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A Study of the Attitudes and Problems of High School Students to Determine the Need for a Formal Counseling Program

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A Study of the Attitudes and Problems of
High School Students to Determine the
Need For a Formal Counseling Program.

(TITLE)

BY
James Hull

THESIS

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DATE

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CHAPTER I

PREFACE

PURPOSE OF THE STUDY

The purpose of this study was to survey the attitudes and problems of students in a small high school to determine the need for a formal counseling program.

GENERAL INFORMATION ABOUT THE GROUP AND THE SCHOOL

The school at which the study was made is a small community high school located in Windsor, Illinois. The city of Windsor has a listed population of 1015. The school employs a staff of eleven teachers. The principal also teaches one class. There is no person employed as a guidance counselor in the school. The principal has the responsibility for the guidance services which are offered. The only actual counseling which he does is in conferring with the seniors about their plans for after graduation. No one on the staff or administration has any educational preparation in guidance other than the author. The principal is usually available if students wish to see him about any problem they may have. However, few students ever see him voluntarily.

The present student body numbers 179. Over half of these students live on farms in the area surrounding Windsor. The

others live in the city of Windsor or in the small village of Gays. None of the group has exhibited any serious behavior problem entailing psychological treatment or involvement in any court-adjudged delinquent action. Most of the students come from homes which would be considered in the middle income bracket; a few come from economically deprived homes. None come from homes which would be considered in the upper income bracket.

ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire was given to the students in small group, at different times. To each of these groups, a brief, uniform orientation explaining the nature, purpose, and importance of the questionnaire was given. Due to the length of the questionnaire and the limited amount of time available, the students were allowed to take the questionnaire with them and return it later. The importance of answering each question with utmost honesty was stressed, as the questionnaires would be returned anonymously. The questionnaire was given to a total of 169 students. Of this total, 153 were returned, within three days. From the returned total of 153, the following distribution may be noted.

FRESHMEN	Total....46	SOPHOMORES	Total....47
	Boys.....24		Boys.....15
	Girls....22		Girls....32
JUNIORS	Total....43	SENIORS	Total....17*
	Boys.....19		Boys.....11
	Girls....24		Girls.... 6

*The low number of seniors is due to a small class of only 20.

CHAPTER II

GROUP RESULTS OF THE QUESTIONNAIRE

The results of the questionnaire will be presented in this chapter in group totals. All of the results will be presented in tabular form. The most significant results from each table will be discussed separately.

The following general categories will be used: problems and attitudes common to adolescence, a study habit inventory, the degree of guidance services available to students, attitudes concerning the value of studies, the honor roll, and a personal ideal.

There were 153 students in the group. Class divisions were as follows:

FRESHMEN	Total.... 46	SOPHOMORES	Total.... 47
	Boys..... 24		Boys..... 15
	Girls.... 22		Girls.... 32
JUNIORS	Total.... 43	SENIORS	Total.... 17
	Boys..... 19		Boys..... 11
	Girls.... 24		Girls.... 6

PROBLEMS AND ATTITUDES COMMON TO ADOLESCENCE

Table one indicates the results of a series of problems associated with emotional behavior. Four times as many freshman girls as boys wished that they were more attractive. This concern was expressed by far more girls than boys in all the classes. More freshman and sophomore girls than

boys were fearful of making mistakes, but more junior and senior boys than girls had this fear. Among the groups which indicated the greatest concern about not being attractive were the freshman girls and the sophomore and junior boys. Nearly half of all the girls were worried about being overweight; four times as many girls as boys checked this problem. More boys than girls expressed concern over being nervous a great deal except within the sophomore class, where the boys and girls were nearly equally divided on this problem. Over one-third of the freshman girls wanted to learn to dance, but in the three upper classes, nearly twice as many boys expressed this wish. Nearly twice as many junior girls as boys indicated they felt awkward in meeting people, but in the other three classes, more boys than girls indicated they had this problem. More junior and freshman girls were worried about being talked about. Forty percent of the sophomore boys indicated that they were troubled by a poor complexion, but otherwise, more girls than boys had this problem. Over one-fourth of all students indicated they were troubled by shyness, with the boys being slightly in the majority. Worry about being disliked was a problem of the sophomore and junior girls in sizeable percentages. Nearly half of the sophomores are trying to break a bad habit. Some interesting results were found concerning the feelings students had about no one's understanding them. Forty percent of the sophomore boys indicated that this

troubled them, but none of the junior boys felt this way. One-third of the junior girls felt this troubled them. Over twice as many girls as boys indicated they were often moody and have the blues; among the freshmen, five times as many girls as boys indicated that this was a problem.

All figures given in this and the following tables are in percentages rounded off to the nearest whole number.

TABLE 1

ATTITUDES AND PROBLEMS WHICH AFFECT EMOTIONAL BEHAVIOR

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I wish that I knew how to make myself more attractive.	21	82	50	27	63	51	21	38	30	55	67	59	28	49	39
B. I wish that I could overcome my fear of making mistakes.	29	41	35	27	50	43	32	13	21	9	17	12	26	35	31
C. I don't think I'm as attractive as other boys and girls.	8	32	20	54	34	40	21	42	32	36	17	29	26	34	31
D. I am worried about being overweight.	13	55	33	7	44	32	5	33	21	18	67	47	10	48	31
E. I seem to be nervous a great deal.	29	55	41	40	25	30	16	33	25	36	50	41	29	37	33
F. I am wanting to learn how to dance.	29	36	33	47	13	23	26	13	28	46	17	35	35	19	26
G. I always feel very awkward in meeting people.	46	18	33	67	34	45	16	33	25	27	17	23	39	29	33

TABLE 1 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
H.	I am worried about being talked about.														
	25	46	35	47	34	38	16	42	30	55	33	47	32	40	36
I.	I am troubled by a poor complexion.														
	8	18	13	40	28	32	5	13	9	27	33	29	17	21	18
J.	I am troubled about being shy.														
	21	14	17	27	34	32	37	13	23	36	50	41	29	24	26
K.	I am always being made fun of.														
	13	23	17	20	13	15	5	4	7	18	17	18	13	13	13
L.	I am always being watched by other people.														
	17	18	18	20	19	19	11	8	9	0	17	6	13	16	14
M.	I am being disliked by certain persons.														
	33	32	33	33	50	45	26	42	35	55	67	59	35	44	40
N.	I am trying to break off a bad habit.														
	17	46	30	47	47	47	21	30	35	36	67	47	28	43	36
O.	I feel that nobody understands me.														
	21	55	37	33	41	38	16	46	32	36	50	41	22	49	36
P.	I am often moody and have the blues.														
	13	64	37	33	41	38	16	46	32	36	50	41	22	49	36
Q.	I am always being called stuck-up or conceited.														
	4	5	4	13	3	6	5	4	5	0	0	0	6	4	5

Table two indicates the results of a series of problems related to selecting and acquiring friends. Four times as many junior girls as boys felt that they didn't have as many

friends as others had. More sophomore boys than girls and over twice as many junior girls as boys would like to be invited to more parties and social activities. There were twice as many freshmen and sophomores as there were juniors who indicated that they found it difficulty to take part in parties and group activities. Six times as many boys as girls would like to earn more money so that they can have a car. Over half of all the students indicated they would like to be better conversationalists. Nearly nine times as many junior boys as girls indicated they were always being urged by their friends to do things they know they shouldn't do. More freshmen and sophomores have trouble getting along with others than do the juniors and seniors. Nearly fourteen percent of the freshmen and sophomores felt they would have more friends if they could dress better, but none of the juniors and seniors felt this way. Nearly twice as many junior boys as girls felt they had less money than their friends have. Nearly one-fourth of the seniors and sophomores felt they didn't make friends easily, whereas less than ten percent of the freshmen and juniors felt this way. Twenty percent of the sophomore boys indicated they were not allowed to go places with the group they wanted to belong to, but none of the junior boys indicated this problem. Nearly twenty percent of the sophomores indicated they were worried about picking the wrong kind of friends, but none of the juniors felt this way.

TABLE 2

ATTITUDES AND PROBLEMS TOWARD FRIENDS.

	FRESHMEN			SOPE.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I don't seem to have as many friends as other boys and girls.	17	14	15	27	25	26	5	21	14	27	0	18	17	20	19
B. It is difficult for me to invite friends to my home.	21	9	15	20	22	21	11	4	7	46	33	41	22	14	18
C. I would like to be invited more often to parties and social affairs.	29	36	33	53	38	43	21	50	37	18	33	24	30	41	36
D. I find it difficult to take part in parties and group activities.	42	23	33	40	38	38	11	17	14	36	17	29	32	26	29
E. I need to earn more money so that I can have a car.	33	14	24	67	3	23	32	0	14	9	17	12	36	6	20
F. I wish that I knew how to carry on a better conversation.	58	32	46	60	63	62	47	54	51	36	50	41	52	51	52
G. My friends are always urging me to do the things I know I should not do.	0	5	2	13	6	9	37	4	18	9	33	18	15	7	11
H. I am always having trouble getting along with others.	21	27	24	27	19	21	5	8	7	18	17	18	17	18	18
I. I feel that I would have more friends if I could dress better.	8	18	13	7	19	14	0	0	0	0	0	0	4	12	9
J. I always seem to have less money than my friends have.	25	23	24	20	16	17	32	17	23	27	17	24	26	18	22

TABLE 2 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
K. I don't seem to make friends very easily.	13	5	9	13	28	23	0	4	2	18	33	24	10	16	13
L. I am worried because I have no close friends.	13	5	9	7	9	9	0	8	5	18	0	12	9	7	8
M. I am not allowed to go around with the group I like.	4	5	4	20	6	11	0	4	2	0	0	0	7	5	6
N. I am having trouble getting my family to accept my friends.	13	9	11	7	3	4	11	4	7	9	0	6	10	5	7
O. I am worried about picking the wrong kind of friends.	8	18	13	20	19	19	0	0	0	9	33	18	9	14	12

Table three indicates the results of a series of problems concerned with relations with the opposite sex. Nearly one-third of the junior and senior girls indicated they didn't have enough information about sex matters; less than twenty percent of the entire student body indicated a lack of information. Concern about the proper behavior on dates was expressed by many sophomore boys and junior and senior girls. One-fourth of the sophomore girls and nearly one half of the junior girls felt they were thinking too much about sex matters. Three-fourths of the junior girls were concerned about preparing for marriage while none of the junior boys felt this concern. Nearly twice as many girls as boys were concerned about their personal appearance.

None of the sophomore boys were worried about not being allowed to have dates, but over half of them felt awkward in making a date. More than three times as many sophomores as juniors would like to have more information about how to conduct themselves on dates. Over one-third of the sophomores also indicated they didn't know how to act when they were with members of the opposite sex. The statement receiving the most responses (two-thirds of the boys and over half of the girls) was quite understandably: I would like to have the opposite sex more interested in me.

TABLE 3

ATTITUDES AND PROBLEMS CONCERNING THE OPPOSITE SEX

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I do not have enough information about sex matters.	13	9	11	7	19	15	16	29	23	27	50	35	15	21	18
B. I am concerned over the proper behavior on dates.	8	27	17	47	28	34	21	46	35	64	67	65	29	36	33
C. I feel I am thinking too much about sex matters.	17	23	20	33	25	28	32	46	39	27	17	24	26	30	28
D. I am concerned about preparing for marriage.	4	5	4	33	25	28	0	75	41	18	84	41	12	38	26
E. I am concerned about my personal appearance.	25	59	41	33	63	53	37	54	46	55	50	53	35	58	48
F. I do not have enough money for recreation.	4	9	7	20	9	13	11	8	9	27	0	18	13	8	11

TABLE 3 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
G.	I am worried because I am not allowed to have dates.														
	8	23	15	0	3	2	0	4	2	0	0	0	3	8	6
H.	I feel very awkward in making a date.														
	17	14	15	53	16	28	21	8	14	55	68	59	32	17	24
I.	I would like to know more about how to conduct myself on dates.														
	25	32	28	47	41	43	11	17	14	55	50	53	30	32	31
J.	I would like to have the opposite sex more interested in me.														
	42	59	50	60	56	67	63	50	55	46	33	41	67	54	60
K.	I do not know how to act when I am with members of the opposite sex.														
	25	18	22	40	34	37	16	17	16	18	33	24	25	25	25

Table four indicates the results of a series of statements pertaining to student attitudes toward their teachers. The results seem to indicate that the girls tended to be more critical of their teachers than did the boys. However, not all girls felt the same way at each class level. For instance, over forty percent of the freshman girls felt that their teachers didn't like them, while none of the junior girls felt that way. This may indicate a greater sensitivity on the part of the freshman girls. Although nearly one-fourth of all the girls felt their teachers did not like them, only seventeen percent of them felt that the teachers were not friendly to the students. More

lowerclassmen than upperclassmen were wanting more help from their teachers. Of all the statements, item E received the most responses. Over forty percent of all the students felt that the teachers lacked an understanding of students' problems.

TABLE 4
ATTITUDES CONCERNING THEIR TEACHERS

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I don't feel that teachers are interested in the students.	8	9	9	13	25	21	11	21	16	36	33	35	15	20	18
B. I feel that my teachers do not like me.	13	41	26	13	28	23	11	0	5	18	33	23	13	24	29
C. I am wanting more help from my teachers.	17	36	26	20	28	25	16	21	18	27	0	18	19	26	23
D. The teachers are not very friendly to the students.	17	18	17	13	19	17	5	8	7	36	33	35	17	17	16
E. I think teachers lack an understanding of students' problems.	21	36	28	47	50	49	42	42	42	73	67	71	41	45	43

Table five contains the results of a series of problems concerning adjusting to school life. In general, more boys expressed dissatisfaction than did girls; and, more specifically, more sophomore boys than any other group seemed to be dissatisfied. Nearly one-third of the sophomore and junior boys were restless to get out of school and get a job.

Nearly a third of all the boys indicated they had no suitable place to study at school. Twice as many juniors as freshmen indicated they do not like school. Nearly half of the sophomores were wondering about choosing the best courses for next year. Two-thirds of the sophomore boys and nearly half of the senior boys felt that grades were unfair as measures of ability. Of those afraid of failing in school, a gradual decrease in numbers is noted as class rank increases. Over half of the sophomore boys and nearly one-third of the junior boys indicated they were being forced to take subjects they did not like. Also, more than half of the sophomore boys felt that their courses seemed to have little connection with making a living, while only slightly over one-tenth of the junior boys felt this way.

TABLE 5

PROBLEMS IN ADJUSTING TO SCHOOL LIFE

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. The school is not concerned with the needs of the student.	17	14	15	13	16	15	32	21	25	27	33	29	22	19	20
B. I am involved in too many activities.	0	9	4	7	0	2	5	4	5	18	33	24	23	18	20
C. I am restless to get out of school and get a job.	13	14	13	33	13	19	32	25	28	18	33	24	23	18	20
D. I have no suitable place to study at school.	25	18	22	40	28	32	32	25	28	27	50	35	30	26	28

TABLE 5. (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
E. I wish that I did not dislike school.	13	23	17	47	22	30	37	38	37	37	33	35	30	27	29
F. It may be necessary for me to quit school before I graduate.	4	5	4	0	0	0	5	4	5	0	0	0	2	2	3
G. I am wondering about choosing the best courses next year.	33	36	30	47	47	47	32	29	30	9	0	6	29	36	33
H. I think grades are unfair measures of ability.	21	23	22	67	41	49	37	25	30	46	50	47	39	32	35
I. I am afraid of failing in my school work.	38	59	46	40	32	34	21	21	21	45	0	29	48	33	40
J. I am worried about taking the wrong subjects.	13	36	24	40	22	28	16	21	18	9	0	6	19	24	22
K. I am forced to take subjects that I don't like.	25	36	30	53	31	38	32	17	23	27	67	41	33	31	32
L. I want to take subjects not offered at this school.	25	50	37	47	34	38	32	25	28	36	67	41	33	38	36
M. My courses seem to have little connection with making a living.	17	9	13	53	13	26	11	17	14	36	17	29	26	13	19

In table six, which contains the results of the problems related to academic achievement, the sophomore class responded in the affirmative far more than did the other classes. Also, there was a comparative balance between the numbers

of boys and girls answering affirmatively, when one considers the amount of response to each individual statement. Over half of all the students indicated that they have difficulty in preparing for tests. Over half of the sophomore class and four-fifths of the sophomore boys have trouble getting their homework done. Forty percent of the sophomore girls indicated they had no suitable place to study at home; in contrast, none of the freshman girls indicated this problem. A third of the sophomore boys were worried because they have slow memories; none of the junior boys were worried about this. Over twice as many boys as girls indicated they were poor writers. In expressing weaknesses in spelling and grammar, the freshman class was nearly equally divided between boys and girls; as class rank increases, the number of girls expressing this weakness increases also. For example, forty-six percent of the sophomore boys indicated difficulty, but only twenty-one percent of the girls did so. While in the junior class, nearly one-half of the boys indicated difficulty, only a little over eight percent of the girls did so. This pattern seems to indicate the tendency for girls to demonstrate more ability and interest in the subject of English as they progress through high school; the interest shown by the boys seems to decrease.

Over half of the sophomores have difficulty expressing themselves in words, and over half of all the students have difficulty with oral reports in class. Over forty percent of

the sophomores indicated they were afraid to speak up in class discussions, and nearly one-half of all the students have difficulty in being able to concentrate when they need to do so.

TABLE 6

PROBLEMS AND ATTITUDES RELATED TO CLASS
ACTIVITIES AND ASSIGNMENTS

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I would like to know how to use the library more effectively.	38	41	39	33	32	32	5	17	12	27	67	41	26	32	29
B. I find it difficult to prepare for tests.	58	64	61	73	44	53	37	50	44	64	67	65	57	52	54
C. I am having difficulty getting my homework done.	21	36	28	80	53	62	21	17	18	36	33	35	36	37	36
D. I have no suitable place to study at home.	13	0	7	7	41	30	11	13	12	36	17	29	15	20	18
E. I am worried because I have a slow memory.	13	9	11	33	16	21	0	8	5	0	17	6	12	12	12
F. I often feel very restless in the classroom.	17	36	26	53	44	47	37	38	37	46	67	53	35	42	38
G. I am a very writer.	25	14	20	20	16	17	32	4	16	36	17	29	28	12	19
H. There aren't enough good books in the library.	25	18	22	40	28	32	32	25	28	27	50	35	30	26	28

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
I. I am very weak in spelling and grammar.	38	32	35	47	22	30	47	8	25	46	17	35	44	20	31
J. I am unable to express myself in words.	33	27	30	53	53	53	16	38	28	36	67	47	42	64	54
K. I have difficulty with oral reports in class.	38	59	48	53	69	64	37	67	53	46	50	47	42	64	54
L. I am afraid to speak up in class discussions.	21	32	26	40	44	43	5	25	16	27	33	29	22	35	39
M. I am unable to concentrate when I need to.	33	50	41	60	53	55	42	58	51	38	88	53	42	56	48

In table seven, which indicates the results of problems related to home and family, the sophomores tended to feel a greater dissatisfaction at home— especially the boys. For example, nearly twenty-eight percent of the sophomores would like to have more freedom at home, although less than seven percent of the juniors expressed this desire. Over half of the sophomore boys felt they were always being criticized by their parents. One-third of the sophomore boys felt as though they were being treated as children at home, while less than six percent of the junior boys had this feeling. Over one-fourth of the sophomore boys indicated they felt that their parents would not let them do anything they wanted to do. Juniors, understandably, due to their just having reached the age when they receive their driving licenses, have the

greatest difficulty with parents over the use of the family car; nearly as many girls as boys indicated that this was a problem. Forty percent of the sophomore boys felt that they never seemed to agree with their parents on anything. In family disagreements over matters regarding dates, forty-five percent of the freshman girls had this problem, whereas only eight percent of the freshman boys did. Over one-third of the sophomores also considered this a problem. The statement most frequently checked (by nearly one-half of all students) was that they often argue with other members of the family. The lower-classmen indicated the greatest dissatisfaction with their homes. This is apparent in that nearly one-third of the sophomores felt dissatisfied, whereas only fourteen percent of the juniors felt this way about their homes.

TABLE 7

ATTITUDES AND PROBLEMS CONCERNING HOME AND FAMILY

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I would like to have more freedom at home.	13	18	15	33	25	28	5	8	7	18	17	18	16	18	17
B. I am always being criticized by my parents.	13	32	22	53	28	36	26	13	18	9	33	18	25	25	25
C. I never have any fun with my father or mother.	25	23	24	13	16	15	5	4	5	18	17	18	16	14	15

TABLE 7 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
D. I feel as though my parents do not trust me.	17	23	20	33	25	28	11	13	12	18	50	29	19	23	21
E. I am so often not allowed to go out at night.	8	18	13	13	9	9	5	4	5	0	0	0	7	11	9
F. I am concerned because my parents are sacrificing too much for me.	8	9	9	13	13	11	11	13	12	0	0	0	7	11	9
G. I feel like I am being treated like a child at home.	21	27	24	47	19	28	5	4	5	18	17	18	22	17	19
H. My parents wont let me do anything that I want to do.	4	14	9	27	6	13	11	8	9	0	33	12	10	11	11
I. My parents and I have arguments over the best use of the family car.	0	5	2	20	3	9	25	25	25	9	17	12	13	11	12
J. My parents and I never seem to agree on anything.	8	18	13	40	13	21	11	8	9	9	33	18	16	14	15
K. My parents and I have disagreements over matters regarding dates.	8	46	26	33	34	33	11	21	16	18	33	24	16	33	26
L. I often argue with other members of the family.	38	59	48	53	44	47	32	50	41	36	17	29	46	48	47
M. There are some things that I don't like about my home.	21	41	30	40	44	43	11	17	14	64	17	47	29	33	31

Table eight indicates the results of a series of

attitudes concerning post-graduate education. Of the four classes, none expressed any great indecision about going on to college. However, nearly twice as many students were concerned as to whether they can do college work. One might infer that most of those who cannot decide whether or not to go on to college have as their reason the uncertainty of whether or not they can do college work. Only ten percent of the boys were worried about graduating without having any training for a job, whereas forty-four percent, or four times as many, were worried about getting the education they need to enter their chosen professions. Finally, very few students (less than fifteen percent) were worried that they might not be able to go on to college.

TABLE 8

ATTITUDES AND PROBLEMS CONCERNING POST-GRADUATE EDUCATION

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I can't decide whether or not to go on to college.	17	23	20	27	25	26	16	17	16	27	0	18	20	20	20
B. I am worried about getting the education I need to enter my chosen profession.	25	36	30	33	31	32	69	29	46	55	0	35	44	30	36
C. I am worried about graduating without having any training for a job.	0	14	7	33	13	19	11	13	12	0	0	0	10	12	11
D. I am worried that I may not be able to go on to college.	13	14	13	27	9	15	26	4	14	18	17	18	20	10	14

TABLE 8 (continued)

	FRESH EN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
E. I am worried because I would like to know if I can do college work.	33	46	39	53	19	30	47	33	39	36	50	41	45	32	38

Table nine indicates the results of a series of attitudes concerning life and personal values. The largest of the groups to express the feeling that they didn't know where they belong in the world were the sophomore boys and junior girls. Over forty percent of all students were wondering if they would be a success in life. Also, nearly forty percent were wondering what they really wanted out of life. Nearly one-fourth of all the students were wondering what kind of person they really wanted to be. Concerned about some moral questions concerned twice as many girls as boys. More girls than boys were confused about their religious beliefs, especially in the junior class; there, one-fourth of the girls expressed confusion, whereas none of the boys did. This may indicate the tendency for girls to be more serious about their religious beliefs, whereas the boys may tend to accept their faith without much serious thought. Far more girls than boys were concerned about not living up to the ideals they have set for themselves.

In other areas, nearly four times as many lowerclassmen as upperclassmen felt they had nothing interesting to do in their spare time. The greatest concern of all the students (over half) was to know what their special abilities were. Over one-third of all the students also expressed the wish to know what their special interests are. These results seem to reflect a feeling of uncertainty in these students which seems to be prevalent among many adolescents in modern society.

TABLE 9

ATTITUDES AND PROBLEMS CONCERNING LIFE AND PERSONAL VALUES.

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I don't know where I belong in the world.	8	18	13	47	22	30	16	42	30	27	17	24	22	26	24
B. I am wondering if I will be a success in life.	29	46	37	47	28	34	47	58	53	46	33	41	41	42	41
C. I have nothing interesting to do in my spare time.	29	14	22	47	22	30	5	13	9	9	0	6	23	16	19
D. I am confused about some moral questions.	4	5	5	20	25	23	11	33	23	18	67	35	12	25	20
E. I am confused about my religious beliefs.	4	0	2	6	19	15	0	25	14	18	33	23	6	17	12
F. I am wondering what I really want out of life.	33	23	29	33	41	38	47	50	48	46	50	47	39	39	39

TABLE 9 (continued)

	FRESHMEN			SO. PH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
G. I don't know what kind of person I really want to be.	25	18	22	33	25	28	16	29	23	13	17	18	23	24	24
H. I don't feel like I am living up to my ideals of myself.	13	23	17	33	44	40	26	29	28	36	67	47	25	36	31
I. I would like to know what my special abilities are.	42	59	50	67	56	60	63	58	60	64	67	65	57	58	58
J. I would like to know what my special interests are.	17	27	22	47	34	39	53	38	44	27	67	41	35	36	35

Table ten indicates the results of a series of attitudes and problems concerning work and vocational planning. In general, it may be noted that far more boys than girls have problems within this area. Only in being worried about combining marriage with a career did the girls express greater response. Nearly half of the boys indicated they were having trouble selecting a vocation and over half were worried about the kind of work they were best suited to do. Over half of the boys indicated they needed to decide on their future vocation and nearly one-half of the girls were also undecided. Nearly one-half of all the students would like more information about occupations. Nearly one-third of all students indicated they did not know how to look a job, and one-fourth felt they needed help in finding out how to get started in a job after finishing school. Over

half of the senior boys were concerned about entering military service after school. Over half of the boys would like to secure a part-time job and over sixty percent of the junior and senior girls would also like to find one. All other items received negligible responses. Seventeen percent of the boys dreaded to think of a life of hard work while only two percent of the girls felt this way.

TABLE 10

	FRESHMEN			SOPII.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. I am having trouble in selecting a vocation.	29	50	39	67	19	34	63	42	51	46	33	41	49	35	41
B. My parents and I cannot agree on my vocational plans.	0	5	2	20	3	9	5	8	7	0	33	12	6	7	7
C. I would like to be able to find a job.	33	27	30	53	25	30	32	63	48	36	67	47	44	39	41
D. I am worried about the kind of work I am best suited to do.	42	36	39	60	28	46	58	46	51	64	17	47	54	35	43
E. I need help in finding out how to get started in a job after finishing school.	17	14	15	40	28	35	16	33	25	36	50	41	25	27	26
F. I would like to get a part-time job.	46	41	44	73	38	53	63	58	60	27	17	24	54	43	48
G. I need to decide on my future vocation.	46	46	46	67	38	43	53	50	51	55	50	53	54	44	48

TABLE 10 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
H. I need more information about occupations.	42	50	46	40	31	36	42	42	42	64	50	59	45	41	43
I. I lack the needed experience to find a job.	25	5	15	47	13	27	16	38	28	9	50	24	25	20	22
J. I am worried about how to combine marriage with a career after school.	0	32	15	13	22	19	16	33	25	27	17	24	12	27	20
K. I am concerned about going to military service after school.	21	6	13	40	9	15	36	0	16	55	0	35	35	5	18
L. I am afraid of being without a job when I graduate.	8	14	11	26	3	15	16	21	18	9	0	6	15	11	12
M. I doubt my ability to find a job.	8	9	9	13	6	9	5	25	16	9	17	12	9	13	11
N. I don't know how to look for a job.	29	18	24	40	22	28	21	46	35	27	33	29	29	29	29
O. I dread to think of a life of hard work.	12	0	7	26	3	11	11	4	7	27	0	18	17	2	9
P. I doubt if I can get a job in my chosen vocation.	4	9	9	7	9	8	5	0	2	0	17	6	4	7	6

STUDY HABIT INVENTORY

The following three tables indicate the results of a twenty-five item study habit inventory. This inventory was intended to survey the study habits of the student body in three areas. These three areas are (a) special skills, (b) attitudes toward studying, and (c) planning and developing study habits. The responses which are considered significant are discussed separately.

In the area of special skills in table eleven, the results vary considerably between classes and sexes. Nearly twice as many girls as boys felt they didn't know how to take notes quickly and accurately. Freshman and Sophomore girls and junior and senior boys indicated the greatest difficulty with outlining and summarizing their readings. Nearly twice as many boys as girls felt they read too slowly, especially the sophomore boys. In using the dictionary and reference materials, there is a sharp increase in their use with increase in class rank, from less than one-fifth of the freshmen to over two-thirds of the seniors. Over half of all the students found it difficult to pick out the important points in a lesson. Over half of the sophomores felt that their lessons were often too hard for them. Slightly over half of all the students have to read their lessons several times before they can understand them; more boys do than girls in every

class except the freshmen.

All figures given in the following three tables represent percentages of affirmative responses. All figures are rounded off to the nearest whole number.

TABLE 11.

PROBLEMS IN SPECIAL STUDY SKILLS

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. Do you know how to take notes quickly and accurately in class?	33	46	39	27	44	38	16	63	41	46	17	35	29	48	39
B. Do you know how to outline and summarize what you have read?	33	41	37	27	44	38	53	42	46	64	50	59	42	43	43
C. Do you read so slowly that you cannot complete all your lessons?	17	27	22	52	9	23	21	13	21	27	33	29	28	16	21
D. Do you memorize the main ideas in your lesson word for word?	8	9	9	13	6	9	11	17	14	0	0	0	9	9	9
E. Do you use the dictionary and reference materials often?	4	36	20	93	50	71	53	54	53	55	83	65	27	50	39
F. Do you find it hard to pick out the most important points in a lesson?	38	59	48	80	63	68	63	38	55	73	67	71	60	52	56
G. Are your lessons often too hard for you?	33	36	35	60	50	53	37	29	32	46	33	41	42	39	41
H. Do you have to read your assignments several times before you can understand them?	46	86	65	53	34	40	58	38	47	45	50	47	27	50	39

In table twelve concerning attitudes toward studying, it was found that, in general, girls were far more concerned about their studies than were boys. Except for the senior class, the girls worried more about their lessons than did the boys. The senior boys may have been the exception in this case due to the fact that they are close to graduating and therefore are applying themselves more than the boys in the lower classes. Over three-fourths of all the students indicated that a lack of interest was the reason for their not doing very well in a subject. There were probably many more reasons than just this one, but this is the easiest reason to give support to. Over half of the girls indicated they often make poor grades on a test because they were nervous while taking it. Nearly eighty-five percent of the girls try to master a subject even though they dislike it. Three-fourths of all the students indicated they tried to discover the reason for their failure in a subject, but less than half of the boys indicated they profited from criticism of their work. Nearly two-thirds of all students indicated they had to be in a certain mood before they could begin studying, and less than one-fourth begin studying at once and then continue until they are finished. Nearly two-thirds of all the students indicated they ask their teachers for help if they do not understand their lessons.

TABLE 12

ATTITUDES TOWARD STUDYING

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. Do you worry a great deal about your lessons?	54	77	65	80	63	70	32	58	51	91	50	77	54	63	59
B. Is your lack of interest in some subject the main reason for you not doing very well in it?	63	81	67	93	75	81	79	79	79	64	67	65	74	77	76
C. Do you often make poor grades on a test because you are nervous while taking it?	42	55	48	47	56	53	37	42	39	27	50	35	39	51	46
D. Do you try to master a subject even though you dislike it?	67	77	71	73	81	78	63	96	81	82	83	82	70	85	78
E. If you fail in a subject do you try to discover the cause?	71	73	72	73	84	81	74	71	72	82	67	77	74	76	75
F. Do you profit from criticism of your work?	42	55	48	53	81	73	58	88	74	36	83	53	48	76	64
G. Do you have to be in a certain mood before you can begin studying?	46	64	54	73	69	70	74	67	69	73	67	70	64	67	66
H. Do you start to work at once and then continue until you are finished?	25	36	30	13	25	21	10	21	16	37	17	25	20	26	24
I. Do you ask your teachers for help if you do not understand your lessons?	67	55	61	40	50	47	63	71	67	67	100	77	59	65	62

Table thirteen indicates how well the students plan and carry out their study habits. Item A indicates that more boys (over half) than girls have a regular time for preparing each lesson. Far more boys than girls felt their time budget gave them ample time to study each lesson. In group discussions with the students concerning this area; most of the boys mentioned the fact that they did not have any special time budget and this may account for their feeling they had ample time because their conception of ample time probably means simply getting the lesson completed before it is due. It may also be noted that nearly six times as many freshmen as sophomores have a regular study time. This may indicate that as students progress in high school their activities increase outside of school to the extent that they do not have as much time for study. Less than one fourth of all the students can work effectively even among distractions. Of course, they may not consider a radio playing nearly as a distraction. More boys than girls indicated they prepare their lessons without any help from others. More boys than girls indicated they usually have all the necessary materials at hand when they begin to study. More boys than girls have a private place for their things at home. Finally, two-thirds of all the students indicated they have plans for their future work.

TABLE 13

PLANNING AND DEVELOPING STUDY HABITS.

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A.	Do you have a regular time for preparing each lesson?														
	79	59	70	20	6	11	53	54	53	64	33	53	57	36	45
B.	Are you able to work effectively, even among distractions?														
	33	18	26	13	22	19	16	29	23	9	50	24	20	25	23
C.	Does your time budget give you ample time to study each lesson?														
	92	55	74	27	34	32	63	42	51	36	0	24	61	39	49
D.	Do you prepare your assignments without the help of others?														
	63	47	54	73	63	66	58	54	55	82	83	82	67	55	60
E.	Do you usually have all the necessary material at hand when you begin studying?														
	88	73	80	47	41	43	58	71	65	46	50	47	64	58	61
F.	Do you have a private place for your things at home?														
	29	46	37	33	28	30	53	67	60	36	50	41	38	45	42
G.	Do you have plans for your future work?														
	50	73	61	47	75	66	74	63	67	83	82	82	61	71	67

GUIDANCE SERVICES AVAILABLE TO STUDENTS

The following tables indicate the results of a series of fifteen questions asking the students to what extent they felt certain guidance services were available to them. The results of each question were tabulated separately as follows.

Is there anyone on the faculty, including the principal, who can give students:

TABLE 14

Enough accurate information as to how much the workers in various occupations are paid?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	13	36	24	21	5	13	67	59	63
SOPHOMORES:	47	16	26	7	25	19	47	59	55
JUNIORS:	42	29	35	32	21	25	26	50	39
SENIORS:	36	0	24	27	67	41	36	33	35
TOTALS <u>YES</u> ONLY:	Boys: 32			Girls: 24			Total: 27		

More boys than girls in all the classes except the freshmen felt this information was available. This may be due to the greater contact the boys have with the industrial arts and agricultural teachers who make some of this information available as part of their teaching program.

TABLE 15

Help in finding out which occupations are most suited to your interests and abilities?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	38	59	48	17	9	13	46	32	39
SOPHOMORES:	40	47	45	7	16	13	53	38	43
JUNIORS:	53	54	53	37	29	32	11	17	14
SENIORS:	36	0	24	27	83	53	36	17	29
TOTALS <u>YES</u> ONLY:	Boys: 42			Girls: 49			Totals: 46		

Of the lower three classes, nearly one half of all the students felt this help was available, whereas less than one-fourth of the seniors felt this way. This may be due to the fact that only the senior class has had the actual experience of finding out that this information is not fully available.

TABLE 16

Enough accurate information as to which occupations are overcrowded?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	33	36	35	21	18	19	46	46	46
SOPHOMORES:	47	16	26	0	22	15	53	63	60
JUNIORS:	47	21	32	33	32	32	32	33	32
SENIORS:	46	0	29	18	67	35	36	33	35
TOTALS <u>YES</u> ONLY:	Boys: 42			Girls: 29			Total: 34		

In table sixteen it is again noted that there are more boys than girls who feel this information is available, probably for the same reason as indicated about table fourteen.

TABLE 17

Enough accurate information as to what the workers in various occupations do?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	33	46	39	8	9	9	58	46	52
SOPHOMORES:	40	34	36	0	25	17	60	41	47
JUNIORS:	53	29	39	33	32	32	11	42	28
SENIORS:	46	33	41	36	50	41	18	17	18
TOTALS <u>YES</u> ONLY:	Boys: 42			Girls: 36			Total: 38		

The boys were again in the majority. Upperclassmen were far more negative toward this question than were the lowerclassmen.

TABLE 18

Enough accurate information as to how much and what kind of training is required to get into various occupations?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	50	64	55	13	14	13	38	23	30
SOPHOMORES:	53	47	49	7	25	19	40	28	31
JUNIORS:	74	13	53	16	25	20	11	38	25
SENIORS:	64	17	47	18	50	29	18	33	24
TOTALS <u>YES</u> ONLY:	Boys: 59			Girls: 46			Total: 52		

In table eighteen, far more boys, especially junior and senior boys, were in the affirmative.

TABLE 19

Adequate help in deciding if they should go on to a trade school after finishing high school?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	33	50	41	17	18	17	50	32	41
SOPHOMORES:	47	50	49	7	16	13	47	34	38
JUNIORS:	47	21	32	37	29	32	16	50	35
SENIORS:	46	0	29	0	83	29	55	17	41
TOTALS <u>YES</u> ONLY:	Boys: 42			Girls: 38			Total: 39		

More lowerclassmen than upperclassmen felt that help was available. Perhaps more juniors and seniors have sought out this help and realize it is not fully available.

TABLE 20

Adequate help in deciding whether or not they should go on to college?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	42	77	59	17	9	13	42	14	28
SOPHOMORES:	67	47	53	7	19	15	27	34	32
JUNIORS:	47	46	46	42	25	32	11	29	21
SENIORS:	46	17	35	18	67	35	36	17	29
TOTALS <u>YES</u> ONLY:	Boys: 49			Girls: 52			Total: 51		

Again there was a gradual decrease in the number of affirmative responses with each increase in class rank.

TABLE 21

Adequate help in deciding which college they should go to?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	29	40	35	21	23	22	50	36	44
SOPHOMORES:	47	25	32	7	25	19	47	50	49
JUNIORS:	37	42	39	37	46	41	26	13	18
SENIORS:	36	0	24	27	67	41	36	33	35
TOTALS <u>YES</u> ONLY:	Boys: 36			Girls: 32			Total: 34		

In this important area of guidance services, less than one-third of all the students felt there was adequate help in this area.

TABLE 22

Adequate help in deciding which subjects they should take in school?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	46	68	57	17	23	20	38	9	24
SOPHOMORES:	60	66	64	13	9	11	27	25	26
JUNIORS:	58	58	58	37	29	32	5	13	9
SENIORS:	64	67	65	9	33	18	27	0	18
TOTALS <u>YES</u> ONLY:	Boys: 55			Girls: 64			Total: 60		

This is the area where most of the students felt that adequate help was available. This may be due in part

to the close contact that the students have with the faculty and the somewhat restricted curriculum which reduces the amount of indecision encountered by the students.

TABLE 23

Adequate help in finding a full-time job when they finish high school?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	8	18	13	25	14	20	67	68	67
SOPHOMORES:	33	28	30	13	25	21	53	47	49
JUNIORS:	16	17	16	63	42	51	21	42	32
SENIORS:	9	0	6	46	83	59	46	17	35
TOTALS <u>YES</u> ONLY:	BOYS: 16			GIRLS: 20			TOTAL: 18		

One interesting contrast may be noted here. Nearly one-third of the sophomores felt that help was available in this area, whereas only seven percent of the seniors felt this way. This may indicate a certain naivety on the part of the sophomores in assuming the school offers services which do not in fact exist. Perhaps if job placement services were instituted, more potential dropouts might be more easily convinced to stay in school if they realized that the school was interested in their future after high school as well as while they are in attendance. In a small community, the need for such services seems vital as most of the graduates leave the community to find jobs.

TABLE 24

Help in finding a part-time or a summer vacation job?

	M	<u>YES</u>		M	<u>NO</u>		<u>I DON'T KNOW</u>		
		<u>F</u>	T		<u>F</u>	T	M	F	T
FRESHMEN:	4	32	17	29	18	24	71	50	61
SOPHOMORES:	20	13	15	27	28	28	53	59	57
JUNIORS:	11	8	9	58	42	48	32	50	41
SENIORS:	0	0	0	46	67	53	55	33	47
TOTALS <u>YES</u> ONLY:				Boys: 9	Girls: 16		Total: 12		

A gradual decrease in affirmative responses may be noted from seventeen percent of the freshmen to none of the seniors.

TABLE 25

Special help in improving their study habits?

	M	<u>YES</u>		M	<u>NO</u>		<u>I DON'T KNOW</u>		
		<u>F</u>	T		<u>F</u>	T	M	F	T
FRESHMEN:	42	68	54	13	9	11	46	23	35
SOPHOMORES:	27	53	45	20	19	19	53	28	32
JUNIORS:	21	38	30	53	38	44	26	25	25
SENIORS:	55	0	35	27	67	41	27	33	29
TOTALS <u>YES</u> ONLY:				Boys: 35	Girls: 49		Total: 43		

More girls than boys felt that help was available. However, nearly seventy percent of the freshman girls felt that help was available while none of the senior girls felt this way. Also, in the negative, only thirteen percent of the freshman boys, but over half of the junior boys felt that help was available.

TABLE 26

Adequate help in finding out how to get along happily and effectively with other people?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	13	36	24	21	18	20	67	46	57
SOPHOMORES:	13	22	19	20	31	28	67	47	53
JUNIORS:	26	13	18	47	42	44	26	46	37
SENIORS:	9	17	12	64	67	65	18	17	18
TOTALS <u>YES</u> ONLY:	Boys; 16			Girls: 23			Total: 20		

A progressive decrease in the number of affirmative responses is apparent from the lower to the upper classes.

TABLE 27

Adequate help with their personal problems?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	17	59	37	42	18	30	42	23	33
SOPHOMORES:	7	31	23	47	31	36	47	38	40
JUNIORS:	16	25	20	63	58	59	21	17	18
SENIORS:	0	33	12	64	67	65	36	0	24
TOTALS <u>YES</u> ONLY:	Boys: 12			Girls: 37			Total: 26		

Over twice as many boys as girls felt that help was not available in this area. The number of affirmative responses also decreased with increase in class rank.

TABLE 28

Adequate help in deciding what extra-curricular activities they should take part in?

	<u>YES</u>			<u>NO</u>			<u>I DON'T KNOW</u>		
	M	F	T	M	F	T	M	F	T
FRESHMEN:	29	36	33	25	18	22	46	46	46
SOPHOMORES:	27	25	26	20	19	19	53	56	55
JUNIORS:	16	13	14	47	58	53	37	21	28
SENIORS:	0	0	0	55	83	65	45	17	35
TOTALS <u>YES</u> ONLY:	Boys: 23			Girls: 23			Total: 23		

Again, there is a progressive decrease in the number of affirmative responses from one-third of the freshmen to none of the seniors. Less than one-fourth of all the students felt that help was available in this area.

STUDENT ATTITUDES ABOUT SCHOOL AND SELF

The following three tables indicate the results of a series of statements pertaining to student attitudes concerning the worth of their studies, their opinion of the school honor roll, and a personal ideal for themselves.

TABLE 29

STUDENT ATTITUDES CONCERNING THE WORTH OF THEIR STUDIES.

Students were asked to check the statement which best expressed their opinion as to what chance their studies gave them to develop their main interests and show what they were worth.

TABLE 29 (continued)

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. My studies give me no chance at all.	8	0	4	21	6	11	11	4	7	9	0	6	12	4	7
B. My studies give me a slight chance.	21	14	17	7	19	15	37	0	16	18	17	18	22	12	16
C. My studies give me a fair chance.	25	18	22	33	16	21	32	25	28	27	50	35	29	21	25
D. My studies give me a good chance.	25	23	24	27	28	28	16	58	39	36	17	29	25	35	30
E. My studies give me every chance.	21	41	30	13	31	25	5	13	9	9	17	12	13	27	21

In general, it can be seen that the girls tended to value the worth of their studies much higher than did the boys. For example, over one-third of the junior boys felt that their studies gave them only a slight chance to show what they were worth, but none of the junior girls rated their studies this low. Over half of the junior girls indicated their studies gave them a good chance to show what they were worth, but less than one-fifth of the junior boys felt this way. The student body as a whole tended to rate highest item D. However, item C was close to item D in receiving the greatest number of responses. Significant, perhaps, is the fact that none of the five items received an overwhelming margin in the number of responses.

TABLE 30

STUDENT ATTITUDES CONCERNING THE HONOR ROLL.

The students were asked to check the statement which best expressed their opinion about how students gained access to the school honor roll.

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. Intelligence combined with hard work.	63	50	57	47	59	55	47	54	51	64	67	65	55	56	55
B. Intelligence without hard work.	0	23	11	7	3	4	11	21	16	9	17	12	6	14	11
C. Hard work more than intelligence.	25	27	26	26	16	19	32	21	25	18	0	12	26	19	22
D. By taking easy courses.	13	0	7	20	22	21	11	4	7	9	17	12	13	11	12

In general, the results seem to indicate certain lack of confidence in the merits of the honor roll because the appropriate choice, intelligence combined with hard work, merited only fifty-six percent of all the students' responses. One other interesting point here is the fact that this honor roll, like many high school honor rolls, is dominated by the female students. This fact may be reflected here in that over one-fourth of the boys felt that intelligence was not as important as hard work in achieving the honor roll.

TABLE 31

CHOOSING A PERSONAL IDEAL.

TABLE 31 (continued)

The students were asked to make a choice as to which one of the following types of students they would rather be.

	FRESHMEN			SOPH.			JUNIORS			SENIORS			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A. One of the most capable and intelligent students in school who is always on the honor roll, but who has little success in extra-curricular and social activities.	13	0	4	20	0	6	5	0	2	9	0	6	12	0	5
B. A student of average ability who gets high grades by studying and working very hard.	75	73	74	60	88	79	63	71	67	73	67	71	68	77	73
C. A student who barely gets passing grades, but who is very active and successful in extra-curricular and social activities.	4	0	2	7	3	4	21	13	16	0	17	6	9	6	7
D. A student who is highly intelligent, but neglects his school subjects and gets low grades because he finds he can get more from outside reading and other sources.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. A highly intelligent student who devotes so much of his time to extra-curricular and social activities that he barely makes passing grades in his courses.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F. A student who doesn't have much academic ability, but who is one of the most popular students in school.	4	27	15	7	6	6	11	17	14	9	17	12	7	16	12
G. One of the best athletes in school, but who barely makes passing grades in his courses.	0	0	0	7	0	2	0	0	0	0	0	0	0	0	0
H. A student who barely makes passing grades, but who is very popular with the opposite sex and is always going steady.	4	0	2	0	0	0	0	0	0	9	0	6	3	0	1

Nearly three-fourths of all the students felt they would rather be a student of average ability who receives high grades by working hard. One of the major reasons for the high amount of response to this item may be due to the fact that this is the only one of the eight listed student ideals which does not contain some kind of personal deficiency in some area. This is the only one of the eight ideal persons who is apparently achieving full realization of his apparent capabilities and therefore is the most successful. Another reason which may have influenced the large number of responses is that this item is positioned second on the list.

Two other minor points may be noted from these results. Over one-fourth of the freshmen girls felt that being a popular student was more important than having academic ability. Contrary to this, twelve percent of all boys placed academic achievement (item A) above social achievement as their choice, whereas none of the girls made this choice.

CHAPTER 3

CONCLUSIONS AND SUMMARY

CONCLUSIONS

Conclusions will be made in this chapter indicating the need for counseling. These conclusions will be supported by comparing certain outstanding items in the problem check list with the appropriate items in the guidance information category. No attempt will be made to show implications or conclusions from each item as many of these items seem to be self-indicative of the need for counseling services. Some items received such negligible responses that no attempt will be made here to evaluate their significance.

STUDY HABITS

Some of the significant results in this area are as follows: Over half of all students indicate they have difficulty in preparing for tests; over half of all the students find it difficult to pick out the important points in a lesson; over half of all students find it difficult to understand what they read, however, only forty-three percent of all students feel there is anyone available who can help them improve their study habits.

These results indicate that a counselor could be of service in communicating with the students about improving their study habits and aiding them directly in doing so.

OCCUPATIONAL INFORMATION

Within this important area of guidance services, the students have indicated many needs. Nearly half of all boys are having trouble choosing a vocation. Nearly half of all students need to decide on their future vocation. Over half of the students are worried about the kind of work they are best suited to do. Over half of all the students would like to know what their special abilities are. However, only forty-six percent of all students feel there is adequate help available in finding out which occupations are most suited to their interests and abilities.

Also in this area, forty-three percent of all students feel that they are interested in several occupations, but only twenty-seven percent feel that there is enough accurate information available as to the nature and content of various occupations and jobs. Only thirty-seven percent feel that there is enough accurate information available as to the nature and content of various occupations. Only thirty-eight percent feel that there is enough accurate information available as to the nature and content of various occupations in their own community. These results indicate that a well-planned program of occupational information is essential in the schools.

and that occupational counseling be made a vital part of any future formal guidance program.

PERSONAL AND SOCIAL ADJUST

Within these broad areas, some implications seem to be apparent. Over half of all the students wish they knew how to carry on a better conversation, but only one-fifth of them feel there is help available in learning how to get along socially and effectively with others. Nearly one-third of the boys find it difficult to take part in parties and group activities, but only sixteen percent feel there is help available in learning how to get along socially and effectively with others.

Two-thirds of all students are concerned about the proper behavior on dates, they feel that nobody really understands them, and they feel very awkward in meeting people. Nearly one-third indicate that even to be so near a great deal, they would like to overcome their fear of making mistakes, and they are worried about their being unwanted and being attacked. However, only one-third of all students feel there is adequate help available for their personal problems.

Also, nearly two-fifths of all the students are wondering what they really want out of life; nearly one-third do not feel like they are living up their ideals of themselves, and nearly one-fourth do not know what kind of career they would want to be or what they really want out of life. However,

only one-fourth of all students feel there is adequate help for their personal problems.

Among the boys, nearly one-third seem to be nervous a great deal, are worried about being talked about, and are troubled by being very shy. They are trying to break off a bad habit. Only twelve percent of all boys feel there is adequate help available concerning their personal problems.

It is apparent here it seems, that counseling services should be instituted to meet the needs of these students. This does not mean that a school counselor could solve all the personal and social problems which are indicated above, but it does mean that counseling services should and ought to be available for those students who could profit from such services.

SUMMARY

It is apparent from the information contained herein, that the students at Windsor high school do possess a substantial degree of diverse attitudes and problems which may be interfering with their self-development and impending the learning process. The students do not feel that the present program of guidance services at the high school is adequate. Based upon these findings, it is recommended that a much more broad program of guidance services and especially personal counseling be made available to the students. This can be done by the addition of at least one

full or part-time, qualified counselor to the staff of the high school.

This research was not intended to portray this particular school in any unfavorable light. Neither will any attempt be made here to indicate that this study has any application to any other high school which is similar in size and circumstance to this one. It is hoped that this study will add to the already voluminous research supporting the establishment of formal guidance programs in the small high school.

APPENDIX

A COPY OF THE QUESTIONNAIRE USED IN THE STUDY.

TO THE STUDENT:

Within the near future, our high school is hoping to employ a person as a part-time guidance counselor. This person's responsibility will be to help the students in their school adjustment and also to help them plan for their future after school. In order that this counselor will be better prepared to assist the students with their needs and problems, I am conducting a survey to determine what some of your needs and problems may be. I also want to know your attitudes concerning certain other aspects of school. To accomplish this, I would like to ask your cooperation in completing the questionnaire which follows. Please do not answer the questions as you think they ought to be answered. This is not a test. You do not sign your name. It is therefore important that you answer each question as honestly as you can. All results of this survey will be confidential. Your cooperation will be greatly appreciated.

Thank you.

Mr. Hull

Please check in the appropriate spaces below.

Class: Freshman Sophomore Junior Senior

Sex: Male Female

PROBLEM CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age. Some of these problems are likely to be troubling you, and some are not. As you read the list, you are to pick out the problems which are troubling you and then draw a line through the number of those problems.

EXAMPLE: ~~89~~ I am worried about whether I'll be able to finish school.

1. I don't feel that teachers are interested in students.
2. I am worried because I would like to know if I can do college work.
3. It may be necessary for me to quit school before I graduate.
4. I would like to know how to use the library more effectively.
5. I am having trouble selecting a vocation.
6. I wish that I did not dislike school.
7. I need help in planning my vocational training.
8. My parents and I cannot agree on my vocational plans.
9. I would like to get a job.
10. I am worried about the kind of work that I am best suited to do.
11. My parents and I never seem to agree on anything.
12. My parents and I have disagreements over matters concerning dates.
13. I often argue with other members of my family.
14. It is difficult for me to invite friends to my home.
15. I wish that I knew how to make myself more attractive.
16. I would like to have the opposite sex more interested in me.
17. I would like to be invited more often to parties and social affairs.
18. I don't know how to act when I am with members of the opposite sex.
19. I find it difficult to take part in parties and group activities.
20. I don't seem to have as many friends as other boys and girls.
21. I find it difficult to prepare for tests.
22. I am having difficulty getting my homework done.
23. My courses seem to have little connection with making a living.
24. I wish that I could overcome my fear of making mistakes.
25. I feel that my teachers do not like me.
26. I am worried that I may not be able to go to college.
27. I would like to know what my special abilities are.
28. I wish I knew what my real interests are.
29. I need help in finding out how to get started in a job after finishing school.

30. I would like to get a part-time job.
31. My parents won't let me do anything that I like to do.
32. I need to earn more money so that I can have a car.
33. My parents and I have arguments over the use of the family car.
34. I do not think that I am as attractive as other boys and girls.
35. There are some things that I don't like about my home.
36. I wish that I knew how to carry on a better conversation.
37. My friends are always urging me to do things that I know I should not do.
38. I am always having trouble getting along with others.
39. I would like to know more about how to conduct myself on dates.
40. I feel that I would have more friends if I could dress better.
41. I am worried about taking the wrong subjects.
42. I have no suitable place to study at home.
43. I have no suitable place to study at school.
44. I want to take subjects not offered at this school.
45. I am forced to take subjects that I don't like.
46. I need to decide on my future occupation.
47. I need more information about occupations.
48. I lack the needed information about occupations.
49. I am worried about how to combine marriage with a career after school.
50. I am concerned about going to military service after school.
51. I am worried about being overweight.
52. I seem to be nervous a great deal.
53. I am concerned because my parents are sacrificing too much for me.
54. I feel like I am being treated like a child at home.
55. I don't feel like I am living up to my ideals for myself.
56. I am wanting to learn how to dance.
57. I always seem to have less money than my friends.
58. I always feel very awkward in meeting people.
59. I always feel very awkward in making a date.
60. I am worried about being talked about.
61. I am restless to get out of school and get a job.
62. I am worried about getting the education I need to enter my chosen profession.
63. I am worried about graduating without having any training for a job.
64. I am wondering what I really want out of life.
65. I don't know what kind of person I really want to be.
66. I am worried because I have a poor memory.
67. I often feel very restless in the classroom.
68. I am a very poor writer.
69. There aren't enough good books in the library.
70. I am very weak in spelling and grammar.
71. I am concerned about my personal appearance.
72. I am often not allowed to go out at night.

73. I am confused about my religious beliefs.
74. I am troubled by being very shy.
75. I don't have enough money for recreation.
76. I am worried because I am not allowed to have dates.
77. I am troubled by a poor complexion.
78. I don't make friends very easily.
79. I am worried because I have no close friends.
80. I am not allowed to go around with the group I like.
81. I am unable to express myself with words.
82. I have difficulty with oral reports in class.
83. I want more help from my teachers.
84. The teachers are not very friendly to the students.
85. I am not interested in entering any vocation.
86. I am afraid to speak up in class discussions.
87. I am afraid of being without a job when I graduate.
88. I doubt my ability to handle a job.
89. I don't know how to look for a job.
90. I dread to think of a life of hard work.
91. I am confused about some moral questions.
92. I never have any fun with me father or mother.
93. I feel as though my parents do not trust me.
94. I am always being made fun of.
95. I feel that I am thinking too much about matters concerning sex.
96. I am concerned about preparing for marriage.
97. I am always being watched by other people.
98. I am involved in too many student activities.
99. I am disliked by certain persons.
100. I do not have enough information about sex matters.
101. I think teachers lack an understanding of students' problems.
102. I think grades are unfair measures of ability.
103. I am afraid of failing in my school work.
104. The school is not concerned with the needs of the student.
105. I am unable to concentrate when I need to.
106. I don't know where I belong in the world.
107. I am wondering if I'll be a success in life.
108. I can't decide whether or not to go on to college.
109. I am wondering about choosing the best courses for next year.
110. I doubt if I can get a job in my chosen vocation.
111. I am trying to break off a bad habit.
112. I feel that nobody really understands me.
113. I am having trouble getting my family to accept my friends.
114. I have nothing interesting to do in my spare time.
115. I am often moody and have the blues.
116. I am concerned over the proper behavior on dates.
117. I am worried about picking the wrong kind of friends.
118. I am always being called "stuck-up" or "conceited".
119. I would like to have more freedom at home.
120. I am always being criticized by my parents.

STUDY HABIT INVENTORY

DIRECTIONS: The questions which follow are prepared to help you make a self-analysis of some of your study habits and attitudes. Read each question carefully and answer it sincerely. Do not stop to think, but answer upon the first impulse that comes to your mind. Indicate your answer to each question by drawing a circle around either "yes" or "no".

- YES NO 1. Do you know how to take notes quickly and accurately in class?
- YES NO 2. Do you have a regular time for preparing each lesson?
- YES NO 3. Are you able to work effectively even among distractions?
- YES NO 4. Does your time budget give you ample time to study each lesson?
- YES NO 5. Do you know how to outline and summarize what you have read?
- YES NO 6. Do you read so slowly that you cannot complete all your lessons?
- YES NO 7. Do you memorize the main ideas in your lesson word for word?
- YES NO 8. Do you worry a great deal about your lessons?
- YES NO 9. Is your lack of interest in some subject the main reason for your not doing very well in it?
- YES NO 10. Do you often make poor grades on a test because you are nervous?
- YES NO 11. Do you prepare your assignments without the help of others?
- YES NO 12. Do you try to master a subject even though you dislike it?
- YES NO 13. If you fail in a subject, do you try to discover the cause?
- YES NO 14. Do you use the dictionary and reference materials often?
- YES NO 15. Do you profit from criticism of your work?
- YES NO 16. Are your lessons often too hard for you?
- YES NO 17. Do you find it hard to pick out the important points in a lesson?
- YES NO 18. Do you find it hard to use the reference books when collecting data on some problem?
- YES NO 19. Do you have to be in a certain mood before you can start studying?
- YES NO 20. Do you have to read your assignments several times before you can understand them?
- YES NO 21. Do you usually have all the necessary materials at hand when you begin to study?
- YES NO 22. Do you begin to work at once and then continue until you are finished?
- YES NO 23. Do you ask your teachers for help if you do not understand your lessons?

STUDY HABIT INVENTORY, CONTINUED

YES NO 24. Do you have a private place to study at home?
YES NO 25. Do you have plans for your future work?

DIRECTIONS: This is a survey to fine out what kind of help you believe to be available from the administration or the faculty. Please answer each of the following questions by placing a check-mark beside the appropriate answer. Answer all of the questions.

IS THERE ANY MEMBER OF THE FACULTY, INCLUDING THE PRINCIPAL WHO CAN GIVE THE STUDENTS:

1. enough accurate information as to how much the workers in various occupations are paid?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

2. help in finding out which occupations are most suited to their interests and abilities?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

3. enough accurate information as to which occupations are overcrowded?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

4. enough accurate information as to how much and what kind of training is required to get into various occupations.

Yes

No

I don't know

If your answer is yes, write in the name of that person.

5. enough accurate information as to what the workers in occupations do?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

IS THERE ANY MEMBER OF THE FACULTY, INCLUDING THE PRINCIPAL,
WHO CAN GIVE STUDENTS:

6. adequate help in deciding whether or not they should go
to a trade school after they finish high school?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

7. adequate help in deciding whether or not they should go
on to college?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

8. adequate help in deciding what subjects they should take
in school?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

9. adequate help in deciding which college they should go to?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

10. adequate help in finding a full-time job when they finish
school?

Yes

No

I don't know

If your answer is yes, write in the name of that person.

IS THERE ANY MEMBER OF THE FACULTY, INCLUDING THE PRINCIPAL,
WHO CAN GIVE STUDENTS:

11. help in finding a part-time summer or vacation job?

- Yes
 No
 I don't know
 If your answer is yes, write in the name of that person.

12. special help in improving their study habits?

- Yes
 No
 I don't know
 If your answer is yes, write in the name of that person.

13. adequate help in finding out how to get along more hap-
pily and effectively with other people?

- Yes
 No
 I don't know
 If your answer is yes, write in the name of that person.

14. adequate help with their personal problems?

- Yes
 No
 I don't know
 If your answer is yes, write in the name of that person.

15. adequate help in deciding what extra-curricular activities
they should take part in.

- Yes
 No
 I don't know
 If your answer is yes, write in the name of that person.

Check the one statement below that most nearly expresses your opinion of high school studies as a means of self-development.

- My studies give me no chance whatever to develop my main interests or show what I am worth.
- My studies give me a slight chance to develop my main interests and show what I am worth.
- My studies give me a fair chance to develop my main interests and show what I am worth.
- My studies give me a good chance to develop my main interests and show what I am worth.
- My studies give me every chance to develop my main interests and show what I am worth.

Check the one statement below which most nearly expresses your opinion about the honor roll.

- The majority of students who get honor grades get them by intelligence combined with hard work.
- The majority of students who get honor grades get them by intelligence without hard work.
- The majority of students who get honor grades get them by hard work more than intelligence.
- The majority of students who get honor grades get them by taking easy courses.

If you had to be one of the following, check at the left the one you would rather be. Be sincere when you answer.

- One of the most capable and intelligent students in school, who is always on the honor roll, but who has little success in extra-curricular and social activities.
- A student of average ability who gets high grades by studying and working very hard.
- A student who barely makes passing grades but who is very active and successful in extra-curricular and social activities.
- A student who is highly intelligent but neglects his school subjects and gets low grades because he finds he can get more from outside reading and other sources.

_____ A highly intelligent student who devotes so much of his time to extra-curricular and social activities that he barely passes his courses.

_____ A student who doesn't have much academic ability but who is one of the most popular students in school.

_____ One of the best athletes in school but barely makes passing grades in his courses.

_____ A student who barely makes passing grades but who is very popular with the opposite sex and is always going steady.