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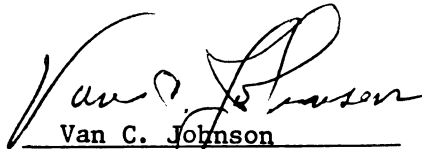
COUNSELED AND NON-COUNSELED VIRGINIA
STATE COLLEGE STUDENTS' PERCEPTIONS OF
COUNSELING AND OF PERSONAL ADJUSTMENT

presented by

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has been accepted towards fulfillment
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ABSTRACT

COUNSELED AND NON-COUNSELED VIRGINIA STATE COLLEGE STUDENTS' PERCEPTIONS OF COUNSELING AND OF PERSONAL ADJUSTMENT

By

Gerald McCants

The major purpose of this investigation was to assess the perceptions of counseled and non-counseled Virginia State College students toward counseling and of personal adjustment, and the significance of several variables on those perceptions. Student perceptions toward counseling and personal adjustment were determined through the use of an 18-item questionnaire developed by the investigator. This instrument was used to elicit perceptions toward counseling and of personal adjustment from the students used in the study. Within the instrument, a 19th item was used to elicit personal data information from the respondents.

The population from which the students for this study was obtained consisted of all students who used the counseling center during the Fall semester, 1972; all students who dropped out of Virginia State College after the Fall semester, 1972, and did not return for the second semester, 1973; all students who used the counseling center during the Fall semester, 1972, but who did not return for the second semester,

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1973; and all students in two residence halls who did not use the counseling center during the Fall semester, 1972, and who returned for the second semester, 1973. The total population consisted of 1,272 students.

The following hypotheses were tested to determine the influence of selected variables on student perceptions toward counseling and of personal adjustment:

Hypothesis I

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of sex.

Hypothesis II

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis III

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of estimated family income.

Hypothesis IV

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of classification.

Hypothesis V

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of sex.

Hypothesis VI

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis VII

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of estimated family income.

Hypothesis VIII

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of classification.

Hypothesis IX

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of sex.

Hypothesis X

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis XI

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of estimated family income.

Hypothesis XII

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of classification.

Hypothesis XIII

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of sex.

Hypothesis XIV

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis XV

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of estimated family income.

Hypothesis XVI

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of classification.

The following interpretations and generalizations were made as a result of this research:

1. Males and females who did not drop out of Virginia State College were generally positive in their perceptions of counseling than males and females who dropped out of Virginia State. For students who dropped out of Virginia State, they were more positive in their perceptions of personal adjustment than students who did not drop out.

2. Students who did not drop out of Virginia State College, regardless of the grade point average, were positive in their perceptions of counseling. Students with high academic averages, drop outs and non-drop outs, were positive

in their perceptions of personal adjustment than students with low grade point averages.

3. Students who did not drop out of Virginia State College, regardless of estimated family income, were positive in their perceptions of counseling. High estimated family income students, drop outs and non-drop outs, were positive in their perceptions of personal adjustment.

4. Undergraduate and graduate students who did not drop out of Virginia State College were generally positive in their perceptions of counseling. Graduate students, drop outs and non-drop outs, were positive in their perceptions of personal adjustment than undergraduate students.

5. Males and females who used the counseling center were positive in their perceptions of counseling. Males and females who did not use the counseling center were positive in their perceptions of personal adjustment.

6. Students who used the counseling center, regardless of grade point average, were generally positive in their perceptions of counseling than students who did not. Students with high academic averages, users and non-users of counseling, were positive in their perceptions of personal adjustment.

7. Students with low estimated family incomes and who used the counseling center were generally positive in their perceptions of counseling. High estimated family income students, users and non-users of counseling, were positive in their perceptions of personal adjustment.

8. Undergraduate and graduate students who used the counseling center were generally positive in their perceptions of counseling. Undergraduate and graduate students who did not use the counseling center were positive in their perceptions of personal adjustment than undergraduate and graduate students who used the counseling center.

COUNSELED AND NON-COUNSELED VIRGINIA
STATE COLLEGE STUDENTS' PERCEPTIONS OF
COUNSELING AND OF PERSONAL ADJUSTMENT

By

Gerald McCants

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Introduction

The formulation of an individual's uniqueness is accomplished through a variety of roles and contacts. When contacts and the assumption of roles are made, there is often influencing variables which will determine the views of individuals toward a particular event or set of circumstances. Moustakos¹ has suggested fourteen concepts that supports this assumption:

1. The individual knows himself better than anyone else.
2. Only the individual himself can develop his potentialities.
3. The individual's perception of his own feelings, attitudes, and ideas is more valid than any outside diagnosis can be.
4. Behavior can best be understood from the individual's own point of view.
5. The individual responds in such ways as to be consistent with himself.
6. The individual's perception of himself determines how he will behave.

¹Clark E. Moustakos, "True Experience and Self," Clark E. Moustakos (ed.), The Self (New York: Harper and Row, Inc., 1956), pp. 9-11.

7. Objects have no meaning in themselves. Individuals give meanings and reality to them. These meanings reflect the individual's background.

8. Every individual is logical in the context of his own personal experience. His point of view may seem illogical to others when he is not understood.

9. As long as the individual accepts himself, he will continue to grow and develop his potentialities. When he does not accept himself, much of his energies will be used to defend rather than explore and to actualize himself.

10. Every individual wants to grow toward self-fulfillment. These growth strivings are present at all times.

11. An individual learns significantly only those things which are involved in the maintenance of self. No one can force the individual to permanent or creative learning. He will learn only if he will to. Any other type of learning is temporary and inconsistent with the self and will disappear as soon as threat is removed.

12. Concepts, ideas, symbols, and events can be denied or distorted, but experience is experienced in the unique reality of the individual person and cannot be untrue to itself. If it threatens the maintenance or enhancement of self, the experience will be of little relevance or consequence to the individual though it may temporarily stifle further growth.

13. We cannot teach another person directly, and we cannot facilitate real learning in the sense of making it easier. We can make learning for another person possible by providing information, the setting, atmosphere, materials, resources, and by being there. The learning process itself is a unique individualistic experience. It may be a difficult experience for the individual person even if it has significance for the enhancement of self.

14. Under threat the self is less open to spontaneous expression; that is, is more passive and controlled. When free from threat, the self is more open, that is, free to be and to strive for actualization.

Within the collegiate environment, roles and contacts are informal and formal; however, the same influencing variables are present within each informal and formal role or contact.

The history of counseling in higher education is full of areas of evaluation of roles and contacts as such pertain to the individual and his role as a client within counseling. Consequently, little room has been left for the student to evaluate the role of the counseling agency.

Because of the investigator's concern for and interest in counseling and in the students' perception of the counseling agency, this study of counseling as perceived by Virginia State College counseled and non-counseled students will, hopefully, have some impact on the counseling office at Virginia State College so that the office might more adequately serve all students.

Statement of the Problem

Student Personnel Services at Virginia State College (VSC) consists of six sub-divisions: placement, student services, financial aids, housing, residence life, and counseling. (Appendix A) Within the six sub-divisions, it was speculated by the investigator that the first five could possibly be evaluated for effectiveness by using profit, loss, number of activities or events, times of operation or dates of scheduling. The sixth sub-division,

the VSC Counseling Center, was considered to be more difficult to evaluate for effectiveness.

The goals of the counseling center are as follows:

1. Assisting students in the development of self-understanding, self-acceptance, and self-direction in order that maximum personal social, and educational growth may be attained.
2. Providing information to students that will lead to improvement in skills needed to succeed in college, and to overcome anxieties which interfere with academic achievement and personal development.
3. Assisting students in establishing occupational goals in the light of their interest and abilities, and helping them to make wise decisions based on these conditions.
4. Assisting students in gaining perspective of their roles as students, citizens, and members of the community.
5. Creating and maintaining constant and open communications with members of the faculty, administrative offices, other branches of the student personnel area, and community resources so that the needs of students may be met with greater efficiency and effectiveness.²

The above goals appeared to be vague and expressed generally, therefore the goal statements did not appear to lend themselves to evaluation. Krumboltz³ has suggested that goal statements such as these lack precision and are incapable of being measured. He has suggested further

²Counseling Center Handbook, 1972-73, p. 2.

³John D. Krumboltz, "Parable of the Good Counselor," Personnel and Guidance Journal, 43:118-124, October 1964.

that goals should be used that are measureable.⁴ Historically most counseling goals have been expressed in vague terminology and abstractions rather than in behavioral descriptions that may be measured.⁵ Consequently, because of the vague terminology and abstractions within the above goal statements, assessment of the effectiveness of counseling at VSC was needed by the use of techniques that would lend themselves to measurement.

Purpose of the Study

It was the purpose of this study to (1) assess the effectiveness of counseling at VSC by determining any significant difference that may be present on selected variables as such related to the perceptions of counseled and non-counseled students who did and did not drop out of VSC; (2) assess the effectiveness of counseling at VSC by determining counseled and non-counseled VSC students' perceptions of counseling and of personal adjustment; (3) to show the significance, if any, between drop outs and non-drop outs, counseled and non-counseled students and such factors as sex, grade point average (G.P.A.),

⁴Ibid.; John D. Krumboltz, "Behavioral Goals of Counseling," Journal of Counseling Psychology, 13:153-159, Summer 1966.

⁵Edward S. Shoben, Jr., "The Counseling Experience as Personal Development," Personnel and Guidance Journal, 44:224-230, November 1965; Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1961), p. 12; Gayle C. Reaves and Leonard E. Reaves, III, "The Counselor and Preventive Psychiatry," Personnel and Guidance Journal, 43:663, March 1965.

estimated family income, and classification; and (4) to present students' perceptions with regard to counseling and personal adjustment, as revealed through a questionnaire study.

Definitions of Terms Used

Perception: In the review of the literature, one definition of perception was not agreed upon by the researchers.⁶ In order to understand the definition for this study, several definitions had to be surveyed. Bruner⁷ defined perceptions as, ". . . a highly specialized state of readiness to respond selectively to classes of events in the environment."

Fieandt⁸ has suggested that "a perception is an experienced sensation, i.e., a phenomenal impression functionally from certain inputs."

Dember⁹ has suggested that perception may be a mechanism that may be responsive to change and to the opposite of change, i.e., constancy.

⁶Kai von Fieandt, The World of Perception (Illinois: The Dorsey Press, 1966), p. 4.

⁷Jerome S. Bruner, "Personality Dynamics and the Process of Perceiving," Robert R. Blake and Glenn V. Ramsey (eds.), Perception: An Approach to Personality (New York: The Ronald Press Co., 1951), p. 124.

⁸Fieandt, loc. cit.

⁹William N. Dember, The Psychology of Perception (New York: Holt, Rinehart, and Winston, 1965), p. 16.

LeShan¹⁰ suggested that perception is the relationship of the individual and his goals in time, and Michotte¹¹ insists that perception is:

. . . one phase of the total process of action, and its biological role is to initiate and direct the behavior of men and animals. It not only provides material for their contemplation, but invites them to action, and allows them to adjust this action to the world in which they live.

Johnson¹² has suggested that "perception is a specific background or frame of reference." He suggests further that perception has several metaphors: "I see," "I understand," and "I agree." Additionally, he adds, perception can mean "obtaining knowledge through the senses."

Since the existence and use of a word such as perception should carry with it the implication of its meaning, reference to the word perception within this study was interpreted as meaning the relationship of the individual to a previous stimulus as reported by the individual under a predefined condition. By definition, "the relationship of the individual to a previous stimulus"

¹⁰Lawrence L. LeShan, "Time Orientation and Social Class," Journal of Abnormal and Social Psychology, 47:589, 1952.

¹¹A. Michotte, The Perception of Causality (New York: Basic Books, Inc., 1968), p. 3.

¹²Donald M. Johnson, The Psychology of Thought and Judgment (New York: Harper and Brothers, 1955), pp. 102-109.

is used to cover the stimulus or input of that stimulus; "as reported by the individual" is used to cover response or output as it was related to the previous stimulus; and "under a predefined condition" is used to cover the stimulus used in ascertaining the emitted behavior of the individual as it was related to the stimulus received as a result of the previous stimulus.

Personal adjustment: For the purposes of this study it will mean how the individual perceives himself relative to his own feelings, attitudes, ideas, values, and beliefs. Since the interpretation of how much an individual adjusts personally is within him and known to no other¹³ the subjects were given the benefit of any doubt and were assumed to be honest in judging their personal adjustment.

Research Hypotheses

Hypothesis I: The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of sex.

Hypothesis II: The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

¹³Moustakos, loc. cit.; Milton E. Hahn and Malcom S. MacLean, Counseling Psychology (New York: McGraw-Hill Book Company, Inc., 1955), p. 27; Bill F. Payne and Charletta J. Dunn, "An Analysis of the Change In Self-Concept," Journal of Negro Education, XLI:158, Winter 1972.

Hypothesis III: The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of estimated family income.

Hypothesis IV: The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of classification.

Hypothesis V: The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of sex.

Hypothesis VI: The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis VII: The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of estimated family income.

Hypothesis VIII: The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of classification.

Hypothesis IX: The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of sex.

Hypothesis X: The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis XI: The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of estimated family income.

Hypothesis XII: The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of classification.

Hypothesis XIII: The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of sex.

Hypothesis XIV: The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Hypothesis XV: The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of estimated family income.

Hypothesis XVI: The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of classification.

Limitations of the Study

The study is limited by the factors inherent in the use of any questionnaire. These include the difficulties in validating, tabulating, securing maximum return, and choosing adequate population for utilization.

Delimitations of the Study

The primary delimitation of this study is that it is concerned only with the perceptions of students at Virginia State College toward counseling and personal adjustment.

Organization of the Study

For the purpose of convenience and systematic consideration, this study is reported in five chapters.

Chapter I presents an introduction to the study, the statement of the problem, the purpose of the study, a definition of terms used, research hypotheses, the limitations and delimitations of the study. Chapter II presents a review of literature on perception, counseled and non-counseled students. Chapter III will be a detailed report of the historical beginnings of the study, location, population, instrumentation, procedures for administering the questionnaire, and procedures used in analyzing the data. Chapter IV will be a reporting of the findings. A summary of the findings along with the conclusions and implications for further study will be presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The study of perception is a science that has been considered as part of the field of psychology, i.e., perceptual psychology.¹⁴ Most of the research and speculations about perception have dealt with vision, auditory, and tactual perception.¹⁵ Although much has been written in regard to these forms of perceptions, only a summary of the work done on problems very closely related to the one at hand will be given.

The investigator has chosen, for organizational reasons, to divide this chapter into two sections. The first section will present a review of studies forming approaches to perception. The second section will present a review of studies which have attempted to concentrate on counseled and non-counseled students and such areas as sex, G.P.A., socio-economic status and others.

¹⁴Fieandt, op. cit., p. 3.

¹⁵Norman L. Munn, The Evolution and Growth of Human Behavior (Boston: Houghton Mifflin Company, 1965), p. 281.

Literature on Perception

Dember¹⁶ has suggested that a perceptual system is one which relates output to input, and that the study of perception is the study of such a system as it occurs in human organisms. He has suggested further that the input function is the stimulation received from any stimuli, and the output function is the emitted behavior of the organism as a result of the stimuli.¹⁷ He states:

Living organisms emit behavior: they have output. The output of organisms is dependent on the energy impinging on them - the input.¹⁸

He further adds:

Theories of perception would ideally consist of a set of concepts, variables, and the relationship among them. The concepts would be further related both to observable stimulus conditions and to observable behavior patterns. By means of this relation to observables, the theories would be potentially open to empirical test.¹⁹

Dember suggests that in the empirical testing of an event, the detection of the stimulus may require only that the subject indicate that some predefined event has occurred.²⁰ In this regard, he tells us, the subject need give no other information about the event, and therefore, the subject needs no additional information from the stimulus

¹⁶Dember, op. cit., pp. 3-4.

¹⁷Ibid.

¹⁸Ibid., p. 6.

¹⁹Ibid.

²⁰Ibid., p. 16.

other than what is enough to establish its existence.²¹

He states further that for a subject to make a response to a stimulus, the subject must have some standards against which to compare his perceptual experience.²²

The standards that may be used as comparisons have been suggested by Shertzer and Stone.²³ They have suggested, as an example, that perceptions of the counseling function by clients may be influenced by internal determining factors such as attitudes, needs, values, training, and life experiences of the clients. However, Pearlman²⁴ warns that perception, when compared with these standards, may be distorted by the individual due to anxiety or ignorance, or through lack of exposure to various experiences.

Fieandt has suggested that the individual's perceived environment is of the physical world, and that everybody, in some way, creates a perceptual world of his own built upon percepts.²⁵ Furthermore, Fieandt suggests, the physical picture of the world may be created as a result of variant experiences which force themselves upon

²¹Ibid.

²²Ibid., p. 33.

²³Bruce Shertzer and Shelley C. Stone, Fundamentals of Counseling (New York: Houghton Mifflin Company, 1968), p. 182.

²⁴S. Pearlman, "The College Student Views His Mental Health Experience," Journal of American College Association, 14:277-283, 1966.

²⁵Fieandt, op. cit., p. 5.

the individual and may influence his behavior, as well as his description of mental experiences.²⁶

Another description of the way in which an individual perceives the physical world, based on experiences, is that of Peak.²⁷ She states:

Perception depends on the activation of psychological structure by patterns of stimuli which initiate events leading to the identification and classification of the stimuli. The perception of complex stimuli will as a rule involve a series of acts depending in some measure on preceding acts.

Blake²⁸ has suggested the following about perception:

An individual's perceptual activity must be fabricated from his current organization of personally meaningful and significant experiences. The individual's unique organization of beliefs are derived from the techniques of knowing, which are adopted from the past for use in achieving a stable, definite and predictable present.

Bruner²⁹ has suggested that the individual's concept of perceiving involves a three-step cycle:

²⁶ Ibid.

²⁷ Helen Peak, "Psychological Structure and Person Perception," Renato Tagiuri and Luigi Petrullo (eds.), Person Perception and Interpersonal Behavior (California: Stanford University Press, 1958), p. 340.

²⁸ Robert R. Blake, Perception: An Approach to Personality (New York: The Ronald Press Company, 1951), p. 7.

²⁹ Jerome S. Bruner, "Personality Dynamics and the Process of Perceiving," Robert R. Blake and Glenn V. Ramsey (eds.), Perception: An Approach to Personality (New York: The Ronald Press Company, 1951).

1. The individual begins with an expectancy;
2. the individual's perceiving process is the input of information from the environment; and
3. input information is confirmation or infirmation of the expectancy.

Bruner indicates further that the cycle of expectancy to confirmation or infirmation may be dependent on relevant information.³⁰ Relevant information has reference to the stimulus input which could be used by the individual for confirming or infirming an expectancy about the environment.³¹ Therefore, the extent to which the individual's experiential knowledge may be used in determining utilization of information, or output, may determine to which extent confirmation or infirmation of expectancy may be perceived.

Rogers³² has suggested that in the client-counselor relationship the client may attempt to reorganize himself at both the conscious and deeper levels of his personality due to his experience. The client may, Rogers tells us, change the perception of himself by becoming more realistic in his view of himself in order to cope with life more constructively. As such, this reorganization will help

³⁰ Ibid.

³¹ Ibid., p. 131.

³² Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin Company, 1961), p. 231.

the client control that part of the environment that is perceived by him,³³ and the client's perception of himself may move through a process of interaction with himself and his physical environment.³⁴ This form of perception is described as "a process of continuous interaction."³⁵

Allport³⁶ has suggested six postulates that favor the concept of experiences influencing perception, as well as the concept of continuous interaction:

1. The needs of the organism seem to affect its perception.
2. Perception is affected by rewards and punishment.
3. The recognition of objects (by the organism) depends on their subjective value.
4. The apparent or phenomenal size of objects depends on the impression of their value.
5. The directedness, omissions, and the completions of an individual's perception depend on his personality.
6. The resulting effects of an individual's unconscious dynamism will determine what he perceives or fails to perceive.

³³Fritz Heider, "Consciousness, The Perceptual World, and Communications with Others," Renato Tagiuri and Luigi Petrullo (eds.), Person Perception and Interpersonal Behavior (California: Stanford University Press, 1958), p. 30.

³⁴George F. J. Lehner and Ella Kube, The Dynamics of Personal Adjustment (New Jersey: Prentice-Hall, Inc., 1964), p. 4.

³⁵Ibid., pp. 4-5.

³⁶Floyd H. Allport, Theories of Perception and Concept of Structure (New York: John Wiley and Sons, Inc., 1961), p. 3.

Agreeing with Shertzer and Stone,³⁷ Restle³⁸

indicates also that it may be a psychological fact that an individual's perception may be so influenced by certain stimuli emanating from his experiential condition, that he may respond only in accord with his internal determining factors of need, attitude, ideas, and so on.

In order to determine subjects' perception of their goals in time based on economic conditions, LeShan³⁹ asked 117 subjects to respond to the stimulus, "tell me a story." Seventy-four (74) subjects were recorded as being in the lower economic class and the remaining 43 were in the upper class. He hypothesized that lower class individuals would desire immediate gratification and upper class individuals would delay gratification for longer periods of time in order for their future generations to benefit. There was a significant time differential between stories of lower class subjects as compared with upper class subjects. In addition, stories told by lower class subjects were of a wider magnitude than upper class subjects which suggested that perception by an individual may be influenced by economic condition;

³⁷Shertzer and Stone, loc. cit.

³⁸Frank Restle, Psychology of Judgment and Choice: A Theoretical Essay (New York: John Wiley and Sons, Inc., 1961), p. 3.

³⁹LeShan, loc. cit.

thereby, a certain stimulus in a certain situation may have an effect on what he perceives or fails to perceive.

Postman, et al.,⁴⁰ and Vanderplas⁴¹ report that a positive relationship may exist between an individual's perception of his personal values and the ease with which he may recognize words relating to his personal values. Furthermore, McClelland and Liberman⁴² have suggested that an individual whose experiential condition may not require a high degree of need achievement may perceive negative achievement-related words less quickly than those who are high in this need.

Using the Counseling Appropriateness Checklist, Resnick and Gelso⁴³ examined six campus groups in order to determine how the groups perceived the appropriateness for counselors working with problems of "college routine," "vocational choice," and "adjustment to self and other." One of the six groups were students whose perceptions

⁴⁰Leo Postman, Jerome S. Bruner, and E. McGinnis, "Personal Values as Selective Factors in Perception," Journal of Abnormal and Social Psychology, 43:142-154, 1948.

⁴¹James M. Vanderplas and Robert R. Blake, "Selective Sensitization in Auditory Perception," Journal of Personality, 18:252-266, 1949.

⁴²D. C. McClelland and A. M. Liberman, "The Effect of Need Achievement on Recognition of Need-Related Words," Journal of Personality, 18:236-251, 1949.

⁴³Harvey Resnick and Charles J. Gelso, "Differential Perceptions of Counseling Role: A Reexamination," Journal of Counseling Psychology 18:549-553, 1971.

were obtained prior to counseling and immediately after counseling. The study revealed that students perceived vocational choice and college routine as appropriate for discussion with counselors, but adjustment to self and others was not considered an appropriate topic for consideration with a counselor.

Begley and Lieberman⁴⁴ have indicated the clients expect to adjust to self and others by changing feelings about different situations and people. Therefore, a reason that the above sample of students would not perceive adjustment to self and others as appropriate for discussion with a counselor may well be what Lindgren⁴⁵ has described a perceptual rigidity. He has defined perceptual rigidity as:

. . . a psychological mechanism whereby attitudes developed in one situation are transferred virtually without change to another situation that appears similar.⁴⁶

In other words, Lindgren suggests:

. . . through our experiences in childhood we learn methods (acquired 'habits') of meeting and dealing with situations in rather consistent ways and these patterns persist in later life.⁴⁷

⁴⁴Carl E. Begley and Lewis R. Lieberman, "Patient Expectations of Therapists' Techniques," Journal of Clinical Psychology, 26:112-116, 1970.

⁴⁵Henry G. Lindgren, Psychology of Personal Adjustment and Social Adjustment (New York: American Book Company, 1959), pp. 81-82.

⁴⁶Ibid., p. 393.

⁴⁷Ibid., p. 84.

These patterns of behavior and awareness of personal response give rise to anxiety due to the perception that may be held about a situation of a similar nature in the individual's previous experienced condition.⁴⁸ Therefore, the stimulus may have been different, as in the study by Resnick and Gelso,⁴⁹ but the response was the same, which distorted the perception of the situation, as suggested earlier by Pearlman.⁵⁰

Using the Willoughby-Emotional Maturity Scale (E-M Scale), Rogers⁵¹ attempted to examine clients at the University of Chicago's Counseling Center in order to determine clients' perception of personal adjustment after receiving therapy. The E-M Scale was completed by the client himself, the therapist, and two friends designated by the client as persons who knew him well. The research suggested that significant changes in the client's behavior as perceived by the client, therapist, and the friends of the client.

The individual who has received therapy and perceives himself as being changed as a result of this

⁴⁸Ibid.

⁴⁹Resnick and Gelso, loc. cit.

⁵⁰Pearlman, loc. cit.

⁵¹Carl R. Rogers, "The Concept of the Fully Functioning Person," Psycho-therapy: Theory, Research and Practice, 1:23, August 1963, and in "Changes in the Maturity of Behavior as Related to Therapy," Carl R. Rogers and R. F. Dymond (eds.), Psychotherapy and Personality Change (Chicago: University of Chicago Press, 1954).

therapy is called the "adjusted" individual. Hahn and MacLean have suggested the following about the adjusted individual:

Thus the well-integrated, 'adjusted' individual is assumed to understand himself and to have a clear and realistic ego image. He is objective rational about his personal assets and liabilities. But he also, by means of continuous interaction, sees himself in appropriate perspective relative to his social and physical environment

They further add:

This integration extends his perception from his private world to the social and physical world around him. Although he recognizes himself as a unique being, he grants that his likenesses to others are greater than his behavioral differences. Vocationally, educationally, aesthetically, and in other areas of human activity he 'accepts the universe' as it comes and manipulates it when possible to meet his needs and desires. In other words, he knows himself and his world well enough to operate in self-satisfying manner which is also socially acceptable.⁵²

Atkinson and Shiffrin⁵³ have suggested a system for perception and memory, and have indicated that perception and memory have much in common. In their description of the memory system, Atkinson and Shiffrin have suggested that the "stimulus input" activates a "sensory register" which feeds into the "short term memory bank" or into the "long term memory bank" for purposes of identification of the stimulus input. Once identified,

⁵²Hahn and MacLean, loc. cit.

⁵³Richard G. Atkinson and R. M. Shiffrin, "Human Memory: A Proposed System and Its Control Processes," The Psychology of Learning and Motivation (New York: Academic Press, 1968).

the "response generator" is activated for the "response output" which reacts to the stimulus input.⁵⁴

An example of the process of stimulus input and response output is a study by Tosi and Carlson.⁵⁵ The researchers used 40 males and 29 females who sought educational counseling at Kent State University's Guidance Laboratory in order to investigate the students' perception of counseling received. All clients were administered the Rokeach Dogmatism Scale as part of an intake procedure prior to counseling in order to classify them as being either high, medium or low dogmatic students. After the counseling, the clients were administered the Barrett-Lennard Relationship Inventory in order to indicate their perceptions of the counseling received. The relationship between client dogmatism and client rating of counseling received were then measured by the use of Pearson Product-Moment Correlations. The attained r 's were then tested for significance using a one-tailed test. The results of the investigation suggested that clients high in dogmatism may have more difficulty than the medium and low dogmatic students in perceiving the type of counseling

⁵⁴Ibid.

⁵⁵Donald J. Tosi and William A. Carlson, "Client Dogmatism and Perceived Counselor Attributes," Personnel and Guidance Journal, 48:657-660, April 1970.

received such pertains to counselor's empathy, positive regard, level of regard and congruence..⁵⁶

Basically, the stimulus input and response output may be best understood in terms of a single motor neuron and the muscle fibers which it supplies. Each nerve fiber from the branching of a neuron may innervate hundreds of muscle fibers.⁵⁷ When a stimulus travels along a motor neuron, and reaches a muscle fiber, there may be a minute latent period, which is followed by a period of contraction, which in turn is followed by a brief period of relaxation.⁵⁸ Variations in the degree of contraction may be dependent on the frequency of the stimulus impulse. Wells⁵⁹ states:

The motor neuron functions only in response to a stimulus. The stimulus may stem from volition (i.e., from the cerebrum), from the cerebellum and brain stem, or it may come as a simple reflex, irritated by pressure, pain, irritation and so on.

The stimulus input and response output may be understood also by what Weitz⁶⁰ has suggested:

. . . the stimulus functions may be considered as the way in which an object or event acts upon an individual, or it may be viewed as the essential meaning attributed to the object or event by the individual.

⁵⁶Ibid.

⁵⁷Katherine F. Wells, Kinesiology (Philadelphia: W. B. Saunders Company, 1964), p. 38.

⁵⁸Ibid.

⁵⁹Ibid., p. 39.

⁶⁰Henry Weitz, Behavior Change through Guidance (New York: John Wiley and Sons, Inc., 1964), p. 19.

Norman,⁶¹ as Atkinson and Shiffrin,⁶² insists that perception and memory have much in common. Norman has suggested a system for perception, naming and memory. The system is based on the receipt of "input" which activates a "sensory information storehouse." From this activation, "feature extractions" are received which are channeled into "perceptual passageways" in order to activate the naming area or "naming process" by the use of the "sensory memory dictionary" or the "memory vectors," which are the "long term memory processes." Once the memory has been utilized in order to name the input, the "decision process" is then utilized in order to respond directly to the input. It is with this in mind that Norman concludes:

The conclusion one reaches from the study of perception, of memory, of problem solving, and of thinking is that they all have much in common with one another and, indeed, may not even be separable. There is more to the processing of information than simple analysis by the nervous system.⁶³

Much of the concern of the above theories of perception is related to the concepts of input-output, stimulus input-response output, and perception of the

⁶¹Donald A. Norman, "Human Information Processing," Viewpoints, 47:48-66, 1971.

⁶²Atkinson and Shiffrin, loc. cit.

⁶³Norman, loc. cit.

self, as such occurs in human organisms: these items were relevant to this study. The stimulus condition of counseling and the response to that condition were the important consideration to the investigator in the attempt to ascertain the perceptions of counseling and of personal adjustment by the use of counseled and non-counseled VSC students.

Literature on Counseled and
Non-Counseled Students

Elliott, et al,⁶⁴ examined the relationship between counseling and academic achievement. The researchers used 347 freshmen subjects who had enrolled at the Mont Alto campus of Pennsylvania State University. Three variables were employed in the study: the Scholastic Aptitude Test (SAT) total score, first term grade point average, and whether the student had been counseled or not counseled. The primary question considered within the study was whether there would be differences between the counseled and non-counseled students. Data revealed that scores on the SAT and first term grade point average were significantly higher for counseled rather than non-counseled students.⁶⁵

⁶⁴Earl S. Elliott, Carl A. Lindsay, and Vernon L. Shockley, "Counseling Status and Academic Achievement of College Freshmen," Personnel and Guidance Journal, 47:364-368, 1968.

⁶⁵Ibid.

Rossman and Kirk⁶⁶ used a population of 2,891 incoming freshmen students at the University of California, Berkley campus. The students were asked to complete the School and College Abilities Test, Form 1A (SCAT), a student questionnaire, and the Omnibus Personality Inventory, Form F (OPI). Instead of examining of examining counseled and non-counseled students at the end of the freshman year, the researchers used a basis of two year, or sophomore year. Scholastic aptitude comparison of the 539 students who had sought counseling and those who had not revealed a significantly higher score on the quanlitative section of the SCAT for counseled students, whereas no significant difference was found on the verbal section between counseled and non-counseled students. Comparisons on the OPI indicated significant differences between the two groups at the .05 level of confidence. Furthermore, counseled students were more likely to come from families with income levels of \$15,000 or less than non-counseled students with income levels greater than \$15,000.

⁶⁶Jack E. Rossman and Barbara Kirk, "Comparisons of Counseling Seekers and Nonseekers," Journal of Counseling Psychology, 17:184-188, 1970.

⁶⁷Ibid.

Gilbreath⁶⁸ examined male underachievers who had responded to a mailed invitation to participate in group counseling in order to improve academic skills. He randomly selected 30 of the respondents and 30 of the nonrespondents and compared them on grade point average. All randomly selected subjects were either freshmen or sophomore underachievers who had scored on the 50th percentile or higher on an aptitude entrance test but whose grade point average was below 2.00 on a 4.00 scale. The randomly selected respondents had been initially lower on grade point average during the fall term than the randomly selected nonrespondents. The results showed a marked increase in grade point average of the randomly selected respondents as compared with the randomly selected nonrespondents over the course of the winter and spring terms:

<u>Respondents</u>	<u>Nonrespondents</u>	
1.429	1.493	---Fall (start)
1.710	1.494	---Winter
1.948	1.589	---Spring (finish)

This study suggested that male underachievers who respond voluntarily to offers of counseling may be more successful

⁶⁸Stuart Gilbreath, "Comparison of Responsive and Nonresponsive Underachievers to Counseling Service Aid," Journal of Counseling Psychology, 18:81-84, 1971.

academically than male underachievers who are not willing to participate in counseling on a voluntary basis.⁶⁹

King and Matteson⁷⁰ studied 300 out of 800 students who had responded to a mailed questionnaire in order to determine if there would be a difference between students' perception of the appropriateness of taking educational problems to the counseling center. The respondents were divided into two groups: students who had participated in the summer counseling clinics and those who had not. The instrument used for this study was composed of 40 items that ranged from scores of 0 to 5, utilizing the Likert method of scoring. The results revealed that the students who had participated in the summer counseling clinics had a range average of 3.54 as compared to 3.05 for nonparticipants. These results suggest that students who participate in summer counseling clinics feel that the counseling center is the appropriate place to take educational problems moreso than students who do not attend the clinics.

Examining 250 Wayne State University students who had been to the counseling center at least three

⁶⁹Ibid.

⁷⁰Paul T. King and Ross W. Matteson, "Student Perception of Counseling Center Services," Personnel and Guidance Journal, 37:358-364, January 1959.

times during the academic year, Glazer⁷¹ forwarded an open-ended questionnaire to each student in order to examine their perception toward their counseling experience. Seventy-two (72) responded to the questionnaire. Three-fourths of the respondents were satisfied with the counseling received and the remaining one-fourth did not find counseling helpful.

Using the Order, Dominance, and Abasement subscales of the Edwards Personal Preference Schedule (EPPS), Minge and Bowman⁷² administered the instrument to 41 vocational-educational clients, 30 personal counseling clients, and 54 nonclients. The instrument was administered in order to determine any significant difference that may exist between the three groups. The researchers hypothesized that many college students did not seek counseling and it may be important to consider them so that counselors may have a better understanding of students' reasons for not attending or requesting counseling so that counseling services can relate to all persons. Vocational-educational clients scored significantly higher on the Order scale

⁷¹Stanford H. Glazer, "Client Evaluation of Counseling Experiences," The Journal of College Student Personnel, 10:115-117, March 1969.

⁷²Ronald M. Minge and Thomas F. Bowman, "Personality Differences Among Nonclients and Vocational-Educational and Personal Counseling Clients," Journal of Counseling Psychology, 14:137-139, 1967.

than did personal counseling clients or nonclients. In addition, vocational-educational clients and personal counseling clients scored significantly higher than nonclients on the Dominance and Abasement subscales. The conclusions suggested by this study were that nonclients may be more dominant, have more doubts about their own self-worth, and may have less order to their lives.⁷³

The primary interest of Synder, et al.,⁷⁴ was to determine why some students do not use the counseling center. The researchers examined a sample of 181 participants in an introductory psychology class. An instrument of 70 items was developed by the researchers and administered as part of a class assignment for the students. The instrument was divided into five parts: effectiveness of counseling; stigma about counseling; information about counseling center; information about counseling process; and counseling readiness. Of the examined sample, 28% had been to the counseling center. The 28% were in favor of the concept of counseling, agreed that counseling was effective and tension releasing, and felt that friends would approve if they sought

⁷³Ibid.

⁷⁴John F. Synder, Clara E. Hill, Timothy P. Derksen, "Why Some Students Do Not Use University Counseling Facilities," Journal of Counseling Psychology, 19:263-268, 1972.

counseling help. For those students who had not attended counseling, depression, personal concerns, change of major, and the future were cited as problematic areas that kept them from going to the counseling center.

Orlinsky, et al.,⁷⁵ have suggested that patients are often concerned with areas of dependency, obligations, anger, shame, guilt, loneliness, sex, expression of self, fears, identity, that they may not be obliged to seek assistance in the resolution of one or many of these areas.

Berdie and Stein⁷⁶ examined a population of 3,937 students at the University of Minnesota who were freshmen. The researchers attempted to determine if freshmen students who had been counseled would differ significantly from those freshmen students who had used only the reading and study skills services of counseling but had not been formally counseled. At the end of the freshman year, the results of this study suggested that students using only the reading and study skills portion of counseling achieved less academically than counseled students. Women

⁷⁵David E. Orlinsky, Kenneth I. Howard, and James A. Hill, "The Patients' Concerns in Psychotherapy," Journal of Clinical Psychology, 25:104-111, 1970.

⁷⁶Ralph F. Berdie and June Stein, "A Comparison of New University Students Who Do and Do Not Seek Counseling," Journal of Counseling Psychology, 13:310-317, 1966.

who had been counseled had achieved significantly higher grades than did non-counseled women, as well as achieving higher scores on the Minnesota Scholastic Aptitude Test and the American College Test. Differences were found in the level of income between counseled and non-counseled students. On the basis of ability and achievement between counseled and non-counseled men, no difference was found.

Williamson and Bordin⁷⁷ examined 768 students at the University of Minnesota in order to determine the effectiveness of counseling. Counseled students were placed in the experimental group and numbered 384. The control group consisted of 384 non-counseled students. Each group was rated on an Adjustment Scale, which centered around educational and vocational progress. The researchers discovered that 68% of the control group and 81% of the experimental group achieved satisfactory adjustment as such related to progress in classes and vocational choices. Counseled students rated significantly higher on the Adjustment Scale and achieved significantly higher grades than non-counseled students -- 2.18 to 1.97.

Heilbrun⁷⁸ attempted to investigate the differences in academic achievement between students who had been

⁷⁷E. G. Williamson and E. S. Bordin, "Evaluating Counseling by Means of a Control-Group Experiment," School and Society, 52:434-440, November 1940.

⁷⁸Alfred B. Heilbrun, "Male and Female Personality Correlates of Early Termination in Counseling," Journal of Counseling Psychology, 8:31-36, Spring 1961.

exposed to counseling but withdrew early and those students who had continued. He concluded that students who had withdrawn early from counseling achieved less academically than those students who had continued.

Tseng and Thompson⁷⁹ sought to determine if differences would exist between high school age students who had been counseled and those who had not in terms of socioeconomic backgrounds, certain selected personality variables and relations with parents. The researchers hypothesized that students who had been counseled would be of higher economic backgrounds; have higher scores on occupational aspiration, self-esteem, achievement motivation, perceived parental interest, and would show a lower fear of failure; and choose occupations with higher levels of responsibility and prestige. The total sample size for this study was 245 students. Ninety-three (93) of the 245 students had received counseling. The findings suggested that parents of the counseled group had significantly higher educational levels and stronger parental interest: McClelland's *n*/Achievement Thematic Apperception Test scores showed higher motivation by counseled students; counseled students had selected future occupations more/so than non-counseled students; and middle class students utilized the counseling service more than lower class students.

⁷⁹Michael Tseng and Donald L. Thompson, "Differences Between Adolescents Who Seek Counseling and Those Who Do Not," Personnel and Guidance Journal, 47:333-336, December 1968.

Linden, et al.,⁸⁰ have suggested that client ratings of counselors seldom have been investigated as a source of criteria for evaluating the effectiveness of counseling. Two researchers have attempted longitudinal studies to partially offset this argument. Rotney⁸¹ reports that after five years counseled students, as compared with non-counseled students, had achieved higher academic records in post-high school education; were more realistic in evaluating their own strengths and weaknesses; had made more progress in employment and salary; and viewed counseling as a favorable experience.

The second researcher, Campbell,⁸² has reported that over a 25-year period counseled students had achieved more than non-counseled students: earned significantly better grades, 2.20 to 2.06 on a 4.00 scale; graduated

⁸⁰James D. Linden, Shelley C. Stone, Bruce Shertzer, "Development and Evaluation of an Inventory for Rating Counseling," Personnel and Guidance Journal, XLIV:267-276, November 1965.

⁸¹John W. M. Rothney, Guidance Practices and Results (New York: Harper and Brothers, 1958), pp. 479-480. Other longitudinal studies appear in Peter F. Merenda and John W. M. Rothney, "Evaluating the Effects of Counseling - Eight Years After," Journal of Counseling Psychology, 5:163-168, 1958, and John W. M. Rothney, "Trained and Non-Trained Males Ten Years After High School Graduation," Vocational Guidance Quarterly, 14:247-250, Winter 1966.

⁸²David P. Campbell, "Achievements of Counseled and Non-Counseled Students Twenty-Five Years After Counseling," Journal of Counseling Psychology, 12:287-293, Fall 1965, and in David P. Campbell, The Results of Counseling: Twenty-Five Years Later (Philadelphia: W. B. Saunders Company, 1965).

from college in higher numbers, 59% to 48%; earned more advanced degrees; and earned annually more money on the average, \$14,700 as compared with \$13,500.

While Campbell and Rothney concentrated on longitudinal outcomes of counseling effectiveness, the purpose of O'Leary's⁸³ study at the University of Illinois was to investigate the possible influence of certain active counselor behavior on counseling outcome. Her hypothesis was that the activity level of the counselor was positively related to academic improvement within the student. The hypothesis of the study was supported.

Edgar⁸⁴ has suggested that predicted outcomes of counseling can be verified if operations are used that are measureable.⁵¹¹ Since most research in counseling can be classified as either process research or outcome research, this investigation concentrates on outcome. Therefore, the major aim of this investigation is to ascertain the current status of the VSC counseling service within some frame of reference and on the basis of this knowledge to improve its quality and efficacy.

⁸³Susan G. O'Leary, "Counselor Activity as a Predictor of Outcome," Personnel and Guidance Journal, 48:135-139, October 1969.

⁸⁴Thomas E. Edgar, "Wishful Wish: Evaluation Without Values," Personnel and Guidance Journal, 44: 1025-1029, June 1966.

Limitation of Previous Studies

Form⁸⁵ has suggested that "effectiveness of counseling by its very nature depends upon a willingness of students to use it." He states:

Obviously the social and cultural backgrounds of clients may condition their attitudes towards counselors and the counseling process. This background may generally set the course of the relationship between client and counselor. Specifically, the students' sex, socio-cultural background, economic level, social stereotypes, images, and attitudes toward himself or the counselor may be related to successful counseling.⁸⁶

It is within this context lies the limitation of the previous studies -- cultural identity. Many of the previous studies were conducted at predominantly white institutions of higher education. This study is conducted at Virginia State College, a predominantly Black institution of higher education.

Summary

In this chapter, a brief summary of perception theory was presented along with a review of relevant studies. In addition, a review of studies on counseled and non-counseled students were presented. It is apparent that the use of clients as the criterion for evaluation

⁸⁵Arnold L. Form, "Measurement of Student Attitudes Toward Counseling Services," Personnel and Guidance Journal, 32:84, October 1953.

⁸⁶Ibid., p. 85.

of counseling is still in its early stages of utilization, and much more must be done, particularly in terms of the perceptions of counseled and non-counseled students.

In that regard, this study should be of some significance in providing a model for future investigation.

CHAPTER III

THE DESIGN AND METHODOLOGY OF THE STUDY

Beginnings of the Study

The idea for this study began with the reading of an article by McMillin and Cerra.⁸⁷ The article was shared with the directors in Student Personnel Services at VSC during the month of December 1972. Since members of the counseling center staff were also serving as academic advisors to undeclared majors, the article was shared with Dr. Valmore R. Goines, Vice President for Academic Affairs, in January 1973. There was agreement that Student Personnel Services should attempt a similar study as to that of McMillin and Cerra. The conducting of a similar study at VSC would be the first step in the accumulation of information concerned with VSC students' knowledge about the counseling center.

In February, 1973, one topic of discussion on the agenda was the pursuit of the aforementioned study. Within Student Personnel Services' meetings, the particular points

⁸⁷Marvin R. McMillin and Patrick Cerra, "Student Knowledge About a College Counseling Center," NASPA Journal, 10:138-141, October 1972.

of interest were: who would undertake it?; would this type of information suffice?; would more data be required?; and what specific population of students would be utilized? As a result of the discussions, a decision was made to first send for the instrument that was used by McMillin and Cerra to gather information for their article.

(Appendix B)

While a response was being waited upon, the investigator conducted individual discussion with Mrs. Vivian Williamson, Director of the VSC Counseling Center, Dr. Valmore R. Goines, and Miss Marian Jones, Director of Residence Life. The topic of discussion was the student population to be utilized.

Mrs. Williamson suggested utilizing the students who had used the counseling center during the first semester, 1972. Dr. Goines had an interest in 559 students who had not returned to VSC for the second semester, 1973. Miss Jones suggested utilizing students who had received counseling within the residence hall but not from the counseling center. The first decision that was made was to utilize the student populations of Mrs. Williamson and Dr. Goines; a second decision was made and will be presented later.

The responses from Drs. McMillin and Dr. Cerra (Appendix B) were received. The instrument they utilized for the accumulation of data had not been tested for internal consistency or reliability. The investigator

recognized that more information could be obtained from the populations than originally contemplated and, therefore, a more in-depth study was begun in order to gather more information about VSC's counseling center, as well as for dissertation material for the investigator.

Location

This study was conducted at Virginia State College in Petersburg, Virginia, located approximately 25 miles south of Richmond, Virginia, 120 miles south of Washington, D.C., and 99 miles north of Rocky Mount, North Carolina. Virginia State College is a predominantly Black institution of higher learning (88% Black), with an estimated enrollment of 3,700 students, and an established top enrollment of 4,500 students, as indicated by the State Council on Higher Education located in Richmond, Virginia. The institution was founded in 1882.

The counseling center considered within this study is located on the campus of Virginia State College, in the Foster Hall College Center. The counseling center is staffed by a director, orientation counselor, religious affairs counselor, veterans counselor, and two general counselors, in addition to a receptionist-secretary.

Population

A universe population was utilized for this study. The number of students in the population represented all

students who used the counseling center during the Fall semester, 1972, all students who dropped out of VSC after the Fall semester, 1972, and did not return for the second semester, 1973. Since 19 students appeared on both lists, another group of students comprising all students who used the counseling center during the Fall semester, 1972, but did not return for the second semester, 1973, was utilized.

As the reader will recall, it was mentioned earlier that a second decision was made later concerned with the population of students. Upon review of the initial proposal for this study, Dr. Robert L. Green, of Michigan State University, recommended that a population be utilized that would be composed of students who did not use the counseling center and who did not drop out of VSC. Consequently, such a population of students was incorporated into this study.

Since a decision had to be made as to what segment of the population to utilize within the area suggested by Dr. Green, a decision was made by the investigator to utilize two residence halls, male and female, because of their similarity in population and proximity to the counseling center. The total population of students was divided into four groups:

GROUP I	-----	Used counseling center, did not drop out of VSC (total: 581)
GROUP II	-----	Used counseling center, dropped out of VSC (total: 19)

GROUP III ----- Did not use counseling center,
did not drop out of VSC (total:
132)

GROUP IV ----- Did not use counseling center,
dropped out of VSC (total: 540)

The population total is 1,272.

Instrumentation

The instrument requested from Dr. Patrick Cerra of Indiana State University was found not appropriate for the purposes of this study, it was desireable to utilize an instrument that would apply to the population being studied. In addition, a search of the literature did not locate an instrument that would be appropriate for the purposes of this study. Form⁸⁸ has suggested the conditioning of clients due to social and cultural backgrounds. Vontress⁸⁹ has indicated the differences in conditioning based on race:

The white and Black worlds never meet except in a superficial way on the job, in school, and sometimes on Brotherhood Sundays. Each group develops its own values, attitudes, and approaches to coming to grips with its environment. Although whites and Blacks are part of the same umbrella culture, they are uniquely different at the sub-culture level.

⁸⁸Form, loc. cit.

⁸⁹Clemmont E. Vontress, "Racial Differences: Impediments to Rapport," Journal of Counseling Psychology, 18:8, 1971.

Adams⁹⁰ has suggested white counselor insecurity when encountering a Black counselee, and the potential hostility of the Black counselee when encountering the white counselor, often brings with it a negative relationship based on the counselor's and counselee's backgrounds. Therefore, it appeared appropriate to develop an instrument that would take into account the racial backgrounds and language of the population that was being studied, as well as those of the counselors.

Since the scope of this study was limited to the counseling phase of Student Personnel Services, and with the assistance of Dr. Goines, Mrs. Williamson, Miss Jones, Dr. Earl V. Allgood, Professor of Statistics, and Mr. Charles Cone, Director of the Computer Center, a 41-item provisional instrument was developed that required a forced-choice, yes or no response, concerning counseling and personal adjustment.

Two pilot studies were conducted using samplings of student subjects in order to identify ambiguous questions that could be combined, shortened or eliminated. One additional pilot study was conducted in order to determine whether the instrument would be representative of the content to be measured by means of internal consistency and reliability.

⁹⁰Walter A. Adams, "The Negro Patient in Psychiatric Treatment," American Journal of Orthopsychiatry, 20:305-310, April 1950.

In order to determine whether the substance of the instrument would be representative of the content to be measured, thirty (30) students were asked to fill out the questionnaire: 15 students who had come to the counseling center on an intake basis during the second semester, 1973, and 15 students who had visited the Office of the Vice President for Student Affairs.⁹¹ After all questionnaires had been completed, a decision was made to assign a numerical value of "1" to each "yes" response and the numerical value of "0" to each "no" response.

With the assistance of Dr. Allgood, a split-half reliability for internal consistency was conducted for each group by the use of the Product Moment Correlation Coefficient which yielded r 's of .59 and .57 for those students who filled out the questionnaire at the counseling center and at the Office of the Vice President for Student Affairs respectively. Using the Spearman-Brown formula to determine the prediction of reliability, results were .74 and .72 for the respective groups. An 4 to 2 transformation was conducted which resulted in .95 and .91 for the respective groups. The computation of the standard error of the difference between the 2 coefficients resulted

⁹¹The total of 30 students did not represent the total number of students visiting the counseling center of the Office of the Vice President for Student Affairs during the second semester, 1973, but represented only those students who were administered the instrument during this period on a pilot basis.

in .07. The determinations were that (1) there was no significant difference between the scores of the sample populations at the .05 level of confidence; (2) the instrument was fairly consistent; and (3) the instrument appeared to be reliable.

The following questions appear within the instrument:

1. Have you ever been to a counselor at the Virginia State College (VSC) Counseling Center?
2. Were you referred to the Counseling Center?
3. Did you go for academic reasons?
4. Did you go for personal reasons?
5. Did you go for vocational reasons?
6. In your opinion, do you feel that the counselor was helpful to you?
7. Do you feel that the Counseling Center was the right place to go to seek assistance with your concern?
8. In your opinion, were you better prepared to deal with your concern after going to the Counseling Center?
9. Do you feel that if you had another concern you would return to the Counseling Center for further service?
10. Do you feel that if you had another concern you would return to the same counselor at the Counseling Center?
11. Do you feel that your friends could benefit from counseling at the Counseling Center?
12. In your opinion, does the counseling program add anything of value to VSC?

13. Was the Counseling program at VSC ever explained, described or outlined to you?

14. In your opinion, could you tell a new student what counseling services are available to him at VSC?

15. Do you feel reasonably sure you can identify your own personal weaknesses and strengths without counseling help?

16. Do you feel reasonably sure you can identify your own personal academic aptitudes and abilities without counseling help?

17. As far as you can determine, do you feel that the college's counseling program and services are of benefit to the student body?

18. In your opinion, would you be a better counselor, at this time, than those employed at the VSC Counseling Center?

19. GENERAL INFORMATION

Status: ☐ Enrolled at VSC
☐ Not enrolled at VSC

Classification: ☐ Undergraduate
☐ Graduate Student

Cumulative Grade
 Point Average: ☐ 0.01 to 2.49
☐ 2.50 to 4.00

Sex: ☐ Female
☐ Male

Estimate of total
 family income: ☐ \$0.01 to \$5,000
☐ \$5,001 and above

Phrases within the questionnaire such as "helpful to you," "right place to go," "deal with your concern," "anything of value," "reasonably sure," "weaknesses and strengths," "academic aptitudes and abilities," and "a better counselor," were used in order that the respondents

could interpret them based on what they considered them to be within their life values, needs or expectations.

The categories of the designated grade point averages of 0.01 to 2.49 and 2.50 to 4.00 were chosen due to the fact that 506 students, during the Fall semester 1972, were on the Dean's List and 485 students during the same period of time were on the Academic Probation List. When plotted to represent the population at VSC according to academic accomplishment, these list represented opposite ends of an approximate bell-shaped curve. Therefore, the academic averages were divided as previously indicated.

The categories of the estimate of total family income were decided upon due to information that the investigator gathered from the Office of Financial Aids at VSC. According to the records within the Financial Aids Office, approximately 60% of all students who applied for financial aid during the Fall semester 1972 were from families with total income of less than \$5,000. Therefore, since over half of the students applying for financial aid were of low income status, the estimate of total family income was divided as previously indicated.

Procedure

Each member of each student population was mailed a cover letter and an instrument. No information was mailed regarding any facet of the counseling center. The purpose for this was to minimize any factor that could possibly

influence the students' perception. No follow-up mailing was utilized due to the economic cost involved. All questionnaires were to be anonymous. In order to properly identify the different populations, one information item within the instrument was used to identify respondents as being enrolled or not enrolled, and one question concerning whether or not use had been made of the counseling center.

Students residing off-campus were mailed a cover letter, an instrument, and a self-addressed, stamped envelope to return their response. Students residing on-campus were asked to leave the questionnaire with the resident counselor within the residence hall or at the Office of the Vice President for Student Affairs.

Statistic

The Chi-square test of independence was used to indicate specific areas of significant differences that may have existed between the populations on selected variables. Analysis was to be made at the .05 level of confidence, two-tailed test.

The Chi-square was considered appropriate for use because it was possible to determine whether the discrepancies between the observed and theoretical frequencies were chance discrepancies by use of the formula where "O" is the observed frequency and "E" is the expected frequency. One degree of freedom was utilized.

Summary

In this chapter, the historical beginnings of the study were presented along with the location and population employed in conducting the investigation. The population was defined as all students who used the counseling center during the Fall semester, 1972; all students who dropped out of VSC after the Fall semester, 1972, but did not return for the second semester, 1973; all students who used the counseling center during the Fall semester, 1972, but did not return for the second semester, 1973; and all students located in two residence halls closest to the counseling center, who were enrolled during the second semester, 1973, but who had not used the counseling center.

The instrument used in the collection of data was described and the reliability and internal consistency of the instrument were reported. The procedures used in distributing and collecting the instrument were presented.

Finally, in the last section, the statistic for use in the analysis of data, the Chi-square, at the .05 level of confidence, using a two-tailed test were discussed.

CHAPTER IV

ANALYSIS OF THE DATA

The major purpose of this investigation was to assess the perceptions of counseled and non-counseled Virginia State College students toward counseling and personal adjustment. The investigation also attempted to determine any significant difference that may be present on selected variables as such related to the perceptions of counseled and non-counseled students who did and did not drop out of Virginia State College.

This chapter will present the results of the data collected as described in Chapter III. The total data collected was from 880 respondents out of 1,272, or 69.2%. The total usable data was 849, or 66.7%, of the total population.

In order to systematically present the data, this chapter is divided into four sections. Section A presents the Chi-squares obtained at the .05 level of confidence on questions of perceptions toward counseling, and B presents the Chi-squares obtained at the .05 level of confidence on questions of perceptions of personal adjustment by students who did and did not drop out of Virginia State College on selected variables. Section C presents the Chi-squares

obtained at the .05 level of confidence on questions of perceptions toward counseling, and D presents the Chi-squares obtained at the .05 level of confidence on questions of perceptions of personal adjustment by students who used and did not use the counseling center on selected variables.

The four groups of students were presented in Chapter III. Table 1 presents the summary data for respondents with each group.

General information items were presented in the instrument. This data is found in Table 2.

Section A: Analysis of Data of Perceptions
Toward Counseling for Students Who Did and
Did Not Drop Out of VSC on Selected Variables.

Hypothesis I

- ✓ The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of sex.

The results presented in Table 3 are the Chi-squares for females who dropped out of VSC and males who did not. Significant differences are shown between females who dropped out of VSC and males who did not drop out of VSC responded more favorably in their perceptions toward counseling.

TABLE 1.--Summary data for respondents.

Categories	Total
Group I--Used counseling center, did not drop out of VSC	320
males-----	104
females-----	216
0.01 to 2.49-----	144
2.50 to 4.00-----	176
\$0.01 to \$5,000-----	120
\$5,001 and above-----	200
undergraduates-----	264
graduates-----	56
Group II--Used counseling center, dropped out of VSC	19
males-----	11
females-----	8
0.01 to 2.49-----	11
2.50 to 4.00-----	8
\$0.01 to \$5,000-----	7
\$5,001 and above-----	12
undergraduates-----	14
graduates-----	5
Group III--Did not use counseling center, did not drop out of VSC	68
males-----	32
females-----	36
0.01 to 2.49-----	34
2.50 to 4.00-----	34
\$0.01 to \$5,000-----	34
\$5,001 and above-----	34
undergraduates-----	58
graduates-----	10
Group IV--Did not use counseling center, dropped out of VSC	442
males-----	240
females-----	202
0.01 to 2.49-----	112
2.50 to 4.00-----	330
\$0.01 to \$5,000-----	104
\$5001 and above-----	338
undergraduate-----	198
graduates-----	244

TABLE 2.--Summary of general information data.

Categories	Total
<u>Status</u>	
Enrolled	388
Not enrolled	461
<u>Classification</u>	
Undergraduates	534
Graduates	315
<u>Grade point average</u>	
0.01 to 2.49	301
2.50 to 4.00	548
<u>Sex</u>	
Females	462
Males	387
<u>Estimated family income</u>	
\$0.01 to \$5,000	265
\$5,001 and above	584

TABLE 3.--Chi-squares for females who dropped out of VSC and males who did not on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	21.6089
7. Counseling Center was the right place to go	43.2828
8. Better prepared after counseling	46.0101
9. Would return to counseling center	52.3757
10. Would return to the same counselor	70.3926
11. Friends could benefit from counseling	13.0409
12. Counseling program of value to VSC	13.1949
13. Explanation of counseling was received	33.1182

Table 4 presents the Chi-squares of females who did not drop out of VSC and males who dropped out. Significant differences were found between females who did not drop out of VSC and males who dropped out on 6 of 8 questions of perceptions toward counseling. On these questions of significance, females who did not drop out of VSC responded more favorably in their perceptions toward counseling.

TABLE 4.--Chi-squares for females who did not drop out of VSC and males who dropped out on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	74.7874
7. Counseling Center was the right place to go	18.9440
8. Better prepared after counseling	54.7693
9. Would return to counseling center	34.4478
10. Would return to the same counselor	57.6664
11. Friends could benefit from counseling	1.0542
12. Counseling program of value to VSC	.9178
13. Explanation of counseling was received	25.7180

Hypothesis II

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

The results presented in Table 5 are the Chi-squares for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out on questions of perceptions toward counseling. Significant differences are shown on 5 of 8 questions of perceptions toward counseling at the .05 level. Students who did not drop out of VSC and had G.P.A.'s of 2.50 to 4.00 responded more favorably in their perceptions toward counseling on questions that were significant.

TABLE 5.--Chi-squares for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	18.3293
7. Counseling Center was the right place to go	2.4197
8. Better prepared after counseling	114.3368
9. Would return to counseling center	109.7567
10. Would return to the same counselor	172.9053
11. Friends could benefit from counseling	98.8595
12. Counseling program of value to VSC	1.5682
13. Explanation of counseling was received	2.2434

Table 6 presents the Chi-squares for students with grade point averages of 0.01 to 2.49, who did not drop out of VSC and students with grade point averages of 2.50 to 4.00, who dropped out on questions of perceptions toward counseling. Significant differences are shown in 7 of 8 resulting Chi-squares. Students with G.P.A.'s of 0.01 to 2.49, who did not drop out of VSC differed significantly from students with G.P.A.'s of 2.50 to 4.00, who dropped out, and responded more favorably on 6 of 8 questions. Students with G.P.A.'s of 2.50 to 4.00 responded more favorably on friends benefiting from counseling.

TABLE 6.--Chi-squares for students with grade point averages of 0.01 to 2.49, who did not drop out of VSC and students with grade point averages of 2.50 to 4.00, who dropped out, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	54.4678
7. Counseling Center was the right place to go	48.7713
8. Better prepared after counseling	71.2763
9. Would return to counseling center	63.0580
10. Would return to the same counselor	78.2083
11. Friends could benefit from counseling	5.3911
12. Counseling program of value to VSC	.2500
13. Explanation of counseling was received	42.9226

Hypothesis III

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of estimated family income.

Table 7 presents the Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC and students with estimated family incomes of \$5,001 and above, who did not drop out on questions of perceptions toward counseling. Significant differences are shown on all questions and, more specifically, students with estimated incomes of \$5,001 and above, who did not drop out of VSC, responded as having perceptions of counseling that were more positive toward counseling than students with incomes of \$0.01 to \$5,000, and who dropped out.

TABLE 7.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC and students with estimated family incomes of \$5,001 and above who did not drop out on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	20.1619
7. Counseling Center was the right place to go	15.7930
8. Better prepared after counseling	44.0211
9. Would return to counseling center	73.4302
10. Would return to the same counselor	51.7629
11. Friends could benefit from counseling	23.3985
12. Counseling program of value to VSC	18.3182
13. Explanation of counseling was received	26.3464

The Chi-squares presented in Table 8 reflect the students with estimated incomes of \$0.01 to \$5,001, who did not drop out of VSC and students with estimated family incomes of \$5,001 and above, who dropped out on questions of perceptions toward counseling. No significant differences were found on friends benefiting from counseling and counseling program of value to VSC. Of the 6 of 8 questions that were significant, students with incomes of \$0.01 to \$5,000, who did not drop out of VSC were significantly more positive toward counseling than students with incomes of \$5,001 and above who did drop out.

TABLE 8.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC and students with estimated family incomes of \$5,001 and above who dropped out on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	42.1718
7. Counseling Center was the right place to go	26.0374
8. Better prepared after counseling	42.8090
9. Would return to counseling center	51.9934
10. Would return to the same counselor	49.4023
11. Friends could benefit from counseling	.0592
12. Counseling program of value to VSC	.002
13. Explanation of counseling was received	37.6407

Hypothesis IV

The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of classification.

Table 9 presents the Chi-squares for undergraduate students who dropped out of VSC and graduate students who did not drop out on questions of perceptions toward counseling. On 7 of 8 questions, significant differences are shown. Graduate students who did not drop out of VSC were more positive in their responses toward counseling than undergraduates who dropped out of VSC.

TABLE 9.--Chi-squares for undergraduate students who dropped out of VSC and graduate students who did not drop out on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	19.8996
7. Counseling Center was the right place to go	19.8996
8. Better prepared after counseling	7.2020
9. Would return to counseling center	10.5237
10. Would return to the same counselor	13.0823
11. Friends could benefit from counseling	.4691
12. Counseling program of value to VSC	8.8195
13. Explanation of counseling was received	13.4348

The Chi-squares for undergraduate students who did not drop out of VSC and graduate students who dropped out on questions of perceptions toward counseling are presented in Table 10. Also, in this table, 7 of 8 questions are shown to be significant at the .05 level. Undergraduate students who did not drop out of VSC tended to have positive perceptions toward counseling more so than graduate students who dropped out of VSC.

TABLE 10.--Chi-squares for undergraduate students who did not drop out of VSC and graduate students who dropped out on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	50.3580
7. Counseling Center was the right place to go	16.2048
8. Better prepared after counseling	53.3435
9. Would return to counseling center	61.5459
10. Would return to the same counselor	9.5999
11. Friends could benefit from counseling	71.1216
12. Counseling program of value to VSC	.0095
13. Explanation of counseling was received	40.7974

Section B: Analysis of Data of Perceptions of
Personal Adjustment for Students Who Did and Did
Not Drop Out of VSC on Selected Variables.

Hypothesis V

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of sex.

The results presented in Table 11 are the Chi-squares for females who dropped out of VSC and males who did not on questions of perceptions of personal adjustment. No significant difference was found on personal ability to identify weaknesses and strengths. Significant differences are shown on all other questions. Females who dropped out of VSC responded as having the personal ability to identify academic aptitudes and abilities and being a better counselor moreso than males. Males could explain the counseling services and indicated that counseling was of benefit to the student body moreso than females.

Table 12 presents the Chi-squares for females who did not drop out of VSC and males who dropped out on questions of perceptions of personal adjustment. No significant difference was found on counseling being of benefit to the student body; however, significant differences were found on all other questions of personal adjustment. Males who dropped out of VSC responded as being able to identify personal weaknesses and strengths, academic aptitudes and abilities, and being a better counselor than those employed

at the VSC Counseling Center more so than females who did not drop out. Females perceived their personal ability to explain the counseling services more so than males.

TABLE 11.--Chi-squares for females who dropped out of VSC and males who did not on questions of perceptions personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	48.2573
15. Can personally identify weaknesses and strengths	.9252
16. Can personally identify academic aptitudes and abilities	34.7044
17. Perceives counseling being of benefit to student body	5.6668
18. Would be a better counselor than those employed	22.5407

TABLE 12.--Chi-squares for females who did not drop out of VSC and males who dropped out on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	100.7328
15. Can personally identify weaknesses and strengths	29.2438
16. Can personally identify academic aptitudes and abilities	12.8421
17. Perceives counseling being of benefit to student body	3.7429
18. Would be a better counselor than those employed	4.3300

Hypothesis VI

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Table 13 presents data of Chi-squares for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out of VSC on questions of perceptions of personal adjustment. Significant differences were found on 3 of 5 questions. Students with grade point averages of 0.01 to 2.49, who dropped out, responded as being able to identify personal weaknesses and strengths moreso than students with grade point averages of 2.50 to 4.00, who did not drop out. Students with grade point averages of 2.50 to 4.00, who did not drop out, responded as perceiving counseling as being of benefit to student body and of being a better counselor than those presently employed moreso than students with grade point averages of 0.01 to 2.49, who dropped out.

No significant difference was found on counseling being of benefit to student body, as shown in Table 14. Significant differences are shown for all other questions. Students with grade point averages of 0.01 to 2.49, who did not drop out, responded as being able to explain counseling services moreso than students with grade point averages of 2.50 to 4.00, who dropped out. Students with grade point averages of 2.50 to 4.00, who dropped out, responded as being able to personally identify weaknesses and strengths,

aptitudes and abilities, and of being a better counselor than those persons presently employed.

TABLE 13.--Chi-squares for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	.6115
15. Can personally identify weaknesses and strengths	39.3893
16. Can personally identify academic aptitudes and abilities	1.7875
17. Perceives counseling being of benefit to student body	28.3002
18. Would be a better counselor than those employed	30.2057

TABLE 14.--Chi-squares for students with grade point averages of 0.01 to 2.49, who did not drop out of VSC and students with grade point averages of 2.50 to 4.00, who dropped out, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	82.3094
15. Can personally identify weaknesses and strengths	15.1072
16. Can personally identify academic aptitudes and abilities	67.9219
17. Perceives counseling being of benefit to student body	.8048
18. Would be a better counselor than those employed	20.2124

Hypothesis VII

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of estimated family income.

In Table 15, no significant differences are shown for identification of personal aptitudes and abilities and being a better counselor than those presently employed. Students with estimated family incomes of \$5,001 and above, who did not drop out, stated preferences for being able to explain counseling services, identification of personal weaknesses and strengths, and perception of counseling being of benefit to student body moreso than students with low income and dropped out.

TABLE 15.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC and students with estimated family incomes of \$5,001 and above, who did not drop out of VSC on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	41.0817
15. Can personally identify weaknesses and strengths	18.8062
16. Can personally identify academic aptitudes and abilities	.0086
17. Perceives counseling being of benefit to student body	20.7554
18. Would be a better counselor than those employed	2.0841

Table 16 presents the Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC and students with estimated family incomes of \$5,001 and above, who dropped out, on questions of personal adjustment perceptions. No significant difference was found on students personal assessment of counseling being of benefit to student body. Students with estimated family incomes of \$5,001 and above, who dropped out, indicated personal preferences for being able to identify personal weaknesses and strengths, academic aptitudes and abilities, and being a better counselor than those presently employed moreso than students with estimated family incomes of \$0.01 to \$5,000, who did not drop out.

TABLE 16.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC and students with estimated family incomes of \$5,001 and above, who dropped out, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	53.8776
15. Can personally identify weaknesses and strengths	63.4018
16. Can personally identify academic aptitudes and abilities	56.7608
17. Perceives counseling being of benefit to student body	.3146
18. Would be a better counselor than those employed	28.3615

Hypothesis VIII

The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of classification.

Table 17 shows significant differences only on questions of being able to explain counseling services and being a better counselor. Graduate students, who did not drop out, stated their preferences for the aforementioned questions of significance.

TABLE 17.--Chi-squares for undergraduate students who dropped out of VSC and graduate students who did not on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	11.0348
15. Can personally identify weaknesses and strengths	.2867
16. Can personally identify academic aptitudes and abilities	.1566
17. Perceives counseling being of benefit to student body	.8510
18. Would be a better counselor than those employed	39.9684

Table 18 shows significant differences on all questions.

TABLE 18.--Chi-squares for undergraduate students who did not drop out of VSC and graduate students who dropped out on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	90.3818
15. Can personally identify weaknesses and strengths	33.6469
16. Can personally identify academic aptitudes and abilities	53.3398
17. Perceives counseling being of benefit to student body	9.2676
18. Would be a better counselor than those employed	5.1985

Section C: Analysis of Data of Perceptions
Toward Counseling for Students Who Used
and Did Not Use the Counseling Center
at VSC on Selected Variables.

Hypothesis IX

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of sex.

The statistical results presented in Table 19 are the Chi-squares for females who used the counseling center and males who did not on questions of perceptions toward counseling. Significant differences are shown on all questions of perceptions toward counseling, except friends benefiting from counseling and counseling program of value to VSC. Females who used the counseling center tended to

be more responsive in their perceptions toward counseling
more so than males who did not use the counseling center.

TABLE 19.--Chi-squares for females who used the counseling
center and males who did not on questions of
perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	82.3443
7. Counseling Center was the right place to go	21.1882
8. Better prepared after counseling	61.9175
9. Would return to counseling center	37.6087
10. Would return to the same counselor	61.9175
11. Friends could benefit from counseling	1.1115
12. Counseling program of value to VSC	3.5422
13. Explanation of counseling was received	27.1548

The Chi-square test in Table 20 revealed significance at the .05 level on questions of perceptions toward counseling for females who did not use the counseling center and males who did. No significant difference was found for counseling center being the right place to go and explanation of counseling being received.

TABLE 20.--Chi-squares for females who did not use the counseling center and males who did on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	30.8227
7. Counseling Center was the right place to go	.0027
8. Better prepared after counseling	119.5304
9. Would return to counseling center	114.4561
10. Would return to the same counselor	130.1609
11. Friends could benefit from counseling	90.5089
12. Counseling program of value to VSC	7.0383
13. Explanation of counseling was received	.0142

Hypothesis X

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

All questions in Table 21 were significant at the .05 level. Students with grade point averages of 0.01 to 2.49, who used the counseling center responded more positively in their perceptions toward counseling than students with grade point averages of 2.50 to 4.00, who did not use the counseling center.

TABLE 21.--Chi-squares for students with grade point averages of 0.01 to 2.49, who used the counseling center and students with grade point averages of 2.50 to 4.00, who did not use the counseling center, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	59.9505
7. Counseling Center was the right place to go	49.7006
8. Better prepared after counseling	75.5366
9. Would return to counseling center	62.8262
10. Would return to the same counselor	75.5709
11. Friends could benefit from counseling	24.9197
12. Counseling program of value to VSC	24.6465
13. Explanation of counseling was received	16.4827

Table 22 presents the Chi-squares for students with grade point averages of 0.01 to 2.49, who did not use the counseling center and students with grade point averages of 2.50 to 4.00, who did use the counseling center, on questions of perceptions toward counseling. Significant differences are shown on 5 of 8 questions on perceptions toward counseling. Students with grade point averages of 2.50 to 4.00, who used the counseling center, responded more positively toward perceptions of counseling on questions that were of significance than students with 0.01 to 2.49 grade point averages and who did not use the counseling center.

TABLE 22.--Chi-squares for students with grade point averages of 0.01 to 2.49, who did not use the counseling center and students with grade point averages of 2.50 to 4.00, who did use the counseling center, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	12.4768
7. Counseling Center was the right place to go	13.1100
8. Better prepared after counseling	28.6505
9. Would return to counseling center	19.3299
10. Would return to the same counselor	32.3016
11. Friends could benefit from counseling	.0106
12. Counseling program of value to VSC	3.0190
13. Explanation of counseling was received	.0914

Hypothesis XI

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of estimated family income.

Table 23 presents the Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center and students with estimated family incomes of \$5,001 and above, who did not use the counseling center, on questions of perceptions toward counseling. Significant differences were found on all questions on perceptions toward counseling.

TABLE 23.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center and students with estimated family incomes of \$5,001 and above, who did not use the counseling center, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	21.8121
7. Counseling Center was the right place to go	13.3202
8. Better prepared after counseling	42.3025
9. Would return to counseling center	16.5317
10. Would return to the same counselor	51.2347
11. Friends could benefit from counseling	24.3140
12. Counseling program of value to VSC	19.6666
13. Explanation of counseling was received	25.1170

Significant differences are shown only on counselor was helpful and being better prepared after counseling, in Table 24. For all other questions, the null hypothesis was not rejected.

Hypothesis XII

The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of classification.

No significant difference is shown in Table 25 on friends benefiting from counseling. Significant differences are shown on all other questions on perceptions toward counseling. Undergraduate students who used the counseling

center responded more favorably in their perceptions toward counseling than graduate students who did not use the counseling center.

TABLE 24.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center and students with estimated family incomes of \$5,001 and above, who did use the counseling center, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	7.6481
7. Counseling Center was the right place to go	.0069
8. Better prepared after counseling	5.8693
9. Would return to counseling center	.0541
10. Would return to the same counselor	1.9653
11. Friends could benefit from counseling	3.3111
12. Counseling program of value to VSC	3.4460
13. Explanation of counseling was received	.0001

TABLE 25.--Chi-squares for undergraduate students who used the counseling center and graduate students who did not use the counseling center, on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	23.9391
7. Counseling Center was the right place to go	38.1957
8. Better prepared after counseling	9.2069
9. Would return to counseling center	14.4146
10. Would return to the same counselor	14.0223
11. Friends could benefit from counseling	.7617
12. Counseling program of value to VSC	4.6019
13. Explanation of counseling was received	6.8255

Table 26 presents the Chi-squares for undergraduate students who did not use the counseling center and graduate students who did on questions of perceptions toward counseling. Helpfulness of counselor, counseling center being the right place to go, and information being received shows no significant difference. Question 11 indicates that undergraduates who did not use the counseling center responding more favorably toward friends benefiting from counseling. On all other questions of significance, graduate students responded favorably in their perceptions toward counseling moreso than undergraduate students who did not use the counseling center.

TABLE 26.--Chi-squares for undergraduate students who did not use the counseling center and graduate students who did on questions of perceptions toward counseling.

Question	Chi-square
6. Counselor was helpful	3.2597
7. Counseling Center was the right place to go	3.4613
8. Better prepared after counseling	10.4249
9. Would return to counseling center	50.4537
10. Would return to the same counselor	18.6914
11. Friends could benefit from counseling	26.6620
12. Counseling program of value to VSC	19.0170
13. Explanation of counseling was received	1.5903

Section D: Analysis of Data of Perceptions
of Personal Adjustment for Students Who
Used and Did Not Use the Counseling
Center at VSC on Selected Variables.

Hypothesis XIII

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of sex.

Table 27 presents the Chi-squares for females who used the counseling center and males who did not use the counseling center, on questions of perceptions of personal adjustment. Significant differences are shown on 4 of 5 questions on perceptions of personal adjustment.

TABLE 27.--Chi-squares for females who used the counseling center and males who did not use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	64.8869
15. Can personally identify weaknesses and strengths	.8239
16. Can personally identify academic aptitudes and abilities	30.8248
17. Perceives counseling being of benefit to student body	14.9178
18. Would be a better counselor than those employed	30.0196

Table 28 reveals no significant differences in being personally able to explain counseling services and ability to identify personal weaknesses and strengths. Significant differences are shown for all other questions and, more specifically, females who did not use the counseling center responded more favorably toward their personal adjustment.

TABLE 28.--Chi-squares for females who did not use the counseling center and males who did use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	.2382
15. Can personally identify weaknesses and strengths	1.9037
16. Can personally identify academic aptitudes and abilities	4.2762
17. Perceives counseling being of benefit to student body	8.2115
18. Would be a better counselor than those employed	6.7582

Hypothesis XIV

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

Table 29 presents the Chi-squares for students with grade point averages of 0.01 to 2.49, who used the counseling center and students with grade point averages of 2.50 to 4.00, who did not use the counseling center, on questions of perceptions of personal adjustment. No significant differences are shown on personal ability to explain the counseling services and ability to identify personal academic aptitudes and abilities. Significant differences are shown on all other questions of personal adjustment.

TABLE 29.--Chi-squares for students with grade point averages of 0.01 to 2.49, who used the counseling center and students with grade point averages of 2.50 to 4.00, who did not use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	1.6733
15. Can personally identify weaknesses and strengths	42.7488
16. Can personally identify academic aptitudes and abilities	.1212
17. Perceives counseling being of benefit to student body	23.0103
18. Would be a better counselor than those employed	11.9346

Table 30 reveals no significant differences on questions of personal ability to explain counseling services, identification of personal weaknesses and strengths, and

counseling of benefit to student body. Significant differences are shown on the other two questions of identification of personal academic aptitudes and abilities and being a better counselor than those presently employed.

TABLE 30.--Chi-squares for students with grade point averages of 0.01 to 2.49, who did not use the counseling center and students with grade point averages of 2.50 to 4.00, who did use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	.3051
15. Can personally identify weaknesses and strengths	.0000
16. Can personally identify academic aptitudes and abilities	21.0077
17. Perceives counseling being of benefit to student body	2.7868
18. Would be a better counselor than those employed	5.2612

Hypothesis XV

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of estimated family income.

Identification of personal academic aptitudes and abilities and personal assessment of being a better counselor than those employed were not significant at the .05 level, in Table 31. Significant differences are shown in all other questions of perceptions of personal adjustment.

TABLE 31.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center and students with estimated family incomes of \$5,001 and above, who did not use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	55.9816
15. Can personally identify weaknesses and strengths	12.2108
16. Can personally identify academic aptitudes and abilities	.4347
17. Perceives counseling being of benefit to student body	26.0909
18. Would be a better counselor than those employed	.0003

Table 32 shows significant differences on personal ability to explain counseling services and identification of personal academic aptitudes and abilities. The null hypothesis was rejected on these two questions.

Hypothesis XVI

The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of classification.

Significant differences are shown on only two questions in Table 33; personal ability to explain counseling services and would be a better counselor than those employed are shown to be significant at the .05 level.

TABLE 32.--Chi-squares for students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center and students with estimated family incomes of \$5,001 and above, who used the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	9.1467
15. Can personally identify weaknesses and strengths	.7996
16. Can personally identify academic aptitudes and abilities	8.6592
17. Perceives counseling being of benefit to student body	.0263
18. Would be a better counselor than those employed	1.7241

TABLE 33.--Chi-squares for undergraduate students who used the counseling center and graduate students who did not use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	16.5156
15. Can personally identify weaknesses and strengths	.0030
16. Can personally identify academic aptitudes and abilities	1.7697
17. Perceives counseling being of benefit to student body	.8912
18. Would be a better counselor than those employed	34.7961

In Table 34, identification of personal weaknesses and strengths is shown not to be significant at the .05 level. Significant differences are shown for all other questions of perceptions of personal adjustment.

TABLE 34.--Chi-squares for undergraduate students who did not use the counseling center and graduate students who did use the counseling center, on questions of perceptions of personal adjustment.

Question	Chi-square
14. Can personally explain counseling services	8.9538
15. Can personally identify weaknesses and strengths	1.2352
16. Can personally identify academic aptitudes and abilities	26.7151
17. Perceives counseling being of benefit to student body	16.9130
18. Would be a better counselor than those employed	99.0144

Summary

The major purpose of this investigation was to assess the perceptions of counseled and non-counseled Virginia State College students toward counseling and personal adjustment, as tested by an 18-item survey questionnaire, and the significance on those perceptions of the variables: sex, grade point average, estimated family income, and classification. The investigation also attempted to determine any

significant difference that may be present on selected variables as such related to the perceptions of counseled and non-counseled students who did and did not drop out of Virginia State College.

The first related hypothesis which studied the significance of sex on the perceptions toward counseling, yielded significant differences between females who dropped out of VSC and males who did not, thereby rejecting the null hypothesis. Significant differences were found between females who did not drop out of VSC and males who dropped out on six of eight questions of perceptions toward counseling. Therefore, the hypothesis was rejected on these six questions.

The second hypothesis studied the significance of grade point average on perceptions toward counseling between students who did and did not drop out of VSC. Significant differences were found on five of eight questions of perceptions toward counseling at the .05 level of confidence, which allowed a rejection of the hypothesis on these questions for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out. Significant differences were found on seven of eight questions of perceptions toward counseling at the .05 level between students with grade point averages of 0.01 to 2.49, who did not drop out and students with 2.50 to

4.00, who dropped out. The null hypothesis was not accepted on seven of the eight questions.

The third hypothesis studied the significance of estimated family income on the perceptions toward counseling between students with estimated family incomes of \$0.01 to \$5,000, and students with estimated family incomes of \$5,001 and above, who did and did not drop out of VSC. Significant differences were found at the .05 level on all questions between students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC and students with estimated family incomes of \$5,001 and above, who did not drop out, thereby the hypothesis was rejected. Between students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC, and students with estimated family incomes of \$5,001 and above, who dropped out, significant differences were shown for six of eight questions of perceptions toward counseling. The null hypothesis was rejected for these six questions.

The forth hypothesis tested the significance of the variable of classification on the perceptions toward counseling of undergraduate and graduate students who did and did not drop out. Between undergraduate students who dropped out and graduate students who did not, significant differences were shown on seven of eight questions at the .05 level. Also, significant differences were found at the .05 level on seven of eight questions on perceptions

toward counseling between undergraduate students who did not drop out and graduate students who dropped out.

The fifth hypothesis determined the significance of sex on the perceptions of personal adjustment between students who did and did not drop out of VSC. Significant differences were found on four of five questions between females who dropped out and males who did not, thereby the null hypothesis was rejected on these four questions. Also, significant differences were found on four of five questions at the .05 level for females who did not drop out and males who dropped out.

The sixth hypothesis studied the significance of grade point average on the perceptions of personal adjustment between students who did and did not drop out of VSC. Significant differences were found at the .05 level on three of five questions for students with grade point averages of 0.01 to 2.49, who dropped out of VSC and students with grade point averages of 2.50 to 4.00, who did not drop out. Significant differences were found at the .05 level on four of five questions of personal adjustment between students with grade point averages of 0.01 to 2.49, who did not drop out and students with grade point averages of 2.50 to 4.00, who did drop out, thereby the null hypothesis was rejected on these four questions.

The seventh hypothesis tested the significance of estimated family income on the perceptions of personal adjustment between students who did and did not drop out of VSC. Significant differences were found on three of five questions of personal adjustment between students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC, and students with estimated family incomes of \$5,001 and above, who did not drop out of VSC. Significant differences were found on three of five questions between students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC and students with estimated family incomes of \$5,001 and above, and who dropped out. The null hypothesis was rejected on three of the five questions.

The eighth hypothesis studied the significance of classification on students' perceptions toward personal adjustment between students who did and did not drop out of VSC. The null hypothesis was not rejected on three of five questions between undergraduate students who dropped out of VSC and graduate students who did not. Significant differences were found on all questions of personal adjustment between undergraduate students who did not drop out and graduate students who dropped out, thereby the null hypothesis was rejected at the .05 level.

The ninth hypothesis tested the significance of sex on the perceptions toward counseling for students who used

and did not use the counseling center. For females who used the counseling center and males who did not, significant differences were shown for six of eight question. The null hypothesis was rejected on six of the eight questions. For females who did not use the counseling center and males who did, significant differences were also shown for six of eight questions. The null hypothesis was rejected on these six questions.

The tenth hypothesis studied the significance of grade point average on the perceptions toward counseling for students who did and did not use the counseling center. All questions were significant at the .05 level between students with grade point averages of 0.01 to 2.49, who used the counseling center, and students with grade point averages of 2.50 to 4.00, who did not use the counseling center. The null hypothesis was rejected. For students with grade point averages of 0.01 to 2.49, who did not use the counseling center and students with grade point averages of 2.50 to 4.00, who did use the counseling center, the null hypothesis was rejected on five of eight questions of perceptions toward counseling.

The eleventh hypothesis studied the significance of estimated family income on the perceptions of counseled and non-counseled students. Significant differences were found on all questions on perceptions toward counseling between students with estimated family incomes of \$0.01 to

\$5,000, who used the counseling center and students with estimated family incomes of \$5,001 and above, who did not use the counseling center. The null hypothesis was rejected for this group. No significant differences were found on six of eight questions between students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center and students with estimated family incomes of \$5,001 and above, who did use the counseling center. The null hypothesis was not rejected on six of the eight questions.

The twelfth hypothesis studied the significance of classification on the perceptions of counseled and non-counseled students. Significant differences were found on seven of eight questions on perceptions toward counseling between undergraduate students who used the counseling center and graduate students who did not, thereby rejecting the null hypothesis on seven of eight questions. Between undergraduate students who did not use the counseling center and graduate students who did, significant differences were found on five of eight questions. The null hypothesis at the .05 level of confidence was rejected on these five questions.

The thirteenth hypothesis studied the significance of sex on the perceptions of personal adjustment between students who used the counseling center and students who did not. Between females who used the counseling center

and males who did not, significant differences were found on four of five questions, thereby rejecting the null hypothesis on these four questions. For females who did not use the counseling center and males who did, significant differences were found on three of five questions at the .05 level.

The fourteenth hypothesis tested the significance of grade point average on the perceptions of personal adjustment between students who used the counseling center and students who did not. Significant differences were found on three of five questions, thereby rejecting the null hypothesis at the .05 level on these questions between students with grade point averages of 0.01 to 2.49, who used the counseling center, and students with 2.50 to 4.00, who did not. Between students with grade point averages of 0.01 to 2.49, who did not use the counseling center and students with 2.50 to 4.00, who used the counseling center, three of five questions were not significant at the .05 level of confidence. Therefore, the null hypothesis was not rejected on these three questions.

The fifteenth hypothesis studied the significance of estimated family income on the perceptions of students toward personal adjustment. Between students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center and students with estimated family incomes of

\$5,001 and above, who did not use the counseling center, significant differences were shown for three of five questions. For students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center and students with estimated family incomes of \$5,001 and above, who did use the counseling center, no significant differences were shown for three of five questions. The null hypothesis was not rejected for these three questions.

The sixteenth hypothesis studied the significance of classification on the perceptions of students who used and did not use the counseling center toward personal adjustment. ON three of five questions, no significant differences were shown between undergraduate students who used the counseling center and graduate students who did not use the counseling center. The null hypothesis was not rejected on three of five questions. Between undergraduate students who did not use the counseling center and graduate students who did use the counseling center, significant differences were shown for three of five questions, thereby rejecting the null hypothesis for these questions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major purpose of this investigation was to assess the perceptions of counseled and non-counseled Virginia State College students toward counseling and of personal adjustment, and the significance of several variables on those perceptions. The necessity of such a study appeared to be evident in light of the vague terminology and abstractions that appear with the goal statements of the Virginia State College Counseling Center. Student perceptions toward counseling and personal adjustment were determined through the use of an 18-item questionnaire.

In Chapter II, a brief summary of perception theory was presented along with a review of relevant studies. In addition, a review of studies on counseled and non-counseled students were presented. It was apparent that the use of clients as the criterion for evaluation of counseling is still in its early stages of utilization, particularly in terms of the perceptions of counseled and non-counseled students.

The problem selected for this study attempted to test the following hypotheses:

I. The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of sex.

II. The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

III. The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of estimated family income.

IV. The perceptions of students who did and did not drop out of Virginia State College toward counseling will not differ significantly on the basis of classification.

V. The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of sex.

VI. The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

VII. The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of estimated family income.

VIII. The perceptions of students who did and did not drop out of Virginia State College toward personal adjustment will not differ significantly on the basis of classification.

IX. The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

X. The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of grade point average (G.P.A.).

XI. The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of estimated family income.

XII. The perceptions of students who used and did not use the Virginia State College Counseling Center toward counseling will not differ significantly on the basis of classification.

XIII. The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of sex.

XIV. The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of grade point average (G.P.A.).

XV. The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of estimated family income.

XVI. The perceptions of students who used and did not use the Virginia State College Counseling Center toward personal adjustment will not differ significantly on the basis of classification.

The population from which the students for this study was obtained consisted of all students who used the counseling center during the Fall semester, 1972; all students who dropped out of VSC after the Fall semester, 1972, and did not return for the second semester, 1973; all students who used the counseling center during the Fall semester, 1972, but did not return for the second semester, 1973; and all students in two residence halls who did not use the counseling center during the Fall semester, 1972, and who returned for the second semester, 1973. The population consisted of 1,272 students.

The principal instrument used in this study was an 18-item questionnaire, developed by the investigator. This instrument was used to elicit perceptions toward counseling and of personal adjustment from the students used in the study. Within the instrument, a 19th item was used to elicit personal data information from the respondents.

Findings and Conclusions

The design of this study allowed sixteen null hypotheses to be tested. Because of the four basic sets of data which were analyzed, the report of the findings is presented in four sections which are as follows:

- A. The perceptions toward counseling for students who did and did not drop out of VSC.
- B. The perceptions of personal adjustment for students who did and did not drop out of VSC.
- C. The perceptions toward counseling for students who used and did not use the counseling center.
- D. The perceptions of personal adjustment for students who used and did not use the counseling center.

The Perceptions Toward Counseling for Students Who Did and Did Not Drop Out of VSC

Findings

The questionnaire was administered as the measuring instrument to obtain information concerning the perceptions

toward counseling for students who did and did not drop out of VSC, as indicated by the significance of the variables sex, grade point average, estimated family income, and classification. Significant differences were found to support the following statements:

1. Analyzed on the basis of sex, male respondents who did not drop out of VSC, responded more favorably on all questions in their perceptions toward counseling than female respondents who dropped out of VSC.

2. Analyzed on the basis of sex, female respondents who did not drop out of VSC, responded more favorably in their perceptions toward counseling than male respondents who dropped out of VSC, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; (5) would return to the same counselor; and (6) explanation of counseling was received.

3. Analyzed on the basis of grade point average, students with grade point averages of 2.50 to 4.00, who did not drop out of VSC, responded more favorably in their perceptions toward counseling than students with 0.01 to 2.49 grade point averages, who dropped out of VSC, on (1) counselor was helpful; (2) better prepared after counseling; (3) would return to the counseling center; (4) would return to the same counselor; and (5) friends could benefit from counseling.

4. Analyzed on the basis of grade point average, students with grade point averages of 0.01 to 2.49, who did not drop out of VSC, responded more favorably in their perceptions toward counseling than students with 2.50 to 4.00 grade point averages, who dropped out of VSC, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; (5) would return to the same counselor; (6) friends could benefit from counseling; and (7) explanation of counseling was received.

5. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who did not drop out of VSC, responded more favorably in their perceptions toward counseling than students with estimated family incomes of \$0.01 to \$5,000, who dropped out of VSC.

6. Analyzed on the basis of estimated family income, students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC, responded more favorably in their perceptions toward counseling than students with estimated family incomes of \$5,001 and above, who dropped out of VSC, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; (5) would return to the same counselor; and (6) explanation of counseling was received.

7. Analyzed on the basis of classification, graduate students who did not drop out of VSC, responded more favorably in their perceptions toward counseling than undergraduate students, who dropped out of VSC, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; (5) would return to the same counselor; (6) counseling program of value to VSC; and (7) explanation of counseling was received.

8. Analyzed on the basis of classification, undergraduate students who used the counseling center, responded more favorably in their perceptions toward counseling than graduate students who dropped out of VSC, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; (5) would return to the same counselor; (6) friends could benefit from counseling; and (7) explanation of counseling was received.

Conclusions

The findings of this portion of the study yield evidence to support the general conclusion that there are differences in the perceptions of students toward counseling at Virginia State College as reported by the students who did not drop out of VSC and students who dropped out.

Several specific conclusions can be drawn from the findings of this portion of the study; they are listed below:

1. Among male students included in the study, those who did not drop out of VSC perceived counseling more favorably than females who dropped out.

2. Among female students included in the study, those who did not drop out of VSC perceived counseling more favorably than males who dropped out.

3. Among students with grade point averages of 2.50 to 4.00 included in the study, those who did not drop out of VSC perceived counseling more favorably than students with grade point averages of 0.01 to 2.49, who dropped out.

4. Among students with grade point averages of 0.01 to 2.49 included in the study, those who did not drop out of VSC perceived counseling more favorably than students with grade point averages of 2.50 to 4.00, who dropped out.

5. Among students with estimated family incomes of \$5,001 and above included in the study, those who did not drop out of VSC perceived counseling more favorably than students with estimated family incomes of \$0.01 to \$5,000, who dropped out.

6. Among students with estimated family incomes of \$0.01 to \$5,000 included in the study, those who did not drop out of VSC perceived counseling more favorably than students with estimated family incomes of \$5,001 and above, who dropped out.

7. Among graduate students included in the study, those who did not drop out of VSC perceived counseling more favorably than undergraduate students who dropped out.

8. Among undergraduate students included in the study, those who did not drop out of VSC perceived counseling more favorably than graduate students who dropped out.

The Perceptions of Personal Adjustment
for Students Who Did and Did Not Drop
Out of VSC

Findings

The perceptions of personal adjustment as tested by the questionnaire were analyzed in terms of the significance of the variables of sex, grade point average, estimated family income, and classification for students who did and did not drop out of VSC. Significant differences were found to support the following statements:

1. Analyzed on the basis of sex, females who dropped out of VSC responded more favorably in their perception of personal adjustment than males who did not drop out, on (1) identifying personal academic aptitudes and abilities and (2) being a better counselor than those employed. However, males who did not drop out of VSC responded more favorably in their perceptions of personal adjustment more favorably than females who dropped out, on (1) being able to personally explain counseling services and (2) counseling being of benefit to student body.

2. Analyzed on the basis of sex, males who dropped out of VSC responded more favorably in their perceptions of personal adjustment than females who did not drop out, on (1) personally able to identify weaknesses and strengths; (2) personally able to identify academic aptitudes and abilities; and (3) being a better counselor than those employed.

3. Analyzed on the basis of grade point average, students with grade point averages of 0.01 to 2.49, who dropped out of VSC, responded more favorably in their perceptions of personal adjustment than students with grade point averages of 2.50 to 4.00, who did not drop out, on being able to personally identify personal weaknesses and strengths. However, students with grade point averages of 2.50 to 4.00, who did not drop out, responded more favorably in their perceptions of personal adjustment than students with grade point averages of 0.01 to 2.49, who dropped out, on (1) perceiving counseling of benefit to student body and (2) being a better counselor than those employed.

4. Analyzed on the basis of grade point average, students with grade point averages of 2.50 to 4.00, who dropped out of VSC, responded more favorably in their perceptions of personal adjustment than students with grade point averages of 0.01 to 2.49, who did not drop out, on (1) personally able to identify academic aptitudes and

abilities; (2) personally able to identify academic aptitudes and abilities; and (3) being a better counselor than those employed.

5. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who did not drop out of VSC, responded more favorably in their perceptions of personal adjustment than students with estimated family incomes of \$0.01 to \$5,00, who dropped out, on (1) personally able to explain counseling services; (2) personally able to identify weaknesses and strengths; and (3) counseling being of benefit to student body.

6. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who dropped out of VSC, responded more favorably in their perceptions of personal adjustment than students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC, on (1) personally able to identify weaknesses and strengths; (2) personally able to identify academic aptitudes and abilities; and (3) being a better counselor than those employed.

7. Analyzed on the basis of classification, graduate students who did not drop out of VSC, responded more favorably in their perceptions of personal adjustment than undergraduate students who dropped out, on (1) personally able to explain counseling services and (2) being a better counselor than those employed.

8. Analyzed on the basis of classification, graduate students who dropped out responded more favorably in their perceptions of personal adjustment than undergraduate students who did not drop out, on (1) personally able to identify weaknesses and strengths; (2) personally able to identify academic aptitudes and abilities; and (3) being a better counselor than those presently employed. On the other hand, undergraduate students who did not drop out of VSC, responded more favorably in their perceptions of personal adjustment than graduate students who dropped out, on (1) personally able to explain counseling services and (2) counseling being of benefit to student body.

Conclusions

The findings of this portion of the study yield evidence to support the general conclusion that there are differences in the perceptions of students toward personal adjustment, as reported by the students who did drop out of VSC and students who did not.

Several specific conclusions can be drawn from the findings and these are listed below:

1. Among female students included in the study, those who dropped out of VSC perceived personal adjustment more favorably than male students who did not drop out, on (1) identifying personal academic aptitudes and abilities and (2) being a better counselor than those employed. Among

male students included in the study, those who did not drop out of VSC perceived personal adjustment more favorably than female students who dropped out, on (1) being able to personally explain counseling services and (2) counseling being of benefit to student body.

2. Among male students included in the study, those who dropped out of VSC perceived their personal adjustment more favorably than females who did not drop out.

3. Among students with grade point averages of 2.50 to 4.00 included in the study, those who did not drop out of VSC perceived their personal adjustment more favorably than students with grade point averages of 0.01 to 2.49, who dropped out.

4. Among students with grade point averages of 2.50 to 4.00 included in the study, those who dropped out perceived personal adjustment more favorably than students with grade point averages of 0.01 to 2.49, who did not drop out.

5. Among students with estimated family incomes of \$5,001 and above included in the study, those who did not drop out of VSC perceived their personal adjustment more favorably than students with estimated family incomes of \$0.01 to \$5,000, who dropped out.

6. Among students with estimated family incomes of \$5,001 and above included in the study, those who dropped

out of VSC perceived their personal adjustment more favorably than students with estimated family incomes of \$0.01 to \$5,000, who did not drop out.

7. Among graduate students included in the study, those who did not drop out of VSC perceived their personal adjustment more favorably than undergraduate students who dropped out.

8. Among graduate students included in the study, those who dropped out of VSC perceived their personal adjustment more favorably than undergraduate students who did not drop out.

The Perceptions Toward Counseling
for Students Who Used and Did Not
Use the Counseling Center

Findings

This section also assesses the perceptions of respondents who used and did not use the counseling center toward counseling, as indicated by the significance of the variables of sex, grade point average, estimated family income, and classification. Significant differences were found to support the following statements:

1. Analyzed on the basis of sex, females who used the counseling center responded more favorably in their perceptions toward counseling than males who did not use the counseling center, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared

after counseling; (4) would return to counseling center; (5) would return to the same counselor; and (6) explanation of counseling was received.

2. Analyzed on the basis of sex, males who used the counseling center responded more favorably in their perceptions toward counseling than females who did not use the counseling center, on (1) counselor was helpful; (2) better prepared after counseling; (3) would return to counseling center; (4) would return to the same counselor; (5) friends could benefit from counseling; and (6) counseling program of value to VSC.

3. Analyzed on the basis of grade point average, students with grade point averages of 0.01 to 2.49, who used the counseling center, responded more favorably in their perceptions toward counseling than students with grade point averages of 2.50 to 4.00, who did not use the counseling center.

4. Analyzed on the basis of grade point average, students with grade point averages of 2.50 to 4.00, who used the counseling center, responded more favorably in their perceptions toward counseling than students with grade point averages of 0.01 to 2.49, who did not use the counseling center, on (1) counselor was helpful; (2) counseling center right place to go; (3) better prepared after counseling; (4) would return to counseling center; and (5) would return to same counselor.

5. Analyzed on the basis of estimated family income, students with estimated family incomes of \$0.01 to \$5,00, who used the counseling center, responded more favorably in their perceptions toward counseling than students with estimated family incomes of \$5,001 and above, who did not use the counseling center.

6. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who used the counseling center, responded more favorably in their perceptions toward counseling than students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center on only two questions of eight: (1) counselor was helpful and (2) better prepared after counseling.

7. Analyzed on the basis of classification, undergraduate students who used the counseling center responded more favorably in their perceptions toward counseling than graduate students who did not use the counseling center.

8. Analyzed on the basis of classification, graduate students who used the counseling center responded more favorably in their perceptions toward counseling than undergraduate students who did not use the counseling center, on (1) better prepared after counseling; (2) would return to the counseling center; (3) would return to the same counselor; (4) friends could benefit from counseling; and (5) counseling program of value to VSC.

Conclusions

The findings of this portion of the study yield evidence to support the general conclusion that there are differences in the perceptions of students toward counseling, as reported by the students who used and did not use the counseling center.

Several specific conclusions can be drawn from the findings; they are listed below:

1. Among females included in this study, those who used the counseling center perceived counseling more favorably than males who did not use the counseling center.

2. Among males included in the study, those who used the counseling center perceived counseling more favorably than females who did not use the counseling center.

3. Among students with grade point averages of 0.01 to 2.49 included in the study, those who used the counseling center perceived counseling more favorably than students with grade point averages of 2.50 to 4.00, who did not use the counseling center.

4. Among students with grade point averages of 2.50 to 4.00 included in the study, those who used the counseling center perceived counseling more favorably than students with grade point averages of 0.01 to 2.49, who did not use the counseling center.

5. Among students with estimated family incomes of \$0.01 to \$5,000 included in the study, those who used the counseling center perceived counseling more favorably than students with estimated family incomes of \$5,001 and above, who did not use the counseling center.

6. Among students with estimated family incomes of \$5,001 and above included in this study, those who used the counseling center did not differ significantly from students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center. The differences that were observed between the populations were due to chance and chance alone.

7. Among undergraduate students included in the study, those who used the counseling center perceived counseling more favorably than graduate students who did not use the counseling center.

8. Among graduate students included in this study, those who used the counseling perceived counseling more favorably than undergraduate students who did not use the counseling center.

The Perceptions of Personal Adjustment
for Students Who Used and Did Not Use
the Counseling Center

Findings

Those perceptions of personal adjustment as tested by the questionnaire were analyzed in terms of significance of the variables of sex, grade point average, estimated

family income, and classification for students who used and did not use the counseling center. Significant differences were found to support the following statements:

1. Analyzed on the basis of sex, female students who used the counseling center responded more favorably in their perceptions of personal adjustment than males who did not, on (1) personally able to explain counseling services and (2) perceiving counseling being of benefit to the student body. However, males who did not use the counseling center responded more favorably in their perceptions of personal adjustment than females who used the counseling center, on (1) personally able to identify weaknesses and strengths and (2) would be a better counselor than those employed.

2. Analyzed on the basis of sex, females who did not use the counseling center responded more favorably in their perceptions of personal adjustment than males who used the counseling center, on (1) personally able to identify academic aptitudes and abilities; (2) perceiving counseling being of benefit to the student body; and (3) being a better counselor than those employed.

3. Analyzed on the basis of grade point average, students with grade point averages of 2.50 to 4.00, who did not use the counseling center, responded more favorably in their perceptions of personal adjustment than students with grade point averages of 0.01 to 2.49, who used the

counseling center, on (1) personally able to identify weaknesses and strengths; (2) perceiving counseling being of benefit to the student body; and (3) being a better counselor than those employed.

4. Analyzed on the basis of grade point average, students with grade point averages of 2.50 to 4.00, who used the counseling center, responded more favorably in their perceptions of personal adjustment than students with grade point averages of 0.01 to 2.49, who did not use the counseling center, on (1) personally able to identify academic aptitudes and abilities and (2) would be a better counselor than those employed.

5. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who did not use the counseling center, responded more favorably in their perceptions of personal adjustment than students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center, on (1) personally able to explain counseling services; (2) personally able to identify weaknesses and strengths; and (3) perceiving counseling being of benefit to the student body.

6. Analyzed on the basis of estimated family income, students with estimated family incomes of \$5,001 and above, who used the counseling center, responded more favorably in their perceptions of personal adjustment than students with estimated family incomes of \$0.01 to \$5,000

who did not use the counseling center, on (1) personally able to explain counseling services and (2) personally able to identify academic aptitudes and abilities.

7. Analyzed on the basis of classification, undergraduate students who used the counseling center, responded more favorably than graduate students who did not use the counseling center on personally able to explain counseling services. Graduate students who did not use the counseling center responded more favorably in their perceptions of personal adjustment than undergraduate students on would be a better counselor than those employed.

8. Analyzed on the basis of classification, undergraduate students who did not use the counseling center responded more favorably in their perceptions of personal adjustment than graduate students who used the counseling center, on (1) personally able to explain counseling services; (2) personally able to identify academic aptitudes and abilities; (3) perceiving counseling being of benefit to the student body; and (4) being a better counselor than those employed.

Conclusions

The findings of this portion of the study yield evidence to support the general conclusion that there are differences in the perceptions of students toward their own personal adjustment, as reported by the student who used and did not use the counseling center.

Several specific conclusions can be drawn from the findings and these are listed below:

1. Among females included in the study, those who used the counseling center perceived their personal adjustment more favorably than males who did not use the counseling center, on (1) personally able to explain counseling services and (2) perceiving counseling being of benefit to the student body. Among males included in the study, those who did not use the counseling center perceived their personal adjustment more favorably than females who used the counseling center, on (1) personally able to identify weaknesses and strengths and (2) would be a better counselor than those employed.

2. Among females included in the study, those who did not use the counseling center perceived their personal adjustment more favorably than males who used the counseling center.

3. Among students with grade point averages of 2.50 to 4.00 included in the study, those who did not use the counseling center perceived their personal adjustment more favorably than students with grade point averages of 0.01 to 2.49, who used the counseling center.

4. Among students with grade point averages of 2.50 to 4.00 included in the study, those who used the counseling center perceived their personal adjustment more favorably than students with grade point averages of 0.01 to 2.49, who did not use the counseling center.

5. Among students with estimated family incomes of \$5,001 and above included in the study, those who used the counseling center perceived their personal adjustment more favorably than students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center.

6. Among students with estimated family incomes of \$5,001 and above, those who used the counseling center perceived their personal adjustment more favorably than students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center.

7. Among undergraduate students included in the study, those who used the counseling center perceived their personal adjustment as being able to explain counseling services; however, graduate students who did not use the counseling center perceived their personal adjustment as being a better counselor than those employed.

8. Among undergraduate students included in the study, those who did not use the counseling center perceived their personal adjustment more favorably than graduate students who used the counseling center.

Summary

It is desirable, at this point, to make further interpretations and generalizations from the conclusions reached as a result of this research.

1. Male students who did not drop out of Virginia State College were generally positive in their perceptions

of counseling, however, in their perceptions of personal adjustment, they were only adjusted to the extent that confidence was expressed in being able to explain the counseling services and perceiving that contemporaries at VSC could benefit from the services. On the other hand, females who dropped out of VSC were not favorable toward counseling. In addition, they perceived themselves as being better able to identify personal academic aptitudes and abilities, as well as being a better counselor than the professionals employed in the counseling center. These results suggest that males who did not drop out of VSC have a dependency on counseling and a low perception of self without counseling. Furthermore, females who dropped out of VSC were generally more independent of thought and, therefore, counseling was not important. Additionally, since females outnumber males in the student body, in dropping out (Table 1), and in response to the questionnaire (Table 2), dominance in attitude may be attributed to females as a cause of their negative perceptions of counseling and strong perceptions of self.

2. Female students who did not drop out of VSC were generally positive in their perceptions toward counseling. Males, however, who dropped out of VSC were generally positive in their perceptions of personal adjustment. A possible cause for these results is that a significantly greater number of Black males who drop

out of VSC are confronted with obtaining employment than are females at VSC, and adequate perceptions of self would tend to overshadow that of females who stay within the academic environment.

3. Students with grade point averages of 0.01 to 2.49, who did not drop out of VSC, were generally positive in their perceptions of counseling. Students with grade point averages of 2.50 to 4.00, who dropped out, were generally positive in their perceptions of personal adjustment. These results suggest that students with high grade point averages, who drop out of VSC, would view perceptions of self due to prevailing academic success; whereas, students with low grade point averages, who did not drop out, possibly viewed counseling as a source of assistance in their academic pursuits.

4. Students with grade point averages of 2.50 to 4.00, who did not drop out of VSC, were generally positive in their perceptions of counseling. In addition, these same students perceived their personal adjustment positively. These results suggest that students with high grade point averages will possibly perceive their personal adjustment being positive and if they remain at VSC, will perceive counseling being positive more than students with low grade point averages.

5. Students with estimated family incomes of \$0.01 to \$5,000, who did not drop out of VSC, were generally

favorable in their perceptions of counseling. However, students with estimated family incomes of \$5,001 and above, who dropped out, were generally positive in their perceptions of personal adjustment. These results suggest that income level would appear to be significant in the perception of worth of counseling and of personal adjustment.

6. Students with estimated family incomes of \$5,001 and above, who did not drop out of VSC, were generally favorable in their perceptions of counseling. Furthermore, the same population of students were generally positive in their perceptions of personal adjustment. These results suggest that students with high incomes basically view their personal adjustment favorably and if they remain at VSC, will possibly perceive counseling being more favorable than students with low incomes.

7. Undergraduate students who did not drop out of VSC were generally adequate in their perceptions of counseling. Graduate students were generally positive in their perceptions of personal adjustment, thereby suggesting that graduate students because of their having been through the undergraduate route, are more positive in their personal adjustment and would not require counseling.

8. Graduate students who did not drop out of VSC were generally positive in their perceptions of counseling, as well as in their perceptions of personal adjustment. These results suggest that graduate students would basically

view personal adjustment favorably and if they remain at VSC, will possibly perceive counseling being more favorable than undergraduate students.

9. Females who used the counseling center were generally favorable in their perceptions of counseling. In addition, females who used the counseling center generally perceived their personal adjustment as being able to explain the counseling services and perceiving that other students could benefit from counseling. Males who did not use the counseling center did not perceive counseling favorably; however, in their perceptions of personal adjustment, they viewed themselves as being able to identify weaknesses and strengths and being a better counselor than those employed at the counseling center. These results suggest that males had no use for the counseling center since they perceived themselves more adequate than the counselor employed. Contact with the center favored the perceptions of females.

10. Males who used the counseling center were generally favorable in their perceptions of counseling. Females who did not use the counseling center were generally more favorable in their perceptions of personal adjustment. It appears that female dominance in campus population, non-use of counseling center (Table 1), and in response to questionnaire (Table 2) could be contributing factors to these results.

11. Students with grade point averages of 0.01 to 2.49, who used the counseling center, were generally positive in their perceptions of counseling. Students with grade point averages of 2.50 to 4.00, who did not use the counseling center, perceived their personal adjustment favorably. These results suggest that grade point average could possibly be the contributing factor in the use of the counseling center and perception of personal adjustment.

12. Students with grade point averages of 2.50 to 4.00, who used the counseling center, were generally positive in their perceptions of counseling, as well as in their perceptions of personal adjustment. These results suggest, as in number 11, that students with high grade point averages may perceive positive perceptions of self and if they use the counseling center, will possibly perceive counseling being more favorable than students with low grade point averages.

13. Students with estimated family incomes of \$5,001 and above, who used the counseling center and students with estimated family incomes of \$0.01 to \$5,000, who did not use the counseling center tended to perceive counseling in the same manner. However, high income students, who used the counseling center, were generally positive in their perceptions of personal adjustment.

14. Students with estimated family incomes of \$0.01 to \$5,000, who used the counseling center, were generally favorable in their perceptions of counseling. Students with incomes of \$5,001 and above, who did not use the counseling center, were generally positive in their perceptions of personal adjustment. These results suggest that students with low incomes, who use the counseling center probably use it as a supportive service; whereas, high income students may not use it for that purpose but will retain favorable perceptions of self.

15. Undergraduate students who used the counseling center were generally favorable in their perceptions of counseling. There was only a slight difference between graduate students who did not use the counseling center and undergraduate students who did in their perceptions of personal adjustment. Graduate students perceived personal adjustment in being a better counselor than those employed in the counseling center, and undergraduate students as being able to explain the counseling services. These results suggest that undergraduate students who use the counseling center are more favorable toward counseling and almost, if not so, equal to graduate students who do not use the counseling center in their perceptions of personal adjustment.

16. Graduate students who used the counseling center were generally favorable in their perceptions of

counseling. Undergraduate students who did not use the counseling center were generally more favorable in their perceptions of personal adjustment. These results suggest that graduate students who may actively seek counseling may possibly have a low perception of self, as it may relate to academic success or adjustment within a higher context of education.

Recommendations

The results of this investigation demonstrate that students generally have a high regard for counseling at Virginia State College. This is especially true for student respondents who remained at Virginia State College and who used the counseling center. Respondent female students, students with high grade point averages, and students with high incomes who dropped out of Virginia State College and who did not use the counseling center generally had greater positive perceptions of their personal adjustment than students who remained at VSC or who used the counseling center. Therefore, in order to assist students in attaining stronger perceptions of self and to minimize the negative perceptions of counseling, the following recommendations seem to be in order:

1. That counseling center personnel begin immediate contact with all students who drop out of Virginia State College, after each semester, for the purpose of lending counseling aid.

2. In order that each non-user of Counseling may have contact with the counseling center, counseling center personnel should send brochures, letters, or other forms of communication to the non-users.

3. That counseling center personnel explore the strategies for remaining open beyond the customary 5:00 p.m. period in order to serve a greater number of graduate students who participate in the evening and Saturday classes.

4. That counseling center personnel conduct progress evaluation reports on counseled students, who no longer have continued in counseling, for the purpose of determining any change that may have occurred as a result of counseling contact.

5. That counseling center personnel use behavioral goals rather than vague and abstract goals in order to be precise as to what is to occur as a result of counseling rather than what may occur.

6. That counseling center personnel be increasingly capable of truly understanding poor Black students, and low achieving students, who possibly come to the counseling center with low self-concepts to start.

Implications for Further Research

The first recommendation which must be given after reviewing this study is to encourage many more studies of this or similar nature. Since this is the first study conducted involving the Virginia State College Counseling

Center since 1950, many studies must be completed which can serve as building blocks for the counseling center organization in the future.

As a result of this research, several challenging and valuable studies are immediately apparent to the investigator. In this section three of these possibilities will be presented.

On a larger scale, an investigation should be attempted in the area of the perceptions of Virginia State College students toward the college environment, using the College and University Environmental Scales (C.U.E.S.) or a similar instrument to assist college personnel in more adequately meeting the needs of all college students.

An investigation of a longitudinal nature should be attempted that will measure the change in students' perceptions of counseling and of their personal adjustment over an extended period of time.

On a short range or longitudinal basis, investigations of the perceptions of entering freshmen toward counseling or the college environment would be of great value when compared with this population's initial perceptions upon entering college versus the perceptions held at a later date after exposure to the college environment.

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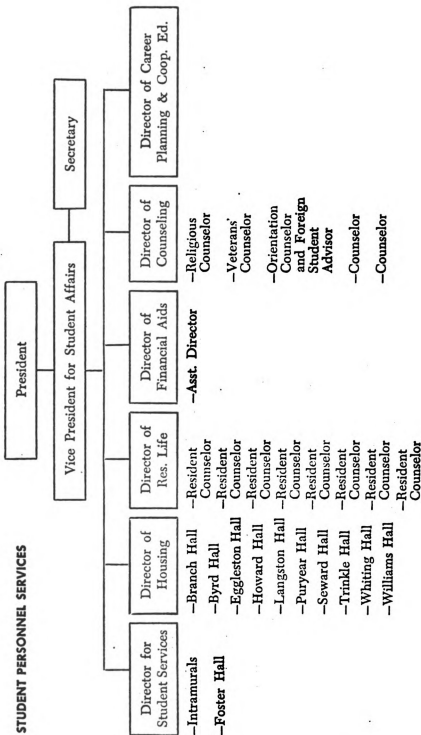
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APPENDIX A



APPENDIX B

Virginia State College

Petersburg, Virginia 23083

March 19, 1973

OFFICE OF THE VICE PRESIDENT
FOR STUDENT AFFAIRS

Dr. Marvin R. McMillan
Assistant Dean of Undergraduate Studies
College of Education
University of Florida
Gainesville, Florida 32601

Dear Dr. McMillan:

I read with interest your article in the October, 1972
edition of the NASPA Journal.

Here at Virginia State College I am presently doing a
similar study. In order to assist me further in this regard,
I would appreciate it if you would forward me a reprint of
your article, a copy of your instrument, and information on
the statistical validity of the instrument.

Cordial regards,

A handwritten signature in cursive script, reading "Gerald McCants".

Gerald McCants
Vice President for
Student Affairs

GM

4

COLLEGE OF EDUCATION

March 27, 1973

Dr. Gerald McCants
Vice President for Student Affairs
Virginia State College
Petersburg, Virginia 23083

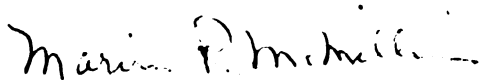
Dear Dr. McCants:

Thank you for your interest in the article that I had published in the NASPA Journal. A reprint of the article is attached.

This study was done while I was in Indiana State University at Terre Haute, Indiana and I do not have copies of the questionnaire used. Dr. Pat Cerra, who worked with me on the study, is still at Indiana State so I am sending a note to him asking that he send you a copy of the questionnaire used.

You also asked about the statistical validity of the instrument. The instrument was a questionnaire and I cannot be sure that the information received was valid. I assume that the students were responding honestly since nothing would be gained for them to have done otherwise. Once Dr. Cerra has sent you a copy of the instrument, perhaps you can make some judgment about the face validity of the questionnaire.

Sincerely,



Marvin R. McMillin
Assistant Dean
Undergraduate Studies

MEM/eos

Attachment

STUDENT KNOWLEDGE ABOUT A COLLEGE COUNSELING CENTER

Marvin R. McMillin and Patrick Cerra

Student personnel agencies such as counseling centers, financial aid offices, and learning skills centers depend heavily on effective communication for proper utilization of their services. If students are to use these agencies, they must have information, first regarding their existence and, second, regarding their services.

This study attempted to assess the amount of information one college student body had about its counseling center, to examine the accuracy and thoroughness of this information, and to explore the communications channels used to obtain it. In a related research project, Frankel and Perlman concluded that knowledge of center function was not dependent upon a student having been a counselee, and that a student body, in general, perceived individual counseling as serving, primarily, the needs of those with personal problems.¹ Warman reported differences in perception of counseling center role, not only among students, counseling staff, and other faculty on one campus, but also differences among various counseling centers.^{2,3}

BACKGROUND

The Counseling Center in this report was located on the campus of a mid-western state university; a rapidly growing institution with an enrollment of about 13,000 in a community of 70,000. Although one quarter of the student population commuted, a majority of students lived in campus residence halls. The Counseling Center was a relatively new campus agency, in its fourth year of operation at the time of the study.

The Center utilized a variety of communications channels in an attempt to inform students about its existence and services, i.e., the student handbook, the school catalog, posters, and pamphlets. During pre-school orientation, all freshmen heard a five to seven minute presentation about the Counseling Center by a staff member of the Center at an "information hour" in the school auditorium. Additionally, an article about the Center and its functions had appeared in the campus newspaper during the school year prior to the study.

In spite of these attempts to communicate with students, staff members continued to hear comments from counselees such as "I wish I had known about the Center sooner;" and "I know there are others who would like to use this service if they knew about it." The frequency of these statements gave rise to serious questions about the adequacy of communication with students and led to this investigation.

QUESTIONS

The study was designed to provide information about the following questions:

1. Is there a significant number of students unaware that the Counseling Center exists?
2. In what manner does a student get the information he has about the Counseling Center?
3. Are certain services more well known than others?

METHOD

A cover letter and questionnaire were sent to a random sample of 476 university students. In addition to a brief statement about the purpose of the study, the letter included a description of the Counseling Center and its function, and instructed students to respond to the questionnaire with information they had prior to receiving the letter.

The first question asked students whether they were aware that the Counseling Center was present on campus. If a student's answer to this question was negative, he was instructed to make no more responses since all other items depended upon a knowledge of the Center's existence. Students who knew about the Center were asked to indicate their source of sources of information. A number of known methods of gaining information were listed so that a student might check appropriate ones, and space was provided for free responses. Finally, the students were instructed to consider a number of questions regarding the Center's services. They were to answer these questions by checking "Yes" (I was aware of that service) or "No" (I was not aware of that service). The questionnaire reiterated the cover letter's statement that students were to respond with information they had prior to reading the description of the Center and its functions.

Of the 476 students who were sent questionnaires, 252 returned them completed (a 52 per cent return). Demographic variables for the respondents were similar to those for the total random sample. No follow-up mailing was made since the questionnaires had been designed for anonymous responses.

RESULTS

From among the 252 respondents, over a quarter of the total, 72 students, indicated they were unaware of the Counseling Center's existence prior to receiving the informational letter and questionnaire. Seventy-nine per cent of the dormitory residents compared to only 54 per cent of the commuters knew about the Center; a statistically significant difference at the .01 level of confidence.

Over 40 percent of the students who knew of the Center's existence indicated getting information about the Center from other students; 18 percent mentioned the orientation speech as a source of information, and 17 percent suggested that faculty and staff had given them information. Brochures, the school catalog, posters, and the school newspaper were each mentioned by less than 15 percent of the students as a means by which they had gained information about the Counseling Center.

Even among those students who knew of the Center's existence, information regarding its services appeared incomplete. Only 71 per cent were aware that counsel was provided for vocational concerns, and still fewer, (46 per cent) knew that counsel was provided for personal concerns. Also, only 49 per cent realized that testing of an interest, personality, and aptitude nature was available, and 23 per cent knew about the vocational library within the Center.

DISCUSSION AND CONCLUSIONS

The study provided some valuable but disconcerting information for the Counseling Center in question. If the results reflected accurately the situation as it existed on campus, over a fourth of the students did not know of the Center's existence, and those who did know were not well informed about its services.

Factors contributing to the communication deficiency may have included the Center's short existence on the campus, and/or the rapid expansion of the institution it served. Whatever the reasons, the message was clear; attempts at communicating were inadequate.

In addition to appraising the situation for one counseling center, the writers believe that certain findings from the research have relevance not only for other counseling centers but for any campus agency whose maximum utilization is dependent upon students being informed about its services. Other student personnel agencies, whether or not they realize it, may have similar communications problems. This may be true, especially, if the agency is new and/or a part of a rapidly growing institution. Serving a substantial number of students does not mean, necessarily, that all students who need the service are receiving it.

Many colleges rely rather heavily on printed material to inform students. This study indicated that individuals were more likely to get their information from other people than from the printed page. A more personal kind of approach, if possible, might prove productive.

A need for effective communication between a student personnel agency and the student body cannot be over-emphasized. The greater the number of students who have accurate and complete information about an agency, the more likely that agency can perform the service for which it is intended. A systematic and continual attempt must be made to communicate with students, particularly so since about one-fourth of them (the freshman class) are new each year. Each student personnel agency should critically examine its procedures in this area. It would appear that some traditional methods of informing students may not be particularly effective.

Marvin R. McMillin is assistant dean of undergraduate studies, College of Education, University of Florida and Patrick Cerra is a counselor in the Student Counseling Center, Indiana State University.

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INDIANA STATE UNIVERSITY TERRE HAUTE, INDIANA 47809

STUDENT COUNSELING CENTER

(812) 232-6311

April 13, 1973

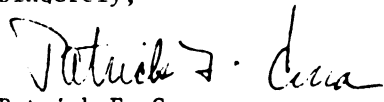
Dr. Gerald McConts
Vice President for Student Affairs
Virginia State College
Petersburg, Virginia 23803

Dear Dr. McConts:

Dr. McMillin has indicated you would like a copy of the questionnaire on which we based the recent NASPA Journal article. Enclosed you will find the questionnaire and the cover letter we used.

I hope you will find it of value for your uses. If you have any questions feel free to contact us.

Sincerely,


Patrick F. Cerra

PFC:SED

INDIANA STATE UNIVERSITY TERRE HAUTE, INDIANA 47809

STUDENT COUNSELING CENTER

May 7, 1969

Your Help Is Needed.

You have been chosen as a member of a random sample of the entire student body. Your answers to the attached, short questionnaire will help us to understand how well the services of the Student Counseling Center are being communicated to you---as a member of the student body.

If you respond "Yes" to any of the questions on the next page, this means to us that the present means of communication have reached you and may be adequate.

This Is Important For Us To Know.

If you respond "No" to any of the questions on the next page, this means to us that the present means of communication have not reached you and are probably not adequate.

This Is Very Important For Us To Know.

Please fill out the attached questionnaire regarding the services of the Student Counseling Center, place it into the enclosed return envelope, and mail it. Your help in this manner will be greatly appreciated.

If you have any questions, please call us at Extension 551. We thank you for helping us with this questionnaire.

Sincerely,

Marvin R. McMillin
Director

COMMUNICATIONS QUESTIONNAIRE FOR THE
STUDENT COUNSELING CENTER

- (1) SEX _____ (2) DATE _____
- (3) CAMPUS RESIDENCE: (check one)
- _____ GREEK HOUSING _____ COMMUTER _____ LIVE IN RESIDENCE
HALL
- _____ OTHER (specify) _____
- (4) CLASS STANDING: (check one)
- _____ FRESHMAN _____ SOPHOMORE _____ JUNIOR
- _____ SENIOR _____ GRADUATE _____ OTHER (specify)
-

PLEASE READ

The Student Counseling Center is a free service provided for the students by the University. A staff of professional counselors offers their services for student personal-social concerns, choice of a vocation, and choice of an academic major. In this counseling process there is no tie between the Counseling Center and the administration or faculty which would jeopardize the confidentiality between the student and the counselor.

To aid the counselors in helping students the Center has a vocational library with up-to-date information about the world of work, tests are available, and personal counseling is offered.

The Student Counseling Center is a separate facility from the Student Health Center, the Learning Skills Center, and the Academic Advisement Center.

The Counseling Center is located in Hulman Center, Room 306; it is open from 8:00 a.m. to 12:00 noon, and from 1:00 p.m. to 5:00 p.m., Monday through Friday and from 9:00 a.m. to 12:00 noon on Saturday.

DIRECTIONS: Answer the following questions about the Student Counseling Center WITH INFORMATION YOU HAD PRIOR TO READING THE ABOVE STATEMENT. Check "Yes" or "No" to the following questions in the spaces provided.

Prior To Reading The Above Statement Were You Aware That:

(a) Indiana State University had a Counseling Center?

 YES _____
 NO _____

IF YOU ANSWERED "NO" TO QUESTION (a) ABOVE, YOU DO NOT NEED TO FINISH THE QUESTIONNAIRE.

IF YOU ANSWERED "YES" TO QUESTION (a) ABOVE, PLEASE ANSWER THE FOLLOWING QUESTIONS.

Prior To Reading The Statement On The First Page, Were You Aware That:

	<u>YES</u>	<u>NO</u>
(b) The Counseling Center is a separate facility from the Student Health Center?	_____	_____
(c) The Counseling Center is a separate facility from the Academic Advisement Center?	_____	_____
(d) The Counseling Center is a separate facility from the Learning Skills Center?	_____	_____
(e) The Counseling Center is located in Hulman Center, Room 306?	_____	_____
(f) A Vocational Library with up-to-date information is available in the Center?	_____	_____
(g) Tests of an interest, personality and aptitude nature are available?	_____	_____
(h) Aid is given at the Center for decisions of an vocational nature?	_____	_____
(i) Aid is given at the Center for decisions of an academic nature?	_____	_____
(j) Aid is given at the Center for decisions of a personal-social nature?	_____	_____
(k) There is no tie with the administration or faculty which would jeopardize the confidentiality between the student and counselor?	_____	_____

(1) How did you become aware of the Student Counseling Center? (check one)

- ☐ A brochure put out by the Counseling Center.
- ☐ A poster stating the location of the Counseling Center.
- ☐ From someone who had been to the Counseling Center.
- ☐ From catalogs put out by the University.
- ☐ From Orientation -- Speeches.
- ☐ From your faculty advisor.
- ☐ From your residence director or staff.
- ☐ Other (specify) _____

COMMENTS: (on anything regarding the Center--its role--need--communication of what it does--your reactions--use the back of this page if you need more space)

APPENDIX C

Dear Student:

My records reveal that you are presently enrolled at Virginia State College for the second semester, Spring 1973. As such, you can be of assistance in helping to evaluate the counseling program and services at Virginia State.

The purposes of the questionnaire are to determine your feeling about (1) the counseling program; and (2) counselors. Please fill out the attached questionnaire. As you will notice, the questionnaire is "YES" or "NO" and only requires a check-mark under one or the other.

Once you have completed the questionnaire, please mail it to the Vice President for Student Affairs, Box 41, Virginia State College, Petersburg, Virginia 23803, in the stamped enclosed envelope or, if on campus, you may bring it by 201 Virginia Hall or give it to your Resident Director in your dormitory.

Thank you in advance for your cooperation, and if you desire to know the result of this survey, please contact me.

Cordial regards,

Gerald McCants
Vice President
for Student Affairs

GM: lbr

Enclosure

Dear Student:

My records reveal that you are presently not enrolled at Virginia State College for the second semester, Spring 1973. As such, you can be of assistance in helping to evaluate the counseling program and services at Virginia State College.

The purposes of the questionnaire are to determine your feeling about (1) the counseling program; and (2) counselors. Please fill out the attached questionnaire. As you will notice, the questionnaire is "YES" or "NO" and only requires a check-mark under one or the other.

Once you have completed the questionnaire, please mail it to the Vice President for Student Affairs, Box 41, Virginia State College, Petersburg, Virginia 23803, in the stamped enclosed envelope or, if on campus, you may bring it by 201 Virginia Hall.

Thank you in advance for your cooperation, and if you desire to know the result of this survey, please contact me.

Cordial regards,

Gerald McCants
Vice President
for Student Affairs

GM: lbr

Enclosures

INSTRUCTIONS: Listed below are a series of questions. Please read each question carefully. Whenever you feel that you have a response to make, please place a check mark under either "YES" or "NO". The last question in this questionnaire is related to general information about you. Once you have completed this questionnaire, please return it to:

Vice President for Student Affairs
Box 41
Virginia State College
Petersburg, Virginia 23803

PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE. Your response is needed as soon as possible.

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Have you ever been to a counselor at the Virginia State College (VSC) Counseling Center? |
| _____ | _____ | 2. Were you referred to the Counseling Center? |
| _____ | _____ | 3. Did you go for academic reasons? |
| _____ | _____ | 4. Did you go for personal reasons? |
| _____ | _____ | 5. Did you go for vocational reasons? |
| _____ | _____ | 6. In your opinion, do you feel that the counselor was helpful to you? |
| _____ | _____ | 7. Do you feel that the Counseling Center was the right place to go to seek assistance with your concern? |
| _____ | _____ | 8. In your opinion, were you better prepared to deal with your concern after going to the Counseling Center? |
| _____ | _____ | 9. Do you feel that if you had another concern you would return to the Counseling Center for further service? |
| _____ | _____ | 10. Do you feel that if you had another concern you would return to the <u>same Counselor</u> at the Counseling Center? |
| _____ | _____ | 11. Do you feel that your friends could benefit from counseling at the Counseling Center? |
| _____ | _____ | 12. In your opinion, does the counseling program add anything of value to VSC? |

YES NO

- _____ 13. Was the Counseling program at VSC ever explained, described or outlined to you?
- _____ 14. In your opinion, could you tell a new student what counseling services are available to him at VSC?
- _____ 15. Do you feel reasonably sure you can identify your own personal weaknesses and strengths without counseling help?
- _____ 16. Do you feel reasonably sure you can identify your own personal academic aptitudes and abilities without counseling help?
- _____ 17. As far as you can determine, do you feel that the college's counseling program and services are of benefit to the student body?
- _____ 18. In your opinion, would you be a better counselor, at this time, than those employed at the VSC Counseling Center?

19. GENERAL INFORMATION

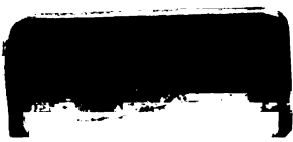
Status: _____ Enrolled at VSC
_____ Not enrolled at VSC

Classification: _____ Undergraduate
_____ Graduate Student

Cumulative Grade
Point Average: _____ 0.01 to 2.49
_____ 2.50 to 4.00

Sex _____ Female
_____ Male

Estimate of total
family income _____ \$0.01 to \$5,000
_____ \$5,001 and above



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