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## AN EVALUATION OF THE EFFECTIVENESS OF SECONDARY SCHOOL COUNSELING AS SEEN BY LONGWOOD COLLEGE FRESHMEN

Margaret L. Nuckols  
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AN EVALUATION OF THE EFFECTIVENESS  
OF SECONDARY SCHOOL COUNSELING AS  
SEEN BY LONGWOOD COLLEGE FRESHMEN

An Honors Thesis Prepared By  
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May, 1970

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## INTRODUCTION

Of the various aspects of the counseling process in high schools, one of the most important is the evaluation of the program. Any mention of success or effectiveness of counseling must be subjected to empirical testing. Evaluation is a qualitative and quantitative process which can measure systematically the effectiveness of a counseling program. The Guidance Handbook for Virginia Schools (1965) states that continuous evaluation of guidance programs is necessary to determine:

strengths and weaknesses of the present guidance program and thus provide a basis for its improvement and reorganization. It will also make available to the administrators and instructional staff information which will be valuable in modifying instructional procedures and in planning curriculum in accordance with the needs and interests of the students.  
(p.138)

Once the strong points of a program are isolated, they can be reinforced and continued, while the weaker points can be given greater emphasis and care in planning. Downing (1968) has enumerated some of the problems that could be encountered if the need for evaluation is ignored:

1. a quality of service far below potential.
2. an indifferent guidance staff and a student body which is not motivated toward improvement.
3. general failure to make full use of school facilities and procedures.
4. inefficiency in the utilization of the abilities of staff members which leads to further dissatisfaction. (p.301)

Dunsmoor and Miller (1949) have pointed out some of the improvements which should emerge as a guidance program seriously evaluates its activities:

1. Teachers take a greater personal interest in their students as individuals and know more about them.
2. Teachers do better teaching, and while their students maintain or improve the standards of their classwork, the subject matter fetish tends to disappear.
3. Students are better adjusted to school and are happier in their environment.
4. A better school spirit prevails since there are more opportunities to understand clearly the school's purposes and to assume responsibilities for their realization.
5. There are fewer student failures.
6. Students know how to plan their work better and form more thorough habits of workmanship.
7. A greater percentage of the students have a systematic plan for completion of their high school work and rarely, if ever, does a student come to the end of his high school career without having taken subjects adapted to this plan.
8. Many more (high school) students have carefully thought out vocational goals or directions, as well as plans for the transition from school to work or college.

9. There is a greater sense of responsibility and more closely knit, cooperative approach by the faculty in providing for the welfare of all students.
10. There are more friendly working relationships between students and teachers.
11. More and more do parents come to feel that the school is giving their child individual attention concerning abilities, achievements, interests, needs, and plans.
12. There is greater desire by teachers to secure more complete information regarding their students (p.377).

Any attempt to evaluate the guidance process contains several problems due to the complexities of interpersonal relationships. The problems involved in this type of evaluation have been analyzed by Popinsky (1951):

1. Uncontrollable stimuli which impinge upon the client outside the counseling situation.
2. difficulty in establishing controls for the many possible factors may be related to change in client behavior, and which may or may not be responsible for changes attributed to counseling.
3. lack of adequately tested, systematized knowledge requisite to setting up meaningful criteria of change.
4. lack of adequate criterion measures. (p.329)

Williamson and Bordin (1941) stressed that many times attitudes are present which hinder objective evaluation. The most prominent of these attitudes is based on the belief that counseling effectiveness is not subjected to quantitative measurement and that the effectiveness of counseling is self-evident and, therefore, any evaluation is disruptive to the process. Another impending attitude is the assumption



that certain attitudinal and behavioral changes are known to occur during counseling that are too intangible to be quantitatively measured.

Other complications of evaluation are found in the necessity of clearly defining criteria of effectiveness and measuring them operationally. Williamson and Bordin (1941) stated,

Counseling can be evaluated only if certain outcomes or criteria of effectiveness are assumed to result from the counseling process, and these assumptions must be formulated as hypotheses to be 'tested' by experimental and statistical analysis. (p.8)

Another inhibitor to evaluation of counseling is the relative lack of specific information concerning effective interview techniques for the counselor. Few investigations have been able to point out what counseling techniques will be most effective with different counselees. This is partly the result of the ambiguity of the counselor's role due to the variety of relationships involved and the diversity of skills required.

It can be seen that defining a specific framework with which to evaluate the counseling process is a complex task. The problem of evaluation may be stated as follows: (1) to define the criteria of effective counseling; (2) to develop instruments which will measure the extent to which the criteria are being met; (3) to define clearly the nature of the

counseling program being used to meet these criteria.

This study will attempt to adequately satisfy each of the above three tasks in evaluating the counseling programs in Virginia public secondary schools in order to answer the following questions:

- (1) Do college-bound high school students in Virginia feel that their counseling service is effective or ineffective in aiding them with their problems and needs?
- (2) What aspects of the counseling service in Virginia appear the strongest and what aspects appear the weakest and in need of improvement?
- (3) Are the areas of strength or weakness related to the judged effectiveness or ineffectiveness of the counseling service?

Chapter One is a consideration of the nature of guidance and counseling, both from its theoretical viewpoint and present status in Virginia. Evaluation can proceed only when a substantial body of knowledge is presented to fully explain the nature and scope of that which is being evaluated.

In Chapter Two, the criteria of effective counseling will be specified, and their rationale will be explained and supported through empirical studies. A questionnaire-inventory, developed to test the extent to which these criteria are being met in Virginia public schools, will be explained as to its theoretical, mathematical, and procedural aspects. Chapter Three will give the procedures for the administration of the instrument. Chapter Four will include a discussion of the results of the questionnaire-inventory.

It is hoped that this study will make two contributions: first, to the development of further studies of this nature; and, second, to an improvement of the counseling services offered in Virginia through systematic analysis and objective consideration of the counseling program both on the state and local level.

## CHAPTER ONE

Social and technological advancements of the past decades have presented the field of education with overwhelming challenges of providing appropriate educational experiences for all youth. To meet these challenges, the leaders in education have attempted to initiate improvements in all areas of education. Basic to their attempts is the desire to correlate educational offerings with the rapidly advancing constellation of social change.

Traditionally, the school has been looked upon as the agency for the perpetuation of knowledge from one generation to another. The emphasis has been on the development of the intellectual processes. Increasingly, however, is a realization that mere instruction does not meet the full needs of the student as a social and emotional being as well as an intellectual one. Educators must necessarily be concerned with these non-intellectual needs in that these myriad needs manifest themselves in the classroom and, at times, greatly hinder classroom instruction (Humphreys, Traxler, and North, 1965).

Social expectations and demands upon the high school student are constantly changing as a result of the rapid social changes. The more complex and demanding the society becomes, the greater the need for adolescents having assistance in obtaining satisfaction and adequate adjustment to prevent frustration, anxiety, and confusion. Hess and Goldblatt (1962) reported that the position of the adolescent in society is nebulous and is

loosely defined at both entry and transition points and offers a set of vague and often conflicting roles. The age behaviors expected of adolescents by adults are viewed by society with ambivalence and anxiety. With the possible exception of old age, no other phase of individual development is so clearly marked by negative connotations and lack of positive sanctions. (Garrison, 1962, p.18)

Kurt Lewin has held that the adolescent is in a "no-man's land." He is neither a child nor an adult, but is caught in a field of overlapping forces and expectations (Blair and Jones, 1964). Educators, recognizing these problems of adolescent development, have incorporated into the educational systems a program of guidance and counseling.

The term "guidance" represents a concept that is neither simply nor easily defined. Any definition must be simultaneously brief enough to be readily comprehended and broad enough to be informative. These two criteria are met by Downing in his two part definition (1968):

1. Guidance is an organized set of specialized services established as an integral part of the school environment designed to promote the development of students and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their potentialities.
2. Guidance is a point of view that includes a positive attitude toward children and a realization that is to supplement, strengthen, and make more meaningful all other phases of a youngster's education (p.7).

Downing analyzes this definition to reveal the following elements:

1. The program is organized; it has structure, system, and personnel.
2. The program includes specialized services of testing, counseling, educational and vocational information, placement, and follow-up.
3. The guidance service, along with its conceptual and technical aspects, is an integral part of the school environment.
4. The promotion of student development is a major aim of guidance.
5. The realization of adjustment as a developmental process is promoted, and as children develop under superior tutelage, they gain in their ability to deal with problems.
6. The guidance program provides for the identification and development of talents and potentialities.
7. The intangible elements are recognized as a point of view or as an attitude. (p.7)

Guidance is a process which is in operation whenever an individual is aided by another to make a decision, change his behavior, or adjust more readily to his society. Interpreted in this light, guidance is a broad field, affected every aspect of the individual's personality, both physically and mentally (Humphreys, Traxler, and North, 1965).

The need for guidance programs within school systems has become increasingly evident to educators. Guidance in the schools is an American phenomenon (Wrenn, 1962). No other society devotes so much attention to the student as an individual in assisting him in bridging the gap between the school, the home, and the society. James Cribbin (in Downing, 1968) has summarized the impact of guidance on the American educational system:

In the short space of approximately half a century, guidance has developed from a hesitant, groping, instructured effort in behalf of students to become one of the most potent forces for good in our educational system. It has been publicized, popularized, and propagandized. Books on the subject abound. Authorities on the subject range the country explaining its alpha and omega. Counselors flock to universities to learn more about the matter. Teachers are constantly urged to be "guidance minded". Institutes are conducted under governmental sponsorship and special funds are made available to the states for guidance purposes...To say that guidance has arrived is surely to bark one's shins against the obvious. In

fact some schools would as soon admit that they lacked an enriched curriculum as own up to the fact that they lacked a guidance program. (p.4)

According to a statement prepared by a group of Virginia educators, guidance programs are necessary to meet the needs of the individual to:

1. find a place in which he enjoys personal happiness.
2. develop a sensitivity for moral and spiritual values.
3. recognize and respect one's self and others.
4. feel that he is making a contribution to any group to which he belongs.
5. understand himself, his abilities, his limitations, and his potentialities.
6. have the opportunity to develop and use his abilities and his experiences.
7. develop resourcefulness and self-direction in adopting changes in society. (Crow and Crow, 1960, p. 325)

The anticipated scientific, social, and technological advances of the future make the task of education formidable. The full utilization of human capacities must be realized and properly directed if future demands are to be met adequately. L.G. Derthick ( in Downing, 1968) stresses this point:



The United States has been a world leader in many respects with only about seven per cent of the world's population. We consume about half the goods produced in the entire world...Yet these very same statistics clearly bring home a point upon which our future prosperity and security may well depend. It is this: Possessing only a small fraction of the world's population, we must, in the days and years immediately ahead, exert an unprecedented effort to make the utmost utilization of all our native skills and talents - we must develop to the maximum the brainpower of all our citizens. (p.9)

Downing (1968) has specified conditions within the educational setting that contribute to the need for guidance services:

1. The teacher's major responsibility is instruction; this leaves little time or energy for assisting youngsters with problems unrelated to instructional activities. Problems of social adjustments and personality reorientation require the services of a competent counselor and the availability of appropriate facilities and time.
2. The concept of individual differences is critical to education. A careful consideration of the needs of children on an individual basis is essential. This concept is emphasized in the philosophy and the specialized services provided in the guidance service. Individual attention and direction are essential for quality productivity.
3. The psychological aspects of pupil development are receiving more attention. A better understanding of children is being realized as a more intensive and comprehensive study of all aspects of development is made.

4. The emotional needs of children must be met, and efforts must be made to satisfy them. The needs for affection, recognition, status, and acceptance are all in this category. Symptoms of aggressiveness, bullying, timidity, or other kinds of undesirable behavior can be expected when emotional needs are left unsatisfied.
5. Problems occur as concomitants of growth and development. The need for providing assistance with these problems, if good adjustment is to be realized, is apparent. Physical growth takes place at a rapid rate, and new insights are needed for a valid understanding of these physical changes. Wholesome attitudes toward the whole process of development are needed as learning occurs and understandings increase through instruction and guidance activities. Mental development is taking place at a rapid rate during childhood. The implications become apparent: there is the need to provide an educational environment conducive to maximum development with appropriate challenges and some assurance of successful accomplishments.
6. The increased industrialization of the United States, with its technological advancements has served to multiply and complicate the problems of youth. Instead of choosing from a relatively few vocational pursuits, as once was the case, modern youth have a great variety of vocations from which to choose and must, therefore, be more selective. The systematic utilization of time and energies in intelligent vocational preparation and selection is most essential. Man's personal and emotional life has also experienced new demands as technology has advanced. Continuous adjustment to these complexities is a daily challenge to many people.
7. New and formidable challenges in serving a great variety of youngsters have resulted in broadening the school's responsibilities.

An expansion in services and improved quality in all educational functions have been brought about as schools have attempted to meet these challenges. Schools are now providing instruction and activities once regarded as the prerogatives of the home. The home is doing no less for youngsters, but has also had demands of a different variety thrust upon it, and has attempted to make the necessary adjustments.

8. Changing conditions and a highly complex society have made necessary an increase in the functions of the home. Technologically, the typical home is prepared to perform many of its daily functions, but in the psychological and sociological realms preparation and improved competence have required attention. A concomitant to the acceptance of new responsibilities by the home has been the gradual relinquishing of some of its activities to the school. The school is better prepared than the home to provide certain kinds of information and experiences needed by children at various times in their lives. The home, on the other hand, is the logical place for other activities equally essential to a child's development.
9. Problems and misconduct and delinquency require attention and emphasize the need for agencies and services to avoid circumstances which contribute to misbehavior. Guidance programs have the potential for the prevention of problem behavior and for providing therapeutic assistance as needed. Youngsters may also be aided toward rehabilitation and fruitful productivity. (p.9-10)

A number of studies dealing with the problems of dropouts include recommendations for more and better guidance programs in schools. Much of this research concluded that potential dropouts can be identified and aided by guidance programs (Downing, 1968). Dissatisfaction with

school is one of the most predominant reasons for students dropping out. The need for guidance services to aid the classroom teacher can be seen in the factors that contribute to student dissatisfaction. Some factors and conditions that make the classroom teacher ineffective in dealing with dissatisfied students have been pointed out by Karl Garrison (1965):

1. Some teachers are not properly qualified to detect the needs of adolescents.
2. Some teachers are not properly qualified with problems when they appear among the student.
3. Teachers are often overloaded and unable to give individual attention needed in a good educational program.
4. The classroom program is not always conducive to the motivation of good behavior.
5. Curriculum materials are too often meaningless or empty verbalization for many pupils.
6. The extra-classroom activities are not organized and administered in harmony with the needs and interests of the individual student.
7. The school does not furnish the specific assistance needed by teachers in detecting and dealing with potential delinquency.
8. The classroom is not sufficiently into the life of the community to be effective in developing good moral concepts and behavior. (p.180)

In the broadest sense, guidance can be regarded as education in itself in that guidance attempts to integrate the factors of the individual's environmental needs with those of his emotional, intellectual and mental needs and to help the student meet these needs adequately for his self-development (Crow and Crow, 1960). Instruction and guidance make up two closely related functions of education. The two educational functions have the common purpose of providing learning experiences that help the adolescent develop into a functioning and able member of society. They differ, however, in the emphasis they place on the control of the learning process. In instructional activities, the emphasis is on societal governing of the values controlling the process. Guidance activities emphasize the individual's governing of the learning process. The student is able to decide those aspects of himself which he wishes to change and adjust for his improvement (Mortensen and Schmuller, 1959). Although distinct differences exist between instruction and guidance, the two fields do have areas of overlapping functions. These functions are represented schematically as follows in Figure 1 in the Appendix.

Guidance programs assist the classroom teacher in helping the student attain his goals by guiding him in facing himself realistically and in accepting conditions as they exist

rather than as he would desire them to be. He is aided in his solving of emotional conflicts stemming from the myriad interpersonal relationships and developmental tasks. If these emotional conflicts are not adequately satisfied, they could lead to symptoms of maladjustment. Many difficulties experienced by adults are continuations of unsolved problems of the adolescent. In aiding the student in this manner, a guidance program does not impose direction, impose one point of view over another, nor does it make decisions for the student. Rather, guidance is assistance given to students by specially trained and qualified personnel who help the student manage his own life and behavior, develop his own points of view, and make his own decisions (Crow and Crow, 1960).

In serving the needs of the student, guidance services must necessarily incorporate many different activities. Typically, guidance services offer the following to the student (Mortensen and Schmuller, 1966):

1. Individual inventory or appraisal service emphasizes individual differences and makes possible a developmental study of each child throughout his total school life. Cumulative records and case studies are included.
2. The counseling service provides opportunity for individual pupils, in a personal and confidential relationship with a qualified counselor, to understand themselves better, make choices and decisions, and resolve minor conflicts. This is generally accepted as the keynote of the guidance service.

3. The information service includes the dissemination of all special kinds of information useful to the pupil, but primarily information about occupations, training programs, and community agencies.
4. The orientation service seeks to facilitate articulation of incoming pupils by helping them understand, accept, and feel at home in a new school as well as plan a program of studies.
5. The placement service is broader than occupational placement, rather, it provides for the placement of the pupil in planned learning experiences. Its success is, in large part, dependent on development of superior and realistic curricula and intelligent placement.
6. The research and follow-up service is concerned with continued help in adjustment of the student after graduation. In addition, through the follow-up or research service there is collected information for the evaluation of school offerings and the nature of pupil development. (p.7)

These services are offered not only to the student but to teachers, administrators, and the community as well. Teachers can benefit from the extensive information gathered by the counselor in order to become better acquainted with the student. While the teacher gains significant insight into the students' personality dynamics from the classroom situation, greater insight can be gained from the wide range of information gathered by the guidance office. This facilitates the teacher's attempt to direct the student's learning process. Teachers also, in many schools, have the opportunity to participate in in-service teacher-training

programs, thereby, making it possible for teachers to cooperate in the operation of the guidance programs.

Administrators benefit from guidance programs in a manner similar to that of the teacher in the utilization of the wide variety of information which can be used to identify student needs, both individually and collectively. Thus, the adjusting the school's curriculum to the needs of the student is facilitated. In addition, information concerning the student body, in some instances, may suggest additional services which the school might offer additional services to the students.

The guidance services may aid the community by providing the student with information concerning the community's resources and opportunities. During contacts with the community for obtaining occupational and employment information, the guidance service can help interpret the school's program to the community. This is a valuable service to the school administration (Humphreys, Traxler, North, 1967).

Guiding the activities of the guidance services are principles which serve as the basis for the operation of the activities. The careful observance of these principles contributes to the effectiveness of the program in serving the students. Downing (1968) has specified the general guiding principles of guidance services:



1. Guidance activities must be related to the total development of the students. As the needs of children are determined, appropriate activities and services are provided to meet these needs.
2. Guidance services are for everyone....The variety and quality of experiences provided have the potential for being helpful and stimulating to everyone irrespective of status.
3. Increasing independence and maturity are encouraged. All guidance activities serve as means to ends. Goals of independence and maturity constitute these ends.
4. Guidance services and instructional activities are interdependent and reciprocal. Instruction becomes more meaningful as children profit from the attention accorded them in counseling and other guidance activities....
5. Adequate time is needed for guidance activities. Certain functions require planning and time within the school day. Failure to provide the necessary time for such activities as testing and counseling inevitably is followed by disappointing results.
6. Proper tools and adequate facilities are essential. No craftsman is capable of quality production without good tools and satisfactory facilities. Conditions must be favorable and conducive to effort. Since the essentials for guidance work are quite modest, this requirement is attainable.
7. Broad participation and interest, with strong leadership and active participation by the various staff members, are essential. Benefits to students may be anticipated as efforts are coordinated and energies properly utilized..
8. Responsibilities within the total program should be shared. Major obligations are assumed by the guidance personnel....

9. Standards of ethics should be observed in counseling and in using personal information. The welfare of the children should be the paramount consideration in all cases....
10. The guidance program is continuous. Planning should be long-range and should anticipate activities of the future in addition to a concentration upon the present. The guidance service moves as an integral part of the total educational program throughout the school life of the student.
11. Objective data should be gained and properly utilized. The cumulative record provides for the recording and use of data synthesized from various sources. The scientific attitude is essential in all aspects of data collection and use.
12. Guidance and counseling functions require certain competences. Adequate training, appropriate experiences, and proper personal characteristics are all basic requirements of the personnel workers.
13. There is a distinction between guidance work and administrative, or clerical nature, where unrelated to guidance activities, should be performed by the proper personnel and not by the counselor. (pp.13-15)

Operation within the framework of the above principles, guidance services define their specific objectives in terms of helping the student make progress in the following ways (Humphreys, Traxler, and North, 1965):

1. To understand himself, know his points of strength and weakness.
2. To strive for improvement and growth to the fullest possible extent.'
3. To work toward self-development and self-realization, based on his understandings, his experiences, and his knowledge of his capacities, interests, values, motivations.

4. To learn efficiently (a) to adapt himself satisfactorily to varied changing situations within his environment, (b) to be willing to make changes in behavior and attitude and thereby gain greater personal satisfactions in as many aspects of his life as possible.
5. To develop the ability increasingly to make decisions wisely and to solve his problems independently, to become self-directive and self-reliant.
6. To accept his responsibilities to society and be cooperative.
7. To appraise his potential contributions to society.
8. To learn to live a satisfactory life in all respects-physical, mental, emotional, social, ethical. (pp.10-11)

The immediate objective of guidance is to help each student meet and solve problems as they arise. The ultimate goal is self guidance through the development of the student's ability and willingness to evaluate realistically the outcomes of his behavior, recognize the relationship between a problem and its source, and bring about necessary changes in his behavior patterns (Mortensen and Schmuller, 1966).

The relative effectiveness of the guidance programs depends upon the understanding and acceptance by the administrators and guidance personnel of the above objectives and principles. Well-trained and personally qualified guidance workers have the responsibility of recognizing those students in need of help and interpreting the offerings of

the guidance programs to these students. It is imperative that the guidance workers and all who work with the program consider the needs of the student within the spirit of cooperativeness and earnestness (Crow and Crow, 1960).

However, this does not insure that a guidance program will be a panacea for educational and emotional needs and problems. Even when functioning at its optimal level, guidance programs must operate within certain limitations. Mortensen and Schmuller (1966) have enumerated some of the limitations within which guidance must function.

1. Guidance has been and still is limited by lack of personnel and facilities as well as time to provide many of the services expected of it. Any fair appraisal of future prospects cannot be too optimistic. More effective means for stretching what time and facilities are available will have to be found or improvised.
2. ....The scope of guidance must be explained to the public in realistic terms. "Send the child to the counselor" has too often been employed as if it were an incantation possessing magical powers. Guidance is but one of the means education employs for personalizing its services and goals. It is unrealistic to believe that guidance can or should solve all the problems of education.
3. The area of psychological testing has been in many instances oversold. Testing instruments employed by a skilled worker are both useful and necessary. In the hands of someone untrained in this complex area, however, there may be some danger....

4. Conditions of living are too complex for any one person to resolve the problems of another in any simple setting, or for that matter, even in a whole series of therapeutic situations....
5. Guidance, as interpreted in the school, is presently unable to provide the professional services required for the pupil who has severe problems of maladjustment....
6. ....Guidance services can only operate effectively as they are given definite and workable plans of organization and administrative support....At this time the lack of planning still limits the guidance program in many areas of our country. (p.15-16)

An integral part of the guidance program is the counseling service. Counseling is only one of the several services offered within the total guidance framework. Through the assistance of the counselor, the student is provided with the opportunity to cope realistically with its needs, goals, and problems. The student's development is aided through his experiences with the individualized attention he receives from the counselor who is specifically trained to assist the student in the optimal utilization of his intellect and his emotions.

An adequate definition of counseling is a complicated task. The definition must be sufficiently broad to include the many different elements of the process. A definition is further complicated by the variety of activities and relationships and by the diversity of skills, interests, and tasks involved in the counseling process.

Several representative definitions are needed to make the process fully comprehensible.

The Committee on Definition, Division of Counseling Psychology of the American Psychological Association (1956) defines counseling as "helping individuals toward overcoming obstacles to their personal growth, wherever these may be incumbered and toward achieving optimum development of their personal resources (pp.282-285)." Gustad (1953) concludes from a survey of definitions that counseling

....is a learning-oriented process, carried on in a simple one-to-one social environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier more productive member of his society. (p.3)

Arbuckle (1965) describes counseling as

....a human relationship--a relationship in which the counselor, fully and completely, without any ifs or buts, accepts the clients as a worthy person. In this relationship of complete acceptance, the client can grow and develop, and come to use the strengths and capacities that are his, and make decisions and choices that will be satisfactory to him and his fellows. (p.70)

Glanz (1964) defines counseling as "an open-ended, face-to-face problem solving situation within which a

student, with professional assistance, can focus and begin to solve a problem or problems (p.93)."

In discussing the meaning of counseling, Downing (1968) states:

Counseling is both a process and a relationship. It is a process by which concerted attention is given by both the counselor and counselee to the problems and concerns of the student in a setting of privacy, warmth, mutual acceptance, and confidentiality....Counseling is also a relationship characterized by trust, confidence, and intimacy from which he (the counselee) can resolve difficulties make plans, and realize greater self-fulfillment (p.131).

As can be seen, the definitions of counseling vary. However, common elements can be found: an attempt to increase the accuracy of the individual's self-percepts and an attempt to "integrate the accuracy of the individual's self-percepts with environmental realities and perceptions (Patterson, 1966, p.456)."

The exact definition of counseling has become more confusing as a result of the numerous demands and expectations which confuse the roles of the counselor. One cannot obtain a clear understanding of a complex concept by a definition, regardless of how carefully it may be stated. In addition, definitions taken out of context may be misleading. The meaning of counseling may be understood more fully by a consideration of the philosophical issues in counseling. Cribbin (1955), from an

intensive review of the literature, presented a list summarizing these general philosophical issues:

1. Counseling is based on the recognition of the individual and his right to personal assistance in time of need.
2. Counseling is client-centered, being concerned with the optimum development of the whole person and the fullest realization of his potentialities for individual and social ends.
3. Counseling is a continuous, sequential, and educational process. Hence, it is an integral part of education and not a mere peripheral adjunct.
4. The counselor has a responsibility to society as well as to the individual.
5. The counselor must respect the right of the individual to accept or refuse the help and services it offers.
6. Counseling is oriented around cooperation, not compulsion.
7. Counseling implies assistance given persons in making wise choices, plans, and adjustments in the critical situations of life.
8. Individual understanding must precede individual assistance.
9. Counseling should be entrusted only to those who are naturally endowed for the task and have the necessary training and experience.
10. Focus in counseling is on the individual realization and actualizing his best self rather than on solving isolated problems....
11. Counseling must be under constant scientific evaluation in terms of its effectiveness. (McGowan and Schmidt, 1962, p.5)



Societal expectations and demands upon the high school students are constantly changing as a result of the rapid social change. The more complex and demanding the society becomes, the greater the need for adolescents having assistance in obtaining satisfaction and adequate adjustment to prevent frustration, anxiety, and confusion. Educators, in recognizing these problems of development, have incorporated into education programs of guidance and counseling.

Counseling in the secondary schools attempts to bridge the gap between home and by giving adolescents needed direction and assistance in approaching and solving problems adequately. Adolescents are confronted with a baffling dichotomy of wanting desperately to break away from parental control, yet feeling a strong need for parental guidance. They want freedom to plan their own lives, while realizing that parental help could facilitate many of their mistakes. Remmers and Radler (1957) noted from an extensive poll of adolescents that only 10% felt their parents gave them too much advice, whereas, 33% felt they needed more parental guidance than they were getting ( in Garrison, 1965).

This adjustment problem becomes greater as the adolescent realizes the myriad developmental tasks he must accomplish in order to be matriculated into adult society. He must develop an appropriate dependence--independence

pattern to accomplish this. Also, he must develop identification with his peers, intellectual skills, and a set of values to guide his behavior. At the same time, the adolescent must develop a realistic self-concept, evaluate it through interaction with others, and shape his goals and aspirations accordingly. As the adolescent increases his realm of knowledge and experience, he is better able to think for himself, thereby, leading him to question many of the social and ethical standards of adults. Paralleling this skepticism, the adolescent enters groups, some of which may have conflicting attitudes and behavior expectations. The leadership the adolescent receives from adults at this time is of great importance. The willingness to allow the adolescent freedom to explore his capacities and limitations while guiding and supporting him through his mistakes will determine, to a large extent, his success in overcoming his inner confusion and conflict (Garrison, 1965).

The counselor at school has a unique advantage over parents and teachers guiding adolescents through this period. The counselor can view the adolescent more objectively than the parents and teachers who are more emotionally involved. The counselor's general knowledge of behavior will enable him to have an understanding perspective of the adolescent's needs and problems. Also, the counselor

does not have the responsibility of judging or evaluating the student as the parents and teachers who must see that the adolescent meets certain social, behavioral, and intellectual standards. Therefore, the counselor has the opportunity to assist the student within a free and unrestricted atmosphere (Wrenn, 1962).

Counseling can further aid the adolescent by easing his transition from home into the larger society through indirect attention and encouragement from the counselor who represents the large adult groups. If there is a lack of adult guidance at home, the counselor can compensate for this by helping the student define himself, his role, his expectations, and his capacities for adequate adjustment. This contributes to the student's self-understanding. The counselor does not attempt to directly change the student, rather he attempts to facilitate the student's own efforts toward better self understanding (Downing, 1968).

The specialized functions the counselor performs in working with adolescents have been defined by the American Personnel and Guidance Association's Commission on Guidance in American Schools. It suggests the following functions for counselors:

1. To contribute to a growing maturity of self-understanding upon the part of the student.

2. To be sensitive to cultural changes as these affect the student's present and future and as they affect the counselor himself.
3. To assist students in making wise educational and vocational choices-- which will include attention to full intellectual development and the use of continuing educational opportunities....
4. To use planned group situations as carefully as the interview is utilized in the development of improved student self-understanding and facing of psychological realities.
5. To assist the student to learn how to make decisions and to try out the decisions in reality situations even though this involves the assumption that the student must take risks and learn from failure.
6. To counsel girls realistically in the light of the changing function of women in family life and the labor force.
7. To be able to recognize and to be respectful of a wide range of talents beyond those ordinarily given academic acceptance.

In recognizing the above functions, Virginia has outlived the basic concepts which guide counseling services in Virginia secondary schools:

1. Counseling should be provided for all students, it is a service for the normal as well as the exceptional boy and girl.
2. Counseling is concerned with the inter-relationship of the various aspects of the student's personal growth and development and their influence upon the choices and decisions he makes. For example, the

counselor should recognize that a student's intellectual growth is affected by his mental and physical health.

3. Counseling recognizes and respects the individuality and worth of each student as a member of a group. It treats the personal concerns of each in an individual manner, but it must also be concerned with the individual in relation to his environment and the society of which he is a member.
4. Counseling is a developmental and continuous process. It is not an act which takes place one time in a student's life; it is needed at every stage in the normal growth and development of each boy and girl. Such student needs continuing assistance and assessing previous and present situations and in planning for the future.
5. Counseling should be available at the time that each student needs it. This need may be recognized by the student, his counselor, teachers, parents or others who know him and work with him.
6. Counseling is assisting the student in making decisions and choices; it is not telling him what to do.
7. Counseling should help the student become realistic and increasingly self-directive in making decisions and choices.
8. Counseling should be performed by persons who possess desirable personal characteristics and who have acquired professional knowledge and skills in the area of counseling, and who maintain high ethical standards regarding confidential information (Guidance Handbook for Virginia Schools, 1965, p.8).

Central to the counseling process is the interview which is the face-to-face meeting between counselor and counselee in which the counselor assists a student to view problems and needs realistically and to work out plans of actions (McClary, 1968). This interview is usually a one-to-one relationship with the counselor, but at times, is conducted with small groups of students with similar problems. This is the counselor's most indispensable tool (Tyler, 1960). The interview is based on the individual's needs and purposes and, therefore, varies in techniques, length, frequency and procedures. Some of the predominate factors affecting the counseling interview and influencing its outcome have been stated by the Guidance Handbook of Virginia Schools (1965).

They are as follows:

1. The student's stated reasons for seeking assistance voluntarily.
2. The student's reaction to being scheduled or referred for an interview.
3. The problem as presented by the student and/or as it evolves during the course of the interview.
4. The student's understanding and acceptance of his problem.
5. The degree to which the student accepts responsibility for working through his problem and carrying out a plan of action.
6. The counselor's understanding and acceptance of the student and his problem.

7. The counselor's perceptiveness, personal adjustment, background of experience, and sense of values.
8. The counselor's training and skill in applying appropriate counseling techniques as the interview proceeds (p.88).

It is essential that a counselor who wishes to develop effective interviewing techniques recognize the value of the following techniques, which are recommended for Virginia school counselors (Guidance Handbook for Virginia Schools, 1965):

1. Establishing rapport and accepting the student is essential to a successful counseling interview. This does not necessarily imply approval of this behavior of the counselee, but provides an atmosphere of freedom in which the student may express either positive or negative feeling.
2. Listening to what the student has to say without interrupting his story is basic to a successful counseling interview.
3. Observing boys and girls in formal and informal situations, under pressure and relaxed, while talking or silent, gives clues to emotional tensions, physical and mental stamina, and personal integrity.
4. Clarifying areas of information which appear hazy to the student and helping him to understand his problem and to assess his own values contribute to wise planning.

5. Interpreting to the individual his pattern of growth and behavior, strengths and weaknesses, interests, health, and personality development helps him acquire a more realistic self-concept.
6. Reassuring, questioning, and suggesting are other techniques which the counselor may use as needed during the interview. (p.89)

The counseling interview, being influenced by these factors, must be adjustable in available approaches of the counselor in order to meet various factors. Three categories of approaches have emerged in the counseling field: the client-centered, the directive, and the eclectic. These categories are interrelated with no definite points of demarcation. Each is at the disposal of the counselor and the approach used is dependent predominately upon the requirements of the particular interview. The amount of emphasis a counselor gives one approach over another is the essential factor in separating the three.

The first, client-centered counseling, was given impetus by Carl Rogers in the 1940's. His work was the result of the recognition of the need for more effective counseling in the schools. This approach is centered around two statements: (1) the individual has the ability to understand those problems and needs in his own life that cause him unhappiness, and his ability to reorganize himself and his environment to satisfy his needs and problems;



(2) this ability will come into operation when the counselor can establish a warm and understanding relationship (Rogers, 1951). In doing so, the counselor has the functions of:

1. developing a relationship which will encourage the counselee to talk freely.
2. creating an atmosphere in which the counselee will express his feelings in his attempt to arrive at his own understanding.
3. listening without interrupting the counselee's speaking and thinking even though there may be intervals of silence.
4. to reflect the expressed feelings of the counselee through restatement of them.
5. summarizing in special cases the counselee's comments in an effort to help him clarify and organize his thinking.
6. helping the counselee develop within himself the ability to deal not only with the immediate problems but with those he will face in the future.  
(Guidance Handbook of Virginia Schools, 1965, p.89)

The second approach, directive counseling, requires the counselor to take the initiative in solving the problems and needs of the individual. The counselor decides the type of information needed and explaining the information to the student. The emphasis is on solving the counselor's problem through the use of an abundance of information about the student.

Williamson (1950) outlined six steps of the directive counseling process:

1. Collecting from a variety of sources the data needed for an adequate understanding of the student.
2. Summarizing and organizing the data so that they reveal the student's assets, liabilities, adjustments, and maladjustments.
3. Formulating conclusions regarding the nature and cause of the problems exhibited by the student.
4. Predicting the future development of the student's problem.
5. Taking steps with the student to bring about adjustment and readjustment for the student.
6. Helping the student with new problems or with recurrences of the original problem, and determining the effectiveness of the counseling provided him. (p.230)

Third is the eclectic approach. It is best represented by allowing the counselor to use any approach which he may think necessary in a particular interview. The interviewer may utilize either the client-centered or the directive approach, or he may reject both and develop his own approach which incorporates both. Downing (1968) summarizes the eclectic points of view:

1. The methods used are justified by the counselor because of their appropriateness for both the client and the counselor. These methods may change from client to client or even with the same client.

2. Flexibility is characteristic, making a shifting of emphasis in techniques possible and in some cases desirable.
3. Freedom of choice and of expression is open to both counselor and client. Inhibiting influences and feelings of guilt by the client are minimized or eliminated.
4. Modification of methods is made in an effort to accommodate the client, and philosophical frameworks are adjusted to serve the purposes of the relationship.
5. Feelings of comfort are essential. Both people must feel good about what they are doing, experience mutual confidence and have faith in the relationship.
6. Adaptions are made within the intellectual and emotional structure of the client as he makes an effort to capitalize on his best resources. He utilizes the concepts of the best philosophies available to him in bringing about desired changes in his behavior. The counselor, likewise, makes adaptations and adjustments. (pp.147-148)

There has been much controversy as to the most effective approach. The eclectic approach has tended, within recent years, to be the most widely accepted. An effective counselor must know and be able to use each approach, shift from one to another, and adapt his counseling approaches to the situation (Mortensen and Schmuller, 1959).

Within counseling, three general fields have evolved in responses to the myriad needs of the student: educational counseling, vocational counseling, and personal

counseling. They are interdependent in that the needs of the counselee rarely fall within one distinct area. It is, therefore, necessary for the counselor to be proficient in meeting the demands in each area.

The first field, educational counseling, is distinguished from the other two by its emphasis on the student and the curriculum of the high school. Each student must choose his curriculum carefully with a consideration of his interests, aptitudes, and capacities. Educational counseling aims at helping the counselee to accomplish the following:

1. Select the curriculum that best fits his abilities, interests, and future needs.
2. Develop his work and study habits.
3. Gain some experience in learning areas outside the particular field of his special interests and talents.
4. Discover all that his school has to offer and plan a program of studies accordingly.
5. Learn about the purpose and function of the college of school he may wish to attend later.
6. Appraise his fitness for continued study in a college or other school or in a particular vocation.
7. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training (Crow and Crow, 1960, p.259).

Vocational counseling is the second field. A student's choice of vocation is influenced by many factors and, generally, is not a spontaneous decision. The counselor in the high school can aid the student in making a valid choice and preparing for the occupation. It is a continuous process which attempts to do the following:

1. Assist a pupil to acquire knowledge of the functions, duties, responsibilities, and requirements of occupations that lie within the range of his choice.
  2. Assist a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
  3. Assist the pupil to evaluate his own capacities and interests with regard to their greatest worth to him and to society.
  4. Helping the individual develop an attitude toward work that will dignify whatever type of occupation he may wish to enter.
  5. Assist the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.
  6. Provide information for the learner about admission requirements, length of training, and the cost of attending any institution of higher learning to which he may wish to go....in order to continue his vocational preparation.
- (Crow and Crow, 1960, p. 265)

Personal counseling is the third field. A student with relatively mild emotional problems might be handled readily by the counselor. However, in cases of serious emotional problems, the counselor could work with or refer the student to a physician, psychologist, or another specialist. Specifically, the purposes of personal counseling in high schools include the following:

1. To assist the pupil to realize that it is natural to experience periods of turmoil.
2. To give the individual the assistance that will enable him to overcome the awkward years in physical development.
3. To assist the learner to enter into mental activity with renewed interest and vigor he gains in maturity.
4. To assist the pupil to become a good citizen in his civic and social relations.
5. To assist the pupil to move gradually from dependence on others to independence of judgement and action.
6. To assist the pupil to benefit by the practice of emotional control.
7. To encourage the pupil to work to the limits of his capacity with full knowledge that he may not be as capable as other pupils.  
(Crow and Crow, 1960, p.266)

There is a considerable body of evidence indicating that high school students seek counseling help primarily for educational and vocational counseling, and only

reluctantly do they seek help for personal counseling (Dunlop, 1965; Grant, 1954; Jenson, 1955; Tan, 1967; Warman, 1960). One recent study by Gladstein (1969) refuted these studies. Graff and Peters (1969) reported results that indicate the high school counselor is a major source of educational and occupational information. Gibson (1965) noted that students preferred to be counseled by peers because they could receive trust and understanding from peers. Grand (1968) and Gilbert (1965) found that one reason for students hesitating to seek help for personal problems from a counselor is that the counselor is too often seen as a disciplinarian and a part of the administration.

It is apparent from these reported studies that students consistently turn to their peers or others, rather than their school counselors for help with personal problems. The counselor is approached primarily for educational and vocational reasons. This presents a difficult problem for counselors in that many educational and vocational problems have roots within the matrix of personal problems. The fields overlap to a great extent; therefore, the counselor must be able to communicate to the student in all three fields: educational, vocational, and personal counseling. If not, the counseling of the student is not thoroughly complete or effective (McClary, 1968).

The guidance and counseling programs in Virginia have expanded greatly with the past decade. Both the quantity and quality of the guidance services has improved in the public schools of Virginia. In 1968, the counselor-pupil ratio equaled the equivalent of one full-time counselor for every 341 students. This is a tremendous improvement over the 1957 ratio of one counselor for every 825 students.

Increasing along with the number of counselors, the preparation of counselors has become more demanding and specialized. The Virginia State Board of Education, in recognizing the necessity of competent counselors, specified the minimum requirements for school counselors in 1961. In order to meet the minimum requirements, a school counselor must:

1. hold a Collegiate Professional Certificate.
2. have completed one or more years of successful teaching experience.
3. have completed a minimum of fifteen semester hours, preferably at the graduate level, in at least four of the following areas, one of which must be in Counseling and one in Tests and Measurements:

Principles and Practices of Guidance  
Counseling  
Tests and Measurements,  
Occupational and Educational Information  
Understanding the Individual



4. possess personal qualities which merit the confidence of students, parents, teachers, and school administrators. (Guidance Handbook for Virginia Schools, 1965, p.91)

In 1958, the General Assembly of Virginia appropriated \$268,000 for guidance programs, which was the first state-aid appropriation for this purpose. Through increased emphasis on the needs of the individual student, the General Assembly had, by 1968, greatly increased their financial assistance by appropriating \$2,280,000 for guidance programs in the schools. These appropriations have been only a portion of the entire financial planning. The local school divisions have carried the major portion of the guidance program's financial needs (Public Education in Virginia, Vol. 2, #4, Winter, 1967, p.11).

Clarence L. Kent, Supervisor of Guidance and Testing in Virginia, recently remarked in a speech delivered to the Vocational Guidance Institute in June of 1969, that Virginia has made many improvements in the guidance and counseling programs. He stated:

We like to see signs of improvement as follows:

1. The holding power of schools increasing and conversely the percentage of drop-outs decreasing.
2. More pupils are making wiser decisions of their programs.

3. Personnel people tell us that pupils are better prepared for entry into jobs although some are concerned about work attitudes.
4. College Admission Officers tell us that pupils are getting better help in choosing their college and applying themselves at college.
5. While too many of our boys and girls are ending up in mental or penal institutions, we feel that guidance has prevented a large number of pupils from this fate.

## CHAPTER TWO

Evaluation of counseling programs requires the use of instruments of psychological measurement. Psychological measurement is the evaluation of human behavior that results in knowledge which allows one to make a judgement on the status of another individual and of groups. Therefore, psychological measurement is a method by which human behavior may be quantified (Horrocks, 1965).

Attitudes and opinions may be measured quantitatively by the appropriate instrument. An attitude is defined as a "tendency to react favorably or unfavorably toward a designated class of stimuli (Anastasi, 1961, p.54)." An opinion is an "expression of an evaluative judgement or point of view regarding a specific topic or subject (Tiffin and McCormick, 1965, p.320)." Thus, an attitude is more generalized than an opinion; however, the opinion is usually greatly influenced by the more general attitude. Both attitudes and opinions are formed through experience and are, therefore, learned behaviors.

Neither attitudes nor opinions can be directly observed; rather they must be inferred from the individual's overt behavior. Thus, instruments which measure attitudes and opinions operate on the assumption that an individual's feelings pertaining to a particular area will determine his responses to the items that he makes on the measuring instruments (Freeman, 1965).

Evaluation of attitudes and opinions pertaining to the effectiveness of counseling is an area which has been inadequately covered. The existing research evidence on effective counseling is almost totally absent (Whitely, 1967). Hill (1960), in reviewing a report by Burg and Wolf (1958), noted that almost no research has been done in this area. Patterson (1967) reviewed what little research has been done, particularly in the area of personal counseling and reported that the research evidence was sporadic and unrelated. Downing (1968) quotes Rothney and Farwell with the statement, "Guidance services, like many others in education, are still offered largely on the basis of hope and faith (p.357)." Downing further states that, although the quality and quantity of the evaluation research has improved, there still exists a paucity of research on this area.

An aspect of counseling evaluation that has been generally overlooked in the evaluation research available

is the necessity of appraisals from the point of view of the counselees themselves (McClary, 1968). Too often the counselors evaluate their programs which leads to a one-sided and possibly a biased opinion of the counseling services.

Surely in a service which places emphasis upon the importance of the individual, the pupil himself should be encouraged to air his attitudes, feelings, and ideas. When the appraisal by pupils is sought, the guidance program achieves greater status in their minds. Some are alerted to opportunities for personal assistance not known to them previously. (McClary, 1968, p.79)

The two most widely used national guides for evaluating guidance services do not include a provision for the opinions of counselees. These guides are the G-Guidance Services Evaluative Criteria, 1960 Edition, published by the National Study of Secondary School Evaluation and Criteria for Evaluating Guidance Programs in Secondary Schools, published by H.E.W., 1961. It has been thought that one reason why counselors seldom seek student attitudes regarding their work is the thought that encouragement of student criticism of their work would lessen respect by students. However, this does not appear to happen (McClary, 1968).

McClary states that a systematic evaluation by students is an essential phase of evaluation of the schools' counseling programs. He reported the results of a study by Hill and Witzschke (1968) in which they concluded that the use of questionnaires is a successful means of obtaining reactions of students concerning the school's guidance program and should be regarded as a part of an ongoing emphasis on student attitudes.

The questionnaire-inventory developed for this study has been designed with the following guidelines as suggested by McClary (1968):

1. The questionnaire should be based on a careful inventory of services which exist in a local school...
2. Items must be worded to communicate a specific meaning.
3. The use of the questionnaire should be carefully explained to pupils.
4. Pupils should not be required to sign questionnaire...
5. A tentative questionnaire for a local school should be used on a pilot basis with a small group of pupils. (p.81)

The Guidance Handbook of Virginia Schools outlines the steps which should be taken in conducting an evaluation of counseling programs. They are as follows:

1. Establish objective criteria or standards for measuring the adequacy, effectiveness, and value of the total program.
2. Decide upon types of studies, research projects, or other activities needed to obtain data for the evaluation.
3. Decide upon specific devices for techniques for collecting the above data...
4. Collect, assemble, and analyze data...
5. Make this information available to the appropriate persons for determining strengths and weaknesses of the program..., for improving and extending existing guidance services, and for revising curriculum and improving instructional practices.

#### Establishment of Objective Criteria:

Criteria for effective counseling are useful only insofar as they are defined in terms of the objectives, or goals, of the program. There still exists some controversy as to what these objectives are. Such a situation is the result of the many perspectives within the total guidance program. For example, in one school, the major problems of the counseling service may be dropouts, whereas, in another school, it might be college placement. Such divergences inevitably cause contradictory perspectives in setting up counseling objectives. Divergences are also caused by the lack of significant evaluation studies which define those aspects of counseling which are best for a particular situation. However, basic

objectives can be stated when it is understood that they might vary slightly from one school to another. Humphreys, Traxler, and North (1965) have listed these objectives.

as to help the student in the following ways:

1. To understand himself, know his points of strength and weakness.
2. To strive for improvement and growth to the fullest possible extent.
3. To work toward self-development and self-realization, based on his understandings, his experiences, his knowledge of his capacities, interests, values, motivations.
4. To learn efficiently (a) to adapt himself satisfactorily to varied changing situations within its environment; (b) to be willing to make changes in behavior and attitude and thereby gain greater personal satisfactions in as many aspects of his life as possible.
5. To develop the ability to increasingly make decisions wisely and to solve problems independently; to become self-directive and self-reliant.
6. To accept his responsibilities to society and to be cooperative.
7. To appraise his potential contributions to society.
8. To learn to live a satisfactory life in all respects--physical, mental, emotional, social, ethical. (pp.10-11)



After stating the objectives, the criteria of effective counseling programs may be established. Clear statements of criteria may be made even though the specific objectives may vary slightly from school to school. For example, the objective of a counseling program is to help the student make his own decisions. The criteria would be the teaching of effective problem solving ability.

From a review of the literature dealing with criteria of effective counseling, four predominant criteria have emerged: (1) empathetic understanding of the counselee on the part of the counselor; (2) respect from the counselor for himself and the counselee; (3) favorable situational variables; (4) the counselor's ability to communicate and teach problem-solving ability to the counselee. In general, it is hypothesized that in counseling situations in which these four criteria function at a high level, effective counseling is produced as opposed to counseling situations in which they function at a low level, producing comparatively ineffective counseling. Situations in which these criteria operate at moderate levels, the effectiveness of the counseling produced varies and cannot be delineated as either highly effective or ineffective.

The first criterion is empathetic understanding from the counselor. The counselor is said to possess

empathetic understanding when he "strives to respond with great frequency to the other person's deeper feelings...(Carkhuff and Berenson, 1968, p.26)."

To be sensitive to the feelings of the counselee gives the counselor a unique opportunity for helping the counselee in that studies of adolescence have clearly pointed out that they want badly to be accepted and understood by adults (Wrenn, 1962). Empathy involves an understanding of the meaning the counselee is trying to convey. It is an impossible task, however, for any one person to completely understand another, and certainly, the counselor never feels that he can do so. However, it is the attitude in the attempt to understand that really matters. It is necessary for the counselor, as he listens and responds to the counselee during counseling, to put himself in the counselee's place and attempt to see the problem as the counselee sees it. (Tyler, 1961). This process is by definition empathetic understanding. "It is not possible to learn to say the right thing at the right time without learning to listen and watch and understand (Tyler, 1961, p.29)."

Pepinsky (1954) noted that "the more empathetic the counselor, the more capable he is of having an appreciative understanding of the counselee (p.35)." Barnington (1961) found that if the counselor decreases the amount

of verbosity from one interview to the next, the counselee perceived the counselor as possessing more empathetic understanding. Caracena and Vicory (1969) supported Barnington with the results of their study which found that when the counselor responds too frequently, it detracts from the perceived empathetic understanding. Caracena and Vicory conclude that the empathy is best communicated to the counselee by the counselor who listens more than he talks. In the same study, the experimenters stated that empathy is related to counselor interest, commitment, and involvement with the counselee and is dependent upon what the counselor says and how clearly he says it. In another report by Rogers (1957) it was stated that the effectiveness of counselor's empathetic understanding of the counselee depends upon the counselee's perception of being understood. Berenson and Carkhuff (1967), describing empathetic understanding as the ability of the counselor to sense feelings and to communicate that understanding to the counselee, found that willingness to communicate this feeling was necessary for constructive counseling.

Several writers (Appell, 1963; Arbuckle, 1966; Weitz, 1957) have suggested that a counselor's ability for empathetic understanding is facilitated when the counselor does not

feel threatened by the feelings communicated by the counselee. Kell and Mueller (1966) wrote, "Counselor adequacy, then, is a function of the ability to recognize and respond directly to feelings, no matter what the feelings are (p.41)."

Passon and Olsen (1969) noted that the ability to sense feelings and willingness to communicate feelings were components of empathy. A study by Anderson (1968) has related the willingness of the counselor to communicate empathetic understanding and self-exploration.

Leah Price (1969) stated that counselees have certain expectations of the counselors' acceptable behaviors. Among his various expectations, the counselor is expected to understand the counselee and his problems. Not offering what the counselee expects necessarily leads to damaged rapport and negative feelings on the part of the counselee. Price found this was related to impression ratings which were unfavorable. This finding is supported by Isard and Sherwood (1964) and Pohlman and Robinson (1960).

Effective counseling has been studied in terms of the climate created by the counselor. Various studies have indicated that a favorable climate is related to the amount of empathetic understanding communicated by the counselor (Donnan, Harlan, Thompson, 1969; Lewis, Lovell, and Jessee, 1965; Traux and Carkhuff, 1965; Bergin, 1967).

Evidence indicates that the counselor determines the level of empathy communicated to the counselee. Also, research indicates that a counselor can be categorized as to high or low functioning in empathetic understanding with differentiated effects on the counselee. The higher the functioning, the more favorably the counselee judges his counseling (Berenson and Carkhuff, 1967; Traux and Carkhuff, 1965). This is further supported by data from Rogers (1957) which gives evidence that strong feelings of empathy are related to counselee changes. Pohlman and Robinson (1960) found that there is a significant relationship between counselee satisfaction and the perception of empathy.

The emphasis of the above studies have been on the counselors' ability to communicate his understanding to the counselee. This provides the counselee with a basis for improvement.

With the communicative skill, the (counselor's) self-understanding will translate directly to his ability to 'tune-in' on the (counselee's) wave length and thus overcome alienation and isolation characterizing the person in need of help. (Berenson and Carkhuff, 1967, p. 27)

In this way, the counselee is able to take action on his problems to overcome them. Berenson and Carkhuff add:

The (counselor's) ability to communicate a high level of empathetic understanding appears to involve the (counselor's) ability to allow himself to experience or merge in the experience of the counselee, reflect upon his experiences while suspending his own judgement, tolerating his own anxiety, and communicating this understanding to the counselee. (p.27)

With the above studies forming the basis, the questionnaire-inventory items developed to test the criterion of empathetic understanding are as follows:

- #2. During the conversations with my counselor I did most of the talking.
- #5. I always was able to make my own decisions during and after counseling.
- #7. The counselor was interested in what I wanted to do.
- #9. I felt free to express to the counselor how I really felt about myself and my problems.
- #10. I did not feel cautious about accepting suggestions and advice the counselor gave me.
- #11. The counselor was interested in me as a person.
- #14. The counselor left the ultimate decision as to a course of action up to me.
- #15. The counselor was concerned about my interests, abilities and hobbies.
- #21. I felt at ease and relaxed during the counseling interviews.
- #28. I considered my counselor a friend.

- #29. The counselor refrained from dictating plans of action to me.
- #34. The counselor was interested in how I felt about our discussion.
- #37. I trusted my counselor.
- #39. The counselor's personal standards of behavior were not imposed into the interviews.
- #44. The counselor tried to understand my problems or plans of action as I saw them.
- #45. The counselor always seemed willing to help me.

The above items were developed to test not only the most overt results of empathetic understanding (#7, for example), but the more covert expressions as well (#21, #37 for example). The latter deal with the effectiveness of the communication of empathetic understanding on the part of the counselor.

The second criterion is the respect which the counselor has for himself and the counselee. The counselor cannot be expected to have the capacity to respect the feelings and experiences of another if he does not respect himself and his personal feelings. Berenson and Carkhuff (1967) stated, "If the person does indeed have respect for his own feelings and experience and those of others, he will communicate this respect over a continuing period of interaction (p.28)." The communication of respect, Berenson and Carkhuff add, tends to shatter the isolation of the individual

and establish a basis for improvement. There are strong indications that communication by the counselor of warmth and understanding is significantly related to communicating respect (Pierce, 1966; Berenson and Carkhuff, 1967). Raush and Bordin (1957) conclude that there are three components involved in the communication of respect: (1) a high level of commitment on the part of the counselor; (2) the counselor's effort to understand the counsellee; (3) the counselor's spontaneity. They present evidence to indicate that it is the counselor's effort to understand which communicates respect and is the major link between the counselor and the counsellee.

The work of Norvas and Langfield (1962) indicates that those counselors whose communication of respect along with understanding have the greatest success in counseling. Spotts (in Rogers, 1962) has presented evidence to indicate that respect, to a great extent, alleviates the initial feelings of anxiety and adverse attitudes during the counseling interview.

Several writers (Apple, 1963; Arbuckle, 1966; Weitz, 1967; Passons and Olson, 1969) have suggested that those counselors who have respect for their personal feelings and view them positively would be less threatened by the feelings and attitudes expressed by the counsellee and would be, therefore, more free to understand and respond to them. Kell



and Mueller (1966) concluded that counselor effectiveness is directly related to the counselor's ability to respond freely to the counselee's feelings.

Pohlman and Robinson (1960) conducted a study in which counselees rated their counselors in terms of several different variables. They found that the most dissatisfied counselees indicated a lack of respect shown by the counselor towards them.

Anderson (1969) indicated that increased counselee self-exploration and self-understanding was highly related by expert judges to the amount of respect the counselor communicated to the counselee. The communication of respect, as with empathetic understanding, is greatly dependent upon the climate of the counseling situation which is determined by the counselor (Traux and Carkhuff, 1967; Lewis, Lovell, and Jesse, 1965; Donnan, Harlan, Thompson, 1969). Counselors can be divided into high and low functioning categories according to the respect they communicate with differentiating effects on the counselee (Traux and Carkhuff, 1965; Berenson and Carkhuff, 1967).

Donnan, Harlan and Thompson (1969) established that the communication of respect is correlated highly with an outgoing, warm-hearted, easy-going personality of the counselor. Low communication was related to the apprehensive, worrying, depressive, and troubled counselor.

The following items were incorporated into the questionnaire-inventory to test for the communication of respect by the counselor. These items deal primarily with the counselor's ability to communicate his feeling of respect in such a manner as to alleviate anxiety on the part of both the counselor and counselee.

- #4. I felt free to ask the counselor questions that would clarify any confusion.
- #6. I felt free to tell the counselor about myself.
- #8. When with the counselor I could talk about anything I wished.
- #17. During counseling, I was allowed to talk about whatever I wanted.
- #18. The counselor attempted to learn why I felt the way I did.
- #20. During our conversation, the counselor was frank with me.
- #23. I felt the counselor knew a lot about people and their problems.
- #24. The counselor had a warm, outgoing personality.
- #25. The counselor was calm and relaxed during the interviews.
- #26. I felt the counselor would keep confidential all the proceedings of the interview.
- #31. The interviews with my counselor were casual and informal.
- #33. My opinions about my plans or problems were considered by the counselor.

#36. I respected my counselor.

#43. I felt my counselor was up-to-date  
and in tune with the times.

The third criterion is the necessity for favorable situational variables. In Virginia, the bulletin Standards for the Accrediting of Secondary Schools states:

All persons assigned time for guidance activities shall be provided a private space for work during the time assigned. Specifically designed counseling offices increase the effectiveness of the individual counseling service. (p.19)

Crow and Crow (1960) emphasize that the counseling offices should be friendly offices. If the general atmosphere of the office is quiet, relaxing, and cheerful, the students tend to come more willingly. They have a feeling of confidence in the sincerity and cooperativeness of the counselor under such conditions (Crow and Crow, 1960, p.75). Privacy is of utmost importance to conditions of effective counseling (Humphreys, Trexler and North, 1965). Downing (1968) states, "An intimate personal discussion of problems and concerns demands protection against interruptions, curious interlopers, and nerve-shattering confusion (p.305)." Counseling that is characterized by lack of privacy may be harmful to the counselee (Crow and Crow, 1960).

Numerous studies have reported the disastrous effects of a school requiring the counselor to occupy his valuable time with clerical duties (Brayfield, 1948, Tenneyson, 1958).

Steward (1965) compiled a few verbatim statements made

by secondary school counselors:

"I never had such a frustrating job in all my life. I have no time to do real counseling."

"I am primarily a clerical worker."

"Yesterday I was too busy with programming to be able to take time to talk for a period with a junior who was in real trouble."

"My load is too heavy to do prolonged counseling."

This lack of time can be greatly alleviated by a clerical worker assigned to the counselor (Wrenn, 1962; Steward, 1965). The Guidance Handbook for Virginia Schools states, "Adequate clerical personnel should be provided to perform the clerical duties related to guidance services." This frees the counselor in order that he may have more time for actual counseling. The process of counseling students with problems and needs is time consuming. Humphreys, Traxler, and North (1965) have suggested several reasons that counseling requires considerable time:

- (1) The individual may have elements in his personality that are not easily understood by either himself or the counselor.
- (2) The student may be confronted with problems and situations that he may not understand. (p.250)

The counselor must be aware of these reasons and should be skeptical of any judgement that is hastily made. An

adequate decision is not made by putting facts together and jumping to conclusions. The counselor needs time to become acquainted with the counselee and the particular situation. At the same time, the counselee needs time to understand himself better (Humphreys, Traxler, and North, 1965).

The questionnaire-inventory items developed under the criterion of favorable situational variables have been designed with an emphasis on the amount of time the counselor has to counsel the counselees. Some of the items deal with the attitude and appearance of the counselor in being able to relieve anxiety and tension in the counselee. The items under this criterion are as follows:

- #22. The counselor had a happy, pleasing appearance.
- #27. It seemed that the counselor was never too busy to spend time with me.
- #30. There was plenty of time during the interview to discuss my plans or problems fully.
- #35. The counselor was able to see me whenever I wanted to talk with him.
- #38. The counselor had no classroom teaching assignments along with the counseling responsibilities.
- #40. I was assigned the same counselor every year of high school.
- #42. The counselor had a private office.

#43. The counselor had a secretary who performed the clerical duties.

#49. My counselor had some teaching experience.

The fourth criterion is the ability of the counselor to communicate and teach problem-solving ability to the counselee. The term "problem-solving" as commonly used in discussing counseling refers to an intricate complex of human behavior. The term has no generally accepted meaning either in definition or in modes of solution (Guilford, 1954). Many of the problems the student encounters can be solved by the student with the problem-solving behaviors already in the behavioral repertoire. At times, however, the student tries one problem-solving tactic after another with little or no results. Repeated failure to overcome problems evokes anxiety and tension within the individual which can lead to greater frustrations in action. At this point, the student may seek counseling help. He does this when he realizes that the solution of his problems can be facilitated by collaboration with another (Weitz, 1964). Therefore, counseling, many times, starts with a problem. The solution of the problem should lead to a more autonomous life for the student.

The central purpose of counseling is not solving the immediate problems; rather, it is to give the counselee

problem-solving skills and attitudes which permit him to face new problems as they arise (Wrenn, 1962; Crow and Crow, 1960; Weitz, 1964; Humphreys, Traxler, and North, 1965). In counseling, one not only attempts to solve the immediate problem, but uses the solution and method by which the solution was reached as a model for subsequent problem-solving ability (Weitz, 1964).

Weitz (1964) has analyzed the problem-solving process into five elements. The first is problem identification. In order to receive an accurate description of the problem, it is necessary to know the counselee's interests, goals, and the nature of his problem. The second element, structural planning, invokes making an estimate of the different solutions which might be reached by the counselee. The counselor suggests general courses of action and the counselee applies these to his situation. The selection of possible courses of action to a problem does not solve it. The third step, structural activation, is the selection and application of the appropriate course of action. The fourth step is generalization. In order that the counseling experience have meaning beyond immediate problems, the counselor should attempt to answer all questions the counselee asks. The method by which the immediate problem was solved must be generalized to other similar problems. In order for the counselor to ascertain

his success at this process, he must go through the fifth step of evaluation. The practice of counseling must be a learning process for the counselor as well as the counselee.

Humphreys, Traxler, and North (1965) emphasizes the purpose of counseling should be to help the student overcome his problems. The main emphasis in counseling should be "positive, not negative-developmental and preventive rather than limited to remedial activities (Humphreys, Traxler, and North, 1965, p.249)."

The counselor's task is to help the student select courses in the high school curriculum, explain the value of a course to interested students, and encourage able students to enter advanced classes (Downing, 1968; Hutson, 1958; Crow and Crow, 1960; Wronn, 1962). This assists the student in making wise educational choices (Humphreys, Traxler, and North, 1965).

Incorporated into the philosophy of counseling as stated by the Guidance Handbook of Virginia is the principle that counseling "emphasizes helping students in making their own choices rather than having decisions dictated to them (p.1)." This handbook further states that counseling should "assist the student to learn to make decisions in reality situations even though this involves the assumption that the student must take risks and learn from failure (p.86)."



The primary objective of counseling, according to Dressel (1951), is problem-solving. He states that this objective can be stated as the learning of a method by which the counselee is able to recognize, define, and solve conflicts which confront him in his daily life. Thorne (1953) holds the view that counseling helps the student decide upon appropriate courses of action and put these into action.

The questionnaire-inventory items to test for the ability of the counselor to communicate and teach problem-solving ability are:

- #1. I described my problems to my counselor.
- #3. I sought counseling to get information that would help me solve my problem.
- #13. The counselor helped me work out a plan of action to solve my problems.
- #16. The counselor explained fully the results and meaning of my standardized tests (PSAT, College Boards, etc.).
- #19. I was encouraged by the counselor to think for myself.
- #32. After talking with the counselor, I did a lot of thinking about my plans or problems.
- #41. The counselor helped me understand more about the course offerings of high school and the significance of the choices between the various courses.
- #46. The interviews helped alleviate confusions about my plans or problems.

- #47. The interview made me better able to solve future problems.
- #50. Educational and occupational information were kept up-to-date and located in a convenient place.
- #51. Interest in higher education was encouraged during the interviews.

In defining the above four criteria, the use of criteria which were directly related to the problems of the counselee were avoided. There were two reasons for this. First, problems presented in the counseling interview differ, at times, from those which the counselee had thought. Problems evolving as a function of counseling would be difficult to access. Second, the more specifically the criteria were related to the counselee's problems, the more numerous the criteria would be. These criteria would not necessarily be applicable to all counselees (Volsky, 1965). Therefore, the criteria have been defined in terms of broad relationship variables. This allows for the individual differences in problems, but still furnishes firm groundwork for effective counseling.

### CHAPTER THREE

The questionnaire-inventory items were compiled on a single scale in random order. The forced choice type of rating was used: the student answered either "yes" or "no" to each item. The forced-choice was used in that it is more difficult for the rater to "fake" his answers. Horrocks (1965) reported research which indicated the forced-choice rating was a good indicator of actual effectiveness with the halo effects ruled out.

Following the items, the student was asked to rate his counseling program in one of three categories according to his attitude concerning his counseling experiences:

According to your own experience in your high school, do you feel that your counseling experiences were \_\_\_\_\_  
(check one):

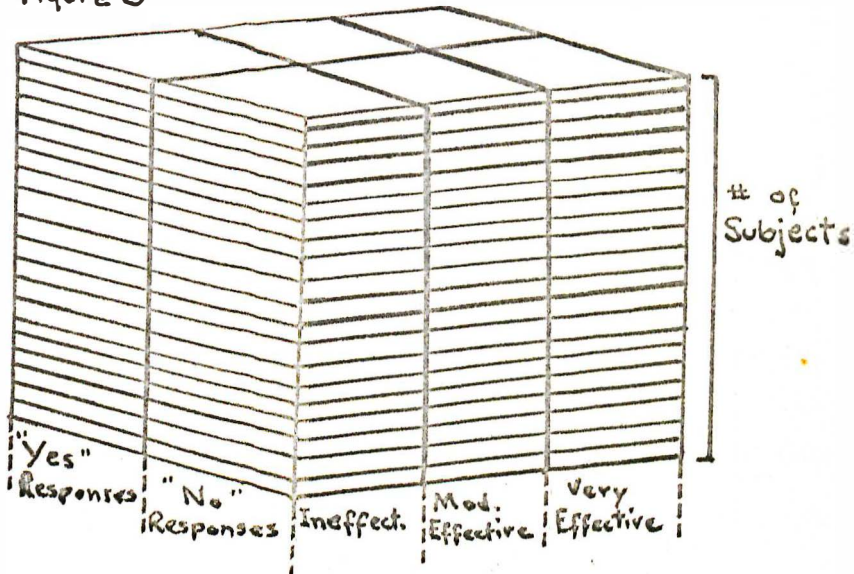
- Ineffective; not helpful at all; generally a waste of time.
- Moderately effective and helpful; gave a little help.
- Very effective and helpful; a beneficial part of my education.

Following this are items concerning the location of the school, the number of students, the number of counselors, the method the student used to see his counselor, and the

number of interviews per year with the counselor. At the end of this section, the subject is asked to make any comments he may have.

Schematically, the experimental design of this questionnaire-inventory can be seen as follows:

Figure 3:



The questionnaire-inventory was refined by the administration of a pilot study with a small sample of the population. The purpose of the pilot study was to eliminate from the questionnaire-inventory any ambiguities, leading questions, unfamiliar or esoteric terms, and confusing or complex wording. The subjects used were ten Longwood College freshmen who had attended a public secondary school in Virginia.

#### Administration of Instrument to Subjects:

The subjects used in this study were 459 Longwood College freshmen females. Only those freshmen who attended a public secondary school in Virginia participated in this

study. The instrument was administered to the contact-group in September of 1969.

#### Distribution of the Population:

The geographical distribution of the population is illustrated in Figure 2 in the Appendix. The representation is greater in urban areas in eastern and central Virginia as opposed to the rural areas throughout the state.

#### Instructions Given to the Subjects:

The subjects were read the following instructions:

This questionnaire is part of a study being done on high school guidance counseling across the state of Virginia. You have been asked to help. Please read the instructions silently as I read them aloud:

This inventory consists of numbered statements which might be made by high school students prior to or during counseling. Read each statement and decide whether you would make such a statement about your high school counseling experiences. If you agree with the statement, place "yes" in the black space to the left. If you disagree (that is, if you could not say that about your counseling experiences), place "no" in the black space. Please mark as many as possible with a "yes" or "no" answer.

Please try to answer all the questions frankly and honestly. All the answers will be kept anonymously and no school system will be reported individually.

(N.B.: In order to alleviate any possible attitude changes toward the questionnaire-inventory on the part of the student in having these instructions read by a student, they were read by a member of the administration.).

#### Method of Tabulation of Results:

All of the items on the questionnaire-inventory were designed to call for a "yes" response to indicate effective counseling. Therefore, a response of "no" indicates a short-coming or inadequacy of a counseling program. (N.B. Item number twelve, not adhering to the above requirement, was omitted from the tabulation of results due to its inconsistency with the other items.)

In tabulating the results, the items to which the subject responded "no" were compiled for each item after the total number of subjects had been separated according to their attitude variable of either ineffective, moderately effective, or very effective counseling. The purpose of this was to ascertain whether or not there was a quantitative difference in the total number of responses of "no" for each discrete attitude variable.

#### Reliability of Instrument:

A representative sample of ten subjects was used in the reliability study. The split-half method was used to measure the association of the odd items to the even items. The Spearman rank correlation coefficient was used in that the

data requires a non-parametric measure of correlation. The degree of association of the two halves was found to be  $r_s = .540$  which approaches the .05 level of significance of .564.

#### Validity of Instrument:

The validity study consisted of the entire sample of 459 subjects. Validity was determined by measuring the relationship between the subjects' attitude variable of either ineffective, moderately effective, or very effective counseling, and the total number of items to which the subject responded "no" as opposed to those to which he responded "yes." The three discrete attitude variables of nominal data required the application of non-parametric statistics. Therefore, the chi square ( $\chi^2$ ) was used to determine the significance of the differences among the three independent variables. Evaluation using  $\chi^2$  is done in terms of the "null hypothesis" which in this analysis, states that there is no difference among the three attitude variables and the total number of responses of "no" or "yes" under each attitude variable. If the "null hypothesis" is rejected or disproved, it would be correct to assume that something more than chance is responsible for the differences among the three variables. Therefore, two hypotheses can be stated:

- (1) There is no significant difference among the three judged attitude variables and the total number of responses of "no" and "yes".
- (2) There is a significant difference among the three judged attitude variables and the total number of responses of "no" and "yes".

In the study, the "null hypothesis" is rejected at the .001 level of significance in that the value of  $\chi^2$  is 3,029.40. The  $\chi^2$  indicates only that there is a degree of association among the three attitude variables and the total number of responses of "no" or "yes" for each. To measure the actual degree of association, the contingency coefficient is used. This association is .346. (Refer to the appendix for computation of  $\chi^2$  and C.)



## CHAPTER FOUR

Before the results of this study can be considered, the limitations of this study must be pointed out.

The population sample consisted only of females attending Longwood College. In order for any sample to be representative, males should be included.

Due to the nature of this population, the counseling of only those students who received educational and personal counseling can be evaluated. Vocational counseling must be excluded from any discussion of the results of this study. Also, Longwood College, being a state teachers' college, attracts applicants who are predominately interested in teaching in either elementary or secondary school. Therefore, Longwood College probably does not attract as wide a variety of different attitudes as compared to a liberal arts college.

An additional limitation of this study is in the use of the questionnaire. The responses to the items can be greatly influenced by the nature of the questionnaire and its question, such as the terminology and grammatical forms used. The questions must be carefully constructed in order to be free of ambiguities, complex wording, or unfamiliar or emotionally

loaded terms. In order to overcome this limitation as much as possible, the questionnaire form was administered in a pre-test on a small sample prior to its use on the large sample. This small sample consisted of the same type of subjects as the large sample. Also, using the forced choice method of rating greatly alleviates any halo effects.

Another limitation in using questionnaires is the subjects themselves. The biases of the subjects may be present in the generalized or particularized either for or against their counseling and counselors. The bias may be the result of an unpleasant experience with the counselor that has little to do with the actual counseling effectiveness of the counselor. Another example of bias rising from the subjects is reported in a study by Wells (in Tiffin and McCormick, 1965) in which it was found that certain individuals tended, when responding to attitude items, to say "yes," whereas others tended to say "no." The "yes-sayers" tended to be extroverted, voluble, impulsive, and excitable; whereas the "no-sayers" tended to be introverted, careful, cautious, and controlled.

Previously, three questions were raised in regard to the counseling programs in Virginia's secondary schools:

The first question is: Do college-bound high school students in Virginia feel that their counseling service is effective or ineffective? The answer to this question, according to the results of this study, indicates that the majority of

the subjects feel that their counseling was moderately effective. Of the 459 subjects, the attitude variables are as follows:

Ineffective counseling: 100 subjects or 23%  
Moderately effective counseling: 224 subjects  
or 48%  
Very effective counseling: 135 or 29%

The second question is: What aspects of the counseling service in Virginia appear the strongest and what aspects appear the weakest? The answer to this question can be seen graphically in Table 3. According to the overall results of this study, the questionnaire-inventory items most frequently answered with a response of "no" are the following. These are the items to which over 50% of the 459 subjects responded "no":

#2. During the conversations with my counselor, I did most of the talking. Of the 256 subjects responding "no" to this question, 26% stated their counseling was ineffective; 52% stated their counseling was moderately effective; and 21.5% stated their counseling was very effective.

#8. When with the counselor I could talk about anything I wished. 230 subjects responded "no" to this item. The percentages, according to the attitude variables, are as follows:

Ineffective counseling = 37.9%  
Moderately effective counseling = 51.5%  
Very Effective counseling 10.6%

#27. It seemed that the counselor was never too busy to spend time with me. Of the 229 responses of "no" the attitude variables are

as follows:

Ineffective counseling = 40.2%  
Moderately effective counseling = 48.9%  
Very Effective counseling = 10.9%

- #30. There was plenty <sup>OF TIME</sup> during the interview to discuss my plans or problems fully. Of the 251 subjects that responded "no" to this item, the attitude variables are as follows:

Ineffective counseling = 36.3%  
Moderately effective counseling = 52.9%  
Very effective counseling = 10.8%

- #35. The counselor was able to see me whenever I wanted to talk with him. Of the 311 subjects who responded "no" to this item, the attitude variables are as follows:

Ineffective counseling = 29.9%  
Moderately effective counseling = 52.4%  
Very effective counseling = 17.7%

- #39. The counselor's personal standards of behavior were not imposed into the interviews. Of the 244 responding "no" to this item, the attitude variables are as follows:

Ineffective counseling = 21.7%  
Moderately effective counseling = 69.3%  
Very effective counseling = 9.0%

- #40. I was assigned the same counselor every year. Of the 287 subjects responding "no" to this item, the attitude variables are as follows:

Ineffective counseling = 18.2%  
Moderately effective counseling = 50.5%  
Very effective counseling = 31.4%

- #43. The counselor had a secretary who performed the clerical duties. Of the 273 subjects responding "no" to this item, the attitude items are as follows:

Ineffective counseling = 22.7%  
Moderately effective counseling = 47.9%  
Very effective counseling = 29.3%

N = 459 for

each item

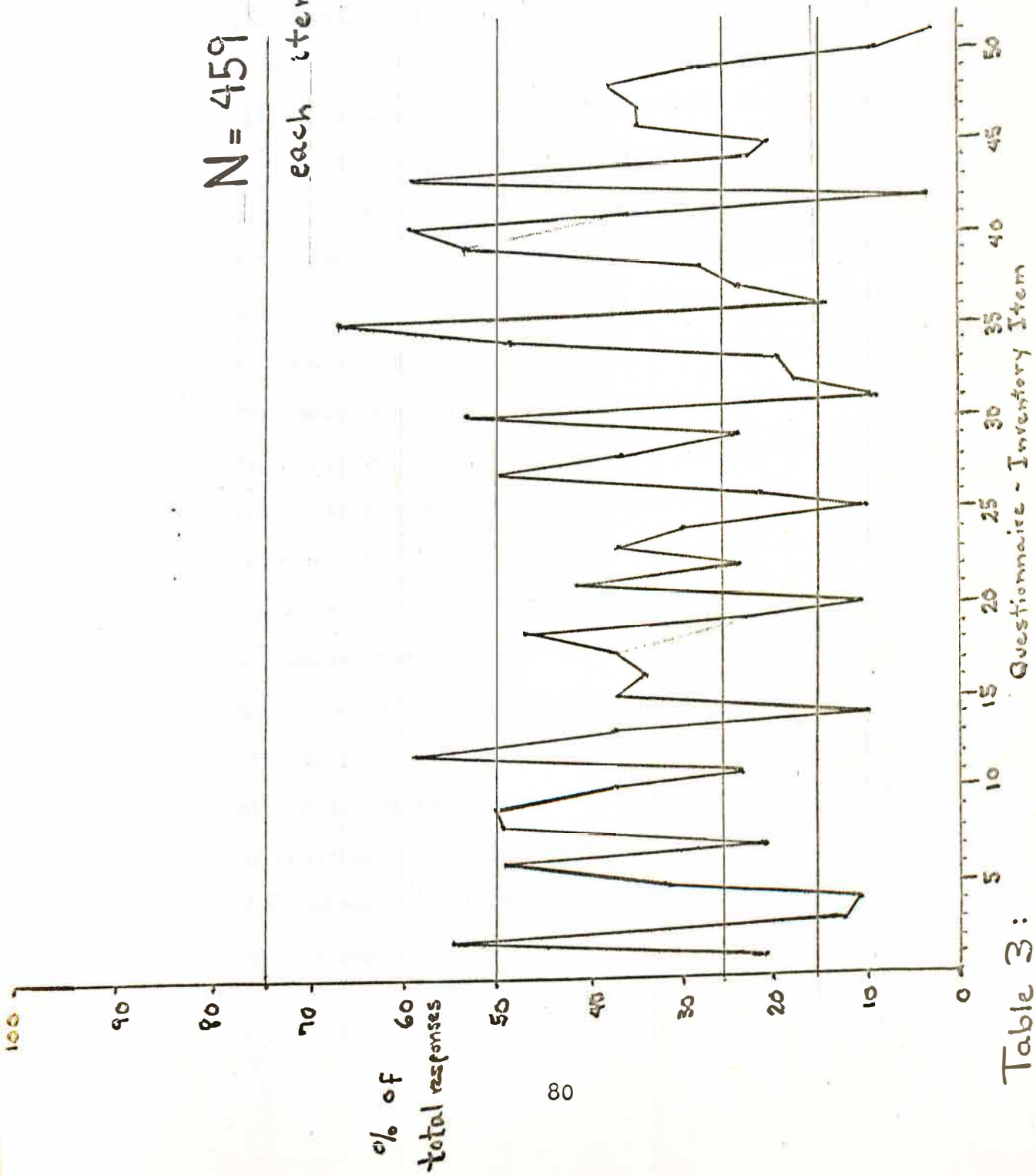


Table 3:

Percent of Responses of 'No' for Each Questionnaire - Inventory Item

The above results indicate three major inadequacies in the counseling which these subjects have received.

First, the subjects see the counselor as being too busy to assist them with their problems and plans. The interview time was too short in duration to adequately satisfy the expectations of the subject. Perhaps one reason for this lack of counselor time can be seen in item #43 in which 59.3% of the subjects stated that their counselor had no secretarial personnel to assist with the clerical duties of the counseling office. This personnel inadequacy causes many counselors to be unhappy and disillusioned due to the clerical duties subsequently falling in their hands (Stewart, 1965). Arnold (1959), surveying a great number of counselors, found that they were required to give more time to clerical duties than to counseling. Therefore, this particular inadequacy is not unique to Virginia, rather it appears to be wide-spread. Goldstein (1960) indicated that many of the clerical duties required of counselors are of such a nature that they could be handled more expertly and with less expense by a secretary. Wrenn (1962) noted that with much of the counselor's time taken up with clerical duties, counseling the students with problems must be at a minimum, which leads to student dissatisfaction and time pressure for both the student and the counselor. The results of this study appear to support Wrenn's statement.

Of those subjects who felt their counseling was ineffective, 54% felt strongly enough to write out a personal comment at the end of the questionnaire-inventory; 22.2% of this 54% made a statement indicating their counselor was too busy to see them. Some representative comments are as follows:

"The counselors were in general too busy and had too many students to counsel to be really effective."

"Our counselor rarely had time to help a student understand the courses he needed to graduate, much less a college future."

"....The only things the counselors at our school ever did was keep records of classes and help make schedule changes--even that they were too busy to do efficiently."

"Our counselors were continually busy and had little time to talk to us. Once last year I asked for help and was laughed at, which hurt me enough to refuse to see my counselor again."

"It was very hard to make an appointment with any counselor. When an appointment was made, it was usually rushed."

"My guidance counselors were not very helpful--they always seemed too busy to be bothered with me."

In comparing the average number of interviews per year, it was found that of those who indicated their counseling was ineffective, the average number was three interviews; whereas, the average number of those who indicated effective counseling was eight. Therefore,

those that indicated effective counseling tended, as a whole, to have more frequent contact with the counselor and, in all probability, spent more time with the counselor.

In addition, those that indicated ineffective counseling attended schools that had a higher student-counselor ratio than those who indicated effective counseling. The approximate student-counselor ratio for the ineffective group was one counselor for every 387 students. For the effective group, the ratio was approximately one counselor for every 335 students. Perhaps, these statistics indicate one reason for perceived ineffective counseling on the part of the student. The ratio for the ineffective group exceeds that of the established and recommended ratio of 1:350 as set by the Virginia State Board of Education. Wrenn (1962) suggests a ratio of 1:300 for the most efficient counseling service.

The second inadequacy pointed out by the results of this study indicate that many students were not allowed as much freedom as desired during the interview to discuss that which they wished. Also, many students felt inhibited with the counselor in discussing their real feelings about themselves and their problems. These inadequacies necessarily lead to a damaged rapport and communication of problem-solving ability of the interview. If the counselee is to receive help from the counselor, he must



be able to relate to the counselor concerning himself and his problems.

One representative comment written out by a subject at the end of the questionnaire-inventory is as follows:

"The counseling was not helpful because they did not listen to the students wishes. Every student was the same; each one had to take the same courses because being different was not allowed. They were no help to me!"

The third inadequacy of the guidance program in Virginia indicated by this study is that many counselors attempt to impose their personal standards of behavior on the counselee. A counselor, as most people, is apt to feel that there are some good aspects in his standards of behavior for this is an extension of his self-concept. Therefore, it is easy for a counselor to disclose his standards to the counselee. It has been shown that such disclosure does take place either by conscious or unconscious action by the counselor. Wolburg (in Patterson, 1966) found that no matter how passive the counselor may believe himself to be, and no matter how objective he remains in an attempt to permit the counselee to develop his own system of standards, the counselee is influenced by the counselor. Parloff also found that this communication is inevitable. Rosenthal (1956) found that this communication had an effective influence on the counseling situation. However, this favorable result occurred only

when no direct influence is attempted resistance develops (Pepinsky, 1954; Patterson, 1966). Patterson emphasizes that the counselor should not attempt to force his standards on the counselee.

53% of the subjects in this study indicated that their counselors attempted to impose their personal standards of behavior into the interviews. Some comments written by the subjects concerning this problem are as follows:

"The guidance counselors many times told me what course of action to take. However, having a mind of my own, many times I chose a course of action contrary to their suggestions."

"I know of many students in basic classes who wanted to go to college, and would have, but the guidance counselor said they couldn't. I know of students who asked over and over again to drop a class and the guidance counselor said no."

"I was more or less pressured to take some classes which I did not feel were advantageous."

"All of the counselors that I have talked to are not open-minded enough to let you take what you are interested in. My counselor acted like you were to do as they said and take what they said to take because "you could do well there," and go to the college that they liked because they went there. I think a lot needs to be done with the counseling systems in Virginia."

The above three inadequacies as indicated by this study, are in need of greater corrective emphasis throughout the state of Virginia if the overall program is to be effective for the students.

The subjects in this study indicate several areas of strength in the overall program in Virginia. The following questionnaire-inventory items were most infrequently answered with "no". These items fall at the fifteenth percentile or lower. Following each item is the total number of subjects responding "no" and the percentage of "no" for each attitude variable.

#3. I sought counseling to get information that would help me solve my problems.

N=61

Ineffective counseling=42.6%

Moderately effective counseling=57.4%

Very Effective counseling=8.2%

#4. I felt free to ask the counselor questions that would clarify my confusion.

N=51

Ineffective counseling=66.7%

Moderately effective counseling=31.4%

Very effective counseling=1.9%

#14. The counselor left the ultimate decision as to a course of action up to me.

N=53

Ineffective counseling=47.2%

Moderately effective counseling=50.9%

Very effective counseling=.89%

#20. During our conversations, the counselor was frank with me.

N=64

Ineffective Counseling=53.1%

Moderately effective counseling=39.1%

Very effective counseling=7.8%

- #25. The counselor was clam and relaxed during interviews.  
 N=50  
 Ineffective counseling=60.0%  
 Moderately effective counseling=28.0%  
 Very effective counseling=12.0%
- #31. The interviews with my counselor were casual and informal.  
 N=44  
 Ineffective counseling=50.0%  
 Moderately effective counseling=50.0%  
 Very effective counseling=0%
- #36. I respected my counselor.  
 N=70  
 Ineffective counseling=74.3%  
 Moderately effective counseling=24.3%  
 Very effective counseling=1.4%
- #42. The counselor had a private office.  
 N=14  
 Ineffective counseling=42.9%  
 Moderately effective counseling=50%  
 Very effective counseling=7.1%
- #50. Educational and occupational information was kept up-to-date and located in a convenient place.  
 N=43  
 Ineffective counseling=41.9%  
 Moderately effective counseling=48.8%  
 Very effective counseling=9.3%
- #51. Interest in higher education was encouraged during the interviews.  
 N=18  
 Ineffective counseling=50%  
 Moderately effective counseling=44.4%  
 Very effective counseling=5.6%

The results of the above statistics indicate that the counselors in Virginia, as a whole, are a source of pre-college and pre-occupational information. Examination of the specific literature dealing with the role of the counselor reveals that little research has been done in this area (Graff and Peters, 1967). A review of the

literature dealing with counselors and the help they give students in college selection. Kerr (1962) reported from a wide survey of high school students, that the counselors were seen as an important source of information about college. The results of this study concerning Virginia counselors appear to support Kerr's finding.

Another point brought out by the above statistics is that the subjects in this study, as a whole, sought counseling to obtain help in solving their problems and that they felt free to ask questions concerning the problems. The counselors appear to leave the ultimate course of action up to the student. Further, the interviews take place in a calm, relaxed atmosphere and in a private office. Also, the atmosphere appears to be frank on the part of the counselor, and the counselee appears to respect the counselor. All of the above augment a good rapport between counselor and student.

The third question raised by this study is: Are the areas of strength or weakness related to the judged effectiveness or ineffectiveness of the counseling service? The implications for the answer of this question are represented graphically in Tables 4-10. It can be seen that those who indicated that they had effective counseling responded "no" to the questionnaire-inventory items much less frequently than those who indicated they had ineffective or moderately

effective counseling. The only exceptions to this are with the following items:

- #38. My counselor had no classroom teaching assignments along with the counseling responsibilities.
- #40. I was assigned the same counselor every year of high school.
- #43. The counselor had a secretary who performed the clerical duties.

Each of the above three items fall under the criterion of favorable situational variables. The responses of the subjects in this study indicate that this criterion and/or the items falling under it is not a valid measure of effective counseling in that the students who indicated effective counseling responded "no" to these items more frequently than those who indicated they had ineffective or moderately effective counseling (Refer to Table 9).

An interesting dichotomy exists between those who indicated effective counseling and those who indicated ineffective counseling. Of the 14 items most frequently answered with "no" by those who indicated ineffective counseling ( numbers 1, 4, 7, 11, 21, 23, 26, 34, 36, 37, 40, 44, 45, 46), nine of these same items were the most infrequently answered "no" by those who indicated effective counseling (numbers 4, 7, 11, 36, 37, 44, 45, 46, 47). These items appear to be the most highly discriminatory on the

Table 4:

Judged Attitude Variable of Ineffective

Counseling : Percent of Responses of 'No' for  
Each Questionnaire - Inventory Item     $N=100$  for  
Each Item

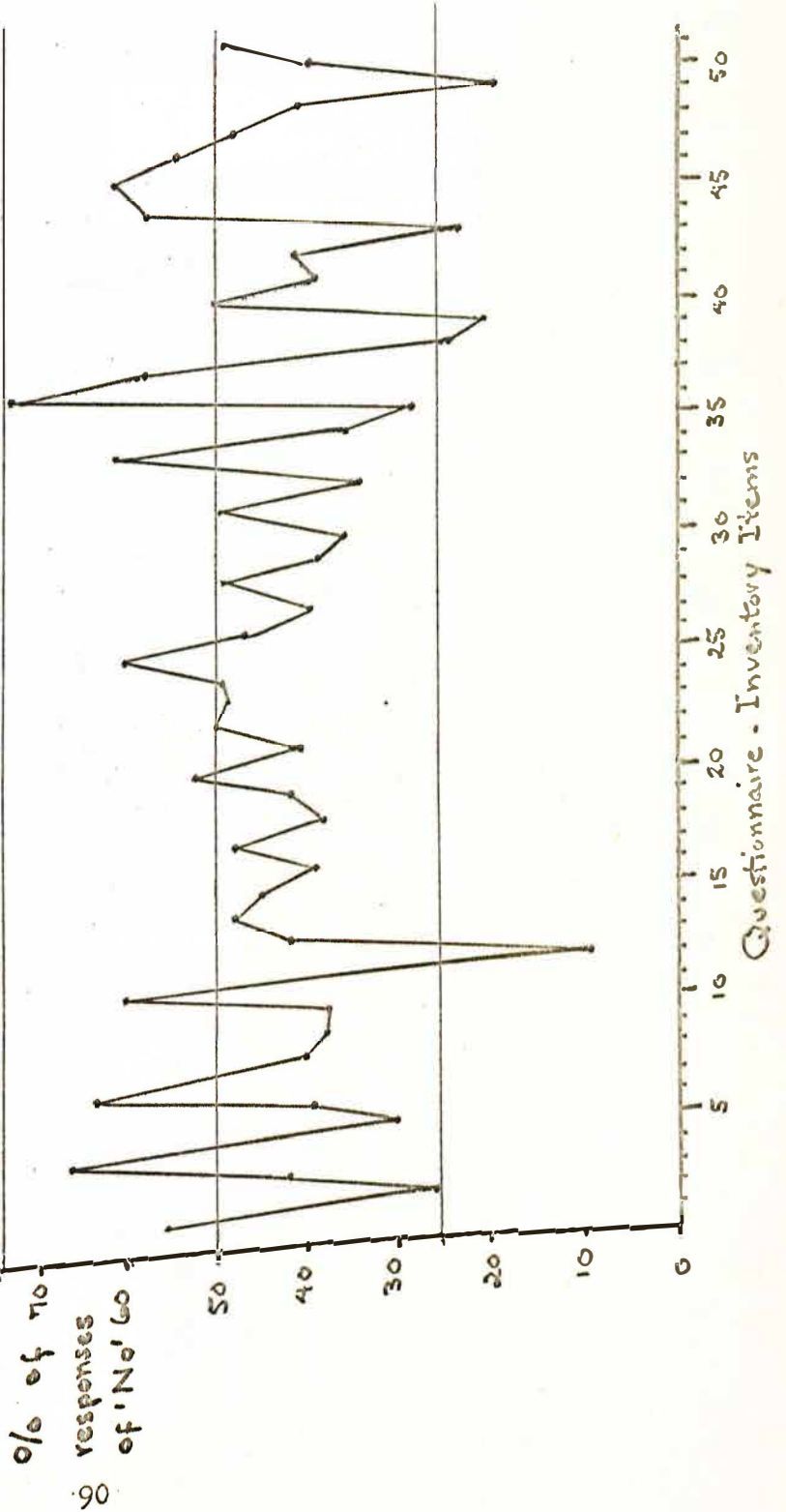


Table 5 :

Judged Attitude Variable of Moderately

Effective Counseling: Percent of Responses of

'No' for Each Questionnaire - Inventory Item

N = 224 for Each Item

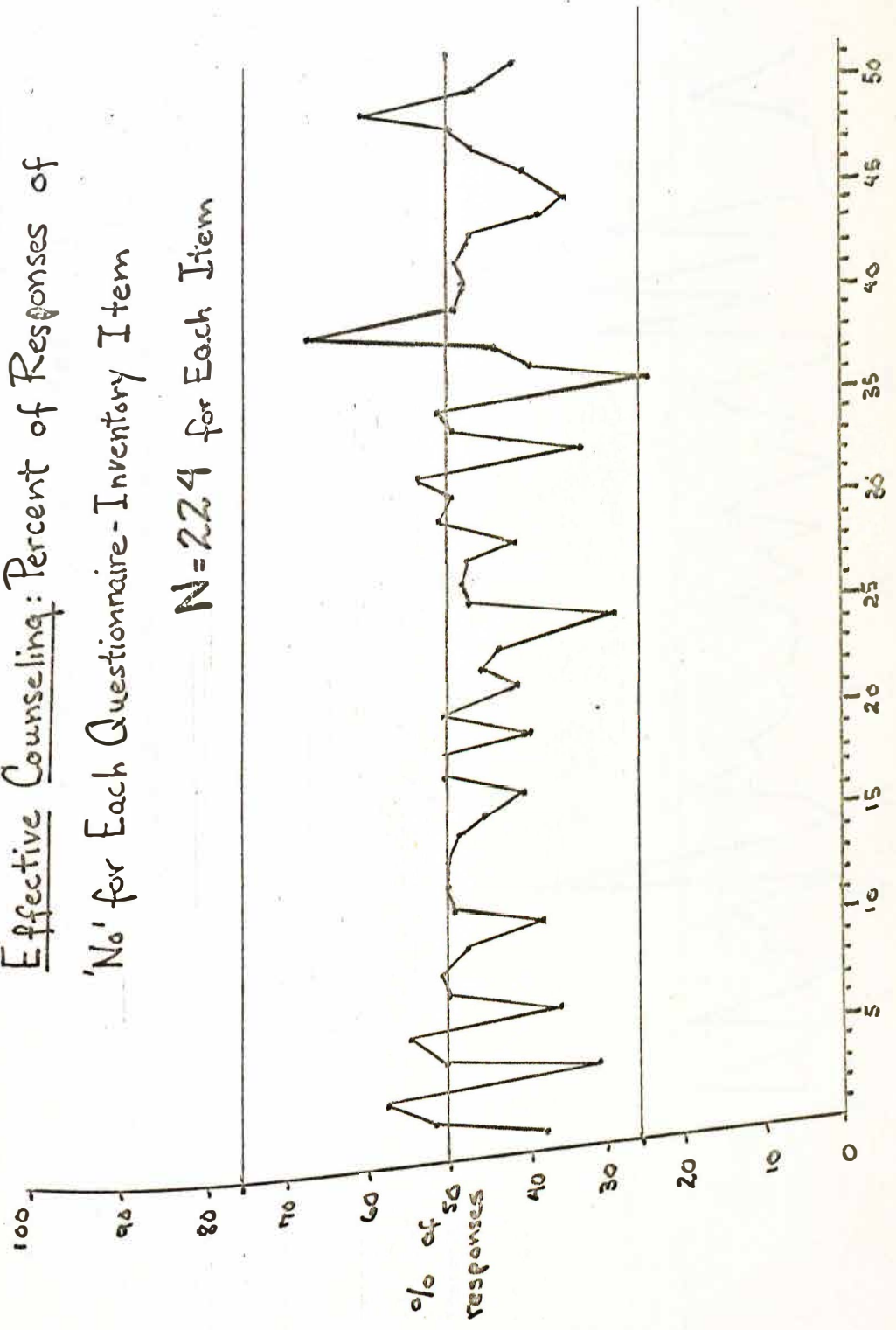


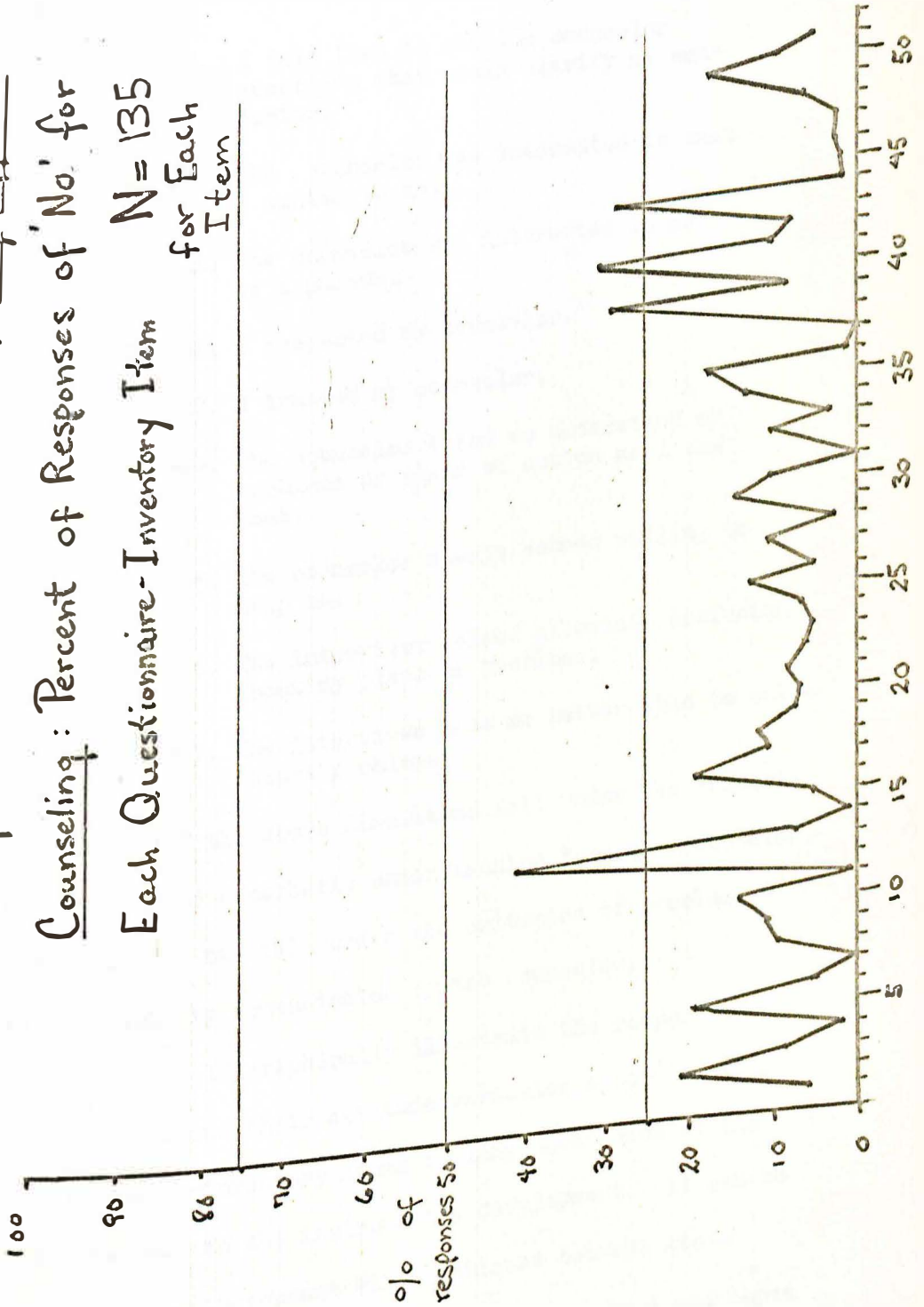


Table 6:

Judged Attitude Variable of Very Effective

Counseling: Percent of Responses of 'No' for

Each Questionnaire-Inventory Item  $N = 135$   
for Each Item



questionnaire-inventory. Specifically, they are as follows:

- #4. I felt free to ask the counselor questions that would clarify my confusion.
- #7. The counselor was interested in what I wanted to do.
- #11. The counselor was interested in me as a person.
- #36. I respected my counselor.
- #37. I trusted my counselor.
- #44. The counselor tried to understand my problems or plans of action as I saw them.
- #45. The counselor always seemed willing to help me.
- #46. The interviews helped alleviate confusion about my plans or problems.
- #47. The interviews made me better able to solve future problems.

Seven of the above ~~nine~~ items fall under the criteria of respect and empathetic understanding from the counselor. The remaining two fall under the criterion of problem-solving ability communicated by the counselor.

Tables 7-10 graphically illustrate the responses of the subjects and their attitude variables according to the questionnaire-inventory items falling under each of the criteria used in the instrument's development. It can be seen that the instrument differentiates between those indicating effective counseling on the one hand and those

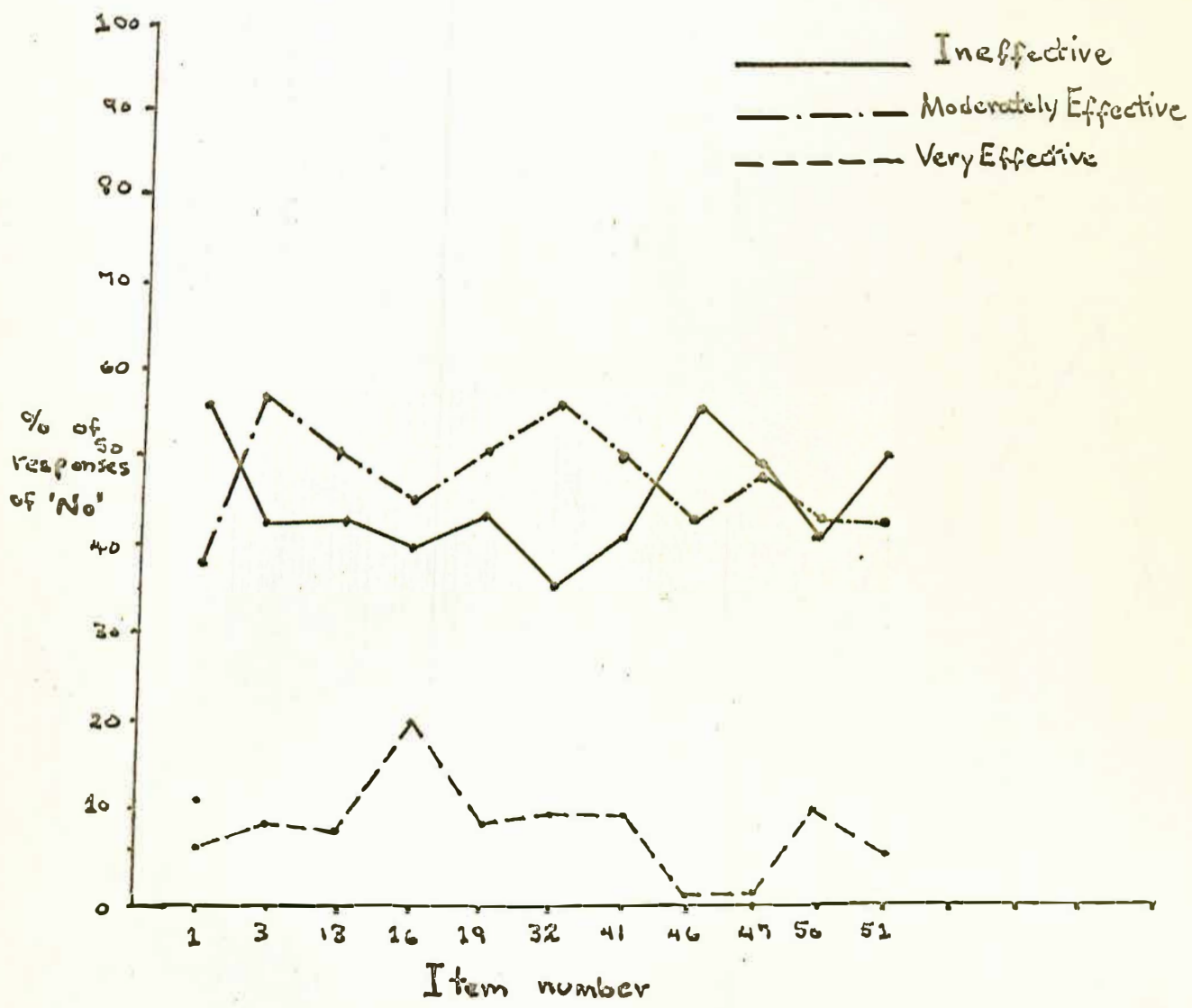


Table 7 : Questionnaire - Inventory Items for Criterion of Problem-Solving Ability : Percent of Responses of 'No' for Each Item. According to the Judged Attitude Variables

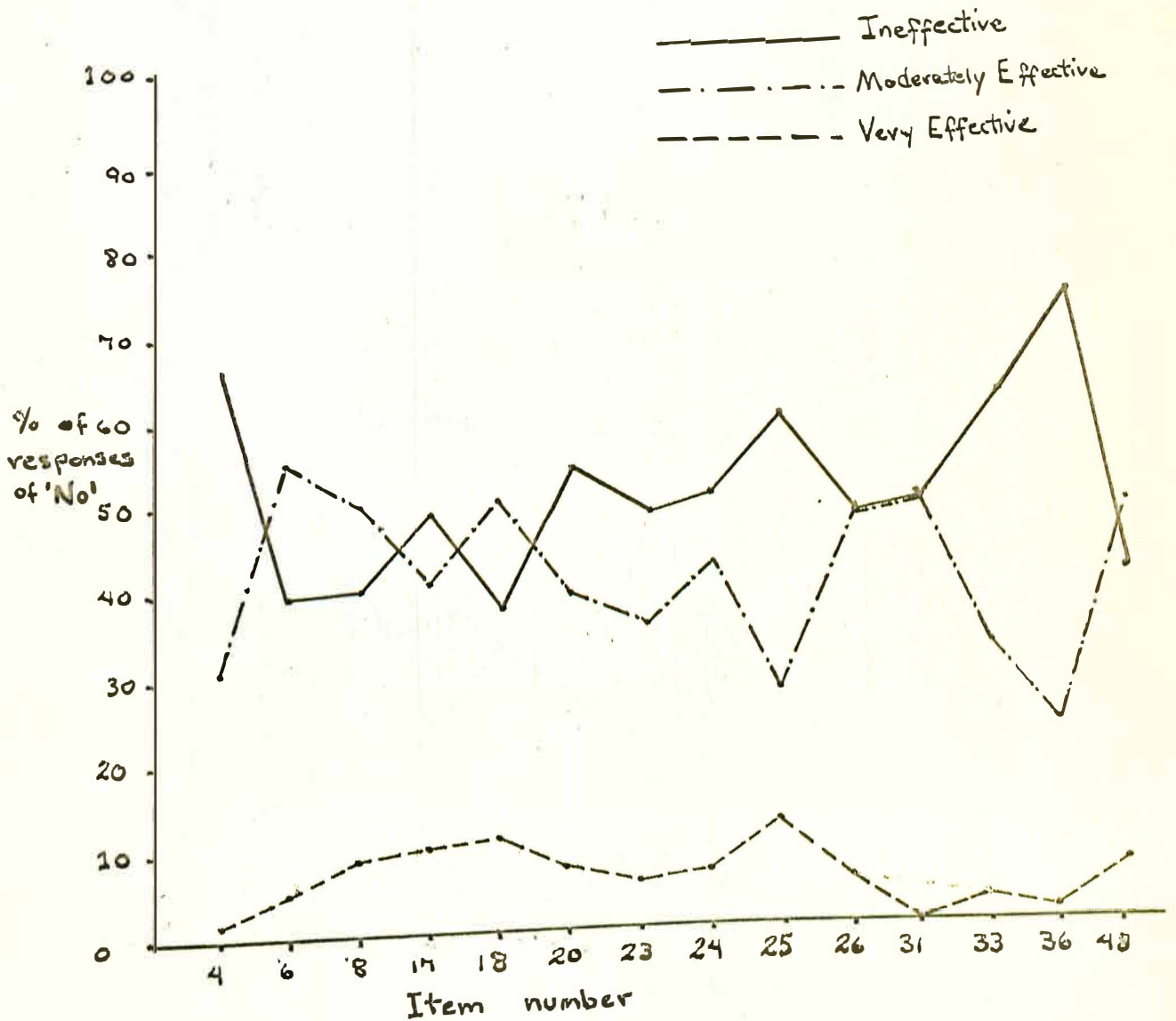


Table 8 : Questionnaire-Inventory Items for Criterion of Respect : Percent of Responses of 'No' for Each Item According to the Judged Attitude Variables

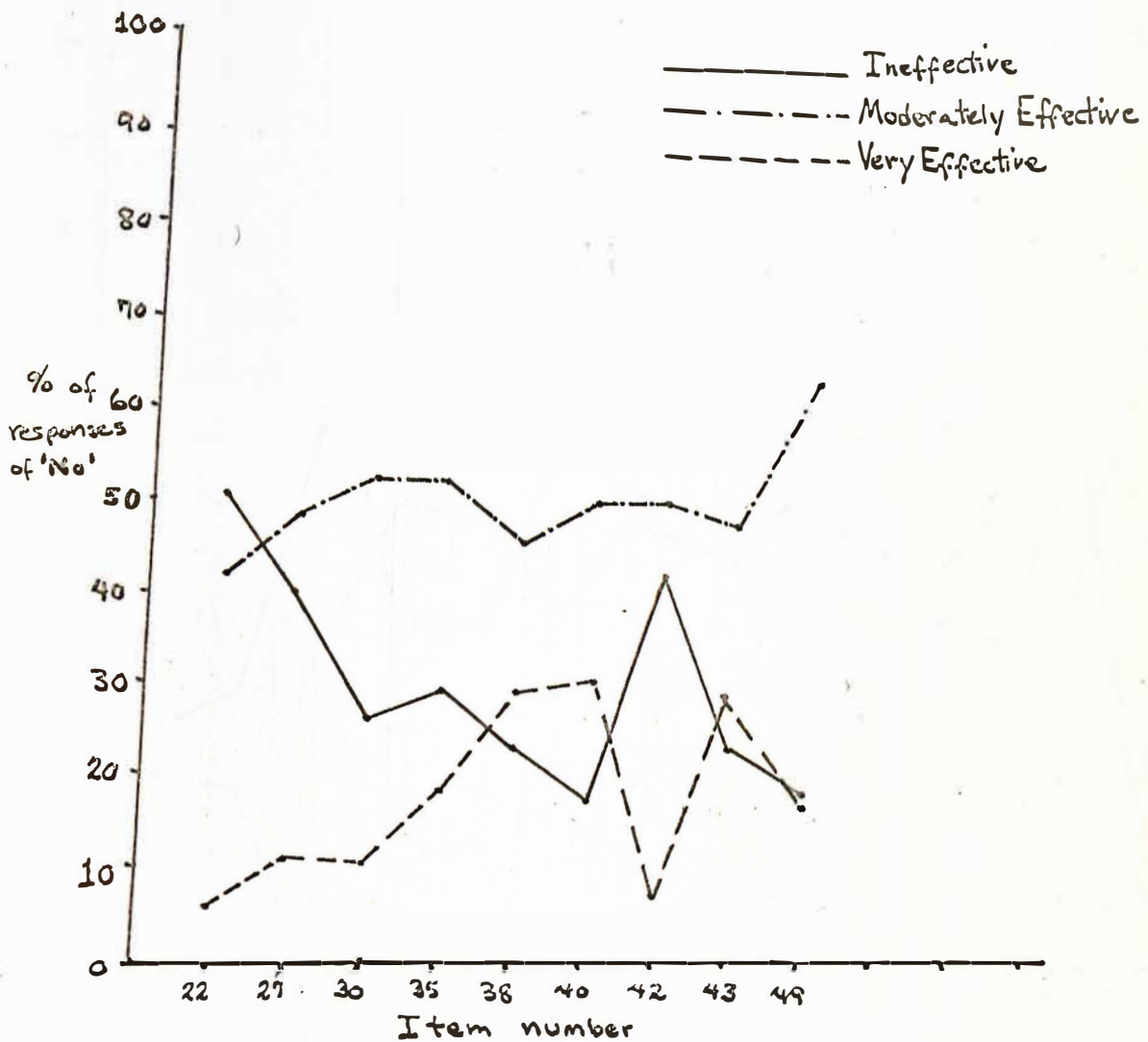


Table 9: Questionnaire-Inventory Items for Criterion of Favorable Situational Factors: Percent of Responses of 'No' for Each Item According to the Judged Attitude Variables

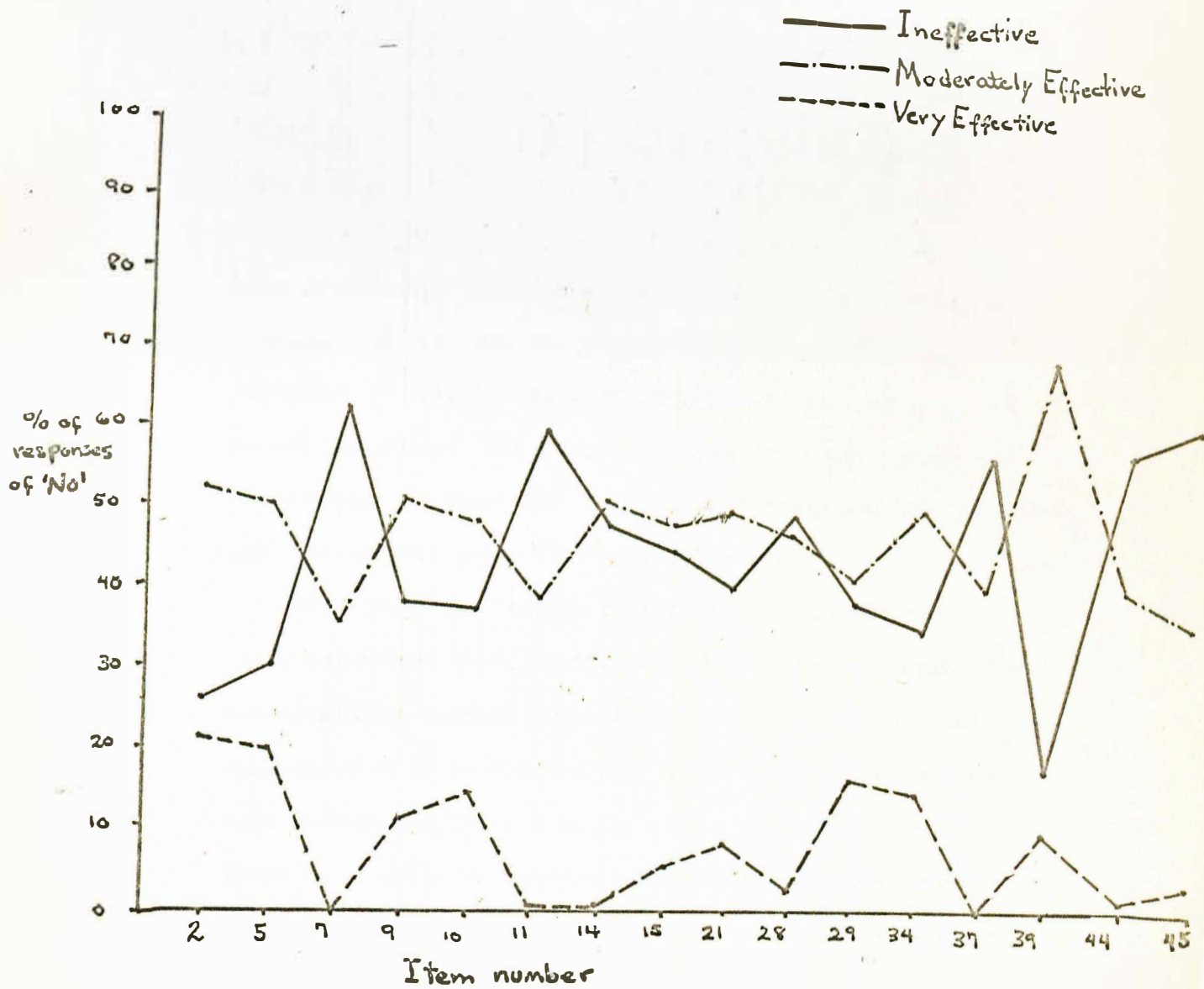


Table 10 : Questionnaire-Inventory Items for Criterion of Empathetic Understanding: Percent of Responses of 'No' for Each Item According to the Judged Attitude Variables

indicating ineffective or moderately effective counseling on the other hand. The "effective" group is decisively below the "ineffective" and "moderately effective" in responses of "no" for every item with the exception of numbers 38, 40, and 43, as previously discussed. However, the items under the criteria do not appear to discriminate between those who indicate ineffective counseling and those who indicate moderately effective counseling in that no definite difference can be established between the responses of "no" and the attitude variables. The one exception to this is ~~that~~ of criterion of favorable situational variables. The items under this criterion appear to differentiate between the "ineffective" group and the "moderately effective" group (Refer to Table 9).

Therefore, the results of this study indicate that those counselors that function at a high level of empathetic understanding, respect communicated by the counselor, and communication of problem-solving ability appear to have the most favorable effects upon the counselee. Also, when these three criteria function at a moderate or low level, the results of the counseling cannot be delineated as either effective or ineffective.

#### Summary of Findings:

The questionnaire-inventory developed to evaluate the effectiveness of secondary school counseling in Virginia's public schools was found to have a validity of .346 and a

reliability of .540 after being administered of 459  
Longwood College freshmen in September of 1969.

According to the results of this study, the majority of the subjects felt their counseling was moderately effective. Three areas of weakness in the overall program in Virginia were indicated by these subjects:

1. Counselors were often too busy to spend time with the counselees. Perhaps this lack of time is due partly to the lack of clerical help and a high student-counselor ratio.
2. Counselors often attempt to impose their personal standards of behavior on the student. This appears to hinder the counseling relationship.
3. Many students are not allowed freedom to discuss what they wish in the interviews. Also, many students felt inhibited to tell the counselor their real feelings.

Several areas of strength were indicated by the subjects in this study:

1. The counselors, as a whole, leave the ultimate course of action up to the individual counselee.
2. The counselees respect their counselors.
3. The interviews took place within a calm, relaxed, and frank atmosphere created by the counselor. Also, the interviews took place in a private office.
4. Counselors are a source of pre-college and pre-occupational information, and they encouraged interest in higher education.



The questionnaire-inventory developed for this study differentiates between those who indicate effective counseling and those who indicate ineffective or moderately effective counseling. The instrument does not appear to differentiate consistently between those who indicate moderately effective counseling and those who indicate ineffective counseling. However, this does not appear to hinder the instrument's ability to point out areas of strengths and weaknesses in a counseling program. Also, those counselors who function at a high level of empathetic understanding, respect for the counselee, and communication of problem-solving ability to the counselee, tend to be rated as more effective by the counsees than those who function at a low level of the three criterion.

Virginia has, within its total guidance program, several areas of weakness as well as strength. Greater corrective emphasis should be placed on the weaknesses, and the strengths should be emphasized as well. This must be done to reach the goal of providing effective counseling for all youth in Virginia.

The questionnaire-inventory developed for this study can be used by local school systems to point out the areas of strength and weakness in their counseling program. When administered to the student, the counseling department can see from the analysis of the results where its weaknesses

and strengths fall. The counseling program can thus be greatly improved with emphasis on the needs of the students. Continuous evaluation of this nature is invaluable to an effective counseling program.

APPENDIX

Instructional Activities	Overlapping Functions	Guidance Activities
Society controls the methods of instruction	Methods	The individual selects the means and sets the pace for problem solving
Society establishes the values	Values	The individual interprets society's values in idiosyncratic ways
Society determines the goals of instruction and evaluates achievement	Immediate Goals	The individual determines the problems to be solved and decides when the solution is reached.

The teacher serves as representative of society

The counselor collaborates with the individual

Figure 1. The Relationship Between Instructional and Guidance Functions of Education (Adapted from Freeman, 1962, p.63).

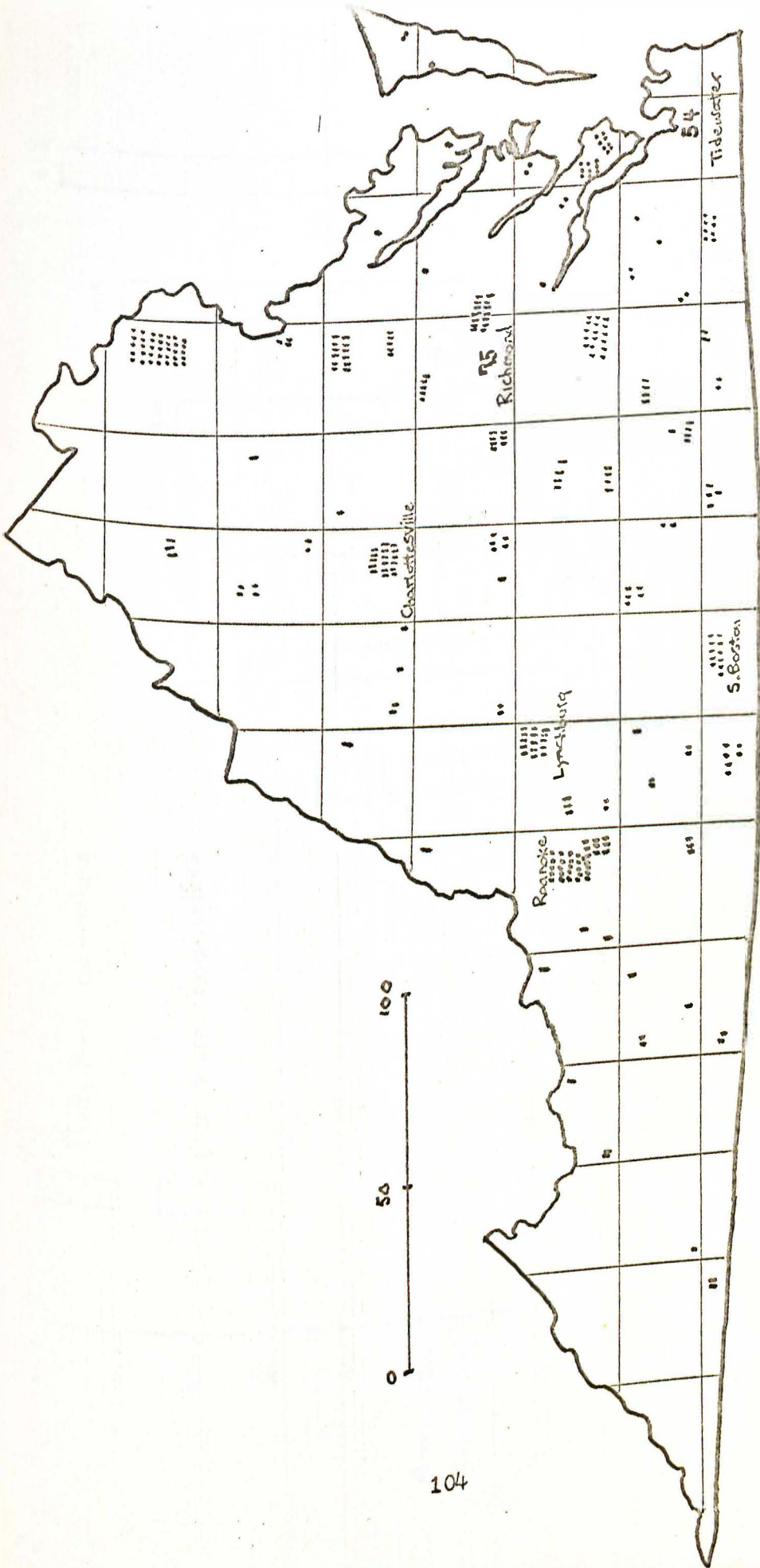


Figure 2 :  
 Geographical Distribution of Subjects  
 (one mark (•) equals one subject)

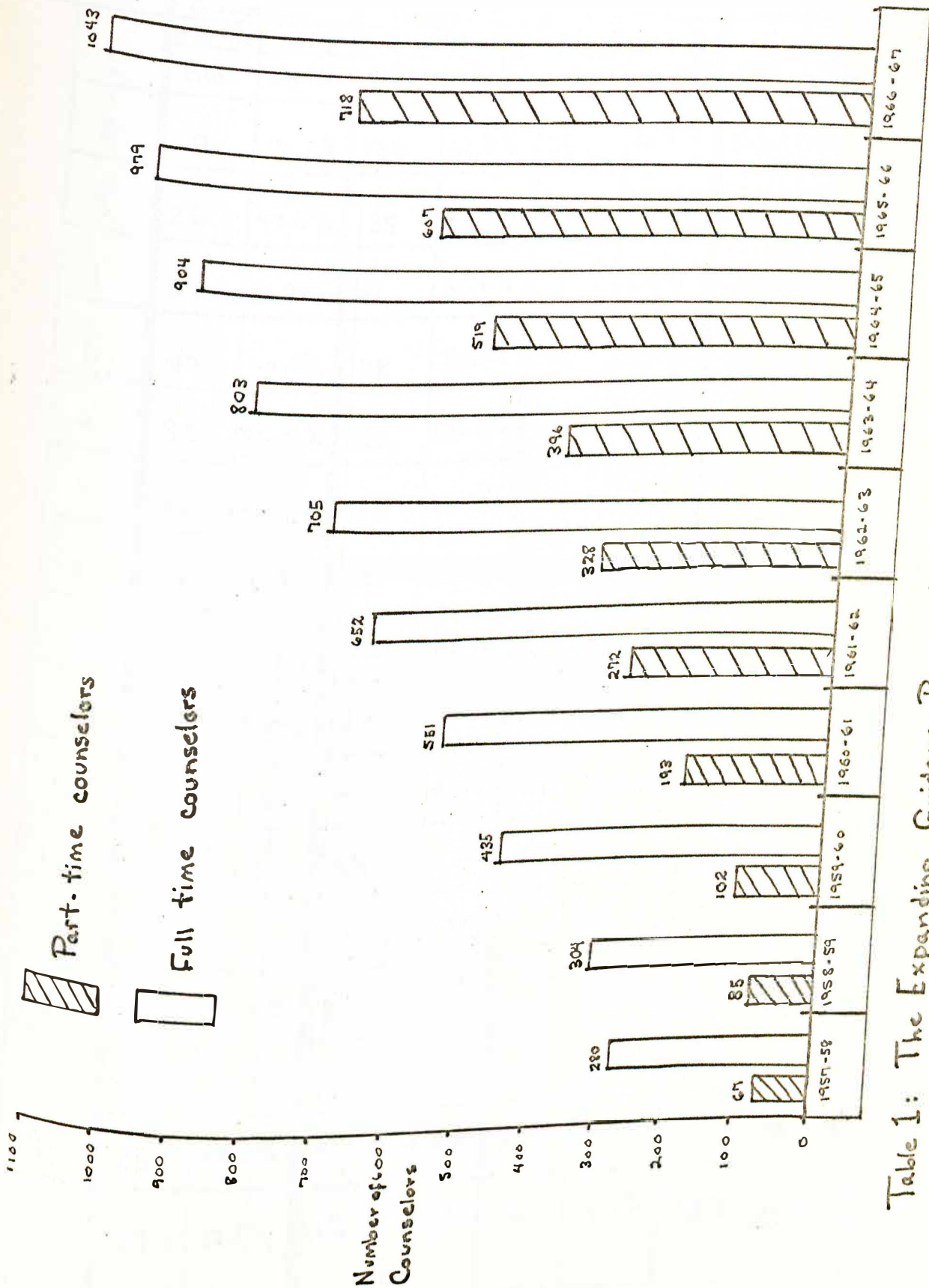


Table 1: The Expanding Guidance Program in Virginia's Secondary Schools  
 (From Public Education in Virginia, Volume 2, Number 4, Winter, 1967.)

Item #	Ineffective Counseling		Moderately Eff. Counseling		Very Effective Counseling		(t) total	(459) % of N
	# of "No"	% of t	# of "No"	% of t	# of "No"	% of t		
1	56	56%	38	38%	6	6.0%	100	21.7%
2	67	26.2%	134	52.3%	55	21.5%	256	55.8%
3	26	42.6%	35	57.4%	5	8.2%	61	13.3%
4	34	66.7%	16	31.4%	1	1.9%	51	11.1%
5	47	30.1%	78	50.0%	31	19.9%	156	33.9%
6	87	39.4%	122	55.2%	12	5.4%	221	48.2%
7	66	63.5%	38	36.5%	0	0%	104	22.7%
8	94	40.9%	115	50.0%	21	9.1%	230	50.1%
9	90	37.9%	122	51.5%	25	10.6%	237	51.6%
10	65	37.4%	83	47.7%	26	14.9%	174	37.9%
11	69	60.5%	44	38.6%	1	.88%	114	24.8%
13	74	42.1%	89	50.6%	13	7.4%	176	38.3%
14	25	47.2%	27	50.9%	1	.89%	53	11.6%
15	80	45.5%	86	48.9%	10	5.7%	176	38.3%
16	58	39.9%	75	45.2%	33	19.9%	166	36.2%
17	85	48.0%	73	41.2%	19	10.7%	177	38.6%
18	84	37.7%	113	50.7%	26	11.7%	223	48.8%

Table 2:  
Number of Responses of "No" for  
Each Item

Item #	Ineffective Counseling		Moderately Eff. Counseling		Effective Counseling		(t)	(459)
	# of No.	% of t	# of No.	% of t	# of No.	% of t	Total	% of N
19	48	42.1%	57	50.0%	9	7.9%	114	24.8%
20	34	53.1%	25	39.1%	5	7.8%	64	13.9%
21	78	41.3%	96	50.8%	15	7.9%	189	41.2%
22	58	51.3%	48	42.5%	7	6.2%	113	24.6%
23	86	48.9%	81	46.0%	9	5.1%	176	38.3%
24	73	50.7%	62	43.1%	9	6.3%	144	31.4%
25	30	60.0%	14	28.0%	6	12.0%	50	10.9%
26	48	47.1%	48	47.1%	6	5.9%	102	22.2%
27	92	40.2%	112	48.9%	25	10.9%	229	49.9%
28	88	49.4%	85	47.8%	5	2.8%	178	38.8%
29	49	39.8%	54	43.9%	20	16.3%	123	26.8%
30	91	36.3%	133	52.9%	27	10.8%	251	54.7%
31	22	50.0%	22	50.0%	0	0%	44	9.6%
32	28	35.0%	44	55.0%	8	10.0%	80	17.4%
33	59	62.8%	32	34.0%	3	3.2%	94	20.5%
34	83	36.7%	113	50.0%	30	13.3%	226	49.2%
35	93	29.9%	163	52.4%	55	17.7%	311	67.8%

Number of Responses of "No" (cont.)



Item#	Ineffective Counseling		Moderately Eff. Counseling		Effective Counseling		(t) total	(459) % of N
	# of 'No'	% of t	# of 'No'	% of t	# of 'No'	% of t		
36	52	74.3%	17	24.3%	1	1.4%	70	15.3%
37	66	58.4%	47	41.6%	0	0%	113	24.6%
38	31	23.7%	61	46.6%	39	29.8%	131	28.5%
39	53	21.7%	169	69.3%	22	9.0%	244	53.2%
40	52	18.2%	145	50.5%	90	31.4%	287	62.5%
41	70	40.7%	85	49.4%	17	9.9%	172	37.5%
42	6	42.9%	7	50.0%	1	7.1%	14	3.0%
43	62	22.7%	131	47.9%	80	29.3%	273	59.5%
44	67	58.8%	45	39.5%	2	1.8%	114	24.8%
45	57	62.6%	32	35.2%	2	2.2%	91	19.3%
46	90	54.6%	71	43.0%	4	2.4%	165	35.9%
47	81	49.1%	80	48.5%	4	2.4%	165	35.9%
48	75	41.4%	94	51.9%	12	6.6%	181	39.4%
49	27	19.4%	88	63.3%	24	17.3%	139	30.5%
50	18	41.9%	21	48.8%	4	9.3%	43	9.4%
51	9	50%	8	44.4%	1	5.6%	18	3.9%

Number of Responses of "No" (cont)

Table 11 :

Computation of Spearman Rank Correlation Coefficient  
to Test for Reliability of Questionnaire - Inventory

	Even # Items	Odd # Items	$d_i$	$d_i^2$
1	3	2	1	1
2	16	15	1	1
3	16	12	4	16
4	10	11	-1	1
5	4	1	3	9
6	16	15	1	1
7	11	10	1	1
8	5	2	3	9
9	6	5	1	1
10	10	16	-6	36
				$\Sigma d_i^2 = 76$

$$\begin{aligned}
 r_s &= 1 - \frac{6 \sum_{i=1}^N d_i^2}{N^3 - N} \\
 &= 1 - \frac{(6)(76)}{990} \\
 &= 1 - \frac{456}{990} \\
 &= 1 - .460 \\
 &= .540
 \end{aligned}$$

approaches .05 level of  
Significance of .564

Table 12:  
 Computation of Chi Square ( $\chi^2$ ) to Test  
 for Validity of Questionnaire - Inventory

	Ineffective	Mod. Effective	Very Effective	Totals ( $f_{r.}$ )
"No"	2,983	3,578	827	7,388
"Yes"	2,017	7,622	5,923	15,562
Totals ( $f_{c.}$ )	5,000	11,200	6,750	N = 22,950

$$\begin{aligned}
 \chi^2 &= N \left[ \sum \left( \frac{f_o^2}{f_{r.} f_{c.}} \right) - 1 \right] \\
 &= 22,950 [ 1.132 - 1 ] \\
 &= 22,950 [ .132 ] \\
 &= 3,029.400
 \end{aligned}$$

level of significance = .001

df = 2

Table 13:  
Computation of Contingency Coefficient to  
Measure Degree of Association of Variables

$$C = \sqrt{1 - \frac{1}{\sum \frac{f_o^2}{frfc}}}$$

$$= \sqrt{1 - \frac{1}{1.132}}$$

$$= \sqrt{.1204}$$

$$= .346$$

TABLE 14:  
Number of Responses of 'No'  
for Each Questionnaire-Inventory  
Item According to the Judged  
Attitude Variables

Key:

I = Ineffective Counseling

M = Moderately Effective Counseling

E = Very Effective Counseling

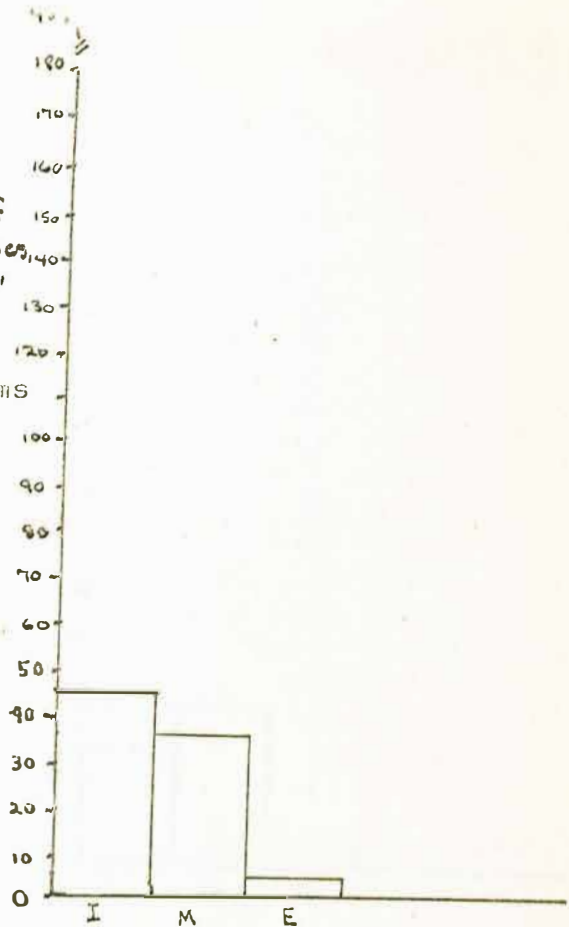
1. I described my problems to my counselor.

Ineffective = 56

Mod. Effective = 38

Effective = 6

$t = 100$



2. During the conversations with my counselor I did most of the talking.

Ineffective = 67

Mod. Effective = 134

Effective = 55

$t = 256$

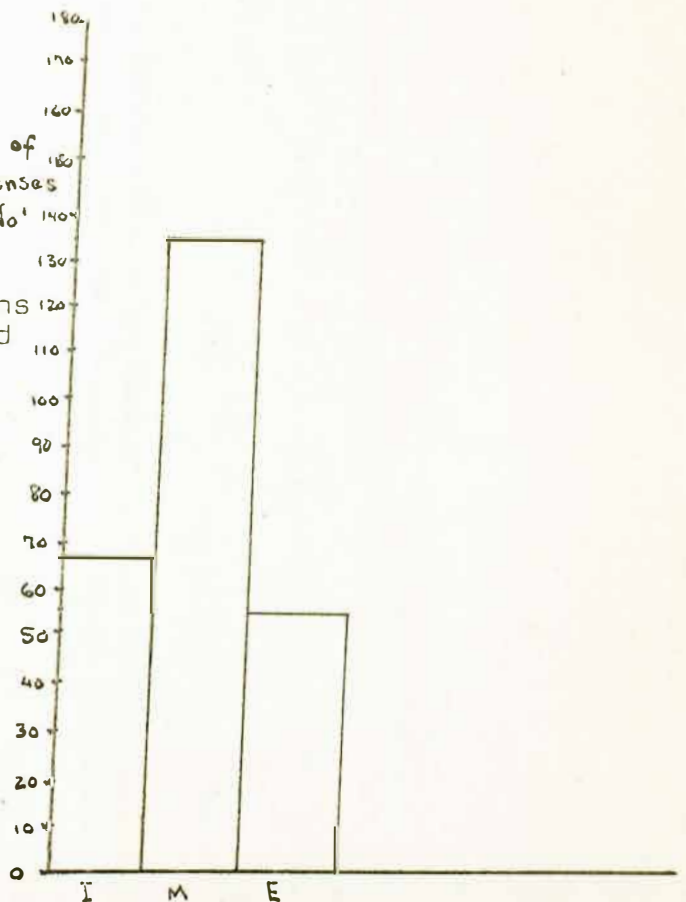
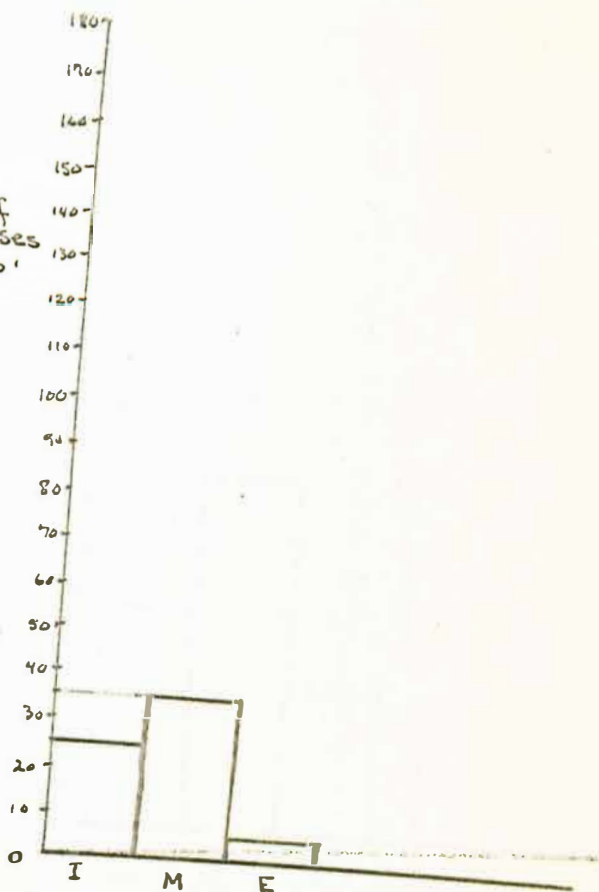


Table 14 (cont)

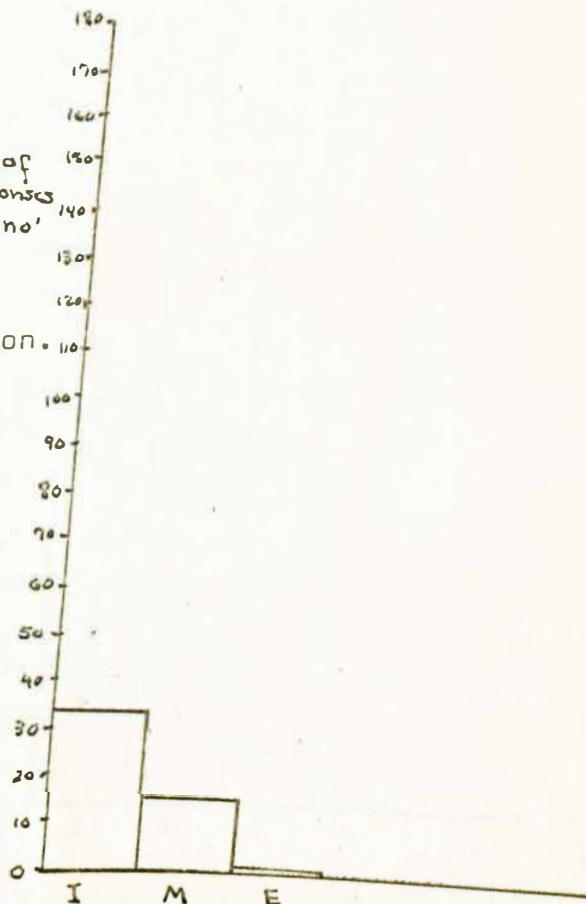
3. I sought counseling to get information that would help me solve my problems.

I = 26  
 M = 35  
E = 5  
 t = 61



4. I felt free to ask the counselor questions that would clarify my confusion.

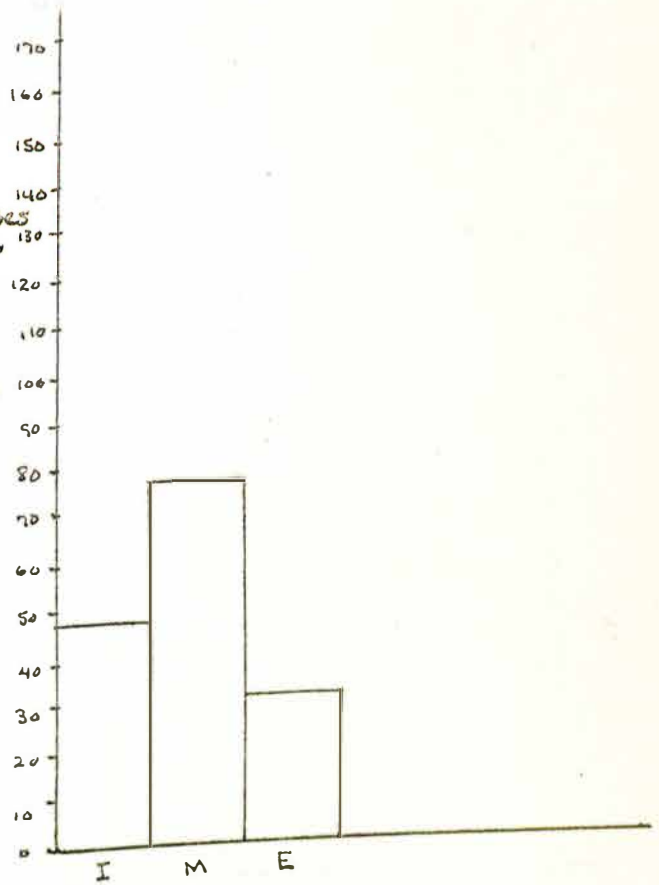
I = 34  
 M = 16  
E = 1  
 t = 51



5. I always was able to make my own decisions during and after counseling.

I = 47  
 M = 78  
 E = 31  
 t = 156

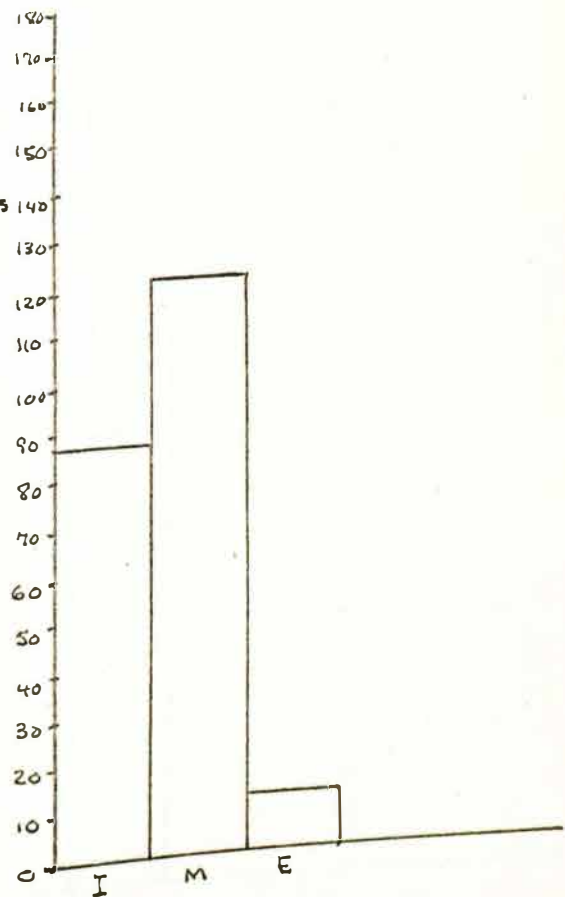
# of responses of 'No'



6. I felt free to tell the counselor about myself.

I = 87  
 M = 122  
 E = 12  
 t = 221

# of responses of 'No'





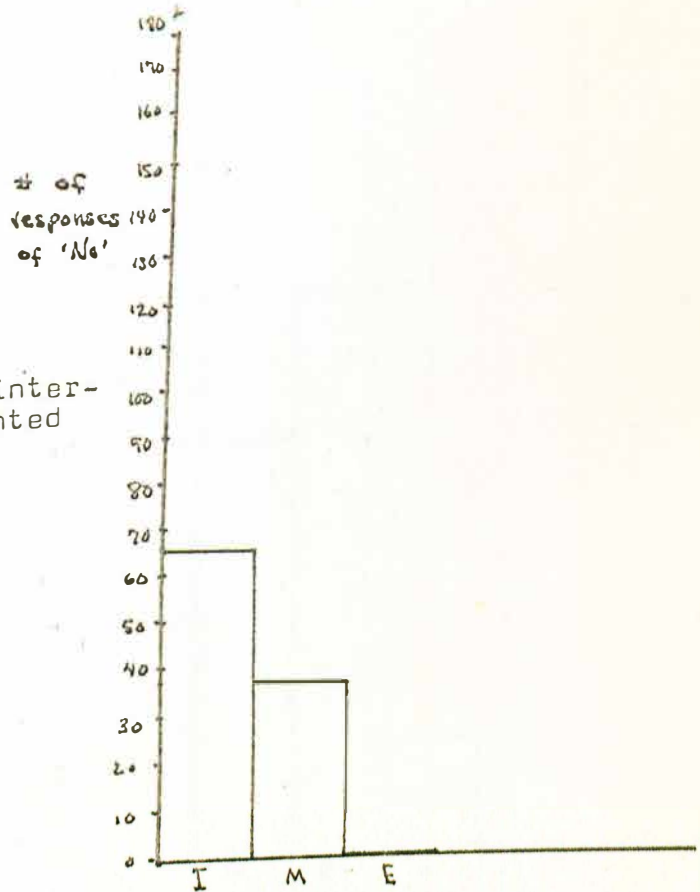
7. The counselor was interested in what I wanted to do.

$$I = 66$$

$$M = 38$$

$$E = \underline{0}$$

$$t = 104$$



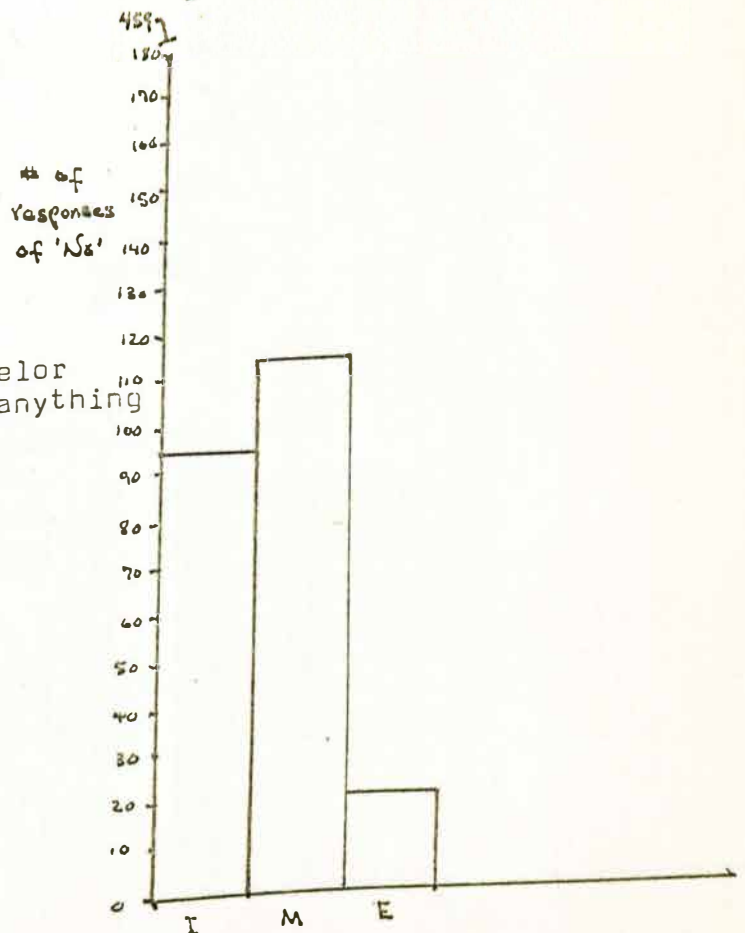
8. When with the counselor I could talk about anything I wished.

$$I = 94$$

$$M = 115$$

$$E = \underline{21}$$

$$t = 230$$



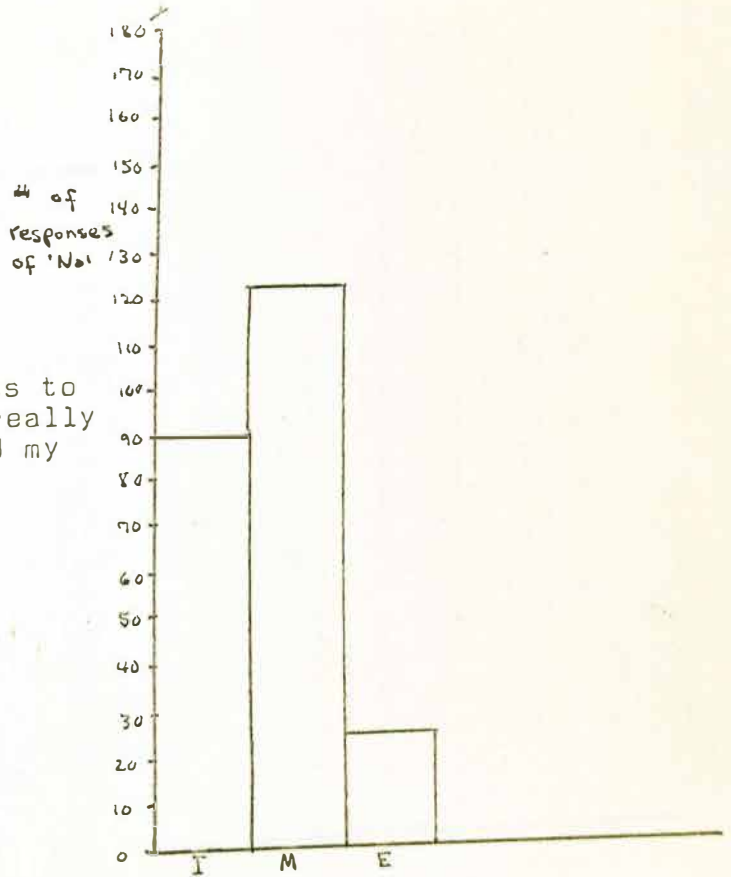
9. I felt free to express to the counselor how I really felt about myself and my problems.

$$I = 90$$

$$M = 122$$

$$E = \underline{25}$$

$$t = 237$$



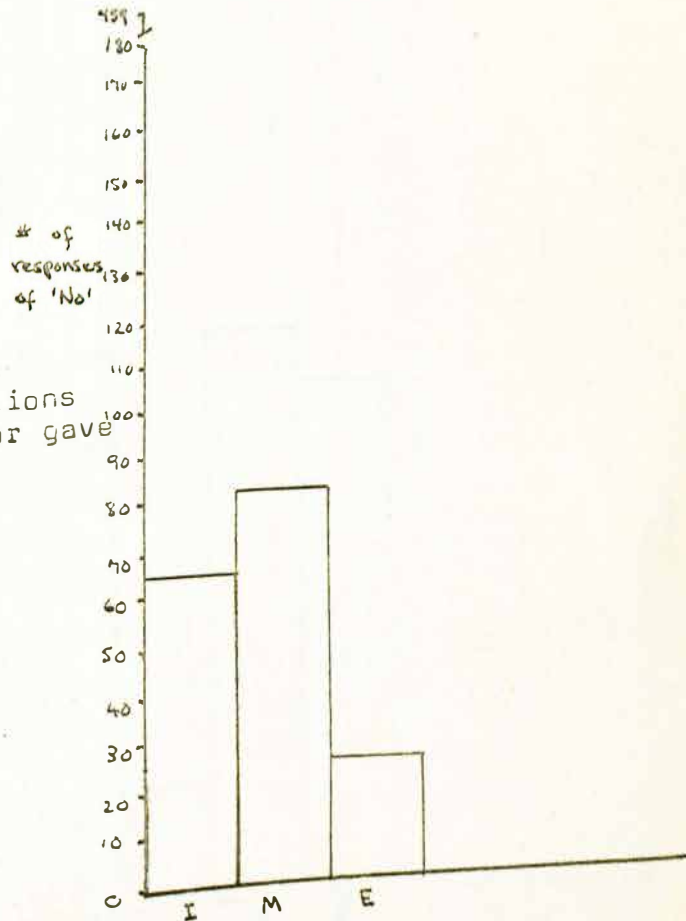
10. I did not feel cautious about accepting suggestions and advice the counselor gave me.

$$I = 65$$

$$M = 83$$

$$E = \underline{26}$$

$$t = 174$$



11. The counselor was interested in me as a person.

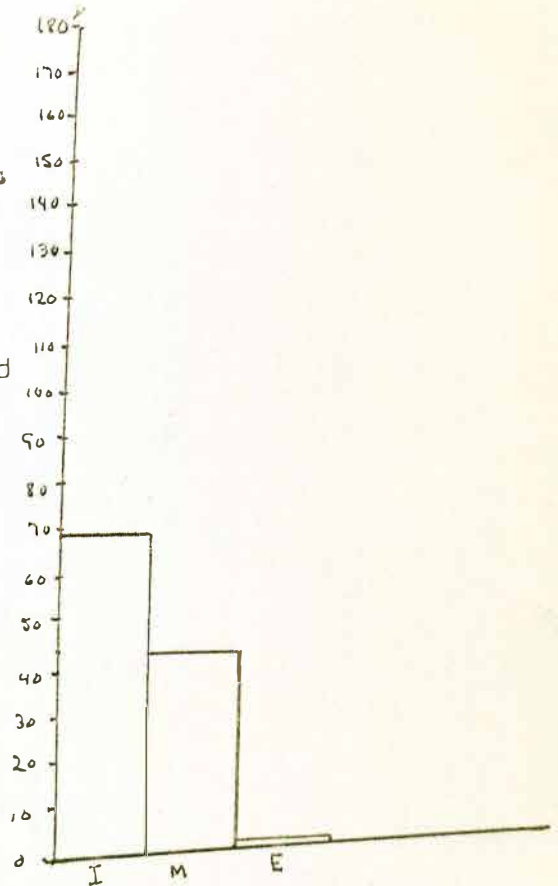
$$I = 69$$

$$M = 44$$

$$E = 1$$

$$t = 114$$

# of  
responses  
of 'No'



12. During the counseling, the counselor did little more than answer my questions.

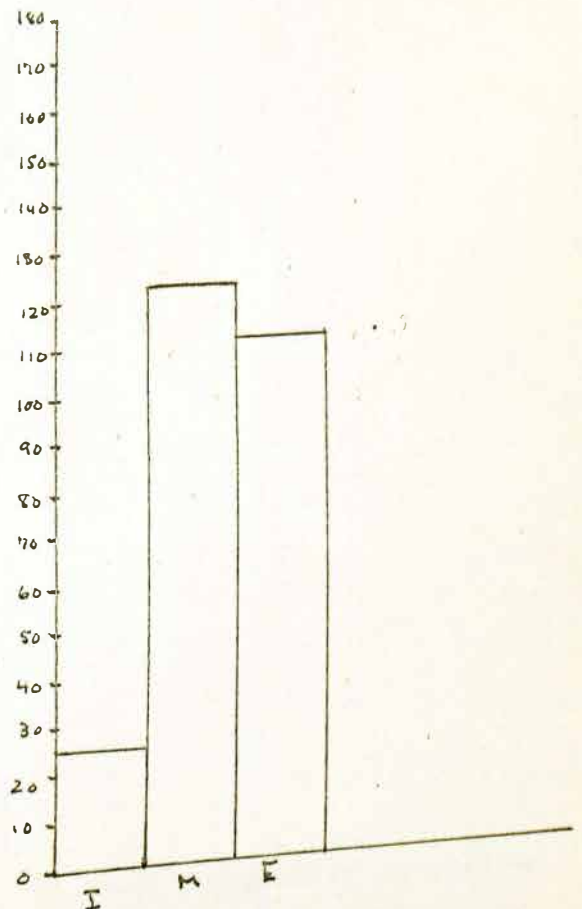
$$I = 25$$

$$M = 132$$

$$E = 111$$

$$t = 268$$

# of  
responses  
of 'No'



(Number 12 omitted)

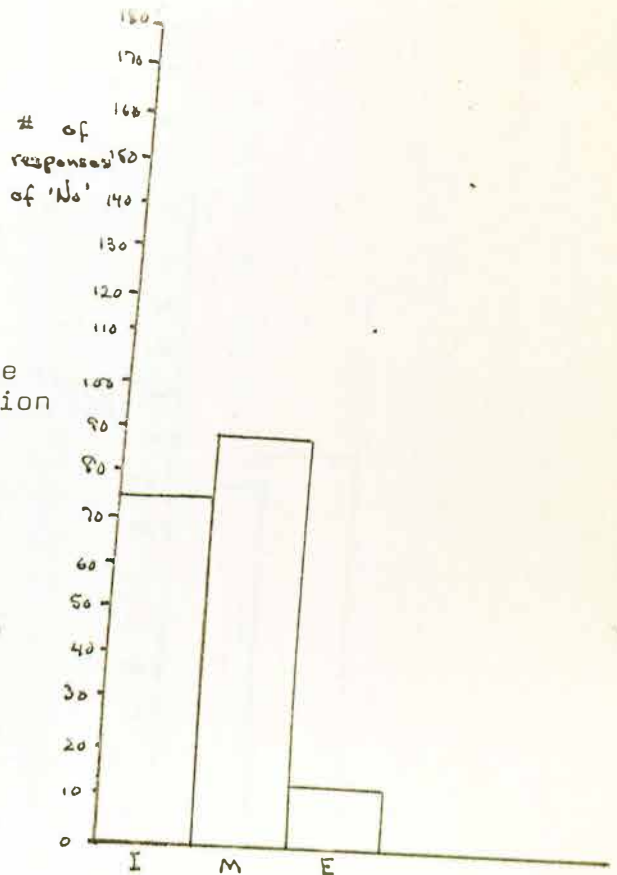
13. The counselor helped me work out a plan of action to solve my problems.

$$I = 74$$

$$M = 89$$

$$E = \underline{13}$$

$$t = 176$$



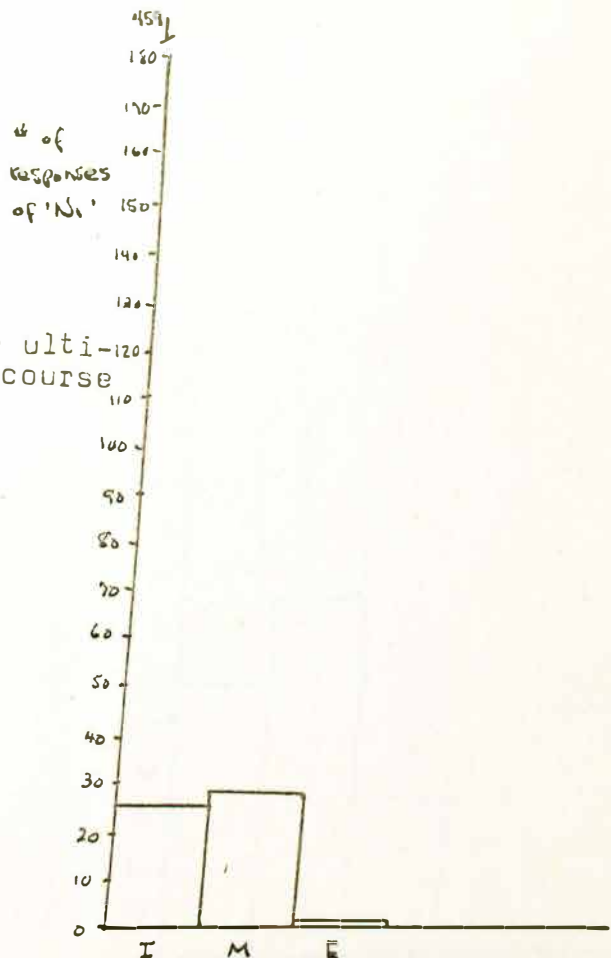
14. The counselor left the ultimate decision as to a course of action up to me.

$$I = 25$$

$$M = 27$$

$$E = \underline{1}$$

$$t = 53$$



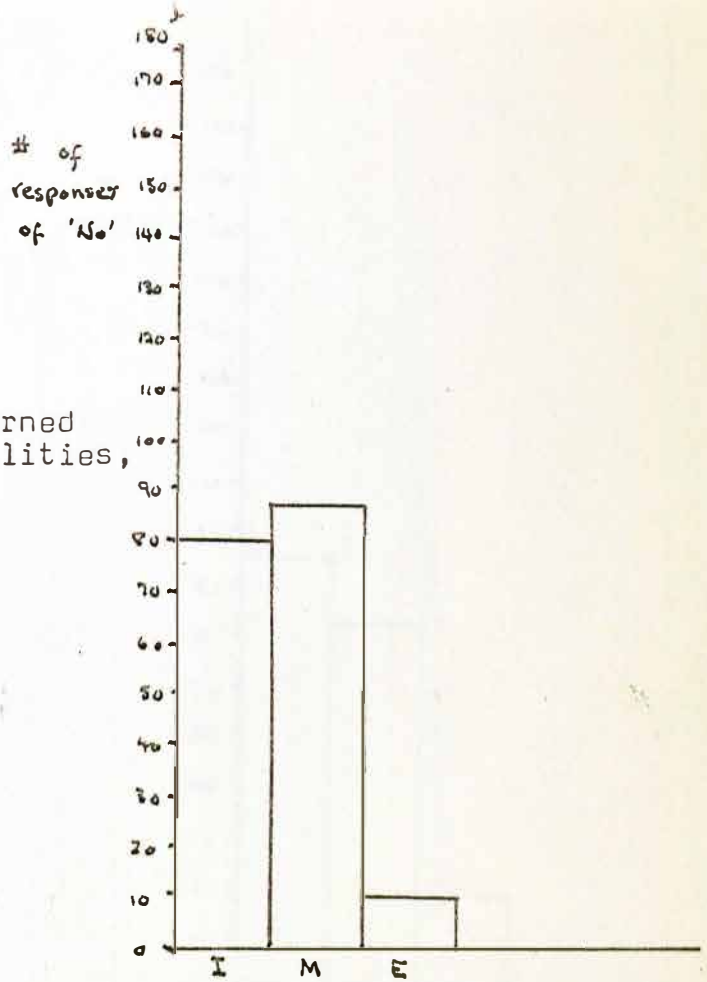
15. The counselor was concerned about my interests, abilities, and hobbies.

$$I = 80$$

$$M = 86$$

$$E = \underline{10}$$

$$t = 176$$



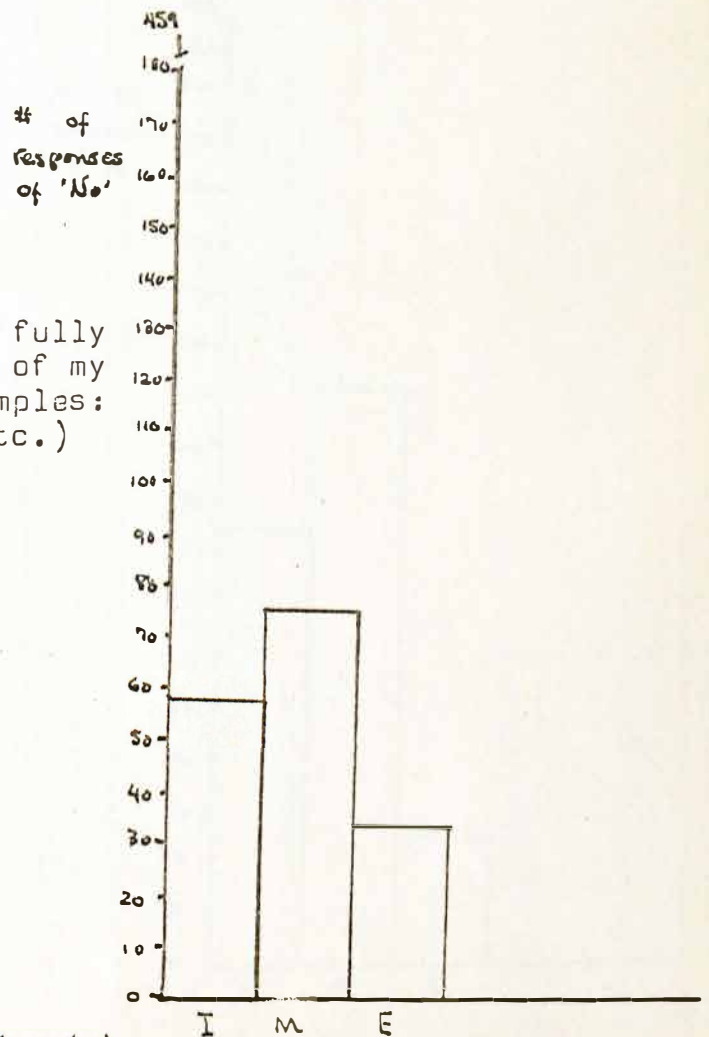
16. The counselor explained fully the results and meaning of my standardized tests (examples: PSAT, College Boards, etc.)

$$I = 58$$

$$M = 75$$

$$E = \underline{33}$$

$$t = 166$$



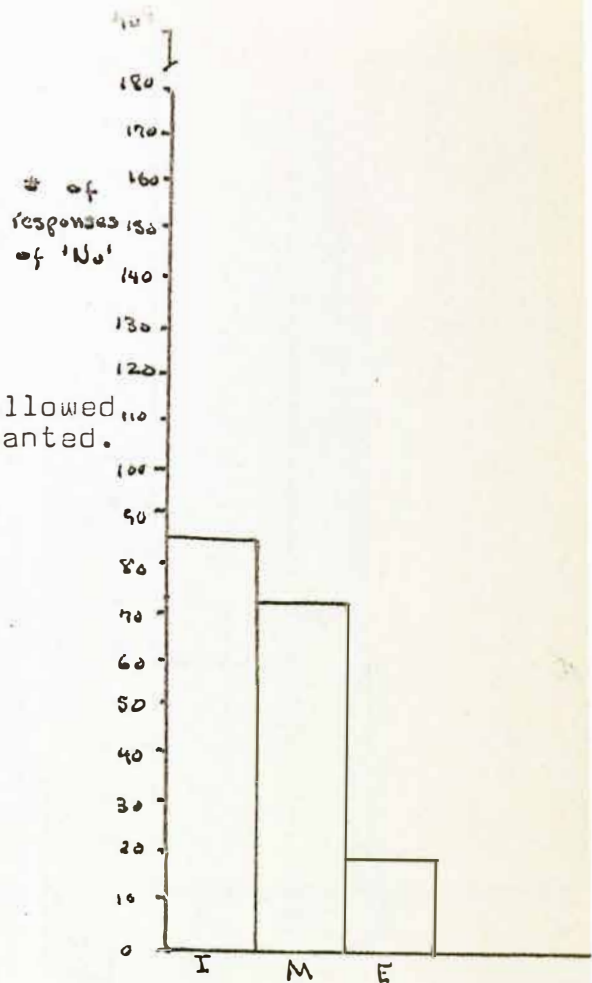
17. During counseling, I was allowed to talk about whatever I wanted.

$$I = 85$$

$$M = 73$$

$$E = \underline{19}$$

$$t = 177$$



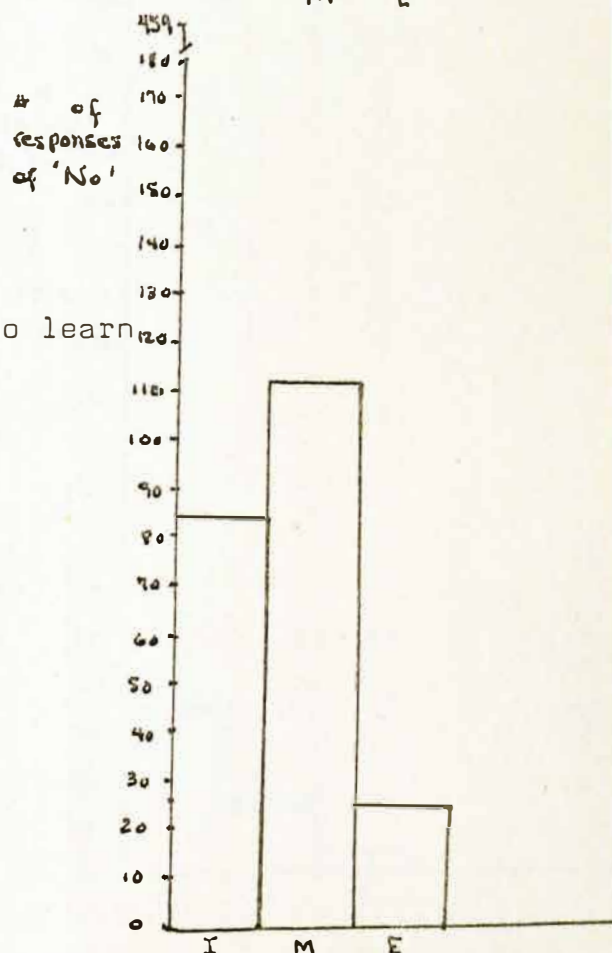
18. The counselor attempted to learn why I felt the way I did.

$$I = 84$$

$$M = 113$$

$$E = \underline{26}$$

$$t = 223$$



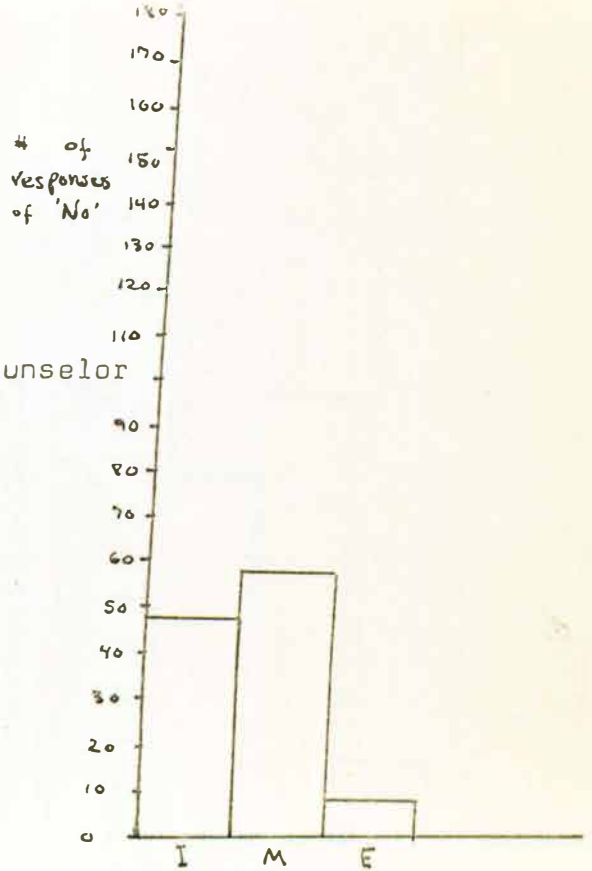
19. I was encouraged by the counselor to think for myself.

$$I = 48$$

$$M = 57$$

$$E = \underline{9}$$

$$t = 114$$



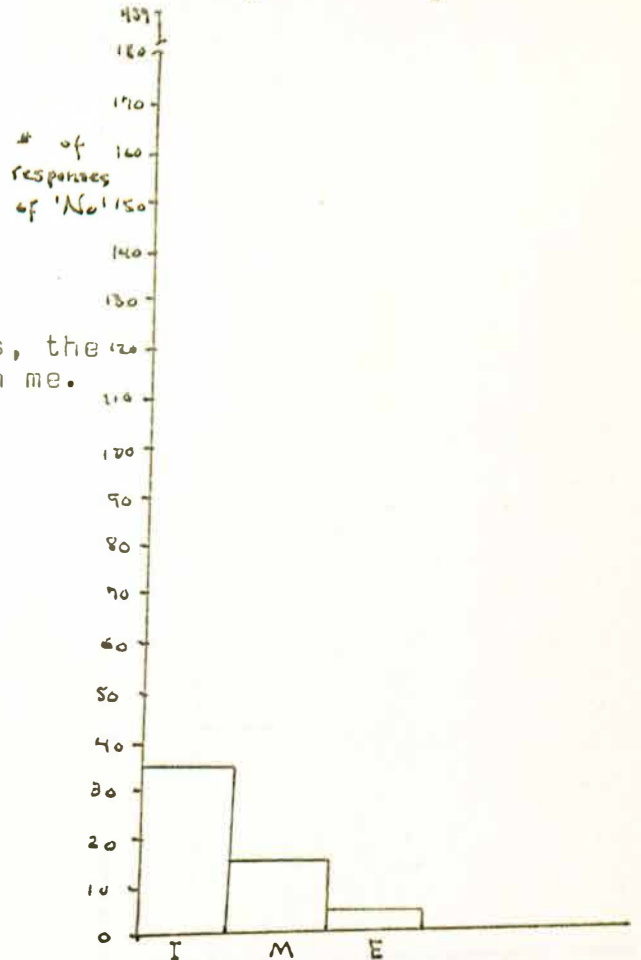
20. During our conversations, the counselor was frank with me.

$$I = 34$$

$$M = 25$$

$$E = \underline{5}$$

$$t = 64$$



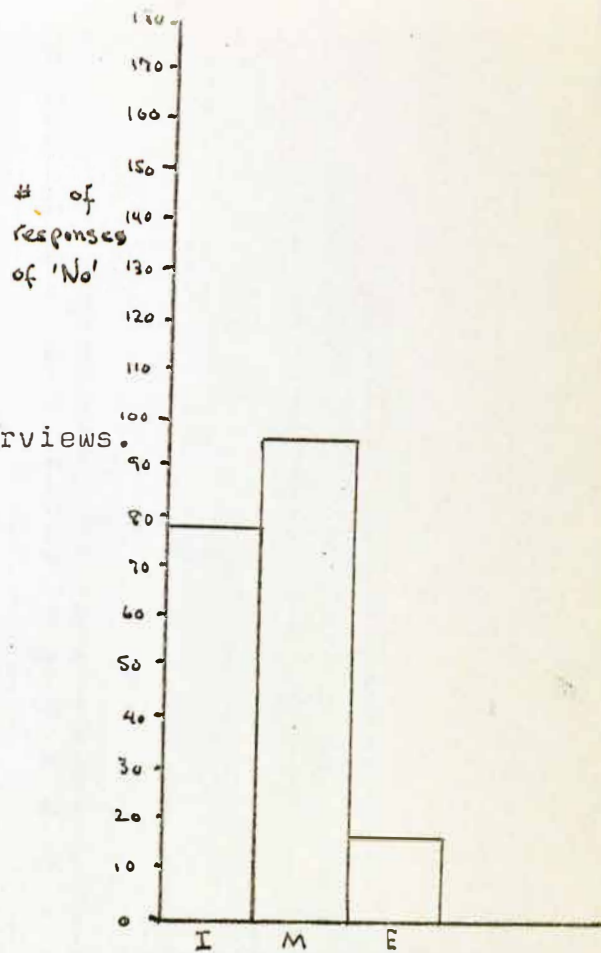
21. I felt at ease and relaxed during the counseling interviews.

$$I = 78$$

$$M = 96$$

$$E = \underline{15}$$

$$t = 189$$



22. The counselor had a happy, pleasing appearance.

$$I = 58$$

$$M = 48$$

$$E = \underline{7}$$

$$t = 113$$





23. I felt the counselor knew a lot about people and their problems.

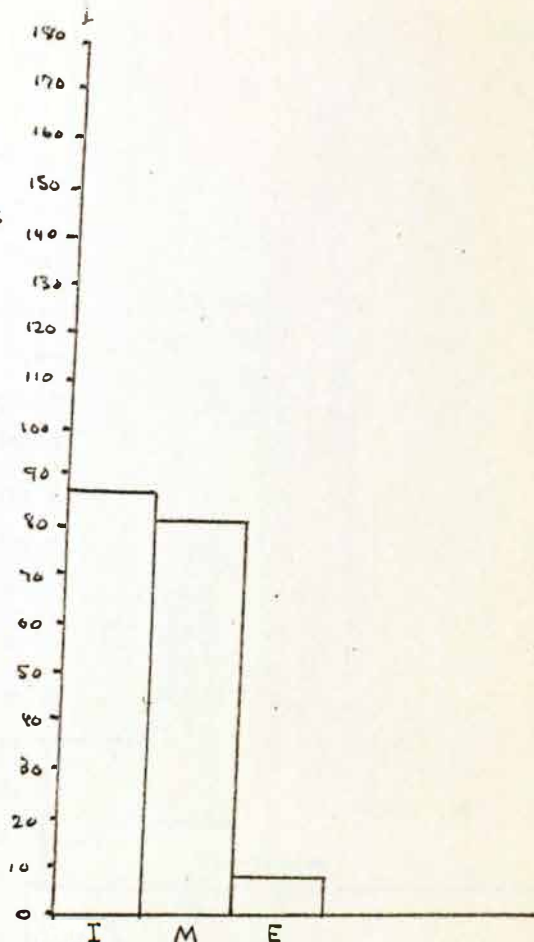
$$I = 86$$

$$M = 81$$

$$E = \underline{9}$$

$$t = 176$$

# of responses of 'No'



24. The counselor had a warm, outgoing personality.

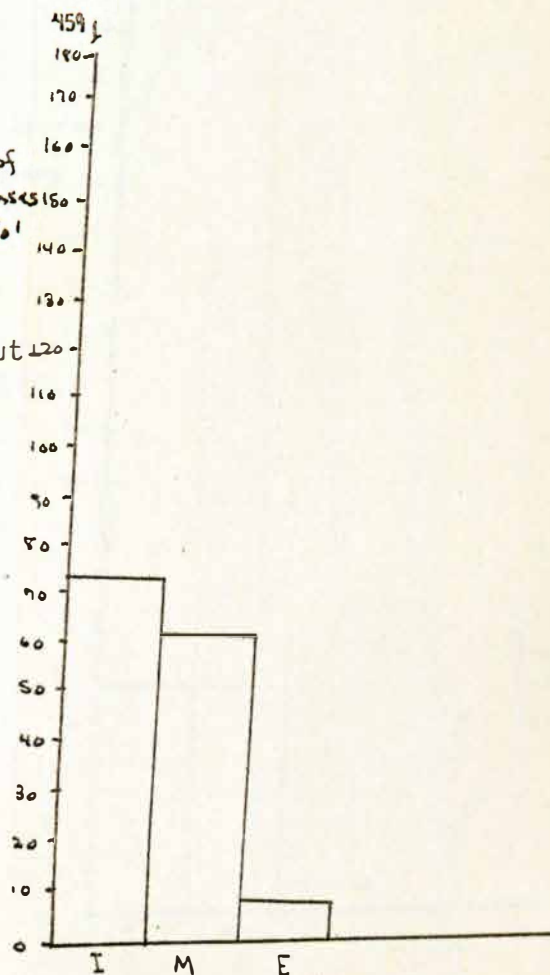
$$I = 73$$

$$M = 62$$

$$E = \underline{9}$$

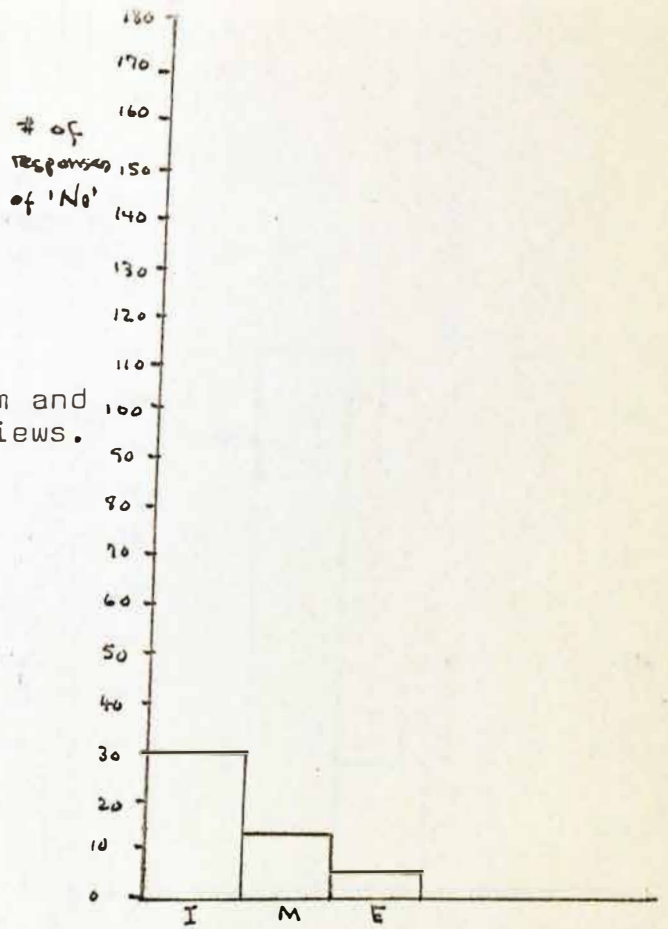
$$t = 144$$

# of responses of 'No'



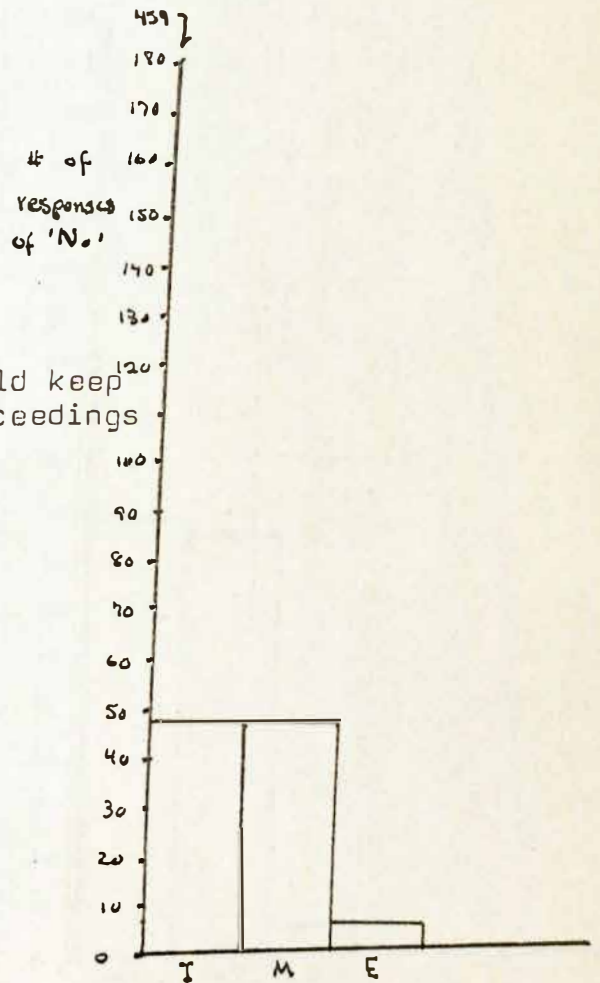
25. The counselor was calm and relaxed during interviews.

I = 30  
 M = 14  
 E = 6  
 t = 50



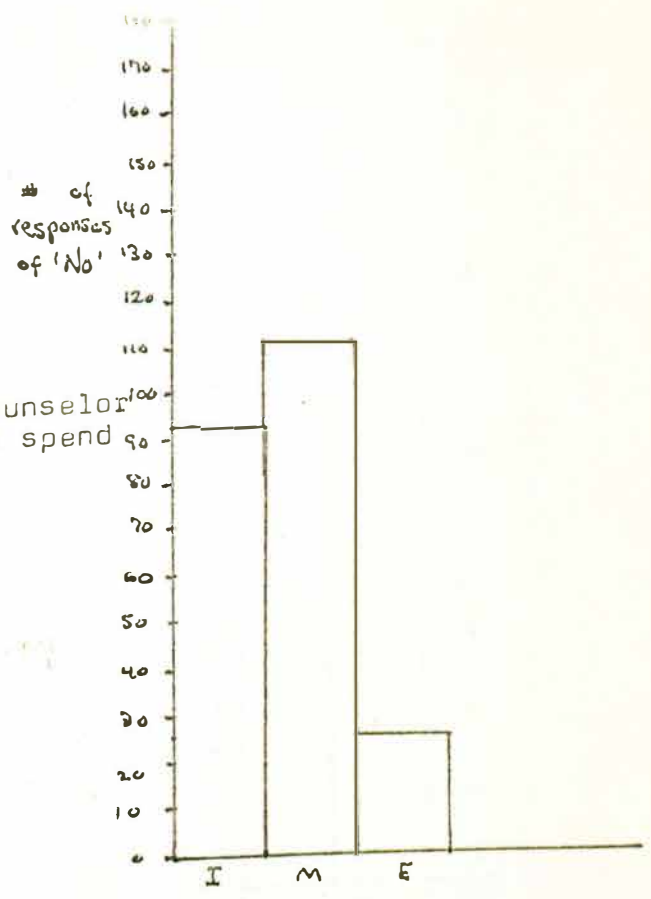
26. I felt the counselor would keep confidential all the proceedings of the interview.

I = 48  
 M = 48  
 E = 6  
 t = 102



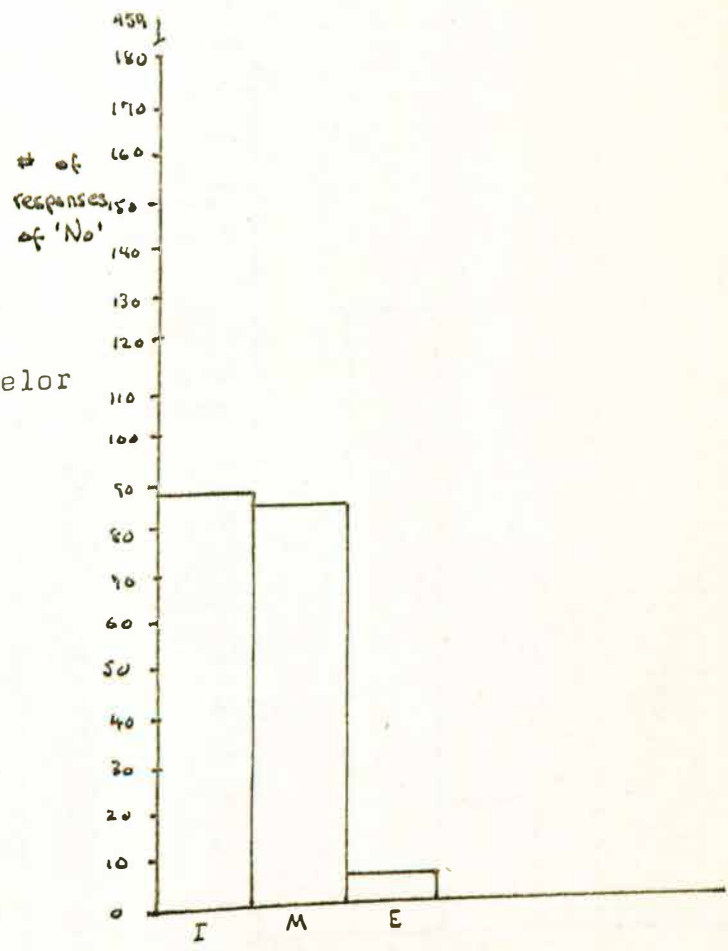
27. It seemed that the counselor was never too busy to spend time with me.

I = 92  
 M = 112  
 E = 25  
 t = 229



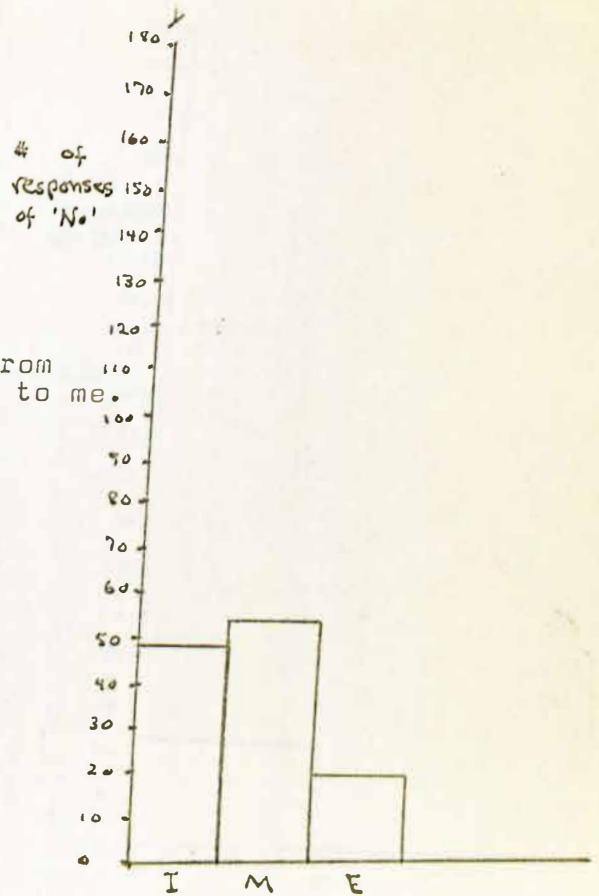
28. I considered my counselor a friend.

I = 88  
 M = 85  
 E = 5  
 t = 178



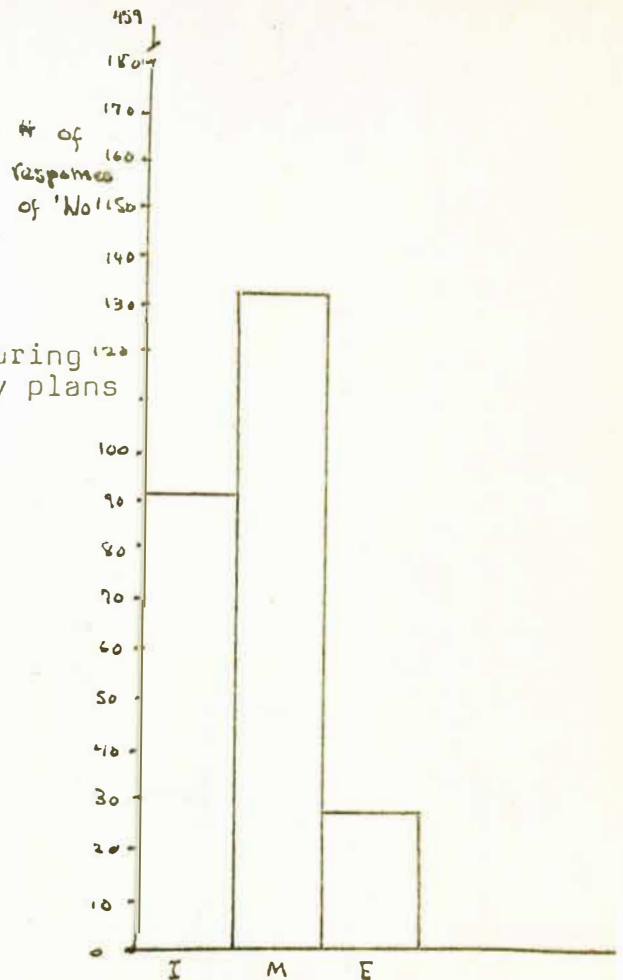
29. The counselor refrained from dictating plans of action to me.

$$\begin{array}{r}
 I = 49 \\
 M = 54 \\
 \underline{E = 20} \\
 t = 123
 \end{array}$$



30. There was plenty of time during the interview to discuss my plans or problems fully.

$$\begin{array}{r}
 I = 91 \\
 M = 133 \\
 \underline{E = 27} \\
 t = 251
 \end{array}$$



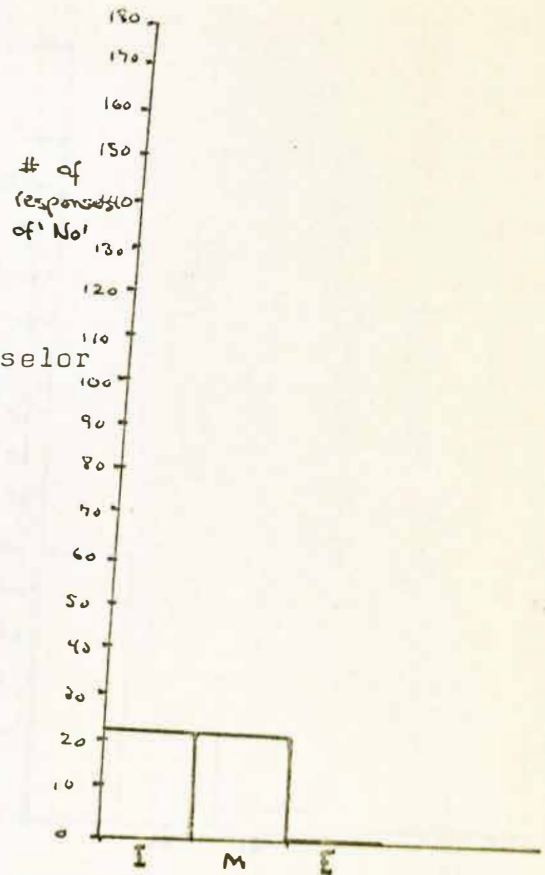
31. The interviews with my counselor were casual and informal.

$$I = 22$$

$$M = 22$$

$$E = \underline{0}$$

$$t = 44$$



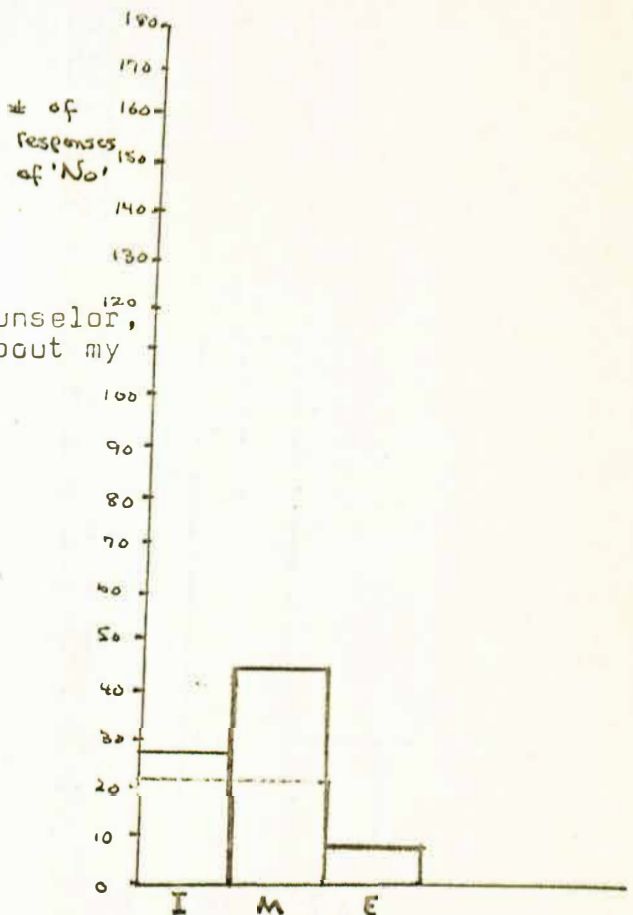
32. After talking with the counselor, I did a lot of thinking about my plans or problems.

$$I = 28$$

$$M = 44$$

$$E = \underline{8}$$

$$t = 80$$



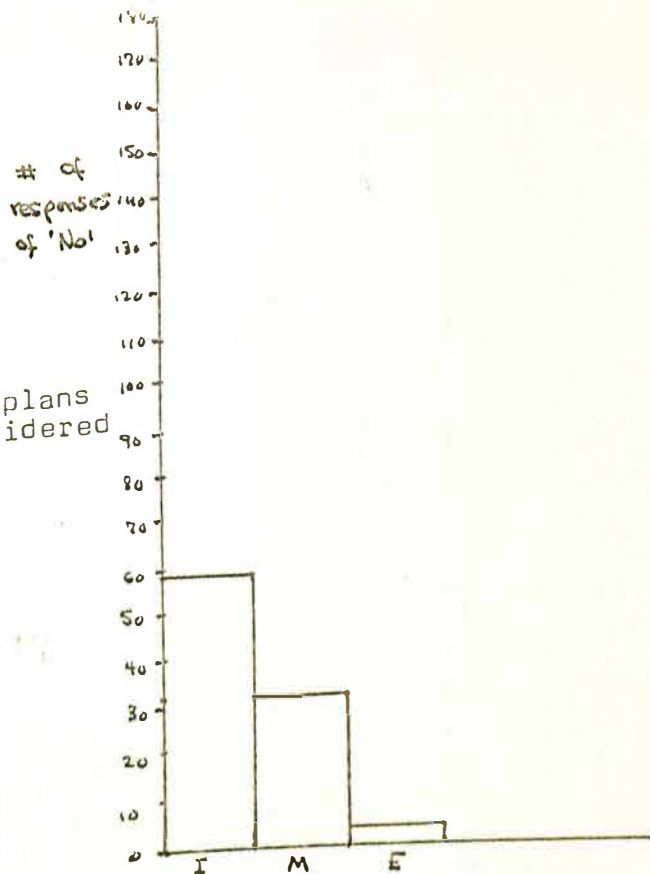
33. My opinions about my plans or problems were considered by the counselor.

I = 59

M = 32

E = 3

t = 94



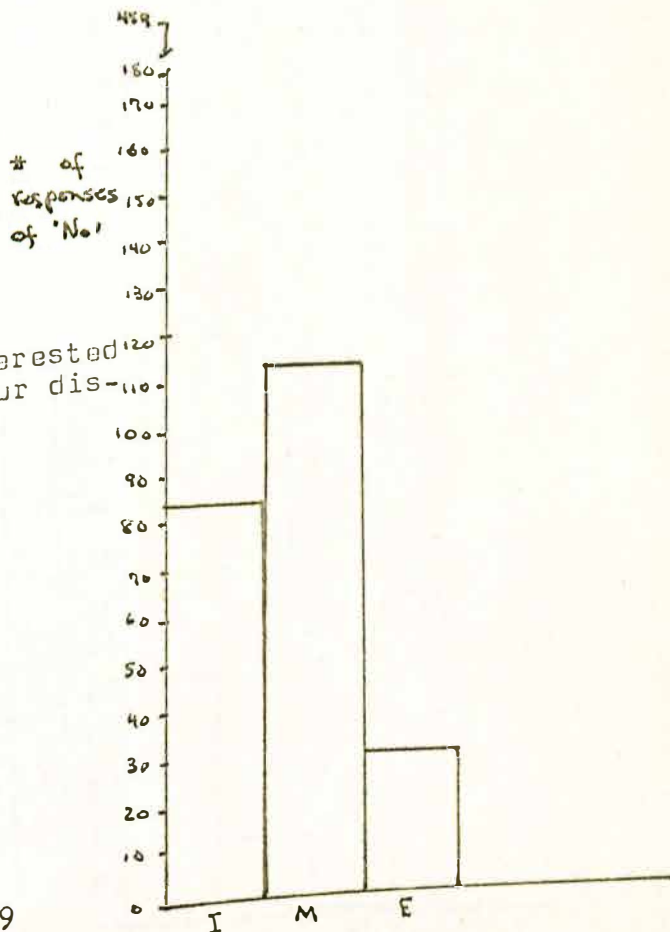
34. The counselor was interested in how I felt about our discussions.

I = 83

M = 113

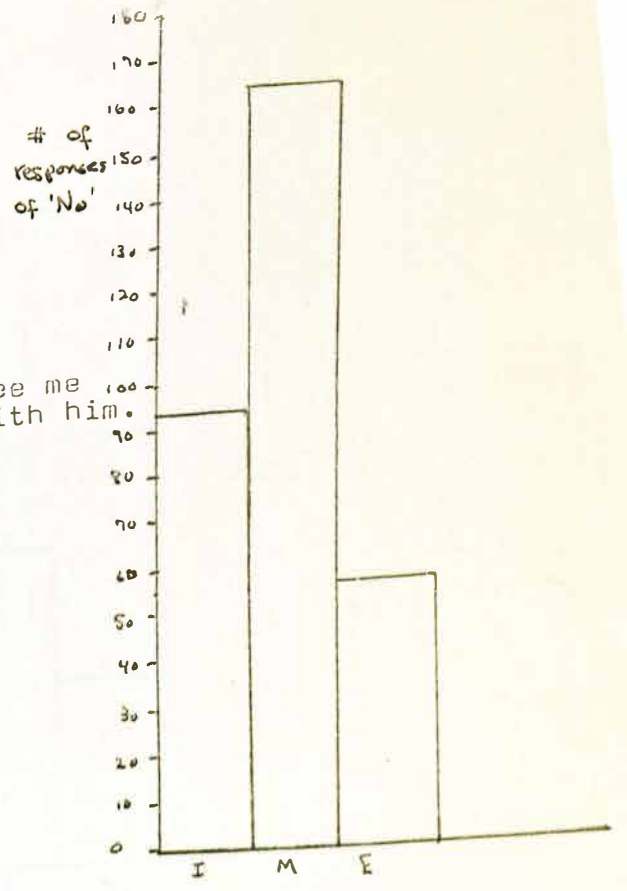
E = 30

t = 226



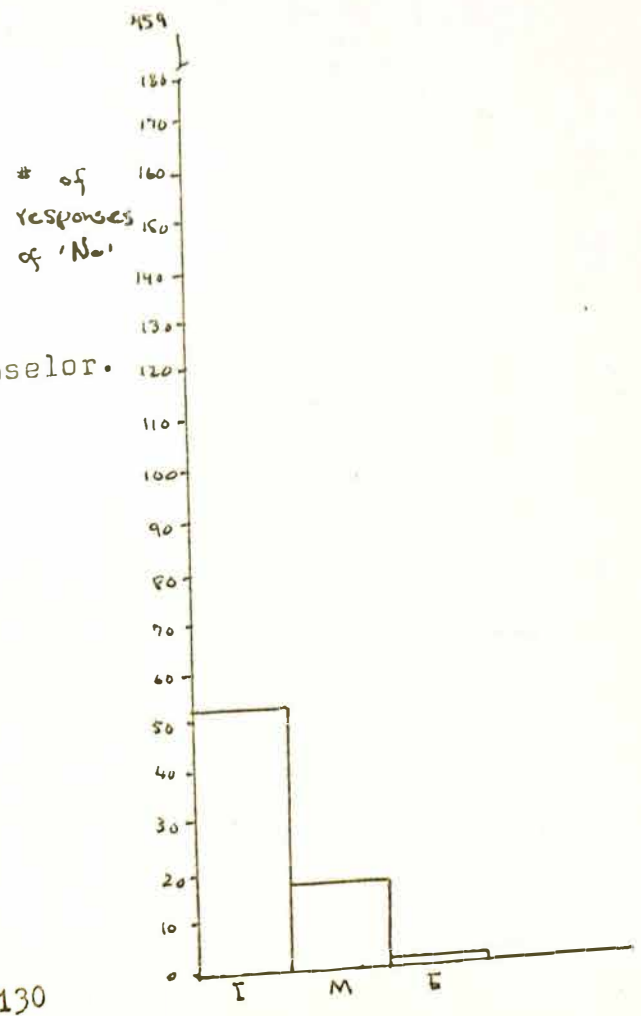
35. The counselor was able to see me whenever I wanted to talk with him.

I = 93  
 M = 163  
E = 55  
 t = 311



36. I respected my counselor.

I = 52  
 M = 17  
E = 1  
 t = 70



130

Table 14 (cont)

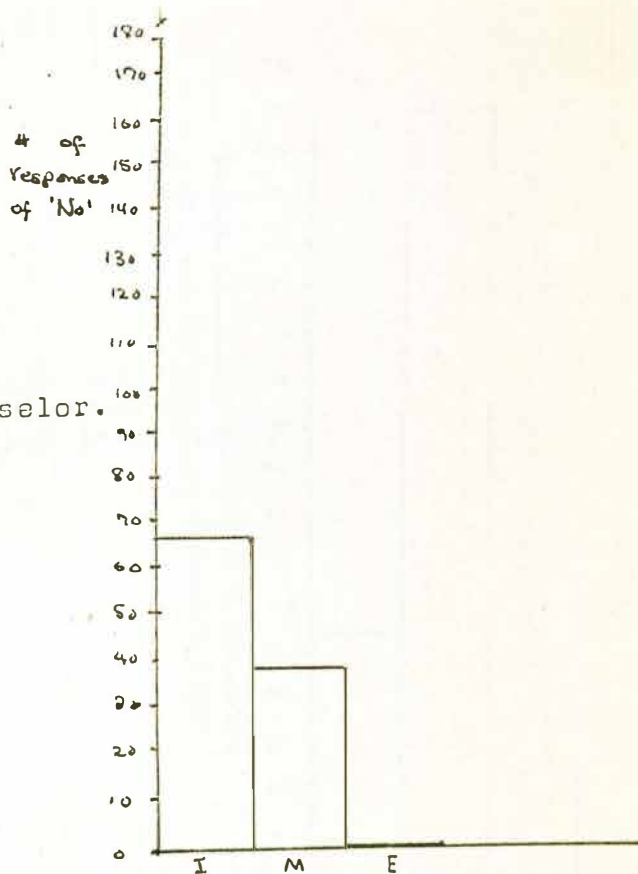
37. I trusted my counselor.

$$I = 66$$

$$M = 47$$

$$E = 0$$

$$t = 113$$



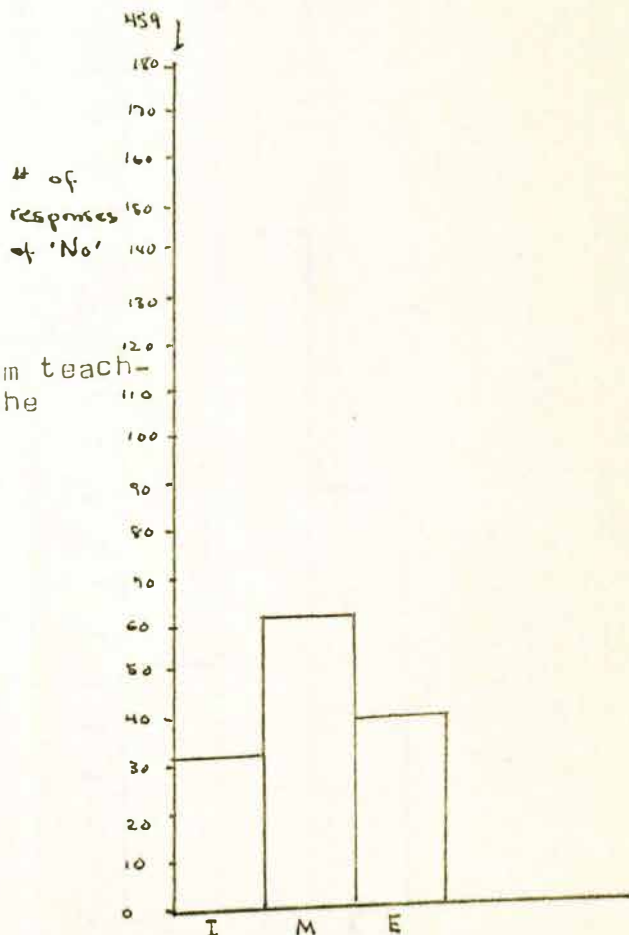
38. My counselor had no classroom teaching assignments along with the counseling responsibilities.

$$I = 31$$

$$M = 61$$

$$E = 39$$

$$t = 131$$





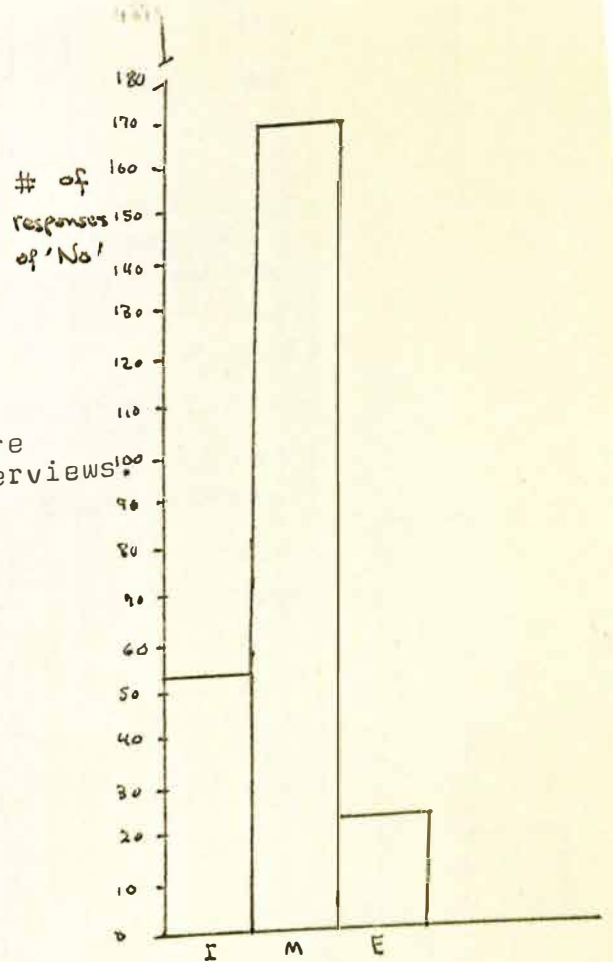
39. The counselor's personal standards of behavior were not imposed into the interviews

$$I = 53$$

$$M = 169$$

$$E = \underline{22}$$

$$t = 244$$



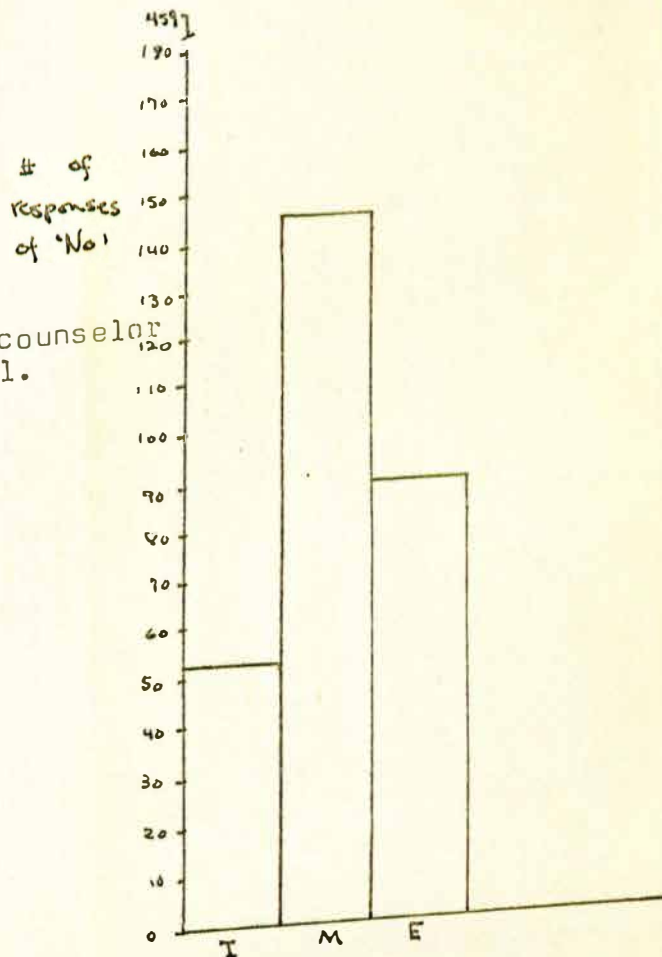
40. I was assigned the same counselor every year of high school.

$$I = 52$$

$$M = 145$$

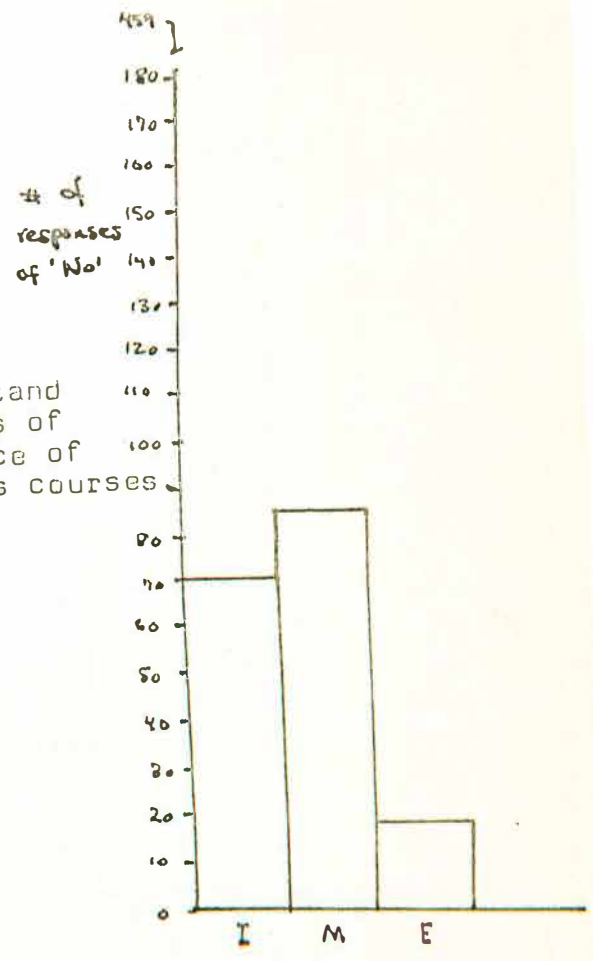
$$E = \underline{90}$$

$$t = 287$$



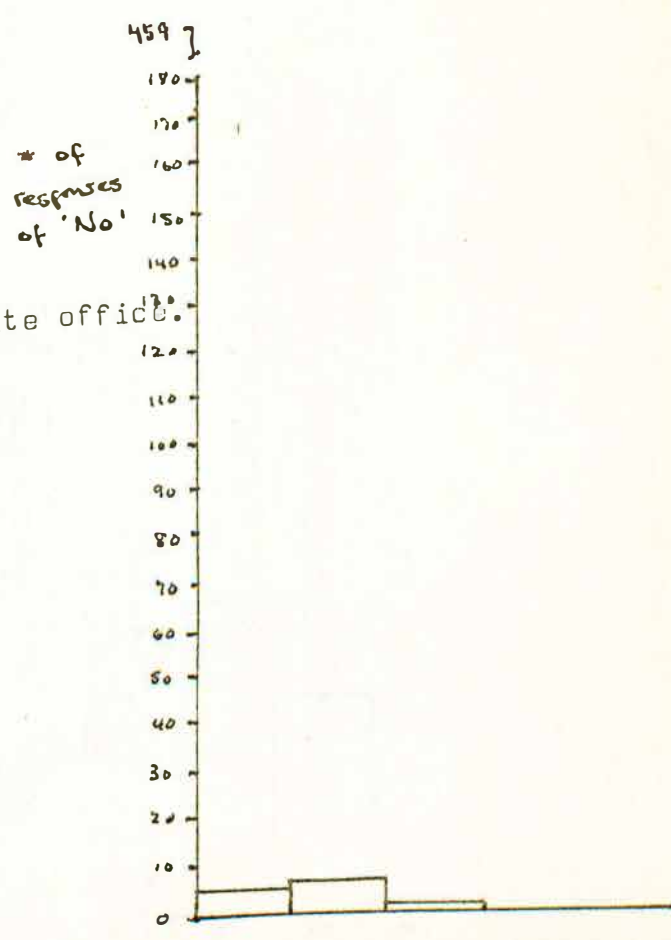
41. The counselor helped me understand more about the course offerings of high school and the significance of the choices between the various courses

I = 70  
 M = 85  
 E = 17  
 t = 172



42. The counselor had a private office

I = 6  
 M = 7  
 E = 1  
 t = 14



43. The counselor had a secretary who performed the clerical duties.

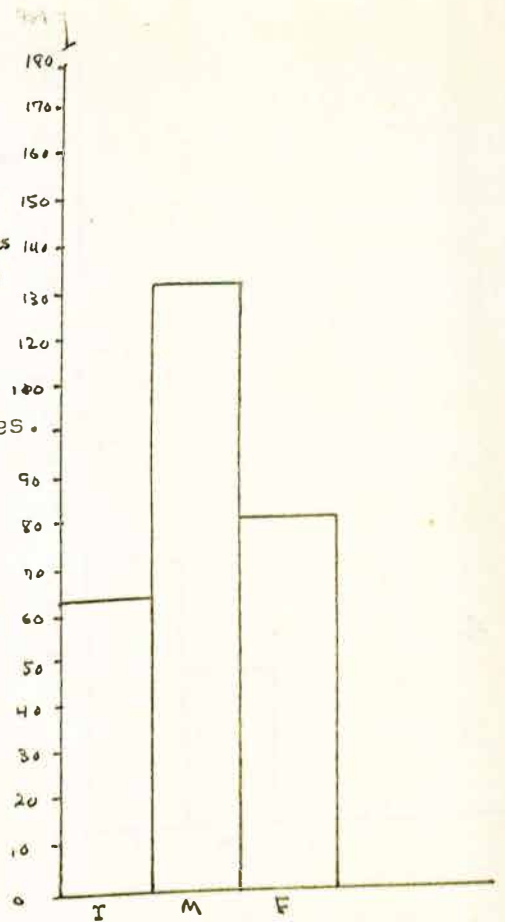
$$I = 62$$

$$M = 131$$

$$E = \underline{80}$$

$$t = 273$$

# of responses of 'No'



44. The counselor tried to understand my problems or plans of actions as I say them.

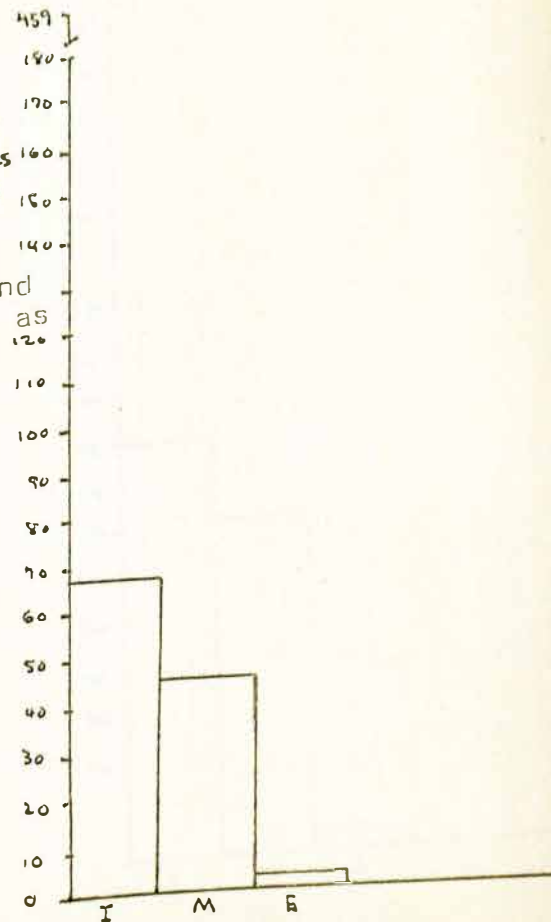
$$I = 67$$

$$M = 45$$

$$E = \underline{2}$$

$$t = 114$$

# of responses of 'No'



45. The counselor always seemed willing to help me.

$$I = 57$$

$$M = 32$$

$$E = \underline{2}$$

$$t = 91$$

# of responses of 'No'

170  
160  
150  
140  
130  
120  
110

90  
80  
70  
60  
50  
40  
30  
20  
10  
0

I M E

46. The interviews helped alleviate confusion about my plans or problems.

$$I = 90$$

$$M = 71$$

$$E = \underline{4}$$

$$t = 165$$

# of responses of 'No'

450  
180  
170  
160  
150  
140  
130  
120  
110  
100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0

I M E

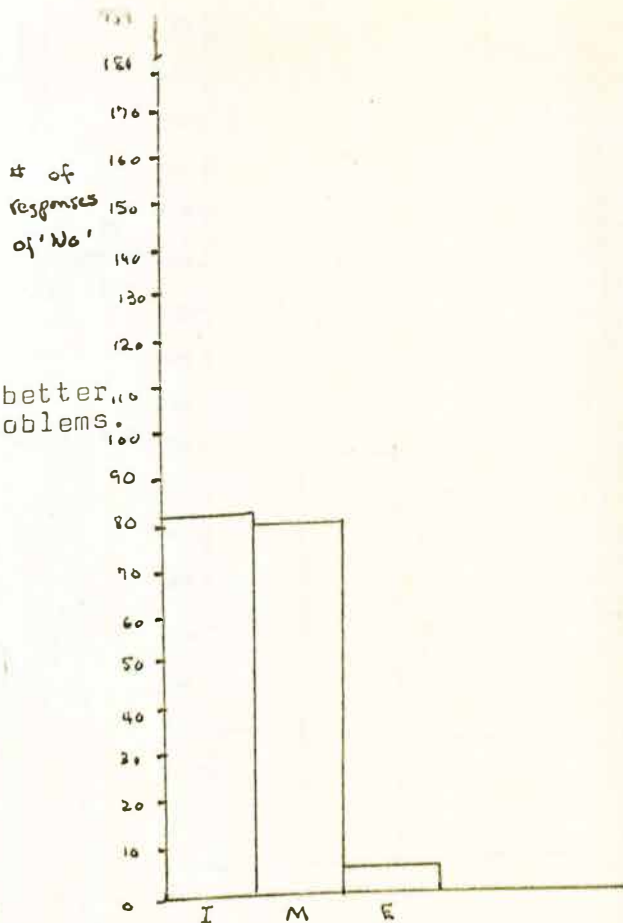
47. The interviews made me better able to solve future problems.

$$I = 81$$

$$M = 80$$

$$E = \underline{4}$$

$$t = 165$$



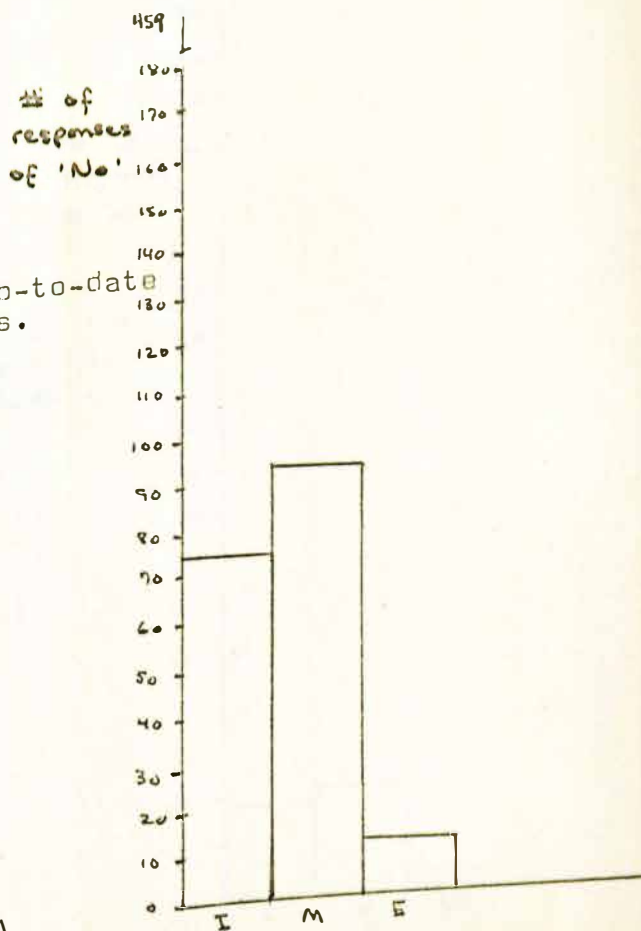
48. I felt my counselor was up-to-date and in tune with the times.

$$I = 75$$

$$M = 94$$

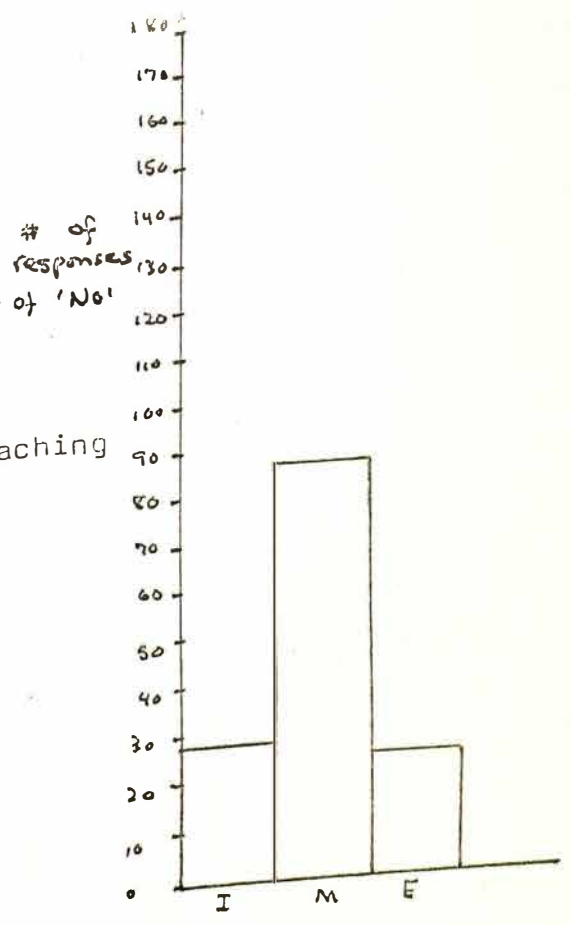
$$E = \underline{12}$$

$$t = 181$$



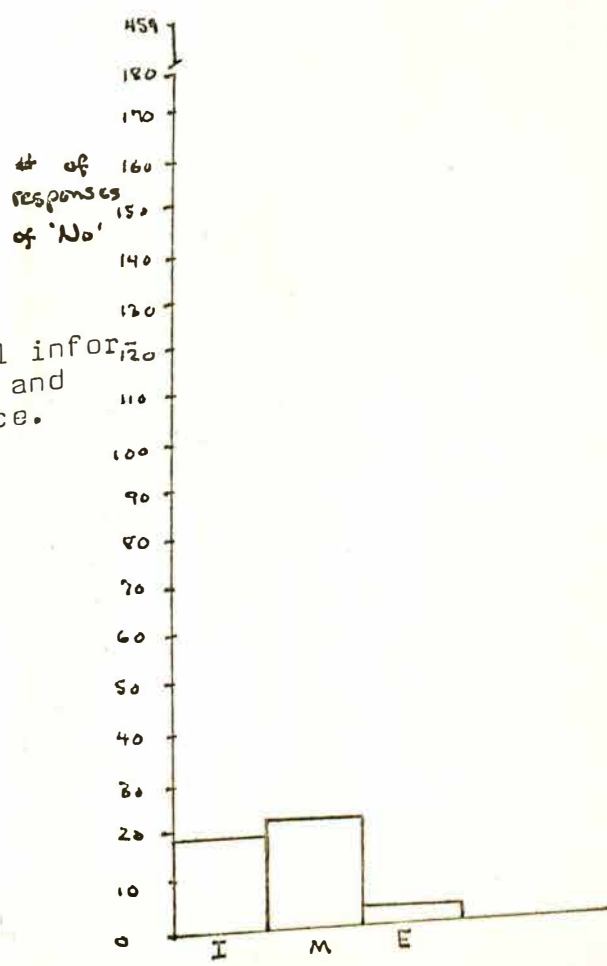
49. My counselor had some teaching experience.

I = 27  
 M = 88  
 E = 24  
 t = 139



50. Educational and occupational information were kept up-to-date and located in a convenient place.

I = 18  
 M = 21  
 E = 4  
 t = 43



51. Interest in higher education was encouraged during the interviews.

$$I = 9$$

$$M = 8$$

$$E = \frac{1}{18}$$

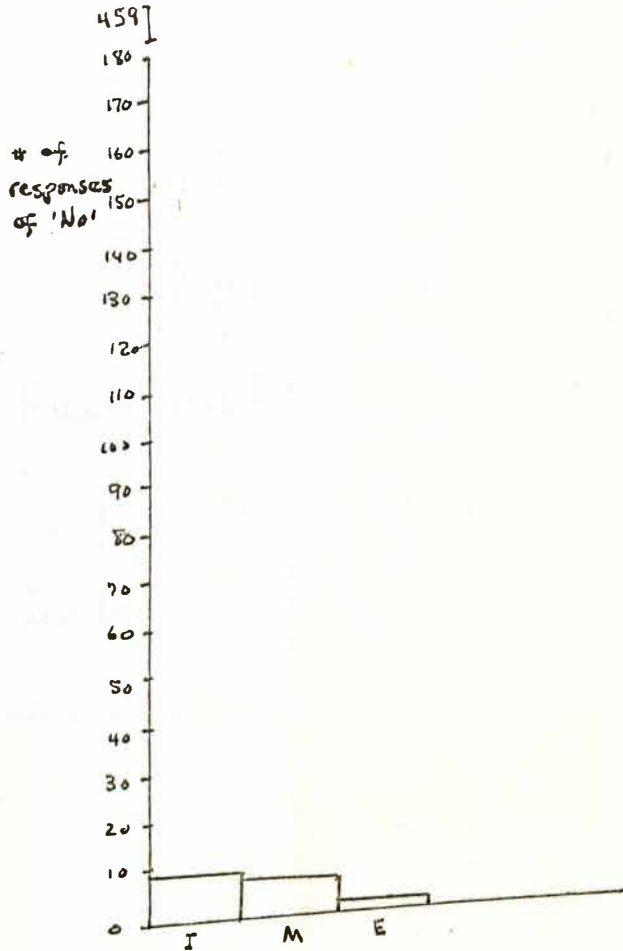


Table 14 (cont)

TABLE 15:  
Percent of Responses of  
'No' for Each Questionnaire-  
Inventory Item According  
to the Judged Attitude  
Variables

Key:

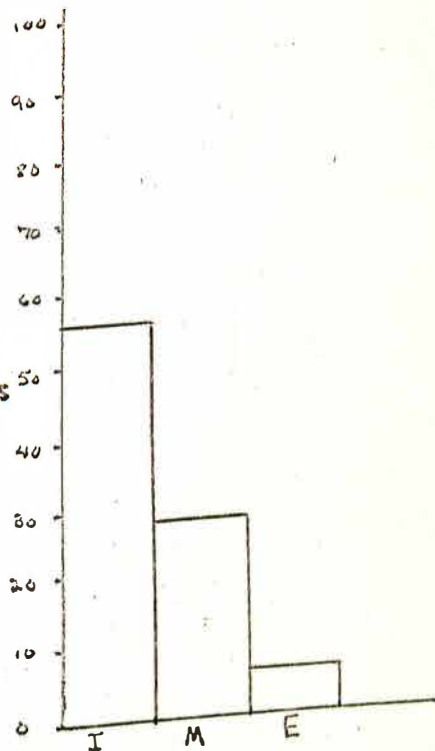
I = Ineffective Counseling  
M = Moderately Effective Counseling  
E = Very Effective Counseling



1. I described my problems to the counselor.

I = 56%  
M = 38%  
E = 6%

% of responses of "no"



2. During the conversations with my counselor, I did most of the talking.

I = 26.2%  
M = 52.3%  
E = 21.5%

% of responses of "no"

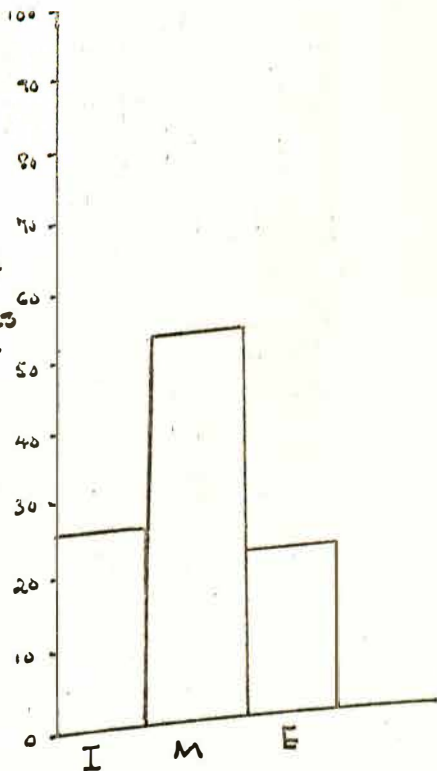
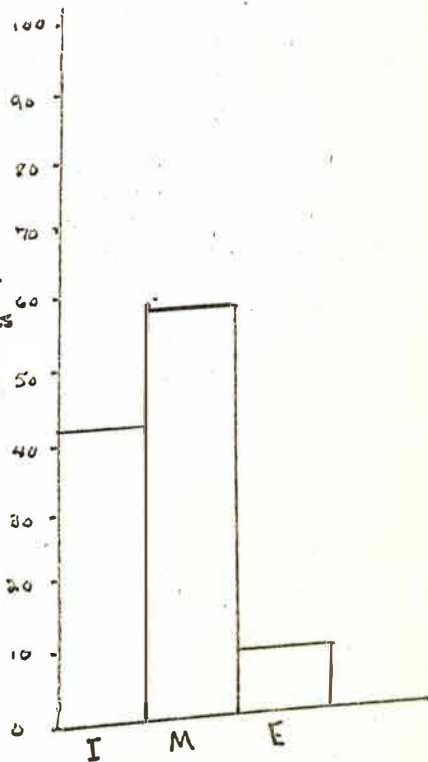


Table 15

3. I sought counseling to get information that would help me solve my problems.

I = 42.6%  
 M = 57.4%  
 E = 8.2%

% of responses of "no"



4. I felt free to ask the counselor questions that would clarify my confusion.

I = 66.7%  
 M = 31.4%  
 E = 1.9%

% of responses of "no"

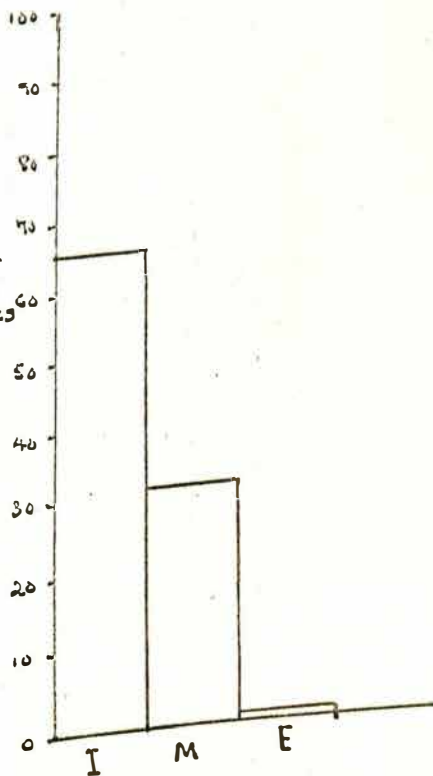


Table 15 (cont)

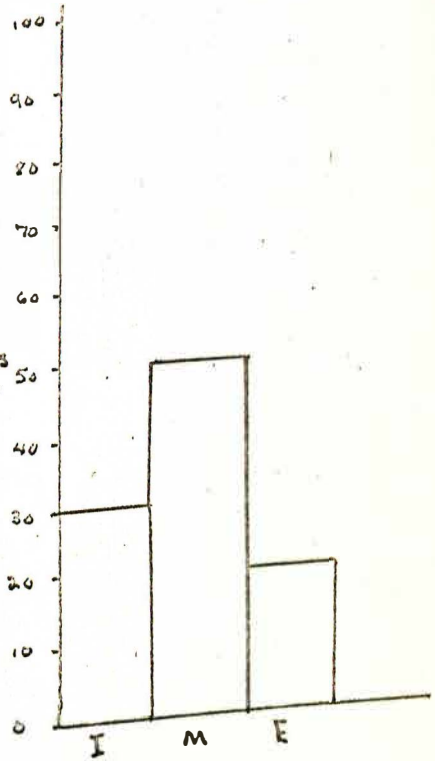
5. I always was able to make my own decisions during and after counseling.

I = 30.1 %

M = 50.0 %

E = 19.9 %

responses of "no"



6. I felt free to tell the counselor about myself.

I = 39.4 %

M = 55.2 %

E = 5.4 %

% of responses of 'no'

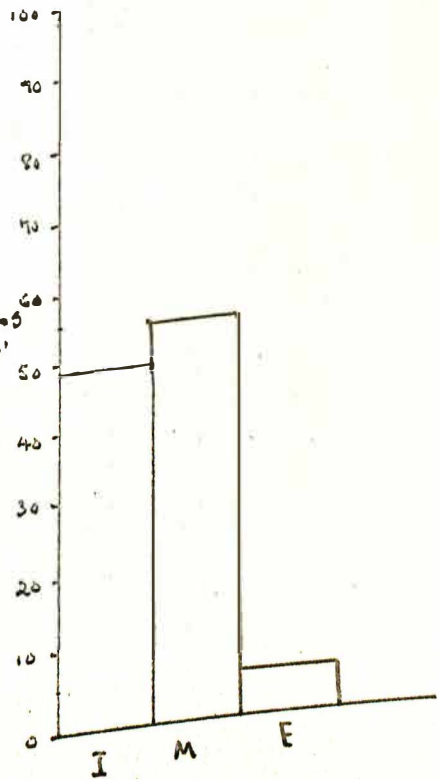


Table 15 (cont)

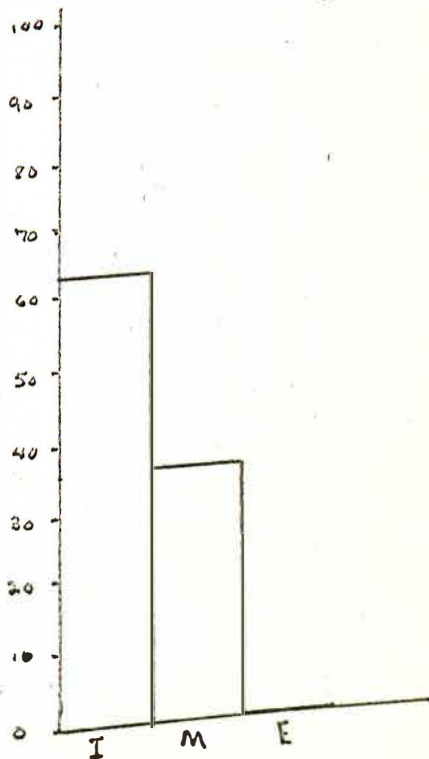
7. The counselor was interested in what I wanted to do.

% of responses of "no"

I = 63.5%

M = 36.5%

E = 0%



8. When with the counselor I could talk about anything I wished.

% of responses of 'no'

I = 40.9%

M = 50.0%

E = 9.13%

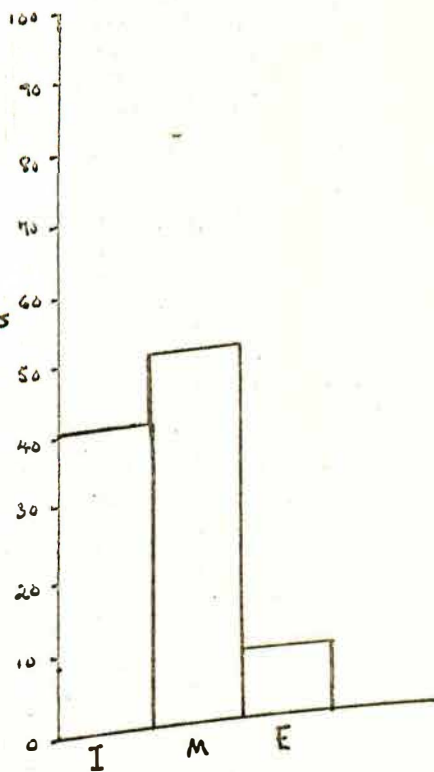
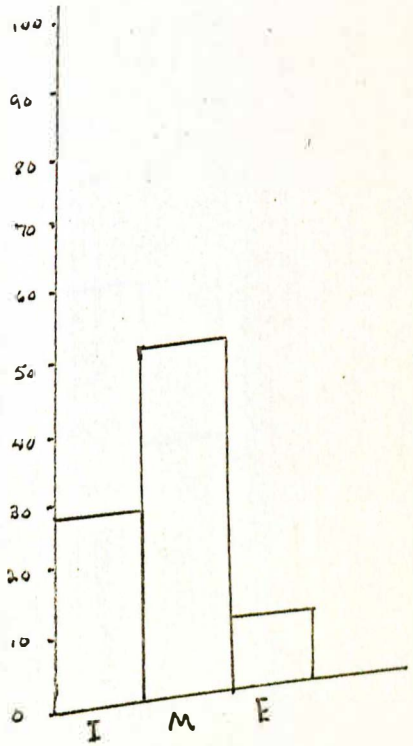


Table 15 (cont)

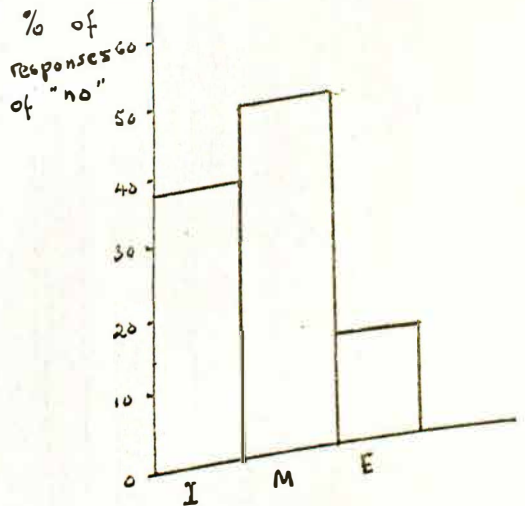
9. I felt free to express responses to the counselor how I really felt about myself and my problems.

I = 37.9%  
 M = 51.5%  
 E = 10.6%



10. I did not feel cautious about accepting suggestions and advice the counselor gave me.

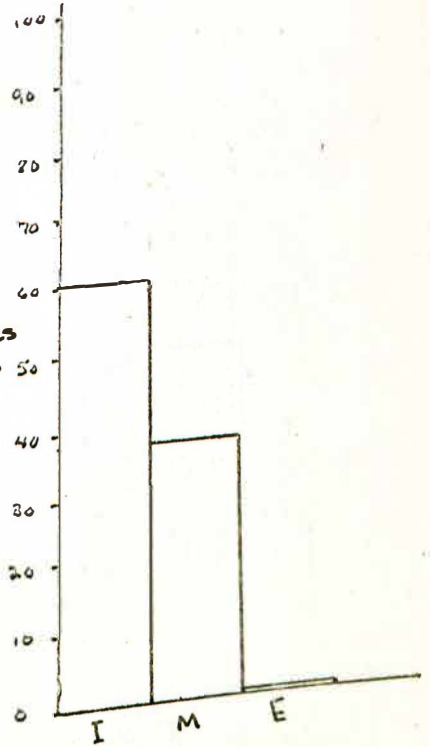
I = 37.4%  
 M = 47.7%  
 E = 14.9%



11. The counselor was interested in me as a person.

I = 60.5%  
 M = 38.6%  
 E = .88%

% of responses of "no"



(Number 12 omitted)

13. The counselor helped me work out a plan of action to solve my problems.

I = 42.1%  
 M = 50.6%  
 E = 7.4%

responses of 'no'

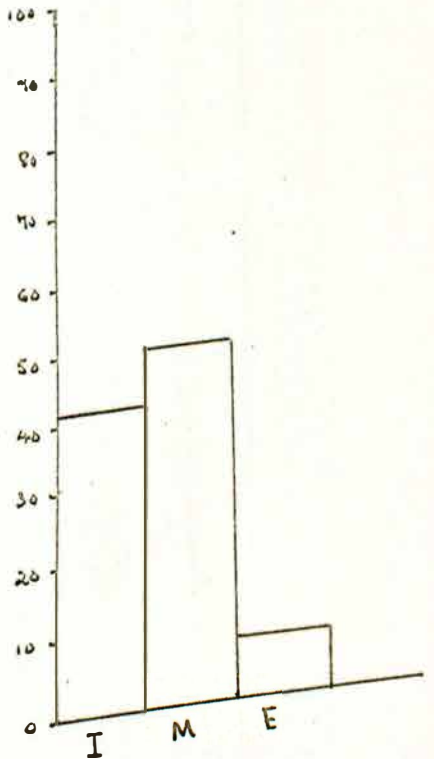


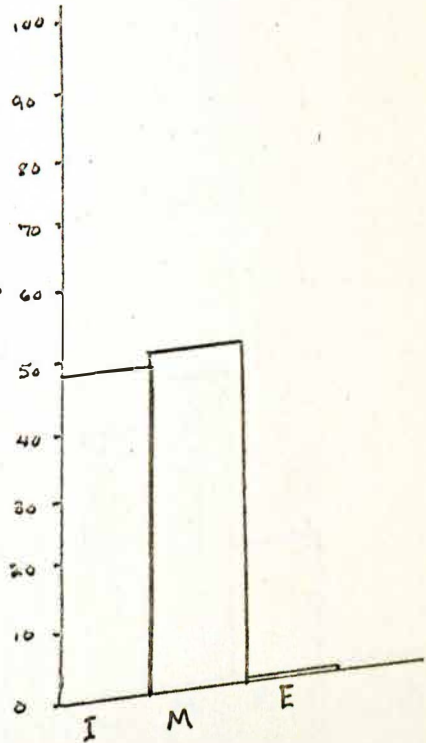
Table 15 (cont)

14. The counsel left the % of ultimate decision as to a course of action upto me. responses of "no"

I = 47.2%

M = 50.9%

E = .89%



15. The counselor was concerned about my interests, abilities and hobbies.

I = 45.5%

M = 48.9%

E = 5.7%

% of responses of 'no'

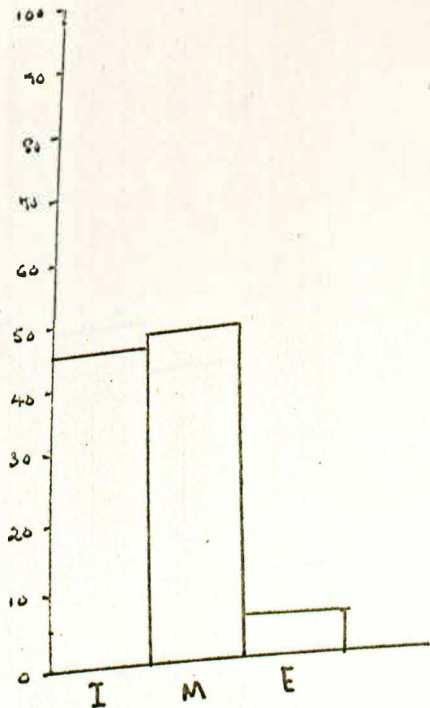


Table 15 (cont)

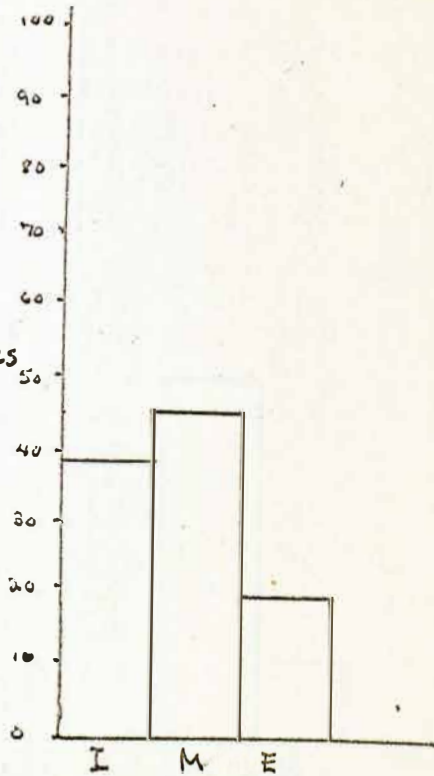
16. The counselor explained fully the results and meaning of my standardized tests.

I = 39.9%

M = 45.2%

E = 19.9%

% of responses of "no"



17. During counseling I was allowed to talk about whatever I wanted.

I = 48.0%

M = 41.2%

E = 10.7%

% of responses of "no"

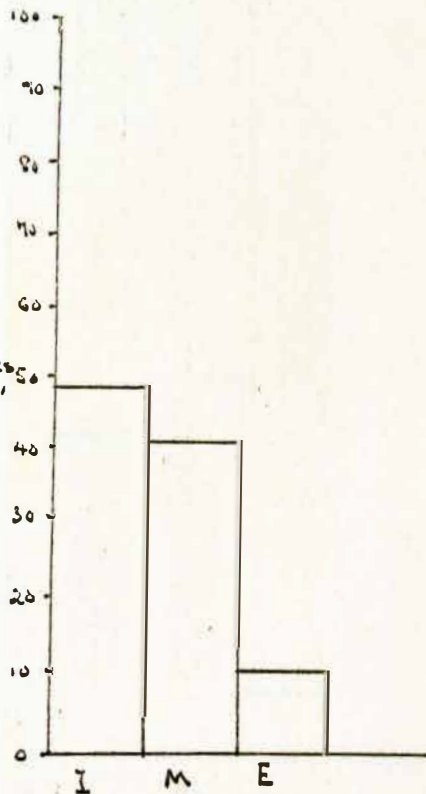


Table 15 (cont)

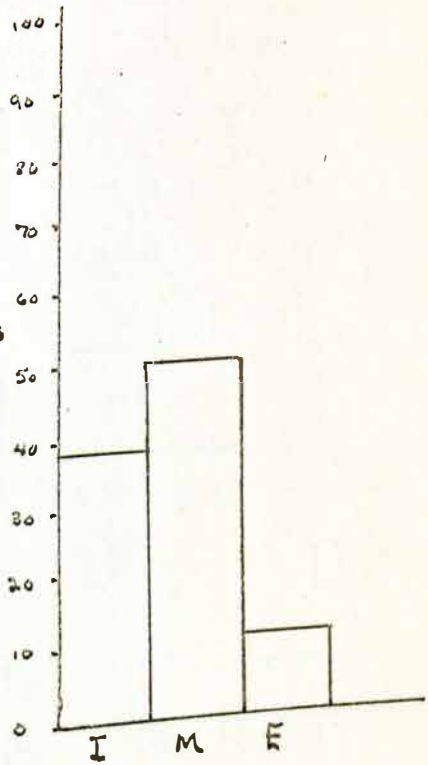


18. The counselor attempted to learn why I felt the way I did. % of responses of "no"

I = 37.7%

M = 50.1%

E = 11.7%



19. I was encouraged by the counselor to think for myself. % of responses of "no"

I = 42.1%

M = 50.0%

E = 7.9%

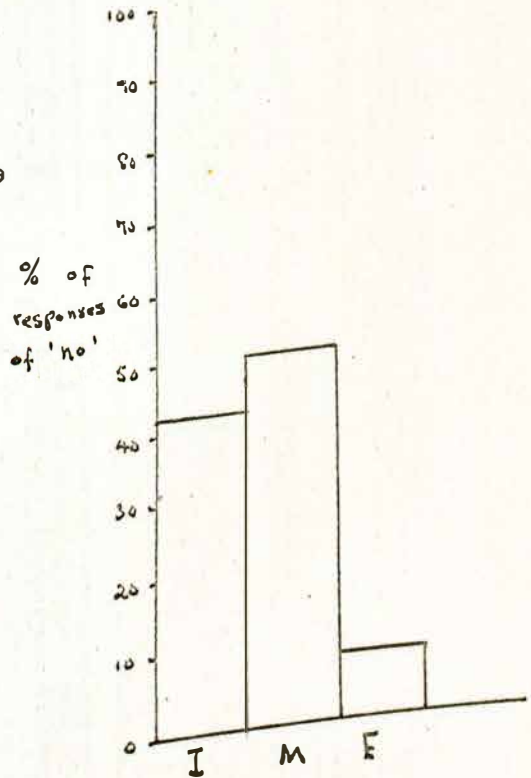
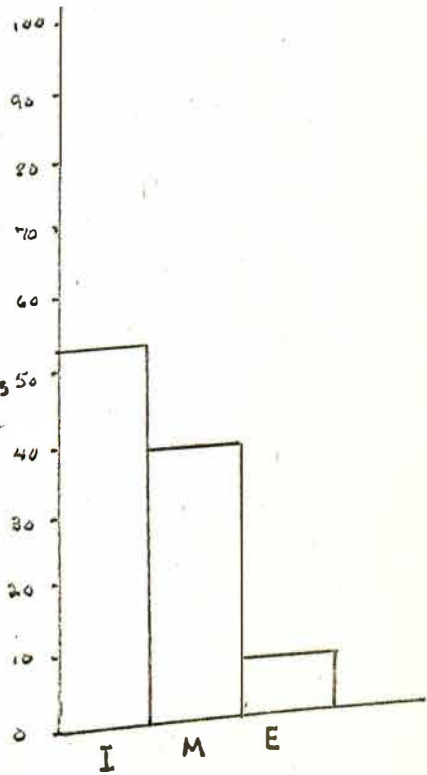


Table 15 (cont)

20. During our conversations, the counselor was frank with me.

I = 53.1%  
M = 39.1%  
E = 7.8%

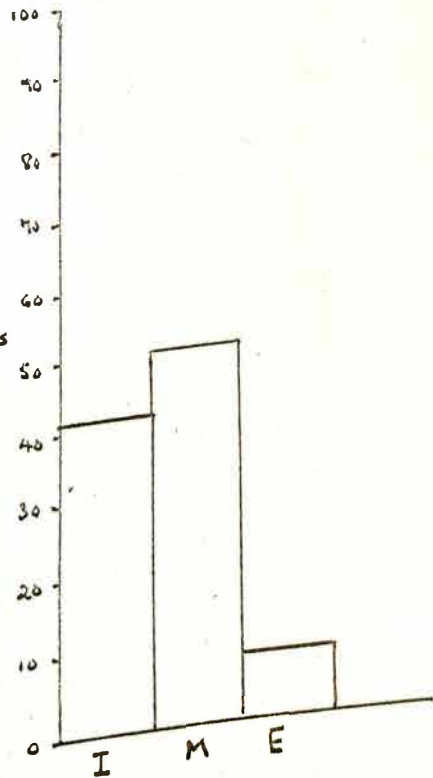
% of responses of "no"



21. I felt at ease and relaxed during the interviews.

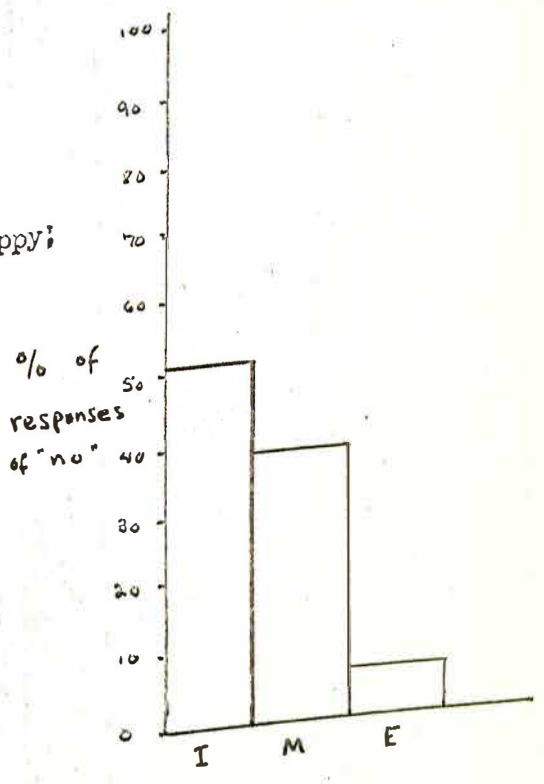
I = 41.3%  
M = 50.8%  
E = 7.9%

% of responses of "no"



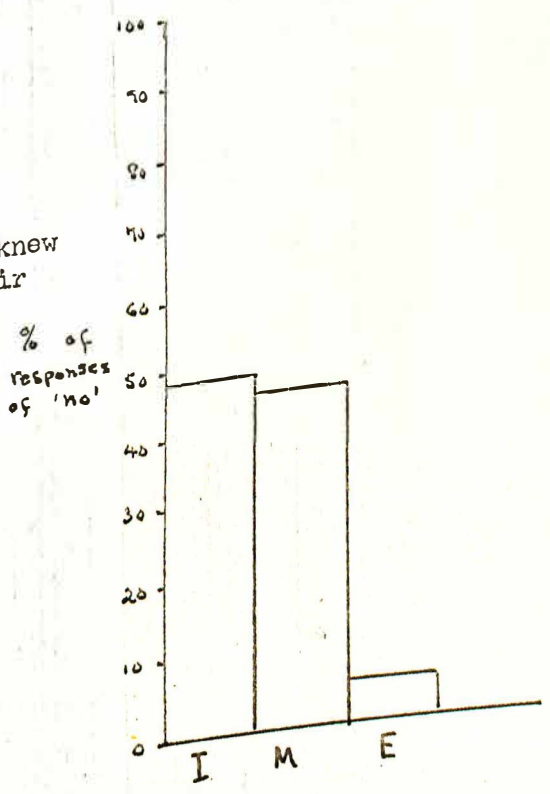
22. The counselor had a happy, pleasing appearance.

I = 51.3%  
 M = 42.5%  
 E = 6.2%



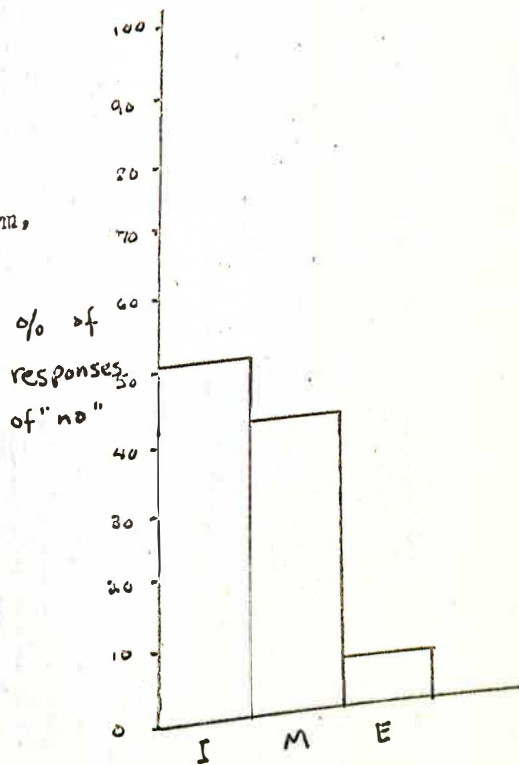
23. I felt the counselor knew a lot about people and their problems.

I = 48.9%  
 M = 46.0%  
 E = 5.1%



24. The counselor had a warm, outgoing personality.

I = 50.7%  
M = 43.1%  
E = 6.3%



25. The counselor was calm and relaxed during the interview.

I = 60.0%  
M = 28.0%  
E = 12.0%

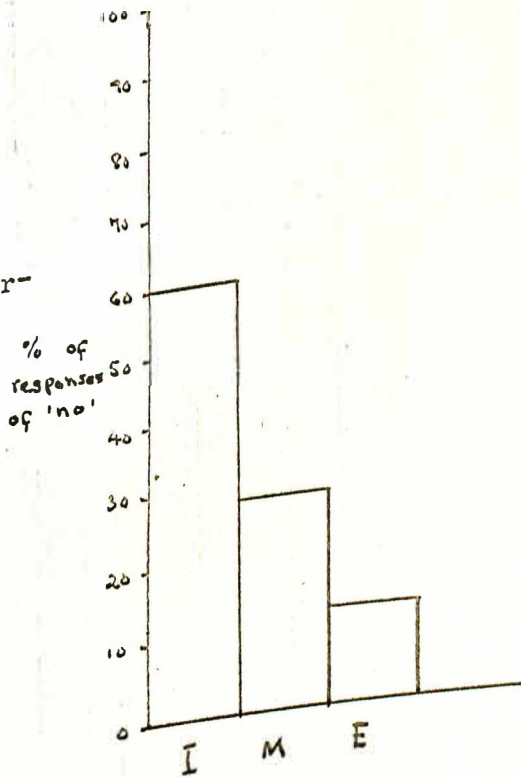


Table 15 (cont)

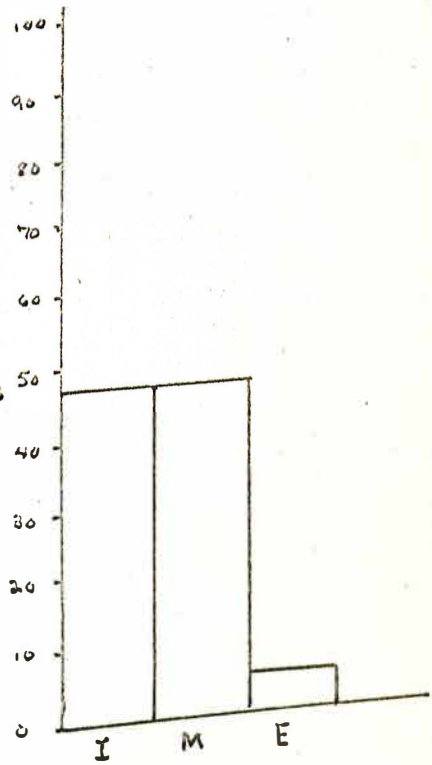
26. I felt the counselor would keep confidential all the proceedings of the interview % of

I = 47.1%

M = 47.1%

E = 5.9%

responses of "no"



27. It seemed that the counselor was never too busy to see me. % of

I = 40.2%

M = 48.9%

E = 10.9%

responses of 'no'

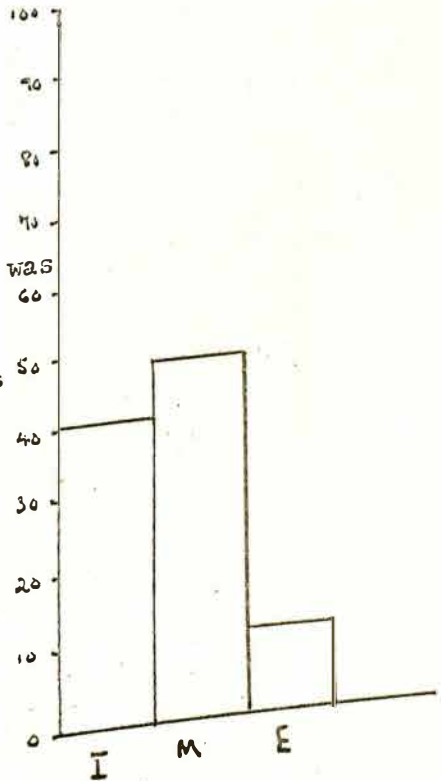


Table 15 (cont)

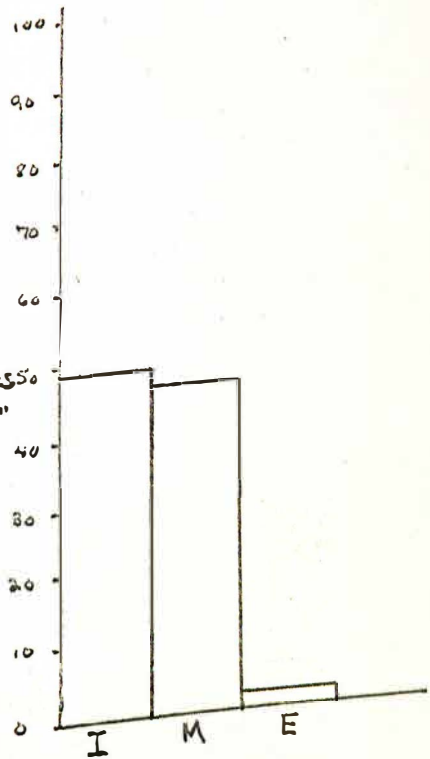
28. I considered my counselor a friend.

I = 49.4%

M = 47.8%

E = 2.8%

% of responses of "no"



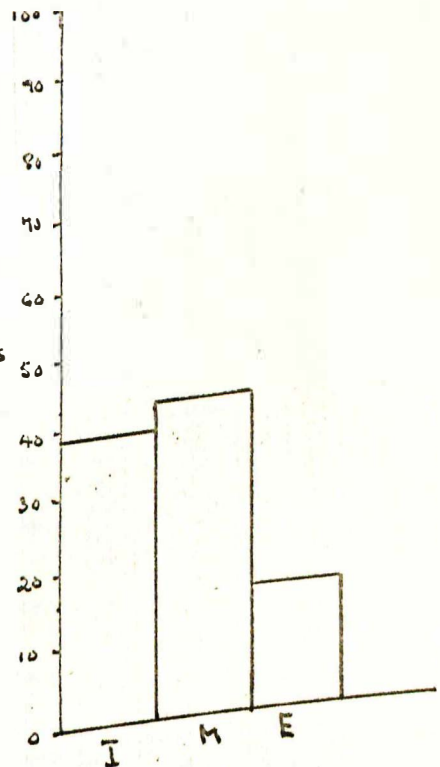
29. The counselor refrained from dictating plans of action to me.

I = 39.8%

M = 43.9%

E = 16.3%

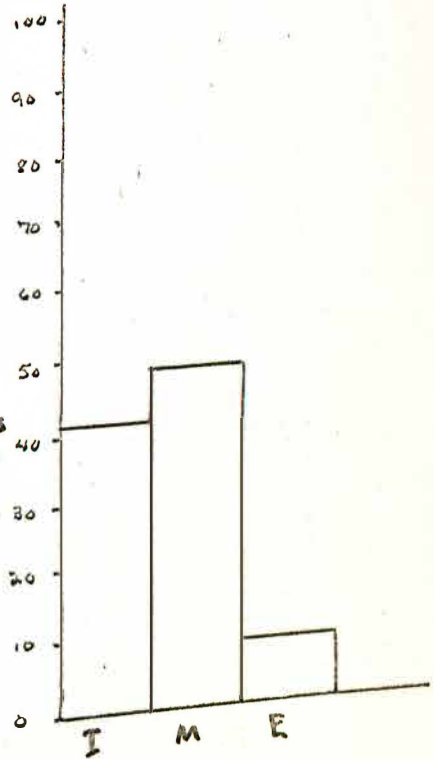
% of responses of 'no'



50. Educational and occupational information were kept up-to-date and located in a convenient place.

I = 41.9%  
 M = 48.8%  
 E = 9.3%

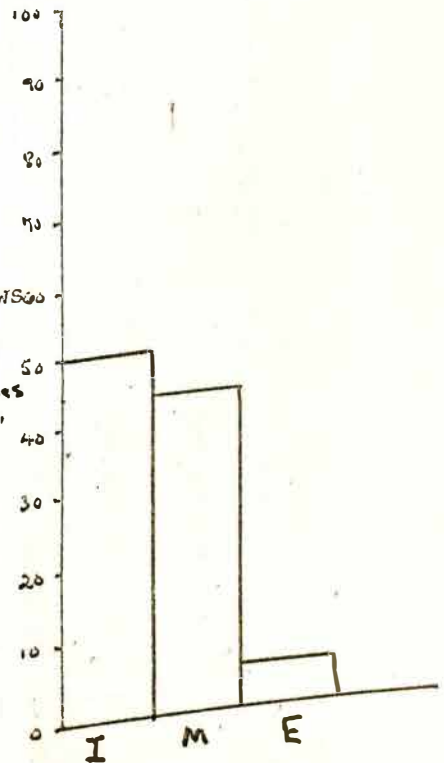
% of responses of "no"



51. Interest in higher education was encouraged during the interviews

I = 50%  
 M = 44.4%  
 E = 5.6%

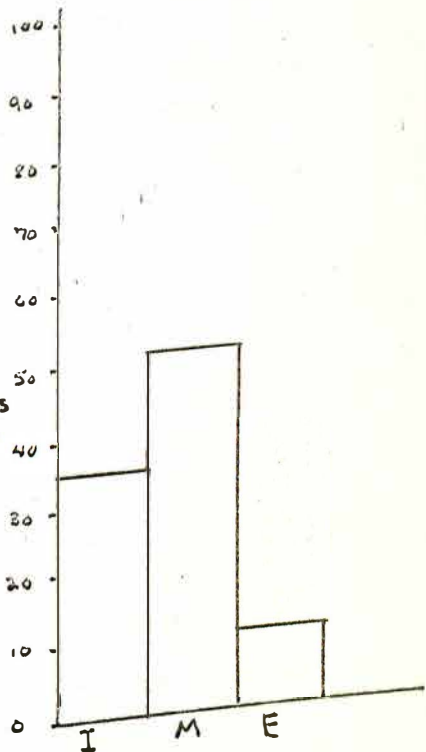
% of responses of 'no'



30. There was plenty of time during the interview to discuss my plans of action or problems fully.

I = 36.3%  
 M = 52.9%  
 E = 10.8%

% of responses of "no"



31. The interviews with my counselor were casual and informal.

I = 50.0%  
 M = 50.0%  
 E = 0%

% of responses of "no"

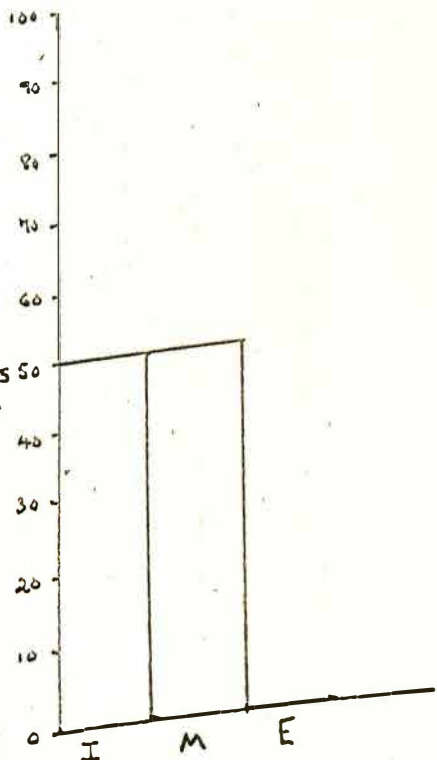


Table 15 (cont)



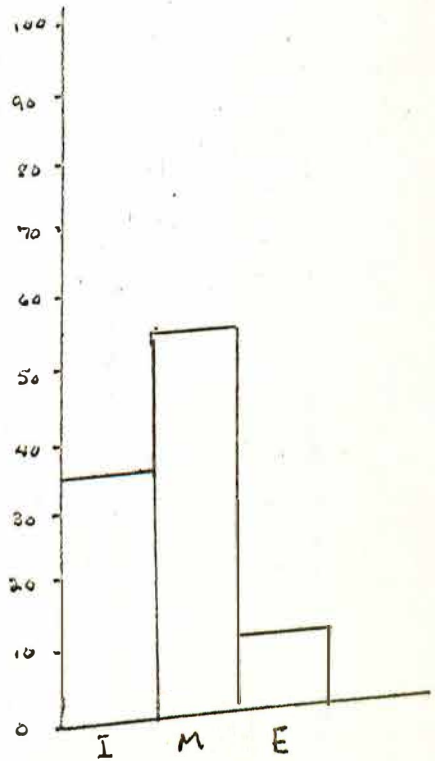
32. After talking with the counselor, I did a lot of thinking about my plans or problems.

I = 35.0%

M = 55.0%

E = 10.0%

% of responses of "no"



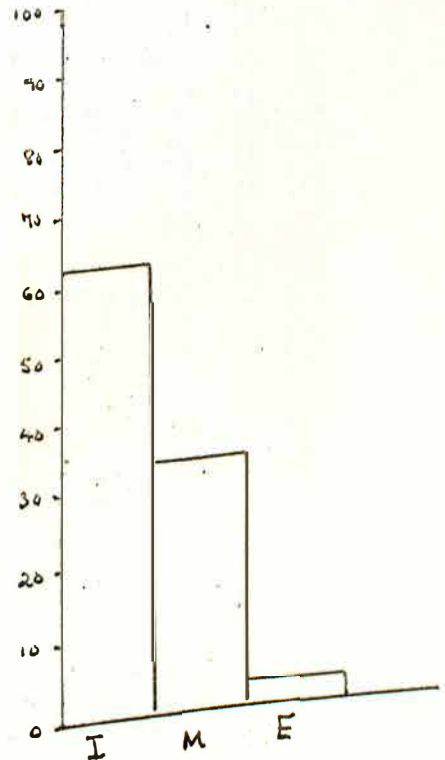
33. My opinions about my plans or problems were considered by my counselor.

I = 62.8%

M = 34.0%

E = 3.2%

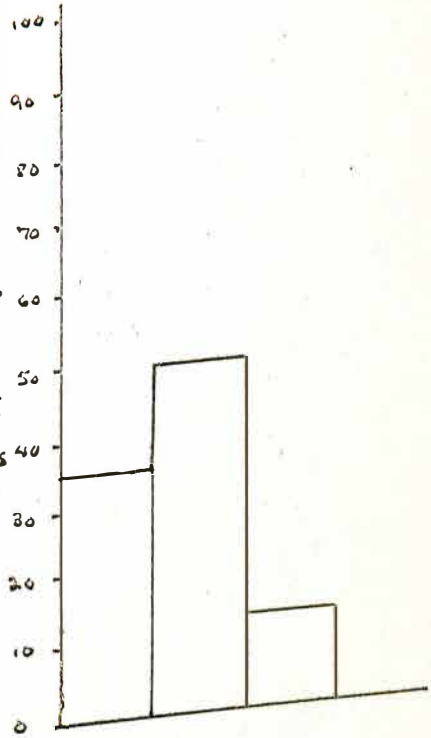
% of responses of "no"



34. The counselor was interested in how I felt about our discussions.

I = 36.7%  
 M = 50.0%  
 E = 13.3%

% of responses of "no"



35. The counselor was able to see me whenever I wanted to see him.

I = 29.9%  
 M = 52.4%  
 E = 17.7%

% of responses of "no"

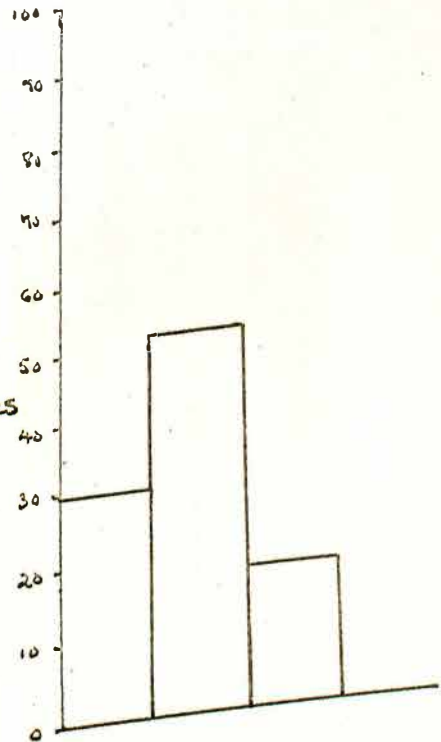
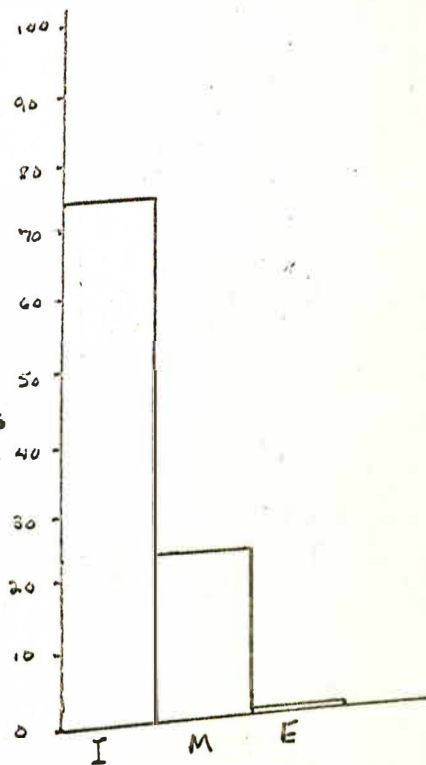


Table 15 (cont)

36. I respected my counselor.

I = 74.3 %  
M = 24.3 %  
E = 1.4 %

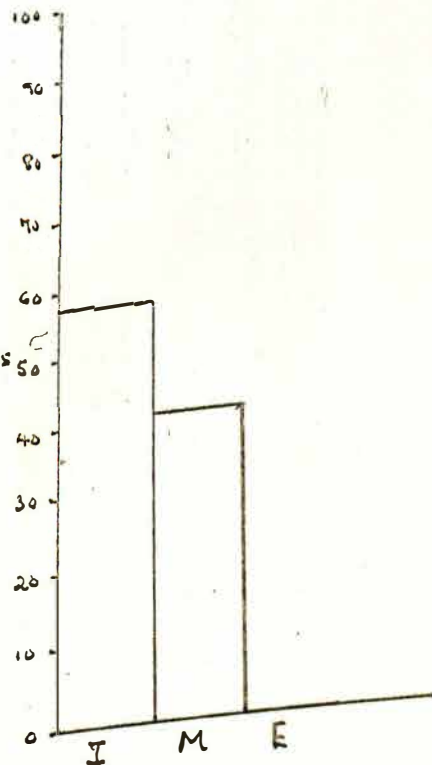
% of  
responses  
of "no"



37. I trusted my counselor.

I = 58.4 %  
M = 41.6 %  
E = 0 %

% of  
responses  
of "no"



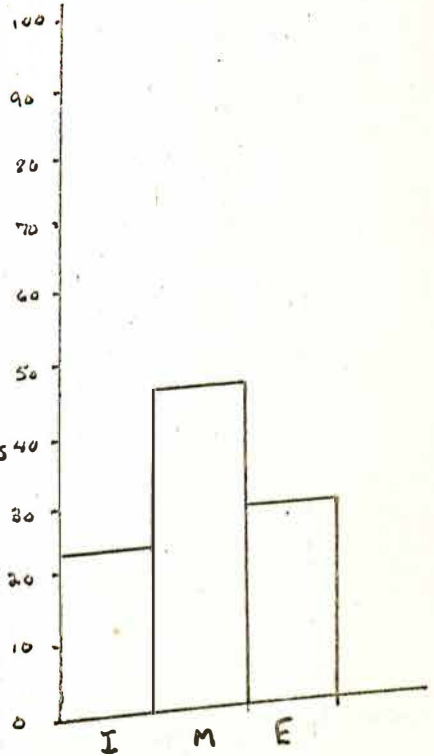
38. My counselor had no classroom teaching assignments along with the counseling.

I = 23.7%

M = 46.6%

E = 29.8%

% of responses of "no"



39. The counselor's personal standards of behavior were not imposed into the interview.

I = 21.7%

M = 69.3%

E = 9.0%

% of responses of "no"

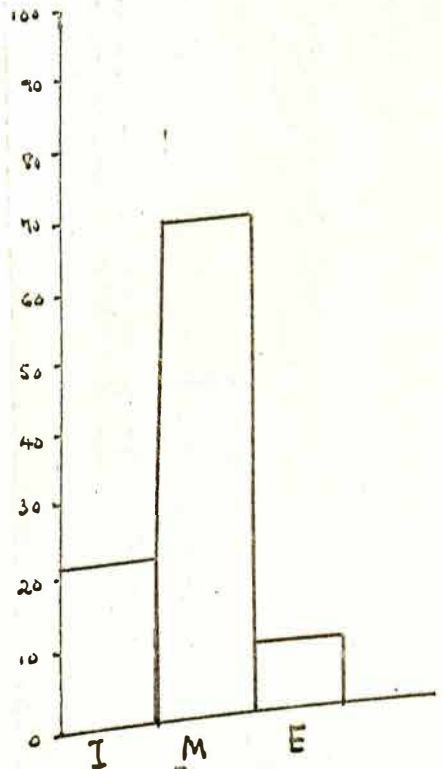


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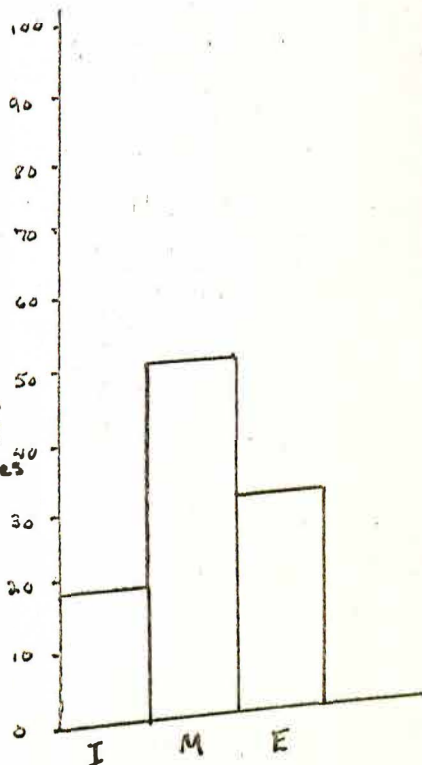
40. I was assigned the same counselor every year of high school.

I = 18.2%

M = 50.5%

E = 31.4%

% of responses of 'no'



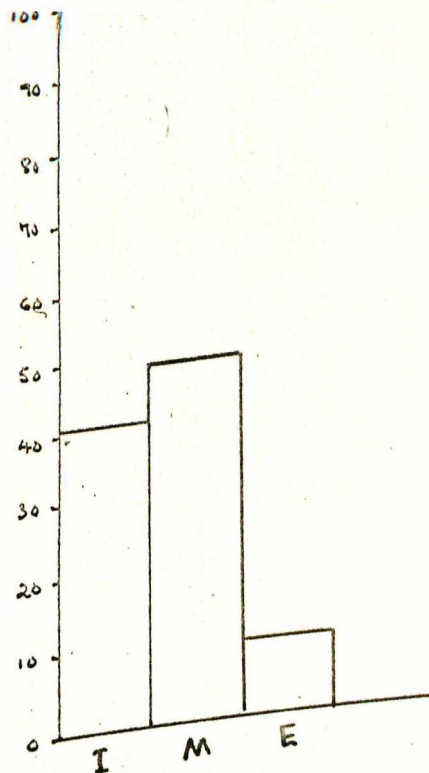
41. The counselor helps me understand more about the course offerings of high school and the significance of the choices between the various courses.

I = 40.7%

M = 49.4%

E = 9.9%

% of responses of 'no'



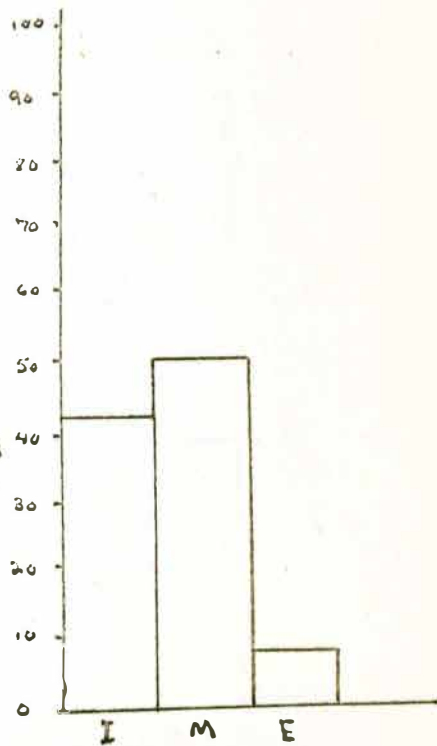
42. The counselor had a private office.

I = 48.9%

M = 50.0%

E = 7.1%

% of responses of "no"



43. The counselor had a secretary who performed all the clerical duties.

I = 22.7%

M = 47.9%

E = 29.3%

% of responses of 'no'

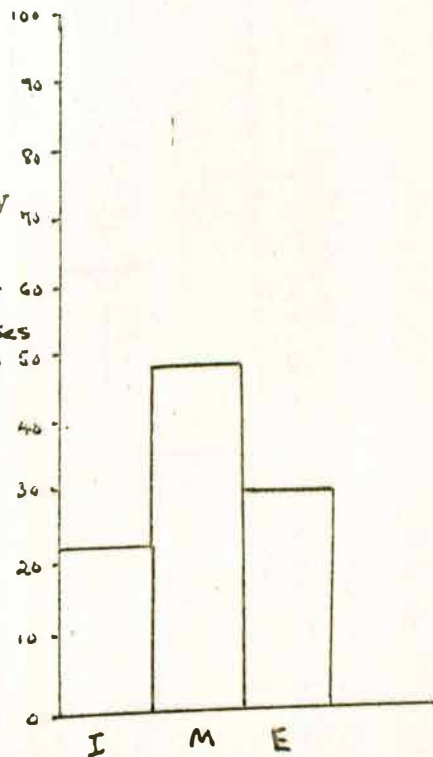


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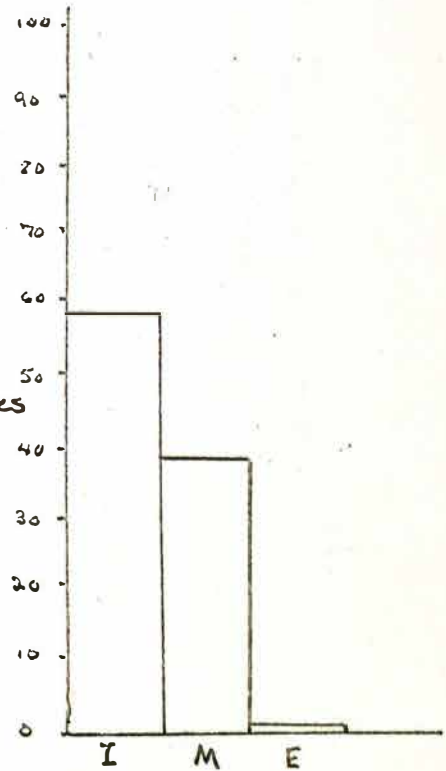
44. The counselor tried to understand my problems and plans as I saw them.

I = 58.8%

M = 39.5%

E = 1.8%

% of responses of "no"



45. The counselor always seemed willing to help me.

I = 62.6%

M = 35.2%

E = 2.2%

% of responses of "no"

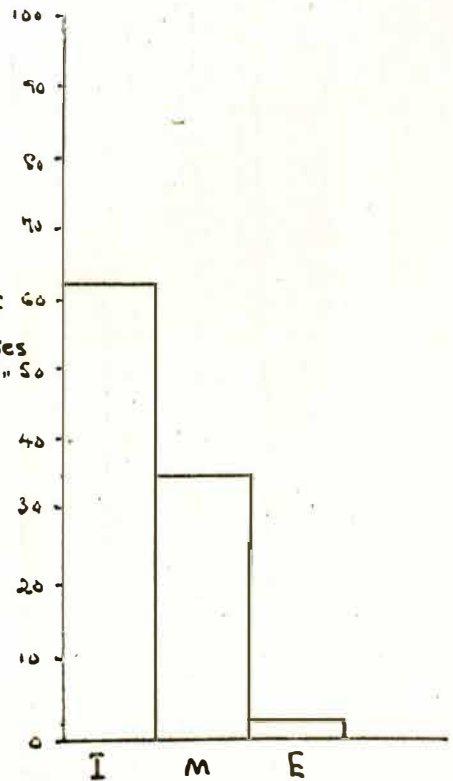
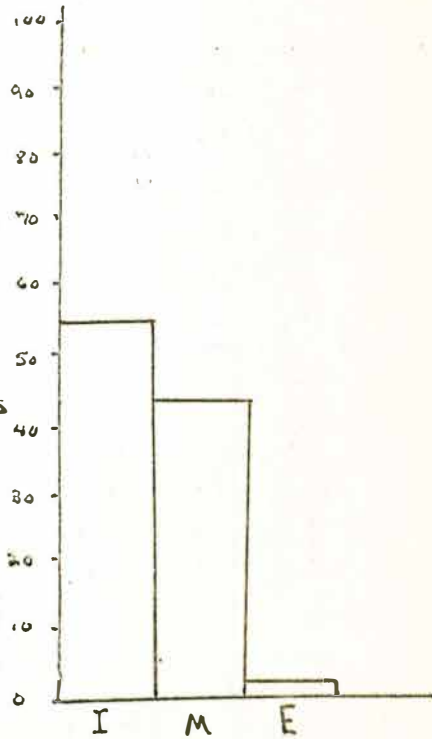


Table 15 (cont)

46. The interviews helped alleviate confusion about my plans or problems.

I = 54.6%  
M = 43.0%  
E = 2.4%

% of responses of "no"



47. The interviews made me better able to solve future problems.

I = 49.1%  
M = 48.5%  
E = 2.4%

% of responses of "no"

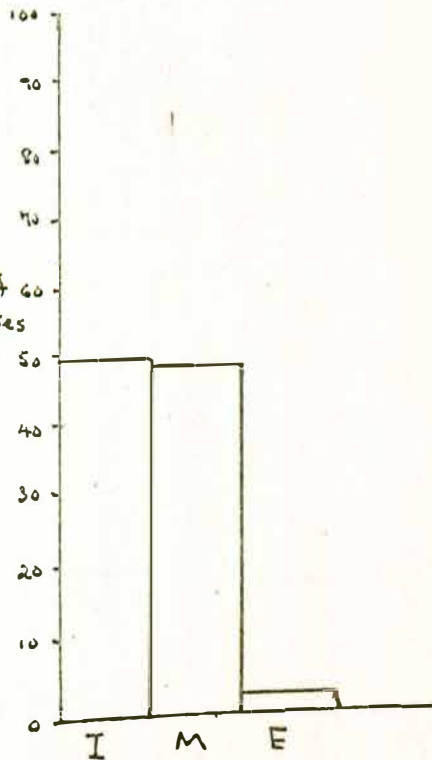


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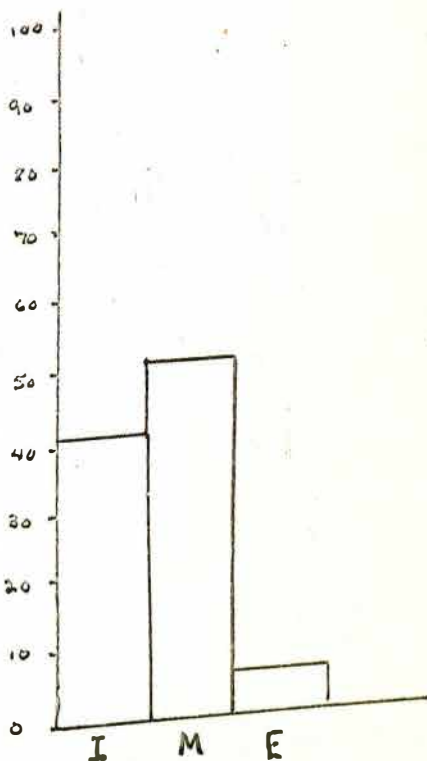
48. I felt the counselor was up-to-date and in tune with the times.

I = 41.4%

M = 51.9%

E = 6.6%

% of responses of "no"



49. My counselor had some teaching experience.

I = 19.4%

M = 63.3%

E = 17.3%

% of responses of "no"

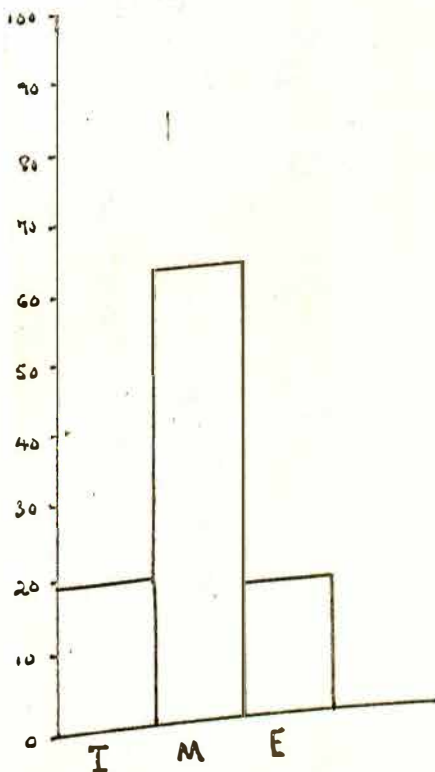


Table 15 (cont)

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