

THE UNIVERSITY OF ALBERTA

STUDENT PERCEPTION OF THE TEACHER-
ADVISOR CONCEPT

by

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A THESIS

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ABSTRACT

The purpose of this study was to examine the differences perceived by students between counselors and teachers. The writer identified four areas of student concern commonly dealt with by counselors and asked students to rate how appropriate each concern was for teacher and counselor involvement.

Furthermore it was the purpose of this study to see whether it makes any difference to students if teachers have the label "teacher-advisor."

An instrument designed to explore four areas of concern (social, personal, educational and vocational) was administered to a sample of students from three city high schools. Two of the schools had teacher-advisor programs and one did not.

Due to the lack of related literature on the topic it was hypothesized that no significant differences would be found between teachers and counselors in the three schools for each area of concern. It was also hypothesized that there would be no significant differences found between the schools that had the advisor program and the school that did not.

The findings of this study reveal that students perceive differences between counselors and teachers in the

three schools studied. Counselors were seen to have more appropriate involvement in social, personal and vocational areas of concern. Where significant differences were found, teachers had more appropriate involvement in educational concerns.

The effect of the "teacher-advisor" label was found to be nil. No differences were found among the schools studied.

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CHAPTER I

INTRODUCTION AND PROBLEM

I. Introduction

A major theme running through the literature of current educational thought emphasizes the need for educators to focus on the individual. Much of the thinking originates from writers who are charting the future of our western society and predicting the demands that are going to be placed on the people who will live in it. Many writers seem to agree with Carl Rogers' (1967) view that

"The world itself is changing at an exponential rate. If our society is to meet the challenge of the dizzying changes in science, technology, communications, and social relationships, we cannot rely on the answers provided by the past but must put our trust in the processes by which new problems are met. For so quickly does change overtake us, that answers, knowledge, methods, and skills become obsolete almost at the moment of their achievement.

This constant flux implies that not only are new techniques needed for education but indeed a new goal is needed. In today's world, the goal of education must be to develop individuals who are open to change, who are flexible and adaptive, who have learned how to learn, and thus are able to learn continuously. Only such persons can meet constructively the perplexities of a world in which problems are spawned much faster than solutions. The goal of education must be to develop a society in which people can live comfortably with change rather than with rigidity. In the coming world, the capacity to face the new appropriately is more important than the ability to know and repeat the old." [p. 121]

Futurists tend to agree that education will meet the goal of equipping citizens to "live comfortably with change" by developing their ability to solve problems. W. Worth (1972) in the Alberta report of the Commission on Educational Planning, A Choice of Futures states that: "What is now going on in the province's classrooms is massive testimony to the utter neglect of the learner's innate ability to solve problems. The objectives we apparently seem to pursue most are those of repetition, replication and obedience to traditional procedure." [p. 198]

Gerald Baughman (1968) suggests that the formal schooling of today "is not developing a problem-solving kind of man with a curriculum loaded with facts and a classroom loaded with information imparting routines." He believes that the "development of attitudes and habits for effective use of knowledge" should take precedence over the simple acquisition of knowledge. For this to happen he suggests the need for a "new kind of teacher." [p. 156].

This "new kind of teacher" is described by many theorists. There seems to be agreement by most on his personal characteristics and role. Kenneth Jenkins (1970) presents his ideal teacher as one who establishes a relationship with each individual learner. "He (learner) is the one to whom all educational efforts should be directed since it is his learning which occupies our (teacher's)

concern." Jenkins' teacher believes that his clients are self-actualizing and uses that belief as a base upon which to build instruction. He is

"a creative, vibrant teacher who gets out of the way to permit learning, whose concept of teaching is not one of telling, but of guiding. He does not talk; he directs. For too long, the teacher felt he had earned his pay if his voice was hoarse after a day in the classroom. This 'service station' view of learning has already proven its ineffectiveness, particularly in keeping up with a knowledge-expanding, mind-expanding age." [p. 338]

Jenkins contends that children must transcend knowledge and attain learning. Since each child has a different means of attaining this goal a lock-step procedure will, in most cases, prevent it from happening. The meaning and practice of individualizing instruction must become a reality for each teacher.

Dehaan and Doll (1964) state that

"The teacher's concern should not only be with the content of learning, or with the end product of the learning process, but also with the continuing process of self-discovery which should accompany learning and give the content and learning process personal relevance." [p. 19]

It will demand of this teacher that he be able to practice those methodologies which allow him to give each child the opportunity to develop his own learning style. Not only must the teacher tolerate diversity, he must encourage it. This

new role will require him to recognize the differences among and within children, to open many avenues of learning, and to be able to adjust the instructional program to the child.

North (1972) suggests that the effective teacher must help the learner to utilize the school as a bridge to assist him in gaining an understanding of himself in relation to the world around him--an understanding which will be his foundation for planning a direction for his life. The teacher must show feeling towards the student, his emotions, and his human condition. The teacher will educate for empathy, compassion, trust, self-growth and self-esteem; for tolerance; for acknowledgement of error, and for patience. This kind of teaching requires a change in emphasis from explaining to evoking--"from pouring in to teasing out." "This means guiding each student in his search for bearings which apply to the real-life interaction and the ever widening horizons of experience, sensitivity, community and knowledge. In short, this means assisting students to make that vital connection between learning and living." [p. 196]

II. Teaching and Counseling

A summary of the thinking in the introductory paragraphs of this thesis would indicate that the contemporary teacher and, indeed, the future teacher should have a personal knowledge, and understanding of his students. He must have an empathy for them, value their

individuality and differences and patiently trust in each student's ability to become the master of his own destiny. This teacher must have the ability to develop and encourage a high level of openness with his students. An open relationship involves student and teacher sharing personal information. In addition, the teacher should possess that unique understanding of himself which would enable him to establish his own stable identity--an identity which can be clearly observed by his students and used as a support or foundation for their own efforts to change their behavior and grow in self-realization.

These characteristics are not unlike those which school counselors should possess. C.H. Patterson (1967) suggests that "a counselor should have a genuine interest in people and their problems, an understanding and tolerance of differences and deviations, a respect for others, patience...as well as general emotional maturity." [p. 67] Patterson [1967] argues that one of the primary concerns of the counselor is influencing and changing behavior. A counselor provides the conditions which facilitate change. "These conditions respect the right of the individual to make his own choices. He is treated as an independent, responsible individual capable of making his own choices under appropriate conditions." [p. 220] Like teachers, counselors are concerned with changing behavior by providing a situation in which the client who desires to change can

become more responsible, more independent, more in control of himself and his behavior.

III. The Teacher-Advisor

In keeping with the changing roles of teachers several school systems (Lowery, 1971) (Friesen, 1972) (Klotz, 1971) have experimented by assigning guidance and counseling responsibilities to their teachers. This fact seems to imply that many of the functions performed by counselors in other schools are appropriate tasks for teachers in these schools. Moreover, a structured guidance program is provided in these schools within which the guidance functions are carried out by the teachers. The involvement of teachers in these activities has by no means eliminated the counseling positions in the schools. On the contrary, counselors in these schools seem to play an increasingly important role of coordinating the programs, consulting and helping teachers to help the students, and accepting or redirecting referrals from the teachers.

O'Leary High School, located in Edmonton, has implemented the "Faculty Advisor Approach," (Klotz, 1971) In this program each teacher was assigned twenty students. He was known to these students as their Faculty Advisor. It was his responsibility to become well acquainted with his students, or in other words "know the 'whole' person." Faculty Advisors were expected to act as "parent contacts,"

especially at report card distribution time.

M.E. LaZerte Composite High School, (Simons, 1971) also located in Edmonton has introduced the "Teacher-Advisor Concept." Students in this school selected a teacher (commonly a person who taught the student one of his courses) to be their teacher-advisor. This teacher was one with whom the student felt he could communicate about varying concerns that were important to him. The teacher-advisors assumed the responsibility for imparting information to their students and referred students in need to counselors, other teachers, or administrators. They were often the main link between the student's home and the school. Generally the teacher-advisor assumed responsibility for routine guidance matters.

The teacher-advisor concept was introduced in these schools to help personalize the large school environment. It was an organizational intervention which assumed that all teachers would participate and that through their participation a change would occur in the classroom. That is to say, as teachers became more aware of the "whole" student they would change their teaching methods and instruct whole individuals rather than whole classes. Teachers were assigned time to perform their guidance functions outside of the regular instructional periods. Students were encouraged to meet with their teacher-advisors in their free time.

IV. Statement of the Problem

In order to examine the advisor programs more specifically and focus on educational concerns relating to these programs, the writer attempted to answer the following questions in this study:

1. Do students in schools with advisor programs perceive their teachers to be more like counselors than students in schools without such programs?
2. From the student point of view are any kinds of topics more appropriate to discuss with teachers than with counselors? What effect does an advisor program have on student perception of the kinds of topics that are more or less appropriate to discuss with teachers?
3. Are students any more "open" with teachers who have advisor roles than with teachers who do not have that assignment? (i.e. are students in schools with advisors more willing to discuss personal problems with their teachers than are students in schools without advisors?)

V. Importance of the Study

Teacher-advisor programs are relatively new developments in larger urban high schools. The programs affect the way teachers use their time in school and, in many cases, out of school as well. Many teachers have

expressed the thought that since becoming involved in the program their methods of teaching and relationships with students have improved. Some teachers have indicated that the program has achieved very little. "Students seek out teachers they want to talk to regardless of organization or plan." "Good teachers relate well with students without being assigned the role of teacher-advisor." "Having these extra chores just makes the job of a teacher that much more complicated and time consuming."

Few studies exist that measure the effect of programs such as this. Moreover, to the writer's knowledge no studies have been done that examine how teachers compare with counselors in the eyes of students regarding the type of problems that are appropriate to discuss. It was the purpose of this study; (a) to explore whether the kinds of problems that counselors deal with are appropriate for teachers to deal with as well, and; (b) to see whether it makes any difference to the students if the teacher has the label "teacher-advisor."

This is intended to serve as an exploratory study with the expectation that the findings will lead to further investigation of the effects of advisor programs.

VI. Procedure

A modification of a questionnaire designed by Ford and

Koziey (1969) was administered to a sample of students from M.E. LaZerte Composite High School and O'Leary High School, both having advisor programs, and Victoria Composite High School which had a traditional guidance program. The questionnaire consisted of 73 items which formed four distinct areas of concern: Personal, Social, Educational, and Vocational. Respondents were directed to read each item and indicate on a five-point scale the extent to which the problem described would be appropriate for teacher-student and counselor-student discussion. The responses were tested for differences between schools and between counselors and teachers.

VII. Assumptions, Delimitations and Limitations

Assumptions

For the purpose of this study it was assumed that:

1. The populations of the three schools sampled were similar.
2. The instrument used possessed the degree of validity and reliability necessary for this study.
3. The questions were answered accurately and in good faith by the respondents in the three schools.

Delimitations

The study was delimited in the following ways.

1. No attempt was made to evaluate or define the role of counselors.

2. The study was conducted in three Edmonton high schools involving students in Grades 10, 11, and 12.

3. No attempt was made to evaluate or compare the counseling programs in the three schools.

4. Grade 10 students at O'Leary and LaZerte had experienced the advisor program for only three months at the time they completed the instrument. Grade 11's and 12's had been involved in the program for a year and three months. No attempt was made to analyze perceptual differences caused by varying lengths of time students had been involved in the program.

Limitations

The following limitations should be observed when reading this study:

1. Sample sizes varied widely from grade to grade making close analysis difficult.

2. The sample drawn from O'Leary was not random.

3. The conditions under which the instruments were

completed were different in each school. The attitudes of students completing the instruments may have been effected by these differences.

VIII. Overview of Study

In the following chapters of this thesis the author investigated the questions posed and analyzed the findings in the study. Chapter 2 contains a review of the recent literature on the topic. In Chapter 3 the author outlines in detail the research design and procedure used and specifies the hypotheses for the study. In Chapter 4, the statistical analysis and findings are given. Finally, Chapter 5 contains a summary of the findings, conclusions and recommendations for further investigations.

CHAPTER II

SCME RELATED LITERATURE

I. INTRODUCTION

Although there has been much written on the topic of teacher-student relationships, little research is available which deals specifically with the effect of organizational policies on the perceptions of students regarding student-teacher relationships. The following review is a representation of the recent literature related to the topic.

.II. The Teacher-Advisor

The concept of teachers functioning in various guidance and counseling capacities is not new. Shank et al. (1948) argued that teachers cannot avoid the counseling function if they are to be effective. "...teaching is a continuous function, performed not only in the classroom, but in the office, home, student union, or wherever students and teachers meet... Counseling is the outgrowth of a broadening concept of teacher-student relationships. Effective teaching broadens the concept. Counseling carries it into many areas in addition to the classroom contacts of students and teachers." [p. 15] Shank asserted that in every generation

teachers have been friends and counselors of youth.

Arbuckle (1950) believed that: "Counseling should be performed by all teachers. This is the hoped for ideal, but when it becomes an actuality...all teachers will be persons with training in the field of human development and adjustment." [p. 10]

Stranz (1953) and Sanderson (1954) discussed the role and problems of the "teacher-counselor," a person formally assigned to both responsibilities in the secondary school.

Gordon (1956) suggested that the teacher is not a professional counselor but that he serves in many situations as a front-line counselor: the realities of school life require him to know and understand the counseling process and point of view, and he can function effectively in helping individuals through the establishment of counseling relationships. [p. 266]

Paterson (1970) argued that there is a need for counselors to have knowledge and experience with teaching and learning. He takes the position that the major reason for communication problems between pupil personnel workers and teachers has been the lack of common goals and purposes.

As counselors must become more aware of the educational goals observed by teachers--teachers must become better versed in the skills of human relations as practiced by

counselors. This opinion is proposed by Wilson, Robech and Michael (1969) who expressed the view that a major part of the teacher's day is devoted to some form of counseling. The interpersonal exchange between teachers and student is similar to that which occurs between counselor and student. Teachers are involved in motivating students, shaping attitudes, assisting students in developing skills in interpersonal relationships and aiding with decisions regarding careers. Teachers are usually the adults most available to students in time of need. Some students seek out their teachers to talk with because they feel they cannot confide in anyone else.

Massey (1973) compared the attitudes of students, counselors, teachers, administrators, parents and school trustees about present high school counseling services. Although she found differences among all groups, the major disagreement occurred between counselors and teachers. Teachers expressed the most negative attitude toward counseling. This finding lends support to the need for further research about the comparable nature of the teacher and counselor role. As teachers become more involved in guidance activities will their attitudes toward counselors become more positive?

Friesen (1972) suggests the need for alternate forums of school organization to help minimize the growing sense of loneliness and anonymity that exists in our schools. Among

his alternatives is the organization of a "teacher-advisor set-up" which provides every student with a teacher "to whom he can go, with whom he can talk, and from whom he can obtain information and advice." (P. 100)

In a study designed to measure how accurately school trustees, administrators, counselors and teachers understood public opinion, Brosseau (1973) observed that it was the public's opinion that the major issue which schools must deal with is discipline. It was clear from his study that the public is opposed to "using punitive approaches to handling problem children and preferred approaches which emphasize a positive, remedial treatment." (p. 89) In the same study, Brosseau found that parents wanted a greater involvement in their children's education and he implied that schools must find methods which permit parents to become more directly involved. These findings lend support to the basic objectives of the teacher-advisor programs which provide teachers with a more individualized relationship with the students and also primary responsibility to be in communication with the parents.

III. The Teacher-Student Relationship

The importance of good teacher-student relationships has been a topic in educational literature for many years. Baxter (1943) and Bush (1954), (1958) both stressed the need for a unique interpersonal understanding to develop between

each student and teacher. Arbuckle (1950) speaks of "traditional teachers" and "new teachers," making the distinction between the two a function of their personal involvement with students. He describes the "new teacher" as "an individual who possesses a firm belief that his job is to assist children to help themselves toward optimum adjustment in their daily tasks of living now and throughout their lives." [p. 111] He adds that the "new teachers are no longer thinking of themselves as being judges, moralists, disciplinarians, sentimentalists and givers of advice. Instead they are concentrating on creating an atmosphere of understanding and permissiveness in which the child may feel free to express his true feelings; they are concerning themselves with the individual child rather than with the problem itself..." [p. 111]

In a comprehensive review of the literature Koziey, Paterson et. al. (1972) generalized by stating that "schools must be concerned with the whole man, with man feeling, doing, and acting--alone or with others--as they are with man thinking." Koziey and Paterson emphasized the need to isolate and examine crucial elements of the educational process--three of which they identified as self-awareness, empathy and responsibility.

Educators such as Holt (1964, 1967), Kozol (1967), Goble (1970), Haglow (1968), Stolee (1970), Lopatka (1970) and Rogers (1962, 1969) stress the necessity of valuing the

student qua person and of nurturantly indicating this valuing dimension, via the process of empathetic reflections." (Kozíey, Paterson, et. al. 1972)

Aspy (1967) found that classroom climate in early elementary grades influenced differentially the cognitive growth rate of students.

Aspy and Hadloch (1967) found that "students of teachers functioning at the highest levels of facilitative conditions" demonstrated higher levels of academic achievement than students of teachers functioning at the lowest levels of conditions." (p. 297)

Christensen (1960), and Kratochvil, Carkhuff and Berenson (1969), demonstrated the retarding and facilitative effects of the teaching environment on learning.

Fox, Lippitt and Schuck (1964) found that it is important that a child feels his teacher likes him. The student who feels accepted by his teacher is more likely to benefit from classroom instruction than the student who feels rejected or worthless in the eyes of the teacher.

Researchers over the years have attempted to relate the level of interpersonal relationship between student and teacher to predicting teacher success. Kingo (1960) in a review of the literature summarized the principle that learning in both qualitative and quantitative aspects is

related to the kinds of personal relationships which exist in the classroom. Rogers (1962) took a strong position when he proposed that the quality of interpersonal relationships is the most important variable in determining teacher effectiveness.

Soar (1968) summarized the literature on studies involving Interaction Analysis by stating that increased teacher indirectness is associated with increased pupil growth in subject matter and more favorable attitudes. Mason (1970) attempted to demonstrate this theory by testing it with high school students. He was, however, unable to offer empirical substantiation of this contention.

Mason sights some possible explanations for the lack of conformity of his study with the others. An examination of the studies involving Flanders' System, on Interactional Analysis (1960) reveals that they utilized only elementary and junior high school students. It is therefore possible that the relationship between the quality of teacher-student interpersonal relations and teaching style becomes decreased as student age increases. Both Lewis, Lovell and Jessee (1965) and Ryans (1964) lend support to this idea. Another explanation proposed by Mason is that elementary school pupils are with their teacher during the entire day whereas junior and senior high students are with their teachers only one period a day. These circumstances could cause different student teacher relationships. In conjunction with this

explanation as the student progresses to higher grades. Teachers' role may gradually change from that of a "parent" to something more akin to that of an impersonal dispenser of knowledge. Consequently, the student comes to expect different behaviors of his teachers.

Also considered by Mason are the differing academic climates in elementary and high schools. In elementary school, emphasis is placed on the learning of basic skills, doing things together and personal conduct. These activities require the child to engage in many "intimate" contacts with other students and with his teacher. In contrast, the high school places primary emphasis on academic success and of achievement of personal educational goals. These activities do not necessarily require the same types of interactions between students and students and between students and teachers. As a result, the quality of the student's contacts with his teacher takes on the appearance of a "professional relationship." "An example of this relationship might be that between a patient and his physician--helpful but personally detached" [p. 56]

IV. Studies Utilizing Student Perception and Opinion

John Branan (1972) surveyed 150 college-aged students about what they considered to be the most negative experiences in their lives. The results indicated that

teachers were involved more often than any other person in the most negative experience reported. These experiences included destroying self-confidence, personality conflicts, and humiliation in front of the class. The findings indicated that teachers at all levels and particularly those at the high school and college level have negative influences on student development. The study clearly indicates the need for improved human relations skills in teachers.

Dewitt Davison (1972) questioned 256 eighth-grade students about how certain behaviors of teachers influenced their own behavior. He found that the attitude of the student toward the teacher significantly effects the extent to which he is able to influence his behavior. Negative attitudes toward the teacher diminish the effect of the teacher's attempts to influence or change the student's behavior.

Muzyka (1972) compared the perceptions of teachers with those of students about the tasks of public education. The three most important tasks named by students were: ability to work with others, develop an inquiring mind, and, a basis for wise occupational choice. Teachers agreed with the first two choices (ability to work with others and develop inquiring mind) but replaced "occupational choice" with "developing problem solving skills." An investigation into how these tasks are related to the role of teachers is

needed. Are advisor programs a partial answer? Another important finding from Muzyka's study was noted in the area of student perceptions of teachers. "The students seemed to have a positive view of the teachers, and one cannot help but wonder whether the emphasis upon teacher-student interaction on a one-to-one basis is not the reason for these feelings." (p. 77) (It should be noted that Muzyka's study utilized the staff and students of M.E. LaZerte Composite High School.)

V. The Reliability of Student Perception

A variety of opinion exists about the status of the views students have of their teachers.

Coats and Swierenga (1972) warn of the limitations that should be placed on student reactions to teachers. They found that the major factor influencing the thinking of Grade 7-12 students about their teachers was the teachers' popularity or "charisma." Although a teacher's charisma is probably a function of his effectiveness, it is only one of many factors that need to be considered.

On the other hand, both Shock (1927) and Brian (1963), argue that students' ratings of teachers are reliable. Remmers (1960) recommends an average of twenty-five or more student ratings be used to attain as reliable ratings as the better educational tests presently available.

In a study utilizing student perception, Rankin and Angus (1972) compared student perception of counselor roles with the perception of administrators, teachers and parents. Their study found a close correlation with the expectations of the "ideal counselor."

Tolar (1973) compared the judgements of students, parents, teachers and administrators in selecting effective and ineffective teachers. Although he found considerable within-group variance, Tolar did conclude that students show no significant agreement with any other rating group in identifying ineffective teachers. He explains this finding by hypothesizing that students are more sensitive to crucial aspects of teacher-student relationships than are those outside the classroom. His findings suggest the need to question current teacher effectiveness rating practices which seldom utilize student opinions.

A similar study done by Yee (1970) agreed with Tolar that students generally disagree with administrators concerning effective teachers. His study showed a high level of agreement between teachers and principals but a solid disagreement between principals and students, and teachers and students.

Ford and Kozlcy (1969) found significant differences between the perceptions of students and the perceptions of counselors concerning the role of the high school counselor.

Drucker (1951), Boyce (1954) and Bryan (1963) agreed that student opinions of teachers do not change measurably during post-school years or as the student matures.

VI. Factors Affecting Student Perception

Bledsoe, Brown and Strickland (1971) sampled the perception of 4,368 students of the teacher behavior characteristics of 180 secondary teachers. Among the significant findings were the following:

- (a) consistent patterns of higher course marks with more favorable pupil perceptions
- (b) high ability groups had more favorable perceptions of teachers
- (c) science teachers consistently received lowest ratings
- (d) teachers with least and most experience were perceived more favorably except for the knowledgeable, poised; and interesting preferred factors.
- (e) teachers above the age of 35 received lower ratings than teachers below 35.
- (f) older students tended to rate teachers higher than did younger students

The finding of Bledsoe conflicted with the statement of Remmers (1930) who said that there is no significant correlation between pupils' marks and pupils' ratings of teachers.

VII. The Effect of Organization on Role Perception and Attitudes

Soles (1964) tested the differences in role expectations of teachers who worked in two basically different organizational structures. It was found that role expectations were predictable from policies and internal organization to some degree.

In a study conducted by Adams, Kimble and Marlin (1970) conflicting results to those of Soles were found. Their study concluded that school size or organizational structure made little if any difference to the educational process. They hypothesized that this may be due to the nature of the teaching transaction which is a private (i.e. between teacher and student), interpersonal exchange and therefore susceptible to the consequences of individual differences manifested by teachers and pupils.

The attitudes of students in a "student centered" school were compared with those of students who attended other schools by Knowles and Henley-Lewis (1972). They found that students from the "student-centered" school had the

most favorable attitudes toward school. Compared to students from similar backgrounds, the students attending a secondary school which was attempting to provide a human and personal atmosphere reported much more positive feelings about their school experiences.

Nathaniel Blackman (1972) in a paper presented to the Counselor Leadership Seminar July, 1972 in Edmonton summarized the complexity of detail and planning that is needed to change the organization of a school or program to one that meets the needs of individuals. He suggests that the reason changes are not made or are slow in being made is because of the high risks and heavy demands involved for those teachers who want to change.

VIII. Summary

A review of recent literature reveals that limited research exists which explores the effect of school organization patterns on the student perception of teacher-pupil relationships. The lack of research in this area is liberally offset by an abundance of theoretical papers and articles written in journalistic style describing the present and future roles of teachers. Examples of this literature have been represented in Chapter I and II.

Teacher-student relationships have for a long time been seen as an important factor influencing learning in the

schools. However, there is some question as to whether the effect diminishes as the student grows older. A greater concern for academic achievement over personal development may change the relationship factors in the minds of students and teachers.

Differences of opinion have been found about the reliability of student perceptions. Perceptions are influenced by many factors and significant differences exist between the perceptions of students and the perceptions of teachers, counselors and administrators.

The effect of school organizational structures on perceptions of teacher roles has been lightly studied resulting in conflicting points of view on the topic. Nevertheless there is theoretical justification for attempting projects such as the teacher advisor program in order to make teachers more aware of these obligations to the individual students.

It is generally accepted in the literature that teachers can assume many guidance and counseling functions. Teachers cannot replace the professional counselor. Nevertheless, because of the nature and breadth of the teaching process, counseling types of activities cannot be avoided. Paterson's (1970) position on the counselor image in Alberta summarizes the topic. He suggested that the goals of teaching and the goals of counseling must be centered on

one common element--"helping children learn."

IX. The Problem in Perspective

The writer found no research which investigated the operation of advisor programs at the high school level. Moreover, apparently no one has explored the differences perceived by students between counselors and teachers. The related literature suggests that there are many common elements between counselors and teachers. Teachers and counselors have common goals and, in many situations, utilize common methods even though they may seek separate identities. The questions posed by this writer requires investigation. Do students perceive differences between counselors and teachers? Does the involvement of teachers in guidance activities make any difference to the way students feel about them?

CHAPTER III

EXPERIMENTAL DESIGN, PROCEDURE AND HYPOTHESES

I. The Sample

Students from O'Leary High School, M.E. LaZerte Composite High School and Victoria Composite High School were sampled. O'Leary and M.E. LaZerte are two high schools serving the north-east districts of Edmonton. They have approximately equal populations (between 1500 and 1600 students) and offer similar instructional programs. O'Leary is in the Edmonton Catholic School District and M.E. LaZerte is in the Edmonton Public School District.

Although Victoria Composite High School, located near the center of Edmonton, has a much larger population (approximately 2400) the author assumed that the students in Victoria were basically similar to those in O'Leary and M.E. LaZerte. The school offers similar programs of studies and draws students from a wide range of communities in the city. Victoria is part of the Edmonton Public School District.

Samples were drawn from each grade in each school according to the following methods:

Forty-one students from each grade at O'Leary were chosen by selecting one or two names representing each

letter of the alphabet. The selection of names was the responsibility of a counselor in the school.

At M.E. LaZerte and Victoria students were selected at random with the help of the Edmonton Public School Board computer. The "check digit" portion of the student identification number was used to identify the students for the study. The check digit is a random number assigned to each student by the computer at the time that the student is registered. For purposes of this study all students with check digit 3 were selected. At M. E. LaZerte the sample included 87 Grade 10's, 79 Grade 11's and 82 Grade 12's. The sample from Victoria included 73 Grade 10's, 71 Grade 11's and 80 Grade 12's.

Not all of the students selected responded to the questionnaire. At O'Leary 34 Grade 10's, 36 Grade 11's and 30 Grade 12's completed the questionnaire. At LaZerte 77 Grade 10's, 20 Grade 11's and 33 Grade 12's responded. And, at Victoria 25 Grade 10's, 16 Grade 11's and 21 Grade 12's responded.

II. The Test Instrument

For the purposes of this study a modification of the rating scale used by Ford (1969) was used to determine the types of problems students considered to be appropriate to discuss with high school counselors and teachers. The scale

consisted of 73 items most of which were adapted from the Mooney Problem Check list. The general format of the instrument was adapted from a questionnaire designed and employed by Warman (1960).

Respondents were directed to read each item and indicate on a five-point scale the extent to which each problem would be appropriate to discuss with a counselor and/or teacher-advisor or favorite teacher. A rating of "A" indicated the respondent considered the problem to be "very appropriate" to discuss with a counselor or teacher. A rating of "a" meant the problem would be "appropriate" to discuss with a counselor or teacher. "?" meant the respondent was "uncertain" or "undecided"; "i" meant the problem was "inappropriate"; and "I" meant the problem was "definitely inappropriate" for discussion with a counselor or teacher. (Appendix A)

The four areas of concern yielded from Ford's (1969) factor analysis of the items were accepted for this study: social, personal, educational and vocational. Each item, therefore was assigned to one of the four areas of concern. (Appendix B)

Ford's factor analysis of student responses to the instrument provided two distinct factors or areas of concern (social and personal) and one other factor (educational-vocational). Ford divided the latter factor into separate

educational and vocational concerns by factor analyzing the responses of counselors who clearly distinguished educational concerns from vocational concerns.

III. The Method

The questionnaires were administered to the students by the writer. The circumstances affecting the completion of the instrument were different in each school and should be considered when examining the results. The students at O'Leary were informed by their "home room" teachers about the study and were released from classes to go to the study hall and complete the questionnaire. Students at M.E. LaZerte and Victoria were informed about their involvement in the study by means of the daily bulletin which is read every morning in each first-period class and posted. These students then came to a study hall at an appointed time to complete the questionnaire. Some students were on an unscheduled period while others had to be released from a class in order to complete the survey. In all schools it was the student's decision whether or not he showed up to complete the instrument.

Students at O'Leary and M.E. LaZerte were asked to respond to each item twice--once to indicate the level of appropriateness for discussion with a counselor and again to indicate the level of appropriateness for discussion with their teacher-advisor or faculty advisor. Students at

Victoria did not have "teacher or faculty advisors." Their second response to each item, therefore, referred to the appropriateness of the item for discussion with a "Favorite Teacher." In all schools students were asked to respond to the items regardless of the extent of their direct experience with school counselors or teachers.

IV. Analysis of the Data

The kind of analysis that was possible was determined by the size of the samples and the number of factors being considered. A two-way analysis of variance with repeated measures was performed to analyze differences among schools. Differences between counselors and teachers were observed by comparing group means and performing t-tests.

The analysis involved four major operations. First, the responses of each respondent were converted to a numerical base according to the following system: "A"=1, "a"=2, "?"=3, "i"=4, and "I"=5. The items on the questionnaire were then separated into the four areas of concern: social, personal, educational, and vocational. The two responses per item of each respondent were then summed for each concern. The sums for each concern became the individual scores for each student.

The second operation involved summing the individual scores for each student and calculating the mean and

standard deviation for each concern for each school.

In the third operation each school was divided into the three grades (Grade 10, 11 and 12) and the mean and standard deviation was calculated for each grade in each school. T-tests were then made to specify differences between counselors and teachers.

The final operation included a two-way analysis of variance with repeated measures for each factor using the samples from each school to test for differences between schools.

V. Hypotheses

Because the author was unable to find specific research which investigated teacher-advisor programs, no estimate is available to predict a direction for the findings in this study. The author therefore chose to use the null hypothesis for each question.

A. Differences between counselors and teachers within each school.

1. Considering social concerns:

(a) There will be no significant differences between counselors and teacher-advisors in O'Leary and M.E. Laferte.

(b) There will be no significant differences between

counselors and favorite teachers in Victoria.

2. Considering personal concerns:

(a) There will be no significant differences between counselors and teacher-advisors in O'Leary and M.E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

3. Considering educational concerns:

(a) There will be no significant differences between ~~counselors~~ and teacher-advisors in O'Leary and M.E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

4. Considering vocational concerns:

(a) There will be no significant differences between counselors and teacher-advisors in O'Leary and M.E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

B. Differences among schools.

1. Considering social concerns, there will be no significant differences among the three schools studied.

2. Considering personal concerns there will be no significant differences among the three schools studied.

3. Considering educational concerns, there will be no significant differences among the three schools studied.

4. Considering vocational concerns, there will be no significant differences among the three schools studied.

CHAPTER IV

STATISTICAL ANALYSIS AND FINDINGS

I. INTRODUCTION

The main purposes of this study were:

(a) to examine the differences students see between counselors and teachers, and;

(b) to explore the effect of giving teachers the title "advisor" and assigning them guidance responsibilities.

For these purposes the author assumed that counselors and teachers were involved in social, personal educational, and vocational concerns.

This chapter is devoted to a presentation of the findings.

II. Findings

A. Differences between counselors and teachers

To test for significant differences between counselors and teachers, t-tests were performed on each school for each concern.

Hypothesis 1

Considering social concerns:

(a) There will be no significant differences between counselors and teacher advisors in O'Leary and M.E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

The results of the analysis are presented in Table 1.

Table 1.

MEANS, STANDARD DEVIATIONS, AND T-TESTS
FOR DIFFERENCES BETWEEN COUNSELORS AND TEACHERS
SOCIAL CONCERNS

SCHOOL	GRADE	N	COUNSELOR		TEACHER*		t	p
			MEAN	S.D.	MEAN	S.D.		
O'Leary	10	34	45.2	15.9	52.6	13.3	-2.36	0.024
	11	36	51.3	16.5	51.9	15.4	-0.20	0.840
	12	30	50.7	18.0	57.2	17.8	-3.71	0.001
	TOTAL	100	49.0	17.0	53.7	15.7	-2.41	0.018
M.E. LaZerte	10	77	50.1	16.2	54.5	15.8	-2.26	0.027
	11	20	53.5	23.2	53.2	19.3	-0.47	0.643
	12	33	50.4	18.7	55.7	15.7	-1.79	0.084
	TOTAL	139	50.7	18.1	54.9	16.4	-2.86	0.005
Victoria	10	25	47.4	12.0	56.8	14.3	3.71	0.001
	11	16	58.8	18.3	65.0	20.1	-1.51	0.151
	12	21	58.5	17.6	57.0	17.1	0.74	0.468
	TOTAL	62	54.1	16.7	59.0	17.3	-2.86	0.006

*Teacher refers to teacher advisor for O'Leary and M.E. LaZerte and to the favorite teacher for Victoria.

Differences were observed between counselors and teacher-

advisors in O'Leary ($P < .05$) and LaZerte ($P < .01$). There were also differences between counselors and favorite teachers in Victoria ($P < .01$). An examination of the t-tests for each grade reveals no significant differences ($P < .05$) between counselors and teachers in Grade 11 at O'Leary, Grades 11 and 12 at LaZerte and Grade 11 and 12 at Victoria.

Hypothesis 1 (a) and (b) is rejected.

Hypothesis 2

Considering personal concerns:

(a) There will be no significant differences between counselors and teacher advisors in O'Leary and M.E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria,

The results of the analyses are presented in Table 2.

Table 2.

MEANS, STANDARD DEVIATIONS, AND T-TESTS
FOR DIFFERENCES BETWEEN COUNSELORS AND TEACHERS
PERSONAL CONCERNS

SCHOOL	GRADE	N	COUNSELOR		TEACHER*		t	P
			MEAN	S. D.	MEAN	S. D.		
O'Leary	10	34	45.6	15.9	52.4	13.7	-2.25	0.032
	11	36	50.8	15.7	52.1	14.1	-0.60	0.550
	12	30	49.5	17.1	54.1	15.0	-1.39	0.176
	TOTAL	100	48.4	16.3	52.8	14.3	-2.38	0.019
M.E. Lazerte	10	77	47.8	15.3	53.0	13.9	-2.86	0.005
	11	20	52.3	21.7	52.4	16.4	-0.01	0.989
	12	33	48.9	17.0	53.1	11.6	-1.40	0.169
	TOTAL	130	48.8	17.0	52.9	13.8	-2.90	0.004
Victoria	10	25	46.6	10.8	56.2	12.2	-3.31	0.003
	11	16	53.4	18.5	61.8	18.5	-2.45	0.012
	12	62	56.7	13.0	55.1	12.7	0.79	0.439
	TOTAL	62	51.8	14.6	57.2	14.5	-3.31	0.002

*Teacher refers to teacher-advisor for O'Leary and M.E. Lazerte and to the favorite teacher for Victoria.

Differences were observed between counselors and teacher advisors in O'Leary ($P < .05$) and LaZerte ($P < .01$). There were also differences between counselors and favorite teachers in Victoria ($P < .01$). No significant differences ($P < .05$) were found between counselors and teachers in Grades 11 and 12 at O'Leary, Grades 11 and 12 at LaZerte and Grade 12 at Victoria.

Hypothesis 2 (a) and (b) is rejected.

Hypothesis 3

Considering educational concerns:

(a) There will be no significant differences between counselors and teacher-advisors in O'Leary and M. E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

The results of the analysis are presented in Table 3.

Table 3.

MEANS, STANDARD DEVIATIONS, AND T-TESTS
FOR DIFFERENCES BETWEEN COUNSELORS AND TEACHERS
EDUCATIONAL CONCERNS

SCHOOL	GRADE	N	COUNSELOR		TEACHER*		t	P
			MEAN	S.D.	MEAN	S.D.		
O'Leary	10	34	32.6	8.5	29.8	9.3	1.88	0.069
	11	36	33.1	7.9	29.2	8.2	2.25	0.030
	12	30	31.0	10.1	29.4	11.5	0.64	0.530
	TOTAL	100	32.3	9.0	29.5	9.7	2.59	0.011
M.E. LaZerte	10	77	33.1	8.1	31.4	8.3	2.09	0.041
	11	20	34.0	15.1	34.6	12.9	-0.35	0.735
	12	33	33.1	9.3	29.0	5.9	2.67	0.012
	TOTAL	130	33.2	9.8	31.3	8.8	2.90	0.004
Victoria	10	25	30.4	8.8	32.7	7.5	-1.50	0.145
	11	16	33.3	8.1	32.6	8.5	0.27	0.790
	12	21	31.8	7.3	31.3	8.6	0.42	0.680
	TOTAL	62	31.6	8.2	32.2	8.2	-0.62	0.526

*Teacher refers to teacher advisor for O'Leary and M.E. LaZerte and to the favorite teacher for Victoria.

Differences were observed between counselors and teacher-advisors in O'Leary ($P < .05$) and LaZerte ($P < .01$).

No significant differences were seen between counselors and favorite teachers in Victoria. No significant differences were found between counselors and teachers in Grade 10 and 12 at O'Leary, Grade 11 at LaZerte and Grades 10, 11 and 12 at Victoria.

Hypothesis 1 (a) is rejected.

Hypothesis 1 (b) is accepted.

Hypotheses 4

Considering vocational concerns:

(a) There will be no significant differences between counselors and teacher-advisors in O'Leary and M. E. LaZerte.

(b) There will be no significant differences between counselors and favorite teachers in Victoria.

The results of the analyses are presented in Table 4.

Table 4.

MEANS, STANDARD DEVIATIONS, AND T-TESTS
FOR DIFFERENCES BETWEEN COUNSELORS AND TEACHERS
VOCATIONAL CONCERNS

SCHOOL	GRADE	N	COUNSELOR		TEACHER*		t	P
			MEAN	S.D.	MEAN	S.D.		
O'Leary	10	34	39.1	12.1	47.0	15.4	-2.37	0.024
	11	36	35.8	15.0	44.7	15.1	-3.59	0.001
	12	30	34.8	14.8	47.6	15.1	-3.59	0.001
	TOTAL	100	36.6	14.1	46.3	15.2	-5.40	0.000
M.E. LaZerte	10	77	41.6	14.8	41.6	13.5	0.0007	0.994
	11	20	46.8	18.5	51.6	17.1	-2.40	0.028
	12	33	41.1	14.8	42.5	11.2	-0.53	0.598
	TOTAL	130	42.3	15.6	43.4	14.0	-0.84	0.400
Victoria	10	25	38.2	12.6	53.9	12.7	-4.94	0.001
	11	16	32.7	9.4	53.3	8.8	-6.49	0.000
	12	21	40.4	13.6	47.7	11.0	-2.62	0.016
	TOTAL	62	37.5	12.6	51.6	11.6	-7.49	0.000

*Teacher refers to teacher advisor for O'Leary and M.E. LaZerte and to the favorite teacher for Victoria.

Differences were observed between counselors and teacher-advisors in O'Leary ($P < .001$) but not in LaZerte. In Victoria differences between counselors and favorite teachers were observed ($P < .001$). No significant differences were found between counselors and teachers in Grades 10 and 12 at LaZerte. Hypothesis 4 (a) is rejected for O'Leary but accepted for LaZerte.

Hypotheses 4 (b) is rejected.

B. Differences between schools

A two-way analysis of variance with repeated measures

was performed for each of the four concerns to test for significant differences among schools. The analysis also checked for differences between counselors and teachers, and, any interaction which took place in the counselor-teacher profile of each school.

Hypothesis 1

Considering social concerns, there will be no significant differences among the three schools studied.

The results of the analyses are given in Table 5.

Table 5.

SUMMARY OF TWO-WAY ANALYSIS
OF VARIANCE WITH REPEATED MEASURES
SOCIAL CONCERNS

SOURCE OF VARIATION	SS	DF	MS	F	P
Between Subjects	126707.000	291	435.763	2.934	.055
"A" Main Effects (schools)	2530.417	2	1265.208		
Within Subjects	45477.000	292	155.743		
"B" Main Effects (Counselors and Teachers)	2819.043	1	2819.043	19.178	.000
"A*B" Interaction	10.048	2	5.024	0.034	.966
"B" x Subject Within Groups	42481.000	289	146.993		

The analysis indicated no significant differences (P<.5)

among students.

The findings were supported further by no significant interaction ($P < .05$) among schools being found. This is illustrated in Figure 1.

Hypothesis 1 is accepted.

A*B INTERACTION
SOCIAL CONCERNS
(F = .966)

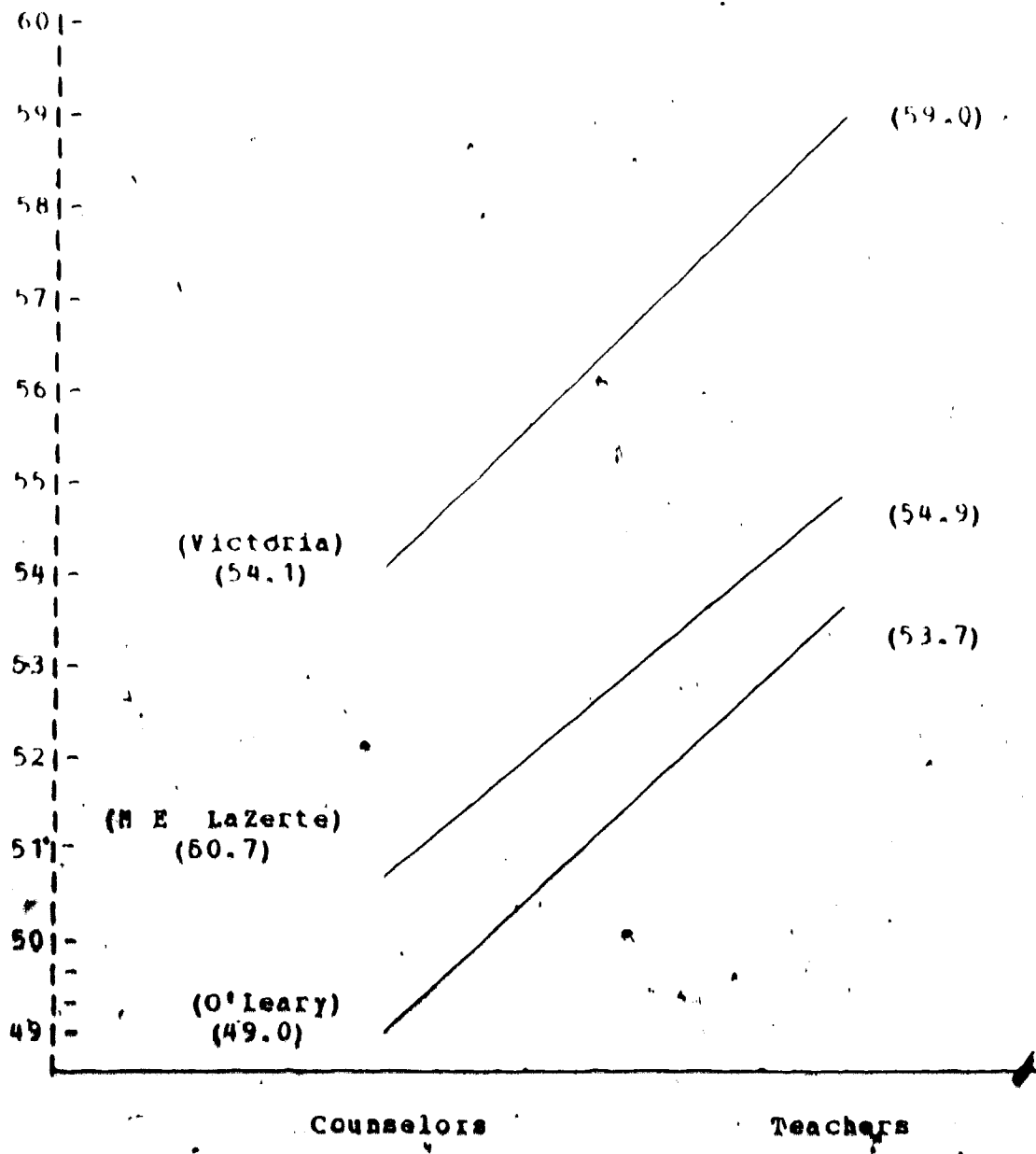


Figure 1.

Hypothesis 2

Considering personal concerns, there will be no significant differences among the three schools studied.

The results of the analysis are given in Table 6.

Table 6

SUMMARY OF TWO-WAY ANALYSIS
OF VARIANCE WITH REPEATED MEASURES
PERSONAL CONCERNS

SOURCE OF VARIATION	SS	DF	MS	F	P
Between Subjects	97877.000	291			
"A" Main Effects (schools)	1706.463	2	853.231	2.556	.079
Within Subjects	41765.000	292			
"B" Main Effects (Counselors and Teachers)	2878.639	1	2878.639	21.450	.000
"A*B" Interaction	41.925	2	20.963	0.156	.855
"B" x Subject Within Groups	38784.000	289	134.201		

No significant differences ($P < .05$) were found among schools.

The findings were supported by no significant interaction ($P < .05$) among schools being found. This is illustrated in Figure 2.

Hypothesis 2 is accepted.

A*B INTERACTION
PERSONAL CONCERNS
($F = .855$)

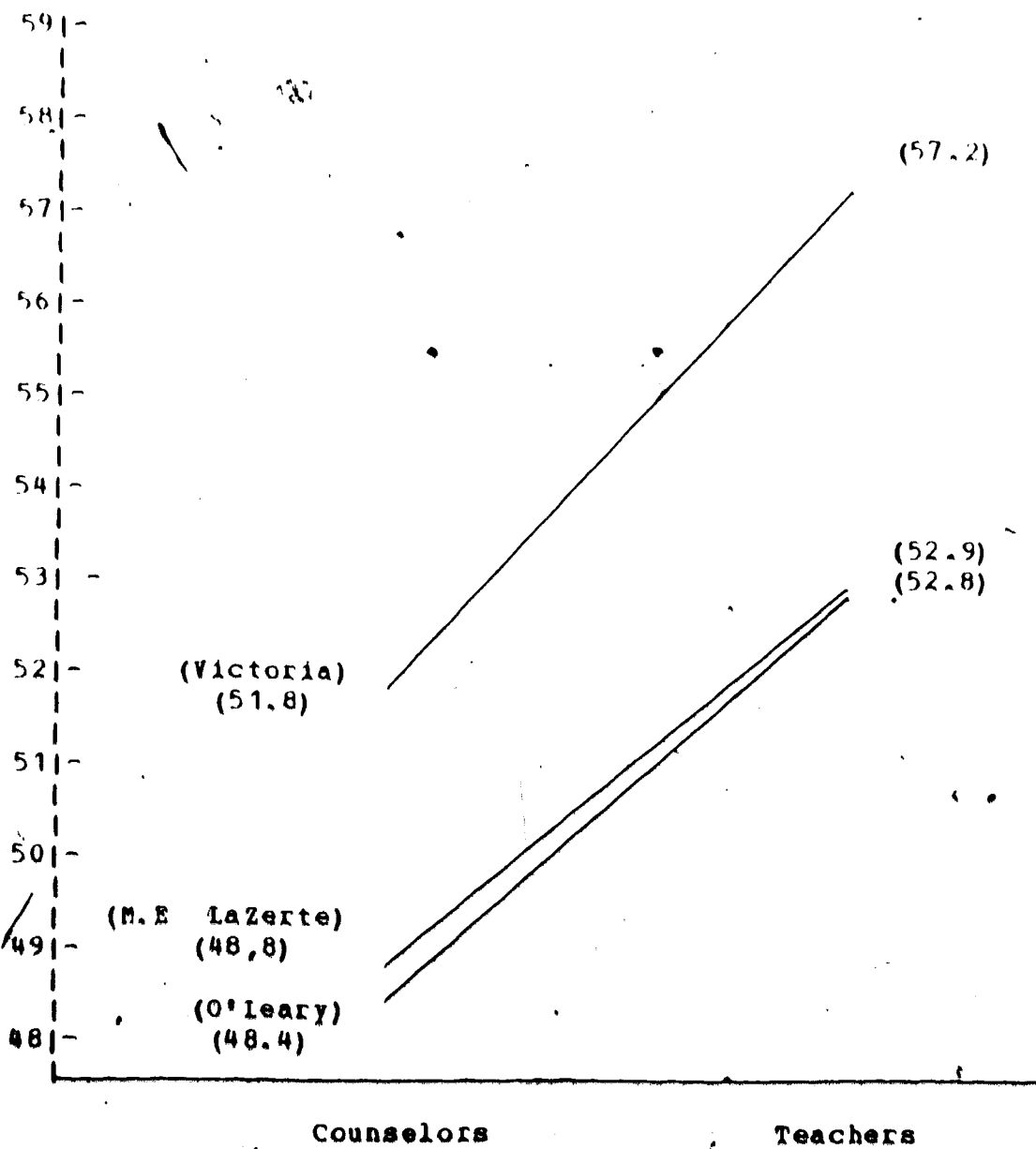


Figure 2.

Hypothesis 3

Considering educational concerns, there will be no significant differences among the three schools studied.

The results of the analysis are given in Table 7.

Table 7

SUMMARY OF TWO-WAY ANALYSIS
OF VARIANCE WITH REPEATED MEASURES
EDUCATIONAL CONCERNS

SOURCE OF VARIATION	SS	DF	MS	F	P
Between subjects	37572.187	291			
"A" Main Effects (schools)	182.947	2	91.473	0.708	.494
Within Subjects	11823.500	292			
Main Effects (Counselors and Teachers)	252.245	1	252.245	6.521	.011
"A*B" Interaction	277.538	2	138.769	3.588	.029
"B" x Subject Within Groups	11178.437	289	38.680		

The analysis indicated no significant differences ($P < .05$) among schools.

It would appear, however, that interactions ($P < .05$) occurred among the counselor-teacher profile of the schools. This interaction is illustrated in Figure 3.

Hypothesis 3 is accepted.

A*B INTERACTION
EDUCATIONAL CONCERNS
($F = .029$)

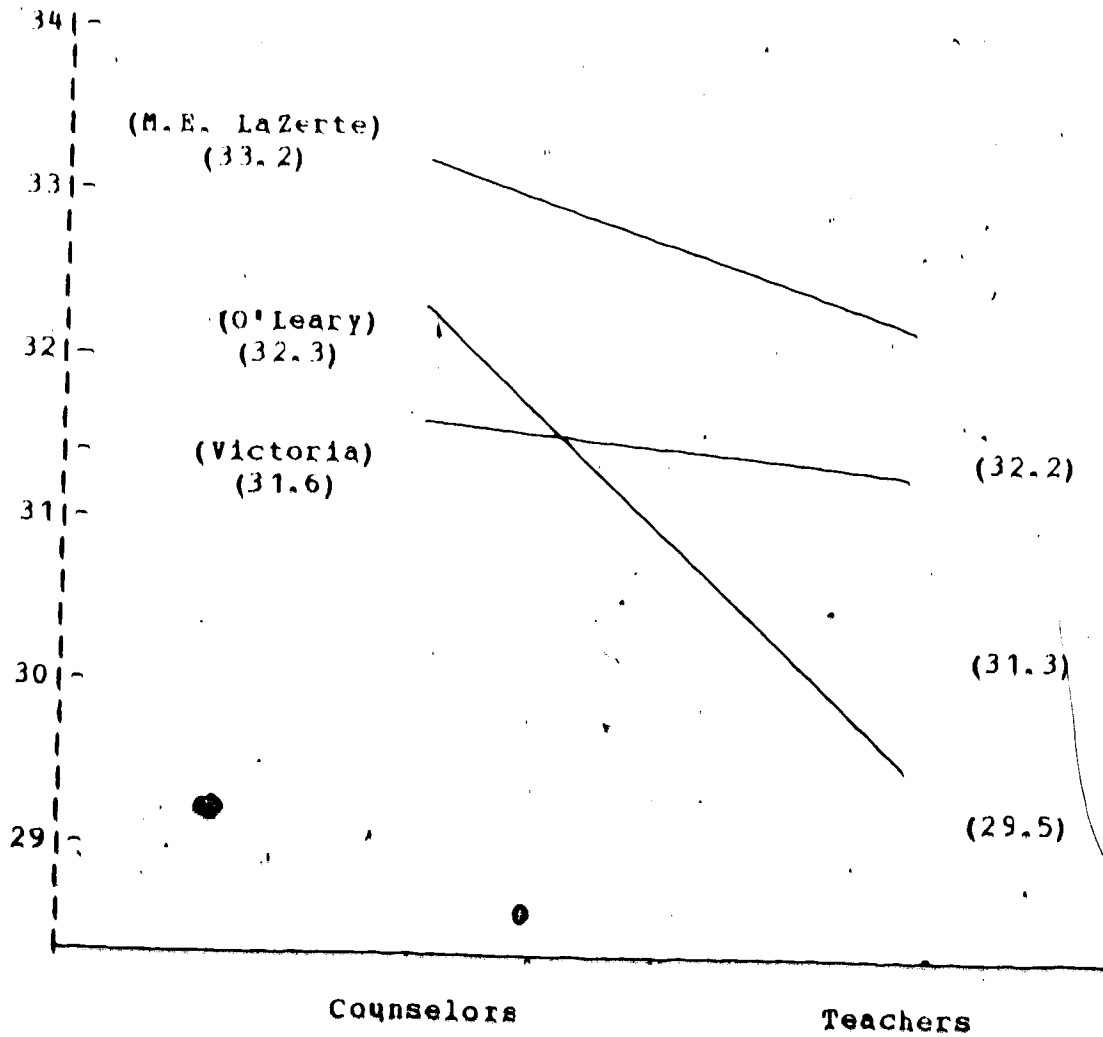


Figure 3.

Hypothesis 4

Considering vocational concerns, there will be no significant differences among the three schools studied.

The results of the analysis are given in Table 8.

Table 8

SUMMARY OF TWO-WAY ANALYSIS
OF VARIANCE WITH REPEATED MEASURES
VOCATIONAL CONCERNS

SOURCE OF VARIATION	SS	DF	MS	F	P
Between Subjects	77422.563	291			
"A" Main Effects (schools)	1209.596	2	604.798	2.287	.103
Within Subjects (Counselors and Teachers)	45451.000	292	8505.289	69.490	.000
"A*B Interaction	3789.215	2	1894.607	15.479	.001
"B" x Subject Within Groups	35372.250	289	122.395		

The analysis indicated no significant differences among schools.

It would appear, however, that interaction ($P < .001$) occurred among the counselor-teacher profiles of the schools. This interaction is illustrated in Figure 4.

Hypotheses 4 is accepted.

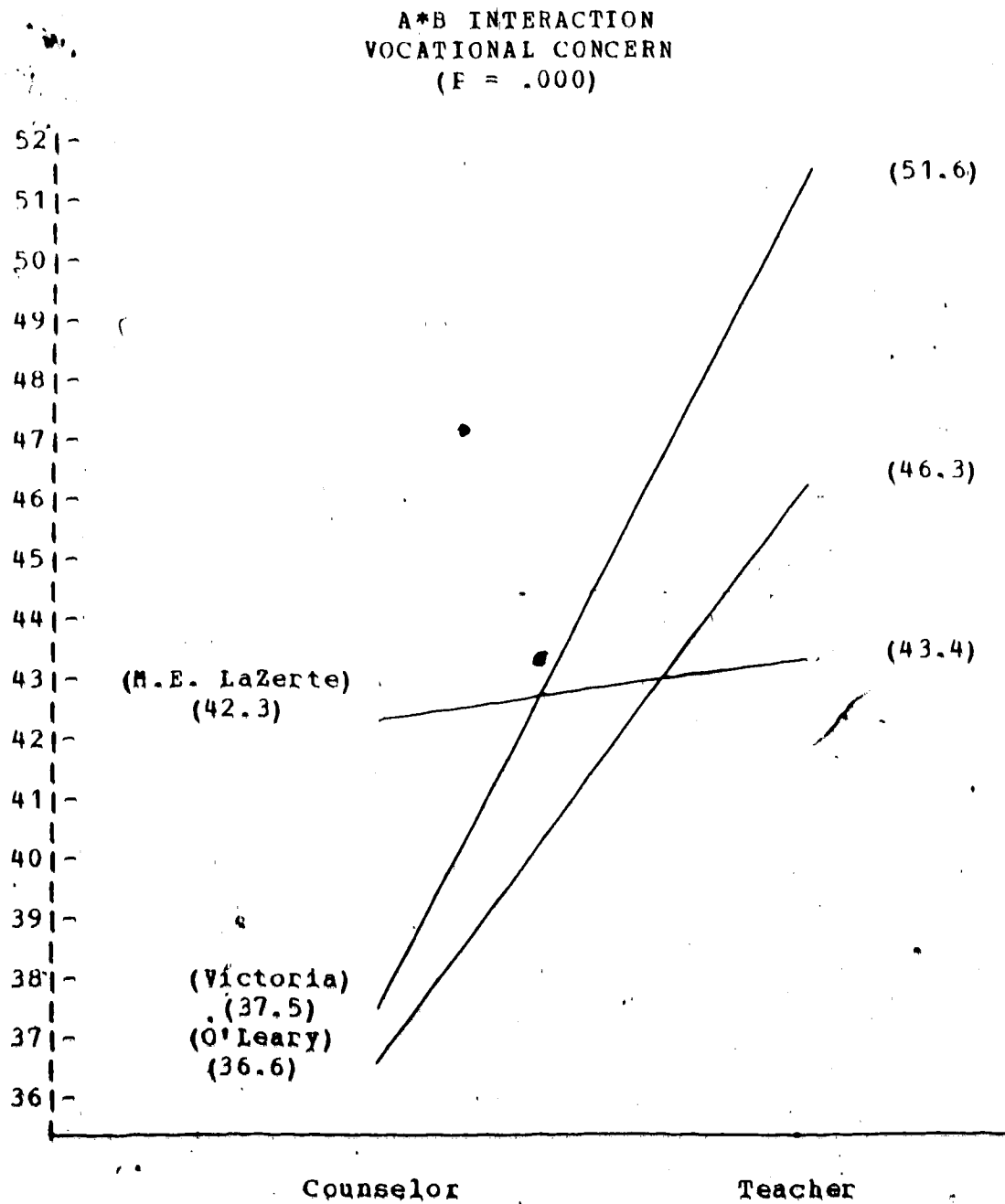


Figure 4.

III. Summary

The analysis indicated significant differences between counselors and teachers in the three schools when involvement was in the social and personal concerns.

Differences were found between counselors and teachers in O'Leary and M.E. LaZerte when the involvement was in educational concerns--whereas in Victoria, no significant differences were found in this area. The lack of conformity of Victoria with the other two schools produced an interaction effect in the analysis.

For vocational concerns, differences were found between counselors and teachers in O'Leary and Victoria but not in LaZerte. The lack of conformity of LaZerte with the other two schools produced an interaction effect in the analysis.

The two-way analysis of variance indicated no significant differences among the schools in the four concerns. It did, however, illustrate the lack of conformity of counselor-teacher profiles mentioned above in educational and vocational concerns.

CHAPTER V

DISCUSSION AND IMPLICATIONS

I. Discussion

From the findings in this study some conclusions were drawn which help to answer the questions posed by the author. Moreover, the findings lend support to some of the research reported earlier in this thesis and give some direction for further study in this area.

One of the most significant findings of this study was that students do perceive differences between counselors and teachers. If school counselors have deliberately set out to establish a separate identity from teachers this study can be used to illustrate their success. The findings in this study leave no doubt that students do recognize that counselors and teachers have different functions. Furthermore, it was found that the advisor programs operated in two of the schools studied but did not seem to effect the perceptions of students about the kinds of concerns teachers or counselors should be involved in. Although similarities between counselors and teachers were observed within grades in each school, when samples were combined the effect was to demonstrate significant differences. The results may have been affected by the sample sizes in each grade in each school. For example the exceptionally large Grade 10 sample

from LaZerte may have determined the results for the whole school. An examination, therefore, of the individual grade t-tests may alter the conclusion drawn above. Indeed, the teacher-advisor programs may have had an effect on the perceptions of Grade 11 students in LaZerte and O'Leary.

The advisor programs did, however, seem to have little or no effect on the kinds of problems students thought were appropriate to discuss with teachers. Of the four concerns tested--social personal, educational and vocational--no differences which might be attributed to the advisor programs were found among the schools.

Differences were found between counselors and teachers for all concerns tested. The findings of Ford and Koziey (1969) and Grant (1954), were supported in this study. Whereas students indicated that personal and social concerns were the least appropriate topics for discussion with counselors in the three schools studied, they indicated it was even less appropriate to discuss these concerns with teachers.

Educational and vocational concerns were found to be more appropriate for both counselor and teacher involvement. Even though differences existed between counselors and teachers the significance of the differences was not as constant as it was for the personal and social concerns.

Counselors were consistently seen to have more

appropriate involvement in social, personal and vocational concerns. Where significant differences were found in educational concerns, teachers were found to have more appropriate involvement than counselors.

The results of this study provide little support to the theory that advisor programs will involve teachers more personally with students. Indeed, the students involved in this study demonstrated that assigning a teacher guidance responsibilities and labeling him with the name "advisor" has little or no effect on the degree of openness which exists between students and teachers.

Although advisor programs were not supported by the results of this study, the reader must be reminded that only a very narrow aspect of the programs was investigated. No final conclusion should be drawn about the value of advisor programs without studying the broad and long range effects. Further studies should be conducted to investigate the effect of teacher-advisor programs on the instructional program, methodology, communication with parents, and school climate.

II. Implications for Further Research

One of the limitations of this study was that the advisor programs had been in effect for only one year at the time this study was done. For some of the respondents,

experience with teacher-advisors was limited to two months or less. It would be useful to replicate this study after three or more years of experience with advisor programs to see if any differences occur that can be attributed to experience with the program.

This study did not investigate differences felt by teachers involved in advisor programs. Does their involvement have an effect on their teaching methods? Do teachers pay more attention to individuals and personal concerns of students? Has there been a change from subject mastery to student development?

Further research is also implied in the area of counselor-teacher relationships. Massey (1973) found a negative feeling by teachers towards counselors. Can this attitude be improved by involving teachers in the guidance program?

Teachers were also found to be poor predictors of public opinion by Brosseau (1973) whereas counselors were found to be more accurate predictors. By involving teachers in advisor programs, will their sensitivity to public opinion improve?

Finally if organizational interventions such as the teacher-advisor concept do not help to draw students and teachers close together, what other alternatives can be suggested? Attempts should be made to find research

techniques or instruments which can detect and identify what influences this most complex student-teacher relationship.

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APPENDIX A

STUDENTS' QUESTIONNAIRE

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. High school students often do this with various persons in the school. We are interested in your feelings about problems that students might talk over with a school counselor and/or teacher advisor or favorite teacher. Read over the following list of problems. For each problem, decide to what extent you think it would be appropriate for a student to discuss it with a school counselor, then to what extent it would be appropriate to discuss it with a teacher-advisor or favorite teacher. Please respond to each item whether or not you have had direct experience with school counselors or teacher advisors. Mark your responses on the answer sheet as follows:

TEACHER-ADVISOR
OR
FAVORITE TEACHER
COUNSELOR

If the problem is Most
Appropriate for discussion
with a school counselor
and/or teacher advisor or
favorite teacher, mark.....A a ? i I, A a ? i I

If the problem is
Appropriate but there are
some other resources
that would be just as
appropriate, mark.....A a ? i I A a ? i I

If you are
Uncertain or Undecided
mark.....A a ? i I A a ? i I

If the problem is probably
Inappropriate for discussion
with a school counselor and/or
teacher-advisor, or favorite
teacher, mark.....A a ? i I A a ? i I

If the problem is
Definitely Inappropriate
mark.....A a ? i I A a ? i I

1. I doubt the wisdom
of my vocational choice.....A a ? i I A a ? i I

- | | | | |
|-----|--|-----------|-----------|
| 2. | I am afraid to try anything new..... | A a ? i I | A a ? i I |
| 3. | I have difficulty controlling my emotions..... | A a ? i I | A a ? i I |
| 4. | I never seem to have my homework and assignments completed on time | | |
| 5. | I do not have any close friends in school..... | A a ? i I | A a ? i I |
| 6. | I would like assistance in learning good study habits..... | A a ? i I | A a ? i I |
| 7. | I want to be more popular..... | A a ? i I | A a ? i I |
| 8. | I am embarrassed because of my lack of experience in social situations..... | A a ? i I | A a ? i I |
| 9. | I always seem to hurt other people's feelings without realizing it..... | A a ? i I | A a ? i I |
| 10. | I do not have the necessary abilities or qualifications to enter a desired vocation..... | A a ? i I | A a ? i I |
| 11. | I do not seem to know how to study effectively..... | A a ? i I | A a ? i I |
| 12. | I am too shy in the presence of other people..... | A a ? i I | A a ? i I |
| 13. | I feel guilty about some of the things I do..... | A a ? i I | A a ? i I |
| 14. | I do not seem to use my study time to the best advantage..... | A a ? i I | A a ? i I |
| 15. | I am considering several fields but not certain about any one..... | A a ? i I | A a ? i I |
| 16. | I cannot seem to read as well as others in the class... | A a ? i I | A a ? i I |
| 17. | When writing an exam I can never seem to remember anything I studied..... | A a ? i I | A a ? i I |
| 18. | I do not know what I really want in a job..... | A a ? i I | A a ? i I |
| 19. | My parents object to the kind of companions I go around with..... | A a ? i I | A a ? i I |
| 20. | I try to remain anonymous or inconspicuous at a party... | A a ? i I | A a ? i I |
| 21. | I cannot seem to understand abstract concepts..... | A a ? i I | A a ? i I |
| 22. | I am so much in love I can't think of anything else.. | A a ? i I | A a ? i I |
| 23. | I am constantly bothered by a friend who always "tags along"..... | A a ? i I | A a ? i I |

24. I do not know what kind of vocation I am suited for.....A a ? i I A a ? i I
25. Other people always seem to take advantage of me.....A a ? i I A a ? i I
26. I do not seem to be as happy as others seem to be.....A a ? i I A a ? i I
27. I am so confused I feel I am about to go to pieces.....A a ? i I A a ? i I
28. My mind seems to go blank when speaking in front of my class.....A a ? i I A a ? i I
29. I cannot seem to do anything well.....A a ? i I A a ? i I
30. I am transferring to another school and would like to know how to make the necessary adjustment in courses.....A a ? i I A a ? i I
31. I am afraid I will not find a satisfactory job after high school.....A a ? i I A a ? i I
32. I am in need of advice on exploring the work world after high school.....A a ? i I A a ? i I
33. I have trouble organizing my thoughts for essays and reports.....A a ? i I A a ? i I
34. I am often not included in the weekend activities of the group to which I belong....A a ? i I A a ? i I
35. I give up too easily when faced with a difficult problem.....A a ? i I A a ? i I
36. I need help in identifying my interests and clarifying my vocational goals.....A a ? i I A a ? i I
37. I do not find books and reading very stimulating.....A a ? i I A a ? i I
38. I have been expelled from school and would like to get back in.....A a ? i I A a ? i I
39. I always seem to be left out of social activities.....A a ? i I A a ? i I
40. I go out of my way to avoid meeting people I know....A a ? i I A a ? i I
41. I worry about things which are not really important.....A a ? i I A a ? i I
42. I cannot act natural when with new people.....A a ? i I A a ? i I
43. I would like to know more about my vocational abilities.....A a ? i I A a ? i I
44. I try to avoid being in a group of people as much

- as possible.....A a ? i I A a ? i I
45. I do not know what
scholastic requirements
are needed to enter
university.....A a ? i I A a ? i I
46. I have several vocational
choices available to me
and I don't know which to
choose.....A a ? i I A a ? i I
47. Lately I cannot seem to
get along with my best
friend.....A a ? i I A a ? i I
48. I am transferring to
another school and require
someone to explain the
various programs offered.....A a ? i I A a ? i I
49. I am extremely afraid of
failing or making a mistake...A a ? i I A a ? i I
50. I must make an immediate
and specific vocational
choice.....A a ? i I A a ? i I
51. My school program is so
disorganized that it does
not seem to be leading
anywhere.....A a ? i I A a ? i I
52. I need information on
financial assistance and
scholarships to help with
expenses.....A a ? i I A a ? i I
53. I am too easily embarrassed...A a ? i I A a ? i I
54. I seem to be unusually
depressed and unhappy.....A a ? i I A a ? i I
55. I am not happy with the
program I am taking A a ? i I A a ? i I
56. I worry about making the
right vocational choice.....A a ? i I A a ? i I
57. I sometimes feel tense for
no apparent reason.....A a ? i I A a ? i I
58. I do not know how to
look for a job.....A a ? i I A a ? i I
59. I take things too seriously...A a ? i I A a ? i I
60. I am not certain what
courses to take and would
like assistance in selecting..A a ? i I A a ? i I
- electives.....A a ? i I A a ? i I
61. I feel nervous and ill at
ease at a dance or party.....A a ? i I A a ? i I
62. I cannot seem to
concentrate on any one
thing.....A a ? i I A a ? i I
63. I frequently have fits of
crying that I cannot control..A a ? i I A a ? i I
64. I cannot seem to find
enough time to study.....A a ? i I A a ? i I

- | | | | |
|-----|--|-----------|-----------|
| 65. | My feelings are too easily hurt..... | A a ? i I | A a ? i I |
| 66. | When in a group of people I have trouble thinking of the right things to talk about..... | A a ? i I | A a ? i I |
| 67. | I cannot seem to understand the concepts taught in some courses..... | A a ? i I | A a ? i I |
| 68. | I wonder if I am qualified for the vocation I am considering..... | A a ? i I | A a ? i I |
| 69. | I am lacking in self-confidence..... | A a ? i I | A a ? i I |
| 70. | I sometimes feel that my friends do not really want to associate with me..... | A a ? i I | A a ? i I |
| 71. | I am in need of information about different vocations..... | A a ? i I | A a ? i I |
| 72. | It is hard for me to "break the ice" when I meet a new person..... | A a ? i I | A a ? i I |
| 73. | I do not seem to get out of my studying what put into it..... | A a ? i I | A a ? i I |

APPENDIX B

INSTRUMENT QUESTIONS, GROUPED ACCORDING
TO CONCERN CLASSIFICATION

I. SOCIAL CONCERNS

Test Item
Number

5. I do not have any close friends in school.
7. I want to be more popular.
8. I am embarrassed because of my lack of experience in social situations.
11. I am too shy in the presence of other people.
19. My parents object to the kind of companions I go around with.
20. I try to remain anonymous or inconspicuous at a party.
23. I am constantly bothered by a friend who always "tags along."
25. Other people always seem to take advantage of me.
28. My mind seems to go blank when speaking in front of my class.
34. I am often not included in the weekend activities of the group to which I belong.
39. I always seem to be left out of social activities.
40. I go out of my way to avoid meeting people I know.
42. I cannot act natural when with new people.
44. I try to avoid being in a group of people as much as possible.
47. Lately I cannot seem to get along with my best friend.
61. I feel nervous and ill at ease at a dance or party.
66. When in a group of people I have trouble thinking of the right things to talk about.
70. I sometimes feel that my friends do not really want to associate with me.
72. It is hard for me to "break the ice" when I meet a new person.

II. PERSONAL CONCERNS

Test Item
Number

2. I am afraid to try anything new.
3. I have difficulty controlling my emotions.
9. I always seem to hurt other people's feelings.

- without realizing it.
13. I feel guilty about some of the things I do.
 22. I am so much in love I can't think of anything else.
 26. I do not seem to be as happy as others seem to be.
 27. I am so confused I feel I am about to go to pieces.
 29. I cannot seem to do anything well.
 35. I give up too easily when faced with a difficult problem.
 41. I worry about things which are not really important.
 49. I am extremely afraid of failing or making a mistake.
 53. I am too easily embarrassed.
 54. I seem to be unusually depressed and unhappy.
 57. I sometime feel tense for no apparent reason.
 59. I take things too seriously.
 62. I cannot seem to concentrate on any one thing.
 63. I frequently have fits of crying that I cannot control.
 65. My feelings are too easily hurt.
 69. I am lacking in self-confidence.

EDUCATIONAL CONCERNS

Test Item Number

4. I never seem to have my homework and assignments completed on time.
6. I would like assistance in learning good study habits.
11. I do not seem to know how to study effectively.
14. I do not seem to use my study time to its best advantage.
16. I cannot seem to read as well as others in the class.
17. When writing an exam I can never seem to remember anything I studied.
21. I cannot seem to understand abstract concepts.
33. I have trouble organizing my thoughts for essay and reports.
37. I do not find books and reading very stimulating.
38. I have been expelled from school and would like to get back in.
52. I need information on financial assistance and scholarships to help with expenses.
64. I cannot seem to find enough time to study.
67. I cannot seem to understand the concepts taught in some courses.

73. I do not seem to get out of my studying what I put into it.

IV. VOCATIONAL CONCERNS

Test Item
Number

1. I doubt the wisdom of my vocational choice.
10. I do not have the necessary abilities or qualifications to enter a desired vocation.
15. I am considering several fields but not certain about any one.
I do not know what I really want in a job.
24. I do not know what kind of vocation I am suited for.
30. I am transferring to another school and would like to know how to make the necessary adjustment in courses.
31. I am afraid I will not find a satisfactory job after high school.
32. I am in need of advice on exploring the work world after high school.
36. I need help in identifying my interests and clarifying my vocational goals.
43. I would like to know more about my vocational abilities.
45. I do not know what scholastic requirements are needed to enter university.
46. I have several vocational choices available to me and I don't know which to choose.
48. I am transferring to another school and require someone to explain the various programs offered.
50. I must make an immediate and specific vocational choice.
51. My school program is so disorganized that it does not seem to be leading anywhere.
55. I am not happy with the program I am taking.
56. I worry about making the right vocational choice.
58. I do not know how to look for a job.
60. I am not certain what courses to take and would like assistance in selecting electives.
68. I wonder if I am qualified for the vocation I am considering.
71. I am in need of information about different vocations.

APPENDIX C



ROTATED FACTOR LOADINGS FOR
INSTRUMENT (FORD, 1969, pp. 7 and 38)

TEST	EDUCATIONAL-VOCATIONAL	PERSONAL	SOCIAL
1	0.637	0.059	-0.315
2	0.345	0.382	-0.113
3	0.078	0.430	0.377
4	0.519	0.143	-0.146
5	0.136	0.397	0.442
6	0.589	0.019	0.121
7	0.075	0.615	0.002
8	0.083	0.469	0.477
9	0.069	0.620	0.253
10	0.683	-0.042	0.183
11	0.566	0.013	0.236
12	0.058	0.522	0.462
13	0.060	0.664	-0.021
14	0.505	0.230	-0.264
15	0.659	-0.065	0.206
16	0.496	0.104	0.279
17	0.547	0.225	-0.223
18	0.645	0.071	0.143
19	0.149	0.627	0.021
20	-0.138	0.550	0.512
21	0.300	0.361	-0.197
22	0.012	0.556	0.232
23	0.023	0.654	0.055
24	0.741	0.009	0.032
25	0.086	0.656	-0.029
26	0.169	0.720	-0.018
27	0.187	0.438	0.301
28	0.287	0.260	0.311
29	0.389	0.512	-0.089
30	0.746	0.046	-0.382
31	0.556	0.100	0.283
32	0.699	0.118	-0.390
33	0.343	0.087	0.272
34	-0.175	0.383	0.731
35	0.053	0.248	0.673
36	0.499	0.010	0.591
37	0.134	-0.029	0.620
38	0.526	-0.083	0.532
39	-0.074	0.419	0.708
40	-0.105	0.431	0.742

APPENDIX C (Continued)

TEST	EDUCATIONAL-VOCATIONAL	PERSONAL	SOCIAL
41	-0.105	0.538	0.407
42	-0.031	0.724	0.186
43	0.629	0.128	-0.428
44	0.006	0.605	0.412
45	0.794	0.023	-0.164
46	0.724	0.009	0.203
47	0.001	0.746	0.165
48	0.792	0.076	-0.247
49	0.316	0.488	-0.072
50	0.725	-0.026	0.202
51	0.726	-0.015	0.259
52	0.681	0.081	-0.189
53	-0.023	0.746	0.030
54	-0.004	0.627	0.357
55	0.741	-0.067	0.235
56	0.737	0.013	0.135
57	-0.083	0.589	0.412
58	0.673	0.117	0.241
59	0.032	0.683	0.017
60	0.763	0.083	-0.372
61	-0.040	0.690	0.293
62	0.356	0.491	-0.143
63	0.145	0.626	0.059
65	0.500	0.151	0.334
65	-0.021	0.749	0.092
66	0.073	0.709	0.078
67	0.552	0.200	-0.225
68	0.744	0.037	-0.139
69	0.176	0.631	0.092
70	-0.140	-0.624	0.487
71	0.751	-0.032	0.091
72	-0.033	0.641	0.513
73	0.570	0.254	0.055

Percent of Common Variance	41.47	37.11	21.42
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Percent of Total Variance	20.3	18.17	10.49
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