A Survey of the Attitudes of School Board Members in South Dakota Toward School Guidance Programs

Alice Marie Gehrke

Follow this and additional works at: https://openprairie.sdstate.edu/etd

Recommended Citation

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.
A SURVEY OF THE ATTITUDES OF SCHOOL BOARD MEMBERS
IN SOUTH DAKOTA TOWARD SCHOOL GUIDANCE PROGRAMS

BY

ALICE MARIE GEHRKE

SOUTH DAKOTA STATE UNIVERSITY LIBRARY

A thesis submitted in partial fulfillment of the requirements for the degree Master of Science, Major in Guidance and Counseling, South Dakota State University

1974
A SURVEY OF THE ATTITUDES OF SCHOOL BOARD MEMBERS
IN SOUTH DAKOTA TOWARD SCHOOL GUIDANCE PROGRAMS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Head, Counseling, Guidance, and Personnel Services
ACKNOWLEDGMENTS

The writer wishes to express her deep appreciation to Dr. Allan Lindstrom for his guidance, encouragement, and friendship throughout this study.

Gratitude is expressed to Mr. Gordon Nelson, Executive Secretary, Associated School Boards of South Dakota, for his interest and cooperation.

The writer wishes to express her appreciation to Dr. Carl Edeburn for his assistance in the analysis of the data presented here.

A special note of gratitude is extended to the husband and children of the writer for their consideration, understanding, and patience.

AMG
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>STATEMENT OF THE PROBLEM</td>
<td>2</td>
</tr>
<tr>
<td>IMPORTANCE OF THE STUDY</td>
<td>3</td>
</tr>
<tr>
<td>DELIMITATIONS</td>
<td>4</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>6</td>
</tr>
<tr>
<td>School Personnel</td>
<td>9</td>
</tr>
<tr>
<td>III. PROCEDURES AND RESEARCH METHODOLOGY</td>
<td>14</td>
</tr>
<tr>
<td>SELECTION OF A METHOD</td>
<td>14</td>
</tr>
<tr>
<td>SELECTION AND ESTABLISHMENT OF THE SAMPLE</td>
<td>14</td>
</tr>
<tr>
<td>DEVELOPMENT OF THE ATTITUDE SCALE</td>
<td>16</td>
</tr>
<tr>
<td>Verification of the Scale</td>
<td>17</td>
</tr>
<tr>
<td>Final Scale</td>
<td>17</td>
</tr>
<tr>
<td>PROCEDURES USED IN THE DISSEMINATION, COLLECTION, AND PREPARATION OF THE DATA FOR ANALYSIS</td>
<td>17</td>
</tr>
<tr>
<td>Participation Request</td>
<td>18</td>
</tr>
<tr>
<td>Dissemination and Collection of the Data</td>
<td>18</td>
</tr>
<tr>
<td>METHODS USED IN THE ANALYSIS OF THE DATA</td>
<td>19</td>
</tr>
<tr>
<td>CHARACTERISTICS OF THE SAMPLE SURVEYED</td>
<td>20</td>
</tr>
<tr>
<td>IV. FINDINGS</td>
<td>26</td>
</tr>
<tr>
<td>CHARACTERISTICS OF THE ORGANIZATION OF THE GUIDANCE PROGRAM</td>
<td>26</td>
</tr>
<tr>
<td>Certified Counselor</td>
<td>27</td>
</tr>
<tr>
<td>Counselor Assignment</td>
<td>28</td>
</tr>
<tr>
<td>Other Contractual Duties of the Counselor</td>
<td>29</td>
</tr>
<tr>
<td>ANALYSIS OF DATA</td>
<td>30</td>
</tr>
<tr>
<td>Hypothesis 1</td>
<td>31</td>
</tr>
<tr>
<td>Hypothesis 2</td>
<td>32</td>
</tr>
<tr>
<td>Hypothesis 3</td>
<td>34</td>
</tr>
<tr>
<td>Hypothesis 4</td>
<td>36</td>
</tr>
<tr>
<td>Hypothesis 5</td>
<td>37</td>
</tr>
<tr>
<td>Hypothesis 6</td>
<td>39</td>
</tr>
<tr>
<td>Hypothesis 7</td>
<td>41</td>
</tr>
<tr>
<td>Hypothesis 8</td>
<td>42</td>
</tr>
<tr>
<td>ANALYSIS OF ATTITUDE STATEMENTS</td>
<td>44</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>ATTITUDE COMMENTS</td>
<td>50</td>
</tr>
<tr>
<td>Supportive of the Guidance Program</td>
<td>50</td>
</tr>
<tr>
<td>Nonsupportive of the Guidance Program</td>
<td>52</td>
</tr>
<tr>
<td>Suggestions for Change or Improvement</td>
<td>54</td>
</tr>
<tr>
<td>Counselor Preparation</td>
<td>56</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>57</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>59</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>59</td>
</tr>
<tr>
<td>Analysis of Variance</td>
<td>59</td>
</tr>
<tr>
<td>Analysis of Means</td>
<td>59</td>
</tr>
<tr>
<td>Descriptive Analysis</td>
<td>61</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>61</td>
</tr>
<tr>
<td>IMPLICATIONS FOR FURTHER STUDY</td>
<td>62</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>64</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>67</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>72</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>74</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>76</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. NUMBER OF SCHOOL BOARD MEMBERS IN EACH STRATUM AND NUMBER IN RANDOM SAMPLE</td>
<td>15</td>
</tr>
<tr>
<td>II. RETURN OF ATTITUDE SCALES</td>
<td>19</td>
</tr>
<tr>
<td>III. COMPARISON OF SEX OF SCHOOL BOARD MEMBERS BY STRATUM</td>
<td>21</td>
</tr>
<tr>
<td>IV. COMPARISON OF OCCUPATION OF SCHOOL BOARD MEMBERS BY STRATUM</td>
<td>22</td>
</tr>
<tr>
<td>V. COMPARISON OF LEVEL OF EDUCATION BY STRATUM</td>
<td>23</td>
</tr>
<tr>
<td>VI. COMPARISON OF LENGTH OF SERVICE ON THE SCHOOL BOARD BY STRATUM</td>
<td>24</td>
</tr>
<tr>
<td>VII. COMPARISON OF NUMBER OF PARENTS OF SCHOOL AGE CHILDREN AND NONPARENTS BY STRATUM</td>
<td>25</td>
</tr>
<tr>
<td>VIII. COMPARISON OF CERTIFIED COUNSELORS BY STRATUM</td>
<td>28</td>
</tr>
<tr>
<td>IX. COMPARISON OF COUNSELOR ASSIGNMENT BY STRATUM</td>
<td>29</td>
</tr>
<tr>
<td>X. COMPARISON OF OTHER CONTRACTUAL DUTIES OF COUNSELOR BY STRATUM</td>
<td>30</td>
</tr>
<tr>
<td>XI. ANALYSIS OF VARIANCE ON THE BASIS OF SEX</td>
<td>31</td>
</tr>
<tr>
<td>XII. COMPARISON OF MEANS ON THE BASIS OF SEX</td>
<td>32</td>
</tr>
<tr>
<td>XIII. ANALYSIS OF VARIANCE ON THE BASIS OF SIZE OF SCHOOL DISTRICT</td>
<td>33</td>
</tr>
<tr>
<td>XIV. COMPARISON OF MEANS ON THE BASIS OF SIZE OF SCHOOL DISTRICT</td>
<td>33</td>
</tr>
<tr>
<td>XV. ANALYSIS OF VARIANCE ON THE BASIS OF OCCUPATION</td>
<td>34</td>
</tr>
<tr>
<td>XVI. COMPARISON OF MEANS ON THE BASIS OF OCCUPATION</td>
<td>35</td>
</tr>
<tr>
<td>XVII. ANALYSIS OF VARIANCE ON THE BASIS OF LEVEL OF EDUCATION</td>
<td>36</td>
</tr>
</tbody>
</table>
Table

XVIII. COMPARISON OF MEANS ON THE BASIS OF LEVEL OF EDUCATION ........................................ 37
XIX. ANALYSIS OF VARIANCE ON THE BASIS OF LENGTH OF SERVICE ON THE SCHOOL BOARD ..................... 38
XX. COMPARISON OF MEANS ON THE BASIS OF LENGTH OF SERVICE ON THE SCHOOL BOARD ..................... 38
XXI. ANALYSIS OF VARIANCE ON THE BASIS OF BEING A PARENT OF SCHOOL AGE CHILDREN ....................... 40
XXII. COMPARISON OF MEANS ON THE BASIS OF BEING A PARENT OF SCHOOL AGE CHILDREN ....................... 40
XXIII. ANALYSIS OF VARIANCE ON THE BASIS OF EMPLOYMENT OF A CERTIFIED COUNSELOR ....................... 41
XXIV. COMPARISON OF MEANS ON THE BASIS OF EMPLOYMENT OF A CERTIFIED COUNSELOR ....................... 42
XXV. ANALYSIS OF VARIANCE ON THE BASIS OF COUNSELOR ASSIGNMENT ........................................ 43
XXVI. COMPARISON OF MEANS ON THE BASIS OF COUNSELOR ASSIGNMENT ........................................ 43
XXVII. ANALYSIS OF POSITIVE ATTITUDE STATEMENTS ........................................................................ 46
XXVIII. ANALYSIS OF NEGATIVE ATTITUDE STATEMENTS ........................................................................ 48
CHAPTER I

INTRODUCTION

A unique aspect of American education is the control of schools by local school boards. It is generally accepted that the local school board should determine policy. The school board is the agency through which a program that meets the needs of all children can best be established.

Today, parents and community members are becoming more and more aware of guidance services. Members of the school board should familiarize themselves with the basic elements of a guidance program, so that they along with the administrator and guidance personnel can develop and adapt the guidance program to the unique circumstances and particular problems of the school and community.

Olson (1962) states, "In this critical period, no school can afford to be without an adequate guidance program; society cannot afford to lose the intelligence, talents, and skills of young people that are often being overlooked and wasted through inadequate guidance programs." Adequate guidance programs will be established when communities want them, and when informed and concerned school boards support them, and hire administrators who have an understanding of guidance.
STATEMENT OF THE PROBLEM

The following two primary purposes of the study were established:

1. To assess the attitudes of South Dakota school board members toward school guidance programs.

2. To assess the school board members' attitudes toward guidance as identified through the variance of sex, size of school district, occupation, level of education attained, length of service on the school board, parent of school age children, employment of a certified counselor, and counselor assignment.

Eight null hypotheses were generated for this study. The hypotheses were:

1. There are no differences in the attitudes of male and female school board members toward guidance programs.

2. There are no differences in the attitudes of school board members toward guidance programs on the basis of size of school district.

3. There are no differences in the attitudes of school board members toward guidance programs on the basis of occupation.

4. There are no differences in the attitudes of school board members toward guidance programs on the basis of level of education attained.

5. There are no differences in the attitudes of school board members toward guidance programs on the basis of length of service on the school board.
6. There are no differences in the attitudes toward guidance programs of school board members who are parents of school age children and school board members without school age children.

7. There are no differences in the attitudes of school board members toward guidance programs on the basis of employment of a certified counselor.

8. There are no differences in the attitudes of school board members toward guidance programs on the basis of counselor assignment.

**IMPORTANCE OF THE STUDY**

A review of the literature reveals that virtually no studies have been conducted concerning the attitudes of school board members toward guidance programs. Therefore, it was felt that this study was necessary since the school boards set the policies, and have a great responsibility in seeing that the goals of education are met. Saysette (1964), writing as a school board member says, "Counseling and guidance of students is probably the most important function of the public school system today."

It is hoped that knowledge of the school boards' perception of guidance programs will make possible the development of a program which will reduce the gap between the board's and the counselor's expectations of the guidance program. A program of guidance services will flourish only when the school boards and the administration recognize and support its objectives and activities.
DELIMITATIONS

The scope of this research is necessarily limited. Following are the limitations which should be recognized:

1. This study was limited to a stratified random sample of school board members in South Dakota, and was intended to measure attitudes toward guidance programs as opposed to an evaluation of these programs.

2. The attitude scale used in this study was limited because it measured a partial number of attitudes toward guidance programs.

3. An additional limitation of this study was that it is applicable only to South Dakota or to states with similar demographic and geographic characteristics.
CHAPTER II

REVIEW OF THE LITERATURE

A survey of recent literature indicates that although various studies have been conducted to assess attitudes toward school guidance programs, virtually no studies have surveyed the attitudes of school board members. Therefore, this review of literature will summarize studies which have been completed of attitudes toward guidance programs by other significant population groups.

Parents

In 1961, Bergstein and Grant found that parents tend to view the counselor primarily as a helper in educational and vocational problems. They perceived the counselor to be more helpful than best family friends and school principals.

Wigtil, et al. (1965), studied the attitudes of parents of high school students toward guidance programs. Parents from 21 schools were selected. Ten schools with guidance programs and 14 schools without guidance programs were randomly selected. The authors found that parents of children in schools with guidance programs felt that they were encouraged to visit school and would be given help in understanding their children, and that test results would be explained to them. Parents of children attending non-guidance schools did not feel encouraged in these areas. Parents of students with school guidance programs appeared certain that efforts were made to give students
up-to-date occupational information. They also felt that there was a
school staff member with whom students could consult about individual
problems and who attempted to understand emotional causes of misbe-

Perrone, et al. (1965), found that parents perceived a need for
more extensive counseling services than was perceived by students or
teachers. Dunlop's (1965) study of mothers of students in a large
high school district in Southern California found that although
mothers appear to support guidance programs, their image of the coun-
selor may be misleading since they did not see counseling as a unique
service differing from teaching, administering or clerking.

In 1971, Jacobs, et al. conducted a study of parents of seventh
and eighth grade students in a midwestern rural middle class community
to ascertain their perceptions of the counselor. Many of the responses
by the parents reflected satisfying experiences that their children
had with counselors. Most agreed that the most important tasks that
the counselor performed were of a vocational and educational nature.
A slight majority (51 percent), felt that counselors should not be
responsible for administrative clerical tasks. However, some indi-
cated that the counselor should be aware of truancy and absenteeism,
but should not have to do the actual work of investigation.

Students

Studies of students' perceptions of the role of the counselor seem

to indicate that adolescents see the counselor functioning largely as
an educational and vocational expert. Students generally indicated that personal counseling concerns are discussed with persons outside of the school setting. Both Kaback (1962) and Brough (1965) surveyed pupil opinions of high school guidance programs and found that the students regarded the counselor as a person who performed various duties, few of which appeared related to counseling. In an attempt to determine how students viewed guidance services in relation to assisting with vocational, educational and personal-social type problems, Kennedy and Fredrickson (1969) surveyed high school juniors attending three high schools in Massachusetts. They found that the majority of students felt that their counselor could be of significant help when their problems were educational or vocational in nature. However, if the problems were personal or social in nature, they tended to look to someone else who is not employed by the school. In a more recent study by Muro and Revillo (1970), it was found that high school students see the counselor as someone who provides certain specialized information and assists in college placement.

Roemmich and Schmidt (1962), found that students believed that school counselors were of limited assistance in college planning. They indicated that parents were of significant help in choosing a college. In 1968, Grande, used an attitude survey to explore attitudes held by counselors and secondary school students enrolled in an Upward Bound summer program toward school guidance services. He found that the Upward Bound students held negative views while the counselors held positive views toward guidance programs.
In a follow-up study of attitudes held toward counseling by students who utilized the counseling services in high school a greater amount of time as compared with students who used the services minimally, Schultz (1963) found significant differences of opinion according to the sex composition, age at time of graduation, the number of absences, and personality traits of the students studied. He found that boys are more likely to be involved in a counseling situation. Those students receiving the most counseling were younger and tended to have a larger number of absences and adverse personality traits. The areas in which a difference of opinion existed between those reported as having the most counseling and the least were: feeling of freedom to talk freely, discussion of problems related to sex, obtaining assistance with personal problems, accessibility of the counselor, counselor's knowledge of planning beyond high school, understanding of capabilities, final decisions made by parent or counselor, counselor's connection with disciplining, help from other school officials, and assistance in developing character traits.

A study conducted by Riese and Stoner (1969) of college students perceptions of the role and function of the school counselor, found that the respondents agreed on who should perform 50 of 70 functions, but disagreed on 20 of these functions. From this study Riese and Stoner recommend that the counselor's role needs to be detailed by the administration, that counselor educators develop a more realistic view of the counselor's role and function, and that more communication be
developed between teachers and counselors concerning the role of counselors. Similarly, Medvene (1972) found that the student's perception of the counselor came from a number of sources. These sources included talking to other students, talking with teachers, talking with the counselor, and the counselor discussing the service with the classes.

Heilfron (1970) explored the attitudes of high school students toward counselors. She found that students expect counselors to devote their time to individuals who exhibit problems to the possible exclusion of students who need help. This help is not necessarily in overcoming intellectual or social handicaps, but in finding the best ways to use their resources. The author indicated that this study supported the need for more education of students regarding the function of counseling in order to dispel the notion that counselors deal only with extreme forms of mental and emotional abnormality.

School Personnel

Sweeney (1966) in a survey of school principals and counselors and their perceptions of the counselor's role, found that counselors and principals vary in their expectations of the counselor. The two groups of educators tend to disagree in their views toward certain activities. Many principals see the counselor as a quasi-administrator of guidance services. The administrators tended also to emphasize leadership attributes more strongly than counselors. Graff and Warner (1968), found much the same attitudes in their study of guidance
services as seen by administrators, teachers, and counselors. The administrators and teachers tended to view counselors as quasi-administrators. They did not place as great an emphasis on the counseling function as did the counselors.

In a survey of attitudes of counselors, counselor educators, high school administrators, parents, and high school seniors in California, Dunlop (1965) found a lack of a universally acceptable role definition for the high school counselor. All groups agreed that it is appropriate for the school counselors to engage in educational counseling, and all reacted favorably to the performance of tasks related to vocational counseling, testing, and diagnosis. An exception to this finding was job-bound seniors and mothers of job-bound students. They were significantly less enthusiastic than the other groups with counselor tasks that related to the interpretation and explanation of test scores. Professional educators rejected the appropriateness of the counselors performing administrative and clerical tasks. However, lay groups support such involvement. Counselor educators and counselors appeared better able to distinguish professional differences between counselors and teachers than members of other groups. The members of the other groups were not aware of the distinct operational and philosophical differences between counselors and teachers. College preparatory students felt school counselors were useful as resources for counseling when no one else was available.
Dietz (1972) found in a survey of 169 Tennessee secondary school principals some ambivalence on the part of principals in their perception of the counselor's role and function. The principals held the most positive attitudes toward the placement and public relations functions of counselors and least positive attitudes toward local research and referral activities. Counseling, the counselor's primary responsibility, was ranked sixth, while scheduling was ranked as the most important function.

It should be noted that Schmidt (1962) found little discrepancy between school administrators and counselors with regard to what duties the counselor was performing.

A state-wide survey was conducted by the Division of Elementary and Secondary Education in South Dakota (1974) to identify needs in the educational system as seen by administrators, teachers, students, and community members. Counseling services by the schools received much criticism. They expressed discontent with the quality of counseling offered, and many students and parents felt they could not learn enough about various job opportunities and career possibilities before high school graduation. It appeared from this study that administrators held more positive attitudes toward the guidance services than did the students, teachers, or community members. All groups were in general agreement with the performance of the record keeping functions of the guidance personnel.

A survey was conducted in Idaho, Oregon, and Washington by McDougal and Reitan (1964) to sample the perceptions of elementary
school principals of elementary school counselors. It was found that the principals viewed the elementary school counselor as vital in the educational program of the elementary school.

Russell and Willis (1964) in a survey of teacher's opinions of guidance services, found that although most understood and supported the role of guidance in their schools, a significant minority of the teachers did not accept guidance as an important aspect of the school program. The teachers also held varying opinions in regard to their own roles and functions in guidance. Gibson (1965) studied secondary school teachers from 18 secondary schools in a four state area regarding attitudes toward the utilization of school guidance programs. In general, he found that the teachers thought that the school guidance program made a positive contribution to the instructional program of the school. An additional finding indicated that many teachers do not understand the counseling process and the principle of confidentiality as it applies to counseling. Many seemed to feel that it was a "telling" or "directing" process which required more patience and understanding on the part of the counselor than formal training. Gibson also found that teachers believed that counseling was the unique and most important contribution of the school counselor. Amundson and Rosenblum (1968) reported that there is a need for a better relationship between teachers and counselors. He recommended further clarification of both the teacher and the counselor role in guidance.
A study was conducted by Stewart (1961) to determine what factors influenced teacher's attitudes toward and participation in guidance services. Two scales, an attitude scale and a participation in guidance scale were prepared and administered to randomly selected teachers in the State of Washington. The attitude scores were not found to differ significantly by marital status, experience, type of school, subjects taught, institutions conferring degrees, or graduate experience. However, women were found to score significantly higher on the attitude toward guidance scale than did the men. There was evidence that guidance attitudes were positively related to general attitudes toward teaching.

In a survey of 3,000 elementary teachers in Indiana, Brown and Pruett (1967) found that teachers agreed that there was a need for guidance in the elementary schools. Teachers felt that counselors could be most helpful in three areas; working with students individually and in small groups, serving as a guidance administrator, and performing research concerning the guidance function. Individual and group functions received high ratings by the teachers.

In summary, a review of the literature reveals divergent attitudes toward school guidance programs. It appears from these studies that the counselor's role is perceived differently within student, staff, and parent groups as well as between these groups.
CHAPTER III

PROCEDURES AND RESEARCH METHODOLOGY

This chapter describes the procedures employed in the study for determining the selection of the method of study, the selection and establishment of the sample to be studied, the development of the attitude scale, the procedures used for the dissemination, collection, and preparation of the data for analysis, the methods employed in the analysis of the data, and characteristics of the sample surveyed.

SELECTION OF A METHOD

The correspondence method for the collection of the data was selected since the study was conceived as exploratory in nature and was designed to be state-wide in scope. The correspondence method permitted the collection of information from sources that otherwise would have been inaccessible due to time and financial restrictions. The attitude scale was selected as the most appropriate method of collecting the necessary information.

SELECTION AND ESTABLISHMENT OF THE SAMPLE

The population for the study was school board members of independent school districts in the State of South Dakota.

A 25 percent stratified random sample was selected according to student enrollment as classified by the Associated School Boards of
South Dakota. This sample size was chosen since it was felt that it would produce a sufficient number of responses to provide meaningful data analysis.

The principle of randomness in the selection of school board members to be surveyed was satisfied by the use of stratified sampling procedures. The stratified sampling technique approximated the population of school boards in South Dakota in terms of the size of school districts. The school districts were divided into four strata according to school enrollment: A stratum--2,000 or more, B stratum--1,000-1,999, C stratum--400-999, D stratum--under 400.

Table I shows the four strata used in the study and the number of school board members in each strata and in the stratified sample used in the study.

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Number in Stratum</th>
<th>Number in Random Sample</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>68</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>B</td>
<td>123</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>416</td>
<td>104</td>
<td>25</td>
</tr>
<tr>
<td>D</td>
<td>459</td>
<td>115</td>
<td>25</td>
</tr>
<tr>
<td>Total Number</td>
<td>1,066</td>
<td>267</td>
<td></td>
</tr>
</tbody>
</table>
In selecting the sample for the study, the population of the school board members of independent school districts as listed with the Associated School Boards of South Dakota was assigned to appropriate strata. A table of random numbers was used to select the school board members to be included in the study. A 25 percent random sample was selected from each strata.

**DEVELOPMENT OF THE ATTITUDE SCALE**

The scale used was patterned after an attitude scale developed by Donald G. Barker (1966). Appropriate statements were selected from Form A and Form B of Barker's instrument. In addition, two statements were added by the researcher. This instrument was then given to two Brookings, South Dakota school board members and the Executive Secretary of the Associated School Boards of South Dakota for their evaluation. As a result, five additional statements were added to the scale. Barker's Attitude Scale was converted to a five-point Likert Scale for this study. This was arranged on the basis of a continuum of five possible responses ranging from strongly agree to strongly disagree.

A brief questionnaire eliciting relevant information concerning the school board member's sex, occupation, level of education, length of time on the school board, employment of a certified counselor, counselor assignment, additional contractual duties of the counselor, and whether parent of school age child was added to the scale.
Verification of the Scale

Since the attitude scale was carefully constructed and tested by Barker (1966), no additional research on the scale was completed. Barker indicates a Pearson product-moment coefficient of correlation of .709 for the scale.

Final Scale

The final scale contained three sections. The first section contained 30 attitude statements with 15 statements worded negatively and 15 worded positively. The second section consisted of an open-ended question requesting comments concerning school guidance programs. The third part consisted of questions to elicit information about the school board member's occupation, sex, highest level of education, number of years on the school board, whether parent of school age children, employment of a certified counselor, counselor assignment, and other contractual responsibilities of the counselor. Appendix A contains a copy of the final scale.

PROCEDURES USED IN THE DISSEMINATION, COLLECTION, AND PREPARATION OF THE DATA FOR ANALYSIS

This section presents the methods used to obtain the names of the respondents to be surveyed in the study, to collect and prepare the data for analysis, and to analyze the data.
Participation Request

A letter was sent to the Executive Secretary of the Associated School Boards of South Dakota explaining the nature of the study, and asking for his cooperation and endorsement. Interest in the study by this association and willingness to cooperate was expressed. The random sample was made with the cooperation of the Executive Secretary of the Associated School Boards of South Dakota.

Dissemination and Collection of the Data

Each scale was coded for the purpose of identifying the stratum of the respondent. This coding procedure was necessary in order to facilitate the tabulation of data and to enable a follow-up procedure to be employed for those who did not respond to the first mailing of the scale.

On March 29, 1974, the scales were mailed to the 267 school board members selected by the random sample. A cover letter and a stamped, self-addressed envelope were enclosed with the scale. The letter explained the purpose and importance of the study. A copy of the letter may be found in Appendix B.

A follow-up letter was sent on April 30, 1974 to the school board members who had not responded. A copy of this letter may be found in Appendix C. By May 28, 1974, the established termination date for receipt of responses, a total of 190 or 71.2 percent of the scales were returned. A complete analysis of the number and percent of returns is listed in Table II.
TABLE II
RETURN OF ATTITUDE SCALES

<table>
<thead>
<tr>
<th>Stratum</th>
<th>Number of School Board Members in Sample</th>
<th>Number of School Board Members Responding</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>B</td>
<td>31</td>
<td>21</td>
<td>67.7</td>
</tr>
<tr>
<td>C</td>
<td>104</td>
<td>75</td>
<td>72.1</td>
</tr>
<tr>
<td>D</td>
<td>115</td>
<td>83</td>
<td>72.2</td>
</tr>
<tr>
<td>Total Number</td>
<td>267</td>
<td>190</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Of the 190 scales returned, three were not usable because of incomplete information. The analysis of data was thus computed on the basis of 187 responses.

As the scales were received, they were classified according to the appropriate stratum. The subjects' responses to the scale were transferred from the scale to tabular form according to a predescribed numerical code. A data card was then keypunched for each respondent in preparation for the analysis of data.

METHODS USED IN THE ANALYSIS OF THE DATA

The data was analyzed on the basis of three techniques. A descriptive analysis of the identifying characteristics obtained from the questionnaire section of the scale was completed. Information
concerning sex, occupation, highest level of education, number of years on the school board, whether parent of school age children, employment of a certified counselor, counselor assignment, and other contractual responsibilities of the counselor was presented. The section on attitude comment was submitted to a content analysis. All responses to the comment section were examined to develop concepts that appeared fruitful in adding supplementary information to the study. A nominal scale of five categories was formed. The attitude comments of the respondents were then placed in the appropriate category.

The analysis of variance statistical technique was applied to test the eight null hypotheses listed in Chapter I. The TESTAT and STWMULT programs of the South Dakota State University Computing Center were used to facilitate the statistical analysis of data. These programs provided the following statistical information: means, sum of squares, mean squares, standard deviations, degrees of freedom, and the value of F. The .05 level of significance was selected as the basis for rejecting the hypotheses.

The basic attitudes of school board members toward school guidance programs as obtained from the attitude statement section of the scale were subjected to an item by item mean analysis.

CHARACTERISTICS OF THE SAMPLE SURVEYED

This section deals with the characteristics of the sample surveyed by stratum. Information is presented regarding the number of
male and female school board members, occupational status, level of education, length of service on the school board, and whether the parent of a school age child.

Table III lists comparative data for the school board members in each stratum on the basis of sex.

<table>
<thead>
<tr>
<th>Sex</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Males</td>
<td>9</td>
<td>81.8</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Females</td>
<td>2</td>
<td>18.2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>20</td>
<td>73</td>
<td>82</td>
</tr>
</tbody>
</table>

As indicated in Table III, the B stratum contained the largest number of female school board members (20 percent), while the C stratum contained the fewest number of female board members (8.2 percent).

Table IV lists the number and percentages for the occupational classification of the school board members in each strata.
When comparing the school board members on the basis of occupation (Table IV) it was found that stratum A contains the greater percentage of professional people (36.4), while the farmer-rancher group, was the largest group in the remaining strata. The retired group was the smallest in all strata.

Table V lists comparative data based on the level of education attained by the school board members in each stratum.
### TABLE V
COMPARISON OF LEVEL OF EDUCATION BY STRATUM

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Less than High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduate Only</td>
<td>2</td>
<td>18.2</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Post High School</td>
<td>2</td>
<td>18.2</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>4</td>
<td>36.4</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>3</td>
<td>27.3</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>11</td>
<td>20</td>
<td>73</td>
<td>82</td>
</tr>
</tbody>
</table>

A comparison of strata by level of education attained, as shown in Table V, reveals that the greatest percentage of high school graduates only were to be found in the C and D strata, while the A and B strata contained the greatest percentage of post graduate school board members.

Table VI presents information regarding the school board members' length of service on the school board.
### TABLE VI
COMPARISON OF LENGTH OF SERVICE ON THE SCHOOL BOARD BY STRATUM

<table>
<thead>
<tr>
<th>Length of Service On the Board</th>
<th>A Stratum</th>
<th></th>
<th>B Stratum</th>
<th></th>
<th>C Stratum</th>
<th></th>
<th>D Stratum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>One year or less</td>
<td>2</td>
<td>18.2</td>
<td>3</td>
<td>15.0</td>
<td>12</td>
<td>16.4</td>
<td>11</td>
<td>13.4</td>
</tr>
<tr>
<td>2 years</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>20.0</td>
<td>12</td>
<td>16.4</td>
<td>6</td>
<td>7.3</td>
</tr>
<tr>
<td>3-4 years</td>
<td>1</td>
<td>9.1</td>
<td>5</td>
<td>25.0</td>
<td>18</td>
<td>24.7</td>
<td>16</td>
<td>19.5</td>
</tr>
<tr>
<td>5-6 years</td>
<td>3</td>
<td>27.3</td>
<td>3</td>
<td>15.0</td>
<td>11</td>
<td>15.1</td>
<td>15</td>
<td>18.3</td>
</tr>
<tr>
<td>7-11 years</td>
<td>4</td>
<td>36.4</td>
<td>3</td>
<td>15.0</td>
<td>10</td>
<td>13.7</td>
<td>20</td>
<td>24.5</td>
</tr>
<tr>
<td>12 years or more</td>
<td>1</td>
<td>9.1</td>
<td>2</td>
<td>10.0</td>
<td>10</td>
<td>13.7</td>
<td>14</td>
<td>17.1</td>
</tr>
<tr>
<td>Total Number</td>
<td>11</td>
<td></td>
<td>20</td>
<td></td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the data presented in Table VI reveals considerable variation in the length of school board service across the strata.

Table VII presents the data regarding the number and percentages of school board members which have school age children.
<table>
<thead>
<tr>
<th>Parent</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>18</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>90.9</td>
<td>90.0</td>
<td>91.8</td>
<td>85.4</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9.1</td>
<td>10.0</td>
<td>8.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>20</td>
<td>73</td>
<td>82</td>
</tr>
</tbody>
</table>

As indicated in Table VII, a majority of school board members in all strata are the parents of school age children.
CHAPTER IV

FINDINGS

Included in this chapter is a description of the characteristics of the organization of the guidance program, a discussion of the attitudes of the school board members toward school guidance programs as determined by the testing of the eight null hypotheses of the study, a summary and listing of the mean responses to each item on the attitude scale, and a summary of a representative portion of the attitude comments.

CHARACTERISTICS OF THE ORGANIZATION OF THE GUIDANCE PROGRAM

The descriptive characteristics of the organization of the guidance program were determined by responses to the questionnaire section of the attitude scale. This section was designed to derive information detailing the counseling assignment, certification, and other contractual duties of the counselor.

The attitude scale was sent to a stratified sample of school board members of independent school districts. The instrument was sent to 267 school board members.

A total of 190 scales were returned. Three of these scales were not useable because of incomplete information. Therefore, the following analysis of data was completed on 187 useable scales.
The scales were classified according to the following strata for the purpose of analysis clarity. The strata were:

A stratum--school board members in districts with a student enrollment of 2,000 or more.

B stratum--school board members in districts with a student enrollment of 1,000-1,999.

C stratum--school board members in districts with a student enrollment of 400-999.

D stratum--school board members in districts with a student enrollment of under 400.

Certified Counselor

The respondents were asked to designate whether the district employed a certified counselor. As can be observed in Table VIII, all districts in the A stratum employ fully certified counselors. The percentage of certified counselors decreases by stratum according to district size. The D stratum contains the smallest number of certified counselors. Seventy-eight percent of the schools in this stratum employ fully certified counselors.
TABLE VIII
COMPARISON OF CERTIFIED COUNSELORS
BY STRATUM

<table>
<thead>
<tr>
<th>Certified Counselor</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>100</td>
<td>19</td>
<td>95.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>11</td>
<td>20</td>
<td>73</td>
<td>82</td>
</tr>
</tbody>
</table>

Counselor Assignment

The respondents were asked to designate the amount of time the counselor devoted to counseling responsibilities. Four categories were provided to facilitate this designation. The categories were full-time, more than half-time, half-time, and less than half-time counseling responsibilities. It is apparent according to Table IX that the schools in the A stratum employ 90.9 percent full-time counselors, while the D stratum employs the fewest number of full-time counselors with approximately 7.3 percent of the counselors employed on a more than half-time to full-time basis. Over 40 percent of the counselors in the D stratum are employed on a less than half-time basis as compared to the 5-9 percent in the A, B, or C strata.

Table IX indicates the number and percentage in each of these categories according to stratum as reported by the sample.
TABLE IX
COMPARISON OF COUNSELOR ASSIGNMENT BY STRATUM

<table>
<thead>
<tr>
<th>Counselor Assignment*</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-time</td>
<td>10</td>
<td>90.9</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>More than Half-time</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Half-time</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Less than Half-time</td>
<td>1</td>
<td>9.1</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total Number</td>
<td>11</td>
<td>19</td>
<td>69</td>
<td>67</td>
</tr>
</tbody>
</table>

*Responses do not total 100 percent since all categories do not apply to all respondents.

Other Contractual Duties of the Counselor

The respondents were asked to designate other contractual duties of the counselor if not employed on a full-time basis. Four categories were provided for this information. The categories were: superintendent, principal, teacher, or none. It should be noted, as indicated in Table X, that 80.6 percent of the counselors in the C and D strata also have teaching duties. In the C and D strata, 23.4 percent of the superintendents and 20.6 percent of the principals are responsible for the counseling in their schools. None of the superintendents or principals are responsible for counseling duties in the A or B strata.
TABLE X
COMPARISON OF OTHER CONTRACTUAL DUTIES
OF COUNSELOR BY STRATUM

<table>
<thead>
<tr>
<th>Duties*</th>
<th>A Stratum</th>
<th>B Stratum</th>
<th>C Stratum</th>
<th>D Stratum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Superintendent</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>2 2.7</td>
<td>17 20.7</td>
</tr>
<tr>
<td>Principal</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>7 9.6</td>
<td>9 11.0</td>
</tr>
<tr>
<td>Teacher</td>
<td>0 0.0</td>
<td>5 25.0</td>
<td>33 45.2</td>
<td>29 35.4</td>
</tr>
<tr>
<td>None</td>
<td>11 100.0</td>
<td>14 70.0</td>
<td>27 37.0</td>
<td>12 14.6</td>
</tr>
<tr>
<td>Total Number</td>
<td>11</td>
<td>19</td>
<td>69</td>
<td>67</td>
</tr>
</tbody>
</table>

*Responses do not total 100 percent since all categories do not apply to all respondents.

ANALYSIS OF DATA

The analysis of variance statistical technique was used to examine the attitudes of school board members toward guidance programs, as measured by a variation of Barker's Attitude Scale. The TESTAT and the STWMULT programs of South Dakota State University Computing Center was used to complete this analysis of variance. The program yielded the following statistical information: means, standard deviation, degrees of freedom, sum of squares, mean squares, and the value of F.

The findings from the testing of the eight null hypotheses and a comparison of the means of the variables are presented in this section.
Hypothesis 1

There are no differences in the attitudes of school board members toward guidance programs on the basis of sex.

The analysis of variance was used to test the differences between male and female school board members.

As indicated in Table XI, there were no significant differences in the attitudes toward guidance programs on the basis of sex. Therefore, the null hypothesis was accepted.

### TABLE XI

ANALYSIS OF VARIANCE ON THE BASIS OF SEX

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>1</td>
<td>614.32666</td>
<td>614.32666</td>
<td>3.72745</td>
</tr>
<tr>
<td>Within Groups</td>
<td>185</td>
<td>30490.09375</td>
<td>164.81131</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F* = 3.90  P > .05. None of the differences were statistically significant.

A comparison of the means for the male and female school board members is shown in Table XII.
TABLE XII
COMPARISON OF MEANS ON THE BASIS OF SEX

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>111.200</td>
</tr>
<tr>
<td>Male</td>
<td>105.335</td>
</tr>
</tbody>
</table>

An assessment of Table XII reveals that female school board members had higher means on the attitude scale than did the male school board members.

**Hypothesis 2**

There are no differences in the attitudes of school board members toward guidance programs on the basis of size of school district.

The analysis of variance was used to test the differences between the four strata according to school district enrollment.

As shown in Table XIII, there were no significant differences in the attitudes toward guidance programs on the basis of size of school district. Therefore, the null hypotheses was accepted.
TABLE XIII

ANALYSIS OF VARIANCE ON THE BASIS OF SIZE OF SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>3</td>
<td>1148.20142</td>
<td>382.73364</td>
<td>2.33809</td>
</tr>
<tr>
<td>Within Groups</td>
<td>183</td>
<td>29956.21875</td>
<td>163.69518</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F* = 2.66  P > .05. None of the differences were statistically significant.

A comparison of the means on the basis of size of school district is given in Table XIV.

TABLE XIV

COMPARISON OF MEANS ON THE BASIS OF SIZE OF SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Stratum</td>
<td>111.909</td>
</tr>
<tr>
<td>C Stratum</td>
<td>108.000</td>
</tr>
<tr>
<td>D Stratum</td>
<td>104.049</td>
</tr>
<tr>
<td>B Stratum</td>
<td>103.238</td>
</tr>
</tbody>
</table>
The means listed in descending order in Table XIV reveal that school board members in the A stratum, 2,000+ population, had the highest means on the attitude scale. Those in the C stratum, population 400-999, with a mean of 108.000 had the next highest mean. Those in the D stratum, population under 400 students, and the B stratum, population 1,000-1,999, had lower means on the attitude scale.

Hypothesis 3

There are no differences in the attitudes of school board members toward guidance programs on the basis of occupation.

The analysis of variance was used to test the differences between the various occupational groups.

As Table XV indicates, there were no significant differences in the attitudes toward guidance programs on the basis of occupation. Therefore, the null hypotheses was accepted.

TABLE XV

ANALYSIS OF VARIANCE ON THE BASIS OF OCCUPATION

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>5</td>
<td>1433.92480</td>
<td>286.78491</td>
<td>1.74948</td>
</tr>
<tr>
<td>Within Groups</td>
<td>181</td>
<td>29670.49609</td>
<td>163.92538</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F* = 2.26  P > .05. None of the differences were statistically significant.
A comparison of the means in the occupational groups is listed in Table XVI.

### Table XVI

**Comparison of Means on the Basis of Occupation**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemakers</td>
<td>112.400</td>
</tr>
<tr>
<td>Retired</td>
<td>111.667</td>
</tr>
<tr>
<td>Professional</td>
<td>111.000</td>
</tr>
<tr>
<td>Proprietors, Managers, Officials</td>
<td>105.231</td>
</tr>
<tr>
<td>Farmer-Rancher</td>
<td>104.666</td>
</tr>
<tr>
<td>Clerical, Sales, Service, Operators</td>
<td>103.857</td>
</tr>
</tbody>
</table>

Table XVI reveals that homemakers had the highest mean on the attitude scale, while those in the retired and professional groups were next on the scale of descending order. According to this table, those in the clerical, sales, service, operators group, had comparably lower means. Appendix D lists the specific occupations of the respondents as classified according to the six occupational categories.
Hypothesis 4

There are no differences in the attitudes of school board members toward guidance programs on the basis of level of education attained.

The analysis of variance was used to test the differences between various levels of education attained by the school board members.

As indicated in Table XVII, there were no significant differences in the attitudes toward guidance programs on the basis of level of education attained. Therefore, the null hypotheses was accepted.

TABLE XVII

ANALYSIS OF VARIANCE ON THE BASIS OF LEVEL OF EDUCATION

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>4</td>
<td>744.23096</td>
<td>186.05774</td>
<td>1.11536</td>
</tr>
<tr>
<td>Within Groups</td>
<td>182</td>
<td>30360.18750</td>
<td>166.81421</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F* = 2.42  P > .05. None of the differences were statistically significant.

Table XVII reveals that school board members whose highest level of education was a Bachelor's degree had the highest means on the attitude scale, while those with less than a high school education had the lowest means in the measurement of attitude toward guidance programs within these groups.
A comparison of the means on the basis of level of education attained is listed in Table XVIII.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>110.800</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>107.167</td>
</tr>
<tr>
<td>Post High School</td>
<td>106.115</td>
</tr>
<tr>
<td>High School Graduate Only</td>
<td>105.437</td>
</tr>
<tr>
<td>Less than High School</td>
<td>103.075</td>
</tr>
</tbody>
</table>

Hypothesis 5

There are no differences in the attitudes of school board members toward guidance programs on the basis of length of service on the school board.

The analysis of variance was used to test the differences between the length of service on the school board.

As revealed in Table XIX, there were no significant differences in the attitudes of school board members toward guidance programs on the basis of length of time on the school board. Therefore, the null hypothesis was accepted.
TABLE XIX
ANALYSIS OF VARIANCE ON THE BASIS OF LENGTH OF SERVICE ON THE SCHOOL BOARD

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>5</td>
<td>1521.923</td>
<td>304.38452</td>
<td>1.86237</td>
</tr>
<tr>
<td>Within Groups</td>
<td>181</td>
<td>29582.496</td>
<td>163.43919</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.418</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$F^* = 2.26 \text{ P} > .05$. None of the differences were statistically significant.

A comparison of means on the basis of length of service on the school board is shown in Table XX.

TABLE XX
COMPARISON OF MEANS ON THE BASIS OF LENGTH OF SERVICE ON THE SCHOOL BOARD

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year or less</td>
<td>111.643</td>
</tr>
<tr>
<td>2 years</td>
<td>107.772</td>
</tr>
<tr>
<td>3-4 years</td>
<td>106.375</td>
</tr>
<tr>
<td>12 years and over</td>
<td>104.963</td>
</tr>
<tr>
<td>7-11 years</td>
<td>103.541</td>
</tr>
<tr>
<td>5-6 years</td>
<td>102.970</td>
</tr>
</tbody>
</table>
A comparison of means on the basis of length of service on the school board (Table XX) reveals that those who have been on the school board the shortest length of time had higher means on the attitude scale than any of the other groups.

Hypothesis 6

There are no differences in the attitudes of school board members with children in school and school board members without children in school toward guidance programs.

The analysis of variance was used to test the differences in the attitudes toward guidance programs on the basis of being a parent of school age children as compared with those who were not parents of school age children.

As can be observed in Table XXI, there were no significant differences in the attitudes toward guidance programs on the basis of being a parent of school age children or not being a parent of school age children. Therefore, the null hypotheses was accepted.
TABLE XXI
ANALYSIS OF VARIANCE ON THE BASIS OF BEING
A PARENT OF SCHOOL AGE CHILDREN

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>1</td>
<td>135.81149</td>
<td>135.81149</td>
<td>0.81131</td>
</tr>
<tr>
<td>Within Groups</td>
<td>185</td>
<td>30968.60938</td>
<td>167.39789</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F* = 3.90  P > .05. None of the differences were statistically significant.

A comparison of the means on the basis of being a parent of school age children or not, as shown in Table XXII, indicates that parents of school age children had higher means on the attitude scale than did parents without school age children.

A comparison of means on the basis of being a parent of school age children or not is shown in Table XXII.

TABLE XXII
COMPARISON OF MEANS ON THE BASIS OF BEING
A PARENT OF SCHOOL AGE CHILDREN

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>106.258</td>
</tr>
<tr>
<td>Nonparent</td>
<td>103.5000</td>
</tr>
</tbody>
</table>
Hypothesis 7

There are no differences in the attitudes of school board members toward guidance programs on the basis of employment of a certified counselor.

The analysis of variance was used to test the differences in the attitudes toward guidance programs on the basis of employment of a certified counselor.

As indicated in Table XXIII, there were no significant differences in the attitudes toward guidance programs on the basis of employment of a certified counselor. Therefore, the null hypotheses was accepted.

TABLE XXIII
ANALYSIS OF VARIANCE ON THE BASIS OF EMPLOYMENT OF A CERTIFIED COUNSELOR

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>1</td>
<td>529.25708</td>
<td>529.25708</td>
<td>3.20236</td>
</tr>
<tr>
<td>Within Groups</td>
<td>185</td>
<td>30575.16406</td>
<td>165.27115</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30575.16406</td>
<td>165.27115</td>
<td></td>
</tr>
</tbody>
</table>

F* = 3.90  P > .05. None of the differences were statistically significant.

Table XXIV contains a comparison of means on the basis of employment of a certified counselor.
A comparison of the means, as is evident in Table XXIV, reveals that school board members from school districts employing a certified counselor had higher means than did school board members from districts without certified counselors.

Hypothesis 8

There are no differences in the attitudes of school board members toward guidance programs on the basis of counselor assignment.

The analysis of variance was used to test the differences in the attitudes toward guidance programs on the basis of counselor assignment, whether full-time, more than half-time, half-time, or less than half-time.

Table XXV reveals that there were no significant differences in the attitudes toward guidance programs on the basis of counselor assignment. Therefore, the null hypotheses was accepted.
### TABLE XXV

**ANALYSIS OF VARIANCE ON THE BASIS OF COUNSELOR ASSIGNMENT**

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>$F^*$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>3</td>
<td>563.06079</td>
<td>187.68692</td>
<td>1.12460</td>
</tr>
<tr>
<td>Within Groups</td>
<td>183</td>
<td>30541.35938</td>
<td>166.89267</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>31104.41797</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$F^* = 2.66 \quad P > .05.$ None of the differences were statistically significant.

Table XXVI consists of a comparison of means on the basis of counselor assignment, listed in descending order.

### TABLE XXVI

**COMPARISON OF MEANS ON THE BASIS OF COUNSELOR ASSIGNMENT**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Counselor</td>
<td>108.834</td>
</tr>
<tr>
<td>More than Half-time</td>
<td>105.800</td>
</tr>
<tr>
<td>Half-time</td>
<td>105.118</td>
</tr>
<tr>
<td>Less than Half-time</td>
<td>104.524</td>
</tr>
</tbody>
</table>
A comparison of means on the basis of counselor assignment as shown in Table XXVI, indicates that school board members from districts employing a full-time counselor had higher means than did school board members from districts employing counselors on a less than full-time basis.

ANALYSIS OF ATTITUDE STATEMENTS

Section I of the attitude scale (Appendix A) was designed to measure the respondent's attitudes toward school guidance programs. Thirty attitudinal statements were listed. The respondents were asked to indicate the extent of their agreement with the statements presented. A five-point scale ranging from strongly agree to strongly disagree was provided for the facilitation of responses. Each point on the scale was assigned a score with the following values attached:

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

The respondents were instructed to react to the attitude statements on the basis of how they saw the guidance program in their school system.

A computation of the mean and standard deviation was completed for each of the attitude statements. The computation included all 187
respondents to the attitude scale. The respondents were asked to
designate their beliefs concerning the appropriateness of the attitude
statement on a scale ranging from strongly agree to strongly disagree.
The responses to the scale were scored one, two, three, four, and
five. An average score of one would indicate that all of the respond­
ents strongly agreed with the attitude statement toward guidance
programs. An average score of five would indicate that all of the
respondents strongly disagreed with the attitude statement. In deter­
mining the extent of agreement, the following guidelines were used
(Lindstrom, 1969): values of 2.70 and below were considered as
positive, values between 2.70 and 3.30 were considered as neutral, and
values 3.30 and above were regarded as negative. The results of this
analysis are presented in Tables XXVII and XXVIII.

Table XXVII contains an analysis of positive attitude statements.
It indicates that most of the responses to the attitude statements were
favorable. Statement one, success of a guidance program depends on the
capabilities of the personnel employed, received the strongest consen­
sus of agreement. The mean for this statement was 1.56. Nine of the
15 statements in the table had means of 2.70 or below, with the re­
mainder of the statements being neutral. None of the statements had a
mean of 3.30 or below, which would indicate negative attitudes.

Table XXVIII, which contains an analysis of negative statements,
indicates that the least negative response with a mean of 2.56 was
that the guidance program was organized to meet state accreditation
<table>
<thead>
<tr>
<th>Attitude Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The success of a guidance program depends on the capabilities of the personnel employed.</td>
<td>1.56</td>
<td>0.575</td>
</tr>
<tr>
<td>2. The guidance program helps the student examine himself objectively.</td>
<td>2.23</td>
<td>0.751</td>
</tr>
<tr>
<td>3. The guidance program is an important element in the value of the school as a whole.</td>
<td>2.23</td>
<td>0.913</td>
</tr>
<tr>
<td>4. The guidance program has unlimited possibilities.</td>
<td>2.26</td>
<td>0.914</td>
</tr>
<tr>
<td>5. Every school, large or small, should have a guidance program.</td>
<td>2.27</td>
<td>1.027</td>
</tr>
<tr>
<td>6. The guidance program plays a vital role in the making of vocational choices.</td>
<td>2.30</td>
<td>0.912</td>
</tr>
<tr>
<td>7. The guidance program deserves more and better publicity than it gets.</td>
<td>2.37</td>
<td>0.884</td>
</tr>
<tr>
<td>8. The guidance program aids in eliminating emotional problems common to young people.</td>
<td>2.60</td>
<td>0.870</td>
</tr>
<tr>
<td>9. The removal of the guidance program would leave a void which would be extremely difficult to fill.</td>
<td>2.68</td>
<td>1.006</td>
</tr>
<tr>
<td>10. The guidance services need to be expanded.</td>
<td>2.76</td>
<td>0.983</td>
</tr>
<tr>
<td>11. The guidance services should be a part of the elementary school program.</td>
<td>2.85</td>
<td>1.071</td>
</tr>
<tr>
<td>Attitude Statement</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>12. Counselors are well prepared for implementing the guidance program</td>
<td>2.86</td>
<td>0.924</td>
</tr>
<tr>
<td>13. The guidance program includes too much testing and not enough counseling</td>
<td>3.04</td>
<td>0.910</td>
</tr>
<tr>
<td>14. The guidance program is not essential but does have something to offer</td>
<td>3.19</td>
<td>1.086</td>
</tr>
<tr>
<td>15. The guidance program overstresses educational guidance at the expense of vocational guidance</td>
<td>3.19</td>
<td>0.913</td>
</tr>
<tr>
<td>Attitude Statement</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1. The guidance program was organized to meet state accreditation standards</td>
<td>2.56</td>
<td>0.925</td>
</tr>
<tr>
<td>2. The guidance program fails to rescue many students who have lost their way</td>
<td>3.07</td>
<td>1.008</td>
</tr>
<tr>
<td>3. Most students are indifferent toward the guidance program</td>
<td>3.19</td>
<td>1.011</td>
</tr>
<tr>
<td>4. The guidance program is not well accepted by the community</td>
<td>3.40</td>
<td>0.915</td>
</tr>
<tr>
<td>5. Specialized guidance personnel are &quot;outsiders&quot; and are therefore less able to offer guidance than regular teachers</td>
<td>3.53</td>
<td>1.061</td>
</tr>
<tr>
<td>6. The guidance program takes guidance functions away from those best qualified to perform them--the teachers</td>
<td>3.54</td>
<td>1.056</td>
</tr>
<tr>
<td>7. The guidance program looks good on paper but is a flop in practice</td>
<td>3.55</td>
<td>0.998</td>
</tr>
<tr>
<td>8. The guidance program wastes money that could better be directed toward a more adequate educational program</td>
<td>3.59</td>
<td>1.001</td>
</tr>
<tr>
<td>9. Guidance personnel are merely administrative assistants</td>
<td>3.66</td>
<td>0.890</td>
</tr>
<tr>
<td>10. We should do away with frills like guidance</td>
<td>3.98</td>
<td>0.749</td>
</tr>
<tr>
<td>11. The guidance program has hurt our school more than it has helped it</td>
<td>4.01</td>
<td>0.682</td>
</tr>
</tbody>
</table>
TABLE XXVIII. (continued)

<table>
<thead>
<tr>
<th>Attitude Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The guidance program serves only dependent people who cannot solve their own problems</td>
<td>4.05</td>
<td>0.726</td>
</tr>
<tr>
<td>13. The guidance program weakens the academic program of the school</td>
<td>4.08</td>
<td>0.536</td>
</tr>
<tr>
<td>14. The students are not mature enough to take any form of guidance seriously</td>
<td>4.13</td>
<td>0.811</td>
</tr>
<tr>
<td>15. Our school does not need a guidance program since all our students are normal</td>
<td>4.24</td>
<td>0.761</td>
</tr>
</tbody>
</table>
standards. This means that most of the respondents agreed that this was a strong reason for having a guidance program. Twelve of the responses to this statement were negative, which indicates positive attitudes toward guidance programs on the part of the respondents. A comparison of the means on these two tables indicates that school board members hold positive attitudes toward guidance programs.

ATTITUDE COMMENTS

The second section of the attitude scale invited the respondents to make open-ended comments regarding the guidance programs in their schools. This section was completed by 90 school board members or 31 percent of the total number responding to the survey.

The responses to the attitude comment section were classified according to these categories: supportive of the guidance program, nonsupportive of the guidance program, suggestions for change or improvement of guidance programs, counselor preparation and miscellaneous. The concerns of the school board members about the guidance program indicate that divergent views were shared by those respondents who made comments. A summary of a representative portion of attitude comments is presented in this section.

Supportive of the Guidance Program

A number of school board members indicated support of the guidance program, and substantiated the value and need for school guidance programs. Representative comments include:
"I feel that a good guidance program is essential to the modern educational process."

"I believe our guidance program is successful and very important."

"Money used for counselors is not spent. It is invested in the lives of young people."

"I believe a school guidance program with a good counselor is a very good thing."

"I would like to see more done in this field because some students do not get the guidance they need at home."

"I am sold on the program. Nothing but favorable comments from parents."

"This is our first year to have a well-balanced guidance program. Our new guidance counselor is well trained and organized and I'm really excited about the program and its possibilities. I believe that now and in the future it will be one of the most used and greatest tools we provide for our young people."

"This is the first year we have employed a qualified counselor and I have seen definite progress--however, the problem seems to be in getting counselors. Unfortunately many feel a person for counseling only is a frill."

"Ours is relatively new so I'm withholding comments other than to say we are enthused."

"I think the guidance program is a plus to any school program."

"I'm sure the guidance program is a valuable part of our school and will get more recognition as time goes on."

"Definite need for program. Educating and motivating students to utilize the benefits must be emphasized."

"It is a program we are forced to have. It is difficult to really measure its worth as a board member. Even if it just got one young person on the right track for his or her life it would be worth all cost."

"I think it is the best program we have in our school. Should of had it 20 years ago."
"I feel that a dedicated person in the guidance program is a strong asset to any school system."

"I feel our school has a good guidance program and speak from the experience we have had with our own children receiving help from the guidance program."

Some school board members made favorable comments in support of the guidance program but felt that the expense involved was a problem. This concern is found in the following comments:

"I feel that a guidance program is good but for a district our size, too expensive for what we get from it."

"A full-time counselor is needed, only cost prevents it."

"Guidance may be alright in a big school, but how do you justify it for 12-14 Seniors?"

"The guidance counseling program is a good program but most schools cannot afford the cost of a full-time employee for the position. If revenue is provided by the state, I think all students should have the service available."

"Guidance programs can perform a needed service, but quite often personnel and other factors cause it to be just a frill."

One school board member expressed the frustrations in having less than a half-time counselor as follows:

"I feel that guidance programs are very good but as far as our own, we really need full-time or at least half-time, because the students don't get to know her very well and when they have problems they have to wait for just one or two days a week to see her and that is bad."

Nonsupportive of the Guidance Program

Several school board members expressed their nonsupport of the guidance program in the following comments:
"I don't believe much in the guidance program. I believe too much money is wasted in the educational system. Too much is taught of no importance and the essentials are overlooked. We don't teach as good now in 12 years as we did in eight grades 20 years ago. And our education is costing more and nobody is gaining."

"Frankly, I think it's a waste of money."

"I sent three children through high school and can't say that the guidance program helped them--when students have big problems, I haven't seen yet where the guidance has helped."

"I feel our guidance program is less than adequate."

A number of respondents expressed nonsupport of guidance programs by indicating they felt teachers and other staff members could adequately fulfill the counseling function. Representative statements are as follows:

"Most students will go to a favorite teacher before they will go to a guidance counselor. Not so much emphasis should be put on state requirements. State credits don't make a good counselor."

"In a small school the administration is capable of handling the guidance program."

"A student having a serious problem will go to a favorite teacher, be it male or female before a counselor, or even the school janitor. And sometimes is better advised, if this person is mature enough."

"I am of the opinion that a good teacher is as good as any guidance counselor."

"Questions these young people have could best be answered by their teachers."

"I believe the guidance programs are oversold and that the average counselor is not dedicated to their profession. Many students are encouraged to attend college who should go to vocational schools and if proper guidance was provided this wouldn't happen, or if it did it would only happen in rare instances."

"Have been associated with three counselors in three years and all have been very disappointing. I think we can use our teachers as counselors in a small school."
"In our system our superintendent serves as the guidance counselor. This program was established "only" to fulfill state accreditation requirements. I do not believe our school system could provide or would benefit greatly from a 'full-time' counselor."

"I believe many times the coach in athletics and the music director can give advice to many students that far outweighs the advice they can or do receive from a counselor who does not know the student personally. I believe the guidance programs are oversold and that the average counselor is not dedicated to their profession."

"I know of several teachers that could help two of my children where the counselor could not get the confidence of my children."

"I guess I really feel these guidance programs are taking away the relationships between the teacher and the students, which to me is very important."

"I would sooner see two extra teachers in classrooms and have them do all they can to eliminate what problems they can."

"Parents and teachers should do the guidance and counseling."

**Suggestions for Change or Improvement**

Representative comments from respondents who suggested changes or improvement of the guidance programs are as follows:

"Guidance counselors have an enormous job to do and would like to see them available to do more counseling with children who have emotional problems and recommend referral when deemed necessary. I think teachers should work closely with counselors and can and should be helpful in counseling students also."

"From my experience, guidance counselors do not inform and counsel adequately. Most students do not consider his advice acceptable. I feel a counselor has to be more informed and willing to spend more time with the students and help them open new paths for the future."

"All too often it seems, the first time a student meets with a counselor on a person-to-person basis, is when the student is either failing or in trouble. How great—if all students could confer on a scheduled regular basis, possibly avoiding crisis by encouragement at the right time."
"Counseling needs additional emphasis on vocational guidance toward job-related opportunities."

"Too many counselors, in their first couple of years, are not sufficiently mature to guide and counsel effectively. Because of this the future of too many students is adversely affected. Perhaps two or three years in other educational fields should be required before a person can qualify as a counselor."

"Our counselors are too young or the program needs more time, more maturity is needed."

"I believe major changes in the objectives of high school and elementary programs should be made. I believe guidance should be involved in academic and social and emotional (personality) goals of the individual student. Desired changes and/or improvements should be identified and targeted as to date and degree of improvement."

"I would suggest a public relations effort on the part of not only guidance people, but school administrators, to do a better job of selling the program. Until they recognize it for what it is, new board members often come on to the board determined to cut expenses by doing away with the program."

"I really feel it would be good for elementary grades because sometimes if they have problems as small children by the time they get in high school they are probably already hardened into accepting it and sometimes won't go to a counselor."

"I strongly feel that any guidance program should be implemented at the Kindergarten level, if only on the observation level, some testing. As years progress, so should the role of the guidance program. More effort should be put on guiding a child along the line of his capabilities."

"I feel if the guidance counselor is qualified, he should also counsel teachers for they as well as students need help at times."

"I would like to see more done in this field because some students do not get the guidance they need at home."

"I think seventh and eighth grades should be included in a counseling program. They need to have some ideas before they start choosing high school subjects."

"I am not sure there is a need for counseling in the elementary grades but I can see that workshops in that area with the regular teachers might be most helpful."
"The program needs some means of appearing more attractive to the student. The students who need counseling most are often unreachable by the guidance personnel."

"The guidance program is not carried out like it should be in our schools. It is for accreditation purposes only. I think it would be very helpful if carried out like it is intended. I feel this is the fault of the administration."

**Counselor Preparation**

Several of the respondents indicated their concern about the quality of the preparation of the counselors. The following statements are representative of these concerns:

"The trouble with this program is that most of the counselors are not well enough equipped to handle the job."

"No doubt factual information such as how to test, read results of tests, etc., are easily taught. I feel a lot of emphasis should be placed on youth psychology, with a careful "weeding" out of those personalities which are incapable of an empathy with the students. If the counselor is looked upon as the "authority", a wrong word and feeling could alter the life of a young person—for good or for bad."

"Perhaps the colleges that are training these people need to upgrade their own guidance programs to better serve the students in the junior and senior high areas."

"I would like to see more specialized training made available to counseling personnel."

"Most counselors seem to be either in need of help themselves or poorly prepared to set up and run a truly good program."

"Counselors should be better prepared to implement the program."

"Some are not prepared."

"Some counselors do as much harm as good. I feel too many people that should not be counselors have entered the profession when they should have stayed in some other field."
Miscellaneous

A number of diverse comments from the school board members are included in the miscellaneous category. Some of these comments are:

"The program may be helpful to those who take advantage of it, but I don't think that the one's who need it, take advantage of it."

"Guidance and counseling must be kept strictly confidential between student and counselor."

"The success of the guidance program definitely depends on the counselor employed. They must be very cooperative, friendly, patient, and knowledgeable. Today's students need counseling more than ever before."

"My ability to answer some questions is based on the lack of personal knowledge and experience of a good guidance program. However, as a board member, I have always advocated and backed a good guidance program, and shall continue to do so. The lack of qualified personnel has been the largest obstacle in our district's ability to acquire one. A personal observation concerning guidance and other staff personnel that are fresh out of college, give me and other board members strong concern. The type of language used by many of them, their attitude towards working and teaching strong principles and good attitudes, the over emphasis of liberalism and from some, too much emphasis on sex, and the lack of many who look only upon their vocation as only a job, are some of my concerns."

"Probably most programs fall short of their objectives because the students who need guidance the most is least interested in assistance. Many are mature enough to make decisions, however, most are not."

"The results of a good guidance program and a good counselor are hard to measure as there is rarely a dynamic example of their work. The results of a poor program and/or a poor counselor are quickly recognized and readily publicized. This often makes it difficult to justify the cost of such a program to people who have never been involved, either by examining the program or through their own students."

"Being a new board member I don't feel I can answer all questions with confidence, thus the majority of undecided answers."

"In my opinion some of the college graduates don't know a hill of beans. It is hard to judge the guidance program in our school because it is the first year we have had a program of any worth and these things take time."
"The counseling and disciplinary functions of the counselor take too much of his time away from the guidance of the student in the educational and vocational fields."

"I feel our students don't understand its purpose."

Several school board members indicated that the success of the guidance program depends upon the counselor, as revealed in the following statements:

"I am sure the guidance program is as good as the personnel in charge. I base this on the experience we have had in the past at our own school."

"The value of a good guidance program is dependent to a very large degree on the person hired. We have had both the good and average and the type of program just about follows."

"In the past, our counseling has not been too effective. It is only as good as the individual doing the counseling."

"It takes a special type of person to do the job, but they can rescue some very mixed up kinds, and this is what it's all about. Question 26 is the key to the success of the program."

"Guidance counselors can offer much to a system and solve many problems (within certain limits), if the counselor is the correct type of individual and willing to work."

"The success of the guidance program depends 90 percent on the personality and attitude of the counselor. The young people have to accept him before they will trust or confide in the counselor."

"I believe guidance programs could be very successful if the personnel were dedicated. Many children graduate from high school and have no idea of their strong fields or weak fields and I don't believe the counselors really guide the students in the direction of their future. I think in many instances the counselors are not really motivated or qualified to help."
CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter presents a brief summary of the findings of the study and indicates major conclusions based on evidence revealed by the data and information gathered in the study. A discussion of research implications is also included.

SUMMARY

A summary of the attitudes of school board members in South Dakota toward school guidance programs is presented in three sections. These are: a summary of the analysis of variance, summary of the analysis of the means, and a summary of the descriptive analysis.

Analysis of Variance

The analysis of variance statistical technique was used to test the eight hypotheses regarding the attitudes of school board members toward guidance programs according to selected variables. The eight hypotheses were accepted, as there were no significant differences at the .05 level.

Analysis of Means

A comparison of the means of the variables revealed that female school board members had a higher mean than their male counterparts. When contrasting means on the basis of size of school district, it is
evident that those school board members in the B stratum, population 1,000-1,999 students, and the D stratum, population under 400 students, had the lowest means, while those in the A stratum, population 2,000+ students, had the highest mean. Homemakers had the highest mean when comparing means on the basis of occupation, while those in the Sales, Service and Operators group, had the lowest mean. Those school board members whose highest level of education was a Bachelor's degree had the highest mean, 110.800, while those whose highest level of education attained was less than high school, had the lowest mean, 103.75. When comparing the means on the basis of length of service on the school board, it is evident that school board members who have been on the board one year or less had the highest mean, while those who have been on the board 5-6 and 7-11 years had the lowest mean. School board members who were parents of school age children had a mean of 106.258 when compared with the mean of those who were not parents of children of school age, at 103.500. A comparison of the mean on the basis of counselor certification and a comparison of means on the basis of counselor assignment revealed that board members from school districts that employ a full-time certified counselor had the highest mean.

An examination of the means of the attitude statements reveals that most of the responses to the attitude statements were favorable, as nine of the 15 positive statements had a mean of 2.70 or below. This indicated positive attitudes toward the school guidance program.
None of the statements had means which indicated negative attitudes. This conclusion was also reinforced when examining the means of the negative statements. These means also indicated positive attitudes toward guidance programs.

Descriptive Analysis

A summary of the attitude comments from the second section of the scale indicated that divergent views toward school guidance programs are shared by the sample making comments. A large proportion of those responding indicated support of the guidance programs, although some qualified this support by monetary concerns. Most of the respondents who expressed nonsupport, indicated that they felt teachers or administrators should be responsible for the guidance and counseling. A number of comments suggested change or improvement in the guidance programs.

CONCLUSIONS

The following conclusions seem to be supported by the evidence collected in the study:

1. School board members generally support school guidance programs.

2. There were no significant differences in the attitudes of school board members toward guidance programs according to the variables included in this study. These variables were: sex, size of
school district, level of education, length of service on the school board, parents of school age children, employment of a certified counselor, and counselor assignment.

3. School board members generally agreed that the success of the guidance program depends in great measure upon the person who is in charge of the program.

4. Most school guidance programs were organized to meet state accreditation purposes.

IMPLICATIONS FOR FURTHER STUDY

From the findings and conclusions of the present study, the following implications are made concerning further study of school guidance programs.

1. Since most of the school board members agreed that the success of the guidance program depended in large measure upon the personnel in charge of the program, this presents implications for counselor educators directing college programs in counselor preparation. There is a need to determine if the educational preparation of the counselors is adequate. In conjunction with this, research needs to be conducted to determine what characteristics of an individual are indicative of a good counselor.
2. A study is necessary to determine the adequacy of the guidance programs within the schools which do not employ full-time certified counselors.

3. The attitude scale used in this study could also be used to survey the administrators, parents, students, and teachers to determine their attitudes toward school guidance programs.
REFERENCES


APPENDIX A

1. The guidance
2. Specialized
3. The data
4. The role
5. The report
6. The support
7. The analysis
8. The evaluation

ATTITUDES TOWARD A GUIDANCE PROGRAM

Instructions: The guidance program of a school consists of organized services such as counseling, testing, and occupational information. The following sentences are statements that someone might make about the guidance program in your school system. You will probably agree with some of these statements and disagree with others. Read each statement and decide whether or not you agree with it. If you **Strongly Agree** with a statement encircle **SA**. If you **Agree** with a statement, encircle **A**. If you **are Undecided** about a statement, encircle **U**. If you **Disagree** with a statement encircle **D**, and if you **Strongly Disagree** with a statement encircle **SD**. Please be frank. Your answers will be kept in confidence and will be used only to help improve guidance programs. Remember to indicate your opinion of each statement as follows:

- **SA** if you **Strongly Agree**
- **A** if you **Agree**
- **U** if you are **Undecided**
- **D** if you **Disagree**
- **SD** if you **Strongly Disagree**

1. The guidance program has unlimited possibilities. SA A U D SD

2. Specialized guidance personnel are "outsiders" and are therefore less able to offer guidance than regular teachers. SA A U D SD

3. The students are not mature enough to take any form of guidance seriously. SA A U D SD

4. Every school, large or small, should have a guidance program. SA A U D SD

5. The guidance program overstresses educational guidance at the expense of vocational guidance. SA A U D SD

6. The guidance program serves only dependent people who cannot solve their own problems. SA A U D SD

7. The guidance program plays a vital role in the making of vocational choices. SA A U D SD

8. The guidance program is not well accepted by the community. SA A U D SD

9. The guidance program was organized to meet state accreditation standards. SA A U D SD
10. The guidance program wastes money that could better be directed toward a more adequate educational program.

11. The removal of the guidance program would leave a void which would be extremely difficult to fill.

12. The guidance program takes guidance functions away from those best qualified to perform them--the teachers.

13. The guidance program helps the student examine himself objectively.

14. Guidance personnel are merely administrative assistants.

15. Our school does not need a guidance program since all of our students are normal.

16. The guidance program deserves more and better publicity than it gets.

17. The guidance program looks good on paper but is a flop in practice.

18. The guidance services need to be expanded.

19. The guidance program includes too much testing and not enough counseling.

20. The guidance program is not essential but does have something to offer.

21. The guidance program has hurt our school more than it has helped it.

22. Most students are indifferent toward the guidance program.

23. We should do away with frills like guidance.

24. The guidance program is an important element in the value of the school as a whole.

25. The guidance services should be a part of the elementary school program.
26. The success of a guidance program depends on the capabilities of the personnel employed. SA A U D SD

27. The guidance program weakens the academic program of the school. SA A U D SD

28. The guidance program fails to rescue many students who have lost their way. SA A U D SD

29. The guidance program aids in eliminating emotional problems common to young people. SA A U D SD

30. Counselors are well prepared for implementing the guidance program. SA A U D SD

Please express any comments you have concerning school guidance programs in the space below.

The information requested below is needed to give meaning to the responses that you have made to this scale. Since all the information requested will be used in group analysis, no attempt will be made to identify individual responses. Please answer all questions. Check (✓) or write in the correct response, whichever is applicable.

1. _________________________________ Occupation

2. Sex:     Male     Female

3. _________________________________ Highest level of education attained.

4. ________Number of years on the school board.
   (Include present year)

5. Parent of school age children:
   Yes     No
6. Do you employ a certified counselor?

____Yes  ____No

If yes, indicate:

____Full-time  ____Half-time  ____Less than half-time

Other contractual responsibilities of this counselor:

____Superintendent  ____Principal

____Teacher  ____None
March 29, 1974

Appendix has been approved by the Board of Directors and the Executive Committee, Mr. Gordon Nelson, of the Associated School Board of South Dakota to contact you requesting your participation in an attitude survey. This research is designed to survey a sample of school board members throughout the State of South Dakota.

Enclosed with this letter is a copy of an attitude questionnaire. This questionnaire is being used in conjunction with research being conducted at South Dakota State University. It is hoped that knowledge of the attitudes of school board members toward guidance programs will make possible the development of guidance programs which will reduce the gap between school board's and the counselor's expectations of such programs.

This study is being conducted under the direction of Dr. Allan Lindstrom, Associate Professor of Education at South Dakota State University. It can be assured that all information will be used in a confidential manner. The results of this study will be available to those who request it.

Please take a few minutes to fill out and return the survey at your earliest convenience. A stamped, self-addressed return envelope is enclosed.

Your cooperation is both needed and appreciated. It will assist our understanding of the role of the school guidance program as a part of the entire educational experience.

Very truly yours,

(Mrs.) Alice Gehmke
Master's Candidate
South Dakota State University
March 29, 1974

Approval has been given by the Board of Directors and the Executive Secretary, Mr. Gordon Nelson, of the Associated School Boards of South Dakota to contact you requesting your participation in an attitude survey. This research is designed to survey a sample of school board members throughout the State of South Dakota.

Enclosed with this letter is a copy of an attitude questionnaire. This questionnaire is being used in conjunction with research being conducted at South Dakota State University. It is hoped that knowledge of the attitudes of school board members toward guidance programs will make possible the development of guidance programs which will reduce the gap between the school board's and the counselor's expectations of such programs.

This study is being conducted under the direction of Dr. Allan Lindstrom, Associate Professor of Education at South Dakota State University. You may be assured that all information will be used in a professional manner. The results of this study will be available to those participating in it.

Will you please complete and return the survey at your earliest convenience? A stamped self-addressed return envelope is enclosed.

Your cooperation is both needed and appreciated. It will assist our profession in clarifying the role of the school guidance program as a part of the entire educational experience.

Very truly yours,

(Mrs.) Alice Gehrke  
Master's Candidate  
South Dakota State University
April 30, 1974

A few weeks ago an attitude questionnaire was mailed to you. It is part of a study to determine the attitudes of school board members toward guidance programs.

As you may have not received your completed questionnaire, perhaps it might reach you or it may have been misplaced; therefore, a duplicate copy of the questionnaire and a stamped, self-addressed envelope are enclosed. Will you please complete it at your earliest convenience and return it to me? You can be assured that all responses will remain confidential.

Your cooperation in this research is greatly appreciated.

Very truly yours,

(Mrs.) Alice Gehrke
Master's Candidate
South Dakota State University

APPENDIX C
April 30, 1974

A few weeks ago an attitude questionnaire was mailed to you. It is part of a study to determine the attitudes of school board members in South Dakota toward guidance programs.

As yet I have not received your completed questionnaire. Perhaps it didn't reach you or it may have been misplaced; therefore, a duplicate copy of the questionnaire and a stamped, self-addressed envelope are enclosed. Will you please complete it at your earliest convenience and return it to me? You can be assured that all responses will remain confidential.

Your cooperation in this research is greatly appreciated.

Very truly yours,

(Mrs.) Alice Gehrke
Master's Candidate
South Dakota State University
OCCUPATIONAL CATEGORIES

Professional

Pharmacist
Physician
Soil Conservationist
Teacher

Farmer-Fancher

Farmer
Rancher

Commerce, Officials, Proprietors

Lumber-Implement Dealer
Merchant
Office-manager
Publisher
Utility Superintendent
Seed Dealer
Service Station Owner

Domestics


Electrical, Printing, Service and Operatives

Mechanic
Plumber
Post Office Clerk
Real Estate
Road Construction
Salesman
Trucker
### OCCUPATIONAL CATEGORIES

#### Professional
- Attorney
- Chiropractor
- Dentist
- Minister
- Mortician
- Pharmacist
- Physician
- Soil Conservationist
- Teacher

#### Farmer-Rancher
- Bee Keeper
- Cattle Feeder
- Farmer
- Rancher

#### Managers, Officials, Proprietors
- Agri-business
- Banking
- Bulk Agent
- Businessman
- Contractor
- Hardware Store Owner
- Implement Dealer
- Lumber-Implement Dealer
- Merchant
- Office-manager
- Publisher
- Utility Superintendent
- Seed Dealer
- Service Station Owner

#### Homemakers
- Homemaker

#### Clerical, Sales, Service and Operatives
- Bookkeeper
- Bus Driver
- Coordinator
- Electrician
- Estimator
- Insurance Agent
- Mail Carrier
- Mechanic
- Plumber
- Post Office Clerk
- Real Estate
- Road Construction
- Salesman
- Trucker

#### Retired
- Retired