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## Attitudes Toward Seeking Help from Instructors

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ATTITUDES TOWARD SEEKING HELP  
FROM INSTRUCTORS

being

A Thesis Presented to the Graduate Faculty  
Of the Fort Hays Kansas State College in  
Partial Fulfillment of the Requirements for  
the Degree of Master of Science

by

Dale L. Jones, A.B.

Fort Hays Kansas State College

Date

July 20, 1962

Approved

Stanley C. Mahoney  
Major Professor

Approved

Ralph J. Coder  
Chairman, Graduate Council

# ATTITUDES TOWARD SEEKING HELP FROM INSTRUCTORS

by

Dale L. Jones, A.B.

(An Abstract)

This thesis reports research concerning the attitudes of students toward seeking help from an instructor outside of regular classroom sessions. The following hypotheses were tested: (1) there will be a positive relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as complex, and (2) there will be a positive relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as desirable and beneficial.

The population for this research was 216 freshman women who were living in the women's dormitories at Fort Hays Kansas State College at the time of the investigation. The following areas were investigated: (a) the complexity with which the student perceives seeking help from an instructor, (b) the degree with which the student perceives seeking help from the instructor as desirable and beneficial, and (c) the degree with which the student perceives his peers seeking help from instructors. These areas of investigation were studied in their relationship with academic achievement level, operationally defined as grade point average.

Both hypotheses were supported, the data being statistically

significant beyond the .01 level of confidence. Other interesting data were obtained and discussed; further areas of research were suggested.

## ACKNOWLEDGEMENTS

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## CHAPTER I

### INTRODUCTION

The fact that one individual will seek help with a problem and another will not in apparently highly similar circumstances is a phenomenon that many have wondered about and few have investigated. Physicians have long wondered why some patients readily come in for treatment while others will literally die without seeking help. Dentists have wondered why some people get a dental check-up every six months while others, obviously in need of treatment, will not appear for help at all. College professors and teachers have wondered why some students come in for help very readily while others never seek help no matter how badly they appear to need it. Counselors and therapists have wondered why one person seeks help with an emotional disturbance and another does not. Despite the widespread concern over this phenomenon there has been very little systematic investigation and study of the problem.

Perhaps one of the primary reasons for the lack of systematic study of this problem has been the difficulty in obtaining an adequate sample. The person who seeks help is available for study, but the individual who does not seek help when he needs it is usually not only unavailable for study but also not even known to the investigator. Fruitful investigation of why some people seek help and others do not requires that the investigator have access both to those who seek help and those who do not. This requirement is most difficult to meet



when the general population is being studied. A special situation is needed where this requirement can be met.

The present study represents an attempt to study one aspect of why some people seek help and others do not. Since attitudes can be considered as tendencies which predispose the individual to act in certain ways, this study focused upon the attitudes held by certain individuals toward seeking help. Specifically, attitudes of female college freshmen toward seeking help from instructors outside of regular class were investigated. Certain unique features of college life, primarily the availability of students through dormitory housing, made possible the obtaining of a broad and adequate sample of student attitudes.

In surveying the literature, including reviewing seventeen years of the Psychological Abstracts, no direct sources pertaining to the problem were found. However, two indirect sources were located. The first was a monograph (Gurin, Veroff, & Feld, 1960) reporting the results of a survey of the mental health of the nation, designed to investigate the level at which people are living with themselves - their fears, anxieties, their strengths and resources, the problems they face and the way they cope with them. A total of 2,460 people, selected by methods of probability sampling to represent all American adults over twenty-one years of age living in private households, were interviewed by representatives of the Survey Research Center in the Spring of 1957. This monograph

included a chapter dealing with the readiness for self-referral. In this chapter, certain common characteristics of the person who seeks help were reported. The groups that had such characteristics as introspectiveness, the phrasing of distress in terms of self-questioning, focusing on personal and interpersonal aspects of life, and who stressed psychological symptoms rather than physical symptoms, turned out to be high in self-referral. They state that women, young people, church attenders, urban people, the more educated, and the single person all tend to go for help on their own more than men, old people, non-church attenders, rural people, the less educated, and the married person.

A report of a research project (Hollingshead & Redlich, 1958) carried out by a team of social scientists and psychiatrists concerning interrelations between social stratification and mental illness reported some findings pertaining to self-referral and social-class. They report that the upper class person is much more apt to view his problems as a mental disorder in need of help and actually go for help than is the lower class person.

The experimenter, in search for further primary literature, corresponded with five authorities who have sometime in their careers touched on this area. They were Dr. Joseph Veroff and Dr. Gerald Gurin of the University of Michigan, Dr. Shirley Star of Johns Hopkins University and Director of the National Opinion

Research Center. Dr. Victor Raimy of the University of Colorado, and Dr. Carl Rogers of the University of Wisconsin. All gave such replies as Veroff's "Your experience with the research in this area is not unusual, there is little to be found," or Raimy's "I think that your problem is quite significant, however, I am afraid I am as stuck as you are in locating literature relating to this topic."

## CHAPTER II

### STATEMENT OF PROBLEM

The purpose of this research was to study the attitudes students have toward seeking help from an instructor outside of regular classroom sessions. Attitudes about seeking help were studied in relationship to the achievement level of the students. Two specific characteristics of the attitudes held were investigated; i.e., their distribution on a positive-negative continuum and their distribution on a complexity-simplicity continuum.

Theoretically, English and English (1961) define achievement as "Success in bringing an effort to the desired end, the degree of success attained in some specified area (exp. scholastic) or in general. The tendency to work with energy and persistence at something deemed important; ambition manifested in action." Operationally, achievement for this research was defined in terms of the student's grade point average. Because it is known that different people operate at different achievement levels, and therefore often work with a different amount of motivation and persistence toward their goals, it is possible they will also have different attitudes concerning how to achieve these goals, one being seeking help from an instructor. The study previously cited (Gurin et al., 1960) stated that the more educated persons tend to seek help more readily than the less educated.

The characteristic of positive-negativeness for this study was operationally defined as the way in which a person evaluates the seeking of help from an instructor outside of regular classroom sessions. The continuum was judged by the responses given by the subject on Part C of the questionnaire (See Appendix A). The positive-negativeness of the questions was judged by three psychologists and a sociologist. It would seem that the student on the low achievement level, because of low motivation, or possibly conflicts with authority figures, would think more negatively about seeking help than would the student on the high achievement level.

The complexity-simplicity characteristic for this research was operationally defined as the degree of complexity or simplicity in which the subject responds to the questions on Parts A and B of the questionnaire (See Appendix A.). It would seem logical that the student operating on the higher achievement levels, because of high motivation, intelligence, etc., would respond at a more complex level than the low achiever. Since intelligence is related to the complexity with which a person operates, and since intelligence is related to achievement (Wechsler, 1958), it is therefore concluded that achievement will have a positive relationship with the complexity dimension. Runkel and Damrin (1961) used this dimension of complexity-simplicity in judging the way a teacher perceives student problems. They found that teachers with high knowledge tend to possess high dimensionality in viewing their student problems while teachers with low knowledge presented low dimensionality.

The following specific hypotheses were tested: (1) There will be a positive relationship between the student's academic achievement level, and the degree to which he perceives seeking help from an instructor outside of class as desirable or beneficial. (2) There will be a positive relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class a complex.

An exploratory analysis was conducted in an attempt to explore the attitudes of what the student thinks his peers are doing concerning seeking help (See Appendix A, Part D.).

## CHAPTER III

### METHOD

#### SUBJECT

The subjects for this study were drawn from the women's dormitories at Fort Hays Kansas State College. The questionnaire was given to all of the women in Agnew and Custer Hall dormitories, about 310, but only the data from the freshmen women were analyzed for this study. This included 216 women. About 80% of the girls in the dormitory the second semester (the semester in which the questionnaire was administered) were girls who lived in the dormitory the first semester.

#### MEASURING APPARATUS

The questionnaire presented in Appendix A was the measuring device for this study. Parts A and B were used to measure the complexity-simplicity dimension. These parts were graded by three graduate students in psychology. They graded this complexity continuum according to the points given and the elaboration of these points. Each independent reason that was given, either in favor of or against seeking help, was awarded one point and each reason was weighted according to its elaboration. The elaboration criterion was set up on a five point scale. Thus, it was possible for one reason to receive five points if it was elaborated to a



great extent. The final score for each part was derived by taking the arithmetical mean of the three grades. The reliability of these scores was checked by having the graders rescore a sample of the same papers after a time lapse. Correlations were also computed for an intra-grader reliability check. A final score for each subject on the simplicity-complexity dimension was obtained by adding the points on Part A and Part B.

Part C of the questionnaire was used to measure the positive-negativeness characteristic. The subject's score was derived by assigning points to each of the responses and adding them up for a total figure. A strongly positive response received five points and a strongly negative response received one point. In other words, a statement that was judged positive, strongly agree was five points, agree four points, etc. A statement that was judged negative, five points were assigned to strongly disagree, four points to disagree, etc. An item analysis was computed for this part of the questionnaire to determine the discriminative capacity of the measure.

Part D of the questionnaire was used for exploratory purposes. The measure was created in an attempt to explore the attitudes of what the student thinks his peers are doing. This analysis included the computation of chi-square, standard deviation, mean, and range for each question.

The questionnaire was administered to students in both dormitories at the same time in group settings. The subjects were



given the following instructions:

Please put your mail box number at the top of each sheet. Your name is not important in this experiment but your mailbox number is needed to keep the forms straight. Please answer each question honestly on how you really feel, and answer the questions to the fullest extent you deem necessary. Thank you.

After the questionnaires were completed the names were matched with the mailbox number and in turn with the student's grade point. The questionnaires were passed out separately, part by part, Part A being finished before the subject received Part B, etc. The parts were arranged so that the least directive, Part A, was handed out first, next least directive, Part B, second, etc. This was done in an attempt to get the most unbiased picture of the subjects' attitudes as possible, without the influence of the questionnaire. The subjects were given ten to fifteen minutes on the first two parts, and ten minutes on each of the last two.

## CHAPTER IV

### RESULTS

The results of this study will be presented in the following divisions: (a) the relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as desirable or beneficial, (b) the relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as complex, (c) the relationship between the degree to which the student perceives seeking help as complex and the degree to which he perceives seeking help as desirable or beneficial, (d) the student's views concerning to what extent he perceives his peers seeking help.

The relationship between the students academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as desirable or beneficial. The data for this information were obtained from Part C of the questionnaire. This part of the questionnaire originally consisted of eleven questions, however, the tenth question had to be discarded due to the failure of the judges to agree as to whether this was a positive or negative statement. An item analysis was computed and it was found that all of the items were highly significant in regard to discriminating power between the upper and lower achievement groups. The results of this analysis are presented in Table 1.

TABLE I

TETRACHLORIC COEFFICIENT OF CORRELATION  
FOR ITEM ANALYSIS ON PART C OF QUESTIONNAIRE

Question Number	r
1	.67
2	.64
3	.74
4	.62
5	.76
6	.58
7	.55
8	.75
9	.49
11	.66

A Pearson product-moment correlation coefficient was computed between the student's achievement level (grade point average) and his score on this form. A correlation coefficient of .29 was obtained. This coefficient of correlation is significant beyond the .01 level of confidence. Thus, the first hypothesis is accepted as verified.

The relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as complex. A Pearson product-moment correlation was also computed on this part of the analysis. The data were obtained on Parts A and B. Reliability checks were computed between the grader estimates and a grade-regrade reliability check was computed. The grade-regrade computation was obtained by judging a portion of the papers and three weeks later rejudging the same papers. A correlation of .90 was obtained. The between-grader reliability correlations were also very high. A correlation of .94 was obtained between grader one and two's estimates, .95 between graders one and three, and .90 between graders two and three. Thus, it seems accurate to conclude the grading procedure was very reliable.

The scores on this part ranged from 2 points to 8.66 points. All three of the graders were strict in their grading procedure, giving points only when the student gave independent reasons and sensible elaboration. The scores of the papers were normally

distributed. Approximately 80 per cent of the papers stated that the person should seek help if he really needed it and if he didn't need it, it was fine if he didn't. About 40 per cent of the papers added that if the student really didn't need outside help but still sought it, this was "brown-nosing" and it was not proper or fair. Few of the papers gave straight positive or negative opinions about seeking help. Most students discussed both pro and con arguments concerning seeking help from an instructor. The simplest papers contained such statements as "they are trying to raise their grades by impressing the instructor," and "it is entirely an individual's own choice." The more complex papers discussed such aspects as the difficulty of the class and its implications in seeking help, whether or not the class was a lecture or discussion type of instruction, the personality of the individual and how this makes a difference in seeking help, topics that should and should not be discussed with the instructor, and different ways in which seeking help can be beneficial to the student.

A correlation coefficient of .21 was obtained between the student's achievement level and the degree to which he views seeking help as complex. This is also significant at the .01 level of confidence and the second hypothesis is accepted as verified.

The relationship between the degree to which the student perceives seeking help from the instructor as complex and the degree to which he perceives seeking help as desirable or beneficial.

This relationship was found by tabulating the students' responses on Part A and B and on Part C and computing on Pearson product-moment coefficient of correlation. The correlation coefficient obtained between these two variables was .16. This is significant at the .05 level of confidence.

The student's views concerning to what extent he perceives his peers seeking help. The data for this information were obtained from Part D of the questionnaire on which the student estimated percentages concerning different aspects of seeking help. Chi-Square, means, ranges, and standard deviations were computed for this part. The results of this analysis are presented in Table 2. Chi-Square was computed in an attempt to find out if high and low achievement groups differed significantly in their views concerning the extent to which their peers seek help. With the exception of two areas, significant differences were not found between the groups. The data revealed that the students as a whole perceived the A and B student seeking help more often than either the C or D and U student, and the C student more than the D and U student. It was also found that they perceived the 90 to 110 intelligence group as seeking help the most, the 110 to 130 group next, and the 130 and above group the least.



TABLE II

PERCENTAGE ESTIMATES BY FRESHMEN WOMEN CONCERNING THE EXTENT TO WHICH THEY PERCEIVE THEIR PEERS  
AS SEEKING HELP FROM INSTRUCTORS.

(Complete questions listed in Appendix A, Part D)

Question	Range	M	S. D.	Chi-Square
% Students tend to seek help from instructors	0-80	30	18.32	1.84
% Students really need help from instructors and seek it	1-78	24.2	25.72	.03
% Students really need help from instructors and do not seek it	0-99	38.86	20.78	8.96**
% Students really do not need help but seek it	0-85	17.76	16.26	2.64
% Students really do not need help and do not seek it	0-98	49.5	22.98	.04
% Male students tend to seek help from instructors	2-75	39.46	26.2	.04
% Female students tend to seek help from instructors	1-75	27.94	16.39	4.4 *
% Upperclass students tend to seek help from instructors	1-95	33.11	19.45	.04
% Lowerclass students tend to seek help from instructors	1-75	26.99	16.50	.64
% Students of average intelligence tend to seek help	1-90	29.87	18.59	2.64
% Students of superior intelligence tend to seek help	0-92	27.35	21.25	.64
% Students of very superior intelligence tend to seek help	0-96	22.24	25.30	.12
% A and B students seek help from instructors	0-95	33.16	22.33	.04
% C students seek help from instructors	0-95	27.76	16.92	3.60
% D and U students seek help from instructors	0-99	14.73	15.06	.64

\*Significant at .05 level

\*\*Significant at .01 level

## CHAPTER V

### DISCUSSION

The two hypotheses stated were supported by the results of this research. These results indicated that the student with the higher academic achievement level thinks more positively about seeking help from the instructor outside of regular classroom sessions than does the student with a low academic achievement level. The results further indicate that the high achievement student thinks on a more complex level concerning seeking help from the instructor than does the low achiever. Both of these results have some interesting implications.

Even though this investigation does statistically indicate that the high achiever has more positive attitudes about seeking help from the instructor than the low achiever, correlation of .29 does not seem too significant on the practical level. This correlation seems to leave room for considerable speculation as to why it wasn't higher. It will be remembered in a study previously mentioned (Gurin, et. al., 1960) that it was found that women were more prone to seeking help than men and that the higher-educated person was more apt to seek help than was the lower educated individuals. Keeping these two variables in mind, one seems to have sufficient reason to speculate that possibly the population in this study was too homogeneous to yield any striking results. Possibly all women, as



compared to the general population, think more positively toward seeking help, and therefore are rather homogenous concerning this matter. One could also speculate that one semester of college is in the high-education range, and this too adding to the homogeneity of attitude toward seeking help. At any rate, this seems to open up further possibilities of research in this area. Possibly a more heterogeneous group, including both male and female, would yield significantly different results. It must be kept in mind here the investigator is not trying to negate the importance of the present findings, but merely to point up some of the possible implications.

The findings of a positive correlation between complexity and academic achievement also brings to light some interesting speculations. Here again, the correlation of .21 is statistically significant, but at the same time not significant enough at the practical level to satisfy the examiner, and much lower than many would have expected. If one introduces the idea that supposedly there is a fairly high correlation between intelligence and academic achievement level and also a positive correlation between these two factors and the complexity level on which a person writes, it is believed one would get little argument. Taking this bit of speculation for what it's worth, one is somewhat surprised to find a correlation of only .21 between academic achievement level and the complexity dimension. Obviously, there seems to be something else entering in. The previous speculation mentioned in this chapter could certainly have implications here also.

However, it seems to the present writer there are some other factors that may be more relevant here. One could reasonably speculate that it is possible that the student who is in the lower academic achievement range has needed help more drastically than has the high achievement student, and therefore has pondered over this aspect more. With this implication in mind it seems logical that while the higher achievement student does have more capacity to write more complexly than the lower achievement student, these capacities tend to be mediated by the low achiever's more predominate concern about seeking help. It seems this possibility leaves a definite opening for some future research, involving a more direct subjective type of questionnaire concerning how often the student has needed help, how often he has thought about going for help, etc. Here again, it should be emphasized that the author is not necessarily trying to play down the significance of this particular finding, but to bring out some of the possible relevant factors.

The results of this investigation also indicate that the student who thinks more positively about seeking help from the instructor also thinks more complexly about seeking help. Although this finding was not as statistically significant as the two previously stated findings, it was at a level that is normally statistically acceptable. This finding does point out that the relationship between those two variables is not as positive or as

strong as are the variables compared independently with academic achievement level.

The section of this investigation that attempted to find out the student's ideas as to what extent he perceives his peers seeking help yielded some interesting results. It was found that the high and low achievement groups do not significantly differ to any great degree in their views concerning this aspect. It was found that as a rule the population as a whole did display considerable variability in their estimates. It is interesting to note that the population as a whole estimated an average of 27% of the freshman and sophomore students seeking help and an average of 33% of the junior and senior students seeking help. While this difference isn't great, it does lend evidence to the possibility of them seeking themselves and their peers as not seeking help as much as the upperclassman. It would be interesting to know if they thought this was good or bad. It is felt by the examiner that the fact that this part of the investigation required the student to estimate percentages may have interfered with the results. It is felt that estimating percentages is a fairly difficult task and there was probably considerable variability in the sophistication of percentages estimated among the group so this possibly influenced the findings to some extent in this area. However, this is purely speculation and for one to be sure this same form of the questionnaire should be administered to several different populations similar to this in order to establish how

reliable this particular part of the data is. There seems to be plenty of interesting facets in this particular area of the student's ideas concerning seeking help. Possibly an attempt to tap this area with a different type of questionnaire would be more enlightening. One possibility would be a paragraph type of questionnaire, (comparable to Parts A and B), in which the student would be asked to express his views concerning different areas of seeking help and to what extent he views his peers as participating or using instructors help.

The extension of this investigation to the male college student seems necessary at this time. This extension would no doubt introduce some interesting data for comparison in the sex dimension. The need to extend this investigation into other levels of college classification besides the freshman student is also apparent. This, ideally, should be set up on a longitudinal design where one could investigate the possibility of attitude change toward seeking help from instructors as the student obtained more education. However, a cross-sectional type of investigation would no doubt also bring forth some interesting implications. This type of project could be used in studying the comparison between college classification and attitude toward seeking help from instructors. Many other variables such as intelligence, major field of study, religion, and marital status would also make excellent research material in studying their relationships with attitudes toward seeking help from

instructors.

Certainly future investigation in this area of self-referral, using the college institution as the source of the population, need not be limited to studying attitudes toward seeking help from instructors. Many other areas of self-referral lend themselves to profitable research investigation. The attitudes of student toward seeking help from other facilities besides the instructor suggest excellent possibilities. Attitudes of students toward seeking help from the dean of women, the dean of men, college guidance and counseling services, college psychological facilities, and the college student health services would bring forth interesting data.

Another area which would be an excellent research possibility would be the area of investigating the student's feelings of adjustment and the student's views concerning how to handle his problems. This type of investigation could be set up on a design similar to Gurin's study, in which an interview type questionnaire was used. In this investigation it would be possible to study how the student views his problems in life, who he would go to if he did have a problem, and to what extent the student is ready to seek help with his problems. In this area one could investigate the relationship between different demographic subgroups, personality dimensions, and adjustment indices, with the readiness of the student to seek help. In this manner it would be possible to find out if there are

different demographic subgroups, personality dimensions, and ways of expressing distress which are more prone to self-referral than are others.

It is the primary wish of the author that if this paper does nothing else, that it create some curiosity in this area, and that it spur some future investigation in the area of self-referral.



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This study was concerned with the attitudes of students toward seeking help from instructors. The following hypotheses were tested (1) there will be a positive relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as complex, and (2 ) there will be a positive relationship between the student's academic achievement level and the degree to which he perceives seeking help from an instructor outside of class as desirable or beneficial.

The population was obtained from the women's dormitories of Fort Hays Kansas State College. Data obtained from approximately 216 freshmen women were analyzed for this study. A questionnaire of four parts was administered to these women. This questionnaire investigated the following areas concerning seeking help from the instructor: (a) the complexity with which the student perceives seeking help from the instructor (Parts A and B), (b) the degree to which the student perceives seeking help from the instructor as desirable (Part C), and (c) the degree to which the student views his peers as seeking help from instructors (Part D). These areas were studied in relationship with academic achievement level.

Statistical analyses of the obtained data did verify the two

hypotheses. A correlation of .29 significant at the .01 level, was obtained concerning the relationship between the student's academic achievement level and the degree to which he perceives seeking help as beneficial. A correlation of .21 significant at the .01 level, was obtained concerning the relationship between academic achievement level and the degree to which the student perceives seeking help as complex. A .16 correlation, significant at the .05 level, was obtained concerning the relationship between the complexity dimension and the positive-negative continuum. It was also found that students in the high and low achievement groups did not differ significantly in their perception as to the extent their peers are seeking help.

Results and findings were discussed, especially their implications for further research concerning self-referral and help seeking behavior.



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1947

## APPENDIX A

Questionnaire  
Part A

Mail Box No. \_\_\_\_\_

1. What are your thoughts about students who seek help from instructors outside of regular classroom sessions?

Questionnaire  
Part B

Mail Box No. \_\_\_\_\_

1. What are your thoughts about students who do NOT seek help from instructors outside of regular classroom sessions?

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Questionnaire  
Part C

Mail Box No. \_\_\_\_\_

Please circle the answer you agree with on each question.

SA stands for Strongly agree  
A stands for agree  
N stands for neutral  
D stands for disagree  
SD stands for strongly disagree

EXAMPLE: Christmas is on the 25th day of  
December.

SA    A    N    D    SD

1. The person who seeks help from an instructor outside of regular classroom sessions usually is a "brown-noser."

SA    A    N    D    SD

2. The person who seeks help from an instructor outside of regular classroom sessions is usually an over-grown "mama's girl" or "mama's boy."

SA    A    N    D    SD

3. The person who seeks help from an instructor outside of regular classroom sessions is usually functioning in an immature manner.

SA    A    N    D    SD

4. Students who seek help from an instructor outside of regular classroom sessions are usually students who can't think for themselves.

SA    A    N    D    SD

5. A problem should be very serious before a student seeks help from an instructor outside of regular classroom sessions.

SA    A    N    D    SD

6. The successful student is usually the one who seeks help from an instructor outside of regular classroom hours when he needs it.

SA    A    N    D    SD

7. No problem is too great for the mature college student to handle himself.

SA    A    N    D    SD

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Questionnaire  
Part C - Con't.

8. The student who tends to seek help from an instructor outside of regular classroom hours during college will probably never be able to "stand on his own feet" and be a responsible person.

SA A N D SD

9. Students should seek help from an instructor outside of regular classroom sessions only for problems that are directly related to topics discussed in the classroom.

SA A N D SD

10. Students should seek help from an instructor outside of regular classroom sessions for any problems of an intellectual and academic nature, but not for personal or emotional problems.

SA A N D SD

11. Students should seek help from an instructor outside of regular classroom sessions for any problem that the instructor can help with, whether it be emotional, personal, intellectual or academic in nature.

SA A N D SD

Questionnaire  
Part D

Mail Box No. \_\_\_\_\_

Please estimate the following percentages as close as possible.

EXAMPLE:

50 % of the married people are women.  
42 % of the students at Podunk High are upperclassmen.

1. \_\_\_\_\_ % of college students tend to seek help from instructors outside of regular classroom sessions.
2. \_\_\_\_\_ % of college students really need help from instructors outside of regular classroom sessions and seek it.
3. \_\_\_\_\_ % of college students really need help from instructors outside of regular classroom sessions but do not seek it.
4. \_\_\_\_\_ % of college students really don't need help from instructors outside of regular classroom sessions but seek it.
5. \_\_\_\_\_ % of college students really don't need help from instructors outside of regular classroom sessions and don't seek it.
6. \_\_\_\_\_ % of male college students tend to seek help from instructors outside of regular classroom sessions.
7. \_\_\_\_\_ % of female college students tend to seek help from instructors outside of regular classroom sessions.
8. \_\_\_\_\_ % of upperclass (juniors and Seniors) college students tend to seek help from instructors outside of regular classroom sessions.
9. \_\_\_\_\_ % of lowerclass (freshman and sophomore) college students tend to seek help from instructors outside of regular classroom sessions.
10. \_\_\_\_\_ % of college students of average intelligence (90-110) tend to seek help from instructors outside of regular classroom sessions.



Questionnaire  
Part D - Cont.

11. \_\_\_\_\_% of college students of superior intelligence (110-130) tend to seek help from instructors outside of regular classroom sessions.
12. \_\_\_\_\_% of college students of very superior intelligence (above 130) tend to seek help from instructors outside of regular classroom sessions.
13. \_\_\_\_\_% of the A and B students seek help from instructors outside of regular classroom sessions.
14. \_\_\_\_\_% of the C students seek help from instructors outside of regular classroom sessions.
15. \_\_\_\_\_% of the D and U students seek help from instructors outside of regular classroom sessions.