vi) were from out of the city. Those students not eligible were returned to their classroom. Of the remaining students who met the required criteria, the tester randomly chose a number of students equal to approximately 10% of the respective high school's grade ten class. The remainder of the students were asked to return and resume the class from which they had been released.

The questionnaire was normally distributed face down on vacant desks (along with an answer sheet, and an H.B. pencil complete with an eraser) prior to the selection of each group of testees. The students were assembled in an area some distance away from the questionnaires, and the random sample was selected and asked to sit at those desks which contained test papers. When the assembly area was too small to permit pre-distribution, the questionnaires were distributed after the students were seated. This latter method occurred in only two cases and did not seem to have any effect on the diligence or accuracy of the students. The instructions were read aloud to the students prior to asking the students to 'begin'. The fact was stressed that their group would be representative of the thinking of each of their non-tested and absent classmates, and their complete cooperation was verbally

requested. The questionnaires and answer sheets were turned in as they were completed and the students who were finished were allowed to leave the test area. As a testimonial of the students' cooperation, all answer sheets were completed and of the more than 550 students tested, only two forgot to return the pencils supplied for this testing.

IV DESCRIPTION OF THE STATISTICAL ANALYSIS

The questionnaires, complete with instructions, were presented to the sample population. When the data were analyzed, the conventional Paired Comparisons method was used, with the exception that for each sample, the number of people responding to each pair was recorded. Normally the Paired Comparisons is a forced-choice configuration and each cell in the frequency matrix is divided by the number of people in the sample to produce the proportion matrix. This study however, required that a third alternative to both objectives be available to the respondent, namely that a non-response be allowed in the event that neither item of a response pair had been covered in the previous year. The above described computational modification permitted a non response without violation of the Law of Comparative Judgement (Thurstone, 1959, p 69).

V A DESCRIPTION OF THE HIGH SCHOOL IN EACH ZONE

No report of this kind would be complete without a brief description of the student populations of each of the high schools used. A numerical description of each of the ten samples used is found in Table 2 (p 33). A very brief socio-economic description of

TABLE 2. AGE - SEX DESCRIPTION OF THE SUB-GROUPS AND THE TOTAL SAMPLE

ZONE	THE SAMPLE CONTAINED						
	FEMALES	MALES	NUMBER OF GRADE TEN STUDENTS BY AGE				
			14 yrs.	15 yrs.	16 yrs.	17 yrs.	TOTAL
1	28	32	0	39	19	2	60
2	33	27	2	35	21	2	60
3	21	39	1	23	31	5	60
4	20	20	1	26	10	3	40
5	24	26	0	27	20	3	50
6	32	28	1	33	24	2	60
7	35	25	2	40	15	3	60
8	38	42	1	52	27	0	80
9	18	22	5	24	8	3	40
10	16	24	3	20	16	1	40
TOTAL SAMPLE	265	285	16	319	191	24	550

each high school and its surrounding area is located in Appendix F. Kupfer's study (1967) indicated that the students came from homes that ranged predominantly from lower class to upper middle class.

VI JUNIOR HIGH SCHOOL PROGRAMS

All of the Junior High Schools under the jurisdiction of the Edmonton Public School Board offer 'counselling-guidance' information to their students ranging from: (i) only a few casual class periods to tell the students about the courses and opportunities available to the potential high school students, to: (ii) a very well organized 'course' offered on a regular basis (i.e. once or twice weekly) for one or more of grades 7, 8 and/or 9. Some junior high schools also encourage subject teachers to incorporate a section into their course which is designed to show students which occupations are directly related to the respective subject taught by the teacher.

Some Junior High Schools offer a combined health and guidance course only in grades seven or eight (or in both of those years), but not necessarily a formal guidance course in Grade IX. Because of this lack of exposure by some Grade X students to a guidance course in Grade IX, the remembered details were probably fuzzy, and caused a decrease in the sharpness with which those students who were affected could recall and distinguish between the two items of any of the test questions. A very small percentage of the total sample did not have a class in guidance in grade nine.

VII SUMMARY

This chapter has contained a detailed explanation of the selection procedure for choosing the sixteen objectives used in constructing the questionnaire. Reasons for choosing this particular research technique were given, and a description of the method of randomly selecting students to form the sample population were given. A brief numerical description of the high schools was given. Finally the inconsistency of the manner in which a Guidance Course is presented at the Junior High School level was indicated.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

I INTRODUCTION

This chapter will deal with results of this study. As there were in excess of 100,000 individual pieces of information to be analyzed it would be hard to estimate the value of the computer as a tool to analyze this data.

The rank order of each objective is to be found in Table 3. The scores were also standardized and therefore are to be found in the range from -3, 0 to +3.0, (Appendix D, Table 7). This means that the students, by responding to the Questionnaire, indicated which objectives they felt that they had studied the least, those objectives that the students felt that they had studied most, and after statistical procedures were applied to the raw data, a ranked order of objectives was obtained in the order of increasing class exposure. By placing the objectives for each of the individual zones as ranked and standardized on a continuum, one can see which objectives were covered the most, or the least, complete with relative perceived student exposure to objective 1, namely 'Decision Making'. (See Table 3, p 37, and Figure 1, p 38). All of the students indicated that 'Decision Making' formed some part of their guidance course. Students from zone 7 studied objective 1 least and zone 5 students studied it most.

TABLE 3: RANK ORDER OF OBJECTIVES BY ZONE

	ZONE NUMBER										TOTAL SAMPLE
	1	2	3	4	5	6	7	8	9	10	
LEAST STUDIED OBJECTIVE	8	9	9	13	13	9	8	9	8	8	9
	13	16	8	8	12	8	9	8	9	9	8
	16	8	16	12	5	5	16	16	16	16	16
	9	13	11	11	16	15	10	13	13	13	13
	12	12	10	9	9	13	13	12	11	10	12
	11	10	13	10	8	16	11	11	5	5	11
	10	5	5	16	10	12	12	10	2	11	10
	2	6	12	5	11	10	1	5	10	6	5
	5	11	7	1	2	11	2	15	1	12	1
	1	1	6	6	7	6	3	6	7	7	6
	15	3	1	2	15	1	5	1	12	2	2
	6	7	3	7	3	2	7	3	6	1	3
	3	15	2	3	1	3	15	2	3	3	15
	7	2	15	15	6	4	6	7	15	15	7
	4	4	4	4	4	7	4	4	4	4	4
MOST STUDIED OBJECTIVE	14	14	14	14	14	14	14	14	14	14	14

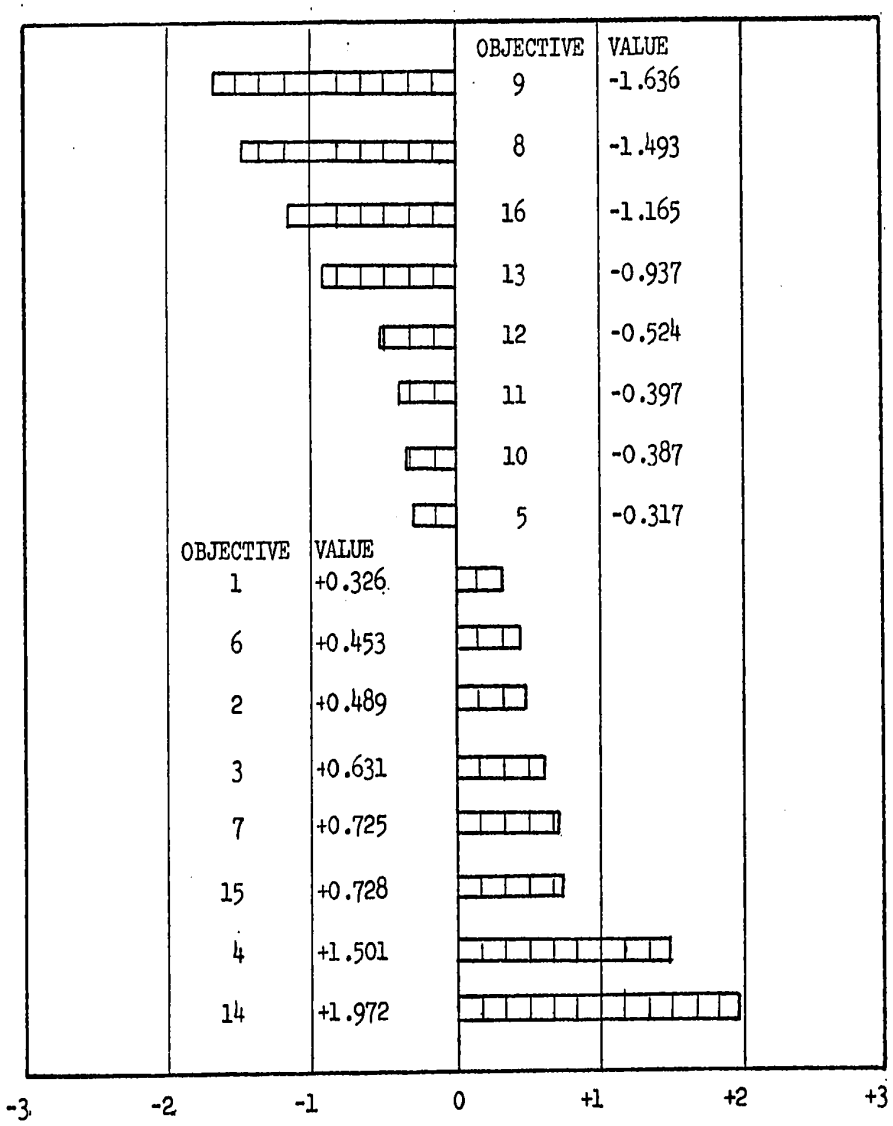
OBJECTIVE NUMBERS

FIGURE 1.

STANDARDIZED VALUES FOR THE RANKED ORDER OF THE

GRADE NINE GUIDANCE COURSE OBJECTIVES

AS RANKED BY THE TOTAL SAMPLE



II RANK ORDER OF OBJECTIVES

The objectives as ranked by the total sample are contained in Table 4. The objectives are listed in order of increased class exposure as perceived by the students in the total sample. Though the student's response to the questionnaire indicated that the class time devoted to the study of the sixteen official objectives was considerably less than seventy per cent (60% of the respondents perceived that only fifty per cent or less of their guidance class time was devoted to the examination of the official objectives), this does not preculde the fact that some of the objectives were considered for more than one-half of the total time allotted to the Grade Nine Guidance Course in one or more of the individual feeder junior high schools (see Table 5 and Figure 2).

III THE AMOUNT OF TOTAL GUIDANCE COURSE TIME SPENT ON THE SIXTEEN OBJECTIVES

Table 5 shows that 42 or 7.66% of the total sample said that they had spent 70% or more of their total guidance course time on these 16 objectives. Students in zones 3 and 8 spent the most time on these objectives (see Figure 2).

One hundred and thirty eight students or 25.2% said they had spent from 50% to 70% of their guidance time on these objectives.

One hundred and sixty three or 29.7% of the total group said they had spent from 30% to 50% of their total guidance course time on these objectives. One hundred and seventy six or 32.1% of the total sample said they had spent from 1% to 30% of their total guidance course

TABLE 4: THE OFFICIAL OBJECTIVES AS RANKED BY THE TOTAL SAMPLE. THE OBJECTIVES ARE LISTED IN ORDER OF INCREASED GUIDANCE CLASS TIME EXPOSURE AS PERCEIVED BY THE STUDENTS.

Position (Least Exposure)	Objective
16.	Why recreation is necessary.
15.	Why leisure is necessary.
14.	What will likely be your adult needs for money, housing, etc.?
13.	What are some of the privileges a person has as a citizen?
12.	What are some of the responsibilities a person has as a citizen?
11.	What values does society encourage?
10.	What are your values?
9.	Why homeowrk is necessary.
8.	What steps should you take in making a decision?
7.	How to develop good study habits.
6.	Finding and understanding your interests.
5.	How to make Career-Vocational choices.
4.	What is the pass-fail criteria for high school?
3.	What are your aptitudes?
2.	How to make academic course choices.
1.	What courses are available in high school?

time on these objectives, and 29 or 5.3% of the total group said they had not spent any class time in the guidance course on these objectives.

Several other points that are noteworthy when one looks at Table 5 are that zone 7 had zero students claiming that they had spent 70% or more of their class time in the guidance course on these 16 objectives, and on the other end of the continuum we see that students from zone 7 reported they had seen these objectives for at least 1% to 30% of the time, as did students from zone 8 and zone 10. That is to say, no students in zones 7, 8 and 10 indicated that they had never seen these objectives during their guidance course time. It is equally interesting to note that from zone 1 only three students felt that they had never seen these objectives during the guidance course time. Zone 2 had four students indicating they had not seen these objectives. Zones 3 and 4 each had one student who felt he had never examined these objectives during his guidance course time. Zones 5 and 6 had six and five students, respectively, who felt that they had never seen these objectives during their guidance course time, and zone 9 had nine students who felt they had never seen these objectives during their guidance course time.

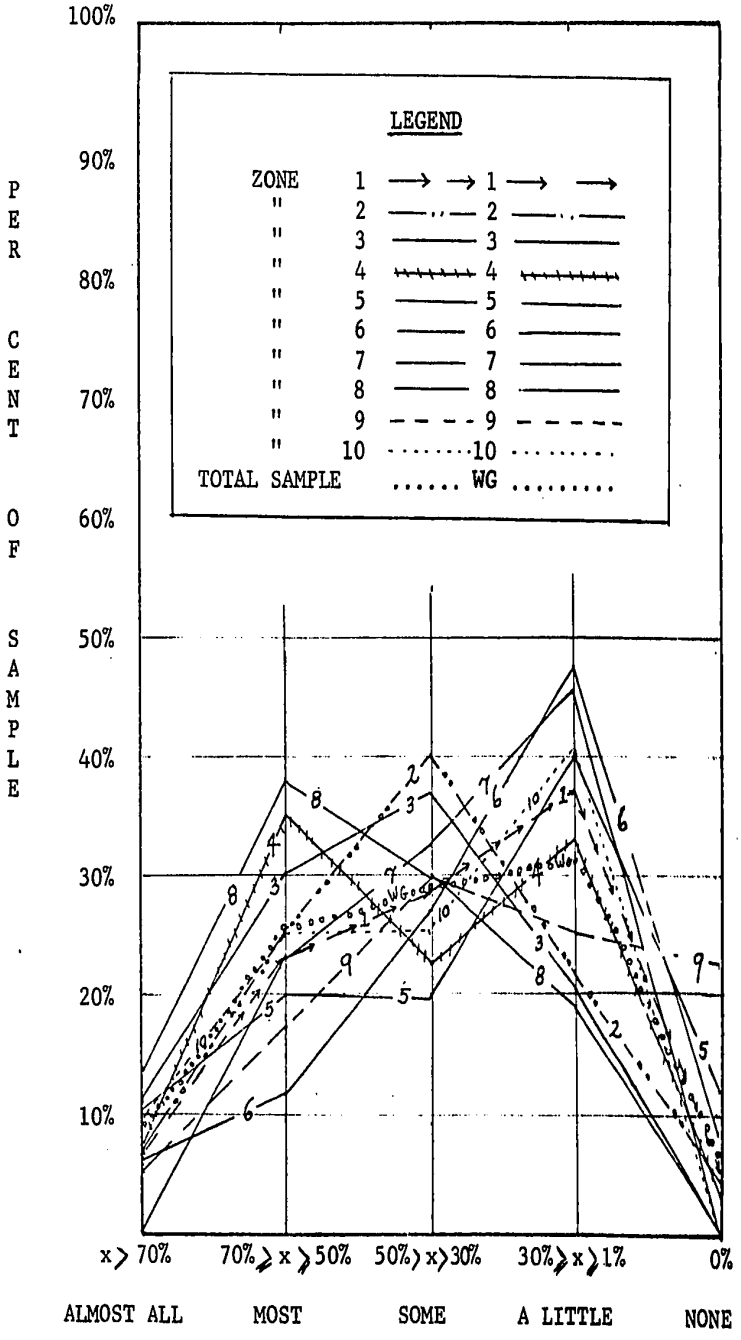
IV STUDENT RATING OF USEFULNESS OF THE GRADE NINE COURSE

Of the total sample only 24 students or 4.39% indicated they found the course very useful, 161 students or 29.45% felt they had found the course useful. One hundred and twenty nine students or 23.6% indicated that they were not sure or were undecided as to the usefulness of the Grade Nine Guidance Course. One hundred and fifty

TABLE 5: STUDENT PERCEPTION OF THE PERCENTAGE OF THE TOTAL GUIDANCE COURSE TIME ALLOTTED TO THE OBJECTIVES OF TABLE I. (THE ACTUAL NUMBER OF INDIVIDUAL STUDENTS PER RATING ARE IN QUOTATION MARKS).

ZONE OR SAMPLE	Percentage of Guidance Course Time Allotted to the Objectives as Perceived by the Students in each Sample					
	70% or MORE	50% to 70%	30% to 50%	1% to 30%	0%	TOTAL SAMPLE SIZE
1	(4) 6.7%	(13) 23.3%	(17) 28.4%	(22) 36.7%	(3) 5%	(60)
2	(4) 6.67%	(15) 25%	(24) 40%	(13) 21.7%	(4) 6.7%	(60)
3	(7) 11.7%	(18) 30%	(22) 36.7%	(12) 20%	(1) 1.7%	(60)
4	(3) 7.5%	(14) 35%	(9) 22.5%	(13) 32.5%	(1) 2.5%	(40)
5	(3) 6%	(10) 20%	(10) 20%	(20) 40%	(6) 12%	(50)
6	(4) 6.7%	(7) 11.7%	(16) 26.7%	(28) 46.7%	(5) 8.3%	(60)
7	(0) 0%	(14) 23.3%	(19) 31.7%	(27) 45%	(0) 0%	(60)
8	(11) 13.8%	(30) 37.5%	(24) 30%	(15) 18.8%	(0)	(80)
9	(2) 5%	(7) 17.5%	(12) 30%	(10) 25%	(9) 22.5%	(40)
10	(4) 10%	(10) 25%	(10) 25%	(16) 40%	(0) 0%	(40)
TOTAL SAMPLE	42	138	163	176	29	550
PER CENT	7.7%	25.2%	29.7%	32.1%	5.2%	100%

FIGURE 2. A GRAPH OF THE STUDENTS' PERCEPTION OF THE PERCENTAGE OF THE TOTAL GUIDANCE COURSE TIME THAT WAS ALLOTTED TO THE OBJECTIVES OF TABLE 1.



eight or 28.9% felt that the course was of little help and 75 students or 13.7% felt that the Guidance Course was of no value to them as it presently existed. In Table 5 (p 42) one notes that zone 1 had no students reporting the course as being 'very useful', and zones 5, 7 and 10 had only one student each feeling that this course was very useful in its present form. In fact the largest number of students who felt that this course was very useful was at zones 2 and 4 where 10% of each zone's sample felt the course, as indicated by the objectives, was very useful.

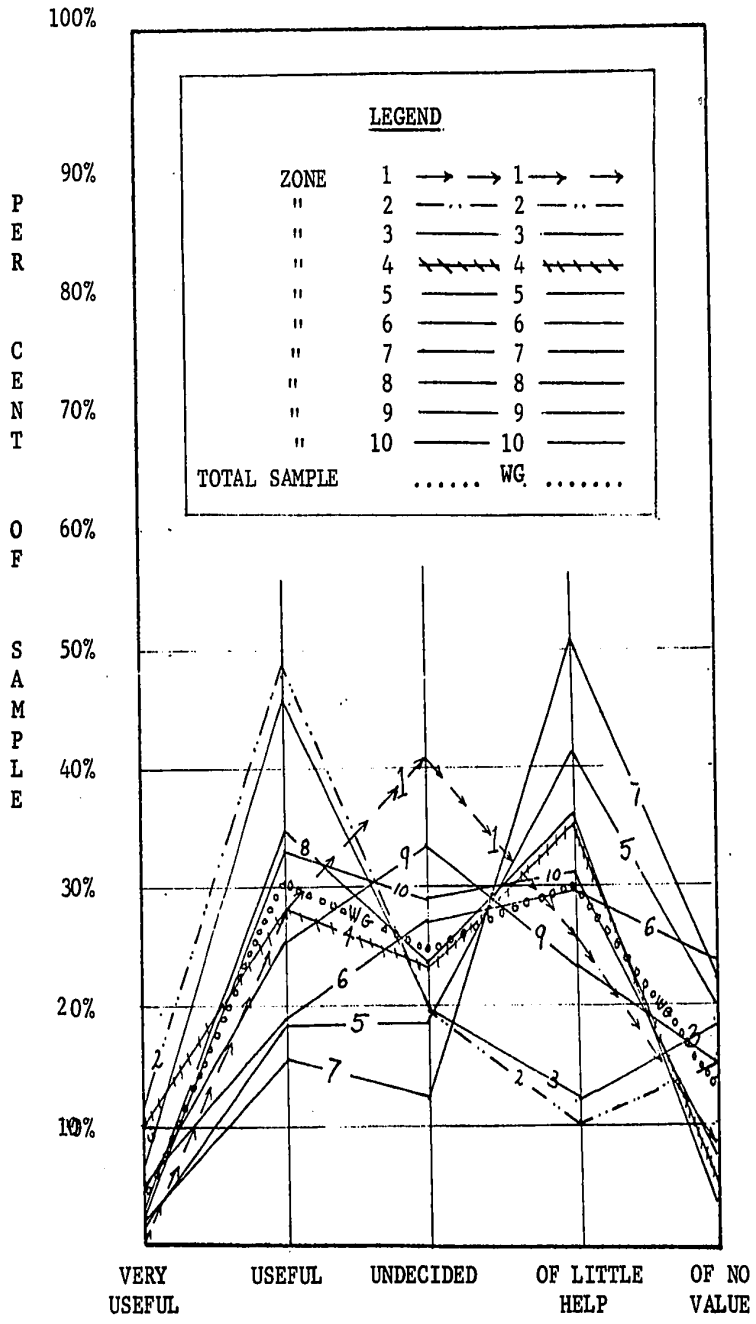
The total sample had a bimodal distribution with 171 students indicating that the course was useful and 158 students stating that the course was of little help. Zone 2 had the largest percentage (46.8% or 28 students) who reported that this course was useful, and Zone 3 was second, with 27 students (45%). Results for School 8 tended to parallel the bimodal distribution of the total sample, but at a reduced percentage, as did the results for zone 10 (see Figure 3). Students from zone 1 tended to be most undecided in their rating of usefulness, and the graph of their responses very closely paralleled the classical bell shaped curve.

Zone 6 tended to find the Guidance Course of little value. They spent less than the average amount of time on the course, yet zone 6's rank order of objectives correlated very highly with the total sample. This could be due for zone 6 (and zones 1, 5, 9 and 10) to the calibre of the Grade IX guidance teachers. Zone 10 had a bimodal distribution in terms of Useful and of Little Value. The students in total sample came from more than one feeder junior high school, and

TABLE 6: STUDENT RATING OF THE USEFULNESS OF THEIR GRADE NINE GUIDANCE COURSE. (THE ACTUAL NUMBER OF INDIVIDUAL STUDENTS PER RATING ARE IN PARENTHESES).

ZONE OR SAMPLE	RATING: VERY USEFUL	USEFUL	UNDECIDED	OF LITTLE HELP	OF NO VALUE TO YOU
	PERCENTAGE RATING OF USEFULNESS BY STUDENTS IN EACH SAMPLE				
1	(0) 0%	(16) 26.7%	(24) 40%	(15) 25%	(5) 8.3%
2	(6) 10%	(28) 46.8%	(11) 18.3%	(6) 10%	(9) 15%
3	(4) 6.7%	(27) 45%	(11) 18.3%	(7) 11.7%	(11) 18.3%
4	(4) 10%	(11) 27.5%	(9) 22.5%	(14) 35%	(2) 5%
5	(1) 2%	(9) 18%	(9) 18%	(20) 40%	(10) 20%
6	(3) 5%	(11) 18.3%	(16) 26.7%	(17) 28.4%	(13) 23.3%
7	(1) 1.67%	(9) 15%	(7) 11.7%	(30) 50%	(13) 21.7%
8	(2) 2.5%	(27) 33.8%	(18) 22.5%	(28) 35%	(3) 3.75%
9	(2) 5%	(10) 25%	(13) 32.5%	(9) 22.5%	(6) 15%
10	(1) 2.5%	(13) 32.5%	(11) 27.5%	(12) 30%	(3) 7.5%
TOTAL SAMPLE	24	161	129	158	75
PER CENT	4.39%	29.45%	23.6¢	28.9%	13.7%

FIGURE 3. A GRAPH SHOWING HOW USEFUL THE STUDENTS OF EACH HIGH SCHOOL, AS WELL AS THE STUDENTS AS A TOTAL SAMPLE, PERCEIVED THEIR GRADE NINE GUIDANCE COURSE TO BE.



as a result some of the students may have had a more effective Grade IX Guidance teacher than the others.

V SUMMARY

This study involved using a research method which could cope with an extremely large number of individual interrelated pieces of information. The questionnaire used for this study had an extremely high degree of internal consistency (KR_{20}) and had very high correlations between sub-group, split-halves, and the total sample which indicate that each Edmonton Public School Board junior high school tended to place similar stress on the respective objectives in their Grade Nine Guidance Courses.

The ranking of the objectives was highly definitive. The least studied objective was number 9, or Why recreation is necessary. The objective which was seen most often by the total sample was number 14, or What courses are available in high school. The results will be discussed in Chapter V.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Discussion of the Results

Successful completion of this study required that the author first determine the Guidance Course Objectives as set out for the Province of Alberta, especially those that were pertinent to the Edmonton Public School Board's (E.P.S.B.) junior high school students, then present these objectives to E.P.S.B. students in such a manner that the objectives could be ranked from those objectives which the students perceived that the teachers had presented to their students for the least amount of time to those objectives studied in greater detail. The development of an instrument to measure the amount of exposure each student perceived that he had to the various aspects of each objective was necessary as there was no readily available test or questionnaire.

This study was not meant to test the overall effectiveness of the Grade Nine Guidance Course, but rather to establish a rank order for the accepted 'official' objectives. A rank order was established in terms of the students' perception of the most stressed (and as a result the least studied or stressed) objectives. However, there could be a disparity between the actual amount of Guidance Course time that any of the teachers used to discuss an objective and the length of time the students' perceived (thought) the respective teachers used. This disparity could be due to preparation (or lack of it) by the teacher, the teacher's (s') personal warmth and ability to communicate, and/or timeliness of each objective; i.e., a topic involving the

examination of high school courses may be less favorably received in October than in the following April of the same school year.

It is noteworthy that there is no large degree of difference between the amount of emphasis placed on the objectives with the exception of objective 4 (How to make academic course choices) which stands nearly three-quarters of a standard deviation ahead of the next lower objective (15 - What is the pass-fail criteria for high school), and objective 14 (What courses are available in high school) which is nearly one half of a standard deviation above objective 4 and therefore one and one-half standard deviations above objective 15. The reason for this difference might lie in information that is transferred from other courses. That is, some discussion of similar topics may have occurred in other regular junior high classes. It would probably be difficult for a student who was interested in a career based on mathematics and science (or any other combination of courses) to recall one year later precisely whether career information that he remembered had come from his Guidance Course or from his regular courses. For this reason there may be a small degree of inaccuracy in the ranking of objectives as found in Table 3, p 34.

Possibly one of the best applications of this study is that its statistical procedures will allow it to be easily used in determining the relative usefulness (and hence appropriateness) of any other course for which a set of objectives can be stated.

Conclusions

Scale values for Guidance Course Objectives were obtained from a sample of 550 E.P.S.B. Grade IX graduates (Grade X students),

The objective which the students from the sample population perceived as having been studied least was number 9 (Why recreation is necessary), and the most studied objective was number 14 (What courses are available in high school). Table 3 entitled Rank Order of Objectives contained the exact rank order of the intermediate fourteen objectives.

Regarding the amount of the Grade Nine Guidance Course time spent on these Objectives, 25.2% of the total sample (25.2% of all the students sampled) reported that they had spent from fifty to seventy per cent of their total Guidance Course time on these objectives, 29.75% indicated from thirty to fifty per cent, and 32.1% of the total sample stated that they had spent from one to thirty per cent of their Guidance Course time studying material relating to these objectives.

Examination of the results contained in Table 4 and Figure 2 shows that the 'official' objectives did not occupy all of the Guidance Course time for any of the schools. In fact, an educated estimate would indicate that the 'official' objectives were allotted less than half of the total Guidance Course time by the respective teachers.

In terms of usefulness, examination of Table 5 and Figure 3 shows that the data for the total sample produced two modes which resulted graphicly in a bimodal curve. Individually, zones 2 and 3 had far more students (than the other schools) who found the Guidance Course Useful (46.8% and 45% respectively). The percentage of students from Schools 2 and 3 who found the Guidance Course of Little Help were 10% and 11.6% respectively. Far fewer students in Schools 5 and 7 found the course Useful (18% and 15% respectively) than those

students who found the Guidance Course of Little Help (40% and 50% respectively). Less than 35% of the total sample found the present Grade Nine Guidance Course either Very Useful or Useful (4.39% and 29.45% respectively). Twenty-three decimal six per cent of the total sample were Undecided, and 28.9% stated that the present Guidance Course was Of No Value to them.

Recommendations and Areas for Further Study

This study has determined only the rank order of the Grade Nine Guidance Course Objectives as they were perceived by E.P.S.B. students in the sample. It did not point out, however, why objective 9 was studied least, nor why objective 14 was studied most. Further study(ies) could be made on the technique of presentation of each objective to maximize effectiveness. More research is needed to determine which objective(s) are currently considered to be more important than the others. This latter research should incorporate the opinions of parents, educators, and persons from business and industry, i.e., which objectives should be emphasized and more importantly, which objectives are still appropriate to the present (and future) times?

The above recommendations for further study were made on the assumption that the Guidance Course is to remain (at least in most E.P.S.B. Junior High Schools) as a separate course of studies, but more research should be done concerning the relative merits of incorporating the present Guidance Course into the various other school subjects. This would mean that further study should be done on how much additional time should be added to these other core and optional courses to compensate

for the time that would be needed for teacher (and student) initiated discussions of careers related to the respective subject-course areas. If successful, group guidance provided in the regular course subjects would preclude the need for an organized guidance program on an organized large group basis.

A last, but by no means final area of research resulting from this study might be to administer this questionnaire to a stratified random sample of students throughout the Province of Alberta, and use it as information when the Director of Guidance for the Province of Alberta next calls his liaison committee together. Information like that contained in this study could assist the liaison committee when they recommend changes in the Alberta Guidance curricula.

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APPENDICES

APPENDIX A.

MEMORANDA RE: QUESTIONAIRE

EDMONTON PUBLIC SCHOOL BOARD

EDMONTON PUBLIC SCHOOL BOARD

Staff Development
Career Centre
April 13th, 1972

MEMORANDUM:

TO: Dr. Harry Mosychuk

FROM: Terry Patterson

SUBJECT: Grade IX Guidance Questionnaire

Further to our previous conversation I find I now have completed the questionnaire, designed to determine the effectiveness of the Grade IX Guidance Course. I now wish to draw my sample and commence testing.

In consultation with Dr. K. Grierson and Mr. F. A. Nichols of the Edmonton Public School Board, it was felt that best results would occur if the grade IX students were tested approximately one year after they had completed their Grade IX Guidance Course. This would allow the students an opportunity to establish for themselves some of the strengths and weaknesses of that course.

I intend to use 10% of the total grade ten population for my sample. This number was felt to be the minimum which would allow for statistical accuracy.

The sample will be randomly chosen in advance. The total time required for the test should be less than 90 minutes, and testing will involve the following high schools:

Jasper Place Composite	Ross Sheppard Composite
Victoria Composite	Harry Ainlay Composite
Strathcona Composite	Queen Elizabeth Composite
M. E. Lazerte Composite	Eastglen Composite
McNally Composite	Bonnie Doon Composite

I would appreciate any courtesies that your Department would extend to me such as sending covering letters, etc.

Trusting the above meets with your approval, I remain,

Terry Patterson
Career Counsellor

TP:vb

EDMONTON PUBLIC SCHOOL BOARD

Staff Development
Career Centre
April 21st, 1972

MEMORANDUM

TO: Dr. H. Mosychuk

FROM: T. S. Patterson

c.c. Edmonton Public School Board Senior High School Principals

SUBJECT: GRADE NINE GUIDANCE COURSE QUESTIONNAIRE

This study was undertaken because there has been no formal evaluation of the effectiveness of the Grade Nine Guidance Course in recent years. The study is designed to ascertain whether the information students received in their Grade Nine Guidance Course regarding such items as *Junior-Senior High School articulation, pass-fail criteria, finding and understanding their interests, how to develop good study habits, etc.*, was of any help to them in making course and career decisions in Grade Ten (and beyond).

RATIONALE FOR POPULATION SELECTION

Grade Ten students were chosen (rather than Grade Nine) because they have been required to use the information that normally should have been given to them in their Grade Nine Guidance Course when they made their Grade Ten course selections. The names of 20% of all the Grade Ten students were chosen at random, from which a final sample containing only 10% will be selected.

TIME REQUIRED FOR TESTING

30 to 45 minutes is required to complete the questionnaire, this amounts to approximately one class period in most high schools.

ADMINISTRATION OF THE QUESTIONNAIRE

I will contact each principal to arrange for a date, time and location to conduct this test. All arrangements will be made in advance and to the satisfaction of each principal involved. With the principals' permission, I plan to conduct the Questionnaire myself to ensure that similar instructions are given to each Senior High School, and to eliminate the administrative problem of freeing an invigilator at each Senior High School.

IMPLICATIONS OF THE QUESTIONNAIRE

The results of a recently completed pilot study using this questionnaire indicated that the data from a full scale survey should be most valuable to the persons charged with the responsibility of recommending changes and additions to the present guidance course curriculum.

The findings of this study will be presented to the Edmonton Public School Board Directors of Guidance and Counselling Services and Research Development and Information. Mr. T. Mott who is the Supervisor of Guidance for the Province of Alberta will also receive data from this study.

TSP:vb

APPENDIX B

MEMORANDUM TO SCHOOLS

RESEARCH
DEVELOPMENT
INFORMATION

EDMONTON PUBLIC SCHOOLS

Date: April 24, 1972

MEMORANDUM:

To:

From: Harry Mosychuk, Director - Service Research

Subject: GRADE NINE GUIDANCE COURSE QUESTIONNAIRE

c.c. Mr. A. Nichols
Mr. T. Patterson

The attached memo describes a survey being arranged through Mr. A. Nichols of the Guidance and Counselling Branch, and intended to examine the Grade 9 Guidance Course.

Mr. T. Patterson will be contacting you at which time he will be seeking your cooperation in participating in this project.

Since it appears that the purpose as well as the implications of the survey are sound, we hope that you will find it possible to permit Mr. Patterson to administer the questionnaire to the selected Grade 10 students.

HM:ad

APPENDIX C

GRADE NINE GUIDANCE COURSE QUESTIONAIRE

GRADE NINE GUIDANCE COURSE QUESTIONNAIRE

This is not a test. It is a questionnaire that you, along with a small group of your classmates, have been selected to answer. It is very important that your answers be as accurate as possible because the results will be used to assess the Grade Nine Guidance Program.

Some of the words that you might find difficult have been defined below. If you have difficulty with any other words, please raise your hand and quietly ask your teacher to assist you.

Aptitude - capability, ability, natural or acquired capacity for something; talent.

Leisure - freedom from the demands of work or duty; free or unrestricted time.

Privileges - a right, immunity, a benefit enjoyed only by a person or persons beyond the advantages of most.
- any of the rights common to all citizens under a modern Democratic Government.

Values - the ideals, customs, traditions, etc. of a society...which include positive as in cleanliness, freedom, education, etc.; or negative, as in cruelty, crime, or blasphemy.

DIRECTIONS Every question consists of three items. Choose the item (objective) on which you personally spent the most class time during your Grade Nine Guidance Course.

Example 1
A. Why study is necessary?
B. What are the attendance requirements for High School?
C. Neither of the above.

If you spent more time learning *why study is necessary* than on *what the attendance requirements are for High School* then you would mark item 1.A. on the answer sheet. If you spent more time on item 1.B., then you would mark item 1.B.

If you spent no time on either of the objectives then you would mark item 1.C. for *neither of the above.*

Please read each question carefully and answer it to the very best of your ability.

Work quickly, but take enough time to answer each question accurately. There is no time limit but 40 to 50 minutes should be sufficient. Do not spend too much time on any one question.

Use an HB or softer pencil. If you make an error, completely erase the old mark before you blacken a new one.

Do not place your name on the answer sheet.

MAKE NO MARKS ON THIS QUESTIONNAIRE

DIRECTIONS

Every question consists of three items. Choose the item (objective) on which you personally spent the most class time during your Grade Nine Guidance Course.

Please place your answers on the answer sheet provided.

Guidance Course Objectives

1. A. How to make academic course choices?
   B. What will likely be your adult needs for money, housing, etc.?
   C. Neither of the above?

2. A. What steps should you take in making a decision?
   B. What courses are available in high school?
   C. Neither of the above?

3. A. Finding and understanding your interests?
   B. What values does society encourage?
   C. Neither of the above?

4. A. Why recreation is necessary?
   B. What are your aptitudes?
   C. Neither of the above?

5. A. Why homework is necessary?
   B. What are some of the responsibilities a person has as a citizen?
   C. Neither of the above?

6. A. How to develop good study habits?
   B. Why leisure is necessary?
   C. Neither of the above?

7. A. How to make Career-Vocational choices?
   B. What are some of the privileges a person has as a citizen?
   C. Neither of the above?

8. A. What are your values?
   B. What is the pass-fail criteria for high school?
   C. Neither of the above?

9. A. How to make academic course choices?
   B. What courses are available in high school?
   C. Neither of the above?

10. A. Why recreation is necessary?
    B. How to develop good study habits?
    C. Neither of the above?

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11. A. What are some of the privileges a person has as a citizen?
    B. What values does society encourage?
    C. Neither of the above?

12. A. What are your aptitudes?
    B. Why leisure is necessary?
    C. Neither of the above?

13. A. What steps should you take in making a decision?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

14. A. What will likely be your adult needs for money, housing, etc?
    B. What are your values?
    C. Neither of the above?

15. A. What is the pass-fail criteria for high school?
    B. Why homework is necessary?
    C. Neither of the above?

16. A. How to make Career-Vocational choices?
    B. Finding and understanding your interests?
    C. Neither of the above?

17. A. What courses are available in high school?
    B. What are your aptitudes?
    C. Neither of the above?

18. A. Finding and understanding your interests?
    B. How to make academic course choices?
    C. Neither of the above?

19. A. How to develop good study habits?
    B. Why homework is necessary?
    C. Neither of the above?

20. A. What is the pass-fail criteria for high school?
    B. What steps should you take in making a decision?
    C. Neither of the above?

21. A. What values does society encourage?
    B. What are your values?
    C. Neither of the above?

22. A. What are some of the privileges a person has as a citizen?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

...4

23. A. What are some of the responsibilities a person has as a citizen?
    B. Why recreation is necessary?
    C. Neither of the above?

24. A. What are some of the privileges a person has as a citizen?
    B. Why leisure is necessary?
    C. Neither of the above?

25. A. What steps should you take in making a decision?
    B. Finding and understanding your interests?
    C. Neither of the above?

26. A. What are your aptitudes?
    B. How to make academic course choices?
    C. Neither of the above?

27. A. What courses are available in high school?
    B. Finding and understanding your interests?
    C. Neither of the above?

28. A. Why homework is necessary?
    B. What steps should you take in making a decision?
    C. Neither of the above?

29. A. What are some of the responsibilities a person has as a citizen?
    B. What values does society encourage?
    C. Neither of the above?

30. A. What are some of the privileges a person has as a citizen?
    B. How to develop good study habits?
    C. Neither of the above?

31. A. What is the pass-fail criteria for high school?
    B. How to make Career-Vocational choices?
    C. Neither of the above?

32. A. What are your values?
    B. Why leisure is necessary?
    C. Neither of the above?

33. A. Why recreation is necessary?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

34. A. How to make academic course choices?
    B. What is the pass-fail criteria for high school?
    C. Neither of the above?

35. A. Finding and understanding your interests?
    B. What are some of the priveleges a person has as a citizen?
    C. Neither of the above?

36. A. Why homework is necessary?
    B. What value does society encourage?
    C. Neither of the above?

37. A. What will likely be your adult needs for money, housing, etc.?
    B. How to develop good study habits?
    C. Neither of the above?

38. A. What are your values?
    B. What are your aptitudes?
    C. Neither of the above?

39. A. Why recreation is necessary?
    B. How to make Career-Vocational choices?
    C. Neither of the above?

40. A. Why leisure is necessary?
    B. What courses are available in high school?
    C. Neither of the above?

41. A. What is the pass-fail criteria for high school?
    B. What are some of the privileges a person has as a citizen?
    C. Neither of the above?

42. A. How to develop good study habits?
    B. What values does society encourage?
    C. Neither of the above?

43. A. Why recreation is necessary?
    B. What steps should you take in making a decision?
    C. Neither of the above?

44. A. Why homework is necessary?
    B. How to make Career-Vocational choices?
    C. Neither of the above?

45. A. What courses are available in high school?
    B. What are your values?
    C. Neither of the above?

46. A. What are some of the responsibilities a person has as a citizen?
    B. Finding and understanding your interests?
    C. Neither of the above?

47. A. What are some of the privileges a person has as a citizen?
    B. Why homework is necessary?
    C. Neither of the above?

48. A. What are your aptitudes?
    B. Finding and understanding your interests?
    C. Neither of the above?

...6

49. A. What are your values?
    B. What steps should you take in making a decision?
    C. Neither of the above?

50. A. What courses are available in high school?
    B. Why recreation is necessary?
    C. Neither of the above?

51. A. What are some of the responsibilities a person has as a citizen?
    B. Why leisure is necessary?
    C. Neither of the above?

52. A. What courses are available in high school?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

53. A. What values does society encourage?
    B. What is the pass-fail criteria for high school?
    C. Neither of the above?

54. A. Why homework is necessary?
    B. Why leisure is necessary?
    C. Neither of the above?

55. A. How to make academic course choices?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

56. A. Finding and understanding your interests?
    B. How to develop good study habits?
    C. Neither of the above?

57. A. What are some of the privileges a person has as a citizen?
    B. What steps should you take in making a decision?
    C. Neither of the above?

58. A. How to develop good study habits?
    B. What are your aptitudes?
    C. Neither of the above?

59. A. Why recreation is necessary?
    B. What is the pass-fail criteria for high school?
    C. Neither of the above?

60. A. How to make academic course choices?
    B. How to make Career-Vocational choices?
    C. Neither of the above?

61. A. What are your values?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

62. A. Finding and understanding your interests?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

63. A. What courses are available in high school?
    B. What values does society encourage?
    C. Neither of the above?

64. A. What are some of the privileges a person has as a citizen?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

65. A. How to develop good study habits?
    B. What steps should you take in making a decision?
    C. Neither of the above?

66. A. What will likely be your adult needs for money, housing, etc.?
    B. What is the pass-fail criteria for high school?
    C. Neither of the above?

67. A. How to make academic course choices?
    B. Why recreation is necessary?
    C. Neither of the above?

68. A. Why homework is necessary?
    B. Finding and understanding your interests?
    C. Neither of the above?

69. A. How to make Career-Vocational choices?
    B. What are your aptitudes?
    C. Neither of the above?

70. A. Finding and understanding your interests?
    B. What are your values?
    C. Neither of the above?

71. A. How to make academic course choices?
    B. Why homework is necessary?
    C. Neither of the above?

72. A. How to make Career-Vocational choices?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

73. A. What values does society encourage?
    B. What are your aptitudes?
    C. Neither of the above?

74. A. What are some of the responsibilities a person has as a citizen?
    B. What is the pass-fail criteria for high school?
    C. Neither of the above?

75. A. What are your values?
    B. How to make Career-Vocational choices?
    C. Neither of the above?

76. A. What will likely be your adult needs for money, housing, etc.?
    B. Why homework is necessary?
    C. Neither of the above?

77. A. What are some of the privileges a person has as a citizen?
    B. Why recreation is necessary?
    C. Neither of the above?

78. A. What is the pass-fail criteria for high school?
    B. What are your aptitudes?
    C. Neither of the above?

79. A. How to develop good study habits?
    B. What courses are available in high school?
    C. Neither of the above?

80. A. How to make academic course choices?
    B. Why leisure is necessary?
    C. Neither of the above?

81. A. What courses are available in high school?
    B. What are some of the privileges a person has as a citizen?
    C. Neither of the above?

82. A. What values does society encourage?
    B. Why leisure is necessary?
    C. Neither of the above?

83. A. Why leisure is necessary?
    B. Finding and understanding your interests?
    C. Neither of the above?

84. A. What are some of the privileges a person has as a citizen?
    B. What are your aptitudes?
    C. Neither of the above?

85. A. What are some of the responsibilities a person has as a citizen?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

86. A. How to make Career-Vocational choices?
    B. What values does society encourage?
    C. Neither of the above?

87. A. How to make Career-Vocational choices?
    B. What courses are available in high school?
    C. Neither of the above?

88. A. How to develop good study habits?
    B. How to make academic course choices?
    C. Neither of the above?

89. A. What will likely be your adult needs for money, housing, etc.?
    B. What are some of the privileges a person has as a citizen?
    C. Neither of the above?

90. A. What steps should you take in making a decision?
    B. What values does society encourage?
    C. Neither of the above?

91. A. What values does society encourage?
    B. What will likely be your adult needs for money, housing, etc.?
    C. Neither of the above?

92. A. Why recreation is necessary?
    B. Why homework is necessary?
    C. Neither of the above?

93. A. What will likely be your adult needs for money, housing, etc?
    B. What are your aptitudes?
    C. Neither of the above?

94. A. Why recreation is necessary?
    B. Finding and understanding your interests?
    C. Neither of the above?

95. A. What steps should you take in making a decision?
    B. What are your aptitudes?
    C. Neither of the above?

96. A. Why recreation is necessary?
    B. What values does society encourage?
    C. Neither of the above.

97. A. Why homework is necessary?
    B. What courses are available in high school?
    C. Neither of the above?

98. A. What are your aptitudes?
    B. What are some of the responsibilities a person has as a citizen?
    C. Neither of the above?

99. A. What are your values?
    B. What are some of the privileges a person has as a citizen?
    C. Neither of the above?

100. A. How to make Career-Vocational choices?
     B. Why leisure is necessary?
     C. Neither of the above?

101. A. What steps should you take in making a decision?
     B. How to make Career-Vocational choices?
     C. Neither of the above?

102. A. Why leisure is necessary?
     B. Why recreation is necessary?
     C. Neither of the above?

103. A. What is the pass-fail criteria for high school?
     B. Finding and understanding your interests?
     C. Neither of the above?

104. A. What are some of the responsibilities a person has as a citizen?
     B. How to develop good study habits?
     C. Neither of the above?

105. A. Why leisure is necessary?
     B. What is the pass-fail criteria for high school?
     C. Neither of the above?

106. A. What are your aptitudes?
     B. Why homework is necessary?
     C. Neither of the above?

107. A. Why recreation is necessary?
     B. What are your values?
     C. Neither of the above?

108. A. What will likely be your adult needs for money, housing, etc.?
     B. What steps should you take in making a decision?
     C. Neither of the above?

109. A. Why leisure is necessary?
     B. What will likely be your adult needs for money, housing, etc?
     C. Neither of the above?

110. A. How to develop good study habits?
     B. What are your values?
     C. Neither of the above?

111. A. What are some of the responsibilities a person has as a citizen?
     B. What courses are available in high school?
     C. Neither of the above?

...11

112. A. How to make academic course choices?
B. What values does society encourage?
C. Neither of the above?

113. A. How to make Career-Vocational choices?
B. How to develop good study habits?
C. Neither of the above?

114. A. How to make academic course choices?
B. What steps should you take in making a decision?
C. Neither of the above?

115. A. What steps should you take in making a decision?
B. Why leisure is necessary?
C. Neither of the above?

116. A. What are your values?
B. Why homework is necessary?
C. Neither of the above?

117. A. How to make academic course choices?
B. What are your values?
C. Neither of the above?

118. A. What is the pass-fail criteria for high school?
B. How to develop good study habits?
C. Neither of the above?

119. A. How to make academic course choices?
B. What are some of the privileges a person has as a citizen?
C. Neither of the above?

120. A. What is the pass-fail criteria for high school?
B. What courses are available in high school?
C. Neither of the above?

121. Think back on your Grade Nine Guidance Course. How much of the total time did you spend on the above objectives?

A. 70% or more? (almost all).
B. 50% to 70%? (most).
C. 30% to 50%? (some).
D. 1% to 30%? (a little).
E. 0% (none).

122. Please rate the entire Grade Nine Guidance Course using one of the following statements.

A. Very useful.
B. Useful.
C. Undecided.
D. Of little help.
E. Of no value to you at all.

Thank you for your time and effort. When you are finished please give the questionnaire and your answer sheet to your teacher.

APPENDIX D

STATISTICAL DATA

TABLE 6. MEANS AND STANDARD DEVIATIONS FOR SUBGROUPS, SPLIT HALVES, AND THE WHOLE GROUP

NUMBER OF INDIVIDUALS = 16

NUMBER OF INPUT VARIABLES = 13

NUMBER OF VARIABLES GENERATED = 0

TOTAL NUMBER OF VARIABLES = 13

NEMT = 1 IDKR20 = 1 IPRB = 1

INPUT FORMAT CARDS
(2x, 13F6.3)

KR-20 RELIABILITY = 0.9870

MEANS

	1	2	3	4	5	6	7
1	-0.000000	-0.000125	-0.000063	-0.000000	-0.000063	-0.000000	0.102875

	8	9	10	11	12	13
1	-0.000000	0.000188	-0.011188	-0.000063	-0.000188	0.000125

STANDARD DEVIATIONS

	1	2	3	4	5	6	7
1	1.032908	1.032817	1.032825	1.032845	1.032894	1.032679	1.027302

	8	9	10	11	12	13
1	1.032751	1.032860	1.037959	1.032847	1.032782	1.032777

TABLE 7 STANDARDIZED SCORE VALUES; RANGE -3.0 x +3.0

SCHOOL	OBJECTIVE NUMBER 1	2	3	4	5	6	7	8
1	0.326	-0.067	0.999	1.436	-0.033	0.537	1.083	-1.604
2	0.082	0.905	0.516	1.403	-0.367	-0.238	0.770	-1.013
3	0.431	0.611	0.563	1.295	-0.450	0.418	0.310	-1.439
4	-0.039	0.292	0.794	1.585	-0.067	0.177	0.738	-1.113
5	0.694	0.229	0.594	0.949	-0.822	0.835	0.503	-0.130
6	0.619	-.618	0.866	1.094	-1.261	0.409	1.401	-1.324
7.	0.193	0.291	0.325	1.593	0.340	0.856	0.388	-2.057
8	0.631	0.976	0.647	1.259	-0.317	0.538	1.152	-1.377
9	-0.060	-0.203	0.579	1.408	-0.198	0.489	-0.044	-2.072
10	0.202	0.112	0.314	1.645	-0.229	0.001	0.131	-1.795
WHOLE GROUP	0.349	0.489	0.631	1.501	-0.317	0.453	0.728	-1.493

TABLE 7 STANDARDIZED SCORE VALUES; RANGE -3.0 x +3.0 (Continued)

SCHOOL	OBJECTIVE NUMBER 9	10	11	12	13	14	15	16
1	-1.111	-0.159	-0.143	-0.670	-1.514	1.765	0.347	-1.226
2	-1.668	-0.425	-0.075	-0.633	-0.673	2.030	0.917	-1.531
3	-1.596	-0.609	-0.643	-0.327	-0.533	2.332	0.733	-1.096
4	-0.911	-0.679	-1.035	-1.070	-1.454	1.757	1.439	-0.416
5	-0.674	-0.116	-0.066	-1.600	-2.136	2.013	0.530	-0.801
6	-1.890	0.198	0.248	-0.315	-0.672	1.504	-1.073	-0.423
7	-1.734	-0.585	-0.435	-0.120	-0.550	1.703	0.680	-0.888
8	-1.726	-0.357	-0.556	-0.555	-1.012	1.537	0.467	-1.306
9	-1.818	-0.141	-0.269	0.183	-0.268	1.741	1.411	-0.736
10	-1.520	-0.280	-0.153	0.090	-0.307	2.079	1.074	-1.365
WHOLE GROUP	-1.636	-0.387	-0.397	-0.524	-0.937	1.972	0.735	-1.165

TABLE 8 INTER-SCHOOL, SPLIT HALVES
AND WHOLE GROUP CORRELATIONS

CORRELATIONS

	1	2	3	4	5	6	7
1	1.000000	0.821469	0.736701	0.830615	0.798975	0.827408	0.775808
2	0.821469	1.000000	0.536786	0.776912	0.752309	0.812279	0.756115
3	0.736701	0.536786	1.000000	0.655037	0.622439	0.703691	0.487573
4	0.830615	0.776912	0.655037	1.000000	0.876865	0.877258	0.618147
5	0.798975	0.752309	0.622439	0.876865	1.000000	0.887720	0.556726
6	0.827408	0.812279	0.703691	0.877258	0.887720	1.000000	0.656047
7	0.775808	0.756115	0.487573	0.618147	0.556726	0.656047	1.000000
8	0.819314	0.799089	0.691148	0.808337	0.861365	0.883540	0.668520
9	0.760675	0.739803	0.579461	0.879483	0.896605	0.844063	0.498643
10	0.864591	0.802363	0.770972	0.846552	0.804849	0.879718	0.697835
11	0.887518	0.814921	0.788085	0.869688	0.866467	0.904702	0.693417
12	0.880747	0.861755	0.691181	0.895449	0.884290	0.918732	0.723525
13	0.889878	0.843977	0.742384	0.887443	0.879811	0.916610	0.714976

	8	9	10	11	12	13
1	0.819314	0.760675	0.864591	0.887518	0.880747	0.889878
2	0.799089	0.739803	0.802363	0.814921	0.861755	0.843977
3	0.691148	0.579461	0.770972	0.788085	0.691181	0.742384
4	0.808337	0.879483	0.846552	0.869688	0.895449	0.887443
5	0.861365	0.896605	0.804849	0.866467	0.884290	0.879811
6	0.883540	0.844063	0.879718	0.904702	0.918732	0.916610
7	0.668520	0.498643	0.697835	0.693417	0.723525	0.714976
8	1.000000	0.775675	0.876589	0.903252	0.883330	0.898315
9	0.775675	1.000000	0.750185	0.820935	0.849833	0.839172
10	0.876589	0.750185	1.000000	0.913111	0.897768	0.910773
11	0.903252	0.820935	0.913111	1.000000	0.916177	0.931895
12	0.883330	0.849833	0.897768	0.916177	1.000000	0.932383
13	0.898315	0.839172	0.910773	0.931895	0.932383	1.000000

TABLE 9 "T" VALUES FOR SUBGROUPS, SPLIT HALVES AND WHOLE GROUP

T-VALUES ASSOCIATED WITH R'S

	1	2	3	4	5	6	7
1	0.0	5.389985	4.076317	5.581190	4.971186	5.512597	4.600554
2	5.389985	0.0	2.380493	4.617055	4.272675	5.210746	4.322976
3	4.076317	2.380493	0.0	3.243692	2.975655	3.705762	2.089528
4	5.581190	4.617055	3.243692	0.0	6.824779	6.838062	2.942381
5	4.971186	4.272675	2.975655	6.824779	0.0	7.214725	2.507627
6	5.512597	5.210746	3.705762	6.838062	7.214725	0.0	3.252463
7	4.600554	4.322976	2.089528	2.942381	2.507627	3.252463	0.0
8	5.346855	4.973143	3.578236	5.137458	6.344531	7.058530	3.363445
9	4.384600	4.114143	2.660295	6.914281	7.575756	5.889463	2.152441
10	6.438113	5.030133	4.529522	5.950532	5.074251	6.922461	3.645418
11	7.206988	5.261045	4.790292	6.592509	6.493992	7.945361	3.600831
12	6.958488	6.355680	3.578560	7.526373	7.085971	8.705361	3.921759
13	7.298610	5.887396	4.146044	7.204123	6.925715	8.578756	3.826359

	8	9	10	11	12	13
1	5.346855	4.384600	6.438113	7.206988	6.958488	7.298610
2	4.973143	4.114143	5.030133	5.261045	6.355680	5.887396
3	3.578236	2.660295	4.529522	4.790292	3.578560	4.146044
4	5.137458	6.914281	5.950532	6.592509	7.526373	7.204123
5	6.344531	7.575756	5.074251	6.493992	7.085971	6.925715
6	7.058530	5.889463	6.922461	7.945361	8.705361	8.578756
7	3.363445	2.152441	3.645418	3.600831	3.921759	3.826359
8	0.0	4.598577	6.815513	7.875947	7.050903	7.650343
9	4.598577	0.0	4.245031	5.379238	6.033160	5.773294
10	6.815513	4.245031	0.0	8.379811	7.626281	8.253170
11	7.875947	5.379238	8.379811	0.0	8.553514	9.612781
12	7.050903	6.033903	7.626281	8.553514	0.0	9.651281
13	7.650343	5.773294	8.253170	9.612781	9.651281	0.0

TABLE 10 PROBABILITY OF "T" VALUES FOR SUBGROUPS, SPLIT HALVES AND WHOLE GROUP

PROBABILITIES OF T'S

	1	2	3	4	5	6	7
1	0.0	0.000095	0.001133	0.000068	0.000205	0.000076	0.000412
2	0.000095	0.0	0.032041	0.000399	0.000773	0.000132	0.000702
3	0.001133	0.032041	0.0	0.005886	0.010023	0.002350	0.055391
4	0.000068	0.000399	0.005886	0.0	0.000008	0.000008	0.010706
5	0.000205	0.000773	0.010023	0.000008	0.0	0.000004	0.023092
6	0.000076	0.000132	0.002350	0.000008	0.000004	0.0	0.005784
7	0.000412	0.000702	0.055391	0.010706	0.025092	0.005784	0.0
8	0.000103	0.000204	0.003026	0.000151	0.000018	0.000006	0.004638
9	0.000623	0.001053	0.018649	0.000007	0.000003	0.000039	0.049289
10	0.000016	0.000184	0.000472	0.000035	0.000170	0.000007	0.002649
11	0.000005	0.000120	0.000288	0.000012	0.000014	0.000001	0.002894
12	0.000007	0.000018	0.003024	0.000002	0.000005	0.000001	0.001535
13	0.000004	0.000040	0.000989	0.000005	0.000007	0.000001	0.001852

	8	9	10	11	12	13
1	0.000103	0.000623	0.000016	0.000005	0.000007	0.000004
2	0.000204	0.001053	0.000184	0.000120	0.000018	0.000040
3	0.003026	0.018649	0.000472	0.000288	0.003024	0.000989
4	0.000151	0.000007	0.000035	0.000012	0.000003	0.000005
5	0.000018	0.000003	0.000170	0.000014	0.000005	0.000007
6	0.000006	0.000039	0.000007	0.000001	0.000001	0.000001
7	0.004638	0.049289	0.002649	0.002894	0.001535	0.001852
8	0.0	0.000414	0.000008	0.000002	0.000006	0.000002
9	0.000414	0.0	0.000816	0.000097	0.000031	0.000048
10	0.000008	0.000816	0.0	0.000001	0.000002	0.000001
11	0.000002	0.000097	0.000001	0.0	0.000001	0.000000
12	0.000006	0.000031	01000002	0.000001	0.0	0.000000
13	0.000002	0.000048	0.000001	0.000000	0.000000	0.0

APPENDIX E

SCHOOL REGULATIONS - PUPILS

PUPILS (Series 5000)

Conduct of Pupils

1. Pupils shall be requested to report for classes not more than fifteen minutes before assembly time unless otherwise authorized by the princip: Arrangements should provide for the hous ing and supervision of pupils arriving early during inclement weather.

2. Pupils are expected to carry out faithfully the homework or school work assigned to them.

3. Any pupil guilty of open opposition to authority, wilful disobedience, habitual neglect of duty, the use of profane or improper language, or other conduct injurious to the moral tone or well-being of the school, may be suspended from class or from the school.

4. Pupils shall be held responsible for damage to school property. If the damage is of a wilful or malicious nature, the parents of the pupil may billed from the Treasurer's office for cost of maintenance or repair. Th pupil may be suspended if restitution is not made.

5. Detention: The principal shall see that no pupil is detained as a disciplinary measure at the recess or lunch periods.

6. Punishment: When corporal punishment is administered it shall take the form of chastisement across the palm of the hand, with a regulation stra:

   A regulation strap shall meet the following requirements:

   a. for pupils of grades I to V inclusive, it shall be not more than 15 inches long; 1½ inches wide and 1/8 inches thick.

   b. for pupils from grade VI up, it shall be not more than 16 inches to 19 inches long; 2 inches to 2½ inches wide; and 1/8 inches to 1/4 inches thick.

7. The teacher before inflicting corporal punishment shall submit the matter the principal, secure his assent to the extent of punishment to be inflic and obtain an adult witness to the punishment.

8. Immediately following the infliction of any corporal punishment a record of the incident will be entered in the book kept for this purpose, indica ing the pupil's name, the nature of the offence, the extent of the punish ment, and the name of the adult witness.

PUPILS (Series 5000) INFORMATION

Attendance and Excuses

1. Attendance in Elementary and Junior High School

   a. An elementary or junior high school pupil is expected to bring a note signed by his parent or guardian when he has been absent for any reason, unless medical forms are provided for special cases.

   b. Class absence for medical and dental appointments are approved absences for the time required to keep the appointment.

   c. Requests from doctors, dentists, or chiropractors to excuse a pupil from any class activity are to be honored, provided the request is current. Such medical certificates are considered valid for only the year in which they are issued.

   d. Teachers should report to the principal each morning the names of all pupils in their classes absent from school for two consecutive days unless satisfactory information has been secured with respect to the absence.

   e. Staff should check at the beginning of September the whereabouts of all pupils seven to sixteen years of age who were in attendance at the school the previous June and who have not yet returned.

   f. Unexplained absences of pupils of compulsory school age are the responsibility of the Attendance Officer, Department of Pupil Personnel Services, who must be kept informed.

   g. Pupils should be admitted to school between 8 a.m. and assembly time in inclement weather. The principal is expected to make suitable arrangements for the supervision of such pupils in a designated area within the school.

2. Attendance and Illness

   a. Teachers should guard against the attendance of children from homes where contagious diseases exist and report all such cases to the principal.

   b. The principal should notify the Board of Health of any suspected communicable disease either to the school nurse or to City Hall.

   c. Health certificates for readmission are to be forwarded to the school nurse for information. Readmissions are under the direct supervision of the Board of Health, and must be obtained as follows:

      i. for quarantinable diseases:
      from the school nurse, a school physician or the Board of Health at City Hall;

      ii. for non-quarantinable diseases:
      from the school nurse, the family physician or the Board of Health.

Suspension and Expulsion of Pupils

1. Suspensions and the temporary removal of pupils from school are discretionary to the principal and the teaching staff. Reasons for suspension are basically three:

   a. Misbehavior (the breaking of school or administrative regulations, or the rules of common decency and order);
   b. Indolence (failure to put forth sufficient effort to justify the pupil's presence in the educational situation)(applicable to children 16 years of age and over);
   c. Non-attendance (failure to provide justifiable reason for absence).

2. A teacher has the right to suspend a pupil from class. Such action should be limited to situations where the pupil's retention is detremental to the learning situation of others in the class.

3. The principal is authorized to suspend a pupil from school. Following the suspension the principal may recommend to the Board, through the Superintendent, that the pupil be expelled from school.

4. Suspension from Class by Teacher: Every such suspension must be reported to, and resolved by, the principal. Parents or guardians must be notified forthwith.

5. Suspension from School by Principal: Normally such action should not exceed five days at any one time. A complete record of the suspension must be kept and the parents or guardian, and in the case of a child of compulsory school age, the Attendance Officer as well, notified forthwith.

6. Recommendation by Principal for Expulsion: Such action must be fully justified, and as many as deemed advisable of the following procedures carried out. The circumstances peculiar to each case should dictate the procedures to use.

   a. Suspend the pupil while the case is pending.
   b. A full examination of the case by the guidance department of the school.
   c. Case conferences of the pupil's teachers, the administrators concerned and his counsellors.
   d. In all cases, a full report to the Superintendent and to the parents or guardian must be made.

7. The Superintendent shall report to the Board in Conference the circumstances of the case. Action to expell or to reinstate is the perogative of the Board.

Authority
Clause 369 of
The School Act.
Revised: September 1, 1968

Suitable Dress of Pupils

1. Pupils shall be neat and clean in dress and person.

2. In carrying out the policy of the Board, principals will assure themselves that the following conditions apply:

   a. that in inclement weather, the wearing of slacks by girls will be deemed acceptable dress;
   b. that the application of acceptable standards will not impose a financial hardship on a family;
   c. that the checking and criticism of a pupil for unacceptable grooming will always be done in private.

APPENDIX F

DESCRIPTION OF THE HIGH SCHOOLS

DESCRIPTION OF THE HIGH SCHOOLS

No report of this kind would be complete without a brief description of the student populations of each of the high schools used. A numberical description of each of the ten samples used is found in Table 2 (p 28). A very brief socio-ecqnomic description of each high school and its surrounding area follows.

High School I

High School I serves an area which is both old and new. Its orientation tends to be toward the academic and/or general route. Kupfer's, et al, 'Edmonton Study' which formed a part of the "Community Opportunity Study" completed for the Province of Alberta's Executive Council in 1968 was used as a guide in determining the socio-economic rating of the area(s) served by each high school respectively. High School I served an area which contained dwelling units which were 60% owner occupied. Kupfer ranked this area as being of average or middle class in social rank. High School I had 566 grade ten students, 528 grade elevens, 502 grade twelves and 78 staff members.

High School II

High School II was recently constructed. It serves a newly developed area. If its students were placed on a continuum, some came from a low rental (often one parent family) zone, the majority came from a home-owning middle class orientation, and a few come from an upper-middle-class fairly wealthy background. Some high rise apartments and many more low rental "adjoining" units are completed or will be completed this year in that area. High School II contained 532 grade tens, 516 grade elevens, 486 grade twelves and 79 staff members.

High School III

High School III serves an "inner city" area. Many of its students come from families who are on welfare, and are occupying rental homes which were purchased as a "speculative investment" by their absentee owners. During the year of 1960 it was tripled in size when the Edmonton Public School Board took advantage of the large Federal grants available for constructing and equipping new vocational schools. Geographically this school serves an area that contains tracts of land which Kupfer found to contain less than 30% of dwellings which were owner-occupied, and almost all of this area had less than 60% of owner-occupied dwellings. The students who lived in the area served by this high school were largely of the lower-class. However, because it is a vocational school, students of all social background were found there. They were bussed in or arrived via private or public transportation.

High School IV

High School IV serves an old established area. It is a general and/or academic high school. Its population ranged from lower-class to middle-class socio-economically. 60% to 80% of the homes in this district were found to be owner occupied. High School IV had 358 grade tens, 337 grade elevens, 292 grade twelves and 55 staff members.

High School V

High School V was recently constructed, but serves an area which is about 17 years old. Its orientation is mainly academic with a modest program in Industrial Arts. The majority (in excess of 79% and possibly as high as 90%) of the homes in this district were owner-occupied. Kupfer (1967, p 107) indicated that these

students were from middle class families. High School V had 414 grade tens, 439 grade elevens, 406 grade twelves and 63 staff members.

High School VI

High School VI was recently built to serve a newly developed and a soon-to-be-developed area. It is a general and/or academic High School. In excess of 70% of the families in this district owned and occupied their own homes. Kupfer, however, found families in this area to be in the lower and lower-middle-class socio-economic group. High School VI had 585 grade tens, 537 grade elevens, 419 grade twelves and a staff of 74, with room for expansion as demands may require.

High School VII

High School VII is a High School recognized for its academic orientation. It draws its student population from a predominantly middle class area. The population of High School VII was 571 grade tends, 579 grade elevens, 522 grade twelves and 78 staff members.

High School VIII

High School VIII draws its students from an older area which started out as a village, then as a town adjoining Edmonton. The town was finally annexed and recent development and construction has caused a noticeable socio-economic dichotomy in its student body. Part of its students are drawn from the older lower-class socio-economic group, and part are drawn from a middle to upper-middle-class socio-economic group. This high school offers high level academic programs, a full vocational program and a general program. High School VIII had 793 grade ten students, 745 grade eleven students,

607 grade twelve students, and a professional staff of 117 persons at the time of this writing.

High School IX

High School IX is a new academic/vocational High School. In addition to serving the needs of a large land area containing a new development and families with younger children, it serves an older area of lower-middle-class people plus providing secondary education to children brought in daily via school busses from surrounding country towns. Some children would travel as far as 60 miles round trip per day or more. This school provided the greatest challenge in terms of selecting students to answer the questionnaire. Answer sheets from students who came from the suburban areas were not used for the purpose of this study. Further land development will occur in this area. High School IX had a student population of 536 grade tens, 436 grade elevens, 366 grade twelves and a staff of 76 persons.

High School X

High School X serves an older area of our city, but the families are largely middle class as that city zone is still a very desirable one. Many of the students are from "Professional" homes. Kupfer's study found that only from 40 to 70% of the homes were owner occupied, yet he found that these families ranged from middle to upper-middle class (p 107). High School X contained 358 grade tens, 363 grade elevens, 415 grade twelves and 59 staff members.

APPENDIX G

MOST INFLUENTIAL PERSON IN THE DETERMINATION OF POST SECONDARY PLANS

MOST INFLUENTIAL PERSON IN THE DETERMINATION OF POST SECONDARY PLANS

Person	Sex	At Graduation	Three Years After Graduation
Mother	M	16%	13%
	F	16%	12%
Father	M	6%	13%
	F	12%	14%
Brother or Sister	M	5%	5%
	F	6%	5%
Teacher	M	3%	0%
	F	3%	5%
School Counselor	M	0%	2%
	F	2%	0%
School Principal	M	5%	2%
	F	0%	2%
Personal Friend	M	5%	11%
	F	6%	5%
Doctor, Priest, Minister	M	8%	2%
	F	6%	3%
None	M	53%	40%
	F	50%	44%
Others	M	0%	10%
	F	0%	11%