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STUDENT ATTITUDES TOWARD COUNSELORS AND THE COUNSELING  
CENTER AT MICHIGAN STATE COLLEGE

By

Arnold Lincoln Form

A THESIS

Submitted to the School of Graduate Studies of Michigan  
State College of Agriculture and Applied Science  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Education

1952

This study was  
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To Dr. Harp  
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The writer is a  
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To the members  
Dr. Clifford E. L  
and Dr. Guy Hill, the  
more in appraisal

The writer is a  
Dr. Paul L. Dress  
part of Examiners  
of this study. The  
Director of Counseling  
of the Counseling Center

To his wife, The  
writer wishes to express  
his aid. To his  
gratitude for continuing

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Final examination, May 2, 1952, 10:30 A.M., 110 Morrill Hall.

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Approved

**STUDENT ATTITUDES TOWARD COUNSELORS AND THE COUNSELING  
CENTER AT MICHIGAN STATE COLLEGE**

By

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**Arnold Lincoln Form**

**AN ABSTRACT**

**Submitted to the School of Graduate Studies of Michigan  
State College of Agriculture and Applied Science  
in partial fulfillment of the requirements  
for the degree of**

**DOCTOR OF PHILOSOPHY**

**Department of Education**

**Year**

**1952**

**Approved**

Walter F. Johnson

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# ABSTRACT

This study is concerned with an analysis of student attitudes toward counseling and the Counseling Center at Michigan State College. It is based on the premise that the effectiveness of a counseling organization depends upon the degree to which its services are evaluated positively by those for whom they are intended. Specifically, the research is based upon four interrelated hypotheses:

1. Attitudes toward counseling and a guidance organization can be measured.
2. There is a climate of opinion among various groups of students which predispose them to appraise the counselors and the Counseling Center as favorable or unfavorable.
3. The attitudes that students hold toward counselors and the Counseling Center may be affected by common background characteristics and experiences.
4. The predisposing attitudes that students have toward counseling may be changed by direct contact with the Center.

The hypotheses were tested by an instrument which contained a Counseling Attitude Scale, counselor rating scales, student background items, and a free response section. The respondents were 544 students selected by a proportional stratified sampling technique.

Attitudes toward counselors and the Counseling Center were measured by the Counseling Attitude Scale specially devised for this research. The technique used was the Scale Discrimination Method of Edwards and Kilpatrick which is a synthesis of the Thurstone, Likert, and Guttman techniques of attitude scale construction. Scale analysis by the Cornell Technique indicated the scale probably measured a single

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dimension. The scale had a coefficient of reproducibility of 0.87, and its reliability of 0.94 was calculated by a lower bound technique. To measure student reaction toward the counselors' personal attributes and services, eighteen different rating scales were constructed.

Michigan State College students generally held favorable attitudes toward counselors and the Counseling Center. Approximately 84 per cent of the sample strongly endorsed the Center while 16 per cent held mild, indifferent, or negative attitudes toward it. Not all of the students based their attitudes from direct experience with the Center. More favorable attitudes toward the organization were engendered by a greater number of contacts with it.

To test whether differences in student attitudes toward the Center were associated with their background characteristics, the chi-square test was used. Where significant associations existed between any two variables, the degree of correlation was found by the coefficient of contingency. Some of the important student background factors examined for their association to counseling attitudes were: sex, age, year in college, school enrolled, grade point average, number of extra-curricular activities, frequency of Center visits, nature of problem brought to the Center, previous counseling experience, size of community, and father's occupation.

Generally older students, upper-classmen, veterans, and married students had slightly more unfavorable attitudes toward counselors and the Center. Small and shifting differences were found between Center attitude and school enrolled, grade point average, activities, size

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of community, previous counseling experience, and socio-economic level. The findings confirmed the proposition that student attitudes toward counselors and the Center are affected by common backgrounds and experiences.

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CHAPTER I

## CHAPTER I

### THE PROBLEM: ITS NATURE AND IMPORTANCE

#### Introduction

During the last twenty years American college students were probably confronted with many more serious problems than were students of previous generations. Young men and women born during or immediately after World War I were reared in a society which was more specialized and disorganized than the society of their parents. The post war generation was educated during the world's worst economic depression. After leaving school many young people faced unemployment for lengthy periods, and still later many of them fought in World War II. When faced with educational, vocational, and adjustment problems, many had asked their equally confused elders for assistance and guidance. The help they received was all too often, informal, uninformed, and of a make-shift character.

The younger students of today, especially those who entered college recently and those who are about to enter college, are also confronted with problems of considerable magnitude. The members of this generation were born during the middle thirties. Although most of them are too young to remember the chaotic depression, they were, nonetheless, affected by the cynicism and pessimism of that period. Certainly all of them remember World War II and the subsequent atomic-frightened era. These young people face an uncertain future. They will have to confront as

many problems as their older brothers and sisters. Already the armed forces and a war in Korea are beckoning them.

Thus once again young people are encountering disruption of their education, vocational, and other life problems. They, too, will seek assistance to the solution of their problems. Perhaps they will get something more than bland assurance and informal advice, for out of the economic depression and World War II our society began to learn that it was imperative to meet the problems of youth in a more systematic way. Slowly this country became aware of an urgent need to establish a youth program, and provide professional counseling to assist its youth in making adjustments to the complex society.

This program began to take form during the middle thirties. At that time financial assistance was given to young people which enabled many to remain in school. This help came through the National Youth Administration and other government-aid programs. Beginning in 1933 assistance in finding jobs was offered young people by the newly created United States Employment Service.

About this time, some educators who sensed the need for more counselors in the nation's schools began to initiate counselor training programs in the colleges and universities. That a desperate need for counselors existed was shown in a study conducted by the United States Office of Education in 1938. This investigation revealed that the 7,163,919 students in the 23,032 public high schools of the nation were served by only 2,286 counselors or guidance officers who devoted half

or more of their time to counseling.<sup>1</sup> A few more colleges followed the early leaders by introducing personnel courses to give teachers more specialized training for guiding students.

Despite these efforts the colleges were not able to train enough counselors to meet the nation's needs. World War II gave further impetus to counselor training programs because qualified personnel were needed to classify the millions of young men entering the armed forces. Since the colleges were not able to supply sufficient counselors, the Army, Navy, and Air Forces established their own training programs. Even with the expanded pool of trained and partially trained counselors, a shortage faced the post-war demands of America's schools. Apparently many school administrators were becoming "guidance conscious." They were convinced that the personnel services offered by schools, the armed forces, and business had helped thousands to make better personal adjustments.

Among the first to sense the need for permanent counseling organizations were the larger colleges and universities of the country. Several which had planned to establish guidance programs prior to World War II proceeded to establish them after the war. Other institutions, particularly those with large veteran enrollments, were urged by the Veterans' Administration to provide counseling for the many returning veterans. Some institutions responded quickly by improving their nascent services or by establishing full-blown counseling programs.

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1. Walter J. Greenleaf and Royce E. Brewster, Public High Schools Having Counselors and Guidance Officers, Washington, D. C.: Federal Security Agency, U. S. Office of Education, 1939, pp. 2-5.

The sizes and types of programs actually created in the colleges no doubt varied widely. Doubtless many of the programs are still undergoing change. About five or six years have elapsed since the post-war counseling agencies were instituted. This period may be regarded a period of exploration, trial, and shake-down. Organizational procedures had to be evolved, students had to be educated as to the purposes of counseling agencies, faculties had to be educated to become part of the referral process, ineffective counselors had to be replaced, and so on.

Administrators should now begin to be concerned with the problem of appraising their efforts in the field of personnel services. The post war boom of college enrollments has leveled off. Now, with a slight slack in the pace of duty, officials may ask whether their objectives of furnishing students adequate counseling services has been and is now being met. Probably only a few institutions have evaluated systematically the value and effectiveness of their guidance programs. It is doubtful, as will be shown later, that the few attempts at self appraisal have bothered to include student opinions as a primary source to be consulted.

Like any other part of the university its counseling agency is constantly being evaluated by the student body and by the other departments. The prevailing climate of student opinion toward counseling service is even more important to its operation than is the case with academic departments. The effectiveness of counseling, by its very nature, depends upon a willingness on the part of students to seek it. This in turn is dependent on the attitudes that students have of the value of counseling services. If the prevailing opinion on campus is that the counseling

services are good, students will voluntarily seek guidance when they need it. If, on the other hand, the counseling services are in disrepute, students will avoid consulting them. It is therefore important for such agencies to know the prevailing attitudes, sentiments, and prejudices that students have toward them to do effective work. A counseling organization is effective to the degree that it is considered useful and efficient by the student body. This study is concerned with an analysis of student attitudes toward counselors and the counseling organization at Michigan State College.

#### Statement of the Problem

The general problem of this study is to ascertain the attitudes of students at Michigan State College toward the counselors and the Counseling Center; and to determine, if possible, the factors associated with these attitudes. This research is founded on the premise that one of the factors which is responsible for the effectiveness or ineffectiveness of counselors and their organization is the prevailing climate of student opinion concerning them.

It is not the purpose of this research to analyze the attitudes that students have toward the counseling that is done by faculty advisors, enrollment officers, deans, and dormitory resident advisors. Neither is it concerned with those agencies on campus to which the students are referred by the Counseling Center.<sup>2</sup>

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2. The relation of the Counseling Center to other counseling services and referral agencies is described in Chapter II.

This research is based on four interrelated hypotheses. They are:

1. There is a climate of opinion among various groups of students on campus which predispose them to regard the counselors and the Center as favorably or unfavorably.
2. Attitudes toward counseling and toward a Guidance Center can be measured.
3. The attitudes that students hold toward counselors and the Center may be affected by common background characteristics and experiences.
4. The predisposing attitudes of students toward counseling are not so set that they remain unchanged by direct contact with the Center.

In order to test the hypotheses listed above certain related questions must be investigated. The specific questions which this study is designed to answer include the following:

1. Is it possible to construct a reliable and valid instrument that will measure student attitudes toward counseling?
2. Is there a dominant set of attitudes concerning counselors and the Counseling Center at Michigan State College?
3. If no dominant attitude exists, what are the different attitudes that students hold toward the counselors at the Center?
4. What factors are associated with the attitudes toward counselors and the Counseling Center?
  - a. Do men and women have similar or different attitudes toward counselors and the Center?
  - b. Is age a factor in the attitudes held?
  - c. Are there differences between single or married students?
  - d. Do under-classmen and upper-classmen have similar or different attitudes toward counselors and the Center?
  - e. Is subject matter major and grade-point average related to the attitudes held?
  - f. Is the social-economic background of the student associated with his attitudes?



- g. Is there a relationship between the size of the community from which Michigan State College students come and the attitudes toward the counselors on campus?
  - h. Is there a relation between the quality and the amount of high school counseling students had and their attitudes toward the college guidance program?
  - i. How is direct experience with counselors on campus associated with attitudes toward counseling and counseling services?
5. Do students from different backgrounds use the counseling services to varying degrees?
- a. Do young students and freshmen consult the Center more frequently than older students and seniors?
  - b. Do those who have lower academic averages use the Center more?
  - c. Other background characteristics.
6. What is the specific content of the attitude held by various groups of students?
7. What are the sources of their knowledge and attitudes toward the Center?
8. Does the prevailing opinion on campus concerning counselors and the Counseling Center influence students to consult or not to consult the Center?
9. How useful do students think the counseling services are?

#### Importance of the Problem

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Many studies have been devoted to the problems of organizing guidance services in educational institutions. Once such services are established, their evaluation has usually been in terms of the quality and quantity of personnel, the adequacy of equipment, the nature and amount of problems handled, changes resulting from counseling individuals, and the acceptance

of counseling by administrators and teachers. Very little research has been done on the question of how counseling services are accepted by those for whom they are intended, namely the student. Neither has there been sufficient research on determining the felt needs of students for such services.

This study is based on the premise that it is just as important for counselors, as it is for teachers, to know how their services are being evaluated by students. As in the case of teaching, counseling departments should know what the dominant attitudes are toward them. In addition, they should know which groups have the most favorable or unfavorable attitudes as well as the reasons for such attitudes. It is also important to know what kinds of stereotypes students have of counselors. Armed with answers to these questions, counseling departments can embark on a program of getting their area of acceptance widened in the student body. They can also change their services to respond to the felt needs and attitudes of their potential users.

This study is not concerned with suggestions as to how to get greater acceptance of the counseling services or how to remove unfavorable stereotypes. It is primarily concerned with the problem of finding the range of attitudes that students have toward counselors and their organization.

### Organization of the Study

In Chapter II a summary of the history and organization of the Michigan State College Center is sketched to provide the reader with a background necessary for understanding (a) the operation of the agency, and (b) the reasons why certain items were included in the instruments.

In the third chapter a review of the literature on attitudes and attitude scale construction is found, as well as a summary of the relevant studies on attitudes toward counseling.

Chapter IV is devoted to the methodology of this research. It contains a detailed description of the techniques used in constructing the instruments for this study, a description of the sampling technique, and an analysis of the sample returns. It is followed by a chapter dealing with a comparative analysis of the users and non-users of the Counseling Center.

In Chapter VI statistical analysis is presented of the results obtained from the attitude scales concerning student attitudes toward the Counseling Center. Then these results are analyzed by background characteristics of the students. Chapters VII and VIII concern themselves with student appraisal of specific counselor attributes and practices. Again these data are subjected to analysis according to the student background characteristics.

Chapter IX contains a content analysis of free responses made by students toward the counselors and the Counseling Center. This provided an opportunity to get at specific attitudes and opinions of counseling not anticipated in the instruments. The final chapter includes a summary and conclusions of this research as well as some of its implications.

## CHAPTER II

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## CHAPTER II

### HISTORY, ORGANIZATION, AND FUNCTIONS OF THE MICHIGAN STATE COLLEGE COUNSELING CENTER

The purposes of this chapter are to: (a) review briefly the history of the Michigan State College Counseling Center, (b) examine its primary purposes and functions, and (c) describe its operational procedures. This information is included for several reasons. The history of the agency is provided to help those not acquainted with the Center to know something of its purposes and functions. In addition, it is necessary to be aware of the functions and the operational procedures of the Center to be able to place student remarks and opinions on particular services of the Center in proper perspective. Since students are asked to reveal their attitudes toward specific features of the Center, these features must be detailed as background material. Finally, it is hoped that this chapter may help the reader to see the origin of the problem of this research study.

#### Introduction

Beginning in 1946 the heavy enrollment of World War II veterans in the colleges and universities of the nation, brought these institutions of higher learning many new problems. The problems of student housing, services for married veterans, insufficient teaching staff, lack of classrooms, increased administrative costs, and need for better personnel services were among the many issues confronting college administrators.

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Among the more perplexing problems was that of counseling the veteran. Prior to their entrance into the armed forces thousands of high school students did not hope or plan to attend college. Consequently many of them had not enrolled in college preparatory curricula. However, the passage of the G. I. Bill of Rights (Public Laws No. 16 and 346) gave financial aid to all veterans desiring additional education. Veterans who could only dream of attending college now found it possible. A large number of them, however, could not meet the existing college entrance requirements. Some institutions altered their entrance requirements, others established special programs for veterans, a few gave credit for Armed Forces Institute Courses, and many more devised ways to facilitate the admittance of these "educationally unprepared" students. Cooperative programs between high schools and colleges enabled veterans who had not completed their secondary education to gain admittance to the universities.

Such programs called for giving the veterans much counseling. Most of the colleges and high schools were not equipped to render adequate guidance because they lacked trained personnel or an organized personnel program. The policy of the Veterans' Administration urging colleges to establish VA Guidance Centers induced many to make hurried plans for general student personnel services. Administrators began to search for professionally trained counselors who were difficult to find in the tight labor market. Fortunately some colleges and universities already had guidance services in operation, and others had sufficient foresight to plan and organize such services during the war. Michigan State College was not totally unprepared for the onrush of veterans. Plans had long



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been under way to establish personnel services for both veteran and non-veteran students in the post-war period.

### History of the Counseling Center

The Michigan State College Counseling Center is one of several personnel agencies under the jurisdiction of the Dean of Students. Because of the manifold duties of his office, the Dean has delegated supervision of the various counseling agencies on campus to people specially trained for their work. The Counseling Center is under the direction of Dr. Paul Dressel, whose title is Director of Board of Examiners and Basic College Counseling. Dr. Dressel was largely responsible for the planning and organization of the present Center. Most of the information presented in this chapter was obtained from interviews with Dr. Dressel and from Dr. William A. Mann, Assistant Director of Counseling.

Michigan State College, like many other educational institutions, experienced very rapid growth immediately after World War II. The need for professional counseling and for student guidance services became apparent when enrollment tripled the pre-war figures. Though the college offered some "guidance" services before the war, it was only segmental compared to the services offered later. In 1936, the only kind of "counseling" present on campus was a faculty advisory system. A selected number of faculty members were each given the task of helping 30 to 50 students with their enrollment problems. No doubt, some of the staff members helped students with problems other than enrollment. However, general counseling on campus was performed at this time by a few interested

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faculty members, or by the offices of the Dean of Men and the Dean of Women. Doubtless the latter were somewhat restricted in the amount and quality of their counseling services because of the disciplinary functions associated with their offices.

This "counseling program" persisted to 1944 except for one change. Approximately two years earlier, in 1942, the Dean of Men appointed a half-time assistant to do counseling and to administer a general testing program. In a sense, this was the first formal step toward the establishment of professional counseling services on campus. Shortly after administrators became concerned with the problems of the small group of returning veterans who had been separated from the armed forces prior to the conclusion of hostilities. Upon becoming acquainted with the nature and the extent of their problems a need was felt to supplement the existing guidance services. The administration also recognized that the number and kinds of problems would increase rapidly when a larger number of veterans enrolled at the college at the conclusion of the war.

The inability of the existing advisory system to help these veterans was a leading factor in the decision to change the structure of the personnel program. The first step in this direction was the establishment of an in-service training program in counseling and testing for a small group of faculty members, so that they would be better equipped to handle the veterans' problems.

Upon the recommendation of the faculty and the State Board of Agriculture a two year Basic College program was instituted in 1944 as a required curriculum for all freshmen and sophomore students. The school and the divisions of the college were also reorganized at this time.

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Part of this general reorganization involved the Office of the Dean of Students. An important agency established under this office was the "Board of Examiners and Basic College Counseling." This organization was staffed by faculty members on a half-time teaching and counseling basis.

The decision to institute the counseling services in this manner came as a result of the establishment of the Basic College. One of the main features of the college reorganization is the dual enrollment of the student while still a lower classman. Thus, the student indicates a preference for one of the six schools even though he is still in the Basic College. There was recognition of the fact that under this system many students would actually change their school or subject preference, and that the enrollment officers would not be adequately trained or have sufficient time to assist the confused student. The creation of the Board of Examiners and Basic College Counseling, with a "semi-trained" staff of part-time counselors who would also serve as enrollment officers, was considered a way out of this dilemma.

In September 1944 the school year opened with twenty faculty members acting as part-time counselors. Each counselor was assigned 100 students to enroll and help them with other problems. Regular meetings for the staff were held and the in-service training program was continued. By 1946 it was recognized that twice the number of "counselors" was needed to cope with the increased enrollment. If the existing counselor-client ratio of one counselor to every 100 students was to be maintained, many more counselors would be needed for the larger anticipated enrollment of

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Several other factors influenced the decision to change the counseling organization described above. By 1946, the enrollment in the Basic College reached 9,000-10,000 students. If a half-time faculty member were used for every 100 students, 90 to 100 people would be needed to enroll students and help them with their problems. Such a large "guidance" staff would require a larger budget for salaries. There was little chance of locating enough counselors and no chance for obtaining a larger budget for salaries. Furthermore, the increase in student enrollment caused a shortage in the teaching staff. Deans and department heads were asking for the return of staff members who had been released previously for half-time counseling. The need for more teaching staff was so great that some half-time counselors resumed a full teaching load and volunteered to do counseling in their "spare" time.

An important factor in the decision to change the counseling organization was the unwillingness of a few part-time counselors to continue to do "personnel" work. They lacked interest for the work and were only doing it on a temporary basis. The teaching services of many staff members were not needed during the war because of the smaller student enrollment. Rather than be released, some accepted jobs as half-time teachers and half-time counselors. Their lack of interest in counseling was, no doubt, reflected in the type of counseling they gave students.

Perhaps the decisive factor responsible for the creation of a new counseling organization was the Veterans Administration's desire to



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establish a VA Guidance Center on the Michigan State College campus. The VA strongly urged the administration to organize such an agency, and staff it with trained counselors. In return for counseling services to veterans, the Veterans' Administration would help to defray part of the cost for operating the VA Center.

After considering all of these factors, the committee studying the problem of student personnel services urged the administration to revise completely the existing guidance structure. The decision to restore enrollment duties to faculty members and to employ trained counselors was made. Figure 1 illustrates the organizational pattern of the Dean of Student's Office and the Counseling Center. In January 1946 the first full-time counselor was hired for the newly created VA Center.

This new agency was not directly modeled after any single college Center. Dr. Dressel, who was instrumental in restablishing better personnel services at Michigan State College, maintained that the structure, purposes and organization of the present Counseling Center were probably influenced by visits to Centers at the University of Chicago, University of Minnesota, and other universities. The VA Center as established at Michigan State College grew out of the particular needs of the college and its students.

By February 1, 1946 four full-time counselors were employed and they used an empty classroom to begin VA counseling.<sup>1</sup> Counseling booths were

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1. When these counselors were hired, they were appointed with academic rank. As staff members they were and still are on the same tenure basis as other members of the faculty and enjoy the same faculty privileges. It is uncommon in Counseling Centers for all of the counseling staff to hold academic rank.

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soon provided them in Demonstration Hall. The first four full-time counselors were veterans of World War II. The Administration was interested in employing counselors with war experience, particularly those who had some counseling and teaching experience. The four counselors met these requirements. Obviously, the reasons for establishing such requirements was that the enrollment would be heavily veteran, and that students would "click" with counselors who were like them. Other factors were the college's intention of handling the VA Guidance program and that the armed forces separation centers was the best single source for hiring high quality personnel.

The reaction of the staff to the new Counseling Center was mixed. Part of the staff had high praise for the new agency, but the majority probably had a neutral attitude. A few former part-time counselors were somewhat hostile, but this gradually decreased. On the other hand, student acceptance of the Center met with high approval. A selling job was not needed for veterans for many of them were so bewildered that they wanted counseling services. Other veterans had used Army and Navy personnel services and were trained to look for such services where available. The "civilian" students who were on campus at the time the shift was made were not startled by the new departure. They probably did not recognize an immediate change in the type or quality of the service.

#### Functions of the Center

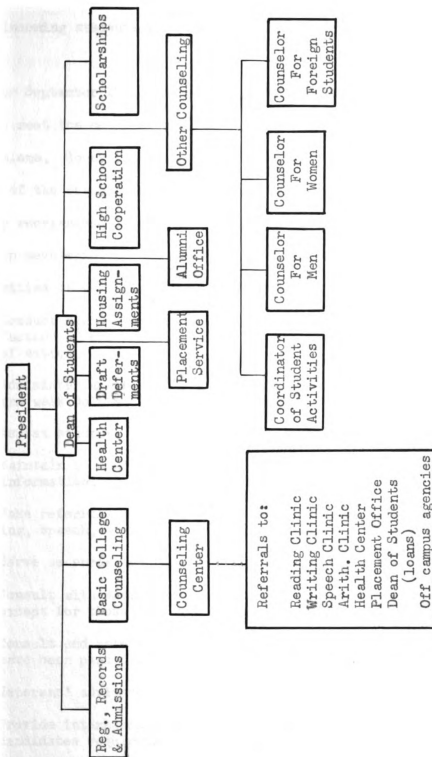
During the spring and summer of 1946 the number of counselors was increased to twelve. Although they were mainly working with veterans, the Center staff was also enrolling all No-Preference students, assisting

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all new incoming students who sought help, and giving out general information.

After September 1946, the purposes and functions of the Center were geared to meet the needs of all students and no longer those of the veteran alone. Counseling the veteran, however, remained the dominant function of the organization. Eventually the purposes and functions of the newly reorganized Center were generalized to assist the individual student in developing to the maximum of his potentialities. The functions and activities of the Center were outlined as follows:<sup>2</sup>

1. Conduct counseling interviews to help student analyze all factors of his problem and to aid him plan a suitable course of action.
2. Administer aptitude and interest tests to evaluate strong and weak points of students.
3. Assist students in developing better study habits and skills.
4. Maintain an up-to-date file of educational and occupational information.
5. Make referrals to appropriate service clinics (reading, writing, speech, arithmetic, visual, etc.) where indicated.
6. Serve as enrollment officers for No-Preference students.
7. Consult with Basic College students who change subject majors except for those made within the school of Science and Arts.
8. Consult and help students who have excessive absences or who have been placed on scholastic probation.
9. Veterans' advisement.
10. Provide internship training for a limited number of doctoral candidates requiring clinical training and experience.
11. Research and evaluation.

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2. Adapted from, Services of the Counseling Center, a brochure issued by the Michigan State College Counseling Center, 1951.



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Nature of Problems. Very early in its brief history, the Counseling Center began to keep records of the kinds of problems students brought there. It was decided to group these problems under four levels of counseling: (1) incidental, (2) educational-vocational, (3) personality-emotional, and (4) psychiatric. The last type of problem was never handled at the Center but when cases were recognized, students were referred immediately to psychiatric services offered by the Health Center. During the first few months the majority of problems were in category one and two, or the incidental and educational-vocational type of problems. Later more were creeping into group three (personality-emotional). At the present time category two and three appear to include the majority of the problems.

At first most counselors felt more efficient in helping students with educational and vocational problems. With more experience and better training more counselors felt adequate to help students with their personal and emotional problems.

Referral Agencies. Auxilliary personnel services were instituted at Michigan State College during the post-war period to meet better the needs of students with special problems. The heterogeneity of the 15,000 students established the need for special agencies. The Department of Written and Spoken English established reading, writing, arithmetic, and speech clinics. The College Health Center offered psychiatric service when it employed a full-time psychiatric social worker and contracted for psychiatric consulting services. Although there is no co-ordinating

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organizational structure to supervise and administer all of these services, the Counseling Center staff has invited the heads of these agencies to visit the Center and develop more effective relationships.

The cooperation of the Center's staff with these agencies further assures students adequate personnel services. All of the counselors are urged to make referrals to other agencies when the latter are better equipped to handle the student's problem. Tentative future plans envision a coordinating committee, with representatives from each of these agencies to create machinery to expedite referrals among the agencies on campus.

Counseling Clinics. By 1949 the Counseling Center had reached its fullest development and was housed in a building at the South Campus. The staff consisted of thirteen counselors--eight men and five women. In addition to the counselors, two full-time psychometrists were employed. Some of the original counselors are still with the Center, but when replacements were necessary, people with better training and experience were appointed.

During the winter of 1949 the Counseling Center staff felt ready to improve its services to prospective students of Michigan State College and to other high school graduates of the State of Michigan. They were aware of the lack of guidance programs in many schools and of their need for educational-vocational counseling services. Students were given the opportunity to obtain counseling at the college during the summer at very low cost. The first Counseling Clinics were instituted during the summer

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quarter of 1949. The purpose of these clinics was to help high school graduates in their occupational and educational plans. The Center (a) offered students help and information on selecting a career, a trade, or a technical or business school, (b) gave information on opportunities in the vocational fields; and (c) conducted a testing program to help students better understand themselves.

Briefly, the staff intended that the summer counseling clinics would give high school juniors, seniors, and graduates:<sup>3</sup>

1. Assistance in determining aptitude for college.
2. Help on deciding whether or not to attend college.
3. Help to consider suitable vocations and the methods of obtaining vocational training.
4. Information on course requirements.
5. Opportunities to confer with the college faculty.
6. Help to prospective Michigan State College students to select fall term courses.
7. Orientation to prospective students.
8. Testing and counseling.

Several three day counseling clinics were held in the summers of 1949 and 1950. For the summer quarter of 1951 ten of these day clinics were planned. Fees of \$5.00 were charged for clinic services and minimum rates for room and board. The summer Counseling Clinics have been extremely valuable to students and have been favorably received by high school principals of the State of Michigan.

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3. Counseling Clinics for High School Graduates, Department of Special Courses and Conferences, Michigan State College, Summer, 1950.

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During the Spring quarter, 1951, the Counseling Center with the co-operation of the Institute of Counseling Guidance and Testing tried a further experiment in extending its services to the high schools of Michigan. The Counseling Clinics were brought to the home community. The high schools of Saginaw, Michigan were first to receive this new service. Tests were administered and interpreted to 200 Saginaw seniors. In addition, vocational counseling interviews for all of these students were held. The "extension" clinics proved so popular that four additional ones were planned for 1951-52.

Perhaps the most outstanding achievement of the Counseling Center in its five year history is that it helped to reduce the mortality rate (drop-outs) of Michigan State College students. There is some evidence to indicate that the Center played an important role in "salvaging" some students who would ordinarily not have remained in college. Support for this contention is provided in a study made of the first freshman class which entered the Basic College in 1944.<sup>4</sup> This survey indicated that 46 per cent of the entering class had graduated or were still in college with every prospect of graduating. This compared with a pre-war norm of 35 per cent. The differences in percentages are probably not due to a lowering of academic standards by the Basic College for the basic courses are somewhat more critical of low scholarship than the average of the non-basic college courses.

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4. Joseph W. Sheedy, Academic Survey of the First Basic College Class; Michigan State College, East Lansing, Michigan, January 1949.



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The study further showed that 47 per cent of those who graduated did so in a curriculum different from that in which they started. Evidently students used the Basic College and the Counseling Center to help them discover their interests. Although fifty-four per cent of the entering freshmen did not graduate, 73% of these were doing acceptable work when they left college. Most of the latter left for financial reasons. Other students with less than C average required for admission to the upper schools were provided guidance to enter other fields of work more in keeping with their interests. All of the above trends were found to hold for the second class entering the Basic College.<sup>5</sup>

Important service has been rendered by the Counseling Center to the youth of Michigan through the summer counseling and "extension" clinics. The summer Counseling Clinics have attracted more high school students in each succeeding year. In 1949, three clinics served 225 students while eight clinics in the summer of 1950 helped 388 students. In 1951 the clinics were attended by 635 counselees.<sup>6</sup> Plans for 1952 include "extension clinics" for four different Michigan communities where several hundred more students will receive educational-vocational counseling.

#### How The Center Operates

Procedures at the Center vary with the different student problems brought there. Other than counseling No-Preference students, change of

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5. Joseph W. Sheedy, Academic Survey of the Second Basic College Class, Michigan State College, East Lansing, 1950.

6. Data obtained from Thomas A. Goodrich, counselor at Michigan State College Counseling Center. Tentative title of his doctoral dissertation now being conducted: Study of the Michigan State College Counseling Clinics, Summer 1951.

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majors, and dealing with students on scholastic probation, most of the counseling is on a voluntary basis. Occasionally students are referred to the Center by College deans or instructors. Usually a client seeking help from the Center arranges an appointment in order to avoid an unnecessary trip or a long wait. However, if the student's needs appear to be urgent and require immediate attention, no appointment is necessary. New clients are assigned to individual counselors by alphabetical groups and the student remains with the same counselor until his problem is solved. If the student desires a particular counselor, that counselor is assigned to him. Sometimes it is difficult, administratively, to allow counselors to keep the same clients throughout their college careers, and so the client may be assigned to a different counselor. However, clients are granted their requests to keep the same counselor throughout the four years, and it is estimated that over 50 per cent of them have seen only one counselor.

Because many problems brought to the Center are vocational in nature, the procedures used in the Center will be further illustrated by a vocational problem case. The student with such a problem will discuss his situation with a counselor during the first interview. The student may also want to discuss the help or the assistance he hopes to receive from the counseling interviews. During the first interview various items of information may be brought out which might have a bearing on the problem, and a plan of attack is formulated by the counselors and his client.

If testing is indicated, a battery of tests is administered by one of the two psychometrists employed by the Center. Upon the completion of

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this step, and when other items of information are assembled, the counselor and client will meet again as many times as is necessary, to talk over the problem in the light of the accumulated data. The number of interviews depends upon the seriousness of the problem and difficulty of reaching a solution.

Often in connection with the counseling process it is necessary for the student to do some intensive reading of available occupational material. Referrals to campus and off-campus individuals are suggested where desirable. In most cases dealing with vocational problems, the student is later invited to return to the Center to evaluate the course of action upon which he has decided.

#### Future Plans

At present no large scale reorganization of the Counseling Center appears imminent. It is the aspiration of the Center personnel that future plans might include housing most of the campus counseling services in a single building. Such a plan would mean better coordination between the counseling agencies. Future plans also include improving and extending present services to more students. Already steps in this direction have taken place. A counselor from the Center has been assigned an office in the same building as the Dean of the Basic College. This counselor assists students on scholastic probation to determine the reasons for their difficulties. Often the student is referred to the Counseling Center for additional help. Actually the counselor coordinates the services of the Dean's Office with those of the Center. It is hoped that during 1952 the

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Counseling Center may be moved to the Basic College Building. Obviously this would result in closer cooperation between the Center and the Dean of the Basic College.

#### Researches by the Counseling Center Staff

In its five year history the Counseling Center has geared its efforts to improving its services to students. The staff was appointed mainly in terms of students' needs. The necessary funds to improve counseling services have been available. However, it has been difficult to obtain additional funds for research purposes. Consequently, the research activities of the staff have been limited to a few studies. The Center's staff, however, has recognized the need for and value of research, particularly evaluation research. Whenever time and "extra" funds were available, research studies have been conducted by the staff. Although many small studies have been initiated, they have not been intensive. Most of them have been concerned with classifying cases, determining the nature and extent of follow-ups, and so on. Studies of this type have helped the Center staff to examine the kind of work it performed during the last five years. Occasionally, the counselors have conducted small studies for the Dean of Students to ascertain the effects of counseling students who were on scholastic probation.

Two extensive and significant studies have been performed by members of the staff. These have received wide attention. The first study was devoted to finding the relation between the kinds of counseling performed by the Center and the outcomes in the student's understanding of his problems and improvement in self-understanding. This research study received





favorable comment in many sources.<sup>7</sup> The second major investigation deals with the vocational preference problems of students. The data have been compiled and analyzed, and the findings are about to be published in book form. Questions relative to the number of vocational problems, changes in preferences, extent to which students remain in their originally chosen fields, their efforts afterwards, whether improvements were made after preferences were changed, and many other related problems are answered in this research study.

It is hoped by those in charge of the Counseling Center that other more extensive investigations can be conducted in the future and that additional time and research funds will be made available for this purpose. The Center staff appears reasonably satisfied with the kind and amount of its counseling service, but desires to improve in its research functions. Ideas and plans are constantly being made for other studies, but this investigator does not know of any research plan that will necessitate the cooperation of a large part of the student body or one that will help to determine the kinds of attitudes students hold toward counselors and the Counseling Center.

It is the purpose of this investigator to survey a segment of the student body to ascertain their prevailing attitudes toward this campus agency. Another purpose is to discover the relationship between the attitudes held and social background characteristics of the students. The first task, then, is to make an instrument which will accurately measure

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7. Paul L. Dressel and Ross W. Matteson, "The Effect of Client Participation in Test Interpretation," Educational and Psychological Measurement, 1950, Vol. 10, pp. 85-89.

attitudes toward the Center. As preparation for this, the nature of attitudes and the techniques of attitude measurement are reviewed in the next chapter.

CHAPTER III



### CHAPTER III

#### ATTITUDE MEASUREMENT TOWARD COUNSELING PROGRAMS: AN EVALUATION AND SURVEY OF THE LITERATURE

Since the main problem of this study is to obtain an adequate picture of the attitudes of Michigan State College students toward the counselors and the Center, similar researches on attitude measurement should be reviewed. It would scarcely be feasible to examine all of the literature on attitudes in social psychology, for most attitude studies lack specific relevance to the problem considered in this research. Thus this review will be limited to pertinent researches that have direct bearing on (1) the methodology of constructing attitude scales suitable to our purposes, and (2) attitudes toward counselors and counseling services.

#### The Nature of Attitudes and Their Measurement

The problem of defining the concept "attitude" has proved a difficult one to many social scientists. There have been numerous attempts to devise general and yet usable definitions. However, so many objections have been raised against specific definitions that there is widespread skepticism concerning the validity and even the desirability of formulating generally satisfactory verbal definitions of the concept. This is not really a surprising condition, for many students have arrived at essentially the same conclusion in attempting to define other concepts to everyone's satisfaction.

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In psychology even the familiar concept "intelligence" has never been verbally defined to meet universal acceptance for theoretical or research purposes. The literature dealing with intelligence contains as many definitions of the term as there are writers in the area. The attempt in 1921 by a score of psychologists to define intelligence led only to a greater variety of definitions, which were generally not too useful to guide future research.<sup>1</sup> Any similar endeavor today would likely lead to the same confusion. However, the concept of intelligence has not been abandoned. The progress made with the concept is largely the work of psychologists and psychometrists who have tried to measure mental ability and predict future behavior on the basis of measurement. The conclusion seems to follow that concepts such as mental ability and intelligence are better defined in terms of the operations or instruments used in measuring them, rather than by verbal means. The definition that "intelligence" is what the intelligence test measure, illustrates the recognition that the concept may be more effectively defined, through operations, than through formal definitions.<sup>2</sup>

Social scientists have had the same difficulty in defining "attitude" as they have had in defining intelligence. Perhaps the same solution exists. The person who seeks to understand the meaning of this concept may have less difficulty understanding it by dealing with the methods to measure attitudes rather than by learning the many formal definitions.

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1. Symposium, "Intelligence and Its Measurement," Journal of Educational Psychology, 1921, Vol. 12, pp. 123-147, 145-216, 211-275.

2. Frank N. Freeman, Mental Tests, Revised edition, Boston: Houghton Mifflin Company, 1939, p. 17.



It becomes necessary, therefore, to examine the latter only briefly, and pay more attention to the operations devised to measure them. Yet some attention must be given to the general characteristics of attitudes before an attempt is made to measure them.

Of the many formal definitions of attitudes, that of Allport is most widely quoted. Allport arrived at his definition after he had examined and studied a large number of preceding usages of the term. His definition is as follows:

An attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.<sup>3</sup>

The New Dictionary of Psychology provides the following definition of attitude:

A mental set to respond to a situation with a prepared reaction. Whereas sets may be temporary matters, attitudes are more or less stable.....(Techniques for measurements of attitudes were devised by Thurstone and Chave, 1928). Attitudes denote bias, preconceptions, convictions, feelings, and emotions, hopes and fears; opinions are the verbal formal formulations of attitudes.<sup>4</sup>

In 1947, Kimball Young discussed attitudes in relation to the foundation and mechanisms of personality adjustment. He stated:

We shall use the term (attitude) in the narrower and stricter sense to mean a tendency to action. An attitude is essentially a form of anticipatory response, beginning of action which is not necessarily completed.<sup>5</sup>

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3 - G. W. Allport, Chapter 17 in Murchison, C., A Handbook of Social Psychology, Worcester: Clark University Press, 1935.

4 - Philip L. Harriman, The New Dictionary of Psychology, New York: Philosophical Library, 1947, p. 38.

5 - Kimball Young, Social Psychology, second edition, New York: F. S. Crofts and Company, Inc., 1947, p. 181.



E. Nelson made an extensive survey of attitude definitions in 1939.

His attempt to combine the common elements led to the following:

An attitude may be considered as a felt disposition arising from the integration of experience and innate tendencies, which disposition modifies in a general way the responses to a psychological object.<sup>6</sup>

The one common element that may be seen in all these definitions is that attitudes are to be considered as the precondition to response rather than the response itself. Behavioral psychologists have labeled attitudes as "intervening variables." The latter represent entities or processes which, if present, explain observable behavior. Since intervening variables are not directly observable in themselves, their presence and amounts must be determined indirectly.

Attitudes, then, must necessarily also be measured indirectly. It is obvious that there are many different ways to make these measurements. Attitudes may be reflected either in the behavior of the individual or in his psychological organization. Therefore, both behavioral analysis and introspective analysis can be used for measurement. In the case of the former, measurements can be made by quantifying relevant aspects of the individual's behavior toward the attitude object itself. On the introspective level, the individual himself may provide the necessary information for the measurement of his attitudes. Concerning the latter technique Allport advises:

If we want to know how people feel: what they experience and what they remember, what their emotions and motives are like, and the reasons for acting the way they do--why not ask them? This is the

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6. Erland Nelson, "Attitudes: I. Their Nature and Development," Journal of Genetic Psychology, 1939, Vol. 21, p. 398.

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simple logic of the introspectionist's position that commends itself to many in spite of the scorching displeasure of behaviorists and objectivists.<sup>7</sup>

There has been a tendency in the past to believe that only common beliefs and attitudes, i. e., those held in common by numbers of people, were susceptible to measurement, whereas individual attitudes and beliefs, i. e., those held by individuals were not. This view has been debated and rejected by many social psychologists. They believe that many aspects of an attitude, such as direction, intensity, and importance, are capable of being characterized in an absolute manner for a single individual and are not necessarily dependent upon their relation to the norms established by the attitudes of other people. Kretch and Crutchfield represent psychologists who hold the latter viewpoint. They wrote:

The essence of an attitude's sign, for instance, is in psychological approach to or withdrawal from the object of the attitude, and in no conceivable sense can the determination of whether or not there is such an approach or withdrawal be said to depend upon norms of other people's attitudes toward the object. Unless this were the case, it would be impossible for all people to have a negative attitude toward an object (since negativity and positivity would have to be relatively determined), and this is manifestly absurd. Intensity of our own attitudes, as manifested, for example, in the degree of emotionality with which an object is charged for us, obviously need not be measured by comparison with other people's feelings.<sup>8</sup>

As previously mentioned the indirection involved in attitude measurement indicates that there are several ways in which attitudes can be measured. One principal type of measuring instrument is the attitude or

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7. G. W. Allport, The Use of Personal Documents in Psychological Science, New York: Social Science Research Council, No. 9, p. 37.

8. David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology, New York: McGraw-Hill Book Company, Inc., 1948, p. 209.

opinion scale. Different types of scales have been developed, but those created by L. L. Thurstone, Rensis Likert, and Louis Guttman have been used most widely.<sup>9</sup> Each of these will be described and briefly analyzed in this chapter for the purpose of comparing them to the method used in this study.

The Thurstone Scale. Of all the methods that are used to measure beliefs and attitudes, Thurstone's technique was the first to quantify attitudes. Thurstone and his co-workers (Thurstone, 1929 and 1931, Thurstone and Chave, 1929) have developed certain widely used methods of attitude scale construction.<sup>10</sup> They have published a number of specific scales for the measurement of opinions toward war, the church, and capital punishment, birth control, the Negro, and other social objects.

The method as used by Thurstone to devise an attitude scale requires the construction and collection of many statements concerning a particular psychological object.<sup>11</sup> The original set of items are collected from many sources. The principal criteria in choosing them are: (1) they should be phrased in simple, unambiguous terms, and (2) they should refer directly to the problem in question. The latter criterion is extremely important, for the more simply the item is phrased, the more agreement there will probably be among judges in placing the item along a scale or continuum.

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9. Ibid., p. 210.

10. Ibid., p. 214.

11. L. L. Thurstone and E. J. Chave, The Measurement of Attitude, Chicago: University of Chicago Press, 1929.

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The second step in the Thurstone technique is the judging of each item by a sizeable group of judges to determine its proper position on an attitude continuum between one extreme and the other, and the rejection of those items on which there is little or no agreement as to its position on the scale. The judges are asked to place each item in one of eleven piles which appear to be equally spaced from one extreme of the scale to the other. The group of judges must be large, usually in the neighborhood of one hundred. The task of these judges is really to determine whether the individual items indicate an extremely favorable attitude, a neutral attitude, an extremely unfavorable attitude, or some intermediate position between these extreme and central positions.

Out of the original set of items only those in which there is considerable agreement among judges as to scale position are retained. An item that is assigned with almost equal frequency to each of the eleven piles indicates that it lacks uniform meaning to the judges, or that it is ambiguous. This item would lead to similar ambiguity in its discrimination of people's attitudes. On the other hand, an item that falls consistently in a pile or in an adjacent one, might be expected to carry a fairly uniform meaning to people responding to it. Of course, there is never perfect agreement among judges as to item placement, but those items having the highest amount of agreement are selected for further consideration.

The median position assigned the item by the various judges is taken as the scale value ( $S$ ) of that item. The scale value indicates the position of the item along a continuum from zero through ten. The interquartile deviation is also calculated for each item to obtain the degree of ambiguity or ( $Q$  value) for the item. Finally, the scale is made of



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a limited number of items (usually twenty) with low Q-values, so chosen as to have scale values that fall along equal intervals on the continuum.

The person responding to the attitude scale is instructed to check each of the items (randomly presented) with which he agrees. His attitude score is then computed as the median of the scale values of the items checked.

Complete internal consistency of the scale items would require that the individual check only items contiguous in scale values. Usually this is not the case. Though many of the items a person checks do cluster about a point on the scale, there is usually some scatter on other items. This phenomenon is a reflection of the unreliability of the items. Lack of reliability is common with Thurstone-type scales, for it is virtually impossible to construct a set of items with identical scale values for each person measured. The difficulty is in part remedied by avoiding a large number of items on the final scale.

Another limitation of a Thurstone type scale is the tedious and laborious process needed for its construction. This has motivated students to modify the technique. Remmers and his co-workers have developed generalized attitude scales that can be used to measure attitudes toward any one of a class of attitude objects, such as any proposed social action or any social institution.<sup>12</sup>

A further limitation of the Thurstone technique is the unsatisfactory determination of the zero point or the neutral position of the attitude

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12. H. H. Remmers and others, "Studies in Attitudes," Purdue University Studies in Higher Education, 1934, Vol. 26, pp. 1-112.

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on the scale. The Thurstone scale does, to be sure, make an attempt to locate the zero point by asking judges to assign scale items expressing neutral opinions to the middle of the continuum. It can be argued, therefore, that the middle scores in the Thurstone-type scale are approximations of zero points. However, certain psychologists state that these middle scores may not be psychologically meaningful.

In this regard B. L. Riker questioned whether middle scores on a Thurstone scale correspond to a point of psychological neutrality as perceived by the individual himself. In his study that attempted to answer the question, the scores of college students on six Thurstone scales were compared with their scores on an 11-point self-rating scale.<sup>13</sup> The scores from the two types of scales showed sufficiently large differences to imply the neutral, or zero point in the two might not be identical. That is, a group with an average scale position defined as neutral on the Thurstone scale might not rate themselves as neutral in the attitude. Regardless of the unsatisfactory determination of the zero point, the Thurstone type scale does have some rationale for the location of the point, whereas other scales designate the neutral point arbitrarily as the mid-point of the possible scoring range.

The Likert Technique (Summated Questionnaire). A different approach to measuring attitudes was devised by Likert in 1923. His method differs from Thurstone's in several respects. First, a number of items are

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13. B. L. Ricker, "A Comparison of Methods used in Attitude Research," Journal of Abnormal Social Psychology, 1944, Vol. 5, pp. 24-42.

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The question of ambiguity of an item is not considered important in the Likert technique. Even if the content of an item does not refer directly to the attitude object in question, it can by its correlation with the total score of the other items, be proved diagnostic and includable in the scale.

In the Likert scale, the interpretation of a zero point becomes highly ambiguous. The middle point of the possible scoring range is

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14. For a more detailed description of this technique see, Rensis Likert, A Technique for the Measurement of Attitudes, Archives of Psychology, Columbia University Press, No. 140, 1932.

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arbitrarily determined as a function of the assignment of scores of 5, 4, 3, 2 and 1 to the five alternative responses of each item, and as a function of the weighting of the various items. The score of a given individual, who falls at the middle point of the scoring range, can be found in two different ways: (1) by taking a neutral position in each item, or (2) by taking a strong favorable position in some items and a strongly unfavorable position on other items. As can be seen the neutral point, here, is difficult to interpret psychologically.

The Likert technique is somewhat more pragmatic than the Thurstone scale. The latter method seeks to develop a rational scale, whereas the former selects items in terms of how well they work.

Criticism of Thurstone and Likert Scales. Many modifications of the Thurstone and Likert techniques have been developed and used in studies of different attitude objects. Research has indicated that when either of these methods has been carefully applied, the resultant attitude scales are quite reliable. Their correlations of validity as related to overt commitments, other types of verbal behavior, and to non-verbal behavior have been relatively high. At least this has been the case when there is sufficient basis to assume that the measured attitude could influence behavior without the interference by other attitudes or aspects of the total behavioral situations.<sup>15</sup>

Some experts on attitude measurement feel that the optimum method for attitude scale construction is a combination of the Thurstone and

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<sup>15</sup>. N. L. Gage, "Scaling and Factorial Design in Opinion Poll Analysis," Purdue University Studies in Higher Education, 1947, Vol. 41, p. 10.



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Likert technique. The Likert technique yields a higher reliability as far as the scoring is concerned. The Thurstone method, on the other hand, guarantees that there will be items along the entire favorable-unfavorable continuum and particularly in the middle range.<sup>16</sup> However, neither of these two techniques when used alone will insure that a single attitude object is being measured by the attitude scale. In other words, there is no guarantee that the scale will be unidimensional. The problem of unidimensionality is considered in greater detail below, but first the question of internal consistency of attitude scales is discussed.

Most attitude scales have used some method of item analysis to insure internal consistency. (Internal consistency as used here connotes the correlation between items in the test against the total score on the test.) These item analysis methods usually proceed as follows. Each alternative response in each scale item is given a weight or score. The response alternative indicative of a polar attitude is assigned a weight of four, (if there are five possible responses to an item) while alternatives less indicative of extreme attitudes are assigned values down to zero. A total score is obtained for the scale from the sum of the values of the alternatives in each scale item. Then each item is correlated to the total score. Items are considered to be valid or discriminatory in proportion to their correlation with the total score.

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16. Allen L. Edwards and Kathryn Kenny, "A Comparison of the Thurstone and Likert Techniques of Attitude Scale Construction," Journal of Applied Psychology, 1946, Vol. 30, pp. 72-83.

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Actually these methods are attempts to predict total scores from the response to single items. But Guttman states that in order to have a scale the reverse kind of prediction is needed; prediction of the responses to individual items from the total score.<sup>17</sup>

Unidimensionality is highly desirable in the measurement of attitudes, for only when unidimensionality exists can an obtained score be interpreted accurately. In a scale that is not unidimensional it is possible for two different people to obtain the same total score as a result of different combinations of two or more scales prevalent in the single measuring device. For example, suppose that a scale on tolerance toward minority groups deals on the one hand with Negroes and on the other hand with Jews. If a single total score is obtained for this scale, and the attitude toward the Negroes and the Jews are not on the same continuum, two people with different attitudes might obtain the same total score. One of them might be very tolerant toward Negroes but intolerant toward Jews, while the other person might be intolerant toward Negroes and tolerant toward Jews. In this case the total score would be subject to question.

However attitudes can be measured even though scales may be multidimensional. Complex attitudes can be measured as easily as simple attitudes provided each component of the complex attitude is measured by

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17. Louis Guttman, "A Basis for Scaling Qualitative Data," American Sociological Review, 1944, Vol. 9, pp. 139-150.

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a unidimensional scale. Specific evidence of this type of scale can be seen in the Army's research on morale.<sup>18</sup>

Unidimensionality on a Thurstone-type scale is not guaranteed by eliminating from the instrument either "irrelevant" items, or items with high Q-values. Actually, Ferguson showed through factor analysis that one Thurstone-type scale he examined was multidimensional.<sup>19</sup>

Subjecting a Likert-type scale to item analysis does not guarantee unidimensionality. McNemar states:

It can be demonstrated algebraically that the internal consistency criterion is not a sufficient condition for selecting items which belong to a single dimension.<sup>20</sup>

On the other hand McNemar believes that the Guttman's scale and intensity analysis is one of the best methods yet devised to measure any type of psychological trait.<sup>21</sup>

The Guttman Technique (Scale and Intensity Analysis). It is not possible to give in this chapter a detailed description of Guttman's laborious procedure of scale analysis. Essentially it is a test to see to what extent any given set of attitude items are scalable. Scalability indicates the degree with which items lie along a continuum rather than falling off to one side or another. In a perfect unidimensional scale it

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18. Stouffer, Guttman, Suchman, et. al., Measurement and Prediction, Princeton, New Jersey: Princeton University Press, Vol. 4, 1950.

19. Leonard W. Ferguson, "An Analysis of Peterson's War Scale," Psychology Bulletin, 1938, Vol. 38, p. 521.

20. Quinn McNemar, "Opinion-Attitude Methodology," Psychology Bulletin, 1946, Vol. 43, p. 308.

21. Ibid., p. 360.

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would be possible to produce perfectly or predict a person's responses to every item on the scale from his total score. Approach to a perfect scale is a matter of degree, and the closeness of approach is evaluated numerically by calculating what is called the coefficient of reproducibility. A coefficient of one hundred per cent is perfect reproducibility, but coefficients of 0.85 or above are considered good in practice. Testing and retesting of items is necessary before a final set of questions is obtained to produce a coefficient of 0.85 or better. The Cornell technique of scalogram analyses described in the next chapter will present the reader with more details of reproducibility. Because scale analysis appears to be a relatively new technique in attitude scale construction, studies are being conducted to compare this technique with older and more familiar methods to determine the merits of each type. Kreidt and Clark have already compared Guttman's scale analysis with item analysis and concluded that:

Guttman's new scale analysis technique can prove to be very useful in problems of psychological measurement. Considerable discretion must be exercised, however, both in the selection of suitable problems to which these methods may be applied and in the way the methods themselves are handled.<sup>22</sup>

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

Mildred Parten in a discussion of scales stated that:

The most promising recent development in attitude scale construction is the technique of Edwards and Kilpatrick which combines

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22 . P. H. Kreidt and K. E. Clark, "Item Analysis vs. Scale Analysis," Journal of Applied Psychology, 1949, Vol. 33, p. 121.



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essential advantages of the techniques of Thurstone, Likert, and Guttman, and possesses advantages of its own not present in the others taken separately.<sup>23</sup>

The method of scale construction used in this dissertation is one devised by Edwards and Kilpatrick. This new technique is called the Scale-Discrimination Method. Since the investigator will describe in the next chapter the construction of a scale to measure student attitudes toward counselors and the Counseling Center at Michigan State College by this technique, an abbreviated description of this method will suffice here.

Briefly the method is a synthesis of the Thurstone, Likert, and Guttman techniques.<sup>24</sup> It derived its name (Scale Discrimination) from the fact that it makes use of Thurstone's scaling procedure and retains Likert's procedure for evaluating the discriminatory power of the individual items. Scale items are constructed and then sorted by a group of judges to determine their scale values using the procedure as outlined by Thurstone. Items of low Q value are then selected to construct a Likert type scale. The respondents are asked to react to each item along a five point scale. This new Likert-type scale is administered to a group of people and then scored. Scoring proceeds in the usual Likert manner by weighting alternative responses to each item. An item analysis for each of the scale questions is then made. Items with the highest phi-coefficients (degree of relationship existing between the responses of

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23. Mildred Parton, Surveys, Polls, and Samples, New York: Harper and Brothers, 1950, pp. 197-198.

24. Allen L. Edwards and F. P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, 1948, Vol. 32, pp. 374-384.

individuals to the categories of an item and their related positions on the criterion performance) are retained for the final scale. The latter instrument is administered to a new group of subjects and scale analysis is **carried** out by the Cornell technique.<sup>25</sup> Coefficients of reproducibility are usually improved by the item analysis involved in this method.<sup>26</sup>

One advantage of the scale discrimination method is its effectiveness in eliminating the least discriminating items in a large sample which the Thurstone technique by itself fails to do. Furthermore, this new method provides a more objective way of selecting items of comparable S and Q values by using some measure of discriminatory power of items.<sup>27</sup>

Edwards and Kilpatrick stated:

The advantage of the Scale-Discrimination method over the Guttman procedure lies essentially in the fact that we have provided an objective basis for the selection of a set of items which are then tested for scalability. It may happen that not always will the Scale Discrimination method yield a set of items with a satisfactory coefficient of reproducibility. But this is not an objection to the technique any more than the fact that not always will a set of intuitively selected items scale. Rather, it seems that the Scale-Discrimination method offers greater assurance of scalability than any intuitive technique such as applied by Guttman. Furthermore, the set of items selected by the Scale-Discrimination technique provides a wider range of content than do the intuitive Guttman items. In the Scale-Discrimination method, we obtain items which are not essentially multiple phrasings of the same question as is often true when the selection of a set of items to be tested for scalability is left to the experience of the investigator.<sup>28</sup>

Having outlined the intended methodology of the attitude scale, attention will now be directed to other studies in this area.

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

26. Edwards and Kilpatrick, op. cit., p. 382.

27. Ibid., p. 383.

28. Ibid.

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### Attitudes Toward Counselors and Counseling

Only a few evaluative studies of attitudes toward counselors and counseling services have been made. In fact, there has not been an overproduction of studies evaluating on-going guidance programs. C. P. Froehlich, a guidance specialist in the United States Office of Education, reviewed the evaluation literature and found less than 200 studies had been made. Only a few of these were systematic in their methodology. Many of them were concerned with only one aspect of the total guidance program and very few dealt with client opinions of counseling services. He classified the methods used in these studies under seven headings:<sup>29</sup>

1. External criteria, the do-you-do-this? method.
2. Follow-up, the what-happened then? method.
3. Client opinion, the what do you think? method.
4. Expert opinion, the information please method.
5. Specific techniques, the little-by-little method.
6. Within group changes, the before-and-after method.
7. Between group changes, the what's-the difference? method.

Evaluation of guidance programs has been difficult because suitable criteria to measure the success of counseling have been lacking. Froehlich concluded that it is virtually impossible to single out one simple method or combination of methods as the best.

Robert Travers, however, pointed to the need for more objective evidence in evaluating guidance. He stated that up to the present time

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29. C. P. Froehlich, Evaluating Guidance Procedures: A Review of the Literature, Washington: U. S. Office of Education, Miscellaneous 3310, January 1949, p. 2.

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the chief evidence of the effectiveness of guidance has been subjective evidence which counselors have accumulated as a result of their experiences with clients. He stated that this type of evidence has only limited value since it is influenced by wishful thinking and other irrelevant factors. He wrote:

Progress will be slow until guidance workers come to recognize guidance as a learning situation which can be investigated by the methods developed for investigating other learning situations. These methods involve the specifications of the objective of learning that are to be achieved, the specification of the means of whether the learning objectives have been achieved and provision for the control of relevant variables. Until more studies of guidance are undertaken following these steps, there will be very little certain knowledge of what guidance is actually accomplishing.<sup>30</sup>

Most of the criteria listed in Froehlich's survey are external to the guidance consumer, the counselee himself. Only item three in the list concerns itself with what the student thinks and feels. Too little research has been conducted with this method. To be sure, many follow-up studies have been made, but these have usually been too hastily constructed and analyzed to be of great value. Nevertheless, follow-up studies do secure student reaction to counseling services, and these opinions may be valuable to the administrator in reorganizing guidance programs.

World War II gave impetus to the personnel movement and many schools established counseling services. Some institutions have already evaluated their programs primarily by the method of external criteria. However, there is some indication that administrators are becoming more concerned

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30. Robert M. W. Travers, "A Critical Review of Techniques for Evaluating Guidance," Educational and Psychological Measurement, 1949, Vol. 9, pp. 211-212.





with the feelings, attitudes, and reactions of students toward counseling services. Kenneth Davenport of Purdue University in addressing a convention of assembled guidance counselors in 1944, said:

I suspect it is a truism that any guidance which does not take into account the attitude, feelings, and opinions of the guided person or groups is bound to be weak, and perhaps false guidance.<sup>31</sup>

Davenport advocated the use of student public opinion polls as developed by the H. H. Remmers at Purdue University not only to enrich the guidance programs, but to improve all areas of education. He said further that:

If it be true that it is wise to find out how pupils stand with regard to a question affecting the school, then it is equally wise to explore the opinion of parents and teachers - for upon them does the actual completion of a projected educational venture depend in large part.<sup>32</sup>

D. G. Paterson and K. E. Clark advocated use of the questionnaire technique to secure an over-all picture of student opinion regarding the effectiveness of a counseling service. They further advocated annual use of the instrument in order to get the changing pattern in student opinions of the counseling program as a whole, and of the work of individual counselors.<sup>33</sup> This would hardly be a profitable course of action inasmuch as their questionnaire was not subjected to rigorous statistical analysis. Unless the questionnaire constitutes a scale it is not possible to ascertain the attitudinal shifts of students over the years. However, the

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31. Kenneth Davenport, "High School Opinion Polls as a Guide to Guidance," Purdue University Studies in Higher Education, 1944, Vol. 52, p. 56.

32. Ibid., p. 60.

33. D. G. Paterson and K. E. Clark, "Student Judgments of Counseling," Journal of Higher Education, 1943, Vol. 14, p. 141.

authors admitted that their technique of attitude evaluation had limitations. They felt that gross changes in student attitudes could be obtained by the questionnaire method.

C. Gilbert Wrenn and Robert Kamm, of Minnesota and Drake Universities respectively, have made several revisions of a student evaluation form for personnel services. The final form of 60 questions is advocated for use at any institution.<sup>34</sup> There is a danger in using "made to fit" forms to evaluate services of all institutions. Though these have been carefully prepared, they often need alteration to meet the special needs of a school. Evaluative studies are more valuable if the "evaluative tools" have been specially designed for the local organization. However, Dr. Kamm's main point is well taken:

In order to ascertain the worth of a product it is well to question the consumer of the product. Such is true with regard to student personnel services. Accordingly, a student reaction form..... has been devised. Through study of the proportions of favorable and unfavorable responses to the questions asked, one can determine certain program strengths and weaknesses, insofar as students are concerned. Use of the present form also permits one to secure data relative to the institution's success in actually making known to students the personnel program it offers.<sup>35</sup>

William N. Gilbert described an adaptation of Kamm's technique in evaluating counseling services at the University of Illinois. The director of the University Counseling Bureau at this institution suggested:

The way to go about the process of evaluating student personnel services is to take account of what we know about people in general and to make full use of good democratic procedures at

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34. Robert B. Kamm, "An Inventory of Student Reactions to Student Personnel Services," Educational and Psychological Measurement, 1950, Vol. 10, p. 530.

35. Ibid., p. 544.

every step in the process. If the process of evaluating student personnel services can not be carried on in this fashion a very critical examination of the whole basic structure and functioning of the college or university itself needs to be accomplished first.<sup>36</sup>

Edgar C. Friedenberg of the University of Chicago devised an extensive questionnaire to measure four things concerning the Faculty Advisory system at that institution: (1) student opinion of the scope desirable in the College Advisory system, (2) student information about the system as it actually exists, to permit an estimate of the degree to which criticism and opinion might be regarded as informed, (3) student evaluation of the effectiveness of the system in solving certain problems, and (4) an indication of the kind of role students believe an advisor should play in assisting in the solution of certain complex problems. This questionnaire was devised because Friedenberg believed:

No administrator can build an advisory service in response to student demand, which is always partially conflicting and made in partial ignorance of the administrative limitations of the particular situation. If, however, a certain kind of service is believed by students to be a responsibility of the Advisory System, although no administrative provision is made for it, a situation which will engender hostility, and which is dangerous if the service is important, exists. On the other hand, if students are convinced that a particular kind of service is not the responsibility of the Advisory System, and would not seek it there even if it were offered, that service can probably not be offered to students effectively within the System, particularly if it is a counseling service which must, ultimately, always be voluntarily received.<sup>37</sup>

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36. William M. Gilbert, "How to Go About the Process of Evaluating Student Personnel Work," Educational and Psychological Measurement, 1950, Vol. 10, p. 530.

37. Edgar Z. Friedenberg, "The Measurement of Student Conceptions of the Role of A College Advisory System," Educational and Psychological Measurement, 1950, Vol. 10, p. 54.

Most of the studies cited here make use of a questionnaire which usually involves a yes or no response from the counselee. Few of these questionnaires differ radically in their basic structure. Furthermore, they have avoided the problem of scaling and measuring attitudes.

Only a few investigators have made use of the personal interview to measure student attitudes. The use of a permissive, confidential interview to evaluate student reaction to counseling has generally been neglected.

Clifford P. Froehlich reported on the evaluation of the State Consultation Service of Richmond, Virginia. This study was conducted by interviewing 279 former clients of the agency. The interviewers used a prepared interview schedule to ascertain the clients' attitudes toward the Consultation Service and the Service's effect on their personal and occupational adjustment.<sup>38</sup> The chief limitation of this technique, aside from its high requirements on time and money, is its reliance on the prepared interview schedule. Spontaneous feelings and attitudes of clients are not readily ascertainable by this technique.

Barahal and Brammer have employed a permissive interview technique with freshmen at Stanford University to get an evaluation of counseling services students obtained in high school. They wrote:

An advantage of the permissive interview technique is that it allows auditory and visual observation of feelings expressed by the student. These "feeling tone" cues make it possible to

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38. C. P. Froehlich, "Toward More Adequate Criteria of Counseling Evaluation," Educational and Psychological Measurement, 1949, Vol. 9, pp. 225-267.

distinguish between degrees of satisfaction ranging from enthusiasms to complete dissatisfaction. Deep feelings are obscured in questionnaires or "highly structural" opinion interviews.<sup>39</sup>

Barahal and Brammer have used the permissive evaluation interview with success. The merits of this method are not questioned, but the writer feels that the time and money it necessitates would discourage many schools to assess student attitudes of counseling. The length of time required to interview a sufficiently large sample of students, the need for skilled non-directive interviewers, the cost of recording equipment, the time spent in interpreting the interviews and the subjectivity of the interpretations are all serious limitations of this technique.

It seems clear that a compromise between the highly structured questionnaire and the permissive evaluation interview is in order. A carefully constructed and reliable attitude scale used in conjunction with an unstructured questionnaire might be a more practical solution for general use.

This investigator searched the literature quite extensively but was not able to find a Counseling Attitude Scale that could be used to probe the problems outlined in this dissertation.

A counseling "scale", devised by Jean Masterton of the State College of Washington, is intended only for naive counselees in order to determine the relation between measured anxiety and measured attitudes toward counseling methods.<sup>40</sup> A scale produced by William McKay Littell of the

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39. G. D. Barahal and L. M. Brammer, "What Do College Freshman Think of Their High School Counseling," California Journal of Secondary Education, 1950, Vol. 25, p. 328.

40. Jean Mason Masterton, "The Relation Between Measured Anxiety and Measured Attitude Toward Counseling," Unpublished MA thesis, State College of Washington, Pullman, 1951.

same institution is quite specific in that it is designed to measure the client's attitude toward the counselor's assumption of "responsibility" in the counseling interview.<sup>41</sup> Neither of these scales was suitable to answer the questions posed in this study. It was decided to construct an instrument that would not only do this but one that could perhaps be used at other institutions with similar counseling services.

The following chapter describes in detail the construction of the instruments used in this study, the selection and nature of the sample, the analysis of sample returns, as well as the methods to be used in the analysis of the data.

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41. William McKay Littel, "A Scale for Measuring a Client's Attitude Toward Counseling," Unpublished MA thesis, State College of Washington, Pullman, 1951.

## CHAPTER IV

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## CHAPTER IV

### METHODOLOGY AND PROCEDURES

The purpose of this section is to demonstrate how the questionnaire was devised to realize the purposes set forth in Chapter I. There it was reported that the aims of this study were to measure the general attitude of the student body toward the counselors and the Center and to find student reactions toward specific counselor attributes and practices. It was also thought desirable to give the student opportunity to express his individual opinions of the counselors and the Center. To realize these ends a questionnaire consisting of four parts was constructed. The first section consists of a self-administered attitude scale; the second, a series of rating scales to get specific counselor attributes and specific parts of the counseling program; the third part is devoted to obtaining free responses of students toward the Center; and the fourth section secures the necessary control data on students for the detailed analysis of their responses. Before proceeding to the interpretation of the data a review of the methodology and procedures used in the construction of the instruments will be presented. This chapter also contains a description of the sampling technique, an analysis of the sample returns, and a discussion concerning the statistical procedures to be used in analyzing the collected data.

# The Attitude Scale.

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### The Instruments

The Attitude Scale. The Scale Discrimination Method reviewed in the preceding chapter was used to derive an attitude scale to measure student attitudes toward counseling services at Michigan State College. This method, which is essentially a synthesis of the methods of item evaluation of Thurstone, Likert, and Guttman is described in greater detail here. In the first step, statements of opinion toward Michigan State College counselors and the Center were collected from students in classes in Effective Living, Social Science, Economics, Engineering, Agriculture, and Sociology. Students were asked to write on four by six cards how they felt about counselors and the services offered by the Center. To insure free responses, students were asked not to sign their names. Three hundred and forty-seven cards containing a variety of statements about the Center were collected. In editing these statements, so that they could be made into items for a scale, particular attention was given to brevity, clarity, relevance to the issue, and frequency of the expressed opinions. One hundred and twenty items were selected from the original statements, and these were to be arranged by judges using the Thurstone sorting technique.<sup>1</sup>

Sorting of the items by judges was necessary to obtain the scale value (S) and the degree of ambiguity (Q) for each of the items. Envelopes numbered from one through eighty were prepared. Each envelope contained (a) the shuffled items typed on separate sheets of paper,

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1. Appendix A.

(b) eleven three by five cards numbered from one through eleven for the piles, and (c) instructions for judging items according to the Thurstone technique.<sup>2</sup> The envelopes were given to members of a class in Guidance and another in Sociology for judging.

Frequencies of judgment in each of the eleven categories were then tabulated for each item. The frequencies were then changed to cumulative frequencies and finally into cumulative percentages. The median scale value for each item was determined to get its value of (S). The (Q) value for each item was obtained by subtracting the first quartile deviation from the third quartile deviation. Finally, the median of all the Q values was found (1.71). All items having Q values larger than 1.71 were eliminated. Sixty-two items, or roughly one-half of the original one hundred and twenty items remained.<sup>3</sup> A large percentage of the items retained were located at either end of the continuum with only a few clustering about the middle.

The sixty-two items, along with fifteen additional items having Q-values higher than 1.71 (ranging from 1.73 to 2.22), were prepared in a Likert-type scale. The latter items were included for experimental purposes in order to see whether they would survive later tests. Each item was followed by a five point forcing scale (strongly agree, agree, uncertain, disagree, and strongly disagree).<sup>4</sup> The new Likert scale was administered to 250 students from classes in Labor Economics, Plant

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2. Appendix B.

3. The Likert type scale included all of the items which had Q values less than 1.71, Appendix C.

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Ecology, Engineering, Psychology, Effective Living, and Social Science. Careful consideration was given to the selection of these classes in order to obtain students from various schools of the college and from each of the four undergraduate classes. Unlike the final sample, this group is probably not representative of the universe. Because this pre-test sample was not chosen arbitrarily but with a definite plan in mind, the writer believes the latter group somewhat approximates that of the final sample.

Two hundred of these scales were selected randomly for scoring. Scoring was done in the usual Likert fashion. Weights from zero through four were assigned for the five categories (strongly agree, agree, uncertain, disagree, and strongly disagree). The weight of zero was given to strongly agree responses in the case of items expressing a favorable opinion toward counseling, and to the strongly disagree response to items expressing unfavorable opinion toward counseling, and so on. A total score was then obtained for each subject.

Two criterion groups, the upper and lower fifty per cent in terms of the total scores, were chosen. The range of scores for the "positive" group was from 109 to 183 and the range for the "negative" group was from 184 to 303. An item analysis of the 77 items was then made. For each item, frequencies in each response category for the positive and negative groups were tabulated. To determine the discriminatory value of the items the five response categories were reduced to two. This was done by adding the number of uncertain responses to either combined group one and two, or to combined group four and ~~five~~ five, always in the direction

of the combined group with the smaller number of frequencies. This dichotomization was necessary to reduce the amount of error in determining the phi coefficients (discriminatory values) and because most of the students gave predominately favorable responses to the items.<sup>5</sup> From the resulting two by two tables the phi coefficients for each item were found by reading directly from the abac developed by Guilford.<sup>6</sup> A frequency distribution of these coefficients are found in Table I. These ranged from 0.01 to 0.59, with the mean coefficient in the group 0.20 to 0.24. A significant phi coefficient at the five per cent level for the number of cases (200) in this sample is 0.139.<sup>7</sup>

TABLE I  
FREQUENCY DISTRIBUTION OF THE PHI COEFFICIENTS OBTAINED FROM  
ITEM ANALYSIS OF THE LIKERT SCALE

Group	Frequency	Group	Frequency
.00 - .04	6	.30 - .34	7
.05 - .09	10	.35 - .39	9
.10 - .14	11	.40 - .44	8
.15 - .19	6	.45 - .49	7
.20 - .24	4	.50 - .54	1
.25 - .29	2	.55 - .59	1

5. Allen L. Edwards and F. R. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, 1948, Vol. 32, pp. 374-384.

6. J. P. Guilford, Fundamental Statistics in Psychology and Education, New York: McGraw-Hill Book Company, Inc., 1950, p. 50.

7. Ibid., p. 505.

Had an item analysis been made with the upper and lower twenty-five per cent of the scores instead of the upper and lower fifty per cent, the discriminatory values (phi-coefficients) might have been larger.<sup>8</sup> Those items which had a phi coefficient of less than 0.34 were rejected, leaving only 33 items from which to construct the final scale.<sup>9</sup> The cutting point (0.34) was arbitrarily chosen to insure a sufficient pool of items for the final scale.

Five of the fifteen "experimental items" included in the Likert scale survived all tests and three of these were included in the instrument. Finally, twenty-two items possessing the highest phi coefficients were selected for the attitude scale from approximately each half scale interval of the Thurstone continuum.<sup>10</sup> However, there was a noticeable lack of items in the middle of the continuum.

The questionnaires that the students returned in the final sample were subjected to a reliability test by a split-half method. The first eleven items were compared with the second eleven items. The first half of the attitude scale contained six positive items and five negative ones, while the reverse was true of the second half. The Spearman-Brown formula usually designated to estimate the reliability coefficient of a lengthened test was not considered appropriate in this instance. When the Spearman-Brown formula is used, comparability of the halves must be assumed.

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8. Norman C. Perry and William B. Michael, "The Estimation of a Phi Coefficient for an Entire Criterion Group From a Phi Coefficient Calculated From Use of the Extreme Tails of a Normal Distribution," Educational and Psychological Measurement, 1952, Vol. 11, pp. 629-638.

9. Appendix D.

10. The twenty-two items in Part I of Appendix E.



Comparability is indicated, to some degree, by similarity of both halves of the scales for means, standard deviations, and skewness of distributions.<sup>11</sup> The two halves of the attitude scale devised for this study were not comparable, for the difference between the two means (8.43 and 9.16) was significant. The difference between their standard deviations (2.72 and 2.53 respectively), on the other hand, was not significant. Where comparability of two halves of a scale is lacking, the reliability of the total test is usually underestimated. Since comparability is probably never perfect, an estimate of reliability obtained by the Spearman-Brown formula is usually conservative.<sup>12</sup> To estimate the reliability of the attitude scale more accurately, a more appropriate means was selected. For unidimensional scales Guttman advocates the application of a lower bound reliability test, for he maintains that there is a limitation to the Spearman-Brown formula when applied to scalable universes. He states:

It would not be safe to employ anything like the Spearman-Brown prophecy formula often used by the psychologists in this connection, because we know that the assumptions behind such a formula in general can not be fulfilled by samples even for an approximate scale. Even if there were no scale error, sample ranks will in general not be perfectly correlated with each other. They would be simple functions of the universe scale scores, but that is quite different from being the perfect functions of each other which is required by the Spearman-Brown formula.<sup>13</sup>

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11. Guilford, op. cit., p. 442.

12. Ibid., p. 493.

13. Stauffer, Guttman, Suchman, et al., Measurement and Prediction, Volume 4, Princeton: Princeton University Press, 1950, p. 300.

To overcome this deficiency the split-half lower bound technique is recommended. On this subject Guttman states:

On the basis of only a single trial it is possible to set a lower bound to the reliability coefficient,  $P_t^2$  ...Perhaps the formula which will give the highest lower bound for scalogram analysis is the split-half lower bound, designated by  $L_4$ ...To compute  $L_4$  it is required that the sample be divided into two halves so that there are two half scores available, as well as the whole score which is the sum of the two half scores. All that is needed, then, is to compute the variances among people of these three sets of scores on a single trial. Let  $S_a^2$  be the variance of the scores in the first half of the test; let  $S_o^2$  be the variance of the scores in the second half of the test; and let  $S_t^2$  be the variance of the total score. Then the formula for  $L_4$  is:<sup>14</sup>

$$L_4 = 2 \left( 1 - \frac{S_a^2 + S_o^2}{S_t^2} \right)$$

$$2 \left( 1 - \frac{7.41 + 6.44}{25.77} \right)$$

$$L_4 = 0.94$$

The  $L_4$  was computed for the 544 questionnaires of the last sample, and it was found to be 0.94. This means that the reliability coefficient for the total score on the 22 items of the attitude scale is not less than 0.94. It may be anywhere between 0.94 and unity.

Explaining the significance of the lower bound technique Guttman wrote:

The lower bound assumes only that the two half sample scores are experimentally independent of each other and that the computations are based on a large population of individuals. It does not

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<sup>14</sup>. Ibid., pp. 309-310.

assume that the two halves belong to the same scale or anything else of the kind. If the two halves happen to be parts of the same scale, then  $L_4$  will prove to be high. If the two parts do not happen to be scalable together, then  $L_4$  may be low. A low  $L_4$  does not imply that the two halves--or their sum, the total score--have low test--retest reliability. The test-retest reliability of the scores may be perfect, yet  $L_4$  can be zero. Unreliability is but one possible reason why variables are uncorrelated. They may be uncorrelated even though they are perfectly reliable.<sup>15</sup>

Having determined the reliability of the scale the next problem was to determine whether the items, on the basis of the final sample data, formed a scale for the entire population. The universe is said to be scalable for the population if it is possible to rank the people from high to low in such a fashion that from a person's rank alone one can reproduce his responses to each of his items in a simple fashion. Actually such perfect scales are rarely found. Data are considered sufficiently scalable if they are 85 per cent reproducible and if certain other criteria are satisfied. The latter will be discussed in another section of this chapter.

Scale analysis based upon the performance of the final sample subjects (544 students) was carried out by the Cornell technique with certain adaptations necessitated by the use of the Scale Discrimination method.<sup>16</sup> The important function of the Cornell technique is to determine the coefficient of reproducibility (amount of error in reproducing item responses from total score). In reality this procedure tests the

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15. Ibid., p. 311

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

hypothesis that a universe of qualitative data is a scale for a given population. The coefficient of reproducibility by itself is not a sufficient test of scalability. It is the more important test, but there are four other factors that should be considered: (a) range of marginal distributions, (b) pattern of error, (c) number of items in the scale, and (d) number of response categories in each item. Each of these tests were applied to the attitude scale devised for this study and the results are discussed below.

The coefficient of reproducibility obtained for the Counseling Attitude Scale was 0.87. To obtain this coefficient all papers were scored. Response categories were dichotomized in each item with the same dichotomization plan used in the test sample of 250 students. For each positively stated item, a score of one was given to a "strongly agree" or "agree" response and a score of zero was given to an "uncertain," "disagree," and "strongly disagree" response. In negatively stated items a score of zero was given to a "strongly agree," "agree," and "uncertain" response while a score of one was given to a "disagree" and "strongly disagree" response. The theoretical range of scores was zero through twenty-two. The actual scores also had the same range. Total scores were grouped into twenty-two categories and a frequency table of the responses for each item was made to carry out the scale analysis technique.

In a scale that has a reproducibility of one hundred per cent, scale analysis will enable one to predict the responses of people from their total scores with one hundred per cent accuracy. In such a scale people with identical scores have identical responses. In scales with reproducibility of one hundred per cent or less, it becomes increasingly difficult

replaces the response  
and reproducibility of

The number of error  
the order of the p-  
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sums for all of the in-  
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only a single vari-  
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to reproduce the responses of individuals. The number of errors increases as the reproducibility decreases.

The number of errors are counted by establishing cutting points in the rank order of the people, thus separating them according to the categories in which they would fall if the scale were perfect. Cutting points for all of the items were established by following Guttman's rule that "no category should contain more error than non-error."<sup>17</sup> Table II indicates that all items met this basic requirement. However, in ten of them the ratio of non-error to error was about equal. Seven items exceeded the fifteen per cent error in reproducibility, but the entire scale had a coefficient of reproducibility of 67 per cent. The observed value of the coefficient is moderately high, but within bounds, suggesting that only a single variable is present in the scale. Since this figure is somewhat higher than the minimum of 85 per cent stipulated by Guttman, there is evidence to indicate that, on the basis of reproducibility alone, the scale tends to be unidimensional.

The second test of scalability is that of marginal distributions. Guttman maintains that the reproducibility of any individual item can never be less than the percentage of respondents falling into a single category of that item, regardless of whether or not a scale exists. For example, if a dichotomous item has eighty per cent of the people in

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17. Ibid., p. 261.

PER CENT

Item No.	Amount Per Cent
1	100
2	100
3	100
4	100
5	100
6	100
7	100
8	100
9	100
10	100
11	100
12	100
13	100
14	100
15	100
16	100
17	100
18	100
19	100
20	100
21	100
22	100

the category and twenty  
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M. Stadler, Guttman,

TABLE II  
PER CENT ERROR IN ATTITUDE SCALE ITEMS BY ITEM CATEGORY

Item No.	Non-Error Error	Non-Error Error	Per cent error in Item	Per cent Marginal
1	451/14	42/37	9.3	17
2	407/42	49/46	16.2	17
3	471/23	28/22	8.3	9
4	442/14	51/37	9.3	16
5	472/6	35/31	6.8	13
6	316/46	91/91	25.4	33
7	488/6	31/19	4.6	9
8	491/15	22/16	5.7	7
9	386/21	70/67	16.2	25
10	400/20	32/32	9.7	12
11	445/26	49/24	9.1	13
12	356/41	74/73	21.0	27
13	234/61	159/90	27.8	46
14	442/12	47/43	10.1	17
15	444/21	43/36	10.5	17
16	434/23	44/43	12.1	16
17	422/20	54/48	12.5	19
18	331/50	84/79	23.6	30
19	471/32	24/17	9.0	8
20	411/9	62/52	13.0	23
21	420/33	47/44	14.2	17
22	300/56	119/69	23.0	35

one category and twenty per cent in the other, there can not be less than eighty per cent reproducibility in reproducing that item from a rank order obtained from all the items, regardless of the scalability of the set of items a whole.<sup>18</sup> In samples with extreme kinds of dichotomization, reproducibility is usually high. Therefore, in testing a universe for scalability, caution should be exercised to include in the

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18. Stauffer, Guttman, Suchman, et al., op. cit., p. 78.



sample as wide a range of marginal distributions as possible. Some items with marginals around 50-50 are desirable. Inspection of Table II reveals that although a wide range in marginal distribution is present only four items have marginals over 30 per cent. The predominance of smaller marginals may perhaps point to a spuriously high coefficient of reproducibility. However, the Scale Discrimination Method with its dichotomization process tends to produce smaller marginals than the standard Guttman technique. For this reason it is felt that the minimum requirements of marginality is present.

In the third test for scalability, that of pattern of error, scale items must be examined to check that there are no substantial non-scale types of persons. Guttman wrote:

Solid segments in a column that fall outside the cutting points indicate the presence of definite additional major factors in the responses, so that more than one appreciable dimension is present. Non-scale types can be recognized from the occurrence of the same kind of error for a large (i.e., five or more) number of respondents.<sup>19</sup>

The writer examined the pattern of error in the response categories of the scale and found no substantial non-scale types of persons. Thus another criteria for scale analysis had been satisfied.

An important criterion to be satisfied in scale analysis is the number of items in the scale. Guttman states:

The more items included in a scale the greater is the assurance that the entire universe of which these items are a sample is scalable. If the items are dichotomous (or dichotomized from more than two categories as a result of scale analysis), it is probably desirable that at least ten items, with perhaps a lesser number being satisfactory if the marginal frequencies of several items are in a range of 30 per cent to 70 per cent.<sup>20</sup>

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19. Ibid., p. 119.

20. Ibid., p. 80.

Because the attitude scale described here contained twenty-two items this criterion of scale analysis was more than satisfied.

A final criterion to be met in scale analysis is the number of response categories. It is maintained that the more response categories for items in a scale, the greater is the assurance that the entire universe is scalable. When response categories are combined to reduce error, caution must be exercised to make sure that the reduction in error is not just a consequence of obtaining new extreme marginal frequencies (for example, 90-10) that do not permit much error. Guttman states that the more categories that can remain uncombined, the more reliable is the inference that the universe from which they come is scalable.<sup>21</sup> Because the attitude scale constructed for this study was derived by the Scale Discrimination Method, this criterion could not be completely satisfied. All the response categories were dichotomized during scale analysis because dichotomization had previously been used in item analysis. The small number of errors in some of the twenty-two items were probably due to extreme marginals obtained, but most reductions in error resulted in properly locating the cutting points.

In addition to meeting all of the tests for the construction of a unidimensional attitude scale, another important question arises. Granted that the individuals in the sample can be ranked according to their degree of favorableness toward the Center, is there a cutting point in this rank order where all people to the left of a point are "favorable toward"

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21. Ibid., p. 79.

the Center and all people to the right are "unfavorable"? One person may be more favorable than another, yet both may be favorable. A rank order score does not distinguish between being favorable and unfavorable; it merely reflects being more favorable and less favorable. It does not tell if a point is reached beyond which "less favorable" really means "unfavorable".<sup>22</sup> An objective answer to this problem is provided by the use of intensity function.

Several techniques exist to measure intensity in a scale, but the writer chose the fold-over technique described by Guttman because of its simplicity.<sup>23</sup> To obtain the zero point of the scale all of the 544 questionnaires were rescored according to the following plan: all "strongly agree" and "strongly disagree" responses were given a weight of two; "agree" and "disagree" responses received a weight of one; and "uncertain" a weight of zero. Thus the more intense responses received higher weights, and the less intense responses received lower weights, regardless of whether the responses appeared to be favorable or unfavorable. Guttman states:

Weighting the responses in this way means that in order to obtain an intensity score, we are in fact combining opposite ends of the check list, so that there are but three (combined) intensity categories per question. Intensity, as obtained in this fashion, is not in general scalable. Instead, it forms what is called a quasi-scale. In a quasi-scale, there is no perfect relationship between a person's response to each question and his score on all the questions; instead, there is a gradient. The higher a person's score, the more likely he is to give a high response to each item, but there is not the high certainty that exists in the case of a scale.<sup>24</sup>

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22. Louis Guttman, op. cit., p. 262.

23. Ibid., p. 263.

24. Ibid.

According to the basic theory of intensity analysis, intensity should be a perfectly scalable variable. Guttman wrote:

The equations of scale analysis show that there is a second component in every scale of content which is a U-or-J shaped function of the scale scores. This component has been identified as the intensity function of the content scale. What we are trying to do is to obtain this intensity by direct empirical methods....No perfect way has yet been found for obtaining intensity, but satisfactory results are obtainable even with imperfect intensity techniques. Instead of a perfect intensity function, we will get one that can have considerable error in its relationship to the content scale scores.<sup>25</sup>

The empirical intensity function is obtained by plotting the intensity scores against the previously obtained content scores. The scattergram for the scale is shown in Figure 2. Because there were so few scores in the lower end of the content scale, it was decided to combine the score groups in pairs in order to produce more stable medians. This process reduced the group categories from twenty-two to twelve. The zero group remained alone because there was no other group to which it could be combined. The median of the zero group is probably unstable for there are only two cases in the category. The check in each column of Figure 2 correspond to the position of median intensity for the respective columns. Guttman stated that if the pure intrinsic intensity were being measured by his technique there would be no scatter about the median and that intensity would be a perfect U or J shaped function of the content scores.<sup>26</sup> This ideal is rarely achieved in actual scales.

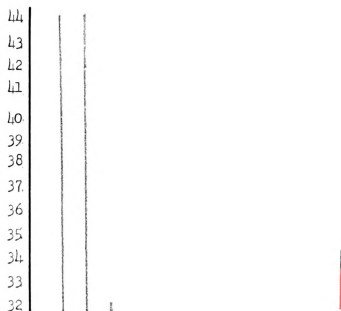
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25. Ibid., pp. 263-266.

26. Ibid., p. 266.

Figure 2

## INTENSITY AND CONTENT SCORES OF THE COUNSELING ATTITUDE SCALE



Some error is usually present. Regardless of this error, however, the shape of the true intensity function in this scale is clear from the shape of the curve along which the columnar medians lie. The U curve descends from the left, or the more favorable content scores, reaches its lowest point in content group (8-7) and then rises to the right or the unfavorable end, to its maximum point for group zero. The content scores (8-7), then, must be the interval which contains the zero point of the attitude. It can be said that students to the left of this point have positive attitudes toward counselors and counseling services at Michigan State College and students to the right of the zero point have a negative attitude toward the same services.

Only twenty-one students of the 544 cases have strong negative feelings toward counseling services on this campus. However, scrutiny of the positive group indicates that many have only mildly positive attitudes toward these services. It may be that a large number of students who were not certain or intense about their feelings toward the Counseling Center responded somewhat positively rather than negatively on the scale items. Perhaps this is somewhat related to what Guttman had to say about the problem of error in intensity analysis. He believes that some of the error is, in part, due to the out-of-context responses people make to attitude questionnaires.<sup>27</sup> He states, furthermore, that some of the error is due to verbal habits of people.

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27. L. Guttman and E. A. Suchman, "Intensity and A Zero Point For Attitude Analysis," American Sociological Review, 1947, Vol. 12, p. 65.

Even if all the responses were in context, there is still a contribution to error from the fact that the degrees of meaning of the words vary from sub-group to sub-group of the population. Verbal habits of people are considerably different. Some people will say "strongly agree" to almost anything when they are in favor of it, where other people would say "agree" under the same circumstances. Especially with respect to the intensity questions, there are people who say "very strongly" to every question. This tendency to use or not to use strong adjectives, we shall call "generalized verbal intensity."<sup>28</sup>

Some evidence that this generalized verbal intensity occurred with the final sample can be seen from the shape of the curve in Figure 2. The slope of the curve on the left side is almost a straight line until it nears score group (14-13) where it bends sharply toward the zero point. Students with a score of 15 or more are strongly positive in their attitudes, while those with scores between 9 and 14 have a mildly positive or uncertain attitude, perhaps even a negative attitude. Of course, those who have a content score of eight or lower are critical of counseling services on this campus.

In view of this, perhaps it may be more revealing to analyze the distribution of scores in three groups rather than by a simple dichotomy. As revealed above, the slope of the curve bends rather sharply in two places; in the content score class of 15-16 and in the content score class of eight and seven. Thus three groups seem to emerge. It is patently clear that students whose scores are fifteen or above hold strong positive attitudes toward the Center. Those with scores between eight and fourteen manifest low-favorable, or perhaps mildly negative attitudes. The lower limit of this low-favorable group is unclear, since the zero-point of the

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28. Ibid., p. 65.

scale is somewhere between the content scores of five and ten. The decision to have two favorable groups instead of one is reinforced by the fact that most of the students are concentrated in the higher content scores. This may mean that those whose attitudes are mildly positive may deviate from the majority in some other ways. Obviously the group with scores below seven can be considered as negatively disposed toward the Center. For purposes of analysis these three groups; the favorable, the low-favorable, and the unfavorable will be examined separately.

During and after World War II, Guttman and his associates worked to refine the intensity analysis technique better to find the zero point of attitude scales. Guttman believes his method, the one used here, is far from perfect, but it does provide an objective zero point. It also gives a picture of the relative strength with which an attitude is held.

The Counselor Rating Scales. Part II of the instrument is an attempt to discern the nature of student images toward counselors. In addition, it endeavors to discover the specific content of the attitudes measured by the scale discussed above.

The attitude of the student toward counseling is generally obtained from his contact with a counselor in a counseling situation. How the client reacts to the counselor as a person, the amount and nature of the help the client receives, and the success or failure of the interview are important factors in the formation of attitudes toward counseling services. However, attitudes are not always formed by direct experience with objects or people. They may be obtained second hand, usually, by listening to the experiences of others.



Since this study is concerned with measuring student attitudes toward counselors, it was necessary to discover the required personal qualities of successful counselors. The decision concerning what important ideal characteristics of counselors should be included in a rating scale was decided after a careful combing of the literature. It is not possible to review here all of the ideas that many guidance experts have on the subject of counselors' personal attributes. The opinions of three well known authorities are presented and summarized.

R. J. Bailey devised a long list of counselor qualities in his doctoral thesis. He included the following traits:

1. Fairness.
2. Sincerity.
3. Good character and wholesome philosophy.
4. Health.
5. Emotional stability.
6. Approachability, friendliness.
7. Sympathetic understanding of youth.
8. Social culture.
9. Broad knowledge and interest.<sup>29</sup>

Rachael Cox listed eighteen different attributes necessary for the successful counselor. Her list includes the following qualities:

1. Fairness.
2. Sincerity.
3. Personality.
4. Good character and wholesome philosophy.
5. Common sense.
6. Health.
7. Emotional stability.
8. Friendly.
9. Ability to get along with people.
10. Sympathetic understanding of youth.

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29. Richard J. Bailey, The Preparation, Certification, and Selection of Personnel Workers for the Secondary Schools of the United States, unpublished doctoral thesis, New York University, New York, N. Y., 1944.

11. Interest in people.
12. Flexibility and adaptability.
13. Intelligence, mental alertness.
14. Social culture.
15. Leadership.
16. Awareness of one's limitations.
17. Professional attitude.
18. Interest in guidance and personnel work.<sup>30</sup>

A committee appointed by the National Vocational Guidance Association prepared the following list of personal qualities needed by vocational counselors:

1. A stable and well-adjusted personality.
2. A high degree of intellectual capacity.
3. A fundamental liking for persons.
4. A sympathetic and objective understanding of people.
5. Facility in establishing wholesome, effective, personal, and social relations, including ability to work cooperatively with other people.
6. Ability to stimulate students and colleagues and to challenge their best efforts in working for ends that they come to accept as desirable.
7. Perspective--ability to see and understand the total situation and the separated parts in relation to the whole.
8. An understanding of classroom conditions, teaching responsibilities, and pupil-teacher relationships.
9. Broad general knowledge and wide interests.
10. An understanding of social and economic conditions and influences--general and local.<sup>31</sup>

In surveying the above list of counselor qualities and several more not included here a compilation was made of the attributes in which there seemed to be greatest agreement. These and others devised by the investigator were used to construct the items in the counselor rating scales employed in this study. Several revisions in the wording of these items

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30. Rachael D. Cox, Counselors and Their Work, New York: McGraw-Hill Book Company, Inc., 1945, pp. 115-116.

31. Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Company, Inc., 1945, pp. 508-510.

were necessary in order to make them brief and clear. Items twenty-three through thirty in Part II of the questionnaire were pre-tested in a Psychology class where students were asked to make comments about wordage, clarity, vagueness, and the like. The final revision incorporated these suggestions.<sup>32</sup>

Rating Scales for Counseling Services. To determine what students like or disliked about the services of the Counseling Center, it was decided to construct rating scales similar in form to those used in measuring counselors' personal attributes. It was felt that the response given to these items would give some of the specific content of the attitude measured by the attitude scale in Part I of the questionnaire. The items chosen had to center about the specific services of the Center, for it would be unwise and invalid to measure the kinds of services students obtained elsewhere. To secure a clearer picture of the services being performed by the Counseling Center upon which to base scale items, the writer had several interviews with Dr. William Mann, Assistant Director of Basic College Counseling. Since the statements in the open-ended question originally used to construct the Thurstone scale were rich in content material, they were also examined as sources of ideas for the construction of these scales.

The writer separated student responses which were very specific about the Counseling Center's services from those that were general in nature. With the information from these cards and that obtained from Dr. Mann, a

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32. Appendix E, Part II.

rating scale was devised. The specific items selected for the final scale were those which appeared most frequently in the pre-test student responses, as well as items which counselors thought were important in the operation of the Center. Again, the items were revised several times for greater clarity and brevity. The final revision included items thirty-one through forty. These were pre-tested along with items twenty-three through thirty. The pre-test proved fruitful, for students offered some suggestions for clarifying the meanings in several items.<sup>33</sup>

Background Characteristics of Students (Control Data). One of the problems stated in Chapter I was to determine the factors associated with the dominant set of attitudes students have toward counselors and the Counseling Center. It is difficult to determine these factors a-priori. They can be found empirically with less difficulty.

Many sociologists and social psychologists assert that numerous important attitudes of people are sex linked. Selective cultural conditioning is probably responsible for the two sexes perceiving attitude objects differently. Counselors also suggest that men and women bring different kinds of problems to the Center. Therefore, it would be important to know whether sex differences reflect, in the present investigation, different kinds of attitudes. For this reason the matter of sex was included in the control section of the questionnaire.

It is often asserted that as normal people grow older and mature, they become more capable of solving their own problems. Older people are

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33. Appendix E, Part II.

thought to be more self-reliant and require less assistance from others in solving their problems. Frequently changes in attitude arise as people mature. It is not known whether or not student attitudes toward the Counseling Center change during a period of four years. It may be expected that the longer a student remains in college the greater would be the opportunity for him to use counseling services. Yet, at the same time, the longer he remains in school, the more mature he becomes and the less he should need counseling. Which hypothesis is correct is not known. These hypotheses need to be tested, and therefore the question relative to the age of the student appears among the control items in the questionnaire.

It has been asserted many times that married people often discuss their problems, and through these discussions, solve them. It would be interesting to know whether married students at Michigan State College take their educational, vocational, and personal problems to the Counseling Center or discuss and attempt to solve them largely at home. Certainly, married students must have gone to the Center and it would be important to know how their attitudes toward it compare with that of single students. Therefore, the question bearing on marital status appears as a control item in the instrument.

Counselors at the Center state that a larger proportion of freshmen and sophomores use the Center than do juniors and seniors. Because of their greater experience with the agency, freshmen and sophomores should have more definite attitudes toward it than do upper classmen. Whether this condition actually exists needed to be determined. Furthermore, it would be interesting to ascertain whether the attitudes toward counselors

and the Center change as the student advances through the college classes. To obtain this important information, the question of year in college is included in Part III of the questionnaire.

Students are asked to state their grade point average in this part of the instrument to determine whether or not an increase in grade point average is related to an increasingly more positive attitude toward the Center. In addition, the item was inserted to ascertain the attitudes of students of different degrees of scholastic achievement. Since data that will be obtained from this item may be revealing, it was included in the control section of the instrument.

Each of the seven schools of the college attracts students of somewhat similar interests to the extent that they have enrolled for courses in the same general area. The homogeneity of these students is increased when they are required to take prescribed courses. To test whether such resultant uniformity would be reflected in counselor attitudes the item was included in Part III of the questionnaire. In addition it was added to test whether certain curricula predispose students to regard counseling more favorably.

A modern guidance program is concerned among other things, with helping each student to become more effective in his personal, social, and group relationships.<sup>34</sup> Many school administrators feel that the extracurricular program offered by the school contributes to the social and personal adjustment of the student. Some guidance people would even

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34. J. B. Munson, Chapter II, in Erickson, C., A Basic Text For Guidance Workers, New York: McGraw-Hill Book Company, Inc., 1939, p. 267.

state that the general adjustment of the student is reflected in the amount and degree of organizational participation in campus activities. They argue that well-adjusted students participate to a significantly greater degree in more activities than those who have personal and other kinds of problems. If the above reasoning is correct, students who have greater participation should use the Counseling Center less, at least for personal problems. In addition, they might have more positive attitudes toward the agency since their general superior adjustment would tend to express itself in positive attitudes toward campus organizations and facilities in general. In order to test these assertions an item on extracurricular participation was included in the control section.<sup>35</sup>

Another important control item of this study is that of father's occupation. Social scientists have long sought a simple and general index to the social, economic, cultural background of people. It is now fairly well established that the father's occupation is the best single index of the family's social, economic, and cultural background.<sup>36</sup> In a society that shows an increasing tendency toward the formation of classes and stratified groups, it becomes increasingly necessary for the researcher to examine whatever phenomenon he is studying in terms of this fact. It is conceivable that students who are recruited from different social, economic, and cultural backgrounds might be predisposed to perceive the Counseling Center differently. In addition, since the staff of the

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35. Appendix E, Part II.

36. Paul B. Gillen, The Distribution of Occupations as a City Yardstick, New York: Kings Crown Press, Columbia University Press, 1951.

Counseling Center probably represents a narrow stratum of the society, (middle class) it is possible that its members might react selectively to students of different backgrounds. One of the problems of this study is to determine the relationship between the student's background and his attitude toward counseling.

The size of towns usually affects the size of schools its citizens build. In addition, the size of the community reflects the financial structure of the school and the amount and kind of services the school can offer. Smaller institutions are not able to offer a complete guidance program to their students because of financial limitations. However, lack of counseling services is not confined to small schools. Many larger institutions do not provide such services and the reasons are not always financial. This investigator included the item of community size in the control section not only to ascertain the size of community from which Michigan State College students come, but also the type of guidance services offered by their high schools.

These items were included for several other reasons. The size of communities usually reflect the typical occupational and economic levels of their population. Citizens of larger cities tend to be more heterogeneous in their social, economic, and cultural backgrounds than are people of smaller communities. One of the problems of this research is to examine the attitudes toward counseling held by students from widely separated backgrounds. It is possible for students coming from differently size communities to have different kinds of problems. It also might be contended that students graduating from small rural schools might have



more difficulty in adjusting to a large college campus than would students from large urban areas. Several items in Part III of the questionnaire were designed to furnish data to test these questions.

One of the problems of this study is to determine whether the attitudes of Michigan State College students toward the Counseling Center are influenced or affected by the counseling experiences they had elsewhere. The information given by students who have not had direct experience with the Center at Michigan State College will be analyzed carefully in an attempt to find the origin of the attitudes held. The item asking students to rate their high school guidance program was designed to answer these questions. It was felt that the item might also provide data that would indicate whether changes in attitude occur while students are in college.

A very important problem in this research is to find the number of times students have visited the Counseling Center. This item is intended to test whether there is an association between the number of visits and the attitudes held. The information obtained may help to test whether the attitudes are based on direct experience with the Center or through some other indirect sources. The question may also help to ascertain whether attitudes change with increased use of the Center.

Questions in the control section dealing with the knowledge of the location of the Center; knowledge of its purposes; source of the student's referral to the Center; and their feelings toward enrollment officers were included for informational purposes. They were added also to check the consistency of the attitude scale results as revealed in Part I of the questionnaire.

Some counselors are particularly effective in helping students with a special kind of problem. Their ability may derive from the possession of certain personal attributes, special training, or some other factor. Because of the success of the interviews, a client being assisted by such a counselor would probably hold a favorable attitude toward him and the Center. The opposite condition, or the inability of a counselor to help a client with his problem may induce a negative attitude toward the counselor and the Center. It is important to ascertain whether student attitudes toward counselors and the Center change with different types of problems brought to the agency. To obtain data to answer this question, students were asked to check the kinds of problems they brought to the Center. It does not make any difference whether the counselor's diagnosis of the problem is different from the client's. What is important is the client's own perception of his problem and this is the reason why he is asked to check the nature of the problem in which he needed help.

Students who have had direct experience with the Counseling Center are asked to evaluate the services rendered by the agency. They are asked simply to check the services as excellent, good, fair, poor, or definitely harmful. The data obtained here may serve two functions. First, it may help to determine whether student attitudes toward counseling are due to successful or unsuccessful therapy or to some other unknown factor. The data may also serve as another measure of reliability of the attitude scale. Related to this item is another in which students are asked whether or not they would use the Center again, or if they had not used it before, would they attend it if they were confronted with a problem. The items

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Appendix E., Part

are included in the control section in the hope that they will reveal the sources of any prevailing negative attitude toward the Center. The data obtained here will be associated with the item asking students whether they had visited the Center.

Items sixty-one through seventy in the questionnaire require students to rank in order of preference the use they would make of other personnel agencies on, or off, the campus.<sup>37</sup> Students are asked simply to rank the agency they would first solicit if they had problems in which assistance was needed. The ranking of these service agencies will help to determine which campus or off-campus facilities are deemed important by the student body. The data obtained from these questions may help to answer several of the questions raised by this research study.

The Unstructured Section. Because most attitude and opinion questionnaires are highly structured in nature, the anticipated or hoped-for responses are often times not elicited by those responding to the questionnaire. To overcome this limitation, the investigator included an item in the instrument that would give students an opportunity to express themselves. An open-ended question at the end of the questionnaire asks students to state their reactions and feelings not only to the counselors and the Center, but to the questionnaire itself. A content analysis of the statements will be made to find the specifics of the prevailing climate of opinion toward counseling services at Michigan State College.

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37. Appendix E., Part II.

### The Sample

The problems involved in selecting and drawing the sample are reviewed in this section. In selection of small samples considerable care must be exercised to insure representativeness. For this study considerable thought was given to the size of sample and it was decided that five per cent of the undergraduate students on campus would be polled. This per cent would allow the investigator to reach approximately 600 from 11,658 students in the universe. With a reasonable return expected from those polled, enough cases would be available in each strata to permit statistical manipulation of the sub-groups in the sample.

A proportional stratified sampling technique was used for selecting the sample cases needed to conduct this study. Three strata were decided upon: sex, year in school, and curriculum. In proportional stratified sampling the cases are drawn from each stratum in the same ratio as they occur in the universe. If the strata have different totals, proportionality for each stratum is achieved by drawing its quota ratio of cases from each stratum. This procedure resembles a random sample. The only difference is that proportional sampling offers the investigator assurance that he is obtaining the right proportion of cases from each stratum. Another advantage of the method is that it assures proper representation of at least some of the variables considered important in the study. For these reasons the writer preferred to use proportional stratified sampling as the method for this study.

In preparation for the selection of the sample latest information on the composition of the student body (universe) was obtained from the

college registrar. Since the sample was drawn from the College Student Directory, those students who entered college after the publication of the directory were added to the universe. Before the sample was selected those who had left school or had graduated by the end of the Fall or winter quarter were crossed out from the directory. All necessary precautions were observed in making the Student Directory (or estimating the number in the universe) as accurate as possible.

Having established the parameters of the three strata (sex, year in college, and curriculum) from the information obtained from the registrar, the sample was ready for selection. Students for the final sample were selected randomly by following the table of random numbers which gave the page number in the Student Directory and the number of the student listed on the page.<sup>38</sup> When the student drawn was a graduate student, a special student, a recent graduate, or a drop-out, the name immediately below or above that person was selected alternately. When the parameters for any one of the three strata were filled, any student whose name was drawn or who failed to meet the qualities needed for the unfilled strata was rejected. Still making use of the table of random numbers in selecting cases, names were drawn until the parameters for all three strata were filled. Six hundred and eight students composed the final sample. Table III provides data on the composition of the student body, the parameters of the sample selected, and the composition of the returned sample.

These 608 students were mailed: (1) a printed copy of the questionnaire, (2) a covering letter containing instructions for answering the

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38. Ronald A. Fisher and Frank Yates, Statistical Tables, New York: Hafner Publishing Company, Inc., 1948, Table 32, pp. 104-109.

TABLE III

SEX, CLASS, AND CURRICULUM OF THE COLLEGE STUDENT POPULATION, THE  
SELECTED SAMPLE, AND THE SAMPLE RETURNS, IN PERCENTAGES

Strata	Per cent In College	Per cent In Sample	Per cent of Sample Return
Male*	69.1	69.2	67.3
Female	30.8	30.8	32.7
Freshmen	23.7	24.2	21.1
Sophomores	22.9	22.5	21.3
Juniors	24.5	24.2	25.4
Seniors	26.8	29.1	32.1
Basic College	10.9	10.9	9.0
Agriculture	10.2	10.7	11.9
Business & Public Service	26.9	26.8	25.6
Engineering	9.4	9.5	10.1
Home Economics	5.3	4.9	5.7
Science and Arts	32.7	32.7	33.5
Veterinary Medicine	4.6	4.4	4.2

\* There were 11,658 full-time, undergraduate students at Michigan State College in April, 1951.

instrument and information explaining the purposes of the study, and (3) a self-addressed, stamped, return envelope.<sup>39</sup> All were mailed on April 7, 1951.

39. Appendix E and G.

In the next week 356 or 59 per cent of the questionnaires were returned. These were called the first-wave of the returns. A follow-up postal card was sent out on April 15, 1951 to those who had not completed and returned the questionnaire.<sup>40</sup> It urges them to answer and return the instruments as soon as possible. In the following week, the second wave comprising 108 additional forms was returned to make a cumulative return of 72 per cent. On April 24, 1951 a second postal card was sent out, urging the return of questionnaires.<sup>41</sup> Thirty-four students complied with this request to make a cumulative sample return of 83 per cent. A week later another questionnaire; the original instructions, a self-addressed, stamped return-envelope; and a new letter stressing the urgency of complete returns was sent to the remaining students who had not returned the original questionnaire.<sup>42</sup> Over the following weeks 46 additional students completed and returned the instrument to make a total of 544 returns, or 91 per cent of the original sample.

A return of 92 per cent is unusual in mail questionnaire studies.<sup>43</sup> The writer can only speculate on the reasons for this large return. One possible explanation is that the students might have been interested in the study. As will be shown later, some even feared there was a movement

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40. Appendix H.

41. Appendix I.

42. Appendix J.

43. Mildred B. Parten, Survey, Polls, and Samples, New York: Harper and Brothers, 1950, p. 95.



to remove some of the services of the Center. Further evidence of interest is reflected in the fairly high proportion (56 per cent) of the students who took the time to comment in the open-ended question in Part III of the instrument. In addition, the fact that it was easy to contact non-respondents, most of whom lived in campus dormitories, helped augment the return. Other important factors probably inducing the high return were the attractive format of the instrument, the ease with which it could be answered, and the presige of Dr. C. V. Millard who signed the covering letter.

#### Analysis of Sample Returns

To test the representativeness of the sample return, a comparison was made between it and the original sample for sex, class, and curriculum. Table III presents data for the total college population, sample sent out, and the sample returned. A brief inspection of the table reveals that any differences between the percentages of the three populations may be considered due to chance. To assure that this was the case, a critical ratio was calculated for the largest deviation between sample sent out and sample returned. This existed with the case of seniors where a difference of 3.1 per cent prevailed. The critical ratio of 0.63 indicates that the chances are seventy-three in one hundred that the true difference is greater than zero. This is well below the customary cutting of 2.5. Thus the other smaller percentage differences between the samples also reflect chance differences.



Responses to all items on the questionnaire were punched on standard International Business Machine cards from a pre-coded schedule.<sup>44</sup> A careful and systematic spot check was made of the cards to determine the accuracy with which they were punched.

#### Statistical Treatment of the Data

Most of the data in this research are concerned with the background characteristics of students as related to their attitudes toward the Center. The first problem is to analyze the characteristics of the student body and the distribution of their responses. These data will be presented in tabular form by percentages, and then described. The next problem is to ascertain how differences in student attitudes toward the Center are associated with their background characteristics. The statistical device to examine such types of relationships is the chi-square, which shall be generally applied to the findings. The Chi-square test is designed to determine whether the frequencies of two or more distributions differ from "chance" expectations, or whether the obtained results agree or disagree with findings expected from some other hypothesis. The probability of association between two or more frequencies may be due to chance does not describe how these distributions are correlated. Thus, after testing the degree of association between the variables of the data, the latter are then examined for their degree of correlation.

In order to obtain a measure of the degree of relationship between two variables the coefficient of contingency (C) has been used. The choice

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<sup>44</sup>. Appendix K.

of this measure of correlation rather than some other derives from the fact that  $C$  is based upon the chi-square. It is a relatively simple process to convert the chi-square into a coefficient of contingency. Although the latter is comparable to the product moment  $r$ , the coefficient of contingency tends to be somewhat smaller.

After the over-all distributions are tested for the probability of association and the degree of relationship, the internal distribution of the data have been inspected. Where there seem to be large differences between the percentages of two sub-groups in the tables the differences have been examined to ascertain whether they arise from chance or the operation of other factors. The standard error of the difference between two percentages (critical ratio) is the statistical technique employed in this connection.

This chapter described the methodology and the procedure of this research. It also examined the sample selected for the study. The next problem is to describe the results obtained from the instrument. Perhaps the most important question to be answered first is: What are the characteristics of those students who use or do not use the facilities of the Counseling Center? This will be the focus of attention in the next chapter.



## CHAPTER V



## CHAPTER V

### COMPARATIVE ANALYSIS OF USERS AND NON-USERS OF THE COUNSELING CENTER

In the last chapter some of the characteristics of the student population were ascertained to draw a representative sample for the study. The basic data on sex, class, and curriculum obtained there will be useful in this chapter to determine whether the students who visit the Counseling Center are a select group. It is regrettable that additional information about the universe was not available so that further comparisons could be made between it and the sample of students who used and did not use counseling services. In the absence of additional universe data one may only proceed on the assumption that the representativeness of the sample for the three basic student characteristics may hold for other characteristics as well. If this is true this chapter may provide data on other characteristics of the student population, especially concerning their use of counseling services. Simultaneously, the opposite purpose is achieved, namely, that of finding the attributes of those who do not avail themselves of counseling services.

#### Student Knowledge of Center

The fundamental variable of this chapter is the number of contacts that students had with the Counseling Center. From Table IV which is based on items 55 and 56 of the questionnaire, it may be seen that almost two-fifths (39.7 per cent) of the students have never been to the



Center. Almost **three-tenths** went one or two times, almost one-fifth visited the Center three to five times, and one-seventh went five or more times. The fact that two-fifths have not used the Center apparently is not due to their ignorance of its location on the south campus. Less than five per cent of the students in the sample indicated that they either did not know or were uncertain of the location of the Center.<sup>1</sup>

TABLE IV

FREQUENCY OF VISITS TO THE COUNSELING CENTER AS RELATED TO HOW WELL STUDENTS KNOW THE FUNCTIONS OF THE CENTER, IN PERCENTAGES

Knowledge of Center's Functions	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Good idea	21.9	46.7	77.7	81.3	47.3
Some idea	69.7	51.3	22.2	19.7	48.8
No idea	8.4	2.0	--	--	3.9
Total	100.0	100.0	100.0	100.0	100.0
Number of Cases*	215	152	99	75	541
Per cent of Total	39.7	28.1	18.3	13.9	100.0
$\chi^2 = 134.46$	$P = <.01$			$C = 0.44$	

\* Three no-responses were omitted from this table.

It is possible that some students have not visited the Center because they are uninformed of its functions or purposes. This is not a probable

1. Appendix F, item 54.



explanation because less than five per cent felt they had no idea whatever of the Center's functions. However, that some uncertainty in this area exists among students is evidenced by the fact that almost one-half admitted they had only "some idea" of its purposes. An equal proportion thought they had a "good idea."<sup>2</sup>

It may be hypothesized that the amount of Center usage increases the knowledge that students think they have of the functions of the agency. The data in Table IV substantiate this proposition. That is, the more students visit the Center the greater is their understanding of its functions. This is confirmed by a coefficient of contingency of 0.44 between the two variables. The chi-square reveals that the differences in the table are probably not due to chance. Thus one-fifth of those who did not go to the Center signified they had a good idea of its functions, while over four-fifths of those who went five or more times indicated they had a good idea of its purposes. These data suggest that an effective way to increase student knowledge of the Center is to encourage its greater use.

Table V presents data on the relation between the student's evaluation of the Center and the number of times they visited it. As expected, their evaluation of the Center was high. Seven-tenths rated the Center "excellent" and "good," about one-quarter rated it "fair," and only six per cent believed it to be "poor" or "definitely harmful."

It may well be that with increased contact with the Center, students may develop hostility toward the organization. Items 56 and 59 of the

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2. Appendix F, item 55.



instrument were used to test this hypothesis. The data from these items in Table V suggest, that the hypothesis must be rejected. There is no statistically significant difference in the rating of the Center according to the number of times students have visited it. The P of the chi-square is about seventy per cent, which suggests that the differences in the table are due to chance. There is only a slight indication that among those who rate the services as "excellent," a slightly larger proportion than expected has contacted the Center five or more times.

TABLE V

FREQUENCY OF STUDENT VISITS TO THE CENTER AS RELATED TO THEIR  
EVALUATION OF ITS SERVICES, IN PERCENTAGES

Evaluation of Center	Times Visited Center			
	Once and Twice	Three and Four	Five and More	Total
Excellent	17.4	19.6	24.7	19.5
Good	49.7	54.6	47.9	50.8
Fair	27.5	19.6	19.2	23.5
Poor and definitely harmful	5.4	6.2	8.2	6.2
Total	100.0	100.0	100.0	100.0
Number of Cases*	149	97	73	319
$\chi^2 = 4.57$			P = .70	

\* Ten no-responses are omitted from this table.

It is important to stress here that this study is not concerned with whether the students have accurate knowledge of the functions and purposes of the Center. It is important, however, from the subjective point of view, to know whether the student feels he knows something about the functions of this organization, if he is going to avail himself of its services.

One index of the confidence that students have in the Center is their willingness to use its services (item 60). Table VI provides the data to answer this question for both users and non-users. Both groups are inclined to use the counseling service if and when needed. Almost four-fifths of the students signified they would consult the organization if they needed its help. Only one-seventh were either uncertain or unwilling to contact the agency. About seven per cent indicated a reservation concerning use of the Center, suggesting they would use it only for certain kinds of problems. The general endorsement of the Center as revealed in this table tends to add to the validity of the attitude scale discussed in the previous chapter.

Table VI shows some small but consistent differences in the willingness of students to use the Center's facilities according to the number of visits to the agency. The chi-square of this table is 8.79, indicating the differences between groups may be due to chance factors. Supporting the tendency reported, however, those who have used the Center more, appear slightly more willing to patronize it again. Among those who were unwilling or uncertain about using the organization's facilities, the largest proportions had not visited the Center. For those who specify

patronage for certain problems there appears to be no consistent trends according to number of visits to the Center.

TABLE VI

WILLINGNESS OF STUDENTS TO USE THE COUNSELING CENTER'S FACILITIES, BY THE NUMBER OF TIMES THEY HAVE VISITED THE CENTER, IN PERCENTAGES

Willingness to Use Center Again	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Yes	73.8	81.2	78.4	84.8	78.4
No and Uncertain	19.7	13.3	11.3	11.0	15.0
For Certain prob- lems only	6.5	5.5	10.3	4.2	6.6
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	187	149	97	72	505
$\chi^2 = 8.79$				$P = .20$	

\* Thirty-seven people did not respond to the question and two did not indicate number of visits to the Center.

There has been some speculation as to whether women or men are more favorably disposed toward using counseling services. The data in Table VII indicate that strong sex differences in use of the Center are not present. The P of the chi-square of less than 0.30 signifies that chance factors may be operating. The small sex differences that are apparent tend to suggest that the men visit the Center somewhat less frequently than the women. Approximately thirty-seven per cent of the women visited the Center

TABLE VII  
FREQUENCY OF STUDENT VISITS TO THE COUNSELING CENTER  
BY SEX, IN PERCENTAGES

Sex	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Males (364)	41.5	29.0	17.5	12.0	100.0
Females (176)	36.0	27.0	19.6	17.4	100.0
Total (542)*	39.7	28.1	18.3	13.9	100.0
$\chi^2 = 3.80$				P = .30	

\* Two men did not respond to this question.

three or more times in contrast to thirty per cent of the men. An analysis of the nature of the problems the two sexes brought to the Center reveals that the women are more concerned with problems of enrollment and change of major.<sup>3</sup> It is not surprising to find, then, that the greater proportion of women are No-Preference students who must register with the Counseling Center. The men, on the other hand, are more concerned with problems relating to educational and vocational planning. Since men must look forward to a life-time within an occupation, their greater concern with this area is understandable.

3. The problems reported for the men are as follows: change of school or major, 26.0; enrollment, 19.1 per cent; vocational planning, 19.1 per cent; educational planning, 17.4 per cent; personal problems, 9.7 per cent; other problems 8.7 per cent. The problems for the women were reported as follows: change of school, 30.0 per cent; enrollment, 24.0 per cent; vocational planning, 16.3 per cent; educational planning, 12.9 per cent; personal problems, 8.0 per cent; and other problems 8.2 per cent.



### Indices of Maturity

One of the problems raised in Chapter I was the relationship between "maturity" of the student and his use of counseling services. It is a moot question whether increased age automatically produces greater self-reliance and greater emotional maturity. Although the need for counseling is found among all age groups, nonetheless the assertion persists that older people are more mature and have less need for guidance. This question was investigated for the students included in this study. Three crude indices of "maturity" were used: age, class in college, and marital status. A description of the population for these indices will be presented first and then these will be examined for their relationship to the number of times the Counseling Center was contacted.

Table VIII presents the age distribution of the sample by sex. The most striking fact revealed is that the women are considerably younger than the men. Slightly over two-thirds of the women are under 21 years of age in contrast to almost two-fifths of the men. The age differences are greatest in the 23 years and older group, for 35.9 per cent of the men are in that age category as contrasted to 4.5 per cent of the women. That these age differences are real is evidenced by the P of the chi-square which is less than 0.01.

Table IX demonstrates that the differences in sexual age distribution reflect themselves in the distribution of students in the different college classes. Slightly over two-fifths of the sample are underclassmen. Whereas over one-half of the women are in this group, the men constitute less than two-fifths. Among the seniors, on the other hand, the men exceed the



TABLE VIII  
AGE DISTRIBUTION OF MICHIGAN STATE COLLEGE SAMPLE  
BY SEX, IN PERCENTAGES

Age Groups	Men	Women	Totals
18 years and under	8.7	19.6	12.3
19 to 20 years	28.7	48.4	35.1
21 to 22 years	26.7	27.5	27.0
23 years and older	35.9	4.5	25.6
Total	100.0	100.0	100.0
$\chi^2 = 71.5$	$P = < .01$		$C = 0.34$

TABLE IX  
PERCENTAGE DISTRIBUTION OF MICHIGAN STATE COLLEGE SAMPLE  
ACCORDING TO CLASS RANK, BY SEX

Year in College	Men	Women	Totals
Freshmen	18.9	24.4	21.1
Sophomore	18.3	27.9	21.3
Junior	25.4	25.5	25.4
Senior	37.4	22.2	32.2
Total	100.0	100.0	100.0
$\chi^2 = 14.4$	$P = < .01$		$C = 0.16$

women by 15 per cent. The large chi-square and the P of less than 0.01 indicates that these differences did not occur by chance. The larger proportion of men in the higher age groups and in the upper classes arise from the large number of World War II veterans in the college population.

From the age and class distributions one would expect a larger percentage of men to be married. This is the case, for 18.5 per cent of the men are married, as contrasted to 4.5 per cent of the women.

Turning to the problem of the relation of student "maturity" to use of the counseling service, (items 42 and 56), the expected pattern is found with respect to age. A plurality of non-users, as seen from Table X, is found in the oldest age group of 23 years and older. Whereas those over 23 years old constitute one-quarter of the population, they comprise one-third of those who have never visited the Center. On the other hand, students twenty years and under use counseling facilities somewhat more. Although they are about 47 per cent of the sample, they make up 54 per cent of those who visited the Center three to five times, and 61 per cent of those who went to the Center five or more times. The chi-square indicates that these differences in the table are not due to chance.

The second index of maturity is the student's class rank in college. The close relationship between this index and age was noted above. Table XI portrays the class rank of the sample according to the number of times the Center was visited (items 44 and 56). The data point to a tendency for upper-classmen to visit the Center somewhat less than the under-classmen. Thus, although seniors constitute about one-third of the

TABLE X

AGE DISTRIBUTION OF MICHIGAN STATE COLLEGE SAMPLE ACCORDING TO NUMBER OF TIMES VISITED THE COUNSELING CENTER, IN PERCENTAGES

Age Groups	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Under 18 years	10.7	10.5	19.2	12.0	12.3
19 to 20 years	29.8	36.6	35.4	49.3	35.1
21 to 22 years	26.5	28.1	27.3	26.7	27.0
23 years and older	33.0	24.8	18.1	12.0	25.6
Totals	100.0	100.0	100.0	100.0	100.0
Number of cases*	215	153	99	75	542
$\chi^2 = 23.21$	$P = <.01$			$C = 0.20$	

\* Two did not respond to this question.

TABLE XI

CLASS DISTRIBUTION OF STUDENTS ACCORDING TO NUMBER OF TIMES THEY VISITED THE COUNSELING CENTER, IN PERCENTAGES

Class Rank	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Freshmen	21.9	15.6	23.4	24.3	20.7
Sophomores	13.0	25.5	24.5	33.9	21.5
Juniors	25.8	26.2	25.5	22.9	25.4
Seniors	39.3	32.7	26.6	18.9	32.4
Totals	100.0	100.0	100.0	100.0	100.0
Number of cases*	214	153	98	74	539
$\chi^2 = 25.20$	$P = <.01$			$C = 0.21$	

\* Five students did not respond to item.

students, about two-fifths of them have never visited the Center. Freshmen, on the other hand, seem to go to the Center three or more times, in somewhat larger proportion than their representation in the population. These class differences in use of the Center are probably real differences, for the P of the chi-square is less than .01.

The trends in the table are contrary to expectations. One would assume that since seniors have been on the campus longest, they should have had most opportunity to visit the Center. Actually, the sophomores have visited the Center most. The tendency of sophomores to use the Center more may be due to the inability of many to make final educational and vocational plans. They would be expected to frequent the Center more to enlist the aid of counselors in deciding future life goals. By the same token one may reason that the seniors, once having been sophomores with typical sophomoric problems, should at least have had the same number of counseling contacts as the present sophomores.

Four possible reasons for their apparent deviation are offered here. As suggested above, the greater proportion of the seniors are veterans and therefore somewhat older than seniors would ordinarily be. Thus, they have had greater opportunities to be independent longer and to make decisions concerning their own welfare. A more probable explanation is that since many veterans have been counseled by Army Separation Centers and by the Veterans' Administration they have not needed the services of the Center. Yet another factor to take into consideration is the greater proportion of older veterans who are married. Their marriage may reflect greater stability or certainty in their life plans. Lastly, the fact that

the Counseling Center was less known and less well organized when the present seniors were underclassmen may account for their fewer Center contacts.

#### Academic Interests and Achievement

One of the main problems that students face when they enroll in college is the selection of curriculum or a subject major. Upon arrival on campus some students have fairly fixed ideas concerning their educational programs, while others are rather uncertain of their plans. Once enrolled, it is not uncommon for those with fixed educational goals to alter their plans in the face of new experiences, unanticipated failures, and so on. Likewise, those with amorphous ideas may, with new experiences, suddenly focus on their educational plans. One of the primary functions of the Counseling Center is to help students plan their educational programs. There is considerable speculation whether students in certain curricula have greater need for counseling than students in other curricula.

Table XII presents the distribution for frequency of visits to the Counseling Center by the school in which students are enrolled (items 47 and 56). Since the numbers in many of the categories are small, generalizations must be made cautiously. Yet the chi-square reveals that the differences in the table are probably not due to chance, for the  $P$  is less than 0.01. The data in Table XII indicate that there are no large and obvious variations in the number of visits that students make to the Counseling Center by school of enrollment. Understandably, the outstanding exception to this observation is the No-Preference group in the Basic College who go to the Center three or more times much more than expected.

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According to college regulation counselors at the Center serve as their enrollment officers until their educational aims are specified.

TABLE XII

NUMBER OF TIMES MICHIGAN STATE COLLEGE SAMPLE VISITED COUNSELING CENTER, BY SCHOOL ENROLLED, IN PERCENTAGES

School	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Basic: No-Preference	--	5.8	15.5	26.8	8.2
Agriculture	15.0	13.0	10.3	4.2	12.1
Business and Public Service	25.8	26.0	24.8	31.0	26.4
Engineering	11.3	9.7	10.3	2.8	9.5
Home Economics	7.1	5.2	4.1	1.4	5.2
Science and Arts	35.6	34.5	33.0	32.4	34.3
Veterinary Medicine	5.2	5.8	2.0	1.4	4.3
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	213	154	97	71	535
$\chi^2 = 73.56^{**}$			$P = < .01$	$C = 0.34$	

\* Seven students were uncertain or shifting their school classification, and two did not respond to the item.

\*\* When No-preference students were compared with all students in the other schools of the college (2 x 4 table) the  $\chi^2 = 61.9$ ,  $P = .01$  and  $C = 0.32$ .

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The students of the two largest schools of the college, Science and Arts, and Business and Public Service, visit the Center in proportions roughly equal to their enrollment. Among those who have gone to the Center five or more times students in the School of Business and Public Service are represented in a slightly larger proportion than their contribution to the student population. Those in other schools, especially Agriculture and Engineering, have a smaller representation among the frequent visitors to the Center. Students who enroll in these two schools have already stated their occupational preferences and thus the college presents them with rather fixed curricula. Possibly they may have less need for educational or vocational counseling. This is also somewhat the case for those who are enrolled in Home Economics and Veterinary Medicine.

One of the greatest concerns which students have is their grades. For many, academic performance determines whether or not they will continue in college. Those who perform below their expectations or below those of the college may seek help. One of the purposes for establishing the Counseling Center was to provide assistance to those experiencing academic difficulties. College administrators often advise students on scholastic probation to contact the Center for help.

Table XIII portrays data on the frequency of visits according to the grade point average of the student (items 56 against 46-47). A grade point average from one to two is (D), and regarded as a generally unsatisfactory mark. Points from two to three are in the middle range or (C), while averages three points and above are regarded as superior and excellent achievement. The data in Table XIII show a small relation existing between



TABLE XIII

NUMBER OF TIMES STUDENTS VISITED COUNSELING CENTER ACCORDING  
TO THEIR GRADE POINT AVERAGES, IN PERCENTAGES

Grade Point Average	Times Visited Center				Total
	None	Once and Twice	Three and Four	Five and More	
1.0 to 1.9	4.3	11.6	13.7	22.5	10.5
2.0 to 2.4	43.8	51.5	52.6	42.3	47.3
2.5 to 2.9	34.2	23.3	23.2	28.2	28.3
3.0 to 4.0	17.7	13.6	10.6	7.0	13.9
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	208	146	95	71	520
$\chi^2 = 30.57$		$P = < .01$		$C = 0.24$	

\* Twenty-two did not provide data on grades, and two omitted data on Center visits.

lowness of grades and frequency of visits to the Center. This is confirmed by a coefficient of contingency of 0.24 (uncorrected) and a P of the chi-square which reveals that the differences in the table are not due to chance. In general students with lower grades visit the Center more frequently. Thus, those with grade-point averages below 2.0 constitute one-tenth of the population. Yet this group comprises over two-tenths of those attending the Center five or more times. Those with grade-point averages of three and above are found to be represented by one-half of their proportion in the total population among those who have visited the Center five or more times. Variations in the two middle grade-point groups

are not as large as with the extreme. From these data one may conclude that the Center is apparently functioning according to its stated goal of helping students who have difficulties in educational achievement.

#### Types of Student Problems

Since the Center was designed to help students with problems in addition to those involving educational achievement, they were asked to signify the nature of the problems they took to the agency. On the average, students brought 1.7 problems to the agency. It is important to stress again that these problems are "self-defined" and may not conform to the diagnosis of the counselor. This fact must be kept in mind in the interpretation of Table XIV.

When the frequency of problems brought to the Center were ranked, the problem of change of school or major was highest in frequency.<sup>4</sup> No doubt this partially results from the administrative regulation that students must contact the Center when contemplating a change in curriculum. Enrollment was second highest among the reasons for visiting the agency. This was followed by vocational planning, educational planning, personal problems, and financial problems in that order. If enrollment were omitted from the Table, the majority of the problems brought to the Center would involve curriculum changing and planning. Vocational planning, which is

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4. Table XIV is computed by taking the number of problems and dividing them by the number of students associated with them. The total must add to over 100 per cent. The proportion that each problem is to the total number of problems brought to the Center are as follows: change of school or major, 27.5 per cent; enrollment, 20.9 per cent; vocational planning, 18.1 per cent; educational planning, 15.8 per cent; personal problem, 9.3 per cent; other problems, 6.8 per cent; and financial problems, 1.6 per cent.

closely related to curriculum, would rank third, followed by personal problems. Although the latter ranks fourth in the table, this may be in underestimation. As any counselor knows personal problems, or those of emotional adjustment, are brought to him under the guise of educational, vocational, or other questions. Significantly, less than two per cent of

TABLE XIV

DISTRIBUTION OF TYPES OF PROBLEMS STUDENTS BROUGHT TO THE CENTER  
ACCORDING TO THE FREQUENCY OF THEIR VISITS, IN PERCENTAGES

Nature of Problem	Times Visited Center			
	Once and Twice	Three and Four	Five and More	Total
Enrollment	20.2	43.5	58.6	36.1
Change of School or major	43.0	52.5	52.0	48.0
Educational Planning	17.6	29.3	45.2	26.3
Vocational Planning	20.9	32.4	52.0	31.5
Personal Problem	12.4	16.2	24.0	16.2
Financial	2.0	1.0	6.7	2.7
Other	15.7	9.1	5.3	11.9
Total	131.8	184.0	243.8	172.7
Problems per person	1.3	1.8	2.4	1.7
Number of cases*	153	99	75	327
$\chi^2 = 30.04$	$P = <.01$		$C = 0.22$	

\* 215 students never visited the Center and two did not respond on visiting.

all problems are classified as financial.<sup>5</sup> Apparently, other agencies of the college, such as the office of the Dean of Students and the Placement Bureau, function to meet these financial needs. The frequency and nature of student problems at Michigan State College are probably like those of other students attending similar institutions.

In a research study conducted at the General College of the University of Minnesota, almost two-thirds of the school population was counseled by two clinically trained counselors. Because the counselors had gone out to reach as many students as possible, rather than wait for them to come to the clinic, their finding represented a fair cross-section of the student population. They found that vocational problems occurred most frequently, with educational, social-personal, financial, family adjustment, and health problems following a decreasing order. John D. Darley stated this order of frequency would likely exist at other institutions if the students sampled were representative groups.<sup>6</sup> Though the method used in this research differed from that used at Minnesota, the order of problems found at Michigan State College approximated the order of Minnesota. If enrollment and change of school problems were omitted from the ranking at Michigan State College, the order of student problems would be similar to that found at Minnesota.

Attention will now be directed to the relationship between the nature of the problems and frequency of visits to the Center (items 56 and 58).

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5. See footnote 4 for order of student problems.

6. John G. Darley, Testing and Counseling In The High School Guidance Program, Chicago: Science Research Associates, 1947, pp. 140-141.



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Clearly, the kinds of self-defined problems that students bring to the Center increase with the number of contacts. The differences between the percentages in Table XIV probably did not occur by chance, for the chi-square is large and the P is less than 0.01. Those who went to the Center once or twice averaged 1.3 problems while those who went five or more times averaged 2.4.

Two possible explanations may be made for this increase. First, with increased knowledge of the services offered by the Center, students may feel more inclined to present the staff with additional problems that confront them. Another explanation is that the student's major problem manifests itself in other areas of personal adjustment with increased Center contacts. The first explanation seems to corroborate the previous finding that increased contact with the Center acquaints the student with its many services.

The question arises whether different kinds of problems assume a different rank as contact with the Center increases. Reference to Table XIV indicates that this is partially the case. Thus, enrollment rises in rank from third to first in importance with increased contact with the Center. Similarly, personal problems rise in rank from sixth to fourth place. The latter shift lends some support to the contention that with increasing Center contacts, students gain greater insight into themselves by redefining their problems more realistically. Financial problems rise from seventh to fifth in rank while smaller changes in rank order occur in the remaining categories. It is difficult to explain the shifts in rank position of these problems as contacts with the Center increases.

One may surmise that the student's stated problem may be redefined after initial interviews. This redefinition may encourage the thought that he may need help in resolving several problems. Consequently he may visit the Center more often.

Interpretation of the data can also be made in terms of proportionate increasing or decreasing need for guidance services. Apparently, enrollment problems call for many contact with the Center. Similarly, the need for guidance in educational and vocational planning increases the number of visits. Smaller increases are found associated with personal problems, change of school or major, and financial problems.

It may be hypothesized that if students are well-informed of the counseling services offered by the college they will be motivated to engage the facilities of the Center whenever they need guidance. On the other hand, if students are lacking information or knowledge concerning personnel services offered by the college then the instructors and college officials are responsible for the large number referrals to the Center. Item 57 of the questionnaire was devised to furnish cues to this proposition.

It is clear from data in Table XV that those students who go to the Center, largely go on their own initiative. Over two-fifths of the "referrals" have arisen from the students' own initiative.<sup>7</sup> About one-fifth of the "referrals" are No-Preference students who are obliged to

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7. Table XV is computed by taking the number of problems and dividing them by the number of students associated with them. Thus, the total must add to over 100 per cent. The total of each referral source to the total number of referral sources are as follows: own initiative 42.7 per cent; No-Preference 20.9 per cent; enrollment officers 12.1 per cent; advice of a friend 11.2 per cent; instructors 3.3 per cent; and other sources 9.7 per cent.

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TABLE XV  
SOURCES OF STUDENT REFERRAL TO COUNSELING CENTER BY NUMBER OF  
CENTER CONTACTS, IN PERCENTAGES

Source of Referral	Times Visited Center			
	Once and Twice	Three and Four	Five and More	Total
Own initiative	54.0	68.7	52.0	58.0
Friend	13.0	20.2	13.3	15.3
Instructor	4.6	3.0	8.0	4.6
Enrollment Officer	20.1	11.1	16.0	16.5
Other	13.7	14.2	10.7	13.1
Because I am a No- Preference student	10.5	37.4	53.3	28.4
Total	115.9	154.6	157.3	135.9
Number of cases*	153	99	75	327
Average number of referrals	1.2	1.6	1.5	1.4
$\chi^2 = 38.76$	$P = < .01$		$C = 0.28$	

\* 215 students never visited the Center and two did not respond to the item.

contact the Center and slightly over one-tenth of the referrals each come through the mediation of a friend or enrollment officer. Of course, several sources of referral may operate simultaneously, and there is slight evidence to suggest that more than one referral source is associated with increasing number of visits to the Center. The sources of referral does not change much as contacts with the Center increases. Although self

initiative remains on top as the most frequent "referral" source, the second source changes slightly with Center contacts. Thus, the enrollment officer plays a slightly more dominant role for those who go to the Center once or twice, friends rise in importance as a referral source for those who go three or four times, and both sources tie for second place for those who go five or more times. The chi-square for the table is large and the P is less than 0.01, indicating that the differences in the table are probably real.

The fact that No-Preference students must go to the Center distorts the picture of the other referral sources. If the data were recomputed with the No-Preference students omitted, some changes would probably be found in the relative proportion of referrals from other sources. If this were done, the dominance of the "own initiative" category would be even more conspicuous. Also the role of the enrollment officer in the referral process would also be more outstanding.

All students have enrollment officers excepting those who lack a school preference. In educational planning, the enrollment officers and counselors have analagous tasks. Not infrequently the enrollment officer may refer to the Counseling Center a student who has problems which need specialized attention. It is important in this connection, then, to examine the student's evaluation of his enrollment officer in terms of his experience with the Center (items 56 and 71). From Table XVI it is apparent that the evaluation of enrollment officers for those who have not visited the Center is similar to the evaluation of the total sample. About three-tenths of the students rate their enrollment officers "good"

TABLE XVI

EVALUATION OF ENROLLMENT OFFICER IN TERMS OF FREQUENCY OF VISITS  
TO THE COUNSELING CENTER, BY PERCENTAGES

Evaluation of Enrollment Officer	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Excellent	18.5	15.9	13.7	16.2	16.6
Good	31.7	33.1	29.5	25.0	30.8
Fair	28.0	33.1	33.7	26.4	30.4
Poor	14.7	14.6	14.7	17.6	15.0
Harmful	3.3	.7	4.2	7.4	3.2
Uncertain	3.8	2.6	4.2	7.4	4.0
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	211	151	95	68	525
$\chi^2 = 10.9^{**}$				$P = < .70$	

\* Nineteen people did not respond to this item.

\*\* Chi-square was calculated without the uncertain group.

and an equal proportion rate them as "fair." On the other hand, approximately one-seventh of the students rank their enrollment officer as "excellent" and an equal proportion rank them as "poor." Only three per cent feel that their enrollment officers have handled their educational problems in a definitely harmful manner.

The relation between frequency of visits to the Center and evaluation of enrollment officer is slight. It is likely that the distribution in

Table XVI occurred by chance, for the chi-square is small and the P is less than 0.70. However there is very slight evidence that the evaluation of enrollment officers is more negative among those who have visited the Center most frequently. This is shown by the slight increase in percentage among those who ranked their enrollment officers' work as "harmful" and "poor". It is impossible to determine whether this slightly negative evaluation of enrollment officers by Center visitors results from invidious comparisons of performance between enrollment officers and counselors.

Thus far in this chapter a discussion has been presented of the association of certain factors with frequency of visits to the Center. Among these were some crude indices of maturity, academic interests, educational achievement, and types of student problems. Attention shall now be directed to the relationship of certain "background" factors to the number of visits to the Counseling Center. These factors are the number of extra-curricular activities in which the student participates, his previous experiences with counseling services, the size of community from which he comes, and socio-economic level of his father's occupation.

#### Background Factors

Clinicians and counselors sometimes assert that those who need guidance are often the social isolates; or that participators in formal and informal groups are well-adjusted people who are able to solve their own problems. For this reason the relationship between the number of extra-curricular activities and number of Center contacts (items 49 and 56) has been examined.



No strong evidence is found in Table XVII to support the idea that non-participants in college activities use counseling services more than those who participate. The relationship between the two variables is small as seen by the coefficient of only 0.12. Furthermore the distributions in Table XVII may be due to chance for the chi-square is small and the P is less than 0.50. About three-tenths of the students belong to no campus organization. This ratio holds constant for those who have visited the Center none or five or more times. To be sure,

TABLE XVII

TIMES STUDENT VISITED COUNSELING CENTER ACCORDING TO THE NUMBER OF  
EXTRA CURRICULAR ACTIVITIES REPORTED, IN PERCENTAGES

Number of Activities	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
None	30.6	33.9	28.3	30.7	31.2
One	17.6	22.3	26.3	25.3	21.6
Two	23.6	18.3	14.1	21.3	20.0
Three and more	28.2	25.5	31.3	22.7	27.2
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	215	153	99	75	542
$\chi^2 = 8.62$	P = .50				

\* Two people did not answer this question.

there is some evidence to suggest a slight but inconsistent tendency for high participators to employ counseling facilities less. For example,



among those who have never visited the Center, forty-one per cent belong to one or two organization; as contrasted to forty-six per cent of those who have visited the Center five or more times. The standard error of the difference between these two percentages was found to be 0.82, indicating the chances are seventy-two in one hundred that the true difference is greater than zero. This is well below the cutting point of 2.5, indicative of significant difference. Other standard errors of the differences between extreme percentages in the table were calculated and all were below 2.5. However, since they pointed in the same direction, there seems to be a small negative relationship between number of Center contacts and extra-curricular activities.

It may be assumed that an association should exist between the student's past experience with the counseling services in his high school and frequency of contacts with the Michigan State College Counseling Center. At least three possibilities may be projected. First, with adequate and complete guidance in high school, the student might not need to utilize the college organization. Second, with incomplete or poor guidance in high school the student might seek help from the Center. Still a third alternative is that the lack of previous experiences with a guidance center might condition the student to avoid such services when they arrive on campus. Unfortunately these hypotheses could not be fully tested here. However, the data in Table XVIII presents the association between type of high school guidance services and the number of visits to the Michigan State College Counseling Center.

An examination of Table XVIII reveals that Michigan State College students have been exposed to widely different kinds of high school



TABLE XVIII

TYPE OF HIGH SCHOOL GUIDANCE SERVICES THAT MICHIGAN STATE COLLEGE  
STUDENTS HAD BY FREQUENCY OF VISITS TO COUNSELING CENTER,  
IN PERCENTAGES

Type of High School Guidance Program	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Complete services	20.4	27.6	27.6	24.7	24.3
Tests and inter- views	14.5	15.2	15.3	17.8	15.3
Tests alone	25.7	20.7	31.6	20.5	24.7
Occasional group advice	48.5	40.7	46.9	39.7	44.7
None	19.4	20.7	12.2	24.7	19.1
Other	4.9	4.1	4.1	4.1	3.2
Total	133.4	129.0	137.7	131.5	132.3
Number of cases*	206	145	98	73	522
$\chi^2 = 8.53^{**}$				P = .20	

\* Twenty-two students did not answer the item.

\*\* Chi-square for this table was computed from a 3 x 4 table:  
complete services, some services, and no services against  
the number of visits to Center.

guidance services. Almost one-fifth of those in the sample signified that their high school had no guidance services whatever or that only occasional group advice was given in the classroom.<sup>8</sup> At the other extreme

8. Table XVIII is computed by taking the number of guidance services and dividing them by the number of students associated with them. Thus, the total must add to over 100 per cent. The ratio of particular types of high school services to the total number of services reported are as follows: complete services 16.3 per cent; tests and personal interviews 11.5 per cent; test but no interviews 18.6 per cent; occasional class advice 38.8 per cent; other types of services 3.3 per cent; and no services 14.4 per cent.

almost one-quarter reported being exposed to complete guidance services. An equal percentage indicated that their high schools administered tests, but that test results were not explained to them in personal interviews. The latter was done, however, with about fifteen per cent of the students.

Table XVIII suggests a slightly positive but inconsistent association between past experience with guidance services and frequency of contact with the Center. Apparently, those who had complete high school guidance services tended to have slightly higher representation among those who frequented the Center. Conversely, those who had only occasional group advice in high school tended to frequent the Center somewhat less. This also held for those who had taken tests but did not receive test interpretation. An over-all interpretation of the table suggests that those who had been exposed to some counseling services showed a greater tendency to use them again while others had slight avoidance tendencies. The relatively high P of 0.20 of the chi-square however shows that this conclusion must be accepted with great reservation.

Perhaps more important than the number of guidance services offered by the high school, is the student evaluation of those services. It is possible for meager services to be highly appreciated and for thorough services to be deprecated. Table XIX portrays the student's evaluation of high school services as associated with number of contacts with the college Center. The data was collected from items 53 and 56 of the questionnaire. One-third of the students evaluated the guidance program of their high school as either "good" or "excellent," slightly over one-quarter rate them "fair" and almost two-fifths rate them "poor" or

TABLE XIX

EVALUATION OF HIGH SCHOOL GUIDANCE FACILITIES BY STUDENTS ACCORDING  
TO THE NUMBER OF VISITS TO THE COUNSELING CENTER,  
IN PERCENTAGES

Evaluation of High School Guidance	Times Visited Center				Total
	None	Once and Twice	Three and Four	Five and More	
Excellent and Good	33.2	35.0	28.7	36.2	33.1
Fair	31.4	24.8	28.7	17.2	27.0
Poor and Harmful	35.4	40.2	42.6	46.6	39.9
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	169	117	87	58	431
$\chi^2 = 5.92$				P = .50	

\* Those 104 students who reported no high school guidance service were omitted from this total, as well as seven who did not rate the items, and two who did not visit the Center.

"harmful." The dominant rating is quite negative. Since these data are probably related to the data in Table XVIII, it is not surprising to find that no statistically significant association exists between evaluation of high school services and visits to the Center. This is confirmed by a small chi-square value. Thus in the rating of "excellent" and "good," small fluctuations in percentages exist by number of Center contacts. However, there is a slight trend for those who rated their high school services as "poor" or "harmful" to patronize the Center more. Inasmuch as this group constituted two-fifths of the sample, their increased contact with the Center is all the more interesting. Apparently, the campus

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counseling staff is devoting somewhat more time on those who feel they had inadequate guidance in their high schools.

In this connection it is noteworthy to find a close association between size of community from which the student comes and the type and quality of guidance and counseling service he encountered. As seen in Table XX, the proportion of "complete" guidance services reported rises steadily with the size of the community, but drops for communities having over 100,000 people. Conversely, the reporting of no services falls with increasing size of community, but increases for those cities containing over 100,000 people. Apparently, irrespective of the size of the community, classroom guidance (group advice) is the main-stay in counseling services of high schools. However, according to the data in this study the best over-all counseling programs are found in medium size cities of 25,000 to 100,000 people.

It is difficult to explain the apparent drop in complete guidance programs in cities over 100,000 people. A possible explanation might be the diversity of programs existing in these cities, ranging from little or no service to complete programs. In addition the cost for instituting complete guidance services may be prohibitive in large communities, and therefore makeshift programs are instituted. It is possible for these students not to recognize the "completeness" of the programs because many of the special guidance services (placement, and so on) might be vested in different individuals.

One of the problems stated in Chapter I was to test whether students who come from different sized communities varied in their patronage of the



TABLE XX  
TYPE OF HIGH SCHOOL GUIDANCE SERVICE BY SIZE OF COMMUNITY,  
IN PERCENTAGES

Type of High School Guidance Program	Size of Community					Total
	Under 5,000	5,000- 10,000	10,000- 25,000	25,000- 100,000	100,000 and over	
Complete services	7.8	18.6	21.0	24.7	20.0	18.3
Tests and interview	12.7	15.7	14.0	8.8	8.5	11.5
Tests alone	20.5	16.7	16.0	20.3	18.2	18.7
Group advice	35.0	26.4	32.0	34.8	37.0	33.8
None	19.8	16.7	14.0	9.5	12.7	14.4
Other	4.2	3.9	3.0	1.9	3.6	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of services	166	102	100	158	165	691
$\chi^2 = 29.87$			$P = 0.05$		$C = 0.20$	

Center. Table XXI, obtained from items 51 and 56, presents the data associated with size of community and frequency of visits to the Center. From it we note that almost one-quarter of the students in this sample come from communities numbering less than 5,000 people. An equal percentage originate from metropolitan communities whose populations are over 100,000. Roughly one-quarter each come from communities between five to twenty-five thousand and from cities of twenty-five to one hundred thousand. The differences between the percentages in the table are probably not due to chance for the chi-square is large and the P is less than 0.05.

TABLE XXI

FREQUENCY OF VISITS OF STUDENTS TO THE COUNSELING CENTER AS RELATED  
TO THE SIZE OF THEIR HOME COMMUNITIES, BY PERCENTAGES

Size of Community	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Under 5,000	24.4	24.5	19.2	25.7	23.6
5,000 to 10,000	9.4	19.2	13.1	16.2	13.8
10,000 to 25,000	11.7	15.9	14.1	20.3	14.5
25,000 to 100,000	26.3	21.2	19.2	21.6	22.9
100,000 and over	28.2	19.2	34.4	16.2	25.2
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	213	151	99	74	537
$\chi^2 = 21.14$			$P = <.05$		$C = 0.19$

\* There were seven "no-responses" to this item.

The over-all pattern of Table XXI is somewhat fluctuating. Students coming from communities of 5,000 to 25,000 tended to visit the Center somewhat more than their proportions in the population. Those from cities over 25,000 tended to be represented in slightly greater proportions among those who have not been to the Center. A possible explanation for this fluctuating pattern may be hazarded. As may be seen in Table XX, students who come from smaller communities have been exposed to poorer guidance services. They probably want to know something about their abilities and interests, and go to the Center for test and test interpretation. Having obtained these, they no longer seek additional help. The rise in

percentage of those who have gone to the Center five or more times are probably the No-Preference students in this group.

The pattern for students from larger communities is almost the reverse of that seen for students coming from smaller communities. Metropolitan students are more evident among non-visitors to the Center and especially among those who go three and four times. The predominance of people in the latter category appears to be significant statistically, when compared to those who visited the Center once or twice. The standard error of the difference between the two percentages is 2.7. A special analysis of the metropolitan students who went to the Center three and four times revealed that they were largely young underclassmen who were concerned with enrollment problems and changes of school or major. They generally rated their enrollment officers as "fair" and their high school counseling as "fair" and "poor." As explained in Table XX, guidance services in metropolitan areas were reported to be generally inferior to that in medium sized cities. Perhaps it would be more accurate to say there is a larger range of quality of services in metropolitan schools. Thus the group which has been exposed to poor guidance services in larger cities might seek them when arriving on campus.

The last background factor to be compared with the frequency of Center contacts is the occupation of fathers (items 50 and 56). Perhaps students reared in different socio-economic strata may have different need for counseling services. It is sometimes assumed that families in upper levels furnish children more adequate guidance than families in lower socio-economic levels. From Table XXII the selective occupational

character of the college population can be noted. Over 70 per cent of the students have fathers who are "white-collar" workers. Of these 23 per cent are professional and 32 per cent are businessmen and 15 per cent are clerical workers. Children of manual workers comprise one-fifth of the student body represented in the study while children of farmers constitute but eight per cent of the student body.

TABLE XXII

FREQUENCY OF STUDENT VISITS TO THE COUNSELING CENTER BY THEIR FATHERS' OCCUPATION, IN PERCENTAGES

Father's Occupation	Times Visited Center				
	None	Once and Twice	Three and Four	Five and More	Total
Professionals, Proprietors, and Managerial	56.9	55.3	58.6	56.2	56.6
Clerical and Sales	14.3	12.1	14.1	21.9	14.7
Farmers	9.0	10.7	4.0	8.2	8.4
Manual Workers	19.8	21.9	23.3	13.7	20.3
Total	100.0	100.0	100.0	100.0	100.0
Number of cases*	211	150	99	73	533
$\chi^2 = 9.01$				$P = 0.50$	

\* Eleven people did not answer this question.

Table XXII reveals no strong and statistically significant association between socio-economic level of family and number of Center contacts. The differences in the table are due to chance--the P of the chi-square

being 0.50. The significance of small variations in the table must be approached with extreme caution. Thus, there is a slight tendency for the children of clerical workers to be over-represented among those who visit the Center five or more times. If they are typical of the lower middle class from which they are derived, they probably have occupational aspirations higher than their fathers' occupations. Their greater motivation to succeed might inspire them to seek more help in planning their careers.

Children of manual workers reveal a very slight trend to frequent the Center more than average for those who frequented the Center three or four times. They have a somewhat smaller proportion among those who have visited the Center five or more times. The same explanation applied to children of clerical workers may apply to manual workers' children with the important exception that there is a smaller tendency for the latter to use the Center heavily. Perhaps their drop-out rate is greater, thus reducing their percentage among the most frequent visitors. However, this is pure speculation.

By way of conclusion an examination of the students' comparative evaluation of the Counseling Center with other counseling resources (item 72) will be made. Although this study focuses on the Counseling Center, students obviously contact other sources in seeking solutions to their problems. In Table XXIII some of the more common agencies and sources for counseling found on the campus and elsewhere are listed. The students were asked to rank the priority of sources they would consult when confronted with problems. By locating the rank position of the Counseling Center something may be learned of its importance in the lives of the student.

The data in Table XXIII are difficult to analyze since all of the students did not rank all of the sources. In order to overcome this difficulty the investigator ranked the sources in terms of the number of students who ranked them. Then the rank position of the mode for each

TABLE XXIII

RANKING OF COUNSELLING RESOURCES BY RANK POSITIONS OF THEIR MODES  
AND NUMBER OF RANKERS

Resource	Number of Rankers	Cases in the Mode Position	Rank Position of Mode
Family	426	267	1
Friends	405	154	2
Counseling Center	398	101, 99	3 and 2*
Instructor	321	54, 53	4 and 3*
Close relatives	267	54	5
Church officials	266	42	6
Dean of Men or Women	253	56	8
Psychology Clinic	228	70	9
Dormitory Counselor	202	39	7
Other	89	36	10

\* This appears to be a bi-modal distribution.

counseling resource was computed. Thus the relative strength of the mode could be judged by the number of cases in it. That this procedure is somewhat justified is borne out by the fact that the ranking of counseling



resources by the number who ranked that resource corresponds generally with the mode rank of that resource. The primary methodological reservation of the results obtained derives from the fact that the students were perhaps somewhat "over-focused" on the Counseling Center when they compared it with other counseling resources. However, the direction of this "over-focus" can not be ascertained clearly. The general positive attitude toward the Center may have distorted the ranking toward the positive pole.

In Table XXIII it is evident that students generally turn to their families first to seek counsel and secondly to their friends. The Counseling Center clearly ranks in third place. Although close relatives and instructors follow immediately, these resources appear to be relatively less important to the student, for fewer students ranked them. Also fewer cases were found in their modes. Church officials do not appear to be an important counseling resource, for they ranked sixth and only forty-two students were found in the mode. Relatively rare sources of guidance are the Deans, the Psychology Clinic, and Dormitory counselors.

#### Summary

This chapter has been devoted to an analysis of the characteristics of students who have and have not used the counseling facilities at Michigan State College.

In eleven out of nineteen tables in this chapter the distributions probably did not occur by chance, for the chi-square values were large and the probabilities (P's) that such distributions would occur by chance were low. In the remaining tables distributions were probably due to

chance and extreme caution was exercised in interpreting the data. In the latter tables large deviations in particular cells were noted for what they could tell about particular sub-groups.

Some of the more important results of this chapter may be summarized. Sixty per cent of the students who returned their questionnaires had used the facilities of the Counseling Center on one or more occasion. Of this group, those who had three or more contacts with the agency had better knowledge of its functions. They were also more willing to use the Center again. Among these frequent visitors to the Center the women and students under twenty-three years of age were represented somewhat greater than their proportions in the student body. In line with this trend, sophomores made greatest use of the counseling facilities. In addition, there was a slight tendency for students majoring in the School of Business and Public Service and in Science and Arts to visit the Center more than students enrolled in the other schools. As was expected, those with lower grade point averages contacted the Center more than did those with higher scholastic grades.

The frequency of student-stated problems brought to the Center were in this order: change of school or major, enrollment, vocational, educational, personal, and financial problems. The data generally suggested that students who used the Center on different occasions went there because they had more than one problem. These students usually went to the Center on their own initiative.

A small negative relationship existed between the number of times the student visited the Center and the number of his extra-curricular



activities. A large majority of students stated their high schools offered them little or no assistance with their problems. Apparently, the best high school guidance programs were found in medium size cities. The data also revealed a tendency for students who had some high school counseling to make greater use of the guidance facilities on this campus. However, those who rated their high school counseling lowest also tended to use campus facilities more. Thus those who came from larger cities tended to make greater use of the Counseling Center.

There were no significant associations between the students' socio-economic levels and the number of visits they made to the Center. When asked where they would first go if they were confronted with a problem while on campus, students preferred the assistance of their families first, their friends, next; and the Counseling Center, third. Other campus agencies were farther down the list of students' preferences.

The next chapter is devoted to a discussion of the prevailing climate of student opinion toward the Counseling Center, and the associations that may exist between their background characteristics and their attitudes toward the Center.

## CHAPTER VI



## CHAPTER VI

### STUDENT ATTITUDES TOWARD THE COUNSELING CENTER

The previous chapter was concerned with the characteristics of those who used and did not use the counseling facilities at Michigan State College. This chapter has two purposes. The first is to describe the dominant attitudes that students have toward the Center. The second is to discover the distinguishing characteristics, if any, of students who differ in their attitudes toward the Center. To realize the first purpose an examination of the over-all results of the attitude scale will be presented followed by an analysis of its segments.

#### Analysis of Attitude Scale Scores

Unlike the Thurstone scale, the method in deriving the scale used in this study permits analysis of over-all scores and examination of the results of individual items. Turning attention to the over-all results of the scale, it is clear from Chapter IV that the students at Michigan State College have a highly positive attitude toward the Counseling Center. The positive evaluation is so pervasive that it is found in all major segments of the student body. The highest possible score on the scale which reflects the most positive opinion of the Center is twenty-two and the lowest possible score is zero. The mean score for the Michigan State College student body was 18.44 with a standard deviation of 4.36. Obviously, the distribution has negative skewness.

Due to the distribution of the attitude scale scores, it was decided to divide the students holding positive attitudes into two groups, favorable and low favorable (Figure 2, Chapter IV). This was done because the intensity curve evidenced a break in the scores of students who held positive attitudes toward the Center.

The group scoring fifteen and above, comprising 84 per cent of the sample was called the strongly favorable group. Only a minority of sixteen per cent of the students exhibited a low positive, ambivalent, or somewhat negative attitude toward the Center. Those who scored below fifteen were considered a single group because they lacked strong approval of the Center characteristic of the large majority. Wherever feasible this group was divided into two sub-groups. Students who scored from zero through eight were identified as having unfavorable (negative) attitudes toward the Center. They constituted only six per cent of the total population. The second sub-group, those who had scores of nine through fourteen, were called the low favorable or ambivalent group. Their chief attribute seemed to be a lack of real confidence in the Center or a doubt of its usefulness. They comprised almost ten per cent of the student body. Thus the over-all picture of student attitudes toward the Center is as follows: over four-fifths exhibited strong positive attitudes, one-tenth exhibited low-favorable attitudes, and six per cent had definitely negative attitudes. Later in the chapter an attempt will be made to isolate the social characteristics of the favorable, low-favorable, and unfavorable groups.



The responses of students to particular items of the attitude scale will now be examined. A word of caution is necessary before attempting to do this. The methodology utilized in deriving the scale is not primarily concerned with the content of the attitudes found in specific scale items. Thus an elaborate analysis of the content of scale items is not in order. Items were selected for what they contributed toward a total attitudinal score and not for their content. Nonetheless, this research is interested in a particular student body and a specific organization. Any available cues of the organization's evaluation should be considered. Admittedly, the cues are few in variety and must be supplemented by analysis of qualitative materials. This will be systematically done in a later chapter.<sup>1</sup>

Several attempts were made to arrange the items of the scale in a "meaningful" way. Since no single method seemed entirely satisfactory, positive and negative items were grouped in order of the magnitude of their scale (S) values. Then the per cent responses in the "strongly agree" and "agree" choices of the positive items were totaled, and the same was done for the "strongly disagree" and "disagree" alternatives for the negative items. Interestingly enough, it was found that the more negatively phrased items (items with increasing S values) engendered proportionately greater disagreement responses. Students tended to reject strong negative items in somewhat larger proportion than they accepted strong positive items. Thus, while 47 per cent strongly disagreed with item number seven which had the largest S value (most negative item), only

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1. See Chapter IX.

twenty per cent strongly agreed with item number nine which had the smallest S value (most positive item). The same trend was found for other items. Mild endorsement of positive items and strong rejection of negative items seemed to be the pattern.

The percentage distributions of responses made by students in the sample to each scale item are found in Table XXIV. Items nine and one constitute clear endorsement of the Center in general. Three-quarters and seven-eighths of the students, respectively, agreed with these items. A typical comment taken from Part III of the questionnaire represents this endorsement:

The Counseling Center at Michigan State College is a most excellent service. I know great numbers of students who have been helped, comforted, and saved by the Center. The impersonality of our mass educational system of today is somewhat alleviated by the counselors who sincerely care what happens to the individual student. In my opinion the Counseling Center is a very efficient and necessary part of the college structure.

Items twenty and eleven focus specifically on the functions of the Center to meet student needs and problems of adjustment. The "agree" responses of the two items were averaged and it was found that they came to over eighty per cent of the total responses. Items five, seventeen, fifteen, and eighteen also focus on the services that the Center meet. The percentage of agreement responses to these items range from seventy to eighty-eight per cent. The higher percentage of approval is maintained when students are asked to react to statements concerning the service functions of the Center, rather than to the Center in general. A typical comment made by a male who was a Junior and majoring in Social Service was:

TABLE XXIV

DISTRIBUTION OF STUDENT RESPONSES TO ITEM CATEGORIES OF THE COUNSELING  
ATTITUDE SCALE, IN PERCENTAGES

Scale Value	Item Number and Item Content	Strongly Agree (SA)	Agree (A)	Uncer- tain (?)	Dis- agree (D)	Strongly Disagree (SD)
0.83	1. I think the Counseling Center is a great asset to Michigan State College.	35.3	50.2	11.2	2.2	1.1
10.42	2. I feel the Counseling Center is highly inadequate to solve any kind of problem.	0.4	2.2	14.9	53.3	29.2
4.09	3. Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful in straightening them out.	32.3	58.4	8.9	0.6	0.0
10.07	4. The Counseling Center's efforts to help students are impractical and inefficient.	1.3	2.9	11.9	58.6	25.2
2.33	5. I believe the Counseling Center is helpful in assisting students with their problems.	23.9	63.9	9.6	2.2	0.4
2.85	6. Talks with counselors at the Center are tension releasing if nothing else.	22.1	44.5	28.1	4.6	0.7
10.47	7. It is a complete waste of time to go to the Counseling Center.	0.7	0.9	7.5	43.7	47.1
3.04	8. I feel the Counseling Center can be helpful to students needing counseling if they properly use its services.	41.2	51.8	5.9	1.1	0.1

Continued next page

TABLE XXIV -- Continued

Scale Value	Item Number and Item Content	Strongly Agree (SA)	Agree (A)	Uncertain (?)	Disagree (D)	Strongly Disagree (SD)
0.66	9. I regard the Counseling Center a very efficient and necessary part of the college.	20.0	54.8	18.6	5.7	0.9
10.48	10. I feel that I can not trust anyone at the Counseling Center to help me.	0.6	1.8	9.4	47.6	40.6
1.81	11. I regard the Counseling Center a purposeful organization that is serving people with problems of adjustment.	22.6	63.9	11.8	1.5	0.2
9.32	12. The Counseling Center is not effective in helping No-Preference students.	1.1	3.5	22.4	47.4	25.5
8.79	13. I believe the Counseling Center does not adequately interpret test results.	1.3	4.6	39.9	41.4	12.9
10.25	14. The Counseling Center is a poor excuse for a clinic where students may take their problems.	1.1	2.8	12.7	56.9	26.5
2.44	15. I believe the Counseling Center is a good device for advising students with their problems.	20.2	65.2	11.6	2.8	0.2
10.20	16. The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there.	0.6	3.9	11.6	58.3	25.7

Continued next page

TABLE XXIV -- Concluded

Scale Value	Item Number and Item Content	Strongly Agree (SA)	Agree (A)	Uncertain (?)	Disagree (D)	Strongly Disagree (SD)
2.36	17. I think more students should take advantage of the services the Counseling Center offers.	36.8	44.5	16.5	1.7	0.6
2.45	18. I believe the tests used by the Counseling Center are worth-while taking.	21.7	48.3	26.8	2.8	0.4
10.27	19. I believe the Counseling Center is simply not interested in students or their problems.	0.2	1.3	6.1	47.8	44.7
1.62	20. I recommend the services of the Counseling Center to all who need help.	28.9	48.3	15.9	5.7	1.1
3.62	21. I feel that our Counseling Center does enough good work to warrant its existence.	35.1	48.2	12.5	2.8	1.5
10.25	22. There is a complete lack of organization at the Counseling Center -- one always gets the run around.	0.7	2.4	31.4	48.3	17.1

It's a purposeful organization that is serving those individuals with problems of adjustment, whether they are in social, personal, or vocational areas. A service that more students could benefit from if they would only use the facilities offered. Most schools should be equipped with Counseling Centers.

Turning to items on the scale that are less positive (those which have higher scale values), it is seen that they tend to put qualification on the services performed the Center. Items six, eight, twenty-one, and three fall in this category. There is a higher average agreement among these items than on those already discussed. The average approval percentage of these qualifying items is 83.4 per cent. As a sophomore Home Economics major commented:

I have had some contact with the Counseling Center in the form of taking tests and discussions with one of the counselors. Perhaps the tests are helpful, but I think they are usually as you would have them answered, whether this is intentional or not. The talks with the counselor are tension-relaxing if nothing else.

Another student who used the Counseling Center's facilities on several occasions stated:

In my contacts I have found satisfaction in what was done in the way of tests and interviews. There seems to be main stress on vocational guidance and not quite enough on the complete adjustment of the person. It also seems that one obtains better guidance if he is recommended by one of the faculty.

The negative items of the attitude scale will now be examined in the same manner as above. Items twelve and thirteen have the lowest scale values among the negative items. They are concerned with the inability of the organization to meet the needs of No-Preference students and interpreting tests properly. In general, students disagreed with these criticisms. The average of the disagreement responses of the two items is almost sixty-four per cent. The lowness of this figure is in part due to the rather

large per cent of those who were not certain or ignorant of the Center's effectiveness in dealing with these tasks. A senior in the School of Business and Public Service complained:

I was in No-Preference for two years and I don't feel I was helped at all. I finally asked to take some tests, but they didn't show much, nor did the counselor bother with them much either. In my opinion the Counseling Center failed as far as vocational help was concerned. The only thing that it did was to enroll me every term while I was a No-Preference student.

A similar reaction was elicited from a sophisticated freshman majoring in Home Economics:

I don't have too high an opinion of the Center. The counselor I was assigned to, apparently was unfamiliar with the objectives of problem-solving other than the routine process of giving a series of tests. Even then he gave poor interpretation of the test results.

The remainder of the negative items (4, 16, 14, 22, 19, 2, 7, and 10, in order of increasing scale values, were more directly critical of the organization. Students responded by a greater amount of disagreement to them. The percentage disagreement ranged from 65.4 to 92.5 per cent, with an average of 83.8 per cent. Apparently, the small group of students who agreed or strongly agreed with these negative items may be the source of some of the audible, negative opinions heard about the Center. On the basis of informal interviews with students, and from a cursory inspection of the free responses gathered for the Thurstone scale, negative comments concerning the Center appeared with greater frequency than the present results indicate. On the basis of this, one may venture to suggest that students with critical attitudes may be somewhat more vocal than those satisfied with the Center's services. It appears, however, that most students do not support these negative but more vocal opinions. They may

tolerate them, but really do not endorse them. Such statements as the following, then, are to be regarded as atypical, or at most, representative of a small minority. Expressive of this is the diatribe of a Psychology major:

From experience the Center "stinks." It is highly inadequate and I believe that most of the counselors are very inadequately trained. I seriously doubt and know for a fact that many of the counselors have had no background in Psychology. It is necessary for a Counseling Center or Clinic to have at least a few Ph. D.'s who are clinical psychologists--this Center has none.

Still another student who is majoring in Agricultural Engineering wrote:

I do not think much of the Counseling Center as a direct help to students. It's just a waste of time. When a student goes for advice and help he doesn't find out anything he didn't already know. The Center tells the student what to do but not how to apply these methods; which I believe, is most important. I don't think that the people over there are really interested in students.

The distribution of the students' responses to specific positive and negative items is less meaningful than an analysis of which students respond positively or negatively to the Center. The second purpose of this chapter is to discover what kinds of students hold these varying attitudes. Before this is done, student responses to two questions will be analyzed for their association with scores on the attitude scale. The response to these questions serve as crude indices of the reliability of the Counseling Attitude Scale. The questions are:

1. What kind of rating would you give the Michigan State College Counseling Center for the service you received? (Item 59).
2. Would you use the Counseling Center (again) if you needed its services? (Item 60).



Table XXV presents the data in response to question 59 in the scale. It is clear that there is a close association between the general rating of the Center and the scores on the attitude scale. Four-fifths of those

TABLE XXV  
EVALUATION OF THE COUNSELING CENTER BY GROUPS WHICH DIFFER  
IN ATTITUDES TOWARD IT

Evaluation of Center	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Excellent	6.3	--	22.5	19.4
Good	6.3	18.2	57.2	50.7
Fair	25.0	60.6	18.9	23.4
Poor and Harmful	62.4	21.2	1.4	6.5
Total	100.0	100.0	100.0	100.0
Number of cases*	16	33	275	324
$\chi^2 = 66.4$	$P = < 0.01$		$C = 0.41$	

\* Three people did not answer this question and are added to the no-response group.

who scored fifteen to twenty-two (favorable) on the scale evaluated the Center as "good" or "excellent." Seven-eighths of the students whose attitude scores reflected unfavorable attitudes toward the Center evaluated the Center as "fair," "poor," or "harmful." The low favorable group in terms of attitude scores generally ranked the Center as "fair." That the results in Table XXV are not chance ones is reflected in the P of the chi-square which is significant at less than the one per cent level. When the



chi-square is converted into a coefficient of contingency, the correlation of 0.41 is obtained. Coefficients of contingency usually underestimate the correlation as reflected by the Pearsonian  $r$  (see Table XLIII Chapter 7). For example in a  $4 \times 4$  table,  $C$  cannot exceed 0.866.<sup>2</sup> The coefficient of contingency of 0.41 in Table XXV when corrected becomes 0.49, indicating a substantial relationship between the two evaluations of the Center.

Another test of the consistency of the counseling scale is the professed willingness of students to patronize the Center for needed services. The data for this "action" index are displayed in Table XLIV. Here again a marked correlation of 0.51 (uncorrected) is found between attitude toward the Center as reflected by the scale and inclination to patronize the institution. Of the favorable group seven-eighths would use the Center, while less than one-fifth of the unfavorable group would do so. The general favorable attitude of the student body as a whole is indicated by the relatively low percentage of the unfavorable group who flatly indicate a refusal to patronize the Center if in need. Over two-fifths of this group state an "uncertain" response.

Further general approval of the Center is evidenced by the fact that over one-half of those in the low-favorable group said they would use the Center again. Their reservation toward the Center is exhibited in the larger percentage who would visit the Center only for certain kinds of problems. The most adequate index of differences among the three groups

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2. Allen L. Edwards, Statistical Analysis for Students in Psychology, New York: Rhinehart and Company, Inc., 1946, pp. 122-123.



is the rising percentage of "uncertain" responses as one moves from the favorable to unfavorable groups.

The distribution of these data is statistically significant, for the P of the chi-square is less than one per cent. The coefficient of contingency, when corrected, becomes 0.60. Actually the general results of Table XXVI are not surprising in view of the findings of the previous chapter. There it was found that those inclined to use the Center's facilities have actually done so more frequently than those disinclined. Apparently knowing something about the agency's functions and finding them useful would predispose this group to have a favorable attitude toward the Center.

TABLE XXVI  
WILLINGNESS OF THREE ATTITUDE GROUPS TO CONSULT  
THE COUNSELING CENTER

Inclination to Use Center (again)	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Yes	19.3	52.0	86.1	78.3
No	29.0	1.8	--	2.2
Uncertain	42.0	31.4	8.3	12.8
For certain problems only	9.7	14.8	5.6	6.7
Total	100.0	100.0	100.0	100.0
Number of cases*				
$\chi^2 = 175.4$		$P = < 0.01$		$C = 0.51$

\* Thirty-nine students did not respond to the question.

Association of Student Background Characteristics To  
Attitudes Toward The Center

Attention is now directed to the relation of student background characteristics to their score on the Counseling Attitude Scale. It will be remembered that students were divided into three distinct attitude groups: unfavorable, low-favorable, and favorable. Unfortunately, the number of cases in the unfavorable and low-favorable groups is so small that observations of the differences between these two groups and the favorable group must be made with caution. Where feasible and necessary the two lower groups have been combined. The first task is to ascertain whether there are sex differences in attitudes toward the Center. In Chapter V it was found that in proportion women tended to visit the Center somewhat more often than the men. Table XXVII furnishes evidence on which sex is more favorably disposed toward the Counseling Center. The data reveal that there are no apparent differences in the two attitude groups. The women have a larger representation than their proportion in the population among those having a low-favorable attitude toward the Center and the men have a larger relative proportion in the unfavorable group. The chi-square value for the table as a whole suggests that differences among the groups may be due to chance ( $P = 0.10$ ). The standard error of the difference between two percentages were computed for the unfavorable and low-favorable group, and they were found to be 2.1 and 1.5 respectively. These are somewhat lower than 2.5, the customary index of significance. They are large enough, however, to support the contention that women are somewhat less critical than men in their attitudes toward the Center.

TABLE XXVII  
DISTRIBUTION OF ATTITUDE GROUPS BY SEX

Sex	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Male	75.7	57.0	68.0	67.6
Female	24.3	43.0	32.0	32.4
Total	100.0	100.0	100.0	100.0
Number of cases	37	51	456	544
$\chi^2 = 3.5$			P = 0.10	

Maturity Factors. Following the pattern set in Chapter V, the indices of maturity (age, year in college, and marital status) are examined for their association to scores on the attitude scale. Table XXVIII presents the data for age. The P derived from the chi-square of the table is less than 0.50. This indicates that the differences between the distribution are due to chance and that the association between age and favorableness toward the Center is not significant. Critical ratios (standard error of the differences between two percentages) were then computed between the attitude groups for those twenty-three years and older. The critical ratio between the unfavorable and favorable groups was 2.2, which means that in 98.6 cases out of one hundred the true difference is greater than zero. Some support, therefore, is present in the statement that the older students are more inclined to hold unfavorable attitudes toward the Center. Such evidence also suggests that younger students are inclined to be more favorably disposed toward the Center's services.

TABLE XXVIII  
DISTRIBUTION OF ATTITUDE GROUPS BY AGE

Age	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
18 years and under	10.8	15.7	12.1	12.3
19 and 20 years	27.0	41.2	35.2	35.3
21 and 22 years	21.6	23.5	27.9	27.0
23 years and over	40.6	19.6	24.8	25.4
Total	100.0	100.0	100.0	100.0
Number of cases	37	51	456	544
$\chi^2 = 6.8$			$P = < 0.50$	

Other indices of maturity used in this research are class in college and marital status. The percentage distribution of the attitude groups by class in college and marital status are found in Table XXIX and XXX. Apparently, the relationship between class in college and attitude toward the agency is somewhat stronger than is the case with age. In general, the freshmen and sophomores had somewhat smaller relative proportions of students in the unfavorable group whereas the upper classmen had a somewhat larger relative representation. For example, twenty-seven per cent of the favorable group were also underclassmen. Apparently, the differences in this table approach the one per cent level of statistical significance, for the P of the chi-square is less than 0.05.





TABLE XXIX  
DISTRIBUTION OF ATTITUDE GROUPS ACCORDING TO YEAR IN COLLEGE

College Class	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Freshman	16.2	20.0	21.1	20.6
Sophomore	10.8	26.0	21.9	21.6
Junior	35.1	22.0	28.3	25.6
Senior	37.9	32.0	31.7	32.2
Total	100.0	100.0	100.0	100.0
Number of cases*	37	50	454	541
$\chi^2 = 12.2$	$P = < 0.05$		$C = 0.15$	

\* Three students did not give their class status.

The evidence that married and presumably older students are slightly more antagonistic toward the Center is not strongly corroborated in Table XXX. The P of the chi-square of the table is less than twenty per cent; which points to differences in the table as due to chance. While no apparent difference is found between the low-favorable and favorable groups, the unfavorable group has a somewhat larger percentage of married people. By itself this fact has little significance. However the data from Tables XXVIII, XXIX, and XXX all point in the same direction; older students, upperclassmen, veterans, and married students have slightly more unfavorable attitudes toward the Center. This may be accounted for in part by the fact that these groups have used the Center less. Perhaps they



have accepted the attitudes of the more audible, disgruntled students. Perhaps, too, the cynicism attributed to many veterans of world War II may have been directed toward the Counseling Center.

TABLE XXX  
MARITAL STATUS OF THE THREE ATTITUDE GROUPS

Marital Status	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Single	75.6	86.2	87.2	86.3
Married*	24.4	13.8	12.8	13.7
Total	100.0	100.0	100.0	100.0
Number of cases	37	51	454	542
$\chi^2 = 3.99$			$P = < 0.20$	

\* Two divorced students were excluded.

Factors Related to Students' College Status (Campus Factors). In the following section the association between school in which the student is enrolled, his grade point average, and the number of his extra-curricular activities will be examined for their relationship to the scores on the counseling attitude scale. These three factors are presented as a group because they are cues to the students' college status.

First of these to be examined is the association between the School in which the student is enrolled and his attitude score. The P of the chi-square of this association is less than ten per cent indicating that the distribution may have occurred by chance. An examination of Table XXXI,

however, reveals a few small differences. Thus the proportion of students from the Basic College have a somewhat smaller relative representation in the unfavorable group. They comprise 21.6 per cent of the unfavorable group as compared with 32.5 per cent of the total population.

TABLE XXXI  
DISTRIBUTION OF THE THREE ATTITUDE GROUPS BY CURRICULUM

School	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Basic College	21.6	34.0	33.2	32.5
Agriculture	10.8	4.0	9.1	8.7
Business and Public Service	16.2	24.0	19.9	20.0
Engineering	10.8	4.0	8.2	8.0
Home Economics	2.7	4.0	3.3	3.3
Science and Arts	24.4	28.0	24.1	24.5
Veterinary Medicine	13.5	2.0	2.2	3.0
Total	100.0	100.0	100.0	100.0
Number of cases*	37	50	450	537
$\chi^2 = 20.3$			$P = < 0.10$	

\* Seven were uncertain or changing their school classification.

Another apparent difference is found among students in the School of Veterinary Medicine. Although they contribute only three per cent of the total population they constitute thirteen per cent of the unfavorable

group. The students in the schools of Science and Arts and Business and Public Service contribute somewhat more than their proportion to the low-favorable group. The higher proportions of Business and Science and Arts in the low-favorable group may reflect the more loosely organized curricula in those schools, and the pressure on the students to make their own decisions. This independence may tend to generate a general antagonism toward college agencies. In addition, both of these schools are in the upper division and have more advanced students enrolled in them. This fact may account for some of the low-favorable attitude. Since the observed differences are small their explanation must be considered pure speculation.

As reported above students who perform poorly in the academic sense, visit the Center more often. Failing students are urged by the college to contact the agency. It is important, therefore, to know whether those who have a low grade-point average hold positive or negative attitudes toward the Center. Table XXXII displays the pertinent data. As in all other tables the favorable group is so large that its characteristics approximate those of the total population very closely. Therefore, it makes no difference whether the lower attitude groups are compared to the favorable group or the total distribution. For purposes of convenience no reference is made to the total figures.

The data in Table XXXII suggest that the grade point distributions of the three attitude groups are not chance differences, for the probability of the chi-square is at the one per cent level. The greatest fluctuation is found in the group with the lowest academic averages.

TABLE XXXII  
GRADE POINT AVERAGES OF THE THREE ATTITUDE GROUPS

Grade Point Average	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
1.0 to 1.9	2.7	22.0	9.8	10.5
2.0 to 2.4	54.0	46.0	46.6	47.1
2.5 to 2.9	29.8	22.0	29.3	28.7
3.0 to 4.0	13.5	10.0	14.3	13.7
Total	100.0	100.0	100.0	100.0
Number of cases*	37	50	435	522
$\chi^2 = 16.2$	$P = 0.01$		$C = 0.17$	

\* Twenty-two did not provide data on grades.

Those with grade point averages under 2.0 are found in a smaller relative percentage in the unfavorable group, but in a larger proportion in the low-favorable group. The unfavorable disposition of the lower academic classes is emphasized in the group with averages ranging from 2.0 to 2.4. These comprise fifty-four per cent of the unfavorable group as contrasted to the forty-six per cent of the favorable group. Support to this trend is underlined by the fact that the favorable group tends to have a larger representation in the higher grade-point classes of 2.5 to 4.0. While none of these percentages is supported by critical ratios of 2.5 or above, the fact that they point in the same direction supports the general contention that those with the lower grade-point averages have generally less favorable attitudes toward the Center.

Although it is not the primary purpose to explain the reasons for these associations, some explanations may be attempted. The fact that failing students are urged to go to the Center, sometimes against their wishes, may promote the development of negative attitudes toward the agency. Once they contact the Center they may find that the exposure to a battery of tests plus the focalizing on their emotional or other related problems may produce a feeling of anxiety which may be generalized into hostility to the agency.

The third "campus factor" to be considered is the relation of the amount of extra curricular participation to attitude toward the Center. In Chapter V it was found that no strong relationship existed between extra-curricular activity and frequency of visits to the Counseling Center. In Table XXXIII, however, some association between participation in campus functions and attitude toward the Center is found. It is clear that those who do not engage in any campus function tend to have a larger proportion in the low-favorable and unfavorable group. While almost thirty per cent of the favorable group engage in no organization participation, forty-six per cent of the unfavorable have no participation. The critical ratio of the difference between these two percentages is 1.7 which means that the chances are ninety-six in one hundred that the true difference is greater than zero. While no important variations between the attitude groups are apparent for those who participate in one or two extra-curricular activities, those who engage in three or more campus activities have smaller representation in the two lower attitude groups.



TABLE XXXIII

## AMOUNT OF EXTRA-CURRICULAR ACTIVITIES OF THE THREE ATTITUDE GROUPS

Extra-curricular Activities	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
None	46.0	39.8	29.3	31.5
One	21.6	21.5	21.4	21.5
Two	24.3	23.6	19.2	20.0
Three and more	8.1	15.6	30.1	27.0
Total	100.0	100.0	100.0	100.0
Number of cases	37	51	456	544
$\chi^2 = 13.4$	$P = 0.01$		$C = 0.16$	

The over all picture of the table is clear, non-participants in campus organizations are somewhat more antagonistic toward the Center than those who belong to one or two organizations. Those who are heavy participants, tend to have more positive attitudes toward the agency under study. Such a result supports the contention that participants tend to be more adjusted and take a positive attitude toward most things.

Center Related Experiences. The third group of factors to be analyzed for their association with attitudes toward the Center revolves around direct and indirect experiences with the agency. In a sense these factors are somewhat more important than those which have been examined because they are concerned directly with student experiences rather than their background characteristics. The Center-related indices to be used are: the

amount of knowledge the student believes he has of the Center's purposes, the number of times he went to the Center, the kind of self-defined problems he brought to the agency, the source of referral to the Center, his evaluation of his enrollment officer. Each of these shall be examined in order.

It may be proposed that a positive relationship exists between the student's knowledge of an agency and his general attitude toward it. Knowledge was defined here not as absolute knowledge of the Center's functions, but as self-estimation of such knowledge. In Table XXXIV the data concerning the student's knowledge and attitude toward the Center are presented. It is clear that statistically significant relationships are present, for the P of the chi-square of the table is at less than the one per cent level. The coefficient of contingency (uncorrected) of 0.35 is among the highest obtained. Clearly, the more knowledge the student believes he has of the Center, the more favorably disposed he is toward it.

Whereas one-half of the favorable students felt they had a good idea of the Center's functions and purposes, slightly over one-quarter of the two lower groups responded the same. It is also noteworthy that the low-favorable group had a significantly higher representation in the "some idea" category, while the unfavorable group also had a larger relative proportion in the "no idea" category. Even when the two lower groups were combined into one, the same tendencies were maintained.

Whether these attitudes toward the Center are in part a function of actual contacts or first-hand experience with the agency is a salient question here. The data in Table XXXV provide a partial answer to this

TABLE XXXIV

KNOWLEDGE THAT STUDENTS HAVE OF THE CENTER ACCORDING TO  
THE ATTITUDE GROUP TO WHICH THEY BELONG

Knowledge of Center's Purposes	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Good idea	27.0	26.0	51.5	47.5
Some idea	43.3	70.0	46.7	48.6
No idea	29.7	4.0	1.8	3.9
Total	100.0	100.0	100.0	100.0
Number of cases*	37	50	456	543
$\chi^2 = 86.0$	$P = < 0.01$		$C = 0.35$	

\* One student did not respond to question.

TABLE XXXV

FREQUENCY OF CONTACTS WHICH THE THREE ATTITUDE GROUPS HAD  
WITH THE COUNSELING CENTER

Frequency of Visits	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
None	54.1	41.2	38.5	39.7
Once and twice	29.7	21.6	28.9	28.3
Three and four	5.4	23.5	18.5	18.1
Five and more	10.8	13.7	14.1	13.9
Total	100.0	100.0	100.0	100.0
Number of cases*	37	51	454	542
$\chi^2 = 7.6$	$P = < 0.05$		$C = 0.11$	

\* Two students did not respond to question.

question. Although the evidence is not overwhelming it points to the conclusion that a more favorable attitude is fostered by more firsthand contacts with the Center. Conversely, unfavorable attitudes are more prevalent among those who have not gone to the Center. Thus thirty-eight per cent of those having favorable attitudes had no contact with the Center as opposed to fifty-four per cent of the unfavorable. When students who have visited the Center three or more times are examined for their attitudes, it is found that the unfavorable ones have a smaller representation in this category while those with favorable attitudes are about equal to their representation in the total population.

There is a small group of students who hold unfavorable attitudes toward the Center but who have not had any contacts with it. It may be assumed that this group obtained their opinions from the small unfavorable group who had visited the Center. That these general results are probably not random in nature is reflected in the rather small P of the chi-square which is below the five per cent level.

Data on the relation of the nature of problems brought to the Center and degree of favorableness toward it are revealed in Table XXXVI. It is apparent at once that those who have low-favorable and unfavorable attitudes toward the agency also have relatively more problems defined as personal, enrollment, and change of school or major. Although less than one-tenth of the problems brought to the Center are defined as enrollment, actually one-quarter of the problems in the low-favorable group are so defined. In one sense the problem confronting these students is not one of enrollment, but of finding an area in which to major. Perhaps their

TABLE XXXVI  
DISTRIBUTION OF THE PROBLEMS THAT STUDENTS IN THE THREE  
ATTITUDE GROUPS BROUGHT TO THE CENTER

Nature of Problems	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Enrollment	6.7	24.1	6.3	8.6
Change of school	26.6	13.8	15.2	16.0
Educational planning	6.7	--	6.3	6.0
Vocational planning	--	--	6.7	6.0
Personal problem	13.3	--	3.9	4.1
Financial problem	--	--	0.3	0.3
Others	6.7	10.3	8.1	8.5
Combination of problems	40.0	51.8	53.2	50.9
Total	100.0	100.0	100.0	100.0
Number of cases*	15	29	283	327
$\chi^2 = 20.7$	$P = < 0.10$		$C = 0.24$	

\* Nine cases were added to "favorable" in the combination problems.

temporary lack of success generates in them feelings of uncertainty and inadequacy which are projected to the Counseling Center.

Over a quarter of the unfavorable group have brought problems to the Center revolving about a change of school. Their problems are in some ways similar to those who go to the Center to enroll. Probably the former have greater problems, for once having made up their minds on an area of academic concentration they have had to redefine it. The students in the

unfavorable group also have larger representation among those who bring personal problems to the Center. Although the numbers in the two lower attitude groups are small, the P of less than ten per cent for the table suggests a relatively small amount of random variation in the data. In addition, the coefficient of contingency of 0.24 suggests an association between the variables under discussion.

Table XXXVII displays the evidence on the association of attitudes toward the Center and the source of student referral to it. There it may be seen that two-fifths of the students go to the Center on their own initiative. About one-fifth are No-Preference students who are required to enroll at the Center. Other sources of referral in order of size are enrollment officers, friends, others, and instructors. In general, the differences in the table are small and largely due to the influence of random factors. The P of the chi-square of the distribution is 0.40. The internal differences found above are noted again. For example, students in the low-favorable group are less inclined to go to the Center on their own initiative. Only twenty-six per cent have gone on their own initiative as compared to forty-one per cent for the total. Obviously, the reason for this is that the low-favorable group has a larger representation of No-Preference students who are compelled by college regulation to enroll at the Center. The somewhat higher percentage of the unfavorable group which was referred by enrollment officers might represent students who have changed their school affiliation. They, too, are required by college regulations to contact the Center. Although not statistically significant,

TABLE XXXVII  
SOURCE OF REFERRAL TO THE COUNSELING CENTER AS ASSOCIATED  
WITH THE THREE ATTITUDE GROUPS

Source of Referral	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Own initiative	47.3	26.2	42.2	41.0
Friend	--	9.5	12.1	11.3
Instructor	--	2.6	4.0	3.6
Enrollment officer	21.1	14.3	11.6	12.3
Other	15.8	11.9	10.0	10.4
No-Preference	15.8	35.6	20.0	21.3
Total	100.0	100.1	99.9	99.9
Number of referrals	19	42	379	440
$\chi^2 = 10.3$			P = 0.40	

it is noteworthy that fewer proportions of the two lower attitude groups were referred to the agency by friends or instructors.

The last "campus" factor to be considered is the association of evaluation of enrollment officers and attitudes toward the Center. This factor is not as closely related to the Counseling Center as the others that have been discussed in this section. There are several reasons, however, for including it here. First, the enrollment officer provides the same services that some students get at the Center. Students will inevitably make comparisons between the services from the two sources. Secondly, since many enrollment officers, no doubt, engage in informal counseling, some students

may take their personal problems to them. Lastly, all students are supposed to get academic counseling from their enrollment officers. This means that even those who have never been to the Center have been exposed to some kind of counseling, which they may use as a basis of comparison.

The Table XXXVIII data on evaluation of enrollment officers and attitude toward the Counseling Center are displayed. That real differences exist among the groups is revealed by the P of the chi-square which is less than one per cent. As might be expected, students in the unfavorable category tend to rank their enrollment officers "excellent" to a higher degree than those in the favorable groups. Strangely enough, the two lower attitude groups when combined have a smaller relative representation among those who evaluated their enrollment officers as "good." They also had a larger relative proportion among those who evaluated enrollment officers as "poor" and "harmful." It appears that the unfavorable group may be composed of two sub-groups which split on the evaluation of their enrollment officer. The low-favorable group on the other hand tends to have negative attitudes toward all counseling, and the favorable tend to have positive attitude on all counseling on campus. Probably personality factor as well as experiences with counseling are involved in the skeptical and optimistic philosophies of these groups.

Background Characteristics. The last group of items to be examined are concerned with broad and general background characteristics of the students. Two of these background control items relate to the students' contacts with previous counseling and guidance facilities offered by



TABLE XXXVIII  
HOW STUDENTS EVALUATED THEIR ENROLLMENT OFFICERS FOR THE  
THREE ATTITUDE GROUPS

Evaluation of the Enrollment Officer	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Excellent	25.0	8.0	16.6	16.4
Good	19.4	18.0	33.2	30.9
Fair	30.7	30.0	30.5	30.3
Poor	15.6	28.0	13.4	15.0
Harmful	5.5	10.0	2.5	3.4
Uncertain	2.8	6.0	3.8	4.0
Total	100.0	100.0	100.0	100.0
Number of cases*	36	50	439	525
$\chi^2 = 24.0$	$P = < 0.01$		$C = 0.21$	

\* Nineteen students did not respond to this item.

their high school, and two other items concern the non-academic background characteristics such as size of the community from which students came and their fathers' occupations.

An hypothesis has been suggested that previous experiences with guidance services might affect attitudes toward such services encountered at a later date, in this instance the Michigan State College Counseling Center. If effective work had been done by earlier agencies, a more favorable attitude might be expected toward other agencies. A glance at Table XXXIX shows that there is no strong and consistent association between the amount

TABLE XXXIX  
HIGH SCHOOL SERVICES WHICH WERE AVAILABLE TO MEMBERS  
OF THE THREE ATTITUDE GROUPS

High School Guidance Service	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Complete	17.7	13.2	19.1	18.3
Tests plus interview	22.2	8.8	11.2	11.6
Test alone	13.3	22.0	18.2	18.6
Group Advice	31.2	32.5	34.0	33.8
None	8.9	20.6	14.1	14.4
Other	6.7	2.9	3.4	3.3
Total	100.0	100.0	100.0	100.0
Number of services	45	68	581	694
$\chi^2 = 11.34$			$P = 0.30$	

of guidance services to which the student was exposed in high school and his present attitude toward the Center. The P of the chi-square of 0.30 means that the differences in the table are likely due to chance. Again, it is important to stress that the student's recall of his high school services, real or imagined, is being examined for relationship.

There is slight evidence to suggest that the low-favorable group has been exposed least to high school guidance services. That is, this group contains the lowest percentage reporting complete services and the highest percentage reporting no services. Other differences in the table are not large enough to be statistically reliable. The hypothesis that

earlier experiences with guidance services affect attitude toward services encountered later must be rejected for lack of evidence.

As suggested earlier, a more important variable might be the student's evaluation of his high school guidance services rather than the actual repertoire of services he reports. That is, the feeling that students have toward the services, no matter how meager, may be more important than the amount of services they were given. In Table XL the data exploring the association between evaluations of high school and Michigan State College guidance services are displayed.

TABLE XL  
EVALUATION OF HIGH SCHOOL GUIDANCE SERVICES BY THE  
THREE ATTITUDE GROUPS

Rating of High School Guidance Services	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Excellent and good	46.6	32.4	32.3	33.3
Fair	23.3	27.0	27.3	27.1
Poor and harmful	30.1	40.6	40.4	39.6
Total	100.0	100.0	100.0	100.0
Number of cases*				
$\chi^2 = 8.9$		$P = < 0.10$		

\* Seven students did not respond to the item and 104 students had no high school guidance services and could not rate them. Thus 111 students are omitted from this total.

The differences among the attitude groups in this table are somewhat larger than those in Table XXXIX, but not large enough to eliminate chance factors.

The P of the chi-square between the evaluations of the two agencies is between five and ten per cent.

The actual differences in Table XL are few but revealing. A larger percentage of students in the unfavorable category report their high school services as "excellent and good." Thus 46.6 per cent of the unfavorable group indicate this high estimate as opposed to 32.3 per cent of the favorable group. Conversely, the unfavorable group, when compared to the favorable groups, reports a smaller percentage ranking their high school services as "poor and harmful."

Reason for these differences must be speculative. Students in the unfavorable group may have a real basis for their negative evaluations. Perhaps inadequate counseling, an inability to resolve their own problems, or some other unfortunate experience with the Center, may have produced this feeling. Thus, when asked to compare services received elsewhere, they respond by praising their high school agencies to the deprecation of the Counseling Center. It may be concluded very tentatively that the attitudes toward counseling services are more important than the repertoire of services the clients receive.

Two student background characteristics which are not directly related to their counseling experience are the size of the community from which the students come and their fathers' occupations. The former is a cue to the amount of counseling which might be sustained in high school and the latter a cue to social-economic background. In Table XLI the association between size of community and attitude toward the Center is revealed. The hypothesis that a relationship might exist between these variables is

rejected for the P of the chi-square is 0.90. Evidently the differences found in the table are due to chance. The proposition that students from small communities who have not been exposed to counseling facilities find adjustment problems deriving from the impersonality of a large college which in turn affects their attitudes toward counseling, must be rejected. This conclusion is reinforced in part by an earlier finding that larger communities may not support the most extensive guidance services in the high schools.

TABLE XLI

SIZE OF COMMUNITIES FROM WHICH THE THREE ATTITUDE GROUPS ORIGINATE

Size of Community	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Under 1,000	8.1	9.8	5.5	6.1
1,000 to 5,000	10.8	13.7	18.4	17.4
5,000 to 10,000	10.8	13.7	13.9	13.7
10,000 to 25,000	16.2	13.7	14.4	14.5
25,000 to 100,000	24.3	25.6	22.6	23.0
100,000 and over	29.8	23.5	25.2	25.3
Total	100.0	100.0	100.0	100.0
Number of cases	36	51	449	537
$\chi^2 = 4.1$			P = 0.90	

Occupation of father is an influencing factor in the social and economic life of the family. For this reason it was deemed important to

examine the associations of this variable with attitude toward the Center. Several hypotheses concerning this relationship are possible. One of them is that the career patterns of children of professionals and businessmen are so predetermined as to make educational and vocational guidance a relatively unneeded service.<sup>3</sup> On the other hand children from families of clerical and manual workers do not have such established patterns. Since they face greater difficulties in attaining higher occupational goals they may be in greater need of counseling and guidance. A contradictory set of hypotheses may be derived on the basis of their predicament. Because of their need for such services they may be favorably impressed by them. On the other hand, their smaller chances to attain their goals and the unsympathetic reception which they may receive in guidance agencies, may predispose them to have hostile attitudes toward such agencies.

The data in Table XLII do not provide a clear answer to any of these hypotheses. The P of the chi-square of less than 0.20 is not low enough to permit certitude of interpretation. Inspecting the data with this in mind it is found that the reverse of expectations is suggested. A somewhat larger proportion of children of professionals and proprietors is found in the unfavorable category than in the favorable; sixty-five per cent as opposed to fifty-six per cent. Although the difference between the two percentages is not significant, it develops a new hypothesis for study. It may be that a significant proportion of the children of professionals

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3. Percy E. Davidson and H. Dewey Anderson, Occupational Mobility in an American Community, Stanford: Stanford University Press, 1937, Chapters two to seven.

and businessmen either can not achieve the goals set for them by their parents or are not sympathetic toward these goals. Perhaps both situations are operating. Pursuing this problem would certainly be an interesting research project.

TABLE XLII

DISTRIBUTION OF THE FATHER'S OCCUPATION OF THE THREE ATTITUDE GROUPS

Occupations of Fathers	Unfavorable Per Cent	Low Favorable Per Cent	Favorable Per Cent	Total Per Cent
Professional, proprietors and managers	64.9	53.0	56.1	56.5
Farmers	5.4	5.9	9.0	8.4
Clerical and sales	10.8	25.4	13.8	14.6
Manual workers	18.9	15.7	21.1	20.5
Total	100.0	100.0	100.0	100.0
Number of cases*	37	51	445	533
$\chi^2 = 9.2$	$P = < 0.20$		$C = 0.13$	

\* Eleven students did not respond to this item.

Returning to Table XLII it is found that children whose fathers are clerical and sales workers have a larger representation in the low-favorable group. Although they comprise less than fifteen per cent of the population, they make up one-quarter of the low-favorable group. Speculation on this near significant difference is of interest. As representatives of the lower middle class these students are expected to

achieve individual success despite all odds. That is, achievement and personal success weigh more heavily on this group than on those above or below them.<sup>4</sup> Apprehension on their part is a normal reaction which could reflect itself in reservations toward the agencies dedicated to helping them.

Differences in attitudes toward the Center are not great among the children of manual workers. Since they are college students they probably do not differ very much in their aspirations and problems from lower middle class students. This, of course, would not be the case if this research were concerned with high school students, for in that group one would find a larger representation of manual workers' children who do not especially aspire to the way of life of the middle class.

#### Summary

This chapter was devoted to finding the dominant student attitudes toward the Center and how differences in their attitudes were associated with their social characteristics.

The responses to the attitude scale revealed that a large majority of students (84 per cent) strongly endorsed the Center while only a minority (16 per cent) held mild, indifferent, or negative attitudes toward it. Analysis of the item responses in the scale indicated that students rejected negatively phrased items in somewhat larger proportion than they accepted the positively phrased items. The overwhelming favorable opinion toward

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4. W. Lloyd Warner and Paul S. Lunt, The Social Life of A Modern Community, New Haven: Yale University Press, 1941, Chapter 21.



the Center suggested that students with critical attitudes may be somewhat more vocal than those satisfied with the agency.

The consistency of the scale was again tested in this chapter. A positive association was found to exist between a favorable attitude toward the Center and the willingness to use it again. In addition, there was a rather high relation between a favorable opinion of the Center and a high attitude score.

No significant sex differences were related to favorable Center attitudes, but men revealed a slight tendency to be somewhat more critical of the agency. Data from the "maturity" items all pointed in the same direction, namely, that older students, upperclassmen, veterans, and married students held slightly more unfavorable attitudes toward the Center.

Some associations between "campus" factors and attitudes toward the Center were found. No strong relationship was found between school enrolled and the attitudes held, but a tendency existed for Veterinary Medicine students to have somewhat more unfavorable attitudes, and for Basic College students to have more mildly favorable attitudes toward the Center than the college population as a whole. Students with low grade point averages were more critical of the Center as were those who participated in no extra-curricular campus activities.

Students who knew the purposes and functions of the Center generally had a favorable attitude toward it. Similar attitudes were engendered by those having more firsthand contact with the agency. There definitely was a tendency for those not having direct Center contacts to be critical

of it. Obviously, they must have obtained their negative attitudes from some other source. Students who had problems revolving around enrollment, change of school or major, or personal problems of adjustment seemed to have more low-favorable attitudes toward the Center.

Little or no relation was evident between amount and rating of high school guidance services and attitudes toward the Counseling Center at Michigan State College. Apparently, the attitudes toward the Center were formulated on campus and not influenced by previous counseling experiences. Little association was present between father's occupation and the student's attitude toward the Center. However, a larger proportion of children of professionals and proprietors were found in the unfavorable category. Children of clerical workers had greater representation among those with low-favorable attitudes toward the Center.

It must be re-emphasized that in only one-half of the tables in the chapters were the probabilities of the chi-squares less than five per cent. The caution exercised in interpreting the tables extends to these concluding remarks.

The next chapter is concerned with student appraisal of counselor attributes and specific counseling services.

## CHAPTER VII

## CHAPTER VII

### STUDENT APPRAISAL OF COUNSELOR ATTRIBUTES

#### Introduction

In the previous chapter the intensity of attitudes toward the Counseling Center was measured and then related to various student characteristics. An attempt was also made to examine scale items with similar content. Although this provided some notion of the attitudes held by students, scale items were not intended primarily to give answers in this area. For this reason additional sources were tapped in this research to provide more specific data on the content of student attitudes. These are found in Part II of the questionnaire where students were asked to rate (a) the counselors on various qualities and (b) various specific services offered by the Center. It is the purpose of this chapter to describe the relevant data for the counselor attributes. The next chapter will do the same for the Center's services.

In Chapter IV the rationale was presented for selecting the counselor attributes and the Center services to which students were to respond. It was decided to choose for student appraisal counselor attributes which writers in the field of counseling considered important. The problem here is to summarize the respondents' judgments on these counselor attributes, and to relate the latter to the background characteristics of the respondents.

Some difficulties are involved in summarizing the data on the relations of the control factors to student judgments. There are actually eighteen counselor attributes and Center services to which the student was asked to respond. Fourteen control items were examined for their statistical association to these attributes and services. Chi-square values were computed for the fourteen control items associated with each of the eighteen items in Part II of the questionnaire. Thus, 252 chi-square values were calculated to determine the degree of association between the control items and the counseling attributes. The probabilities (P's) of the chi-squares were also found.

In order to simplify the task of interpreting the data, only P's of the chi-square's of five per cent or less are discussed. It may be assumed that a P of a chi-square of five per cent or less indicates that some factors other than chance are present in the association between the control item and the counseling attributes. Although some statisticians are more cautious and suggest a P of one or two per cent it was decided for this study to select the five per cent level as the cutting point. One reason for this decision was the fact that students were asked to react to the questionnaire items whether or not they had any experience with the Center. With such a diversified group reacting, it was considered appropriate to reduce the limits of statistical rigor to discern general trends.

It may be pointed out that the lack of association between variables may be just as important for this research as those variables for which association exist. However, because of the limitations of time and space,

discussion or speculation concerning these non-significant associations will generally be omitted. In discussing the associations of the significant variables, reference will be made to the basic data found in Appendix L.

As indicated previously the chi-square may easily be converted into a measure of correlation by the use of an appropriate formula. Such a correlation is referred to as a coefficient of contingency or "C".<sup>1</sup> The latter was calculated for all "significant" chi-squares, and resulting values are presented in the tables of this chapter. In general, these coefficients of contingency are rather small. They are significant, however, when accompanied by small P's. As mentioned earlier the coefficient of contingency can never reach unity; thus, a correction factor needs to be applied to make them comparable to Pearsonian r's. Peters and Van Voorhis have evolved a formula for correcting coefficients of contingency for tables of varying rows and columns.<sup>2</sup> A summarized table is reproduced (Table XLIII) to give an impression of the relation between these two statistics for 4 x 4 tables only.

#### The Control Items

Before examining in detail the association between the students' reactions to specific counseling attributes and the control items, a general

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1. Allen L. Edwards, Statistical Analysis for Students in Psychology and Education, New York: Rhinehard and Company Inc., 1946, pp. 122-123.

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

2. The highest possible value for C for a symmetrical 4 x 4 table can not exceed about 0.85. See C. C. Peters and W. R. VanVoorhis, Statistical Procedures and Their Mathematical Basis, New York: McGraw Hill Book Company, Inc., 1940, p. 398.



TABLE XLIII  
CORRECTIONS FOR BROAD GROUPING OF COEFFICIENTS OF CONTINGENCY  
FOR 4 x 4 TABLES

Coefficient of Contingency	Corrected Coefficient*
0.05	0.06
0.10	0.12
0.15	0.18
0.20	0.24
0.25	0.30
0.30	0.36
0.35	0.42
0.40	0.48
0.45	0.54
0.50	0.60
0.55	0.66
0.60	0.72
0.65	0.77
0.70	0.83
0.75	0.90
0.80	0.95
0.84	1.00

\* Obtained by applying the correction factor in the following formula:

$$\tilde{C} = \frac{C}{(.915)(.915)}$$



discussion concerning the relative association of the control items to all of the counseling attributes will be presented. Table XLIV displays the P's of the chi-squares for these data, and Table XLV presents the appropriate coefficients of contingency for the significant P's.

An examination of Table XLIV reveals that there is a large variation in the P's of the chi-squares for each control factor associated with all of the counseling attributes. The P's themselves range from less than one per cent to over ninety-nine per cent. The maze of figures in Table XLIV may be simplified somewhat by determining the number of P's of chi-squares under five per cent for each control item. If score on the Counseling Attitude Scale is considered a control item, it may be seen that sixteen out of eighteen P's for the counseling attributes are well below the five per cent level. This means that the three attitude groups (favorable, low-favorable, and unfavorable) reacted significantly different to almost all of the counseling attributes. In a sense the latter may be considered an index of validity, an indication that the first and second parts of the instrument are measuring the same thing. Thus, as will be shown later, those who have a positive general attitude toward the Counseling Center also have a positive attitude toward specific attributes of the Counselors and the services they perform.

Returning to the number of significant associations found between each control item and specific attributes, it is found that ten of the associations between year in college and counselor attributes are at or below the five per cent level, while nine of the P's for age are also at this level. These "maturity" items of year in college and age were

TABLE XLIV

## THE PROBABILITIES OF CHI SQUARES BETWEEN COUNSELING ATTRIBUTES AND CONTROL ITEMS\*

Control Item	Counseling Attributes by Item Number**																Number of Significant P's		
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		39	49
Sex	50	80	30	20	20	02	30	20	01	70	05	50	20	70	50	10	01	30	5
Age	05	01	10	20	20	20	02	20	02	02	05	70	70	20	05	02	20	30	9
Marital Status	30	10	05	05	30	30	20	99	50	80	50	02	05	20	50	20	20	80	3
College Class	98	05	05	05	50	50	01	02	01	01	05	70	20	50	30	05	30	01	10
School Enrolled	95	01	90	01	50	01	50	05	20	30	30	50	50	80	80	01	80	01	6
Activities	90	01	80	95	50	50	50	30	01	95	50	90	02	90	70	50	98	50	3
Point Average	70	20	80	30	70	70	10	05	20	01	30	20	30	30	90	70	20	10	3
Father's Occup.	30	90	80	70	05	80	30	80	30	50	02	20	80	70	95	30	95	50	2
Size of Comm.	50	50	95	05	10	70	50	30	20	80	95	10	50	50	90	30	80	30	1
H.S. Guidance	80	01	20	50	95	30	98	50	80	95	95	50	99	05	90	30	80	70	2
Know. of Center	30	05	01	20	01	10	10	01	01	10	05	70	20	01	20	10	30	10	8
No. of Visits	10	30	05	02	02	70	10	70	01	05	01	01	70	30	95	20	01	05	8
Kind of Problem	50	20	98	95	95	50	50	70	80	05	50	10	70	80	95	95	50	20	1
Attitude Score	10	01	01	01	01	01	01	01	01	01	01	01	30	01	01	01	01	01	16
Significant P's	2	7	5	5	5	5	4	5	6	7	5	3	1	3	2	4	3	3	7

\* All values in the cells are at or less than figures indicated. All are percentages, the decimal point is left out to save space.

\*\* See Appendix E, Part II for content of the numbered counselor attributes.

found in Chapter VI to be significantly related to attitude scores toward the Center. Their reappearance here with statistical significance further establishes them as important control items. Next in order of numbers of significant associations is the knowledge the student has of the purposes of the Center and the number of times he has visited it. It will be interesting to examine at a later point which particular control items are of significance.

Approximately one-third of the counseling attributes are significantly associated with sex and school in which the students is enrolled. Only three significant associations are found between extra-curricular activities and grades on the one hand, and counseling attributes on the other. Even fewer significant associations are present between background factors as father's occupation, rating of high school guidance services, size of community from which the student came, and his marital status. Only one significant association is related to the nature of the problem brought to the Center. An explanation of the specific associations or lack of associations will be provided later.

Since the coefficients of contingency are calculated from the chi-square values, Table XLV is very similar to Table XLIV. In general, those associations having the highest chi-square values have the most statistical significance (lowest P's) and highest coefficients of contingency. Thus, the most significant associations in Table XLIV are between scores on the attitude scale and evaluation of counseling attributes. The highest coefficients of contingency are also found between these two variables.

TABLE XLV

COEFFICIENTS OF CONTINGENCY BETWEEN SIGNIFICANT COUNSELING ATTRIBUTES AND CONTROL ITEMS

Control Item	Counseling Attributes by Item Number*															
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Sex	--	--	--	--	.13	--	--	.13	--	.11	--	--	--	--	--	.14
Age	.07	.23	--	--	--	.20	--	.20	.22	.21	--	--	--	.19	.20	--
Marital Status	--	--	.12	.10	--	--	--	--	--	--	.15	--	--	--	--	--
College Class	--	.18	.18	.15	--	.17	.16	.20	.25	.18	--	--	--	--	.23	--
School Enrolled	--	.28	--	.22	--	.20	--	.21	--	--	--	--	--	--	--	--
Activities	--	.27	--	--	--	--	.24	--	--	--	--	.22	--	--	.21	--
Point Average	--	--	--	--	--	--	.19	--	.21	--	--	--	--	--	--	--
Father's Occup.	--	--	--	--	.17	--	--	--	.21	--	--	--	--	--	--	--
Size of Comm.	--	--	--	.17	--	--	--	--	--	--	--	--	--	--	--	.22
H.S. Guidance	--	.19	--	--	--	--	--	--	--	--	--	--	.17	--	--	--
Know. of Center	--	.15	.18	--	.21	--	.21	.17	--	.15	--	--	.21	--	--	--
No. of Visits	--	--	.18	.17	.19	--	--	--	.19	--	.30	--	--	--	--	.31
Kind of Problem	--	--	--	--	--	--	--	--	.22	--	--	--	--	--	--	--
Attitude Score	--	.29	.30	.30	.36	.27	.22	.23	.40	.27	.16	--	.24	.27	.32	.24
																.19
																.17

\* See Appendix E, Part II for content of the numbered counselor attributes.



Coefficients of contingency in Table XLV range from 0.07 to 0.40, uncorrected. Variation is found within each control item for the range of counseling attributes. Thus, the range for the control factors of "grade point average" and "high school guidance rating" is 0.02, while the range for "attitude score" is 0.24. The range in the size of the coefficients does not, however, parallel the average size of the coefficients. While it is true that attitude score is most highly correlated with the counseling attributes, this relation does not hold for other control items. For example, while the range in contingency coefficients between number of extra-curricular activities and counseling attributes is very small, the average coefficients are rather large and rank only lower than those associated with attitude score. The next largest coefficients are related to "school enrolled" followed by the maturity indices of age and class. Coefficients in the middle range are associated with such factors as the number of times the Center is visited, the student's knowledge of the Center, and high school guidance rating. The lowest coefficients are found with such background factors as sex and marital status. Thus, the same general trends found in the previous chapter are verified here.

#### Counselor Attributes

The student evaluation of specific counselor attributes are in this section. Roughly the first half of the items in Part II of the questionnaire(23-31) pertain to personal characteristics of the counselor, while the second half of the items (32-40) relate to the kinds of services he performs at the Counseling Center. Generally the correlations referring to counselor attributes are lower than those referring to his services.

This fact lends support to an earlier contention that a broad, uncrystallized, positive climate of opinion exists toward the Center. Students tended to react with less certainty to occupational characteristics with which they were not familiar. When confronted with specific items on services however, they tended to be more certain of their responses.

Highest correlations were generally found with items 31 and 37 which deal respectively with how well counselors help students achieve understanding of themselves and their problems, and the counselors' information regarding school and department requirements. Next highest correlations were associated with counselors' understanding of society's problems (item 24) and their understanding of student-teacher relationships (item 36). Lowest correlations dealt with the counselors' interpretation of psychological tests (item 32) and his outlook on life (item 23).

Counselor's Philosophy of Life. The student's evaluation of the counselor's outlook on life will be discussed first. Writers have stressed that optimism should be an important personality trait of the counselor. His optimism should derive from a wholesome philosophy of life which will pervade all his relations with others. As a natural consequence of his personality the counselor should generate in the client a feeling of confidence and hope.<sup>3</sup> As seen in Table XLVI, Michigan State College students generally felt that the counselors at the Center possess this personality attribute. Over half of the students indicated that counselors

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3. Rachel Dunway Cox, Counselors and Their Work: New York: McGraw-Hill Book Company, Inc., 1945, pp. 11-112.

TABLE XLVI

STUDENT RESPONSES CONCERNING COUNSELORS' OUTLOOK ON LIFE AND ASSOCIATION  
OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
In basic philosophy and outlook on life the counselors at the Center:			
are always optimistic			5.3
tend to see the brighter side of life			52.6
are sometimes optimistic and sometimes pessimistic			41.5
are usually sour and pessimistic			<u>0.6</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	3.0	< 0.50	---
Age	30.1	< 0.05	0.07
Marital Status	4.2	< 0.30	---
Year in College	2.6	< 0.98	---
School enrolled	9.0	< 0.95	---
Number of activities	8.7	< 0.90	---
Grade-point average	9.0	0.70	---
Father's occupation	18.2	< 0.30	---
Size of community	14.3	0.50	---
High School guidance rating	8.3	< 0.80	---
Knowledge of Center	7.7	< 0.30	---
Times visited Center	15.8	< 0.10	---
Nature of Problem	11.4	< 0.50	---
Attitude Scale Group	8.5	< 0.10	---



tend to see the brighter side of life. However, over two-fifths believed that counselors fluctuate in optimistic and pessimistic moods. Although very few placed the counselors at either extreme, a larger proportion endorsed the extreme optimistic response.

Most of the control items are not significantly related to students' evaluation of the counselor's philosophy of life. As explained above, comment will be made for only those control items which have P's of chi-squares at the five per cent level or less. The original chi-square tables will need to be inspected to determine the direction of the association of the contingency coefficients which are based on the chi-squares. This must also be done to ascertain whether the contribution of the total chi-squares came from one, a few, or all of the cells.

Returning to Table XLVI it is seen that only age has a probability of less than five per cent for the chi-square value. Examination of the original data reveals a slight tendency for older students to have a smaller representation in the two optimistic responses.<sup>4</sup> That this association is small is reflected by the relatively low coefficient of contingency.

Counselor's Knowledge of Social Forces. A committee appointed by the National Vocational Guidance Association to study qualifications of counselors recommended that counselors need to have an understanding of prevailing social and economic conditions. In order to be effective counselors should also be aware of changing occupational demands that

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4. Appendix L, item 1-42.

arise from the rise and fall of industries. They should also be aware of government regulations effecting work, of new occupations that women may enter, of the changing prestige level of occupations, and other social forces.<sup>5</sup>

In Table XLVII the judgments that students have of this important counselor attribute are summarized. A preponderant majority felt that the counselor's understanding of the social and economic forces in our society is usually adequate and realistic. Over four-fifths indicated this reaction, and about seven per cent felt the counselor's knowledge to be very extensive and realistic. Only one-tenth felt that counselors have limited, inaccurate, vague, or unrealistic understanding of social and economic forces in our society.

One of the problems is to find which groups in the student body endorse the extreme judgments. As might be anticipated, those who had high attitude scale scores rated counselors high in this attribute. So consistent are the relationships between attitude scale score and evaluation of specific counseling attributes that no further mention will be made of them. Returning to Table XLVII it is found that significant associations are found between seven other control items and the appraisal of the counselor's knowledge of society. These are: age, year in college, school enrolled, number of extra-curricular activities, evaluation of high school guidance services, and knowledge of the Counseling Center.

A summary of the direction of these associations may be made. The younger age group was inclined to believe that counselors have an adequate

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5. Arthur J. Jones, *Principles of Guidance*, New York: McGraw Hill Book Company, Inc., 1945, pp. 508-510.

TABLE XLVII

COUNSELORS' UNDERSTANDING OF SOCIETY AS EVALUATED BY STUDENTS AND  
ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
The understanding that counselors have of the social and economic forces prevalent in our society today is:			
very limited and inaccurate			0.6
vague and somewhat unrealistic			9.2
usually adequate and realistic			83.0
very extensive and realistic			<u>7.3</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	.1	< 0.80	---
Age	31.7	< 0.01	0.23
Marital Status	7.4	< 0.10	---
Year in college	17.3	< 0.05	0.18
School enrolled	46.6	< 0.01	0.28
Number of activities	44.6	< 0.01	0.27
Grade point average	12.8	< 0.20	---
Father's occupation	8.2	< 0.90	---
Size of community	14.1	0.50	---
High school guidance rating	20.9	< 0.01	0.19
Knowledge of Center	13.8	< 0.05	0.15
Times visited Center	11.8	< 0.30	---
Nature of Problem	16.2	< 0.20	---
Attitude Scale Group	49.6	< 0.01	0.29

and realistic understanding of the social and economic forces operative in society. This is substantiated by a coefficient of contingency of 0.23 between age and the item under consideration. Corroboration of this relationship is also furnished by the fact that freshmen had a larger proportion, and seniors a smaller proportion, among those who believed the counselors knowledge to be "very extensive and realistic."

Significant associations and highest correlations are found with the control factors of school enrolled and the number of extra-curricular activities in which the student participates. Specifically, students in the Basic College and in the School of Agriculture had a somewhat higher representation among those who evaluated highly the counselor attribute under discussion. Students in the school of Business and Public Service, on the other hand, tended to be more critical of this counselor attribute. Among students who participated in no extra-curricular activity, a smaller proportion than expected was found among those who evaluated the counselor's knowledge as somewhat unrealistic. Students who felt they had a good idea of the Center's functions had a larger proportion among those who felt that counselors understand the social and economic forces prevalent in the society, while those who had some idea of the Center's functions had a smaller representation in this category.<sup>6</sup>

Counselor's Knowledge of the World of Work. Many college students who are concerned with problems of choosing a vocation often seek guidance in making a choice. In order to function effectively the counselor must

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6. Appendix L, items 2-42, 44, 47, 49, 53, 55, 56.

have more than an academic understanding of many occupational levels. Preferably he should have firsthand experience of different jobs. With this background he can counsel with confidence concerning the actual working conditions on various jobs. He should have insight into the social demands of different occupations, the work atmosphere that commonly prevails, and the social demands related to off-the-job life. Often it is these things the student wants to know rather than the knowledge or information about the requisite skills of a job. Since some students have had actual work experience, they may be in a position to detect lack of understanding in this area on the part of the counselor. The New York State Counselors' Association handbook contained this statement:

Occupational life is so diverse that one person can not possibly have had successful work experiences in all areas. However, counselors should seek rich and varied occupational experiences, especially since many of them come from the ranks of the teaching profession and lack recent and firsthand contacts with the employment conditions in the outside world.<sup>7</sup>

Students in the sample were asked to evaluate the counselor's understanding of the world of work. As seen in Table XLVIII seventy per cent of the respondents thought that counselors were either somewhat better than average or excellent in this attribute. Slightly over one-quarter thought counselors had only average or limited knowledge of life on the job. The latter group may be considered critical of this counselor attribute.

Analysis of the data upon which the lower half of Table XLVIII was based indicated which kind of student endorsed or did not endorse this

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7. New York State Counselors Associations, Practical Handbook For Counselors, Chicago: Science Research Association, 1945, p. 118.

TABLE XLVIII

KNOWLEDGE THAT COUNSELORS HAVE OF WORK WORLD AS EVALUATED BY STUDENTS AND  
ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
The knowledge and understanding that counselors have of the world of work is:			
quite limited			2.5
about average			26.5
somewhat better than average			57.1
excellent			<u>13.9</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	4.4	< 0.30	---
Age	22.9	0.10	
Marital Status	8.4	< 0.05	0.12
Year in college	17.4	< 0.05	0.18
School	9.8	< 0.90	---
Number of activities	8.5	< 0.80	---
Grade point average	5.3	< 0.80	---
Father's occupation	10.8	0.80	---
Size of community	5.5	0.95	---
High school guidance rating	13.4	< 0.20	---
Knowledge of Center	17.3	< 0.01	0.18
Times visited Center	17.5	< 0.05	0.18
Nature of Problem	4.6	< 0.98	---
Attitude Scale Group	52.7	< 0.01	0.30

trait in counselors. Only five control items were found to be significantly associated with the attribute. They were: marital status, year in college, knowledge of the Center, and times student visited the Center. The data in Chapter VI emphasized that older students were more critical of the Center and the counselors. This fact is corroborated again for the attribute under discussion. For example, married students had a larger proportion than expected among those who believed that counselors have only a average knowledge of the world of work.<sup>8</sup> Seniors, who are on the whole older students, had a smaller representation among those who judged the counselor's knowledge to be excellent, while freshmen had a larger representation in this category.

Probably part of the critical attitude of the older group derives from their lack of actual contact with the organization and a lack of understanding of the Center's purposes. This is borne out by the fact that significant associations exist between this counselor attribute and the students' knowledge of the Center and their contacts with it. Those who had a good idea of the agency's purposes and functions had a larger representation among those who rated counselors' knowledge of the work world as excellent, while those who had only some idea were less inclined to agree with this rating. In addition, it is found that those who had been to the Center three or more times had a larger proportion among those who judged counselors to have an excellent understanding of the world of work.

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8. Appendix L, items 3-43, 44, 55, 56, 74, 75.

Understanding of Social and Cultural Differences. If the counselor has had firsthand experience on many occupational levels he will probably come into contact with workers who represent many classes, races, and other groups. It does not follow automatically that contact with such groups brings understanding of the way of life and problems of different people. Yet the counselor is expected to deal with the problems of people who represent many different parts of society. Teachers and counselors generally represent only a segment of American society, the middle class.<sup>9</sup> Unless the counselor submerges the "values" derived from class during the counseling process, he will be unable to operate effectively with clients who come from other parts of the society. This problem is not as great if the counselor has clients who come from the same social level which he represents. This tends to be the case on the college campus where students and counselors both derive from the middle class.

One of the problems of this chapter is to determine how students on this campus feel about the counselors' abilities to understand and help students who differ in race, religion, economic, and social background. In Table XLIX it is found that one-third of the students felt that counselors have an excellent understanding of background differences. Almost two-thirds indicated that counselors have some understanding of students who differ from themselves in background, and less than three per cent felt that counselors have little or no understanding of background differences.

The control items which are indices of background differences are father's **occupation** and size of community from which the students come.

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9. Warner, Havighurst, and Loeb, Who Shall Be Educated, New York: Harper and Brothers, 1944, p. 101.



TABLE XLIX

STUDENTS' EVALUATION OF COUNSELORS' ABILITY TO UNDERSTAND CLIENTS OF  
DIFFERENT BACKGROUNDS AND ASSOCIATION OF STUDENTS' CHARACTERISTICS  
TO THIS COUNSELOR ATTRIBUTE

			Per Cent
How do you feel about the counselors' ability to understand and help students who differ from themselves in background, race, religion, social, or economic status?			
They have an excellent understanding of background differences.			32.8
They have some understanding of students different from themselves.			64.9
They have little or no understanding of background differences.			<u>2.3</u>
Total			100.0
Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	1.8	> 0.20	---
Age	13.2	0.20	---
Marital Status	6.2	< 0.05	0.10
Year in College	12.6	0.05	0.15
School	26.2	0.01	0.22
Number of Activities	3.0	< 0.95	---
Grade point average	7.7	< 0.30	---
Father's occupation	8.4	< 0.70	---
Size of community	16.4	0.05	0.17
High school guidance rating	7.8	< 0.50	---
Knowledge of Center	6.4	< 0.20	---
Times Visited Center	15.8	0.02	0.17
Nature of Problem	5.8	0.95	---
Attitude Scale Group	54.0	< 0.01	0.30

Since father's occupation does not show a significant association with this counselor attribute, it may be concluded that either (a) a homogeneous population exists, (b) counselors effectively handle students of different backgrounds, or (c) the instrument does not measure the heterogeneity that may exist in the population. Perhaps other controls such as race, religion, nationality, and father's income should have been included in the instrument. One student background characteristic which seems to have some influence on the student's judgment of the counselor's understanding of background differences is size of community. Probably larger cities have people of more divergent backgrounds. From data in Table XLIX it is noted that students from cities over 100,000 were somewhat more critical, for they had a smaller relative proportion among those who rated counselors as excellent in this attribute, while those from smaller cities tended to have a larger relative proportion in the same category.<sup>10</sup>

Other significant associations (P's of chi-squares of five per cent or less) are found between the counselor attribute under discussion and control items. They are: marital status, year in college, school enrolled, and number of Center visits. Students who were single and freshmen had a larger representation among those who felt that counselors' understanding of background differences was excellent, while seniors had a smaller representation. Since the background differences of the younger and older students are probably not very great, the differences may

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10. Appendix L, item 4-51.

reflect general attitudes toward the Center. This reasoning is not conclusive, however, since a greater proportion of seniors are veterans who probably come from more varied backgrounds than non-veterans.

Some association is found between school enrolled and evaluation of this item. Students in the Basic College generally rate counselors higher in this attribute while Veterinary Medicine students rated them lower. It is possible that the background of the latter is more rural than that of the counselors, or that Veterinary students are generally critical of the counselors and the Center. Those who have visited the Center most felt more confident in the counselors' ability to understand all kinds of students, for those who contacted the Center five or more times had a higher proportion who rated the counselors "excellent."<sup>11</sup>

Counselor's Interest in Students. There is practically unanimous agreement among writers that counselors should be interested in working with people and their problems. While this may also be a requisite for any job dealing with people, it is doubly important for counselors. The latter should not only have an interest in people and their problems, they should communicate this fact to their clients. While it may be true that most counselors have interest in their jobs, it does not follow that they communicate their interest to their clients. An attempt was made to find how students felt about this attribute for the counselors at the Center.

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11. Appendix L, items 4-43, 44, 47, 56, 74, 75.

Table L displays the data under consideration. While one-third of the student body asserted that the counselors have a great deal of interest in their job of counseling students, almost sixty per cent felt that counselors seem to be interested. Only eight per cent indicated that counselors either do not show their interest or definitely lack interest.

A few differences are noted in responses to this item. Responses differ somewhat according to: sex, father's occupation, knowledge of the Center, and the number of agency contacts.<sup>12</sup> A relatively larger percentage of women felt that either the counselors do not reveal their interest during the counseling process or that they show a great deal of interest. This split is not present among the men. Turning to occupation of fathers, children of clerical workers were somewhat more critical of this counselor attribute, while children of skilled workers were less critical than others. It is difficult to explain this situation. It may be an artifact of the sampling.

As revealed in the other traits studied, students who had a good idea of the Center's functions and those who contacted the agency more, had more positive attitudes. Both groups had a larger representation among those who felt that counselors have a great deal of interest in clients.

Counselor's Emotional Stability. In Chapter IV the literature dealing with the relative importance of particular counselor attributes was reviewed. Without exception, every authority insisted that the counselor, himself, should be emotionally mature. The writers agreed that the counselor with

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12. Appendix L, items 5-41, 45, 55, 56, 74, 75.



TABLE L

HOW STUDENTS EVALUATE COUNSELORS' INTEREST IN THEIR JOBS AND ASSOCIATION  
OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
How much interest do counselors show in their job of counseling with students?			
They definitely lack interest.			1.7
They do not show their interest.			6.3
They seem to be interested.			57.4
They have a great deal of interest.			<u>34.7</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	10.5	< 0.02	0.13
Age	19.9	< 0.20	---
Marital Status	2.8	< 0.30	---
Year in College	8.3	< 0.50	---
School	14.8	0.50	---
Number of Activities	17.0	0.50	---
Grade point average	7.0	< 0.70	---
Father's occupation	16.2	0.05	0.17
Size of community	22.4	0.10	---
High school guidance rating	3.6	< 0.95	---
Knowledge of Center	24.0	< 0.01	0.21
Times Visited Center	20.1	< 0.02	0.19
Nature of Problem	10.2	< 0.95	---
Attitude Scale Group	82.8	< 0.01	0.36

an unstable personality would not be able to counsel effectively.

Emotionally immature counselors may derive satisfaction from the counsel-process, but they do not necessarily help the client.

Students were asked to judge the emotional adjustment of the counselors. It is not suggested that students are able to do this effectively or accurately. This is not important. It is important, however, for students to feel that counselors are normal, or at least that they are not "queer" or unbalanced personalities. As may be concluded from Table LI there is no doubt that the students overwhelmingly judged counselors to be average or above average in emotional adjustment. Three-fifths felt that counselors were like most people in their emotional adjustment and four-tenths judged them to be very stable and well-adjusted.

So general is this endorsement that only four control factors were significantly associated with the trait under discussion. As in the case with other attributes older students and seniors had greater reservations about the counselors' emotional adjustment, and freshmen had fewer reservations.<sup>13</sup> Students in the school of Science and Arts had a smaller proportion than expected among those who felt the counselors to be very well adjusted. One may only hazard a guess for this. Students in Science and Arts are generally exposed to more Social Science courses. This exposure may induce some of them to be somewhat more critical of the personality adjustment of most people.

Ability to See Client's Viewpoint. One of the most important contributions in the last few years is the change in the definition of the counselor's

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13. Appendix L, items 6-42, 44, 47, 74, 75.

TABLE LI

EVALUATION OF COUNSELORS' EMOTIONAL ADJUSTMENT BY STUDENTS AND  
ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
Counselors at the Center are:			
Lacking in emotional adjustment.			0.6
Like most people in their emotional adjustment.			61.5
Very stable and well-adjusted emotionally.			<u>37.9</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	2.1	0.30	---
Age	22.3	< 0.02	0.20
Marital Status	1.5	< 0.20	---
Year in College	16.9	< 0.01	0.17
School	22.3	< 0.05	0.20
Number of Activities	12.6	< 0.30	---
Grade point average	10.1	0.10	---
Father's Occupation	4.7	< 0.80	---
Size of Community	5.9	< 0.70	---
High School Guidance rating	7.9	0.30	---
Knowledge of Center	8.3	< 0.10	---
Times Visited Center	3.4	0.70	---
Nature of Problem	6.1	< 0.50	---
Attitude Scale Group	41.9	< 0.01	0.27



role. Rogers and others have stressed that the counseling relationship and the authority relationship may be incompatible.<sup>14</sup> Increasingly the emphasis in counselor training has been to teach the client the importance of self-understanding. More and more the counselor is urged to be tolerant of the unique attributes of the individual. Conversely, he is urged to refrain from forcing his ideas on the client. The latter is encouraged to develop by making the atmosphere of the interview one of permissiveness. In view of this, students were asked to evaluate local counselors in their ability to develop a permissive atmosphere.

From Table LII it may be noted that only ten per cent of the sample felt that the counselors may be overbearing or trying to enforce their pet ideas on students. One-quarter suggested that counselors are very tolerant and almost two-thirds indicated that counselors try to be "fair-minded" in their dealings with the student. The overwhelming approval of this basic counselor attribute should be encouraging to the personnel of the Center.

An inspection of the lower portion of Table LII suggests that students of different backgrounds responded similarly in reference to this attribute. The exceptions are by year in college, number of extra-curricular activities, grade-point average, and knowledge of the Center.<sup>15</sup> As expected freshmen and sophomores had a larger relative proportion among

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14. Carl R. Rogers, Counseling and Psychotherapy, Boston: Houghton Mifflin Company, 1942, pp. 108-109.

15. Appendix L, items 7-44, 49, 45-46, 55, 74-75.

TABLE LII

ABILITY OF COUNSELORS TO SEE CLIENT'S POINT OF VIEW AS EVALUATED BY  
STUDENTS AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS  
COUNSELOR ATTRIBUTE

			Per Cent
In trying to see the student's point of view, counselors at the Center:			
are very tolerant.			25.2
try to be fair-minded.			64.8
are sometimes overbearing and talk down to students.			7.4
usually force their pet ideas on students.			<u>2.7</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	3.2	$< 0.20$	---
Age	30.5	$< 0.20$	---
Marital Status	.7	$< 0.99$	---
Year in College	14.6	0.02	0.16
School	22.0	$< 0.20$	---
Number of Activities	31.6	0.01	0.25
Grade point average	21.5	$< 0.05$	0.19
Father's occupation	27.5	$< 0.30$	---
Size of Community	15.4	$< 0.50$	---
High School Guidance Rating	4.7	0.98	---
Knowledge of Center	25.5	$< 0.01$	0.21
Times Visited Center	14.2	0.10	---
Nature of Problem	9.9	$< 0.70$	---
Attitude Scale Group	27.1	$< 0.01$	0.22

those judging counselors to be very tolerant, while seniors had a larger representation among those who felt counselors to be somewhat overbearing toward students. Those who participated in no extra-curricular activity had a smaller representation than expected in the "very-tolerant" category and a larger representation than expected in the "try to be fair-minded" category.

Again, as might be predicted from earlier data, those who felt they had a good idea of the functions and purposes of the Center firmly believed in the tolerance of the counselors. Students with lowest grades had a larger relative proportion in the critical group. Although differences among students in the endorsement of this counselor attribute are found, it is necessary to stress that they are small and minor in view of their general approval. This applied not only to this category but to all others discussed thus far.

Counselor's Training and Experience. Although personality and philosophy of life are the two greatest factors in successful counseling, education and training are also important. Most writers believe that there is no one best route for the prospective counselor to travel in preparing for his job. It is probably desirable that his background include varied educational experiences so he can help students with different needs and interests. The ideal training program for counselors should be broad, including such courses as philosophy, psychology, sociology, economics, labor problems, and specialized courses in counseling. Not only does the counselor need a background of factual knowledge to handle educational and vocational problems effectively, he must in addition have

adequate training in personality development to handle problems of personal and social adjustment.

Students in the sample were asked to appraise the counselors' abilities to handle student problems. About forty-five per cent indicated that the counselors at the Center had sufficient training and experience to cope with all kinds of student problems. Slightly more than one-half of the respondents had some reservations; they felt that the counselors' training and experience enabled them to handle only certain kinds of problems. In a later section, data on the nature of the problems which students believe counselors can handle will be examined. Table LIII merely gives the general feeling that the students have about the adequacy of the training and experience of counselors. It is obvious that their evaluation is positive.

In the lower portion of Table LIII the data by the control items are given for this question. Statistically significant chi-square values are found for sex, age, year in college, school enrolled, and knowledge of the Center. It is noteworthy that the sexes were split on the question of adequacy of counselor training. Generally speaking the women were less critical, for a greater proportion of them felt that counselors can handle all kinds of student problems. The men, on the other hand, had a smaller relative proportion in this category and a larger relative proportion among those who believed that counselors can handle certain kinds of student problems.<sup>16</sup>

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16. Appendix L, items 8-41, 42, 44, 47, 55, 74-75.

TABLE LIII

HOW STUDENTS EVALUATE COUNSELORS' EXPERIENCE AND TRAINING TO HANDLE  
PROBLEMS AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS  
COUNSELOR ATTRIBUTE

			Per Cent
The training and experience of the counselors at the Center enables them to handle:			
all kinds of student problems.			45.7
only certain kinds of student problems.			54.1
no student problems.			<u>1.2</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	10.2	< 0.01	0.13
Age	22.4	< 0.02	0.20
Marital Status	2.0	< 0.50	---
Year in College	22.5	< 0.01	0.20
School	25.5	< 0.02	0.21
Number of Activities	4.0	< 0.95	---
Grade point average	9.7	< 0.20	---
Father's occupation	8.1	< 0.50	---
Size of Community	9.8	< 0.30	---
High School Guidance Rating	6.9	< 0.50	---
Knowledge of Center	15.9	< 0.01	0.17
Times Visited Center	3.7	< 0.70	---
Nature of Problems	3.2	< 0.80	---
Attitude Scale Group	29.8	< 0.01	0.23



Differences in responses according to age and year in college which appeared elsewhere also appeared here. Students eighteen years and under and underclassmen in general were less critical of this counselor attribute, while those twenty-one years and over and upperclassmen were more certain that counselors could handle only certain types of problems well. Apparently, increasing criticalness which accompanies age and class rank is a function of "maturation" rather than experience with the Center. This interpretation is strengthened because there are no statistically significant differences in criticalness of this counselor attribute according to number of times students visited the Center.

The largest coefficient of contingency is found associated with school in which the student is enrolled. Since students in the Basic College are younger, it is not surprising to find that they had a larger representation among those who indicated that counselors can handle all kinds of problems. Those registered in the School of Business and Public Service were most critical for they felt more than others, that counselors can handle only certain types of problems. As might be expected students who had a good idea of the Center's purposes had greater confidence in the counselors' abilities to handle all kinds of problems. Those who had only some idea of the Center's functions were more inclined to think that its counselors were equipped to handle only certain kinds of student problems.

Stimulating Clients To Have Insight. The basic tenet of the faith of many counselors is the conviction that their main task is to make their further services unnecessary to the client. That is, they believe they are most successful when they have helped the client to achieve a greater

degree of independence and self-understanding. Many counselors feel that it is not their main function to solve problems that clients bring to them, but to stimulate the client's problem-solving capacities so that he may solve his own problems in the future. This philosophy is stated as the basic hypothesis of the work of Carl Rogers:

Effective counseling consists of a definitely structured permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation. This hypothesis has a natural corollary, that all techniques aim toward developing this free and permanent relationship, this understanding of self in the counseling and other relationships, and this tendency toward positive self-initiated action.<sup>17</sup>

In Table LIV is found the student's evaluation of the counselor's ability to help him achieve insight into himself and his problem. Slightly less than one-fifth of the sample indicated an overwhelming endorsement of this counselor attribute, and almost three-quarters felt that counselors succeed "fairly well" in this objective. The group which responded negatively to this category comprise almost one-tenth of the sample. At a later point a more intensive examination of the characteristics of this group is given.

Analysis of the control data reveals that the younger students and the underclassmen have a relatively larger proportion among those who endorsed this counselor attribute completely.<sup>18</sup> Older students and upperclassmen are more inclined to have a larger representation among those who have reservations about the counselors' abilities to help students

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17. Rogers, op. cit., p. 18.

18. Appendix L, items 9-42, 44, 45-46, 50, 56, 58, 74-75.



TABLE LIV

STUDENTS' EVALUATION OF COUNSELORS' ABILITIES TO HELP CLIENTS UNDERSTAND  
THEMSELVES AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS  
COUNSELOR ATTRIBUTE

			Per Cent
How well do counselors help students achieve a clear-cut and realistic understanding of themselves and their problems?			
Very well			17.7
Fairly well			73.3
Not very well			7.8
Not well at all			<u>1.1</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	4.3	< 0.70	---
Age	27.4	0.02	0.22
Marital Status	1.0	< 0.80	---
Year in College	35.4	< 0.01	0.25
School	21.1	< 0.30	---
Number of Activities	14.5	0.50	---
Grade point average	22.8	< 0.01	0.21
Father's Occupation	24.0	0.02	0.21
Size of Community	15.7	0.20	---
High School Guidance Rating	5.7	< 0.80	---
Knowledge of Center	11.0	< 0.10	---
Times Visited Center	20.8	0.01	0.19
Nature of Problem	29.9	< 0.05	0.22
Attitude Scale Group	102.2	< 0.01	0.40



gain insight into themselves and their problems. Students whose grade point averages were less than 2.0 felt somewhat more than the average, that counselors are able to help students achieve insight very well. Children of professional and semi-professional parents were less inclined to go all out in their endorsement of this important counselor trait, while children of businessmen were more so inclined.

Few differences were found in the item by frequency of visits to the Center. Apparently there is a small group of students who have visited the Center five or more times who are divided in their evaluation of the counselors' abilities to help them achieve insight into their problems. They have a somewhat larger representation among those who rated the counselors "very well," a smaller representation in the "fairly well" category, and a larger relative proportion again in the "not very well" category. It would be of interest to know why increased contact with the Center generates approval in some and disapproval in others. An analysis of the nature of problems brought to the Center does not shed conclusive evidence on this score.

#### Summary

To explore the specific content of student attitudes toward counselors at the Center, the sample was asked to evaluate nine counselor attributes. The degree of association between these nine attributes and fourteen background characteristics was determined by the chi-square test. The significant chi-squares were later converted into coefficients of contingency to determine degree of association.

Certain control items were found to be more frequently associated with the counselor attributes. In decreasing number of significant associations they were: attitude score, year in college, age, knowledge and purposes of Center, number of visits to Center, school enrolled, sex, extra-curricular activity, grade-point average, father's occupation, high school guidance rating, size of community, marital status, and nature of problem brought to the Center. As shall be seen in the next chapter, the correlations referring to counselors' personal or occupational attributes are in general lower than those referring to their services. This fact supports an earlier contention that a broad, uncrystallized, positive atmosphere toward the Center exists on campus.

Apparently students at Michigan State College think rather highly of their counselors. Their evaluation of all the counselor attributes were very favorable with only a small minority making negative evaluations. When asked to appraise the counselors' outlook on life most agreed that counselors saw the brighter side of life. However, older students and children of clerical workers believed somewhat more than the others that counselors were sour and pessimistic in basic philosophy.

A preponderance of students felt that the counselors' understanding of social forces in our society was adequate and realistic. The younger students tended to have an even more positive endorsement. However, those in the school of Business and Public Service had a tendency to be more critical of this counselor quality.

Five control items were significantly associated with the counselors' understanding of the world of work. Although seventy per cent of the

students thought counselors had an average or excellent understanding of the world of work, older students, seniors, and married students were somewhat more critical.

Overwhelming favorable evaluations were made of the counselors' ability to understand clients of different social, racial, and economic backgrounds. As with other items, students in Veterinary Medicine, seniors, and those who came from larger communities were somewhat more critical of the counselors in this regard.

Only eight per cent of the students believed counselors lacked interest in their clients. The men and children of clerical workers dominated this small group. A few indices were significantly associated with the counselors' interest in their clients. They were sex, father's occupation, knowledge of Center, and the number of visits to the agency.

Students overwhelmingly judged counselors to be average or above average in emotional adjustment. So general was this endorsement that only four control factors were significantly associated with the trait. Older students and seniors were somewhat more reluctant about endorsing completely the counselors' emotional adjustment.

Only ten per cent of the population felt counselors were overbearing toward students or enforced their pet ideas on them. As expected, freshmen and sophomores as well as those who frequented the Center most believed quite the reverse. Older students and those with low grade-point averages tended to have somewhat more reservations.

Forty-five per cent of the students believed counselors had sufficient training and experience to cope with all student problems, the

remainder making some reservations. Significant associations appeared with sex, age, year in college, school enrolled, and knowledge of the Center. Women, younger students, those in the Basic College, as well as those who knew the Center's functions were less critical of this counselor attribute, while students in the school of Business and Public Service tended to be more critical.

Almost ninety per cent of the students felt that counselors were able to stimulate clients to obtain insight into themselves and their problems. Younger students and underclassmen tended to feel this more than the others. Oddly enough, those with low grade-point averages also believed counselors aided them to achieve insight into their problems.

In the next chapter student appraisal of specific counselors' services will be made in the same pattern as used in this chapter.

## CHAPTER VIII

## CHAPTER VIII

### STUDENT APPRAISAL OF COUNSELORS' SERVICES

#### Introduction

In the preceding chapter nine attributes of counselors were examined for student reaction. In this chapter an analysis of how students evaluated counselors' services will be presented. It is, of course, artificial and difficult to separate conceptually and practically the attributes of the counselor and the way he performs his duties. However, certain specific techniques of conducting interviews can be singled out for student reaction. These include the way psychological tests are interpreted, the amount of time devoted to interpreting test scores, the use of directive or non-directive techniques, the length and pace of the interview, the method of advising students on course selection, the treatment of No-Preference students, knowledge of course requirements and classroom conditions, and effectiveness in dealing with personal and emotional problems.

It is clear that some of these items overlap. They were selected because students in the pre-test samples were concerned with these functions. An analysis of their concerns revealed that they were interested most in these specific aspects of their experiences with the Center.

#### Evaluation of Counselors' Services

Interpretation of Psychological Tests. One of the main functions of the Center is to help students clarify their personal and academic potentialities. Quite often counselors administer a battery of tests



such as vocational interest, academic aptitude and achievement, personality inventories, and the like to understand the client better. No doubt, many students find these tests helpful and talk about them to their friends. This stimulates others to go to the Center and take such tests. Since World War II, students have become so aware of psychological tests that they have accepted them as part of the student culture.

In Table LV the students reactions to the counselors' abilities to interpret tests is seen. The outstanding impression gained from the table is that the student body has confidence in the way counselors interpret psychological tests. Over seven-tenths found test interpretation to be "usually clear and understandable." Almost one-fifth of the students had some reservations on this score and indicated that test interpretation was "too general to be of much help." Smaller ratios supported both the extreme alternatives of the item.

Variation in the evaluation of counselors' abilities to interpret psychological tests is found for a number of control factors. They are sex, age, year in college, and knowledge of the Center. The representation of the men in the extreme positive category was significantly smaller than that for the women.<sup>1</sup> Likewise, those 19 years and younger, and students in the Basic College had a larger representation among those who believed the counselors' interpretations of psychological tests to be "always clear and understandable." Those over 19 years of age, and students in the Upper School felt to a greater extent than the former groups that interpretation was "too general to be of much help."

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1. Appendix L, items 10-41, 42, 44, 55, 74-75.

TABLE LV

STUDENT RESPONSES TO HOW WELL COUNSELORS INTERPRET PSYCHOLOGICAL TESTS  
AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
The counselors' interpretation of psychological tests to students is:			
Always clear and very understandable.			8.0
Usually clear and understandable.			72.0
Too general to be of much help.			19.1
Confusing and of no help.			<u>0.9</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	7.9	$< 0.05$	0.11
Age	25.2	$< 0.05$	0.21
Marital Status	2.9	$< 0.50$	
Year in College	17.6	$< 0.05$	0.18
School	21.6	$< 0.30$	
Number of Activities	11.0	$< 0.90$	
Grade point average	11.9	$< 0.30$	
Father's Occupation	15.8	0.20	
Size of Community	7.8	$< 0.80$	
High School Guidance Rating	3.6	$< 0.95$	
Knowledge of Center	13.4	$< 0.05$	0.15
Times Visited Center	11.4	$< 0.50$	
Nature of Problem	13.9	$< 0.50$	
Attitude Scale Group	42.4	$< 0.01$	0.27

As might be anticipated, students who felt they had a good idea of the purposes of the Center had a larger relative proportion in the extreme positive response. The reverse situation existed for those who had only "some idea" of the Center's purposes and functions. Although the P of the chi-square for the control "times visited Center" indicated no significant association with the item under discussion, those who had never been to the Center were less inclined to register extreme approval of this counselor attribute. The group which had contacted the Center five or more times was split on this item, for its members had larger proportions both among those who thought the counselors' test interpretation to be always clear and those who thought it to be too general to be of much help. This confirms the observation made earlier that there is an attitudinal split among the frequent visitors to the Center.

Time Given to Test Interpretation. In the pre-test several students complained that the amount of time counselors devoted to test interpretation was either too much or too little. The amount of time consumed in test interpretation is related to the previous item which dealt with the adequacy of test interpretation. There is no agreement among writers as to how much of the interview should be spent in discussing test scores. Since this task is done for the client's welfare his judgment on the time spent on test interpretation is critical.

The data on student judgments of time spent in test interpretation appear in Table LVI. Slightly over two-thirds feel that the amount of time spent is about right. About one-seventh feel that the amount used is "somewhat excessive" and an equal per cent feel it is "somewhat less

TABLE LVI

AMOUNT OF TIME COUNSELORS GIVE TO TEST INTERPRETATION AS JUDGED BY  
STUDENTS AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS  
COUNSELOR ATTRIBUTE

			Per Cent
The amount of time that counselors spend in talking about tests and test scores is:			
much greater than it ought to be			1.2
somewhat excessive			14.4
about right			67.6
somewhat less than it ought to be			15.0
much less than it ought to be			<u>1.8</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	4.7	< 0.50	---
Age	16.9	< 0.70	---
Marital Status	11.6	< 0.02	0.15
Year in College	9.7	< 0.70	---
School	23.2	0.50	---
Number of Activities	10.5	< 0.90	---
Grade point average	15.3	0.20	---
Father's Occupation	11.5	< 0.80	---
Size of Community	7.8	0.95	---
High School Guidance Rating	11.1	0.50	---
Knowledge of Center	9.6	< 0.70	---
Times Visited Center	52.9	< 0.01	0.30
Nature of Problem	32.2	0.10	---
Attitude Scale Group	13.2	0.01	0.16

than it ought to be." Less than two per cent of the students endorse each of the extremes.

The responses to this question approach a normal distribution. Only two control items indicate other than a chance association with this counselor attribute. They are marital status and number of times the student has visited the Center. The married students have a larger relative proportion among those who feel that the amount of time counselors spend in talking about tests is somewhat excessive, while single students have a smaller relative proportion among those who feel that not enough time is spent in test interpretation.<sup>2</sup> Apparently the latter, who have to make curriculum decisions, feel that tests are more important.

Since those who visit the Center have direct experience with the issue being considered, their reaction is important. Those who frequented the Center five or more times were less inclined to say that an excessive amount of time was devoted to discussion of test scores. Those who went to the agency three or more times had a larger representation among those who felt that somewhat more time should be given to test interpretation. Students who did not go to the Center also felt more time should be devoted to test interpretation. It is clear that both users and non-users do not object to giving plenty of time to talking about tests and test scores. Apparently students have faith in tests and like to talk about them.

Counselors' Approach to Problem Solutions. In referring to several items above, a central issue in the counseling process was discussed.

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2. Appendix L, items 11-41, 42, 44, 55, 74-75.

This issue is the extent of the counselor's control of the interview. One of the important controversies in the field is the extent to which the counselor provides solutions to client problems. Some feel the counselor should provide solutions while others feel that solutions should come from the client himself. Most would agree, however, that during some stage of the interview the client should be made aware of alternative solutions or directions to his problems.

Probably no two counselors proceed exactly the same way. Certainly there is no unanimity among the counselors at the Center on the approach to be used on most problems. Some feel that the interview technique should vary with the problem and the client, and this is probably their standard operating procedure.

In the questionnaire students were asked to indicate what techniques the counselor used in handling general problems. Of course there is no assurance that students know the different counseling techniques. However, the pre-test showed that some students felt that counselors never helped them directly with their problems. As one student said, "You get the run-around down there. You just sit down and pass the time of day and then go back some more and kill some time talking about nothing." Other students indicated an approval of such a permissive technique.

The student responses to the counselors' use of the directive or semi-directive techniques are found in Table LVII. Here again the data conform to a normal distribution. Somewhat over three-fifths of the students suggested that "more often than not they (counselors) present students with alternatives" to their problems. Almost one-fifth endorsed

TABLE LVII

DISTRIBUTION OF STUDENT RESPONSES CONCERNING COUNSELORS USE OF DIRECTIVE OR NON-DIRECTIVE APPROACH TO PROBLEM SOLVING AND ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
How do counselors at the Center deal with the students' problems?			
They usually dictate the solutions.			0.9
They are likely to give solutions to problems.			18.3
More often than not they present students with alternatives.			63.4
They always offer alternatives from which students may choose.			<u>17.4</u>
Total			100.0
Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	4.7	< 0.20	---
Age	7.3	< 0.70	---
Marital Status	2.6	< 0.50	---
Year in college	11.9	< 0.20	---
School	19.1	< 0.50	---
Number of Activities	27.0	< 0.02	0.22
Grade point average	10.0	0.30	---
Father's Occupation	10.5	0.70	---
Size of Community	19.8	< 0.10	---
High School Guidance Rating	2.1	0.99	---
Knowledge of Center	6.5	0.20	---
Times Visited Center	7.5	< 0.70	---
Nature of Problem	14.3	0.70	---
Attitude Scale Group	5.1	< 0.30	---

each side of this middle response by suggesting that counselors either give solutions to problems, or conversely, they always offer the student alternatives from which to choose.

Apparently when student responses approximate the normal curve, fewer control items are found to be significantly associated with the question. It is noteworthy that this is the only item in Part II of the instrument which is not significantly related to the score on the Counseling Attitude Scale. Only one significant association was found and it was related to number of extra-curricular activities. Students not participating in any activity had a smaller relative proportion among those who felt that counselors usually present students with alternatives to their problems and a larger relative proportion among those suggesting that counselors always presented alternatives. It is difficult to account for this apparent contradiction.<sup>3</sup>

Counseling Emotional and Personal Problems. Students and counselors sometimes make distinction between problems that are largely emotional in nature and problems that are not. For example, a student may want to know what the course requirements are for a certain curriculum. This question can be answered readily and dismissed. However, it may be that the answer may induce great emotional problems on the part of the student. He may have to take a course from an instructor whom he dislikes. He may be insecure of his abilities in certain areas. Therefore, problems of curriculum requirements may become emotional ones. Despite this possibility, some problems are self-defined as more personal than others. It is

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3. Appendix L, item 12-49.



the intent here to ascertain the students' appraisal of the help obtained on these self-defined problems. The latter, as any counselor knows, are often vaguely understood by the client and may be a source of constant anxiety. Since they are not amenable to rapid solution, the client may channelize his anxieties into hostility against the counselor. For this reason it was decided to ascertain student evaluation of the counselors' ability to help him in this area.

In Table LVIII are found the student responses to this item. The great majority, seven-tenths of the total, admitted that counselors were of some help in solving their personal and emotional problems. One-fifth of the students felt that they were greatly helped and only one-tenth indicated they received no help.

It is apparent by inspecting the lower half of Table LVIII that only two control items are significantly associated with responses on this counselor attribute. They are: the rating that students gave their high school guidance services and the knowledge they have of the Center's functions. Surprisingly enough no significant association was found between the nature of the problem brought to the Center or the number of times they frequented the agency. Those who rated their high school guidance services as poor or harmful tended to feel, more than others, that they received "practically no help with their personal problems" at the Center.<sup>4</sup> Having had little contact with guidance services earlier, their expectations of high might have been too high. Students who felt

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4. Appendix L, items 13-53, 55, 74-75.

TABLE LVIII

ABILITY OF COUNSELORS TO HELP CLIENTS WITH THEIR PERSONAL-EMOTIONAL  
PROBLEMS AS EVALUATED BY STUDENTS AND ASSOCIATION OF STUDENT  
CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
In helping students with their personal and emotional problems, the counselors at the Center are:			
of great help			19.4
of some help			69.7
practically of no help			10.1
do more harm than good			<u>0.8</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	1.1	0.70	---
Age	16.7	< 0.20	---
Marital Status	5.3	< 0.20	---
Year in College	10.0	< 0.50	---
School	19.1	< 0.80	---
Number of Activities	8.7	< 0.90	---
Grade point average	11.2	< 0.30	---
Father's Occupation	5.7	< 0.95	---
Size of Community	11.4	0.50	---
High School Guidance Rating	16.4	0.05	0.17
Knowledge of Center	23.1	< 0.01	0.21
Times Visited Center	10.6	0.30	---
Nature of Problem	7.3	0.80	---
Attitude Scale Group	32.8	< 0.01	0.24

they had a good idea of the Center's functions endorsed the response that counselors helped them greatly with their emotional problems. This consistent association between knowledge of the Center's functions and approval of its activities points to the necessity of educating students on the proper functions and purposes of the agency.

Understanding Classroom Conditions. Many of the problems that students bring to the Center arise from pupil-teacher relationships and situations arising in the classroom. Such problems may revolve around taking examinations, performing in front of the class, grades, attendance, and the like. It is clearly necessary for the counselor to have fundamental understanding of these classroom conditions, both from the point of view of the student and the professor.

From Table LIX it is clear that students judge counselors' understanding of the social situation on the classroom to be sufficient. Three-fifths of the sample felt that the counselors' understanding was "adequate" and over one-third felt that it was "clear and realistic." Only five per cent appraised this counselor attribute negatively. Such a general approval is objectively understandable, for many counselors at the Center have had teaching experience. As ex-teachers they are fully aware of classroom situations and problems.

In view of this it is not surprising to find chance variation in response to this item by different characteristics. Only age is significantly associated with student evaluation of this counselor attribute. Younger students had a larger representation among those who felt that

TABLE LIX

STUDENT EVALUATION OF COUNSELORS' UNDERSTANDING OF PUPIL-TEACHER  
RELATIONS AND ASSOCIATIONS OF STUDENTS' CHARACTERISTICS  
TO THIS COUNSELOR ATTRIBUTE

			Per Cent
The understanding that counselors have of classroom conditions, problems, and pupil- teacher relationships is:			
clear and realistic			34.5
adequate			60.2
lacking and confused			<u>5.3</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	1.5	0.50	---
Age	19.8	0.05	0.19
Marital Status	1.8	< 0.50	---
Year in College	7.0	0.30	---
School	8.0	< 0.80	---
Number of Activities	7.8	0.70	---
Grade point average	2.8	< 0.90	---
Father's Occupation	9.2	0.30	---
Size of Community	11.5	0.20	---
High School Guidance Rating	2.5	< 0.90	---
Knowledge of Center	5.6	0.20	---
Times Visited Center	1.9	< 0.95	---
Nature of Problem	9.5	0.95	---
Attitude Scale Group	42.8	< 0.01	0.27

counselors had a "clear and realistic" understanding of classroom conditions.<sup>5</sup> Older students predominated very slightly among those who felt that counselors were "lacking and confused" in this quality. The optimism of youth and the sobriety of older students has revealed itself so many times that we may consider the responses to this item as largely an extension of this phenomenon.

Counselors' Knowledge of School Requirements. One of the main functions of the Counseling Center is to assist certain students in arranging their curricula. No-Preference students and those who change school preference are required to clear their curricula through the Counseling Center. Therefore, it is important for the counselor to know what the requirements are of the various schools and departments. This is especially the case for No-Preference students who want to become acquainted with a wide variety of majors. Of course, counselors may and do refer students to particular departments for advice. Departmental advisors, who are well acquainted with their departmental requirements, sometimes complain that counselors are not sufficiently acquainted with the latest details of their curricula. Thus, students may be in a position to make comparisons between their future advisors and counselors. Several students did so in the preliminary pre-test of the questionnaire.

In Table LX student judgments of the counselors' knowledge of school requirements are summarized. Unlike the case for other counselor attributes

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5. Appendix L, items 14-42, 74-75.

TABLE LX

EVALUATION BY STUDENTS OF KNOWLEDGE OF SCHOOL REQUIREMENTS WHICH  
COUNSELORS HAVE AND ASSOCIATION OF STUDENTS' CHARACTERISTICS  
TO THIS COUNSELOR ATTRIBUTE

			Per Cent
The information possessed by counselors concerning requirements of the various schools and departments of the college is:			
very limited and inaccurate			2.1
somewhat limited and varying in accuracy			25.2
usually comprehensive and quite accurate			61.7
always comprehensive and accurate			<u>11.0</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	6.4	0.10	---
Age	23.7	0.02	0.20
Marital Status	4.9	< 0.20	---
Year in College	24.3	0.05	0.23
School	28.6	< 0.01	0.21
Number of Activities	16.7	< 0.50	---
Grade point average	7.6	< 0.70	---
Father's Occupation	6.9	< 0.90	---
Size of Community	6.2	0.90	---
High School Guidance Rating	10.0	0.30	---
Knowledge of Center	11.7	< 0.10	---
Times Visited Center	13.8	< 0.20	---
Nature of Problem	9.1	0.95	---
Attitude Scale Group	60.8	< 0.01	0.32

a somewhat larger percentage are critical of the attribute under discussion, for over one-quarter of the students felt that the counselors' data on curriculum requirements "were somewhat limited" and varying in accuracy. The majority of sixty-two per cent, however, judged their information to be usually comprehensive and accurate. Slightly over one-tenth spoke of it as being always comprehensive and accurate.

It may be suggested that students who had contact with both counselors and advisors should have adequate basis for judgment here. Although the  $P$  of the chi-square for those who visited the Center is less than twenty per cent, an analysis of the data reveals that students who visited the center are somewhat more critical than non-visitors. Significant associations are found for age, year in college, and school enrolled. Supporting the trends found for other counselor attributes, it is seen that the younger students and underclassmen have a large relative proportion among those who believe counselors have a comprehensive and accurate knowledge of school requirements.<sup>6</sup> Conversely, older students and upperclassmen have smaller representation in this category. The largest coefficient of contingency of 0.23 is associated with year in college.

An analysis made by school enrolled is revealing. Students in the Basic College are perhaps most concerned with problems of curriculum planning because they have not yet decided on an academic major. They have a somewhat smaller representation among those who feel the counselors' knowledge to be "somewhat limited and varying in accuracy" and a larger

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6. Appendix L, items 15-42, 44, 47, 74-75.

proportion in the extreme positive response. The endorsement of this counselor attribute by this group of students should be a source of gratification to the Center. Students enrolled in the schools of Veterinary Medicine and Science and Arts are not as enthusiastic. Both groups feel, somewhat more than the average, that counselors are somewhat lacking in knowledge of school requirements. In the case of Veterinary Medicine the "obstacles" in the form of aptitude tests given to its students by the Center may provide a source of antagonism. Perhaps the indecision which characterize many students in the School of Science and Arts is responsible for their slightly negative attitudes in this item.

Assisting No-Preference Students. Probably the majority of contacts the Center has is with the No-Preference student. Although this group may constitute a minority of the student population, it is nonetheless an important and vocal minority. The pre-test showed that students other than No-Preference had ideas on relative success of counselors in helping those who were undecided about a curriculum.

Table LXI displays the data on the effectiveness of counselors in helping No-Preference students to select a curriculum. About three-tenths feel that the counselors are of great help while over six-tenths indicate they are of some help. Only a small minority of five per cent have completely negative attitudes toward this counselor attribute.

Only two control items are significantly associated with response on this item. They are sex and size of community. However, the differences within these groups are rather small. Analysis of the original data show



TABLE LXI

JUDGMENTS BY STUDENTS OF COUNSELORS' EFFECTIVENESS IN HELPING  
NO-PREFERENCE STUDENTS AND ASSOCIATION OF STUDENTS'  
CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
In assisting No-Preference students in selecting a school in which to major, counselors:			
are of great help.			31.6
are of some help.			63.4
are practically of no help.			4.4
do more harm than good.			<u>0.6</u>
Total			100.0

Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	11.2	0.01	0.14
Age	17.4	< 0.20	---
Marital Status	1.9	< 0.20	---
Year in College	3.2	0.95	---
School	13.5	< 0.60	---
Number of Activities	5.8	< 0.98	---
Grade point average	12.0	0.20	---
Father's Occupation	4.6	0.95	---
Size of Community	27.5	< 0.01	0.22
High School Guidance Rating	5.5	< 0.80	---
Knowledge of Center	7.3	0.30	---
Times Visited Center	12.2	< 0.20	---
Nature of Problem	18.2	0.50	---
Attitude Scale Group	34.7	< 0.01	0.24

that there is a small group of "No-Preference" women who evaluate the counselors' curriculum advising as poor.<sup>7</sup> In addition, there is a slight tendency for students from smaller communities not to endorse the extreme positive choice and students from larger communities to hold slightly more negative attitudes. Among those who have gone to the Center for problems not covered in this classification, a stronger endorsement of this counselor attribute is also found. Reasons for these findings are obscure and need to be explored further.

Assisting in Course Selection. Closely associated with curriculum selection is the permissiveness of counselors in allowing students to select their own courses. The usual procedure is for the counselor to give the students a battery of tests, help them to understand their results, and later attempt to fit the curriculum in line with the student's aptitudes and interests. This last step is vital, for here is the place where greatest resistance may arise. No doubt there is variation among the counselors in their behavior when course selections must be made at the beginning of each semester. Some students indicated in the pre-test that they were pressured in taking courses.

Table LXII reveals how students generally felt about the counselor's role in course selection. Over one-half of them felt that counselors allowed the student complete freedom in selecting their courses and over ~~two~~-fifths indicated that students were sometimes allowed to make their

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7. Appendix L, items 16-41, 51, 74-75.

TABLE LXII

PERMISSIVENESS OF COUNSELORS TOWARD STUDENTS IN ADVISING ON COURSE  
SELECTION AND ASSOCIATION OF STUDENTS' CHARACTERISTICS  
TO THIS COUNSELOR ATTRIBUTE

			Per Cent
when advising students in course selection, the counselors:			
disregard student wishes.			0.6
try to dissuade students from their choices.			5.8
sometimes allow students to make their own choices.			41.8
allow students complete freedom in choosing their courses.			<u>51.8</u>
Total			100.0
Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	4.1	< 0.30	---
Age	29.7	< 0.01	0.23
Marital Status	1.2	< 0.80	---
Year in College	31.5	< 0.01	0.24
School	59.7	0.01	0.34
Number of Activities	13.3	< 0.50	---
Grade point average	18.8	< 0.05	0.19
Father's Occupation	14.4	< 0.30	---
Size of Community	10.5	< 0.70	---
High School Guidance Rating	8.2	< 0.70	---
Knowledge of Center	14.1	< 0.05	0.16
Times Visited Center	16.5	0.05	0.18
Nature of Problem	3.7	> 0.99	---
Attitude Scale Group	15.7	< 0.01	0.17

own choices. Only 6.4 per cent felt that counselors actively tried to dissuade students from choosing their courses or they disregarded student wishes entirely.

There was enough differences among students, however, to indicate that opinions were in part a function of their backgrounds. Significant associations were found for age, year in college, school, grade-point average, knowledge of the Center's purposes, and number of times students contacted the Center. As was the case with many of the above items, the younger students and the underclassmen held significantly more positive attitudes toward this counselor attribute than older students and upper-classmen.<sup>8</sup> Other explanations may be ventured in this connection.

A large number of older students who were veterans received counseling in different Guidance Centers operated by the Veterans' Administration. If this group had occasion to use the campus facility a comparison of the counseling obtained was inevitably made. Many of the younger non-veteran students enrolled in the Effective Living course. A section of the course content is devoted to explaining the function and purposes of the Counseling Center. The information may stimulate a more positive attitude toward the Center and its functions. Further evidence for this conjecture lies in the fact that No-Preference students in the Basic College consistently have more positive attitudes than students in other schools. In this instance they had a larger percentage among those who felt the counselors allowed students complete freedom in choosing their

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8. Appendix L, items 18-42, 44, 47, 45-46, 55, 56, 74-75.

courses. Students in the School of Business and Public Service were less inclined to endorse this counselor quality, for they had a larger representation among those who felt that student wishes were sometimes heeded by the counselors.

Students who have low grades are often referred to the Center for help and counseling. As most counselors are aware, students with a low grade-point average are prone to blame many situations for their predicament. Their opinion on this item is therefore important. Apparently, the group is split, for it has a larger relative proportion among those who felt counselors tried to dissuade them from selecting courses and a large relative proportion among those who felt they had complete freedom in course selection.

As in the case for other items, students who had a good idea of the Center's functions had the highest regard for the counselor attribute under discussion. Likewise those who visited the Center most largely endorsed the counselor's permissiveness in allowing students to choose their courses.

Pacing the Interview. The length and pace of the interview is vitally important for the success of the therapeutic process. Many writers stress that the interview should not be hurried, that the client should feel the counselor has given him all the time that he needs. This is done by structuring the interview at the beginning so that the client builds up reasonable expectations of it.

Counselors of the Center have cases in which the pacing and length of the interview becomes an important factor. Since each counselor of the

Center has a heavy case load, a certain amount of "processing" is inevitable. This is true especially during each registration period. At such times the counselor can not spend sufficient time with the student, for the pressure of registration is relentless.

In spite of the fact that counselors have a heavy case load and are often rushed, the data in Table LXIII reveal that students generally felt that the pace and length of the interview was appropriate. Over one-half indicated that the amount of time given to the interview was reasonable. One-quarter felt that the length of the interview was set by the student, while an equal proportion stated that interviews were somewhat hurried.

It may be noted which students held the extreme positions. Significant associations were found to exist between sex and times the Center was visited.<sup>9</sup> Women more than men felt that length of the interview is set by the student. The attitude held by those who frequented the Center most is especially vital for this item. Those who went to the Center five or more times gave greater support, than did others to the opinion that the length of the interview is set by the student himself. Those who never used the Center had a larger proportion among those who felt that the interview time was reasonable. It is revealing that the Center's strongest boosters are those who had most experience and contact with it.

#### Summary

In this chapter an attempt was made to determine how students evaluated the services rendered by counselors. Some of these services

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9. Appendix L, items 17-41, 56, 74-75.

TABLE LXIII

HOW STUDENTS FEEL ABOUT COUNSELORS' ALLOCATION OF INTERVIEW TIME AND  
ASSOCIATION OF STUDENTS' CHARACTERISTICS TO THIS COUNSELOR ATTRIBUTE

			Per Cent
How do you feel about the amount of time given for interviews by the counselors?			
Interview is quick, impersonal, and rushed.			2.1
Interview feels somewhat hurried.			25.3
Interview time is reasonable			51.2
Length of interview is set by the student.			<u>23.4</u>
Total			100.0
Control Items	$\chi^2$ Value	P of $\chi^2$	Coefficient of Contingency
Sex	21.6	< 0.01	0.20
Age	14.3	< 0.30	---
Marital Status	4.8	< 0.20	---
Year in College	10.7	< 0.30	---
School	12.8	0.60	---
Number of Activities	12.2	< 0.50	---
Grade point average	15.5	0.10	---
Father's Occupation	12.6	< 0.50	---
Size of Community	11.2	0.50	---
High School Guidance Rating	11.9	< 0.30	---
Knowledge of Center	10.4	0.10	---
Times Visited Center	56.4	< 0.01	0.31
Nature of Problem	23.2	< 0.20	---
Attitude Scale Group	18.9	< 0.01	0.19

overlapped with the counselors' attributes discussed in the previous chapter. As was the case with the counselors' personal qualities, students had very favorable attitudes toward counseling services.

When asked to judge how well counselors interpreted psychological tests a large majority of students expressed satisfaction with this service, for only twenty per cent felt the interpretations were too general to be of help. Variations occurred for sex, age, year in college, and knowledge of the Center's functions. Women and younger students and those who knew the Center's functions well endorsed the extreme positive evaluations.

Neither users nor non-users of the Center objected to the time given to test interpretations. However, the married students tended to feel that the amount of time given to test interpretation was excessive.

In evaluating the counselors' approach to problem solutions most students approved the permissive technique. While only a few clients endorsed both extremes of this attribute, the majority stated that counselors usually presented them with alternative solutions. There was a tendency for non-users to believe counselors were more directive in dealing with student problems. Only number of extra-curricular activities was significantly associated with this counselor quality.

Ninety per cent of the students felt that counselors were of some help or of great help in solving personal-emotional problems. A tendency existed for those who rated their high school guidance as poor to be more critical of the counselors' ability to help in the area of personal-emotional problems. However, those who had knowledge of the Center's functions expressed favorable attitudes.



When asked to evaluate how much help counselors were to No-Preference students nine-tenths stated that counselors were of some or great help. Only five per cent expressed a lack of confidence in this area. Only two control items were significantly associated with this attribute: sex and size of community. Women No-Preference students and clients coming from larger communities tended to be more critical of the help counselors gave them.

Over one-half of the students felt that counselors allowed them complete freedom in selecting courses, while forty per cent stated that only sometimes were they allowed to make their own choice. There was enough difference among students to suggest that the opinion expressed here were in part a function of their backgrounds. Significant associations were found for age, year in school, school enrolled, grade point average, knowledge of the Center's functions and the number of visits to the agency. As was the case with many other items, younger students and under-classmen held significantly more positive attitudes toward this attribute than older students and upper-classmen. Those who used the Center often held the more positive opinions of the counselors' permissiveness.

In spite of the heavy case load that counselors have at the Center one-half of the students felt that the counselors gave them sufficient interview time. One-quarter felt the interviews were somewhat hurried. Significant associations were found to exist between sex and the number of times the Center was visited. Women tended to feel that length of the interview was set by the students as did those who attended the Center five or more times.

In the next chapter a content analysis of the free responses concerning counselors and the Counseling Center will be made to supplement the material presented in Chapters VI, VII, and VIII.

## CHAPTER IX

## CHAPTER IX

### CONTENT ANALYSIS OF THE FREE RESPONSES CONCERNING THE COUNSELORS AND THE COUNSELING CENTER

#### Introduction

The data analyzed and interpreted in the three preceding chapters were obtained from student responses to the structured sections of the questionnaire, namely Part I, II, and portions of Part III. These data were used to provide both a general and specific picture of student attitudes toward counseling on campus, as well as the relation of attitudes to the students' background characteristics. A limitation of Parts I and II is that they afforded the students little opportunity to express their individual or unique feelings concerning the counselors and the Center. The last item in Part III of the instrument (question 72) was designed to eliminate this inadequacy. It not only furnished the respondents with an opportunity to express their feelings they gained from their unique experiences with the Center, it also gave them the opportunity to react to the questionnaire.

It is the purpose of this chapter to tabulate some of the typical and most recurrent feelings that students expressed about the counselors and the Center. Verbatim comments of students in different content categories will be reproduced to give the reader an idea of the specific feelings of the students, as well as clues to the areas where the Counseling Center might improve its present facilities.

The procedure for making the content analysis of responses was simple and direct. Each questionnaire was first sorted to segregate those who made free response comments from those who did not. There were 303 students, or 55.5 per cent of the sample who expressed some of their feelings in writing. Such a large percentage of responses suggests that students manifested considerable interest in the Counseling Center and its future. Although the amount of writing ranged from a single sentence to three typewritten pages, the average comment was between one to two paragraphs. The majority of the responses were rather sophisticated and well phrased. A minority of the responses evidenced poor grammatical knowledge and naivete of ideas.

In order to determine whether students who had free response comments differed from those who did not, both groups were compared for such background characteristics as sex, age, class, school enrolled, size of community, high school guidance rating, number of Center visits, rating of the Center, and future use of the agency. No statistically significant differences between the percentages were found between these two groups for any of the background characteristics. Apparently, neither the experience of visiting the Center nor the evaluation of its services were important factors in evoking free responses. Possibly personality factors rather than background characteristics were not instrumental in eliciting the large number of free responses. A statistical comparison of the characteristics of respondents and non-respondents may be found in Appendix M.

The investigator read all of the free responses twice in order to determine the number of categories needed to group the student reactions. It appeared that the responses could be coded into twenty distinct groups. Each questionnaire was reread and classified according to this established code. When a response contained two or more different ideas, it was examined closely to determine which idea was more central and which occupied more space. With these decisions made, the questionnaire was placed in one of the twenty categories. A fourth reading was made to make sure that the responses were properly coded and placed in their proper classes.

Table LXIV reveals the different categories and the number of student responses in each. The percentages in column three were obtained by re-computing the responses with the 109 non-substantive statements in categories one and two subtracted from the total responses in column one. This was done because these 109 statements did not contain attitudinal materials. After a brief description of categories one and two of column one, the percentages in column three will be used to describe the content of the free responses.

#### The Free Responses

Analysis of the free responses will deal in turn with: (a) comments on the questionnaire and experience with the Center; (b) statements indicative of favorable attitudes; (c) statements expressing ambivalent feelings; (d) comments relating to negative opinions; and (e) responses which are unclassified.

An over-all analysis of columns one and two of Table LXIV reveals that slightly over one-fifth of the statements were concerned with their inability to make responses for lack of direct contact with the Center. In addition slightly over one-eighth of them made some statements about the questionnaire. The remaining two-thirds of the students commented directly on their attitudes toward the Center and its counselors. An examination of those who made substantive responses shows that a greater proportion of them had negative attitudes than the total population. Only three-tenths of the students who made free responses evidenced positive attitudes toward counseling, about five per cent had a neutral or ambivalent attitudes, and approximately one-fifth displayed negative attitudes. These results indicate that a smaller proportion of the students who had positive opinions toward the Center took time to make free responses.

A slightly different picture is obtained if the responses of those who had no experience with the Center and those who remarked only on the questionnaire are omitted in the computation, as is done in column three of Table LXIV. Among those who actually expressed attitudes almost one-half display positive ones. About three-tenths revealed negative attitudes, and the remaining fifth had either ambivalent, neutral, or unclassified attitudes. Despite this recalculation, it is still plain that more of the students who had antagonistic attitudes toward the Center and the counselors took time to indicate their feelings. This is to be expected, for the satisfied would have less reason to elaborate their feelings. The antagonistic probably hoped their comments would have an effect on the policy of the Center or merely wanted "to get something off their chests." Before

TABLE LXIV

CLASSIFICATION OF STUDENT FREE RESPONSES REGARDING THE COUNSELORS  
AND THE MICHIGAN STATE COLLEGE COUNSELING CENTER

Category	Number	Per Cent	Per Cent Minus 1 & 2
<u>Expressing no attitude</u>			
1. No experience to evaluate Center	68	22.5	---
2. Remarks about questionnaire	41	13.5	---
<u>Positive comments</u>			
3. High regard for Counseling Center	27	8.9	13.9
4. Center must advertise its services	25	9.2	12.8
5. Counselors are friendly and helpful	19	6.3	9.8
6. Counselors are helpful in educational and vocational planning	9	3.0	4.7
7. Client suggestions for improving the Center	6	1.9	3.1
8. Non-users feel Center is an important campus agency	6	1.9	3.1
Sub-total	92	31.2	47.4
<u>Ambivalent comments</u>			
9. Ambivalent feelings toward counselors	7	2.3	3.6
10. Counselors' help depends on problem	5	1.7	2.5
11. Counselors' interest in clients	4	1.3	2.1
Sub-total	16	5.3	8.2
<u>Negative comments</u>			
12. Counselors lack professional training	15	4.9	7.7
13. Need for better interpretation of psychological tests	12	4.0	6.1
14. Low regard for Center	10	3.3	5.2
15. Counselors lack information and are of little assistance	10	3.3	5.2
16. Interviews are too rushed	8	2.7	4.1
17. Counselors' attitudes toward client's views are poor	4	1.3	2.1
18. Counselors are unable to handle personal-emotional problem	3	1.0	1.5
Sub-total	62	20.5	31.9
<u>Unclassified comments</u>			
19. Pertaining to enrollment officers	7	2.3	3.1
20. Unclassified comments	17	5.6	8.8
Sub-total	24	7.9	11.9
Grand total	303	99.9	99.9



presenting representative statements for each of the four content categories, attention will be diverted to the analysis of the free response comments made by the three attitude groups of the Counseling Attitude Scale.

At first the plan of this chapter was to analyze in detail the free responses of the three attitude groups. However, the number of statements made by the unfavorable and low favorable groups were too few to make this kind of analysis meaningful. The broad content categories used in Table LXIV were substituted for the originally conceived analysis. Although Table LXV presents the data in the detailed content categories, only a general analysis of the three attitude groups is provided.

Inspection of Table LXV reveals that the unfavorable and low favorable groups were less inclined to evaluate the Center because a greater proportion had less experience with the agency. The favorable group, on the other hand, was more interested in making comments about the instrument rather than giving their reactions to the Center. As could be expected there were no students in the unfavorable group, as measured by the scale, who had favorable things to say about the Center. On the other hand those in the low favorable group and favorable group, 12.5 per cent and 35.8 per cent respectively, gave six different kinds of positive comments. This is another indication that the Counseling Attitude Scale measured the attitude toward the Counseling Center adequately.

In the three categories listed under "ambivalent comments" there appears to be little difference between the three attitude groups. There are differences, however, between the three groups in the seven responses

TABLE LXV

CLASSIFICATION OF STUDENT FREE RESPONSES REGARDING COUNSELORS AND  
THE COUNSELING CENTER ACCORDING TO THE THREE ATTITUDE GROUPS

Category	Unfavor- able Per Cent	Low Favor- able Per Cent	Favor- able Per Cent
<u>Expressing No Attitude</u>			
1. No experience to evaluate Center.	35.0	32.5	19.7
2. Remarks about questionnaire.	5.0	7.5	15.2
Sub-total	40.0	40.0	34.9
<u>Positive Comments</u>			
3. High regard for Counseling Center.	0.0	2.5	10.7
4. Center must advertise its services.	0.0	7.5	9.0
5. Counselors are friendly and helpful.	0.0	0.0	7.8
6. Counselors are helpful in educational- vocational planning.	0.0	0.0	3.7
7. Clients' suggestions for improvement.	0.0	2.5	2.1
8. Non-users regard Center as necessary.	0.0	0.0	2.5
Sub-total	0.0	12.5	35.8
<u>Ambivalent Comments</u>			
9. Ambivalent feelings toward counselors.	0.0	2.5	2.5
10. Counselors' help depends on problem.	5.0	0.0	1.6
11. Counselors' interest in clients.	0.0	0.0	1.6
Sub-total	5.0	2.5	5.7
<u>Negative Comments</u>			
12. Counselors lack professional training.	10.0	12.5	3.3
13. Want better interpretation of tests.	5.0	5.0	3.7
14. General low regard for Center.	10.0	10.0	1.6
15. Counselors lack information and are of little assistance.	10.0	7.5	2.1
16. Interviews are too rushed.	0.0	7.5	2.1
17. Counselors' attitudes toward clients' views are poor.	5.0	2.5	.8
18. Counselors are unable to handle personal-emotional problems.	5.0	0.0	.8
Sub-total	45.0	45.0	14.4
<u>Unclassified Comments</u>			
19. Pertaining to enrollment officers.	0.0	0.0	2.9
20. Unclassified comments.	10.0	0.0	6.3
Sub-total	10.0	0.0	9.2
Grand total	100.0	100.0	100.0
Number of cases	20	40	243

listed under "negative comments." Again as expected, the unfavorable and low favorable groups had a larger proportion of negative comments about the Center than students in the favorable group. Over two-fifths of the comments of the two lower attitude groups were classified as negative as contrasted to one-seventh of the comments of the favorable group. The students in the favorable group who made negative comments were probably: (a) in the lower range of the favorable scores, or (b) those who had constructive ideas in improving the services of the Center. There appeared to be little differences between the unfavorable and favorable groups in the unclassified section of Table LXV. In the remaining section of this chapter typical comments made by students in all of the content categories will be reproduced.

#### Statements Expressing No Attitude

As indicated earlier those who expressed no attitude comprised slightly over one-third of the sample subjects who made free responses in Part III of the instrument.

No Experience to Evaluate the Center. This group constituted slightly over one-fifth of those responding. There is little to be said of this group, excepting that they desired to explain why they could not make substantive comments.

As a sophomore wrote:

Had little contact with the Center, but friends have had good results.

A male freshman enrolled in the school of Science and Arts and majoring in pre-Law said:

I have tried to answer these questions to the best of my ability but due to the fact that I have had only limited experience with the Counseling Center I feel that possibly some of these answers may be inadequate.

Remarks About The Questionnaire. Approximately fourteen per cent of the students who made comments in the open-ended question wanted to write about the questionnaire itself. Some of them praised the instrument, but some of them objected to questions sixty-one through seventy. They felt it was rather difficult to list in proper sequence the people or agencies to whom they would take their personal problems. A number of students in this group appeared to be sophisticated in tests and test construction and offered suggestions in improving the questionnaire. Of course, not knowing the extent and purpose of this study, their comments often lacked validity.

A male senior who is majoring in Psychology pointed out:

Although I haven't had contact with this Counseling Center, I have had some experience with the Veterans' Counseling Center and on this basis have made my decisions to the items in this questionnaire. I am dubious of the value of this questionnaire completed by any individual never having had counseling service which somewhat necessitates fabrication of answers which would hardly add to the statistical significance of compiled data.

Another psychology student had the same thought when he remarked very briefly:

I believe the validity of the first forty questions is very low. The desired (correct) answer is too plain.

Not having had any experience with the Center, a freshman Art student wanted to express his feelings about the questionnaire. He was impressed with the instrument, and wrote:

The questionnaire is a good way to test student opinion about the Counseling Center.

A junior majoring in Home Economics who used the services of the Center several times remarked:

The Center helped me to select my major and I have only praise for it. The questionnaire is excellent, I think, except for questions 61 through 70. It is difficult to place the items in proper sequence. The sequence would depend upon the nature and kind of personal problem.

#### Statements Expressing Favorable Attitudes

High Regard for Counseling Center. As has been discovered in the preceding chapters, students at Michigan State College hold favorable attitudes toward the counselors and the Counseling Center on this campus. From Table LXIV, column three it was found that approximately fourteen per cent of the free response comments showed that students had a high regard for the Center and wanted to express their appreciation of the agency in writing. A larger per cent of the students were also appreciative of the personnel services, but they expressed their satisfaction for one specific attribute of the Center as shall be noted in the comments that follow. Included in this category are general or unclassified favorable remarks about the Center. Four comments are quoted below.

A young man who was asked to leave school about the time he received his questionnaire was very complimentary about the Center. His failure to meet scholastic requirements brought him to the Center. Possessing no bitterness he wrote:

The counselors at the Center, in my opinion, are much needed at Michigan State College. Although I have failed to meet the required standards at M.S.C. scholastically, and am about to leave this institution, I did take advantage of the Counseling Center. I am almost certain that every student must have a reason to visit the Center at least once in his college career. It should be used by all students because they can get help on any kind of problem.

Another member of the Sophomore class stated:

I was advised by Vocational Rehabilitation to undergo certain tests at the Center. There, I was surprised and delighted to note the lack of red tape present, and the Center was not as innocuous as other bureau on this campus. I realize this won't help you in your study; my purpose is to heartily thank you for services rendered.

A fearful, No-Preference freshman raised the following question:

Is there any danger of discontinuing the services of the Counseling Center? If there is, I personally feel it would be altogether a very poor decision. I give it my strong vote of confidence.

Praise of the Center is not confined to men, for a young woman

wrote:

The contacts that I had with the counselors at the Center gave me much satisfaction. It is a wonderful place to go if you have a problem. Should I have another problem I would feel free to go there for help again.

Advertise the Center. Even though the Counseling Center administers tests to all freshmen during orientation week and explains the type of services it offers them, a large number of students remember nothing of the Center. Distributing brochures has helped but a little. Apparently other methods need to be found to inform students about the prevailing personnel services on campus. Almost thirteen percent of the free response comments contained suggestions regarding better advertisement of the Center. Typical comments were:

I believe the Counseling Center could be more advertised. I was a sophomore before I really heard of the Center and then it was just learning of its existence. There are a lot of students who could benefit with this type of help but few really know or understand the purposes of the Center.

I did not know of the Counseling Center until I received this questionnaire and I am already a junior.

I have always been under the impression that the Counseling Center was strictly for helping people to choose their major. I did not know that it was also for helping students with everyday problems of adjustment. Maybe freshmen could be informed of this in a pamphlet of some sort.

Maybe the Center had not come into existence when I started college in 1947. At any rate, I did not hear about it at that time. As a matter of fact I know very little about it to this day when I am practically through college. Of course, this is partly my fault, but I feel that a student entering college should be urged to go over to the Center if only to take the tests or to get acquainted with it. A student gets very little help from an enrollment officer, at least that is my opinion and observation. They could use further information on what subjects to take for a specified field. I think the enrollment officers should tell them about the Center and its functions.

Counselors are Friendly and Helpful. Observation of Table LXIV

indicates that more than nine per cent of the free response comments centered about the friendliness and helpfulness of counselors. This category, as well as other classification that follow, are related to the high esteem of the Counseling Center, but because students have expressed specific points about the agency, these statements were grouped under this category. Several students expressed satisfaction with the help gained from one particular counselor and wrote complimentary things about him.

A very prominent senior athlete briefly remarked:

I feel the counselor from whom I received help went out of the way to help me. I understand that others working there are pretty much the same.

A woman who is a senior and a major in Journalism raised a question on the help she received, but wrote:

I don't have any kicks about the Counseling Center as they always gave me a better feeling when I left. Whether the problem was actually solved by them is uncertain, but at least they helped.

A mechanical engineering student who had only one or two Center contacts said:

I feel that I owe Mr. \_\_\_\_\_ of the Center staff a great deal for his efforts to help me at a time when I needed that help. Another counselor whom I saw the year previously was very friendly also.

Counselors Helpful in Educational-Vocational Planning. Almost five per cent of the free responses contained information indicating that students generally felt the assistance obtained in education and vocational planning at the Center was more than satisfactory. Coupled with the large per cent of students who expressed satisfaction with this counselor attribute in Part II of the questionnaire, it appears that the Center does an excellent job of counseling in this area. Only two quotations by No-Preference students are cited to illustrate the satisfaction with this type of counseling.

I am a No-Preference student and have taken several tests at the Counseling Center to see in what direction my interests lie. These tests and the interviews with the counselors were helpful to me in making a decision as to what my work would be. I still haven't decided for sure but the Counseling Center helped to narrow down my choice to two fields which I am interested in. I think the Counseling Center is a good thing especially for new students who have no ideas as to their ultimate goal in life.

I will not be a No-Preference student after this term. I was encouraged through testing and just plain talking with a counselor to enter the school of Science and Arts and major in elementary education. I may or may not have entered the field without counseling. At any rate, I feel very satisfied with their services and with the field they helped me to choose. No doubt, the Center will have helped me to make my college life more meaningful by the guidance I have received.

Clients' "Suggestion Box." While reading the free response comments during the sorting process, It was noted that many students made suggestions



on how the Counseling Center could be improved. These suggestions were recorded separately when they were hidden by other points under discussion. Three suggestions appeared most frequently. The largest group asked to spend more time with counselors to plan a program of study particularly during registration periods. Secondly, it was felt that a system could be worked so that students could see their regular counselors during enrollment periods rather than seeing the first counselor who was available at that time. Third, many thought the Counseling Center could better advertise its purposes and services. A few thought the Center could be better located and perhaps have more counselors to help students.

In grouping the free response comments only six students devoted their entire space to making suggestions. The more constructive ones are quoted below:

A sophomore No-Preference student expressed the feeling of many others when he wrote:

It's sometimes hard to see the same (regular) counselor for an appointment when you want it. I have wasted a lot of time at the Center because I couldn't see my counselor and instead had to see someone who didn't help me at all. The Counseling Center should be improved in this respect. It is helping me now, but it still can stand improvement.

An interesting and unique suggestion came from a senior mechanical engineering student. He said:

Have a course in counseling, for example one hour per week for the first two years of college. This in general would increase its usage by students and also benefits those who do not think they need the service. I also think it would increase the versatility of the counseling staff.

Coming from a very small community and trying to adjust to his new environment, a freshman had this suggestion to make:

I feel there should be some provision whereby a student could receive aid and counseling concerning religious matters. Someone who can wear as much war paint as the next person is not the right person to do counseling, nor is one who smokes cigarettes or cigars or goes to beer parties able to be of help. What is needed is a person who is a real Christian, about whom students could feel to go to with their problems. It may be that there is such a service, but who would know? I have been here three terms and I haven't heard anything about such a service. Shouldn't this be a matter for the Counseling Center?

Non-Users Feel Center is an Important Campus Facility. From Table LXIV it is noted that six students felt that the Counseling Center was an excellent and important agency to have on campus. These students did not personally visit or use the agency, but were comforted to know that the Center was available to them should they need it in the future. They also felt that the Center was helping others with their problems. This feeling was expressed by many students who were sampled while pre-testing the questionnaire. The investigator feels that a large number of students hold this same attitude toward the Center. Two typical comments of this type are quoted below:

Although I have had no personal experience with the Center, I feel that it is the best answer to student problems at a large college such as Michigan State. It is assuring to know that such an institution will help me should I need it at a future date.

Although I have not personally attended the Counseling Center, I have heard from others that it has been a help to them. Naturally, it is definitely the individual who must work out his problems, but Counseling Center has given many the opportunity to talk about the problems wisely. It is nice to know that the Center will help if one is in need. I wouldn't be adverse to using it if I needed its help.

## Statements Expressing Ambivalent Attitudes

Ambivalent Feelings About Counselors. Some students have had contact with different counselors. While a large majority of these stated that all of the counselors helped them, some felt that the help they received depended upon the counselor they saw. It appears that a majority of those who had ambivalent or mixed feelings were women.

A woman sophomore who had not yet chosen a field of interest in which to major wrote:

I feel that Mr. \_\_\_\_\_ at the Counseling Center is outstanding. He seems to understand you and does everything he possibly can to help you. However, one of the other counselors tried to make me choose a field in which I have no interest. She seemed to think that because I am a girl the field of elementary education is the only possible alternative open to me. She was not in the least bit helpful and I wouldn't go to her again.

Rather hesitant in making an evaluation regardless of her five visits to the Center, a junior majoring in elementary education said:

To make a general conclusion about the services received at the Center would be inadequate. I have had several experiences with a variety of counselors and find that while one may be very good, another might be completely poor. It would hardly be fair to judge the whole Center from one, or even several experiences.

Another young lady in her junior year in college commented:

Many students do not feel the counselors are doing as good a job as they should be. Too often they are not patient enough to explain situations, course requirements, course descriptions, etc. . . . As a second term freshman I had a problem which at the time was quite important to me--in regard to a course. I would have liked to have discussed it and weighed the advantages and disadvantages of taking this course since it gave me 20 credits for the term. However, a very impatient and gruff counselor didn't see the need and signed me up for the course. Later, in talking to friends, I decided to reverse "my" decision and the counselor who dropped the course evidently felt that I never should have enrolled in it at all. He was much more sympathetic--which at the time impressed me and made me feel better. It also made me feel that all of the counselors at the Center were not all bad.

Counselors' Help Depends on Problem. There were five students who believed that counselors were particularly effective in dealing with one kind of problem, but not in another. There was little or no agreement among these students as to the kinds of problems counselors were best fitted to handle.

A sophomore in the school of Agriculture who had frequented the Center five or more times said:

I believe the Counseling Center is very essential for solving certain problems arising in college life. It is not always useful in solving personal problems, but I have a high regard for the service the Center renders in regard to educational problems.

A prospective music teacher now in her sophomore year in college wrote:

Except for the tests and interpretations of same, I was disappointed. Being a person who is not usually dependent and uninitiated, I asked for a minimum of help with study habits. I received very little, but was much interested and glad for I. Q. and other test interpretations. Perhaps a different person would have been more helpful to me. I've heard good reports from other sources.

Fearful that he may have concentrated in the wrong major field, a senior male commented:

The counseling advice I've received has been great for educational planning, but lacks decidedly on helping with goals. I feel (as we all do at times) that I may have gotten into something now which I am not qualified for.

Another senior student said:

The Center is a very worthwhile organization and should not be abandoned. If people realize its presence and its functions, it can be very useful, providing they don't carry any or all grievances that they may have. Only problems dealing with aptitude and adjustment should be taken there and not a vent for sob stories. In their field they can do a superlative job.

Counselors' Interest in Clients. In Chapter VIII it was noted that 57 per cent of the sample population stated that counselors appeared to be interested in helping students with their problems. When given the opportunity to express themselves in writing only four students made remarks about this counselor attribute. The comments of the four students were equally divided in the amount of interest shown by counselors. Three of the statements appear below:

I feel the counselors at the Center are too impersonal. It is hard to know what is a problem, and when to go to the Counseling Center. It is hard to know when they are interested in you. I have felt that they are really never serious about you and your problem.

I have had only limited experience with the Center, but I have found that the counselors are genuinely interested in you. However, in my talks with other students I understand that some counselors are not particularly interested in your problems. Some of my friends told me that the counselors appear to be putting in their time. However, as I said before, I did not find this to be the case with my experience.

Seeing that I've been to the Counseling Center only once it seems a little unfair for me to answer this as impartial as maybe I should. The time I went I was introduced to Mrs. \_\_\_\_\_. She seemed to be very nice and very interested in helping me out. She made me feel more sure of myself and gave me a feeling of ease as we discussed my problem. However, I hope everyone gets the attention and the sincerity as I think I received. This may be a bias but this is what I feel.

#### Statements Expressing Negative Attitudes

Counselors Lack Training. Almost eight per cent of the students who wrote comments believed the counselors to be inadequately trained for their jobs or for one particular aspect of their jobs. It appears that most of these students had some unfortunate experience with the Center and blamed the counselors' lack of training for their difficulties. Most of these students stated they would not visit the Center again.

A veterinary medicine student in his sophomore year in college wrote:

Counselors at the Center don't seem to accomplish much, in fact, the one I saw I think I should have helped him. They don't get down to the basic trouble. They seem just to mess around. Frankly, I don't think they are trained enough to do that kind of work.

Surprisingly, a sophomore chemical engineering student, rather than a psychology major, wrote the following:

I feel that one of the most needed areas in which students need help is in the psychological. I don't think that the counselors at the Center are too well trained in that area. I didn't find one counselor whom I felt was sufficiently trained in Psychology. It would help considerably if there was one such person at the Counseling Center.

Apparently the questionnaire gave a very emotionally disturbed senior girl the opportunity to release some of her negative feelings toward the Center. A three page letter accompanied the completed questionnaire of this young lady, portions of which are quoted below:

. . . Strongly negative, however, are my opinions about advice rendered in dealing with my emotional problem. It is my feeling that the Psych Clinic and the social workers at the Health Center are the only ones capable of handling emotional problems on this campus. No counselor at the Counseling Center is properly trained to handle emotional problems, yet they attempted to handle my case.

I was sent to the Counseling Center under the reason of low grades. This was true, but it seemed that it was only part of the reason for receiving a letter to go there. Upon my arrival, I was questioned about grades first; and then, proceeded a dissertation upon my emotional difficulties. I was invited back, but my reply on the next visit was short, the effect of which was to tell the interviewer that I was summoned under false pretenses and that I would seek help when I felt it to be exigent and did not appreciate the manner in which I was treated . . . consequently I left the Center extremely bitter, a feeling that has not subsided within three years. I felt I needed no such interference with my problems. I felt my problems were my affairs and I highly resented intervention. I would seek competent help elsewhere when

I felt I needed it . . . Perhaps it would be better for the Counseling Center to deal with testing only, for it seems the counselors there know only how to do that well. I feel other agencies on campus can handle other problems better. No one institution can do everything well and if counselors want to treat emotional problems, they should get better training . . . .

Need for Better Interpretation of Psychological Tests. As was previously mentioned, much of the work of the Center deals with educational and vocational counseling. The nature of this type of counseling requires counselors to administer many kinds of psychological tests. In addition counselors need to interpret these tests to their clients. The data in an earlier chapter showed that clients were satisfied with test interpretations. From Table LXIV, however, is seen that six per cent of the free response comments contained statements of dissatisfaction with the counselors' interpretation of test scores. Three of these comments are cited.

A twenty-two year old male student enrolled in the school of Science and Arts and who had visited the Center three to five times wrote:

I took the battery of tests offered at the Counseling Center but was definitely not satisfied at the way they were interpreted. In fact, I don't consider that they were interpreted.

A very bitter senior student stated he would never attend the Center again nor would he recommend it to anyone. He wrote:

It was through a misunderstanding that I made contact with the Counseling Center while I was a first term freshman. While there, the counselor looked over my pre-education tests and told me he felt (in so many words) that I would find Forestry extremely difficult. He said some sort of teaching would suit me better. My gripe is this: he didn't take into consideration that I was new at the college, tired, and didn't give a darn while I was taking the tests. He did not seem to stop and

consider my determination and willingness to work. What he said troubled me a good bit until I got over it. I wouldn't recommend anyone going to the Center.

A junior girl who had gone to the Center to change her major and who is now majoring in Speech said:

The counselors seem to be very friendly, but it seems just a little bit false, because they couldn't possibly be that friendly and interested to complete strangers. I have never felt quite satisfied that I have received satisfactory interpretation of tests taken at the Center or that the tests were the right kind. The counselors do not take enough time to explain the results nor give suggestions on what you can do about them.

Low Regard For Center. In more than five per cent of the free response comments a strong negative attitude toward the Counseling Center was expressed. About one-half of these students had contact with the agency and formulated their attitudes on direct experience while the other half either expressed the attitudes of their dissatisfied friends or obtained their opinions from some other source.

A sophomore girl who was a No-Preference student rated the services of the Center as "poor" and stated she would not use it again. She wrote sharply:

I don't see how they can and dare call it a Counseling Center. It serves no useful purpose.

Holding the same kind of attitude is a student in the School of Business and Public Service. This student stated he used the Center more than five times, but was positive he would not go there again. He wrote:

I wouldn't go to the Counseling Center again even if it meant dropping out of school. What a confused mess that place is in. Why not abolish it and start all over again? What we need is an efficient, systematic, and interested organization to help students with problems.



Not having used the Center at all, a juniot majoring in Business Administration gave the following reasons for his low estimate of the Center:

Personally, I have never used the Center, but I doubt that I would go there were I in need of help. I have heard many of my friends talk about it and not one has praised it. This is one of the many fantastic things I have heard and it happened to my room-mate.

He (my room-mate) is going to receive his Master's Degree in June. He was undecided about his major and so went to the Counseling Center during his sophomore year. After many tests were given him, the counselor told him his vocabulary was very poor and that he was definitely wasting his time trying to go through school. This room-mate was a Navy veteran of four years. Since this fellow is very well liked and handles people well, along with the fact that he will receive his Master's degree shortly, I believe the Counseling Center missed the ship completely in his case. I believe the motivation that a person has is an important factor and should be encouraged at the Center, rather than what is wrong and what is right about the person. I sincerely believe that anything the tests at the Center show about a person is already known by that person before he ever goes in.

Counselors Lack Information and are of Little Assistance. A very small minority of students in the final sample felt that counselors lacked information to handle many student problems. Those who had left the Center without the information they had hoped to obtain, or who had been referred to some other source for the information, felt the Counseling Center was of little or no help to them. A few clients felt they had gotten the "run-around." Two of the ten students expressed themselves in the following fashion:

I feel they don't help the student to the best of their ability. Instead of expressing their own opinion, they seem to like to refer you to someone else. If other students are like me, they don't like to walk all over the campus for a little information. If the counselor doesn't know the answer, o.k., but this "I am sure Mr. So and So could give you a much better answer than I could," is as I see it, no good.

The idea behind the Counseling Center is a very good one, but it is not carried out accurately, efficiently, or helpfully. The counselors know too little about the information they extend, and also there is no one person in charge of any definite purpose--the student must go through too much red tape to get any definite information. I've used the Center at least seven times and in most cases they made me go and see other people on the campus. I felt I got the brush-off.

Rushed Interviews. In the preceding chapter it was discovered that a large majority of students felt that the amount of time counselors gave to interviews was sufficient. However, four per cent of the statements in Part III of the questionnaire mentioned that students were hurriedly being processed by the Center.

A typical comment made by a member of the junior class went as follows:

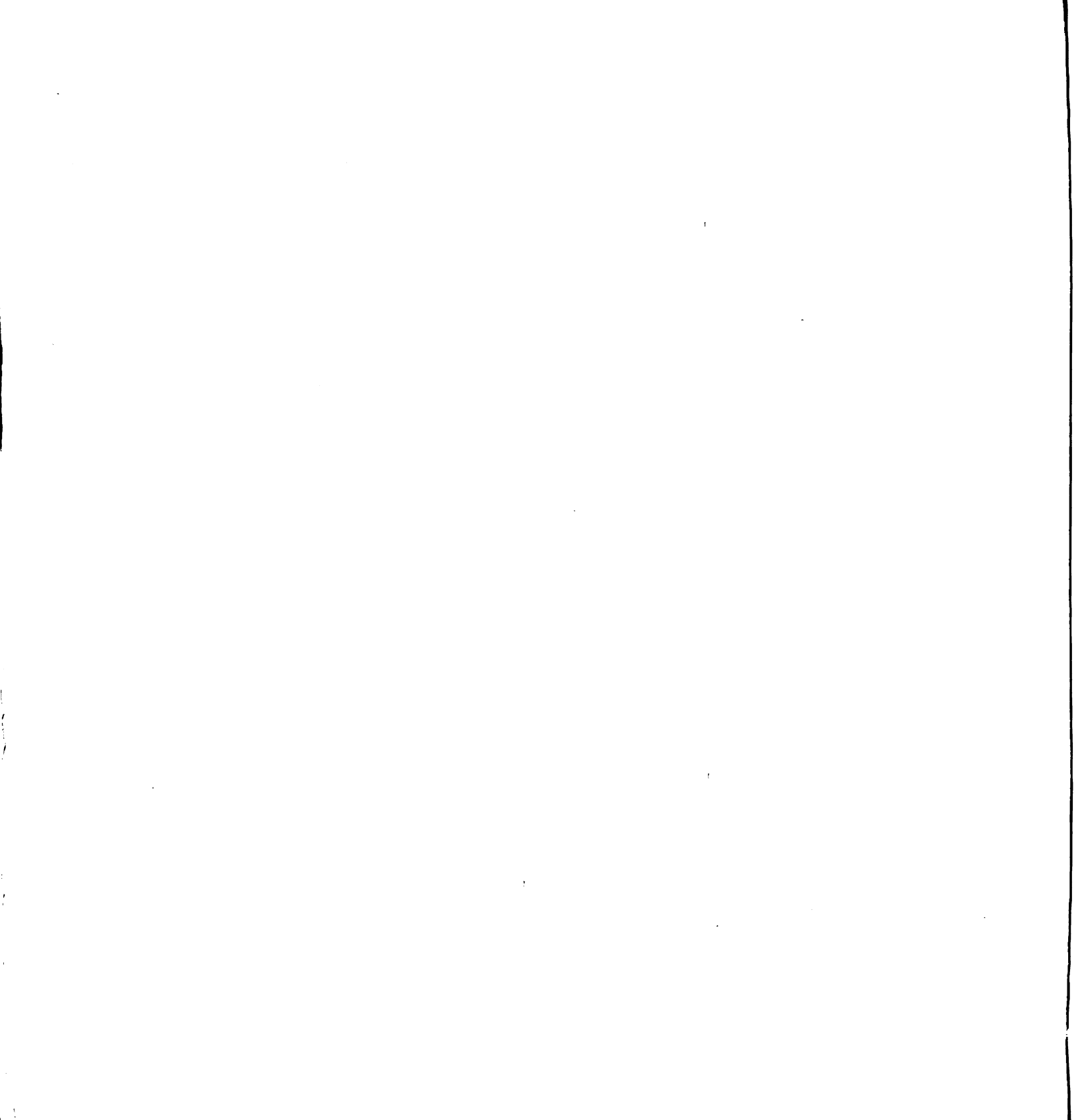
One gets the feeling of being rushed and unable to stay long enough to straighten out problems at the Center. One gets the impression of an assembly line procedure due to the constant flow and rush of people. I feel this questionnaire is one way of solving this problem.

Uncertain as to whether he would use the Counseling Center again a male sophomore felt:

My counseling was just too general and too hurried to be beneficial. Students must have more time with counselors to really get any assistance. Why can't counselors give us more time?

Questioning the existence of the Center under the present conditions, a senior stated:

Why bother to have a Counseling Center if you can't see a counselor? Every time I went there, whether there was a mob or not I was rushed through. I hardly got to see the counselor. I wonder, too, whether the Center is capable of advising on a divorce problem?



Counselors Don't Give Clients Opportunity To Express Themselves.

Two per cent of the free response comments were focused on the students' dislike of the counselors' direct approach to their problems. These students felt counselors did not give them sufficient opportunity to express their views.

Uncertain as to whether he would use the Center again a Junior who is a Divisional Social Science major wrote:

The counselors, here at Michigan State, could afford to give the student more freedom in choosing their courses. To me the counselors seem to be a little over-bearing in your choice of courses.

Expressing the same point of view, a mechanical engineering student who rated the Counseling Center's services as "poor" stated:

I feel that the Counseling Center could be very valuable. But at the present time it is of little service. Those at the Center don't give one the chance to talk about his or her views in relation to choosing a major. I am very happy to see the interest the college is taking to remedy this matter.

Another Social Service major who also rated the services of the Center as poor wrote:

I had a somewhat unsuccessful trip to the Center since I felt the counselor tried to discourage me from changing my major rather than listening to my reasons for changing. I also later learned that he gave me misguided information.

Counselors' Inability to Handle Personal-Emotional Problems. Only

three students among those who made comments in the open-ended question devoted all of their remarks toward the Counselors' inability to solve personal-emotional problems. Actually these could have been grouped in the category dealing with counselors' ability to handle only certain kinds

of problems, but because there was no mention of the word training, they were classified in a separate group. Two of the three statements are quoted below:

I was only associated with one counselor at the Center, but she was very helpful. I myself probably would go there only for academic problems, not financial or personal because I think they can not help me or others with that kind of problem.

In matters of school problems I think the Counseling Center does a commendable job. They are adequately informed on requirements, honor points, etc. However, as to personal problems, I don't think they have the facilities to handle them. Few people are willing to walk in and talk over their inhibitions and frustrations to a total stranger. Furthermore, the counselors there are not able to do the work that properly belongs to a psychologist.

#### Unclassified Free responses

Pertaining to Enrollment Officers. Seven people could not refrain from giving their reactions to enrollment officers or to the method used at Michigan State College in providing educational planning for a large majority of students. Though it was not the primary intention of this investigator to find out how students felt about enrollment officers, the questionnaire furnished material to suggest that a large per cent of students did not like the enrollment officer system as the only method for planning courses of study. All of the seven comments in this category were antagonistic. Only three of these are quoted below.

The system of Enrollment Officers as used at Michigan State College stinks! None that I had knew what the score was all about.

Another wrote:

Can't there be some way to educate the Enrollment Officer in your major field? They are, on the whole, not acquainted with the requirements and are very haphazard and uninterested in your particular plans.

Still another person said:

I have a few comments that would reflect against this institution. I have been satisfied with my education and feel a deep loyalty for M.S.C. However, perhaps I have been unusually affected with lousy enrollment officers. I have been in Agriculture and in Business and Public Service and between the two there is little to choose from. The chief complaint is that all the enrollment officers care about is getting you registered. They are worse than indifferent. Apparently they were failures in their respective fields and decided they would teach in order to live. Wouldn't it be possible to enroll students by interested individuals?

General Unclassified Comments. It was difficult to code several of the free response remarks. Rather than including these statements in one of the already established classifications, it was decided to group them under a separate "unclassified" category. Several of these are interesting and illustrate the pressures being exerted on Michigan State College students from many different sources. Of the seventeen comments of this group a few typical ones will be quoted below. The case of a student in urgent need of help is illustrated first.

I have never been to the Counseling Center although I am on probation and flunking out. My parents are divorced which gives me many problems to try to understand, but the weight is too great. I shall leave this great institution to take my place in the rotten factory system without ever consulting the Counseling Center as to why I just couldn't adjust to college life. Certainly if anyone needs counseling, I do, but it is too late now. Why didn't I go to the Center before--who knows?

A freshman who visited the Center once or twice raised only a question in Part III of the instrument. He asked:

why do counselors give you what appears to be a rehearsed speech, instead of a revealing conversation from which the student will benefit?

Appearing to have a problem, a junior enrolled in the Basic College made this comment:

Perhaps the Counseling Center could extend its services to the faculty or do something to stabilize the world situation. That would do more good than a hundred interviews or aptitude tests.

The comment of an inquiring junior who desired a stage career is noteworthy. She wrote:

My interest in the Center is intensified because of this survey. I am sure I do not stand alone in appreciation of services offered to the too often distraught student. A thought occurred to me while completing this questionnaire and it is this: Is there the possibility of the results of tests to change over a two year period? I intend visiting the Center to check whatever differences might appear in my freshman scores against those taken now. I should also like to assist in anyway that would aid this study.

A world war II veteran and father of two children felt that the Counseling Center would not be able to assist him with his problem. However, he cited his case and asked whether the Center could help him. He said:

. . . Frankly, I don't know what the Counseling Center today consists of. For instance, can a problem like my own be worked out? I'm married with two children, one 7 years, the other four months old. I will have six months of my senior year to finance myself and my family without G.I. aid. I can get full-time work, but my class schedule nullifies the effort. Part-time work is inadequate and often not to be had during free hours. I have next to no collateral for a loan and am about \$300 in debt. I have no relatives to help, know no politician or influential people and hence it appears that five years of study is to end fruitlessly without a degree. A few acquaintances in the same situations have had to drop out of school. Can the Center aid in adequate solutions of the many situations cropping up like mine?

One of the most interesting comments, at least to this investigator, was made by a senior who was majoring in Agricultural Education. He wrote:

I believe that my answers to the questionnaire show how I feel about the Center very adequately. In short, I feel that it is all very worthwhile. I'd like to close with a couple of quotations from a book titled, How To Get Along In This world:

1. "The worst men often give the best advice," -- Bailey.
2. "No one can give you better advice than yourself" -- Cicero.
3. "Advice is seldom welcome; and those who need it most always like it the least" -- Chesterfield.

### Concluding Statement

It was the purpose of this chapter to tabulate some of the more typical and recurrent feelings expressed by students about the counselors and the Counseling Center. It appears that the majority of the quoted statements express negative attitudes toward the Center. Omission of more of the positive statements was not intentional. Selection of the quoted items were made on two bases: first, an "interesting" evaluation of the services rendered and secondly, that the item was typical of its group. The greater number of negative items over positive statements occurred only by chance. It must be remembered, however, that a larger proportion of our sample population had a very favorable attitude toward the Center as is indicated by the large number of high scores on the attitude scale in Part I of the questionnaire. The larger number of negative statements in this chapter is not an indication of the prevailing attitude about the Center on this campus. Although many of these negative comments were written by students who had "very positive" feelings toward the Center, some used this opportunity to suggest ways for the agency to improve.

It is very important to note that a large proportion of the more negative statements were written by students who rated the services of



the Center as "fair." Apparently, even those with negative attitudes are loyal to the institutions of the college regardless of their feelings about them. Therefore, caution is indicated in interpreting the free responses, especially since there are very few cases in each of the categories.

It must further be pointed out that these negative statements perform an important function. They point to the areas and to the specific services in which the Center may focus its attention in finding better ways to serve the student body. These remarks also point to the "vulnerable" spots of this campus facility.

The next chapter will include a summary of the dissertation and its implications for further research.



## CHAPTER X

## CHAPTER X

### SUMMARY AND CONCLUSIONS

#### The Problem

The purpose of this dissertation was (1) to ascertain the attitudes of students at Michigan State College toward the counselors and the Counseling Center and (2) to find the student background characteristics associated with their attitudes. The need for this study derived from the paucity of research done on the question of how counseling services are accepted by those for whom they are intended, namely, the student.

This investigation was based on the premise that it is important for counselors to know how their services are being evaluated by students. Counseling departments should know not only what the dominant attitudes toward them are, but which groups of students have more favorable or unfavorable attitudes, and what are the reasons for such attitudes. With this kind of information counseling departments can respond more effectively to student needs and can embark on programs of getting their area of acceptance widened in the student body. While this kind of study can be conducted in several schools of an educational system, the more modest goal for this study was to describe the student attitudes at Michigan State College.

#### The Procedure, Sample, and Instrument

Having the task of finding the prevailing climate of opinion toward the counselors and the Center, an appropriate procedure was necessary.

With so large a student body it was considered too difficult, inconvenient, and time consuming to use the permissive, confidential-interview to discover student attitudes toward counseling. The opposite type of highly structured "yes-no" type of questionnaire does not permit accurate measuring of student attitudes toward counseling. Since neither of the two methods were feasible for this study, a compromise had to be effected. It was decided to construct a counseling attitude scale, a series of rating scales, and an open-ended question. The second task was to relate the results of these scales to certain variables which reflected the backgrounds of the students. The probability that such relationships or differences as were found in the student body were statistically reliable had to be determined. The chi-square test was chosen as the main statistical device for this study.

In accord with this rationale, questionnaires containing a Counseling Attitude Scale, counselor rating scales, a section on personal data, and an open-ended question were mailed to 608 students attending Michigan State College. Specific items of the instrument were used to obtain student reaction to both the counselors and the Counseling Center. Twenty-two items constituted a Counseling Attitude Scale, and eighteen different items dealt with ratings of counselor attributes. A section of the questionnaire asked students to provide personal data relative to their background and counseling experience. The open-ended question provided the student the opportunity to express anything he desired about the Counseling Center.

The students in the sample were selected by a proportional stratified sampling technique, using sex, year in school, and curriculum as the strata. Ninety-one per cent of the original sample, returned their completed questionnaires.

Constructing The Scale. As indicated above one of the main tasks was to construct a quantitative, scorable, unidimensional scale of attitudes toward counseling on campus. For this purpose the Scale Discrimination technique was used. This method is a synthesis of the techniques of Thurstone, Likert, and Guttman. From the Thurstone technique seventy-seven items possessing low  $Q$ -values were selected from one hundred twenty items sorted by judges for their scale values. The seventy-seven items were then prepared in a Likert type scale and administered to 250 students. After an item analysis was made, twenty-two items possessing the highest phi coefficients were incorporated into a final scale. As a check upon the previous two methods, the instrument was subjected to scale analysis by Guttman's Cornell technique. Using the criterion of reproducibility, scale analysis resulted in the identification of the same twenty-two items as a unidimensional scale. A coefficient of reproducibility of 0.67 was obtained for the Counseling Attitude Scale and the reliability calculated by a split-half lower bound technique was found to be 0.94. Total scores and intensity scores on the scale were obtained for each individual and the relation of these to the different personal data factors were then investigated.



### The Findings

The first hypothesis stated in Chapter I, that a climate of opinion toward the counselors and the Counseling Center predispose groups of students to regard counselors and their agency as favorable, is confirmed by this research. Analysis of data revealed there were no large differences in the attitudes of students who used or did not use the Center. Approximately forty per cent of the students who returned their questionnaires indicated they had had no contact with the Center. The remaining sixty per cent indicated from one to more than five contacts.

Analysis of the Counseling Attitude Scale and the counselor rating scales indicated that users and non-users of the Center had favorable attitudes toward counselors and the agency. Actually only thirty-seven students, or almost seven per cent of the sample, had negative scores of eight or less on the Counseling Attitude Scale. Almost ten per cent had low-favorable attitudes toward the Center. Analysis of the counselor rating scales revealed that both users and non-users of the Center had fairly similar evaluations of the personal attributes and services of the counselors. In each of the eighteen attributes students responded to the more positive qualities of counselors. In general students were inclined to react more favorably toward the counselors' personal attributes than toward their services.

Throughout the study the findings were much the same. There was a dominant, positive, attitude toward counselors and the Center at Michigan State College. The positive attitude permeated even to students who had experienced no counseling on this campus. Apparently the mental images





of the counselors and the Center which were held by those who did not visit the Center were obtained from the experiences of others.

The second hypothesis that attitudes toward counseling services can be measured, was also confirmed. Success was achieved in constructing a reliable and valid Counseling Attitude Scale which measured attitudinal differences. This scale met the minimum requirements of scale analysis as established by Guttman. The coefficient of reproducibility of 0.87 for the Scale, though moderately high, tends to suggest the presence of a single variable. Guttman believes that an attitude scale should not have more than fifteen per cent error in the reproduction of item responses from total scores but factor analysis of unidimensional scales have indicated that errors amounting to more than fifteen per cent may be allowed. Although several items on the Scale had excessively high error in reproducibility these were offset by other items with small errors. Marginal distributions for the items met only minimal requirements. However, the scale adequately passed the tests for pattern of error, number of items, and number of response categories. The reliability of the Scale was 0.94.

Most of the items in Part III of the questionnaire were used to test the third hypothesis listed in Chapter I. The findings generally confirmed the proposition that student attitudes toward counselors and the Counseling Center are affected by common background experiences. The following are a few of the more important findings:

1. Although no significant sex differences were related to favorable attitudes, men revealed a tendency to be more critical of the Center.

2. Older students, upperclassmen, veterans, and married students had slightly more unfavorable attitudes toward counselors and the Center.

3. Although no significant differences were found between positive attitudes and school in which students were enrolled, a tendency existed for students in Veterinary Medicine to have somewhat more unfavorable attitudes toward the Center than the college population as a whole. Those with low-grade point averages were more critical of counseling as were students who participated in no extra-curricular activities.

4. No consistent differences in attitudes toward counseling were held by students from different socio-economic levels. However, a small proportion of children of professional and proprietary workers had unfavorable attitudes towards counselors and the Center. Children of clerical workers tended to concentrate in the low favorable attitude scores.

5. Students who knew the purposes and functions of the Center well, generally held favorable attitudes toward it. Similar attitudes were evident in students who obtained firsthand experience with the Center. Those who had no direct contact with the agency had a tendency to be somewhat less favorably disposed toward it. Students who brought problems of enrollment, change of school or major, or personal adjustment to the Center had only low-favorable attitudes toward the organization.

6. No significant differences were found between size of communities from which students came and their attitudes. However, students from large cities tended to be less favorably impressed with counseling services on this campus.

7. The majority of students responded very favorably to the counselor rating scales which attempted to evaluate the personal attributes of counselors and their services. Although some significant differences were found between student background characteristics and counselor attributes, the pattern of the differences varied for each counselor attribute. Generally, age, sex, year in school, knowledge of the Center, number of Center visits, school enrolled, and counseling attitude score were more often associated with the separate counselor attributes than were other background factors. Where significant associations existed the women, younger students, underclassmen, frequent visitors to the Center, and those who understood the purposes of the Center well, held more favorable opinions of the counselors' attributes.

The fourth and final hypothesis, that predisposing attitudes of students toward counseling are not so set that they remain unchanged by direct contact with the Center, is also confirmed. Thirty-three per cent of the students in this study rated their high school counseling as good or excellent, twenty-seven per cent rated it fair, while forty per cent rated it poor or definitely harmful. The generally negative endorsement of high school counseling did not permanently influence attitudes toward college counseling. The data indicated that many students had completely reversed their counseling attitudes with or without experience with the Center.

Students who had frequented the Center most were generally more willing to use it again. Only two per cent of the sample stated they would not use the Center, if confronted with a problem; twenty-six per cent were uncertain or stated they would use the Center only for certain kinds

of problems; and seventy per cent would go if they had any problem. Throughout the study there was no evidence that the prevailing opinion discouraged students from consulting the Center. In fact, the data suggests that greater use of the Center does not depend upon the prevailing opinion, but on further enlightening the students of the purposes, functions, and services of the organization.

#### Implications of the Study

Heretofore, attitudes toward counseling have been found either by using a highly structured questionnaire or by interviewing former clients. The results of this research indicate that attitudes toward counselors and counseling could be obtained and quantified through the use of a scale. Counseling agencies can now measure objectively, accurately, and economically client opinion of services received by using a similar scale to the one constructed for this study.

The counselor rating scales devised to obtain student attitudes toward services and personal attributes of counselors proved to be a validating device for the attitude scale. Students at Michigan State College reacted just as favorably toward counselor attributes as they did toward counseling. In view of this finding it is suggested that when a homogeneous population exists a counselor rating scale could be substituted for a counseling attitude scale to obtain quickly client opinion of counseling services. The same general results are likely to be obtained from either instrument. It must be emphasized, however, that the Counseling Attitude Scale is the better measuring instrument, for it can depict small differences between sub-groups in a homogeneous

population. The use of a similar scale with a heterogeneous population would show even greater differences.

While this study was not primarily designed as service research for Michigan State College, it could be used for such a purpose. Although the data revealed a large majority of students were impressed and satisfied with counseling services on this campus, a small, vociferous, minority were antagonistic. To prevent the group from growing in size, the services about which this group complained should be examined by the Center. The following appear to be some of the future tasks of the agency.

1. To advertise more fully and more effectively the functions, purposes, and services of the Center. A large per cent of the students felt that the organization existed only for Basic College and No-Preference students. A large percentage felt that only educational and vocational problems were handled by the agency. Too many misconceptions about the organization still exist and these should be clarified. New techniques not used heretofore should be used to inform students about the Center.

2. To take greater time and care in counseling older students. The study revealed that older students were more critical of the Center. Perhaps better trained counselors at the Center could be assigned to older clients in the attempt to improve services. It may also be possible to screen new clients better so that they may be assigned to counselors who are specially equipped to handle their problems.

3. To obtain data from students regarding previous counseling experience. Special attention may be necessary for students coming from large cities, for they tended to be less favorably disposed toward counseling.

4. To give somewhat more attention to students enrolled in the School of Veterinary Medicine and the School of Business and Public Service. These groups also were more critical of the agency.

5. To devote more care to the educational-vocational planning of sons and daughters of clerical workers. This group was less enthusiastic of counseling services. The cause of their dissatisfaction was not ascertainable, but it may be due to unrealistically high occupational aspirations.

6. To initiate in-service training for counselors, particularly for improving the counselors' abilities to handle emotional adjustment problems. A number of students felt that counselors who were not adequately trained in psychology and were least successful in helping students with personal and emotional problems.

7. To give more and clearer interpretation of test results. Many students stated in the open-ended question that this task could be done better.

8. To constantly remind counselors that students who use the Center often do not necessarily hold positive attitudes toward the agency. Though this study revealed greater use of the Center generally fostered positive attitudes toward it, there existed a small group of frequent users who held strong negative attitudes.

This research was not designed, or intended, to be an evaluation of the Counseling Center. A comprehensive evaluation research would necessarily be conducted with different techniques or methods than those used here. This study did, however, attempt to evaluate the Center in one narrow aspect, namely, student attitude toward it. The techniques used

to obtain these attitudes, although untried, proved to be successful. Additional experimentation with the techniques needs to be done. The investigator would suggest that a similar counseling attitude scale be constructed and administered to a high school population. Testing in this setting, where the population is likely to be heterogeneous, might reveal larger differences among the various sub-groups.

A combination of methods to measure attitudes should be tried. Supplementing the attitude scale with an interview would be in order. Short interviews held after the attitude scale was completed would probably reveal additional data on the specific elements of the counseling process that was not furnished by the scale. The combination of these techniques would be particularly useful with students who hold negative attitudes toward counseling.

Additional experimentation should be conducted with the present instrument. The investigator would suggest that a similar future study include in the sample students who have dropped from school. These students might hold different views toward counseling from those who remained in school. Also it would be interesting to test whether student attitudes remain the same if clients were asked to respond to the instrument soon after a counseling interview. It is necessary to examine whether a time lapse is instrumental in the formation of attitudes toward counseling and whether attitudinal shifts occur toward counseling services.

This research endeavored to find associations between student background factors (control items) and attitudes toward counseling. Only a few important sociological factors were used. Other factors need to be



tested to determine their importance. The investigator would suggest additional research to determine the relation between counseling attitudes and psychological attributes of students. Possibly personality factors, rather than social factors, play a more important role in the formation of attitudes toward counseling.

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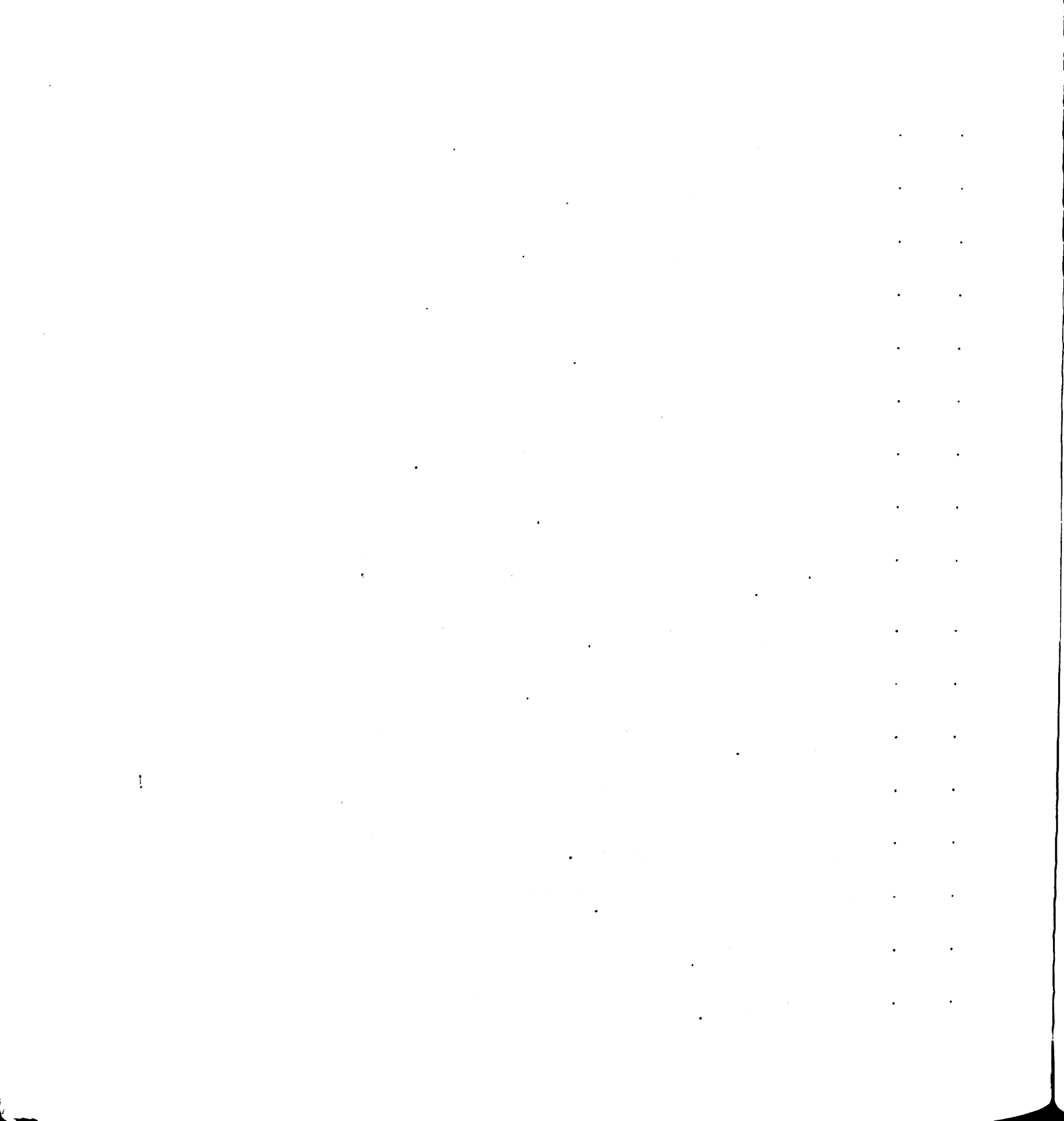
## APPENDICES

## APPENDIX A

## THURSTONE SCALE ITEMS

Scale Value	Q Value	Item
.62	.62	I regard the Counseling Center a very well directed organization with an excellent staff.
.83	1.06	I think the Counseling Center is a great asset to Michigan State College.
.66	.67	I believe the Counseling Center offers excellent advice in all types of problems.
.80	1.23	I believe the Counseling Center is a very valuable part of the college.
.66	.67	I believe the Counseling Center is doing a wonderful job in handling student problems.
.66	.67	I regard the Counseling Center a very efficient and necessary part of the college structure.
.73	.93	I regard a Counseling Center worthwhile on any campus; ours is doing an especially fine job here.
.98	1.78	I find no other organization on campus better equipped to help students with their problems.
.69	.79	I believe the Counseling Center serves an excellent function in a good, practical, and informative way.
.62	.61	I strongly recommend the services of the Counseling Center to all who need help.
1.04	1.40	I regard the Counseling Center at Michigan State College better than any other clinic I have used.
1.77	1.42	I am pleased with the genuine concern the Counseling Center has toward student problems.
1.14	1.53	I find the Counseling Center the only stable place on campus to which one can go with his problem.

- 1.72 1.86 I like the personalized interest and helpful suggestions offered by counselors at the Counseling Center.
- 1.88 1.86 My experience with the Counseling Center has enabled me to make a wiser choice of a major.
- 1.58 1.42 I find the Counseling Center able to make people understand themselves and to know their abilities.
- 1.26 1.39 I believe the Counseling Center to be an excellent organization even though it is still a new organization.
- 1.47 1.54 I regard it a luxury to be able to get services of the Counseling Center free of charge.
- 1.71 1.73 I think the Counseling Center does an excellent job in analyzing test results.
- 1.81 1.56 I regard the Counseling Center a purposeful organization that is serving people with problems of adjustment.
- 1.76 1.22 I find the Counseling Center has unique facilities for helping students with their problems.
- 1.79 1.44 I believe the Counseling Center is purposeful and directional. Its results are often excellent, more often good, seldom poor.
- 1.00 1.24 I believe the Counseling Center is a necessary and vital part of Michigan State College.
- 2.36 1.75 I think more students should take advantage of the services the Counseling Center offers.
- 2.50 1.94 I think visits to the Counseling Center can be satisfactory and rewarding.
- 2.23 1.55 I think the Counseling Center is a competent organization in view of the large number of students using its services.
- 2.44 1.40 I believe the Counseling Center is a good device for advising students who are confused.
- 2.43 1.82 I believe the Counseling Center's general standing with the student body is very good.
- 2.45 1.66 I believe the services offered by the Counseling Center are quite adequate.
- 2.85 1.51 I believe the tests used by the Counseling Center are worthwhile taking.



- 2.33 1.56 I believe the Counseling Center is helpful in assisting students with their problems.
- 2.31 1.87 I feel that one can always return to the Counseling Center for additional help.
- 2.44 2.92 I think the Counseling Center should make some of its services compulsory to all of the student body.
- 2.65 2.20 I feel the Counseling Center is doing a job which it set out to do.
- 3.56 2.54 I believe the Counseling Center to be mechanical and impersonal to a degree, but very efficient and helpful.
- 3.62 1.73 I feel that our Counseling Center does enough good work to warrant its existence.
- 3.65 1.73 I find that talks with counselors at the Center are tension releasing if nothing else.
- 3.21 2.51 The mere fact that the Counseling Center is a place for students to bring their problems is, in itself, enough to justify its presence.
- 3.06 2.28 I find that if the Counseling Center is not informed it find means to get your information.
- 3.74 1.57 I believe the impersonality of our mass education system is somewhat alleviated by the Counseling Center.
- 3.04 1.91 I feel the Counseling Center can be helpful to students needing counseling if one properly uses this service.
- 3.19 2.32 It is comforting to know that there is a Counseling Center on campus.
- 4.19 1.93 I feel that the Counseling Center can be of help to some students and certainly can do no harm.
- 4.32 1.68 I think the Counseling Center is most able to help No-Preference students.
- 4.12 1.66 Other than too much stress on preference tests, the Counseling Center does a good job.
- 4.09 1.45 Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful to them.
- 4.28 2.21 I believe the Counseling Center is primarily helpful to planning educational programs of first term freshmen.

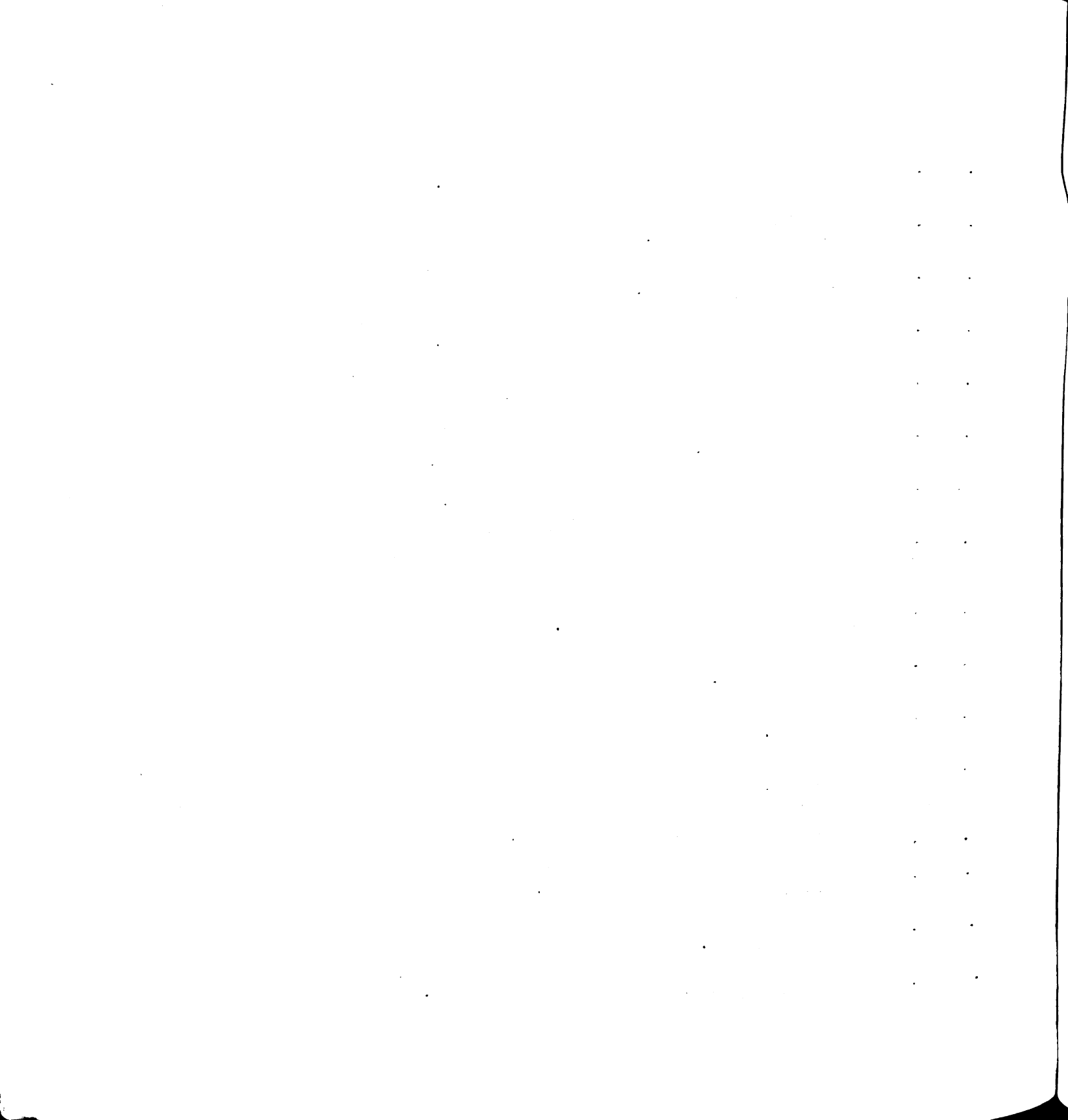


- 4.33 3.42 I think the Counseling Center gives the most logical answers to problems without taking subordinate factors into consideration.
- 4.79 2.72 The Counseling Center has great possibilities but its services are not well publicized to make it a worthwhile organization.
- 4.81 2.28 I regard the Counseling Center helpful to new students but one has to wait long to be served.
- 4.80 1.65 I find the Counseling Center is lacking in educational counseling but excellent in handling personal problems.
- 4.65 2.57 I find the Counseling Center is extremely helpful and sympathetic, but it offers only general information rather than specific information.
- 4.91 2.04 I think the Counseling Center is helpful in solving serious problems, but ineffective in helping you with small ones.
- 4.25 1.68 I believe that in general the Counseling Center performs its functions adequately, but not outstandingly.
- 5.63 .93 The Counseling Center may be doing a good job, but it does not interest me.
- 5.96 2.25 I do not receive any benefit from using the Counseling Center but I think it helps some people.
- 5.74 1.22 I feel the Counseling Center has helped me on certain occasions, but has confused me at other times.
- 5.13 2.00 I like most things about the Counseling Center but it does not give its clients enough time.
- 5.89 1.71 I think the Counseling Center has helped some of my friends, but it has done nothing for me.
- 5.54 1.71 Sometimes I feel that the Counseling Center can do me some good and sometimes I doubt it.
- 5.10 2.24 I believe the Counseling Center is fundamentally sound, but some of its services need definite improvement.
- 5.51 .54 I do not have any feelings toward the Counseling Center one way or the other.
- 6.00 2.74 The Counseling Center is of value only in solving vocational problems.

- 6.96 1.70 I respect the Counseling Center's interest in helping students solve their problems, but it lacks the proper knowledge to do so.
- 6.52 2.68 I think the Counseling Center is not big enough to handle the number of students who need help.
- 6.66 1.85 I think the Counseling Center needs men outside the field of education on its staff.
- 6.66 1.73 I believe many of the **services** of the Counseling Center can be improved.
- 6.18 2.86 If you know what you want the Counseling Center can be of help to you.
- 6.23 2.12 I respect the counselors at the Counseling Center for their sincerity, but the tests they use are poor.
- 6.97 1.60 I find that too many visits to the Counseling Center are needed before help becomes effective.
- 6.29 1.94 The Counseling Center is a good idea but I do not believe thoroughly in the tests that the counselors administer.
- 6.52 2.11 I feel the Counseling Center has need for psychiatrists and psychologists to a greater extent than vocational guidance men.
- 6.13 2.78 I find the Counseling Center has helped me, but the counselors seem unable to clearly see your problem.
- 6.97 1.82 I realize the Counseling Center is a fine idea, but ours is growing bureaucratic.
- 7.55 1.53 I believe the Counseling Center stresses vocational guidance with little attempt toward complete adjustment.
- 7.33 2.31. I don't see the need for a Counseling Center other than to help students select subjects.
- 7.10 2.15 If you have partially solved your problem the Counseling Center can help you, otherwise it is of little help.
- 7.96 1.91 I think the Counseling Center agrees with your ideas and does not offer your constructive assistance.
- 7.94 2.28 I find the Counseling Center well meaning, but bungling.
- 7.96 2.08 I find other college organizations better able to solve student problems.

- 8.29 1.66 I feel direct and intimate contact with students is lacking at Michigan State's Counseling Center.
- 8.14 2.15 I believe the Counseling Center is unwilling to give specific answers to questions dealing with intelligence and personality tests.
- 8.53 2.28 I think the same services offered by the Counseling Center can best be conducted by our professors.
- 8.79 1.78 I believe the Counseling Center is not able to adequately interpret test results.
- 8.40 2.13 I find that the tests given at the Counseling Center don't tell you more than you already know.
- 8.12 1.69 I feel the Counseling Center is of little value to the Engineering student.
- 8.39 1.99 I regard the Counseling Center ineffective to handle student problems with its limited staff.
- 8.55 1.90 I find the Counseling Center does more moralizing than counseling.
- 8.23 1.70 I find the Counseling Center is too far detached from those to which its services are intended.
- 8.54 1.92 I feel that professors can be of greater help to me than the counselors at the Center.
- 8.42 1.87 I believe the Counseling Center never considers the emotional make-up of the student.
- 8.45 1.86 The interpretation of test results given by the Counseling Center is so general that the information received is almost useless.
- 8.84 1.66 I find the Counseling Center very quick, impersonal, and often fail to follow-up the first interview.
- 8.00 2.45 I respect the attempts made by the Counseling Center to help students, but I feel it is a useless task.
- 9.42 1.95 I can remember no definite helpful advice or suggestions given me by counselors at the Counseling Center.
- 9.25 2.54 There isn't anything wrong with the Counseling Center that a few good counselors couldn't cure.

- 9.36 1.76 I find that in many cases the Counseling Center has failed to help students who needed their help desperately.
- 9.32 1.59 The Counseling Center is not in the least effective in helping No-Preference students.
- 9.06 1.53 I regard tests used at the Counseling Center as poor tools in solving student problems.
- 9.24 1.75 I find no unity among counselors as far as ideas or suggestions go as a result of using the Counseling Center.
- 9.91 1.47 Should I need help I would seek some other source for assistance rather than use the Counseling Center.
- 9.86 1.66 Getting results from the Counseling Center is like getting action from Congress.
- 9.66 1.33 The Counseling Center seems to be uninformed in vocational counseling and ineffective in test interpretation.
- 9.45 2.20 The Counseling Center is a superficial organization, patronized largely by desperate students who have no where else to turn.
- 9.11 1.70 I feel the need for counseling services but do not find what I want at the Counseling Center.
- 9.00 1.82 The Counseling Center lacks in quality and quantity of trained counselors.
- 9.16 1.76 I believe the Counseling Center lacks competent and interested personnel.
- 9.25 1.43 I feel the Counseling Center is unable to get at the bottom of a problem, particularly in vocationally maladjusted students.
- 10.09 1.39 I am mistrustful of the Counseling Center.
- 10.25 1.13 There is a complete lack of organization at the Counseling Center--one always gets the run around.
- 10.42 .58 I feel the Counseling Center is highly inadequate to solve any kind of problem.
- 10.20 1.25 The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there.



- 10.47 .53 In order to appreciate the advice the Counseling Center gives one would have to be an imbecile.
- 10.07 1.08 I find the Counseling Center's efforts to help me impractical and inefficient.
- 10.27 .89 I believe the Counseling Center is simply not interested in students or their problems.
- 10.39 .69 I believe the Counseling Center is all fouled-up.
- 10.25 1.06 The Counseling Center at Michigan State College is a poor excuse for a clinic where students may take their problems.
- 10.49 .64 The Counseling Center is a complete waste of time.
- 10.47 .53 I find that it is a complete waste of time to go to the Counseling Center.
- 10.48 .79 I feel that I can not trust anyone at the Counseling Center to help me.

## APPENDIX B

## APPENDIX B

## INSTRUCTIONS FOR SORTING

1. The 120 slips in the envelope contain statements regarding the value of the Counseling Center at Michigan State College. These have been made by various persons, students, and others.
2. As a first step in the making of a scale that may be used to test attitudes relating to the Counseling Center a number of people must sort these 120 slips into eleven piles.
3. In the envelope you will find eleven slips numbered one through eleven. Please arrange these before you in sequence. On slip No. 1 place those statements which you believe express the highest appreciation of the value of the Counseling Center. On slip No. 6 pile those slips expressing a neutral position. On slip No. 11 put those slips which express the strongest depreciation of the Counseling Center. On the rest of the slips arrange statements in accordance with the degree that they express depreciation of the Counseling Center.
4. This means that when you are through sorting you will have eleven piles arranged in order of value-estimate from one, the highest, to eleven, the lowest.
5. Do not try to get the same number of slips in each pile. They are not evenly distributed.
6. The numbers on the slips are code numbers and bear no relation to how slips are to be arranged.
7. You will find it easier to sort the slips if you look over a number of them at random before you begin to sort.
8. It will probably take you about forty minutes to sort.
9. When you are through sorting please clip the statements in each pile together with its number slip on top, or, write the pile number on the face of each slip in the pile. Insert eleven sets, clipped or numbered carefully in the envelope and return to:

Dr. William H. Form -- Department of Sociology  
Dr. Walter Johnson -- Institute of Counseling, Guidance,  
and Testing.



## APPENDIX C

DO NOT OPEN UNTIL TOLD TO DO SO

## A STUDY OF STUDENT ATTITUDES TOWARD

THE

M.S.C. COUNSELING CENTER - 1951

## DIRECTIONS

There is considerable disagreement concerning the attitudes that students at Michigan State College hold toward the counselors and the Counseling Center. A number of students are being asked to express their reactions to 77 statements about the counselors and the Counseling Center. There are no right or wrong answers to these statements. What is wanted is your own individual feeling about these statements. Read each statement carefully and decide how YOU feel about it. Then mark your answer on the space provided on the answer sheet. Do not mark on this booklet.

If you have not had any experience with the Counseling Center respond to the statements in terms of how you think students or your friends generally feel about it. PLEASE RESPOND TO EVERY ITEM.

1 2 3 4 5

If you <u>strongly agree</u> , blacken space 1 .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you <u>just agree</u> , blacken space 2 .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you are <u>undecided</u> or <u>uncertain</u> , blacken space 3 ...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you <u>disagree</u> , blacken space 4 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you <u>strongly disagree</u> , blacken space 5 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1 Strongly Agree  
2 Agree

3 Undecided or  
Uncertain

4 Disagree  
5 Strongly Disagree

---

1. Should I need help I would seek some other source for assistance rather than use the Counseling Center.
2. I believe the Counseling Center is a very valuable part of the college.
3. The Counseling Center at M.S.C. is a poor excuse for a clinic where students may take their problems.
4. I think the Counseling Center is a great asset to Michigan State College.
5. I believe the Counseling Center offers excellent advice in all types of problems.
6. I think the Counseling Center is a competent organization in view of the large number of students using its services.
7. I believe the Counseling Center is a good device for advising students who are confused.
8. I find other college organizations better equipped to solve student problems.
9. It is comforting to know that there is a Counseling Center on campus.
10. I find the Counseling Center's efforts to help me impractical and inefficient.
11. I think the Counseling Center has helped some of my friends, but it has done nothing for me.
12. I realize that the Counseling Center is a fine idea, but ours is growing bureaucratic.
13. I feel direct and intimate contact with students is lacking at M.S.C.'s Guidance Center.
14. I do not have any feelings toward the Counseling Center one way or the other.
15. I believe the Counseling Center is a necessary and vital part of M.S.C.
16. I recommend the services of the Counseling Center to all who need help.
17. I feel that our Counseling Center does enough good work to warrant its existence.
18. The Counseling Center is a good idea but I do not believe thoroughly in the tests that the counselor's administer.
19. If you have partially solved your problem the Counseling Center can help you, otherwise it is of little help.
20. The Counseling Center is not in the least effective in helping No-Preference students.
21. I feel that I can not trust anyone at the Counseling Center to help me.

1 Strongly Agree  
2. Agree

3 Undecided or  
Uncertain

4 Disagree  
5 Strongly Disagree

---

22. I find that the Counseling Center has unique facilities for helping students with their problems.
23. Getting results from the Center is like getting action from Congress.
24. I believe the Counseling Center is simply not interested in students or their problems.
25. I believe the Counseling Center is doing a wonderful job in handling student problems.
26. I believe the services offered by the Counseling Center are quite adequate.
27. I believe the Counseling Center is all fouled up.
28. I find the Counseling Center the only stable place on campus to which one can go with his problem.
29. I believe that in general the Counseling Center performs its functions adequately but not outstandingly.
30. I believe the Counseling Center is purposeful and directional. Its results are often excellent, more often very good; seldom poor.
31. I think the Counseling Center agrees with your ideas and does not offer you constructive assistance.
32. I believe the tests used by the Counseling Center are worth while taking.
33. I believe the Counseling Center is helpful in assisting students with their problems.
34. I find that too many visits to the Counseling Center are needed before help becomes effective.
35. I think the Counseling Center is most able to help Non-preference students.
36. I feel the Counseling Center is highly inadequate to solve any kind of problem.
37. Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful in straightening them out.
38. I regard the Counseling Center as a very efficient and necessary part of the college structure.
39. I regard it a luxury to be able to get services of the Counseling Center free of charge.
40. I regard the Counseling Center a very well directed organization with an excellent staff.
41. I find that it is a complete waste of time to go to the Counseling Center.
42. I find the Counseling Center is too far detached from those to which its services are intended.

1. Strongly Agree  
2. Agree

3 Undecided or  
Uncertain

4 Disagree  
5 Strongly disagree

- 
43. I regard a Counseling Center worthwhile on any campus—ours is doing an especially fine job here.
44. The Counseling Center seems to be uninformed in vocational counseling and ineffective in test interpretation.
45. In order to appreciate the advice the Counseling Center gives one would have to be an imbecile.
46. Sometimes I feel that the Counseling Center can do me some good and sometimes I doubt it.
47. I believe the Counseling Center is not able to adequately ~~understand~~ interpret test results.
48. The interpretation of test results given by the Counseling Center is so general that the information received is almost useless.
49. I find the Counseling Center able to make people understand themselves and to know their abilities.
50. I believe the Counseling Center never considers the emotional make-up of the student.
51. I feel the Counseling Center is of little value to the Engineering student.
52. I think the Counseling Center needs men outside the field of education on its staff.
53. I feel the Counseling Center is doing the job that it is supposed to do.
54. I believe the Counseling Center serves an excellent function in a good, practical, and informative way.
55. I am distrustful of the Counseling Center.
56. I feel the Counseling Center has helped me on certain occasions, but has confused me at other times.
57. The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there.
58. I find that the Counseling Center is lacking in educational counseling but excellent in handling personal problems.
59. I find that talks with counselors at the Center are tension releasing if nothing else.
60. I think more students should take advantage of the services the Counseling Center offers.
61. I am pleased with the genuine concern that the Counseling Center has toward student problems.

1. The first of these is the fact that the  
the first of these is the fact that the  
the first of these is the fact that the

2. The second of these is the fact that the  
the second of these is the fact that the  
the second of these is the fact that the

3. The third of these is the fact that the  
the third of these is the fact that the  
the third of these is the fact that the

4. The fourth of these is the fact that the  
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the fourth of these is the fact that the

5. The fifth of these is the fact that the  
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6. The sixth of these is the fact that the  
the sixth of these is the fact that the  
the sixth of these is the fact that the

7. The seventh of these is the fact that the  
the seventh of these is the fact that the  
the seventh of these is the fact that the

8. The eighth of these is the fact that the  
the eighth of these is the fact that the  
the eighth of these is the fact that the

9. The ninth of these is the fact that the  
the ninth of these is the fact that the  
the ninth of these is the fact that the

10. The tenth of these is the fact that the  
the tenth of these is the fact that the  
the tenth of these is the fact that the

- |                  |                |                     |
|------------------|----------------|---------------------|
| 1 Strongly Agree | 3 Undecided or | 4 Disagree          |
| 2 Agree          | Uncertain      | 5 Strongly disagree |
- 

62. The Counseling Center may be doing a good job, but it does not interest me.
63. I believe the Counseling Center is a good organization even though it is still a new organization.
64. I feel the Counseling Center is unable to get at the bottom of a problem, particularly in vocationally maladjusted students.
65. I find the Counseling Center well meaning, but bungling.
66. I feel the Counseling Center can be helpful to students needing counseling if one properly uses this service.
67. I believe the Counseling Center stresses vocational guidance with little attempt toward complete adjustment.
68. I regard tests used at the Counseling Center as poor tools in solving student problems.
69. Other than too much stress on preference tests, the Counseling Center is a good organization.
70. There is a complete lack of organization at the Counseling Center—one always gets the run around.
71. I believe many of the services of the Counseling Center can be improved.
72. I find the Counseling Center very quick, impersonal, and often fail to follow-up the first interview.
73. I respect the Counseling Center's interest in helping students solve their problems, but it lacks the proper know how to do so.
74. I regard the Counseling Center at M.S.C. better than any other clinic I have used.
75. I feel the need for counseling services but do not find what I want at the Counseling Center.
76. The Counseling Center is a complete waste of time.
77. I regard the Counseling Center as a purposeful organization that is serving people with problems of adjustment.

## APPENDIX D

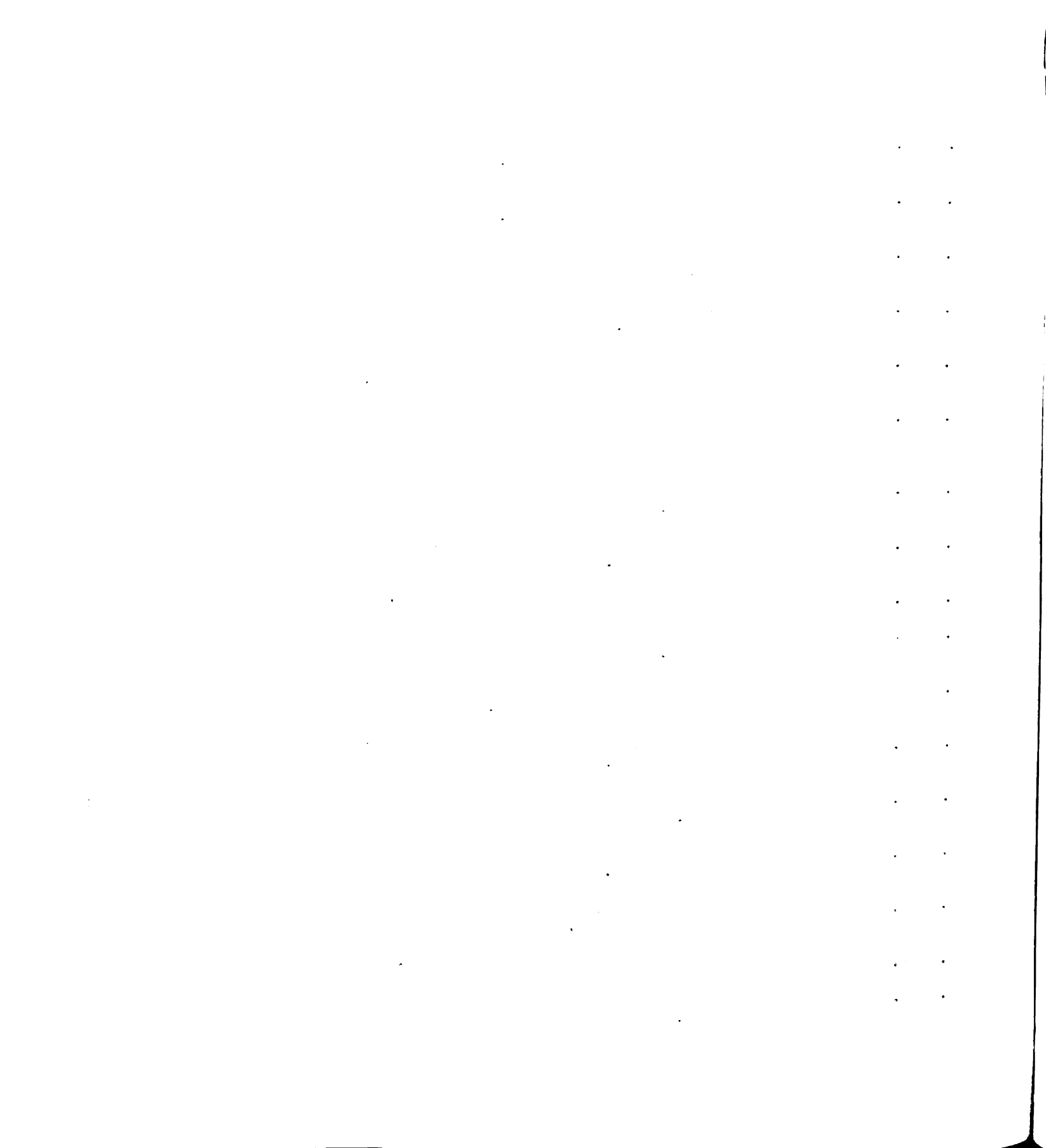


## APPENDIX D

## ITEMS WITH HIGHEST PHI COEFFICIENTS

Scale Value	Phi Coefficient	Item
.80	.46	I believe the Counseling Center is a very valuable part of the college.
.83	.59	I think the Counseling Center is a great asset to Michigan State College.
.66	.47	I regard the Counseling Center a very efficient and necessary part of the college.
1.04	-.36	I regard the Counseling Center at Michigan State College better than any other I have used.
1.00	.35	I believe the Counseling Center is a necessary and vital part of Michigan State College.
1.26	.40	I believe the Counseling Center is a good organization even though it is still rather new.
1.62	.34	> I recommend the services of the Counseling Center to all who need help.
1.81	.43	> I regard the Counseling Center a purposeful organization that is serving people with problems of adjustment.
2.23	.36	I think the Counseling Center is a competent organization in view of the large number of students using its services.
2.44	.40	I believe the Counseling Center is a good device for advising students who are confused.
2.45	.35	I believe the tests used by the Counseling Center are worthwhile taking.
2.33	.45	> I believe the Counseling Center is helpful in assisting students with their problems.

- 2.36 .42 > I think more students should take advantage of the services the Counseling Center offers.
- 2.85 .34 I find that talks with the counselors at the Center are tension releasing if nothing else.
- 3.19 .35 It is comforting to know that there is a Counseling Center on campus.
- 3.62 .48 > I feel that our Counseling Center does enough good work to warrant its existence.
- 3.04 .38 I feel the Counseling Center can be helpful to students needing counseling if one properly uses this service.
- 4.09 .35 Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful in straightening them out.
- 8.12 -.34 > I feel the Counseling Center is of little value to the Engineering student.
- 8.79 -.35 I believe the Counseling Center is not able to adequately interpret test results.
- 8.55 -.51 > The Counseling Center is a complete waste of time.
- 9.32 -.35 The Counseling Center is not effective in helping Non-Preference students.
- 10.25 -.43 The Counseling Center is a poor excuse for a clinic where students may take their problems.
- 10.07 -.48 I find the Counseling Center's efforts to help me impractical and inefficient.
- 10.48 -.35 I feel that I can not trust anyone at the Counseling Center to help me.
- 10.42 -.34 > I feel the Counseling Center is highly inadequate to solve any kind of problem.
- 10.27 -.37 I believe the Counseling Center is simply not interested in students or their problems.
- 10.39 -.44 I believe the Counseling Center is all fouled up.
- 10.47 -.45 / I find that it is a complete waste of time to go to the Counseling Center.



- 10.47    -.41    In order to appreciate the advice the Counseling Center gives one would have to be an imbecile.
- 10.09    -.49    I am distrustful of the Counseling Center.
- 10.20    -.35    The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there.
- 10.25    -.43    There is a complete lack of organization at the Counseling Center -- one always gets the run around.

## APPENDIX E

**DIRECTIONS:** We are interested in your feelings about the following statements concerning the Counseling Center at Michigan State College. Read each statement carefully and decide how you feel about it. PLEASE respond to each item whether or not you have had direct experience with the Counseling Center.

- |  |   |      |     |     |     |      |
|--|---|------|-----|-----|-----|------|
|  | If you strongly agree, encircle SA.....             | (SA) | a   | ?   | d   | SD   |
|  | If you just agree, encircle a.....                  | SA   | (a) | ?   | d   | SD   |
|  | If you are undecided or uncertain, encircle ? ..... | SA   | a   | (?) | d   | SD   |
|  | If you disagree, encircle d .....                   | SA   | a   | ?   | (d) | SD   |
|  | If you strongly disagree, encircle SD .....         | SA   | a   | ?   | d   | (SD) |
- 
1. I think the Counseling Center is a great asset to Michigan State College. .. SA a ? d SD
  2. I feel the Counseling Center is highly inadequate to solve any kind of problem. .... SA a ? d SD
  3. Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful in straightening them out. .... SA a ? d SD
  4. The Counseling Center's efforts to help students are impractical and inefficient. .... SA a ? d SD
  5. I believe the Counseling Center is helpful in assisting students with their problems. .... SA a ? d SD
  6. Talks with counselors at the Center are tension releasing if nothing else. .... SA a ? d SD
  7. It is a complete waste of time to go to the Counseling Center. .... SA a ? d SD
  8. I feel the Counseling Center can be helpful to students needing counseling if they properly use its service. .... SA a ? d SD
  9. I regard the Counseling Center a very efficient and necessary part of the college. .... SA a ? d SD
  10. I feel that I can not trust anyone at the Counseling Center to help me. .. SA a ? d SD
  11. I regard the Counseling Center a purposeful organization that is serving people with problems of adjustment. .... SA a ? d SD
  12. The Counseling Center is not effective in helping No-Preference students. . SA a ? d SD
  13. I believe the Counseling Center does not adequately interpret test results. .... SA a ? d SD
  14. The Counseling Center is a poor excuse for a clinic where students may take their problems. .... SA a ? d SD
  15. I believe the Counseling Center is a good device for advising students with their problems. .... SA a ? d SD
  16. The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there. .... SA a ? d SD
  17. I think more students should take advantage of the services the Counseling Center offers. .... SA a ? d SD
  18. I believe the tests used by the Counseling Center are worthwhile taking. .... SA a ? d SD
  19. I believe the Counseling Center is simply not interested in students or their problems. .... SA a ? d SD
  20. I recommend the services of the Counseling Center to all who need help. .... SA a ? d SD
  21. I feel that our Counseling Center does enough good work to warrant its existence. .... SA a ? d SD
  22. There is a complete lack of organization at the Counseling Center---one always gets the run around. .... SA a ? d SD

**DIRECTIONS:** Below are several items concerning attributes of counselors. Each item contains several alternatives. Put an (X) in front of the alternative which comes closest to describing your feeling. Do this whether or not you have had direct contact with the Counseling Center. Check only one response for each item.

**IMPORTANT:** The word counselors as used below refers solely to the counselors at Michigan State College Counseling Center.

- ✓ 23. In basic philosophy and outlook on life the counselors at the Center  
 \_\_\_ 1. are always optimistic.  
 \_\_\_ 2. tend to see the brighter side of life.  
 \_\_\_ 3. are sometimes optimistic and sometimes pessimistic.  
 \_\_\_ 4. are usually sour and pessimistic.
24. The understanding that counselors have of the social and economic forces prevalent in our society today is  
 \_\_\_ 1. very limited and inaccurate.  
 \_\_\_ 2. vague and somewhat unrealistic.  
 \_\_\_ 3. usually adequate and realistic.  
 \_\_\_ 4. very extensive and realistic.
25. The knowledge and understanding that counselors have of the world of work is  
 \_\_\_ 1. quite limited.  
 \_\_\_ 2. about average.  
 \_\_\_ 3. somewhat better than average.  
 \_\_\_ 4. excellent.
- ✓ 26. How do you feel about the counselors' ability to understand and help students who differ from themselves in background, race, religion, social, or economic status?  
 \_\_\_ 1. They have an excellent understanding of background differences.  
 \_\_\_ 2. They have some understanding of students different from themselves.  
 \_\_\_ 3. They have little or no understanding of background differences.
- ✓ 27. How much interest do counselors show in their job of counseling with students?  
 \_\_\_ 1. They definitely lack interest.  
 \_\_\_ 2. They do not show their interest.  
 \_\_\_ 3. They seem to be interested.  
 \_\_\_ 4. They have a great deal of interest.
28. Counselors at the Center are  
 \_\_\_ 1. lacking in emotional adjustment.  
 \_\_\_ 2. like most people in their emotional adjustment.  
 \_\_\_ 3. very stable and well-adjusted emotionally.
29. In trying to see the student's point of view, counselors at the Center  
 \_\_\_ 1. are very tolerant.  
 \_\_\_ 2. try to be fair-minded.  
 \_\_\_ 3. are sometimes over-bearing and talk down to students.  
 \_\_\_ 4. usually force their pet ideas on students.
30. The training and experience of the counselors at the Center enable them to handle  
 \_\_\_ 1. all kinds of student problems.  
 \_\_\_ 2. only certain kinds of student problems.  
 \_\_\_ 3. no student problems.
- ✓ 31. How well do counselors help students achieve a clear-cut and realistic understanding of themselves and their problems?  
 \_\_\_ 1. Very well.  
 \_\_\_ 2. Fairly well.  
 \_\_\_ 3. Not very well.  
 \_\_\_ 4. Not well at all.
32. The counselors' interpretation of psychological tests to students is  
 \_\_\_ 1. always clear and very understandable.  
 \_\_\_ 2. usually clear and understandable.  
 \_\_\_ 3. too general to be of much help.  
 \_\_\_ 4. confusing and of no help.
33. The amount of time that counselors spend in talking about tests and test scores is  
 \_\_\_ 1. much greater than it ought to be.  
 \_\_\_ 2. somewhat excessive.  
 \_\_\_ 3. about right.  
 \_\_\_ 4. somewhat less than it ought to be.  
 \_\_\_ 5. much less than it ought to be.
34. How do counselors at the Center deal with the students' problems?  
 \_\_\_ 1. They usually dictate the solutions.  
 \_\_\_ 2. They are likely to give solutions to problems.  
 \_\_\_ 3. More often than not they present students with alternatives.  
 \_\_\_ 4. They always offer alternatives from which students may choose.
35. In helping students with their personal and emotional problems, the counselors at the Center are  
 \_\_\_ 1. of great help.  
 \_\_\_ 2. of some help.  
 \_\_\_ 3. practically of no help.  
 \_\_\_ 4. do more harm than good.
36. The understanding that counselors have of classroom conditions, problems, and pupil-teacher relationships is  
 \_\_\_ 1. clear and realistic.  
 \_\_\_ 2. adequate.  
 \_\_\_ 3. lacking and confused.
37. The information possessed by counselors concerning requirements of the various schools and departments of the college is  
 \_\_\_ 1. very limited and inaccurate.  
 \_\_\_ 2. somewhat limited and varying in accuracy.  
 \_\_\_ 3. usually comprehensive and quite accurate.  
 \_\_\_ 4. always comprehensive and accurate.
38. In assisting No-Preference students in selecting a school in which to major, counselors  
 \_\_\_ 1. are of great help.  
 \_\_\_ 2. are of some help.  
 \_\_\_ 3. are practically of no help.  
 \_\_\_ 4. do more harm than good.
39. How do you feel about the amount of time given for interviews by the counselors?  
 \_\_\_ 1. Interview is quick, impersonal, and rushed.  
 \_\_\_ 2. Interview feels somewhat hurried.  
 \_\_\_ 3. Interview time is reasonable.  
 \_\_\_ 4. Length of interview is set by the student.
40. When advising students in course selection, the counselors  
 \_\_\_ 1. disregard student wishes.  
 \_\_\_ 2. try to dissuade students from their choices.  
 \_\_\_ 3. sometimes allow students to make their own choices.  
 \_\_\_ 4. allow students complete freedom in choosing their courses.

# PART III

**DIRECTIONS:** In this part of the questionnaire you are asked to provide certain facts about yourself, your high school, and your experience with the Counseling Center. All the questions can be answered by a few words or by writing an (X) for the alternative that comes closest to describing your situation. Be as accurate as possible.

41. Male \_\_\_\_\_ Female \_\_\_\_\_ 42. Age \_\_\_\_\_ 43. Single \_\_\_\_\_ Married \_\_\_\_\_ Other \_\_\_\_\_

44. Class in college: Fresh. \_\_\_\_\_ Soph. \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Grad. \_\_\_\_\_ Special \_\_\_\_\_

45-46. What is your approximate grade point average (new system)? \_\_\_\_\_

47. In what school are you enrolled?

- |                                      |                              |
|--------------------------------------|------------------------------|
| _____ 1. Basic College               | _____ 5. Home Economics      |
| _____ 2. Agriculture                 | _____ 6. Science and Arts    |
| _____ 3. Business and Public Service | _____ 7. Veterinary Medicine |
| _____ 4. Engineering                 | _____ 8. Short course        |

48. What is your major? \_\_\_\_\_

49. List the extra-curricular activities in which you participate regularly. \_\_\_\_\_

50. Describe your father's regular occupation. (If deceased, give his last occupation.) \_\_\_\_\_

51. What is the estimated size of the community in which your high school was located?

- |                                |                                   |
|--------------------------------|-----------------------------------|
| _____ 1. Under 1000 people     | _____ 4. 10,000 to 25,000 people  |
| _____ 2. 1000 to 5000 people   | _____ 5. 25,000 to 100,000 people |
| _____ 3. 5000 to 10,000 people | _____ 6. 100,000 people and above |

52. Check the counseling and guidance services offered by the last high school you attended.

Offered Not offered

- |   |       |       |
|---|-------|-------|
| 1. Complete guidance services including: psychological testing; counseling; job placement; information on occupational and educational goals. | _____ | _____ |
| 2. Administration of tests followed by personal interviews to explain test results.   | _____ | _____ |
| 3. Administration of tests with <u>no</u> personal interview to explain test results.   | _____ | _____ |
| 4. Occasional advice or class presentations devoted to future vocational or educational goals.  | _____ | _____ |
| 5. None of the above.   | _____ | _____ |
| 6. What other counseling services were offered but not mentioned above? _____   |       |       |

53. What kind of rating would you give the counseling services offered by your high school at the time you attended it?

- |                    |  |
|--------------------|--|
| _____ 1. Excellent | _____ 4. Poor                                    |
| _____ 2. Good      | _____ 5. Definitely harmful                      |
| _____ 3. Fair      | _____ 6. Can't rate because no services offered. |

54. Do you know where the Counseling Center at Michigan State College is located?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

55. How well do you know the functions or purposes of the Counseling Center?

Have a good idea \_\_\_\_\_ Have some idea \_\_\_\_\_ Have no idea \_\_\_\_\_

56. About how many times have you gone to the Counseling Center at Michigan State College?

- |                        |                              |
|------------------------|------------------------------|
| _____ 1. None          | _____ 3. Three to five times |
| _____ 2. Once or twice | _____ 4. Five or more times  |

**NOTE:** If your answer to the above question was none, proceed to question No. 60



57. At whose suggestion did you go to the Counseling Center at M.S.C.? (Check all those which apply.)
- |  |  |
|--|--|
| <input type="checkbox"/> 1. On your own initiative           | <input type="checkbox"/> 4. On the advice of your Enrollment Officer |
| <input type="checkbox"/> 2. On the advice of a friend        | <input type="checkbox"/> 5. Because you were a No-Preference student |
| <input type="checkbox"/> 3. On the advice of your instructor | <input type="checkbox"/> 6. Other (specify) _____                    |
58. What was the nature of your problem(s). (Check all those which apply)
- |   |   |
|---|---|
| <input type="checkbox"/> 1. Enrollment                | <input type="checkbox"/> 4. Vocational planning   |
| <input type="checkbox"/> 2. Change of School or Major | <input type="checkbox"/> 5. Personal problem      |
| <input type="checkbox"/> 3. Educational planning      | <input type="checkbox"/> 6. Financial             |
|   | <input type="checkbox"/> 7. Other (specify) _____ |
59. What kind of rating would you give the M.S.C. Counseling Center for the service you received?
- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> 1. Excellent | <input type="checkbox"/> 4. Poor               |
| <input type="checkbox"/> 2. Good      | <input type="checkbox"/> 5. Definitely harmful |
| <input type="checkbox"/> 3. Fair      |  |
60. Would you use the Counseling Center (again) if you needed its services?
- |                                 |   |
|---------------------------------|---|
| <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 3. Uncertain   |
| <input type="checkbox"/> 2. No  | <input type="checkbox"/> 4. Only for certain kinds of problems. (specify) _____ |
- 61-70. If you had a problem during the college year and you needed some help, to whom would you go for this help? (Put a No. 1 for your first choice, No. 2 for your second choice, etc.)
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 61. Friends         | <input type="checkbox"/> 64. Counseling Center | <input type="checkbox"/> 67. Dormitory Counselor   |
| <input type="checkbox"/> 62. Family          | <input type="checkbox"/> 65. Close relatives   | <input type="checkbox"/> 68. Dean of Men or Women  |
| <input type="checkbox"/> 63. Church official | <input type="checkbox"/> 66. Instructor        | <input type="checkbox"/> 69. Psychology Clinic     |
|  |  | <input type="checkbox"/> 70. Other (specify) _____ |
71. How do you feel about the way your Enrollment Officer (person not connected with the Counseling Center) has handled your educational planning and goals?
- Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Harmful \_\_\_\_\_ Uncertain \_\_\_\_\_
72. In the space below feel free to make any comments of the way you feel about the counselors and the Counseling Center or anything about this questionnaire.

Name \_\_\_\_\_

(will be used only to check whether you have returned your questionnaire)

College address \_\_\_\_\_

## APPENDIX F

## APPENDIX G

MICHIGAN STATE COLLEGE  
East Lansing, Michigan

Division of Education

Mr. John Doe  
East Shaw Hall  
Michigan State College  
East Lansing, Michigan

Many services have been established by Michigan State College to help students in their educational programs. Under the auspices of the Division of Education and with approval of the college administration, a study is being conducted to ascertain student opinion about one of these services. Your kind cooperation is sought in filling out the enclosed questionnaire to find out what students think about the Counseling Center and its counselors. Many of your classmates are also being asked to do this. Your name was among those selected at random from the student directory.

It is possible that you have not had any direct experience with the Center. Nevertheless we want and need your response to every item in the questionnaire. The information you give may be of great value to the College. We would deeply appreciate your cooperation in helping us collect the data for this study.

WHAT WILL BE DONE WITH YOUR QUESTIONNAIRE

As soon as you and other students have completed and returned this form, the answers will be put together in order to prepare a report. No one will ever be "checking up" on how you respond to any of the questions. Your name is asked only as a means by which we can check whether or not you have returned your questionnaire. The information you give will be held in strict confidence.

WHAT WE WANT YOU TO DO

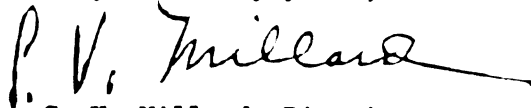
Filling out this questionnaire will not take long. Very little writing is involved. Please answer the questions frankly and carefully. This is not a test or an examination. There are no right or wrong answers (except for a few questions about yourself). The only answers we need are your personal opinions and judgments. Most of these can be shown by merely marking an (X) in the spaces provided. If the choice of answers does not clearly represent your opinion, check the item which comes nearest to expressing how you feel.

IMPORTANT

Unless otherwise directed you are asked to respond to each question whether or not you have been to the Counseling Center. One purpose of the study is to discover something about the people that the Center does not serve as well as those it does serve. If you have had no direct contact with the Counseling Center respond to the questions by giving what you think the general feeling toward it is, or how your friends feel about it.

When you finish please insert the questionnaire in the enclosed self-addressed envelope and mail it as soon as you can. Thank you for your cooperation.

Very sincerely yours,



C. V. Millard, Director  
Division of Education

## APPENDIX H

## APPENDIX H

MICHIGAN STATE COLLEGE  
Division of Education

As of last Friday we have not received the Counseling Center questionnaire mailed to you. This is just a reminder to mail your completed form as soon as possible. We need a return as complete as possible; your cooperation will be greatly appreciated. If you have misplaced your questionnaire, phone 8-1998 and a new one will be sent to you. Thank you very much for your cooperation. If you have already mailed in your questionnaire, disregard this notice.

C. V. Millard, Director  
Division of Education



## APPENDIX I



## APPENDIX I

MICHIGAN STATE COLLEGE  
Division of Education

During the first week in April a questionnaire concerning the Counseling Center was sent to you. We are sorry that we have not as yet received your reply. We know it is easy to put off this kind of thing. Won't you please spend a few minutes now to fill out the questionnaire and return it?

We need as complete a return as possible and your cooperation will be greatly appreciated. If you have misplaced your questionnaire, phone 8-1898, and a new one will be mailed to you. Thank you very much.

C. V. Millard, Director  
Division of Education



## APPENDIX J

## APPENDIX J

MICHIGAN STATE COLLEGE  
Division of Education  
East Lansing, Michigan

May 8, 1951

Dear M.S.C. Student

Early in April a questionnaire dealing with Counselors and the Counseling Center was mailed to you as part of a sample of Michigan State College students. Response to the questionnaire has been gratifying. Yet a preliminary check on the sample indicated that certain groups are underrepresented. To make this study as valid as possible these gaps should be filled.

We urgently need your response to the questionnaire even though you never visited the Counseling Center.

We are enclosing another copy of the questionnaire and a copy of the original letter which contains directions to follow. No doubt many of you have misplaced the original materials we sent you. So won't you please take a few minutes now to do this simple task. Your cooperation will be genuinely appreciated.

Very sincerely yours,

C. V. Millard, Director  
Division of Education

Attention Seniors

Inasmuch as you shall be graduated soon and will be leaving the campus it is especially important that we receive your replies.





## APPENDIX L



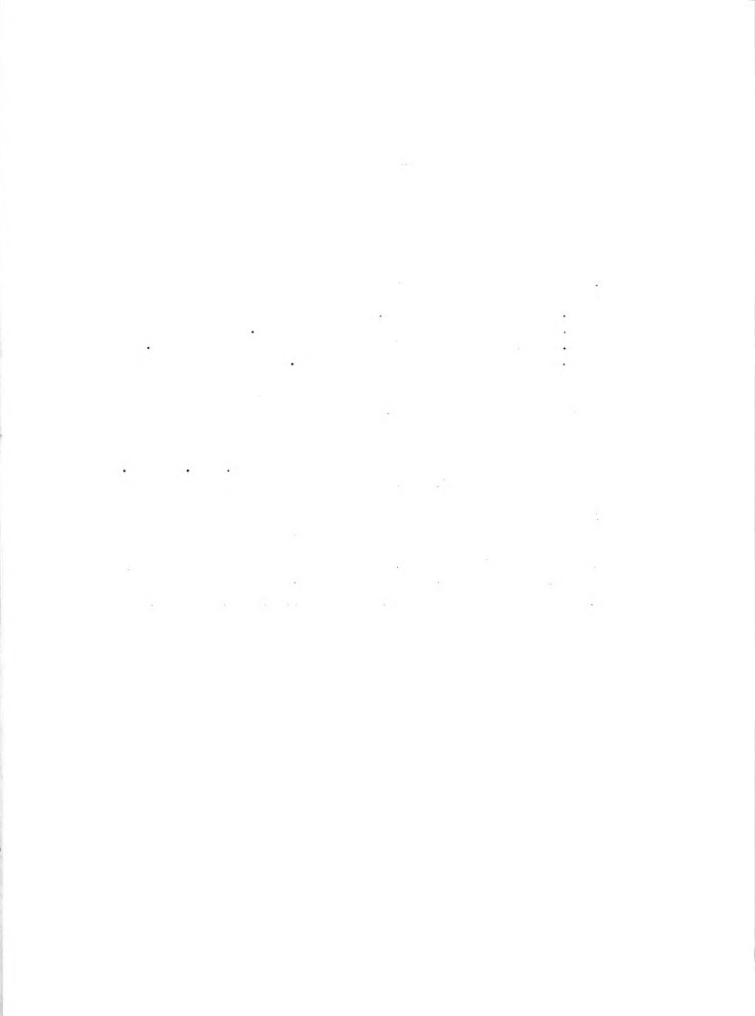


## APPENDIX L

STUDENT RESPONSES TO COUNSELOR ATTRIBUTE ITEMS FOUND IN PART TWO  
OF THE INSTRUMENT

- Item 23: In basic philosophy and outlook on life the counselors at the Center
1. are always optimistic.
  2. tend to see the brighter side of life.
  3. are sometimes optimistic and sometimes pessimistic.
  4. are usually sour and pessimistic.

Control Item		Alternative				Total	$\chi^2$	P	C
		1	2	3	4				
1-42	Age								
	18 and under	2	30	32	1	65	30.1	<.05	0.07
	19	4	49	35	0	88			
	20	5	58	32	1	96			
	21	3	48	41	0	92			
	22	4	24	23	0	51			
	23	1	20	18	1	40			
	24 and over	10	46	37	0	93			
	Total	29	275	218	3	525			



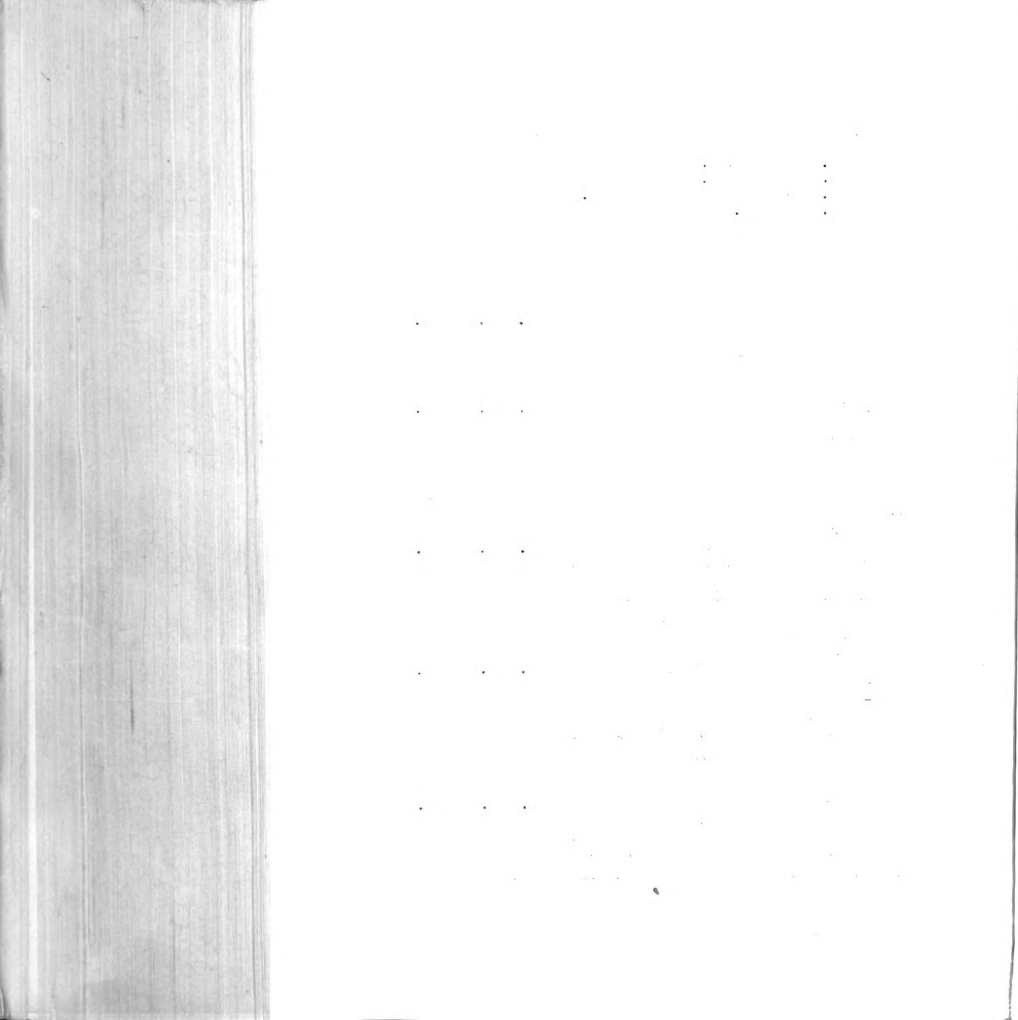
- Item 24: The understanding that counselors have of the social and economic forces prevalent in our society today is
1. very limited and inaccurate.
  2. vague and somewhat unrealistic.
  3. usually adequate and realistic.
  4. very extensive and realistic.

Control Item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
2-42 Age								
18 and under	0	7	49	9	65	31.8	<.01	0.23
19	0	4	77	7	88			
20	0	9	75	10	94			
21	0	7	79	7	93			
22	2	5	43	2	52			
23 and over	1	16	112	3	132			
Total	3	48	435	38	524			
2-44 Class								
Freshmen	0	11	84	14	109	17.3	<.05	0.18
Sophomore	1	5	98	10	114			
Junior	1	15	104	9	129			
Senior	1	16	151	4	172			
Total	3	47	437	37	524			
2-47 School								
Basic	0	9	142	20	171	46.6	<.01	0.28
Agriculture	0	3	34	7	44			
B. & P. S.	3	14	88	1	106			
Engineering	0	2	37	2	41			
Home Econ.	0	3	14	0	17			
Science-Arts	0	14	107	5	126			
Vet. Med.	0	3	11	1	15			
Total	3	48	433	36	520			
2-49 Extra Curricular activities								
None	1	13	137	12	163	44.6	<.01	0.29
1	1	17	84	10	112			
2	0	10	85	8	103			
3	0	6	69	3	78			
4	0	0	31	3	34			
5	1	2	14	1	18			
6 or more	0	0	15	1	16			
Total	3	48	435	38	524			



- Item 25: The knowledge and understanding that counselors have of the world of work is
1. quite limited.
  2. about average.
  3. somewhat better than average.
  4. excellent.

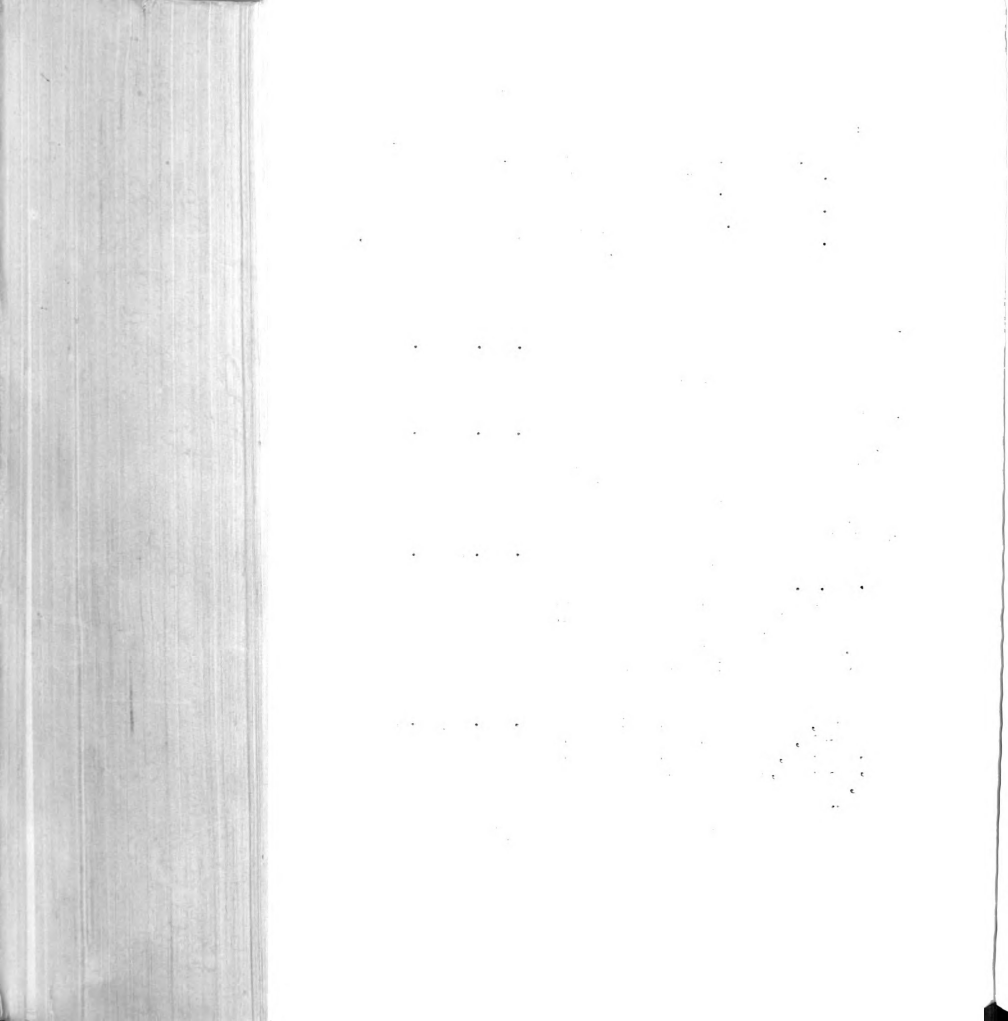
Control Item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
<b>3-43 Marital Status</b>								
Single	12	112	265	63	452	8.4	<.05	0.12
Married	1	29	32	10	72			
Total	13	141	297	73	524			
<b>3-44 Class</b>								
Freshman	3	21	62	24	110	17.4	<.05	0.18
Sophomore	1	36	59	19	115			
Junior	4	32	76	17	129			
Senior	5	50	102	13	170			
Total	13	139	299	73	524			
<b>3-55 Knowledge of Center</b>								
Good Idea	5	58	142	50	255	17.3	<.01	0.18
Some Idea	8	75	149	21	253			
No Idea	0	6	8	2	16			
Total	13	139	299	73	524			
<b>3-56 Times Visited Center</b>								
None	2	54	119	5	180	17.5	<.05	0.18
1-2 times	6	41	84	18	149			
3-5 times	2	26	54	16	98			
5 or more times	3	16	41	14	74			
Total	13	137	298	53	501			
<b>3-74:75 Attitude Score</b>								
Unfavorable	7	13	8	0	28	52.7	<.01	0.30
Low Favorable	0	27	19	3	49			
Favorable	6	99	272	70	447			
Total	13	139	299	73	524			



Item 26: How do you feel about the counselors' abilities to understand students who differ from themselves in background, race, religion, social or economic status?

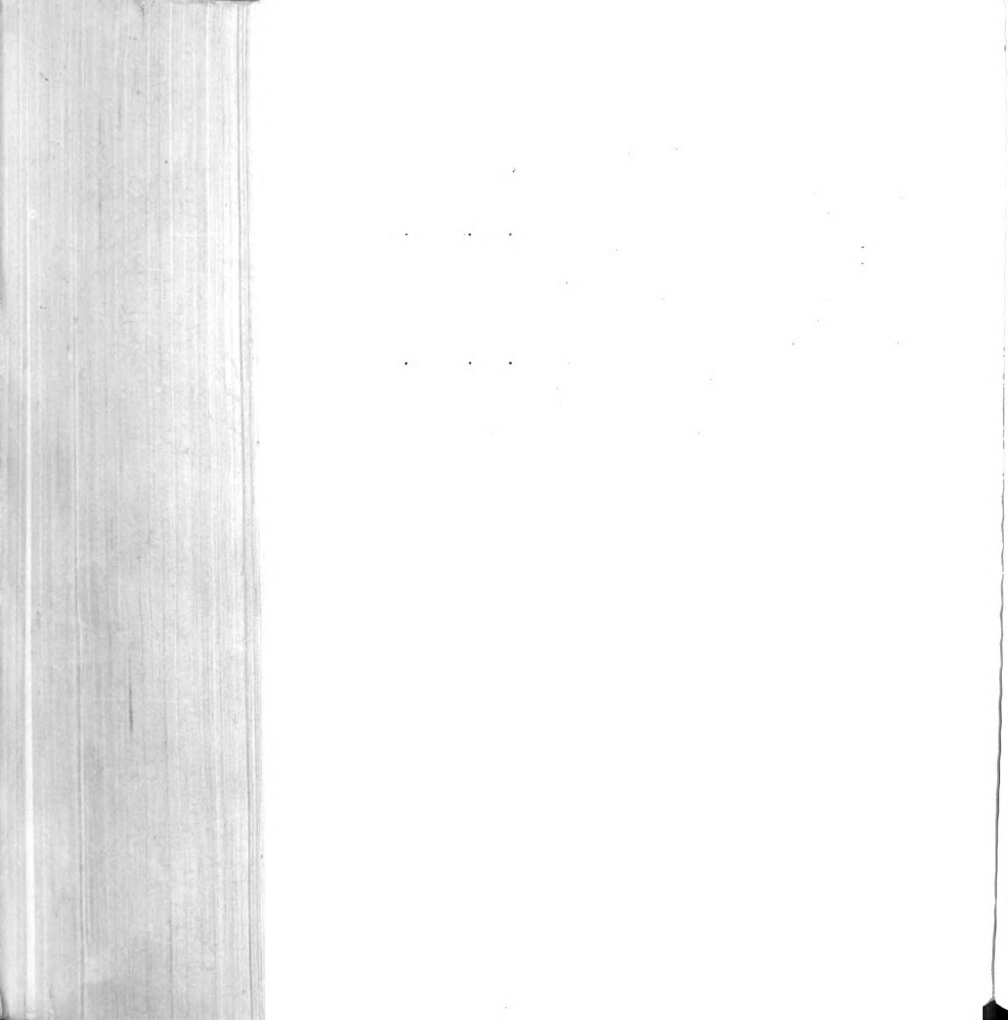
1. They have an excellent understanding of background differences.
2. They have some understanding of students different from themselves.
3. They have little understanding of background differences.

Control Item	Alternative			Total	$\chi^2$	P	C
	1	2	3				
4-43 Marital Status							
Single	154	286	9	449	6.2	<.05	0.10
Married	17	52	3	72			
Total	171	338	12				
4-44 Class							
Freshman	48	61	0	109	12.6	0.05	0.15
Sophomore	40	70	3	113			
Junior	38	86	5	129			
Senior	43	123	4	170			
Total	169	340	12	521			
4-47 School							
Basic	66	100	3	169	26.2	0.01	0.22
Agriculture	17	26	0	43			
B. & B. S.	30	72	4	106			
Engineering	17	22	0	39			
Home Economics	4	12	1	17			
Science and Arts	35	91	2	128			
Vet. Medicine	1	11	2	14			
Total	170	334	12	516			
4-51 Size of Community							
Under 5,000	42	77	1	120	15.7	0.05	0.17
5000 - 10,000	27	45	1	73			
10,000 - 25,000	32	37	4	73			
25,000 - 100,000	37	79	4	120			
100,000 and over	32	96	2	130			
Total	170	334	12	516			





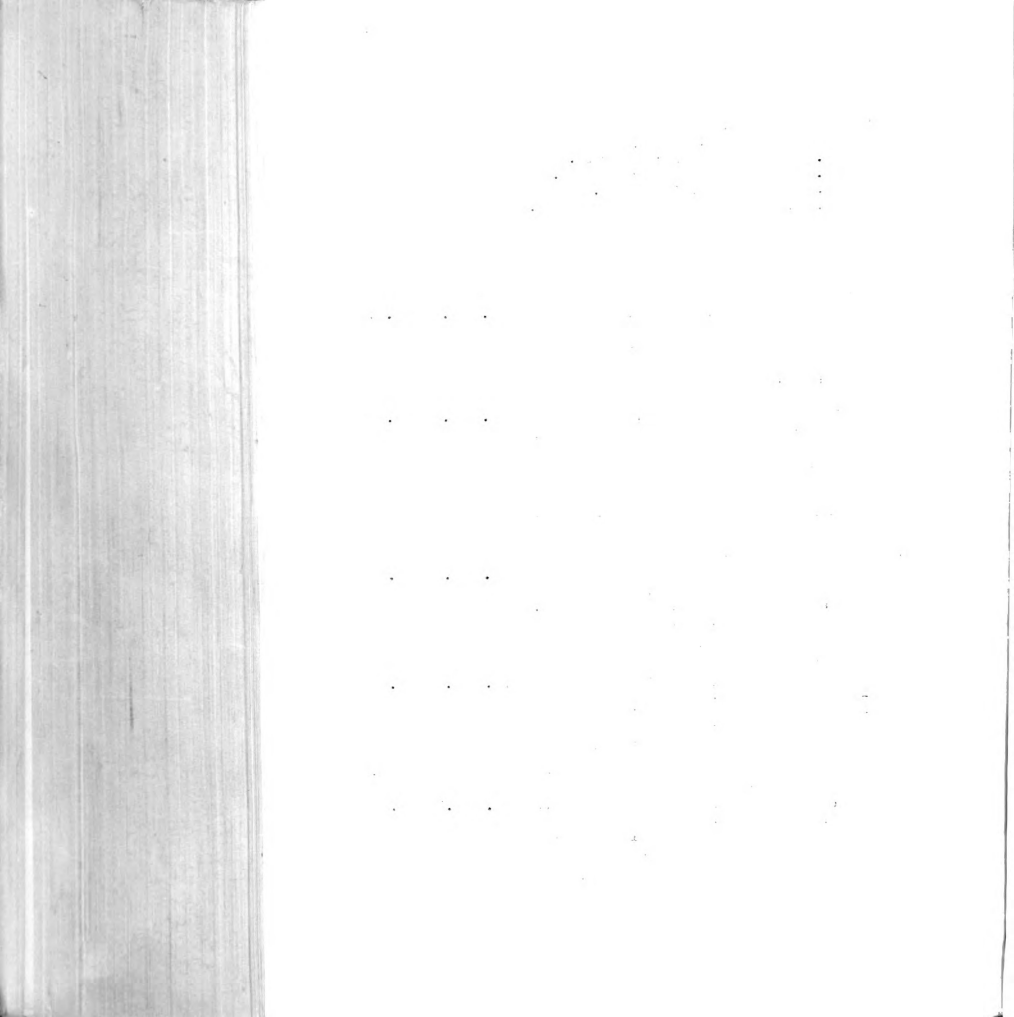




Item 27: How much interest do counselors show in their job of counseling with students?

1. They definitely lack interest.
2. They do now show their interest.
3. They seem to be interested.
4. They have a great deal of interest.

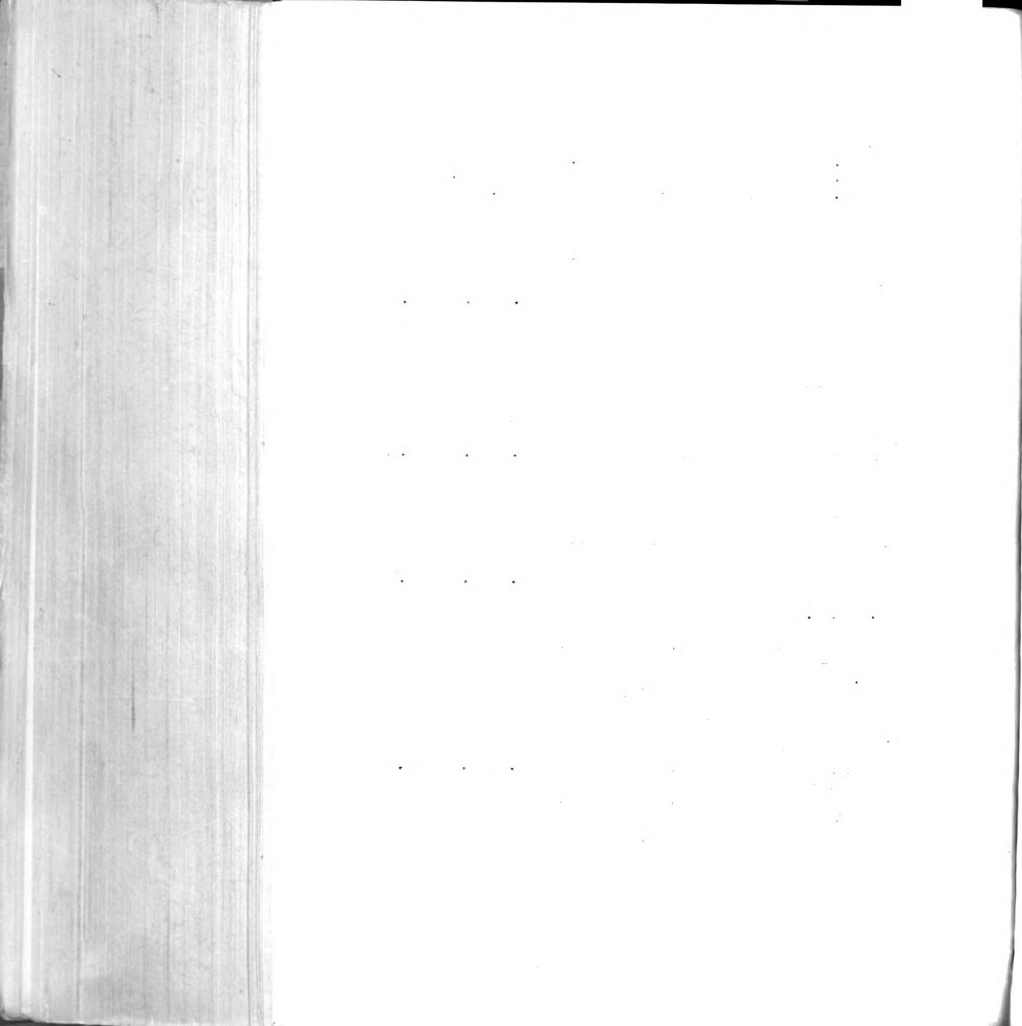
Control Item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
5-41 Sex								
Male	7	18	207	123	355	10.5	<.02	0.13
Female	2	15	96	60	173			
Total	9	33	303	183	528			
5-45 Father's Occupation								
Professional and Semi Professional	2	4	75	41	122	16.2	<.05	0.17
Proprietor	4	14	102	51	171			
Farmer	1	1	25	16	43			
Clerical	0	9	41	28	78			
Skilled	0	3	33	29	65			
Unskilled	1	1	24	14	40			
Total	8	32	300	179	519			
5-55 Knowledge of Center								
Good idea	1	14	128	113	256	24.0	<.01	0.21
Some idea	8	18	163	66	255			
No Idea	0	1	12	4	17			
Total	9	33	303	183	528			
5-56 Visits to Center								
None	3	11	124	61	199	20.1	<.02	0.19
1-2	4	10	84	55	153			
3-5	1	7	61	30	99			
5 or more	1	5	32	37	75			
Total	9	33	301	183	526			
5-74:75 Attitude Score								
Unfavorable	2	8	17	3	30	82.8	<.01	0.36
Low favorable	3	9	35	2	49			
Favorable	4	16	251	178	449			
Total	9	33	303	183	528			



Item 23: Counselors at the Center are

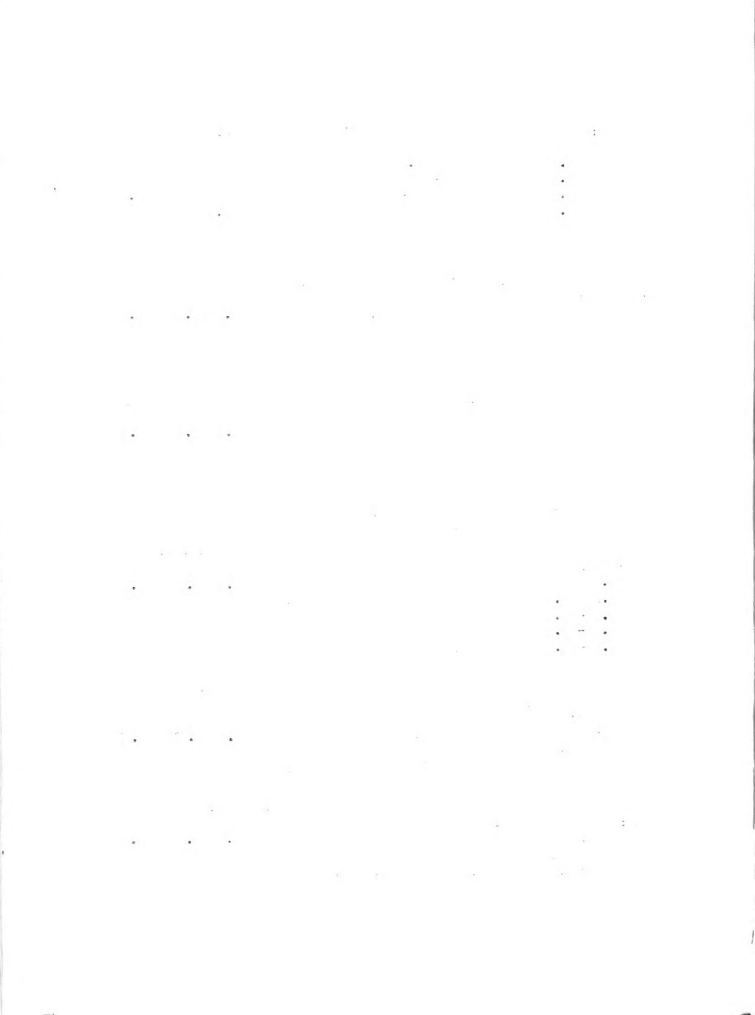
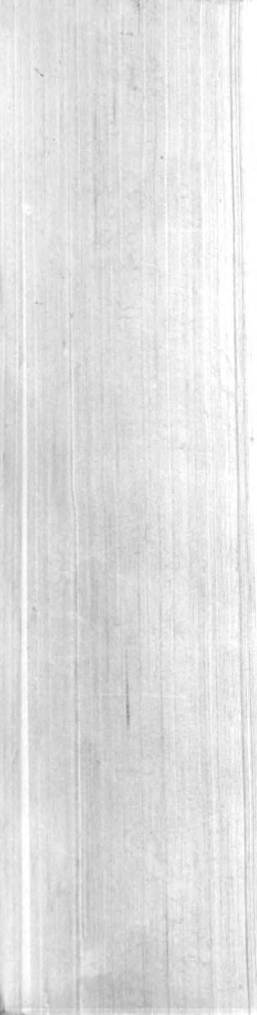
1. lacking in emotional adjustment.
2. like most people in their emotional adjustment.
3. very stable and well-adjusted emotionally.

Control item	Alternative			Total	$\chi^2$	P	C
	1	2	3				
6-42 Age							
18 and under	0	38	27	65	22.3	<.02	0.20
19	0	46	42	88			
20	0	59	36	95			
21	0	57	35	92			
22	2	30	20	52			
23 and over	1	93	39	133			
Total	3	323	199	525			
6-44 Class							
Freshman	0	53	51	109	16.9	<.01	0.17
Sophomore	0	64	51	115			
Junior	0	86	44	130			
Senior	3	116	52	171			
Total	3	324	198	525			
6-47 School							
Basic	0	92	78	170	21.6	<.02	0.19
Agriculture	0	28	16	44			
B. & P. S.	2	65	39	106			
Engineering	1	26	14	41			
Home Economics	0	17	0	17			
Science-Arts	0	81	46	127			
Vet. Medicine	0	12	4	16			
Total	3	321	197	521			
6-74:75							
Attitude Score							
Unfavorable	2	27	1	30	41.9	<.01	0.27
Low favorable	0	39	9	48			
Favorable	1	257	189	447			
Total	3	323	199	525			



- Item 29: In trying to see the student's point of view, counselors at the Center
1. are very tolerant.
  2. try to be fair-minded.
  3. are sometimes over-bearing and talk down to students.
  4. usually force their pet ideas on students.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
<hr/>								
7-44 Class								
Freshman	34	64	7	5	110	14.6	.02	0.16
Sophomore	34	71	8	2	115			
Junior	26	98	6	1	131			
Senior	39	111	18	6	174			
Total	133	344	39	14	530			
<hr/>								
7-49 Activities								
None	30	115	13	7	171	31.6	<.01	0.24
1-2	53	144	18	1	216			
3	25	46	3	4	78			
4	12	16	5	2	35			
5	7	11	0	0	18			
6 or more	6	9	1	0	16			
Total	133	341	40	14	528			
<hr/>								
7-45:46 Grades								
2.0 and under	16	28	5	5	54	21.5	<.05	0.19
2.0 - 2.4	59	157	21	1	238			
2.4 - 2.9	32	99	10	4	145			
3.0 - 3.4	15	35	3	3	56			
3.5 - 4.0	2	11	0	1	14			
Total	124	330	39	14	507			
<hr/>								
7-44 Knowledge of Center								
Good idea	88	145	17	6	256	25.5	<.01	0.21
Some idea	43	183	22	8	256			
No idea	2	14	0	0	16			
Total	133	342	39	14	528			
<hr/>								
7-74:75 Attitude Score								
Unfavorable	1	20	5	2	28	27.1	<.01	0.22
Low favorable	6	31	7	5	49			
Favorable	126	291	27	7	451			
Total	133	342	39	14	528			

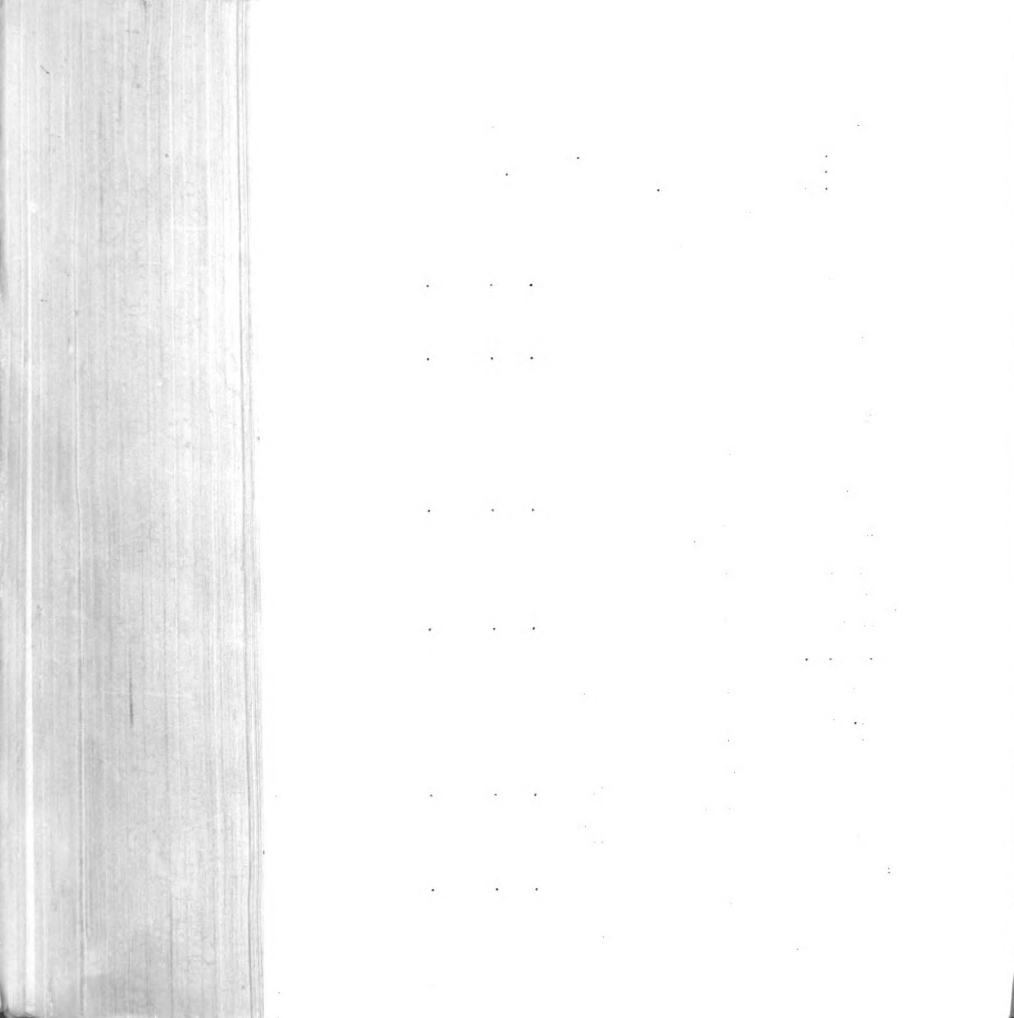




Item 30: The training and experience of the counselors at the Center enable them to handle

1. all kinds of student problems.
2. only certain kinds of student problems.
3. no student problems.

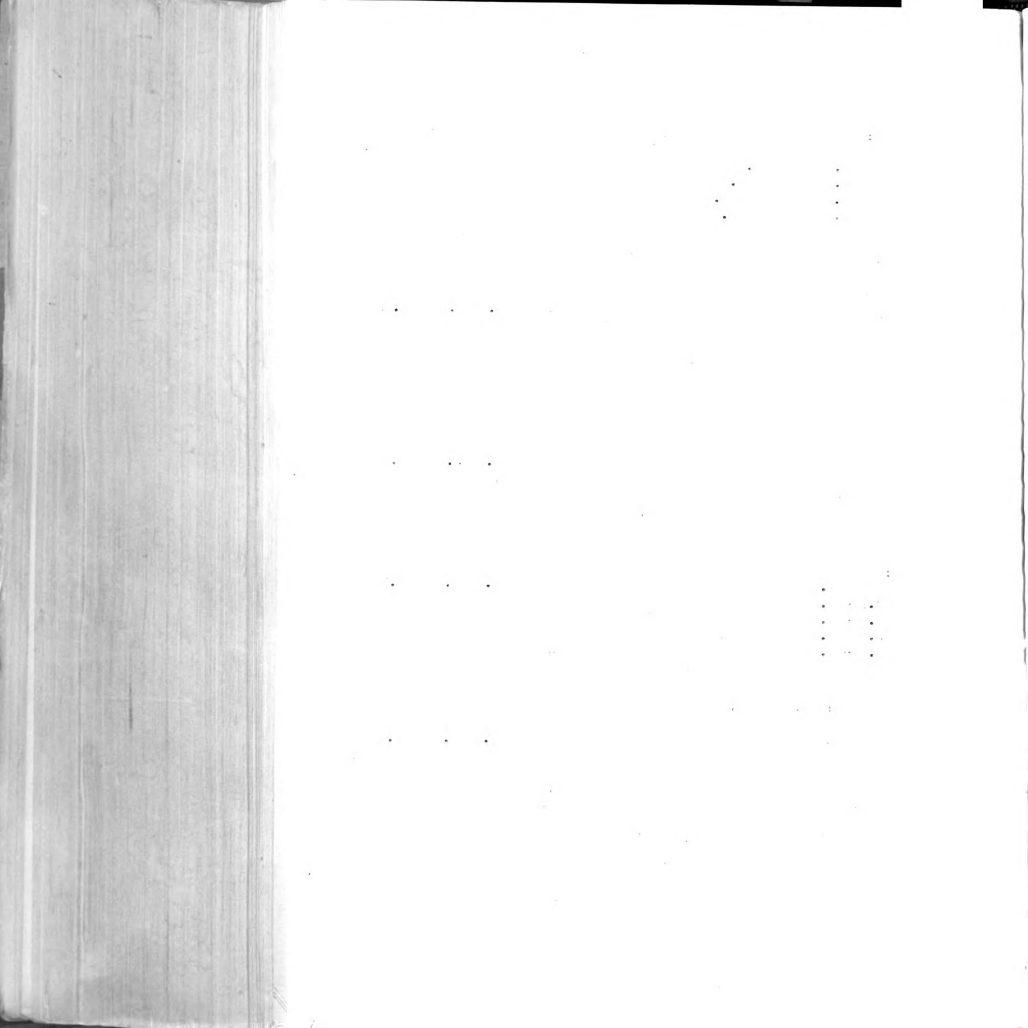
Control item	Alternative			Total	$\chi^2$	P	C
	1	2	3				
8-41 Sex							
Male	147	204	0	351	10.2	<.01	0.13
Female	92	79	1	172			
Total	239	283	1	523			
8-42 Age							
18 and under	39	26	0	65	22.4	<.02	0.20
19	49	38	0	87			
20	40	55	0	95			
21	34	58	0	92			
22	24	27	1	52			
23 and older	53	79	0	132			
Total	239	283	1	523			
8-44 Class							
Freshman	55	54	0	109	22.5	<.01	0.20
Sophomore	71	43	0	114			
Junior	52	78	0	130			
Senior	60	109	0	169			
Total	238	284	0	522			
8-47 School							
Basic	94	76	0	170	25.5	<.02	0.21
Agriculture	17	27	0	44			
B. & P. S.	34	69	1	104			
Engineering	22	18	0	40			
Home Economics	7	10	0	17			
Science-Arts	59	69	0	128			
Vet. Medicine	4	11	0	15			
Total	237	280	1	518			
8-55 Knowledge of Center							
Good idea	126	126	1	253	15.9	<.01	0.17
Some idea	109	144	0	253			
No idea	4	13	0	17			
Total	239	283	1	523			
8-74:75 Attitude Score							
Unfavorable	2	27	1	30	29.8	<.01	0.23
Low favorable	13	36	0	49			
Favorable	224	220	0	444			
Total	239	283	1	523			



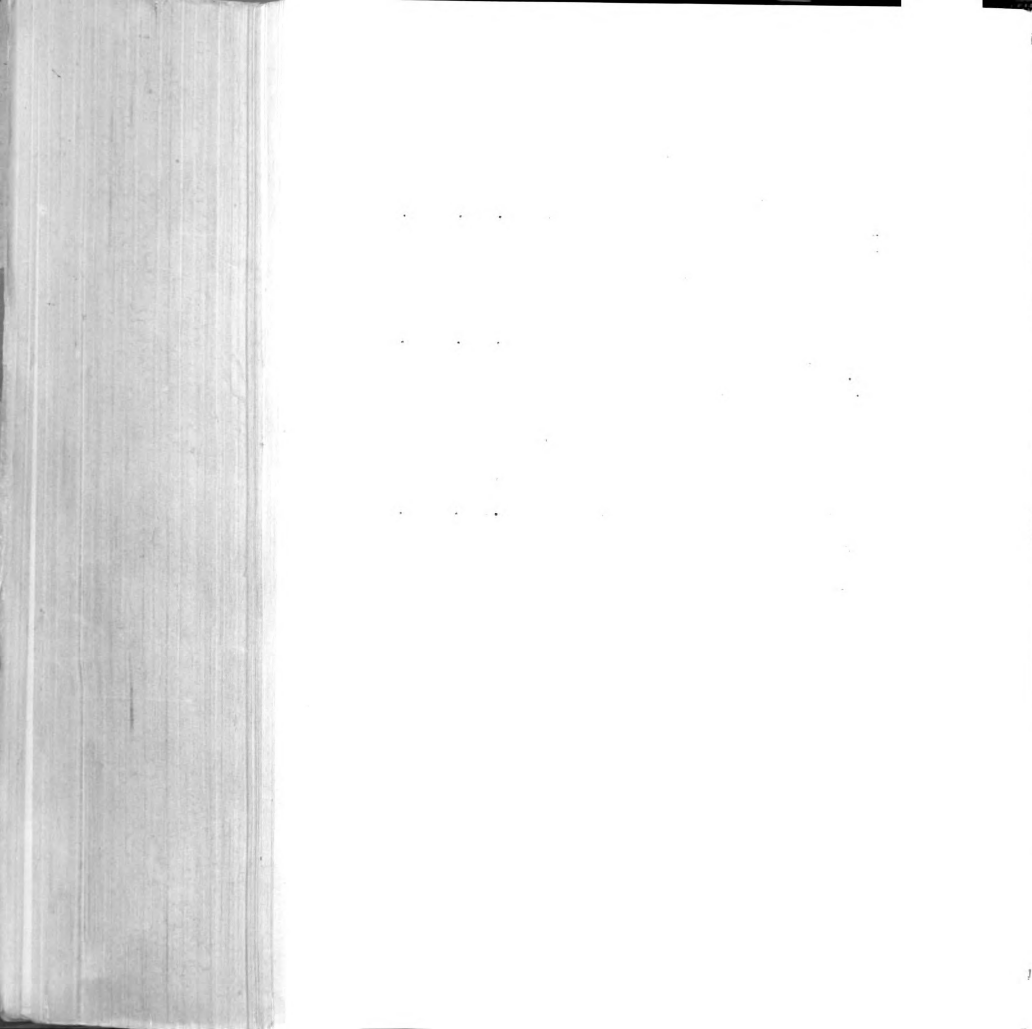
Item 31: How well do counselors help students achieve a clear-cut and realistic understanding of themselves and their problems?

1. Very well.
2. Fairly well.
3. Not very well.
4. Not well at all.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
9-42 Age								
18 and under	18	41	6	0	65	27.4	.02	0.22
19	21	63	2	1	87			
20	17	69	7	2	95			
21	8	73	11	1	93			
22	10	35	4	2	51			
23 and over	19	103	11	0	133			
Total	91	386	41	6	524			
9-44 Class								
Freshman	32	68	8	0	108	35.4	<.01	0.25
Sophomore	22	84	4	5	115			
Junior	19	99	12	0	130			
Senior	18	135	17	1	171			
Total	91	386	41	6	524			
9-45:46 Grades								
Under 2.0	14	31	6	3	54	22.8	<.01	0.21
2.0 - 2.4	37	176	20	3	236			
2.5 - 2.9	23	108	13	0	144			
3.0 - 3.4	10	44	1	0	55			
3.5 - 3.9	0	14	0	0	14			
Total	84	373	40	6	503			
9-50 Father's Occupation								
Professional and								
Semi-professional	10	96	14	1	121	24.0	.02	0.21
Proprietor	39	117	9	4	169			
Farmer	9	29	4	0	42			
Clerical	9	61	8	0	78			
Skilled	15	49	1	0	65			
Unskilled	9	26	4	1	40			
Total	91	378	40	6	515			



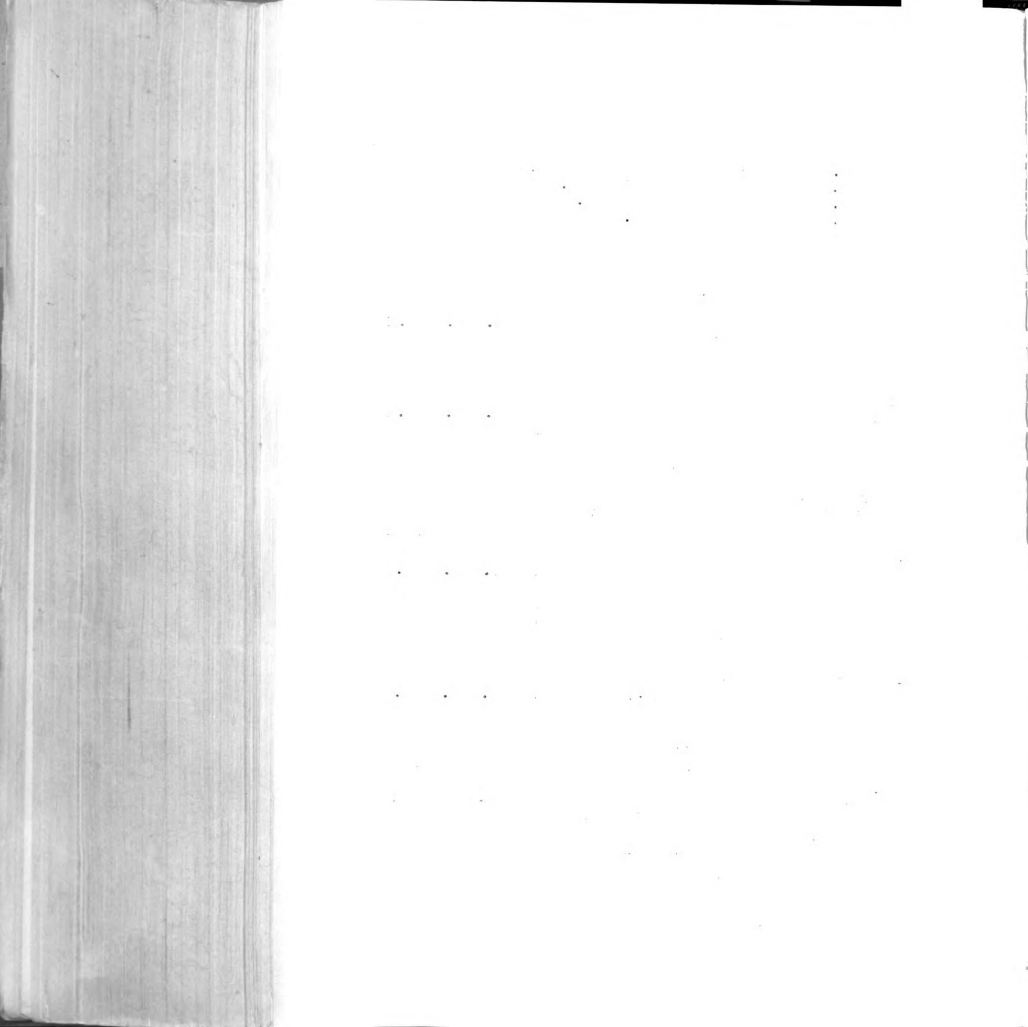
Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
9-56 Visits to Center								
None	32	154	11	0	197	20.8	.01	0.19
1-2	25	112	12	3	152			
3-5	17	72	6	3	98			
5 or more	19	44	12	0	75			
Total	93	382	41	6	522			
9-58 Nature of Problem								
Change of School	25	114	16	1	156	29.9	<.05	0.22
Enrollment	26	78	13	2	119			
Educ. Planning	20	59	11	0	90			
Voc. Planning	17	73	13	0	103			
Personal Problem	9	38	5	1	53			
Financial	1	6	2	0	9			
Other	11	21	3	2	37			
Total	109	389	63	6	567			
9-74:75 Attitude Score								
Unfavorable	0	14	13	2	29	102.2	<.01	0.40
Low favorable	2	34	10	3	49			
Favorable	91	336	18	1	446			
Total	93	384	41	6	524			



Item 32: The counselors' interpretation of psychological tests to students is

1. always clear and very understandable.
2. usually clear and understandable.
3. too general to be of much help.
4. confusing and of no help.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
10-41 Sex								
Male	20	258	70	3	351	7.9	<.05	0.11
Female	21	118	30	2	171			
Total	41	376	100	5	522			
10-42 Age								
18 and under	11	39	14	0	64	25.2	<.05	0.21
19	11	64	10	2	87			
20	8	68	20	1	97			
21	2	67	22	1	92			
22	1	38	12	0	51			
23 and above	8	100	22	3	133			
Total	41	376	100	7	524			
10-44 Class								
Freshman	16	72	18	1	107	17.6	<.05	0.18
Sophomore	12	81	21	1	115			
Junior	4	93	32	2	131			
Senior	9	130	29	1	169			
Total	41	376	100	5	522			
10-55 Knowledge of Center								
Good idea	26	185	37	4	252	13.4	<.05	0.15
Some idea	15	181	57	1	254			
No idea	0	10	6	0	16			
Total	41	376	100	5	522			
10-74:75 Scale Score								
Unfavorable	0	11	18	0	29	42.4	<.01	0.27
Low favorable	3	29	14	2	48			
Favorable	38	336	69	3	446			
Total	41	376	101	5	523			

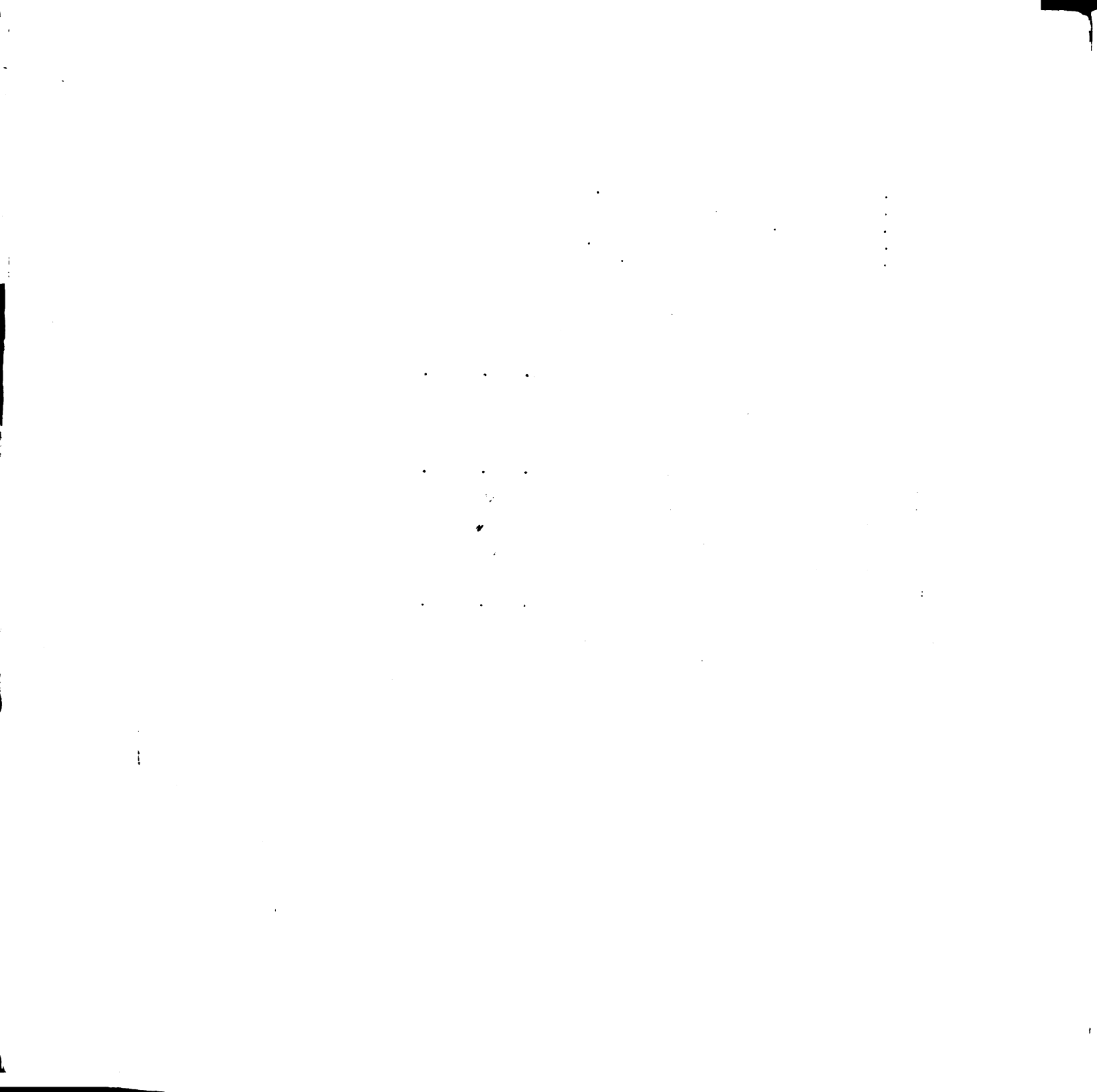




Item 33: The amount of time that counselors spend in talking about tests and test scores is

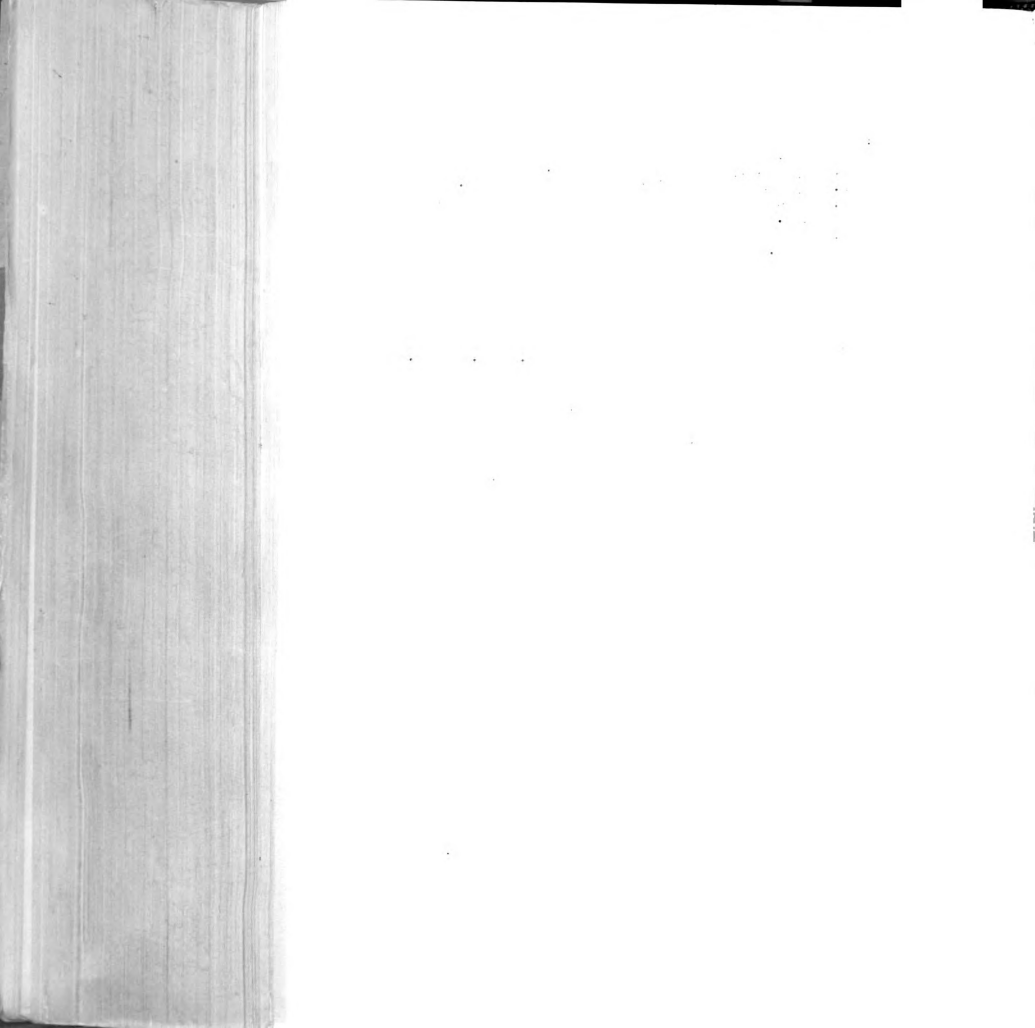
1. much greater than it ought to be.
2. somewhat excessive.
3. about right.
4. somewhat less than it ought to be.
5. much less than it ought to be.

Control item	Alternative					Total	$\chi^2$	P	C
	1	2	3	4	5				
11-43 Marital status									
Single	5	60	302	64	0	431	11.6	.02	0.15
Married	1	14	46	12	0	73			
Total	6	74	348	76	0	504			
11-56 Visited Center									
None	4	34	140	12	2	192	52.9	<.01	0.30
1-2	2	27	99	21	1	150			
3-5	0	8	58	27	3	96			
5 or more	0	4	50	16	4	74			
Total	6	73	347	76	10	512			
11- 74:75 Attitude Score									
Unfavorable	1	6	14	5	1	27	13.2	.01	0.16
Low favorable	1	10	25	9	3	48			
Favorable	4	58	308	63	6	456			
Total	6	74	347	77	10	544			



- Item 34: How do counselors at the Center deal with the students' problems?
1. They usually dictate the solutions.
  2. They are likely to give solutions to problems.
  3. More often than not they present students with alternatives.
  4. They always offer alternatives from which students may choose.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
12-49 Activities								
None	1	29	92	39	161	27.0	.02	0.22
1	2	21	74	13	110			
2	1	17	64	19	101			
3	1	13	54	9	77			
4	0	6	23	6	35			
5 or more	0	9	21	4	34			
Total	5	95	328	90	518			



Item 35: In helping students with their problems of a personal and emotional nature, the counselors at the Center are

1. of great help.
2. of some help.
3. practically of no help.
4. do more harm than good.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
13-53 High School Guidance Rating								
Excellent-Good	34	93	12	1	140	16.4	<.05	0.17
Fair	19	82	9	0	110			
Poor-Harmful	27	125	13	3	168			
Can't rate	20	63	19	0	102			
Total	100	363	53	4	520			
13-55 Knowledge of Center								
Good idea	63	164	23	3	253	23.1	<.01	0.21
Some idea	39	188	29	0	256			
No idea	0	14	1	1	16			
Total	102	366	53	4	525			
13-74;75 Attitude Score								
Unfavorable	0	18	7	3	28	32.8	<.01	0.24
Low favorable	2	34	12	1	49			
Favorable	100	314	34	0	448			
Total	102	366	53	4	525			

- Item 36: The understanding that counselors have of classroom conditions, problems, and pupil-teacher relationships is
1. clear and realistic.
  2. adequate.
  3. lacking and confused.

Control item	Alternative			Total	$\chi^2$	P	C
	1	2	3				
14-42 Age							
18 and under	29	34	2	65	19.8	<.05	0.19
19	32	56	0	88			
20	34	53	9	96			
21	30	60	3	93			
22	19	26	6	51			
23 and over	37	86	8	131			
Total	181	315	28	524			
14-74;75 Attitude Score							
Unfavorable	3	16	8	27	42.8	<.01	0.27
Low favorable	12	32	5	49			
Favorable	166	267	15	448			
Total	181	315	28	524			

Item 37: The information possessed by counselors concerning requirements of the various schools and departments of the college is

1. very limited and inaccurate.
2. somewhat limited and varying in accuracy.
3. usually comprehensive and quite accurate.
4. always comprehensive and accurate.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
15-42 Age								
18 and under	2	12	34	17	65	23.7	.02	0.20
19	0	19	60	9	88			
20	2	30	54	7	93			
21	2	24	58	8	92			
22	4	11	31	5	51			
23 and over	1	35	83	11	130			
Total	11	131	320	37	519			
15-44 Class								
Freshman	2	22	64	21	109	24.3	<.01	0.21
Sophomore	0	23	73	18	114			
Junior	5	38	77	7	127			
Senior	4	47	107	11	169			
Total	11	130	321	57	519			
15-47 School								
Basic	3	32	104	30	169	28.6	.05	0.23
Agriculture	0	12	27	3	42			
B. & P. S.	4	26	66	7	103			
Engineering	0	8	26	7	41			
Home Economics	1	6	8	1	16			
Science-Arts	3	39	78	8	128			
Vet. Medicine	0	7	8	0	15			
Total	11	130	317	56	514			
15-74:75 Attitude Score								
Unfavorable	5	8	15	0	28	60.8	<.01	0.32
Low favorable	0	26	20	3	49			
Favorable	6	97	286	54	443			
Total	11	131	321	57	520			

Item 38: In assisting No-Preference students in selecting a school in which to major, counselors

1. are of great help.
2. are of some help.
3. are practically of no help.
4. do more harm than good.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
<b>16-41 Sex</b>								
Male	115	229	11	0	355	11.2	.01	0.14
Female	51	105	12	3	171			
Total	166	334	23	3	526			
<b>16-51 Size of Community</b>								
5,000 and under	46	74	4	0	124	27.5	<.01	0.22
5,000 - 10,000	14	56	3	0	73			
10,000 - 25,000	25	49	2	0	76			
25,000 - 100,000	29	79	8	3	119			
100,000 and above	51	74	2	1	128			
Total	165	332	19	4	520			
<b>16-74:75 Attitude Score</b>								
Unfavorable	1	23	4	1	29	34.8	<.01	0.24
Low favorable	6	37	6	0	49			
Favorable	159	274	13	2	448			
Total	166	334	23	3	526			



Item 39: How do you feel about the amount of time given for interviews by the counselors?

1. Interview is quick, impersonal, and rushed.
2. Interview feels somewhat hurried.
3. Interview time is reasonable.
4. Length of interview is set by the student.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
17-41 Sex								
Male	5	90	191	63	349	21.6	<.01	0.20
Female	6	30	73	58	167			
Total	11	120	264	121	516			
17-56 Visits to Center								
None	1	32	130	26	189	56.4	<.01	0.31
1-2	6	42	69	34	151			
3-5	4	27	41	27	99			
5 or more	0	17	24	34	75			
Total	11	118	264	121	514			
17-74:75 Attitude Score								
Unfavorable	0	9	13	6	28	18.9	<.01	0.19
Low favorable	5	19	18	6	48			
Favorable	6	92	233	110	441			
Total	11	120	264	122	517			

Item 10: How do you feel about the way the  
 years of the 1960s went?  
 1. Improved in ways  
 2. Improved in some ways  
 3. Improved in some ways  
 4. Improved in some ways

Control Item

17-01 1st  
 1st  
 2nd  
 3rd  
 4th  
 5th  
 6th  
 7th  
 8th  
 9th  
 10th  
 11th  
 12th  
 Total

17-02 1st  
 1st  
 2nd  
 3rd  
 4th  
 5th  
 6th  
 7th  
 8th  
 9th  
 10th  
 11th  
 12th  
 Total

17-03 1st  
 1st  
 2nd  
 3rd  
 4th  
 5th  
 6th  
 7th  
 8th  
 9th  
 10th  
 11th  
 12th  
 Total

- Item 40: When advising students in course selection, the counselors
1. disregard student wishes.
  2. try to dissuade students from their choices.
  3. sometimes allow students to make their own choices.
  4. allow students complete freedom in choosing courses.

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
18-42 Age								
18 and under	0	3	22	40	65	29.7	<.01	0.23
19	0	3	23	61	87			
20	2	8	36	49	95			
21	0	5	48	38	91			
22	0	4	24	23	51			
23 and over	1	7	64	57	129			
Total	3	30	217	268	518			
18-44 Class								
Freshman	0	4	37	67	108	51.5	<.01	0.24
Sophomore	0	5	33	77	115			
Junior	2	10	60	58	130			
Senior	1	11	88	65	165			
Total	3	30	218	267	518			
18-47 School								
Basic	0	6	59	106	171	59.7	<.01	0.34
Agriculture	0	5	17	22	44			
B. & P. S.	0	7	54	43	104			
Engineering	0	0	16	22	38			
Home Economics	0	0	10	7	17			
Science-Arts	1	11	53	59	124			
Vet. Medicine	2	1	5	7	15			
Total	3	30	214	266	513			
18-45;46 Grades								
2.0 and under	0	6	11	36	53	18.8	<.05	0.19
2.0 - 2.4	0	10	101	122	233			
2.5 - 2.9	2	8	67	65	142			
3.0 - 3.4	1	5	23	26	55			
3.5 - 3.9	0	0	8	6	14			
Total	3	29	210	255	497			

Control item	Alternative				Total	$\chi^2$	P	C
	1	2	3	4				
18-55 Knowledge of Center								
Good idea	0	16	91	145	252	14.1	<.05	0.16
Some idea	3	12	117	118	250			
No idea	0	2	9	5	16			
Total	3	30	217	268	518			
18-56 Visits to Center								
None	3	8	93	90	194	16.5	.05	0.18
1-2	0	11	56	83	150			
3-5	0	5	44	48	97			
5 or more	0	4	24	47	75			
Total	3	28	217	268	516			
18-74:75 Attitude Score								
Unfavorable	1	4	13	11	29	15.7	<.01	0.17
Low favorable	1	6	23	19	49			
Favorable	1	20	182	238	441			
Total	3	30	218	268	519			

## APPENDIX M

## APPENDIX M

A COMPARISON OF THE CHARACTERISTICS OF RESPONDENTS AND NON-RESPONDENTS  
TO THE OPEN-ENDED QUESTION

Control item	Non-Respondents (241)		Respondents (303)	
	Number	Percent	Number	Percent
<b>Sex</b>				
Male	171	71.0	195	64.4
Female	70	29.0	108	35.6
<b>Age</b>				
17-21	157	65.0	196	64.6
22 and over	84	35.0	107	34.4
<b>Class</b>				
Freshman	61	25.4	51	16.8
Sophomore	54	22.4	63	20.8
Junior	52	21.6	87	28.7
Senior	74	30.6	102	33.6
<b>School</b>				
Basic N.P.	23	9.6	20	6.6
Agriculture	29	12.0	39	13.9
B. & P. S.	62	25.7	82	27.1
Engineering	25	10.3	26	8.6
Home Economics	11	4.6	17	5.6
Science-Arts	82	34.0	105	34.6
Vet. Medicine	9	3.8	14	4.6
<b>Size of Community</b>				
Under 1,000	11	4.6	22	7.3
1,000 - 5,000	43	17.6	51	16.8
5,000-10,000	38	15.6	37	12.2
10,000-25,000	30	12.5	50	16.5
25,000-100,000	57	23.8	68	22.4
100,000 and up	62	25.8	75	24.8
<b>High School Guidance Rating</b>				
Excellent	12	5.0	20	6.6
Good	55	22.8	57	18.8
Fair	50	20.7	68	22.4
Poor	71	29.5	95	31.5
Definitely Bad	3	1.2	2	0.6
Can't rate	47	19.5	57	18.8
No response	3	1.2	5	1.3

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Non-Respondents (241)			Respondents (303)	
Control item	Number	Percent	Number	Percent
Times Visited				
Center				
None	100	41.5	115	38.0
1-2	74	30.8	79	26.1
3-5	34	14.1	65	21.5
5 or more	32	13.3	43	14.2
No response	1	0.4	1	0.3
Rating of Center				
Excellent	32	41.5	32	17.3
Good	73	30.8	91	49.3
Fair	34	14.1	44	23.8
Poor-Harmful	32	13.3	17	9.2
No response	1	0.4	215	
Use Center again				
Yes	181	75.0	223	73.6
No	3	1.2	8	2.6
Uncertain	20	8.3	51	16.8
For certain prob-				
lems only	12	5.0	5	1.6
No response	25	10.4	16	5.3



Non-response (all)  
 Control less  
 Percent

Group	Percent	Control less	Non-response (all)
Group	100	100	100
1-2	75	75	75
3-4	50	50	50
5 or more	25	25	25
No response	1	1	1
Group	100	100	100
1-2	75	75	75
3-4	50	50	50
5 or more	25	25	25
No response	1	1	1
Group	100	100	100
1-2	75	75	75
3-4	50	50	50
5 or more	25	25	25
No response	1	1	1
Group	100	100	100
1-2	75	75	75
3-4	50	50	50
5 or more	25	25	25
No response	1	1	1



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