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The development of a peer counseling prototype for junior and senior high school students in urban schools.

John Maurice Williams
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THE DEVELOPMENT OF A PEER COUNSELING PROTOTYPE
FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS
IN URBAN SCHOOLS

A Dissertation Presented

By

John Maurice Williams

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

June

1975

Urban Education

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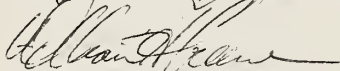
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John Maurice Williams

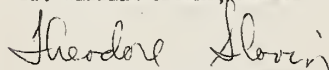
Approved as to style and content by:



Dr. Byrd L. Jones, Chairman of Committee



Dr. William Greene, Member



Dr. Theodore Slovin, Member



Dr. Louis Fischer, Acting Dean
School of Education

June 1975

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PREFACE

Adults and professionals who develop programs for persons under the age of twenty-one typically omit adolescents and youngsters from the planning and management of these programs. Apparently Americans believe that children should be seen and not heard with adolescents and young adults being led but silenced. Most adults feel that modern youth are outspoken, irresponsible, lacking self-control without respect for authority or social order.

In most public schools, adults sense that adolescents (age 13-19) are a physical as well as a psychological threat. Elementary school teachers feel more comfortable telling a third grader to sit down in his chair and "shut up" than a secondary teacher would when dealing with a ninth grader in the same manner. The third grader usually responds predictably but the ninth grader may produce a variety of responses. The problem remains for most adults to get adolescents to respond positively without triggering a negative or indifferent response.

Many adults are convinced that adolescents are greatly influenced by their peers and perceive this "youth culture" as a separate entity with its own code of behavior and value system. As such, many adults perceive adolescents as unmanageable and unconcerned with adult viewpoints. Consequently, adults see little value in talking or interacting with adolescents.

There is little difference in the manner in which children and adolescents are viewed in society. Public schools do not, as a general rule, consult with students about the planning and management of the schools. The word "adolescents" could easily replace the word "children" in the following quote:

Children are powerless people. Like other minority groups they are denied the basic right to participate in the decisions that govern their lives. Their dignity is smothered, needs go undetected, fresh ideas are lost, programs are misdirected. . . . The lack of consultation and involvement is the cause of the continuing war between children and society.¹

During the past ten years this writer has spent considerable time working with urban youth. While interacting with urban adolescents in the varied role of teacher, coach, counselor, administrator and friend, it was apparent that adults never asked any of the youth to participate in the program design or management. Any attempts to involve youth in programmatic designs seemed half-hearted and unconvincing to most youth.

High schools, too, are operated by rules and procedures that provide students few opportunities for personalized decision making. Administrators and staff schedule the day's activities for students. Yet adults complain about the "immature" behavior of these adolescents. Systematically adults provide limited opportunity for adolescents to take responsibility for their behaviors.

These experiences multiplied and this writer felt uneasy about many attitudes and behaviors toward adolescents with increasing concern

¹Report to the President, White House Conference on Children 1970, Washington, D. C. (Washington, D. C.: Government Printing Office, 1970), p. 432.

and interest in the potential "dropout." In time, the "drop-out" did not seem as bad as previously believed, since opportunities for learning were at least as great in the streets as in the classroom. Those adolescents who were not "pushed-out" certainly had made a decision to "drop-out." Schools impellingly became impersonal, unattractive places. Increasingly, concern mounted about the writer's personal effectiveness in working with urban youth.

This dissertation reinforces the writer's successful experiences with at least two organizations in which the direction and impetus of the program came from the adolescents themselves. The first of these organizations was called Leaders of Tomorrow, Incorporated (L.O.T.) and consisted of twelve young men from the four sections of Washington, D. C. In spite of their alienation from school, they had a real desire to make something of their life's experiences. They were frustrated by their environment's limitations and wanted opportunities to make decisions for themselves. Since school was not a pleasant or rewarding experience, they reacted similarly to all learning experiences.

After numerous mistakes by all parties involved in the organization, the idea of parity and mutual respect came to be a desired goal. Being creatures of our pasts, none of us fully transcended the need to mistrust and play a "role." But we did come to have a healthy respect for one another and our own capabilities. It became increasingly clear that youth could be trusted and schools different in their existing practices. While it cannot be proven that L.O.T. significantly influenced life directions, the time spent together

was important and meaningful. Everyone acquired new skills and experiences.

The second program commanded by adolescents that captured the writer's attention and energies was Outreach. Outreach grew out of a summer program the writer directed at a community center located near the only racially balanced high school in Washington, D. C. Although the community center was located in a predominantly white neighborhood, the youth population paralleled the school's population--60% black, 25% white, 10% Hispanic and 5% other. Even though the center was a city-run facility, the black and Hispanic youth felt "unwanted" by the community and the staff. After a variety of attempts to conduct "rap" sessions and human relations groups, it became clear that the youth needed to express their feelings about the center. For example, adolescents typically felt that the rules and regulations of the center were unjustified and unfair.

After a series of gripe sessions, the writer began to provide some training sessions on "peer counseling." Leaders and the potential leaders in the various groups were identified. Eventually, the center began to function more smoothly. Several youth became monitors for the activities in the game rooms with the "new" rules and regulations enforced by the adolescents. The peer counseling training not only had a positive effect on the interactions among the group members, but the participants became more responsible for their own behavior. Outreach has become a student run organization, emphasizing "peer counseling" as a major component.

As a result of these experiences, this writer developed skills as a facilitator and trainer of urban youth and soon came to realize the benefits of training adolescents as human service agents. This dissertation represents concerted efforts to systematize ways of introducing such programs into the schools with particular emphasis in peer counseling programs. The strong desire for "selling" this idea to urban school personnel is paramount.

The use of peers as human service agents has built-in problems. Since acting in the capacity of aide, counselor, advisor, and tutor is still not a panacea for urban schools, many vital benefits are accrued from having the adolescent function in any of these roles. Some adults and youth have encountered problems with the use of peers as human service agents. Irrespective of these problems, youth functioning in any capacity warrants including them in all aspects of decision making in public education.

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The Development of a Peer Counseling Prototype

For Junior and Senior High School Students

in Urban Schools (June 1975)

John M. Williams, B.A., St. Fidelis College

M.R.ed., Capuchin College

Directed by: Dr. Byrd L. Jones

Most programs dealing with youth ignore their clients about the planning and management of such programs. High schools generally operate by rules and procedures that provide students few opportunities for personal decision-making. The observation that adults provide limited opportunity for adolescents to take responsibility for their own behaviors suggests that better efforts to involve youth directly will have important payoffs.

Specifically, a peer counseling prototype for peer advising in urban secondary schools seemed promising. As a first step, a needs assessment questionnaire in the area of career advising and development sought input from youth for future program development. Adolescents should provide useful information for the planning and management of a peer career advising program for urban adolescents -- if they indicated positive support for such a program.

In the Spring of 1975 a needs assessment questionnaire was administered in the District of Columbia. Two hundred-four randomly selected eighth and eleventh graders from four predominately black schools were administered the questionnaire.

The District of Columbia schools had undertaken a comprehensive approach to career education which stresses urban needs. Despite careful planning, the D.C. model suffers from characteristic frustrations of career education. Adequate and useful information on careers does not necessarily lead to productive employment. Race and sex discrimination in job opportunity continue to hinder minorities and contradict basic American values.

Though there is limited information of peer counseling among adolescents, there is considerable information and some research on peer counseling in colleges and universities. Since urban schools are pressed with a multiplicity of problems, peer counseling could be viewed as an innovation that could produce immediate and significant results. As a recent social invention, peer counseling has got to be well planned before any attempts at implementation are made. It is crucial that any program be designed on real information about urban youth and not merely on presumptions and stereotypes.

Based on an analysis of the results, seven conclusions appeared critical to the development of a Peer Career Advising Program in urban schools. First, sampled students were primarily interested in only five of the ten career clusters. Second, parent(s) have a significant role in the total life experiences of sampled students, as would be true of all students in general. Third, sampled students depend on themselves to make career choices and to deal with personal problems. Fourth, students in D.C. schools viewed curriculum and methods of instruction as more important than interpersonal relationships with teachers and peers in school activities. Fifth, sampled students

ranked the school counselor as important in career advising and dealing with their personal problems. Sixth, students in D.C. did not select peer:(s)/friend(s) as important influences on their behaviors or attitudes but identified the qualities of caring, understanding, companionship and educating as very important. Finally, sampled students did not choose "sex" and "race" as important characteristics influencing job success.

The study revealed that the overwhelming majority of the students are interested in peer advising. Furthermore, most students favored a Peer Career Advising Program for their school. Finally, a majority of students think peers can be trained as counselors though only half or less of the students would like to be trained as peer advisors.

From the results of the data and study of related literature, the following implications for a peer counseling prototype seem apparent: 1) define the role of the peer counselor; 2) carefully select and train peer counselors; 3) supervise the peer counselors; 4) initiate levels of competency for the peer counselors; 5) develop the awareness of the personal limitations of the peer counselors; 6) conduct periodic assessments of students being served by peer counselors; and 7) evaluate the program.

CHAPTER 1

INTRODUCTION

This dissertation conducted a needs assessment to determine the feasibility of developing a peer counseling prototype for secondary students in urban schools with special emphasis in the area of career advising and development. This needs assessment was conducted in an urban school system which has recently undertaken an extensive contract with the Office of Education to develop a model career education program for school systems across the country.

A survey instrument was administered to a sample population consisting of junior and senior high school students from a variety of schools across the city. The District of Columbia Public Schools limited the study to four schools randomly selected by the Division of Research and Evaluation. In addition, interviews were held with school personnel in regard to the findings of the survey as well as to clarify and validate the results of the survey. It was also important to determine the willingness of the system to support a peer counseling approach before any attempt could be made to implement a program.

Urban schools have a number of serious problems which seem to be getting worse rather than better. Numerous studies have demonstrated a need for renewed efforts at retraining administrators, teachers, and

other school personnel in order to alleviate the chronic failures that seem to perpetrate urban school systems. There have, however, been few studies which deal with retraining peers to more effectively interact and develop each other's potential. This dissertation investigates some of the crucial issues involved in assisting students' (peers) relationships so that the quality of urban life and education might improve.

Just as retraining is essential on at least two levels for school personnel, namely, technology and changing social conditions, the retraining of students is essential for similar reasons. Unlike adulthood, which usually spans over several decades, adolescence encompasses a brief, but highly changing period of time. As a consequence, the literature on this stage of life can be rapidly outdated. While theories of adolescence may remain relatively stable, the life experiences, values and attitudes of this age group change constantly.

For example, there is hardly any way to analyze how the riots of the spring of 1968 affected a preadolescent youth in Washington, D. C. According to government reports those that primarily participated in looting were adolescents and young adults. Clinicians would say that it was typical behavior, given the circumstances, for that age group to participate at that time in that behavior. What about the preadolescent onlookers who are now adolescents today. How do they feel about the world around them? This is just one of a myriad of social events that constantly bombard adolescents of today and probably alter their view of life as well as their life experiences.

Some of the various stories that are beginning to appear in newspapers and magazines are suggesting that adolescents today feel differently about life than do their predecessors. Although the reports and stories are full of ambiguities and apparent contradictions, one thing seems fairly certain--the schools of today are going to have to deal differently with the youth of today than they did with the youth of yesteryear. If schools are to have a more positive impact on the career choices of its students, there is a need to undertake new ways of looking at "teenagers." Though apathy has seemed to have reached new heights on college campuses, the same cannot be said for high school students. Public school personnel are becoming increasingly concerned with adolescent behavior and problems. What is really happening?

Although numerous studies have demonstrated how principals, teachers, and school personnel can facilitate change in urban schools, there has been little research on learners' impact on one another. There have been some reports of positive attempts at using peers as academic tutors but the literature on peer counseling among urban adolescents is minimal. The potential use of peer counseling in urban schools, however, has got to deal with a number of critical issues. Some of the more critical issues that have got to be resolved are student rights, confidentiality, legal issues, training and credentialing.

Rather than deal in the area of peer counseling as it relates to issues involving personal problems (for which the above issues are most critical), this dissertation focused in on the use of peers as career aides rather than as peer counselors. Since career education is a

vital part of the school curriculum, the students are operating in a structured program which has defined its parameters. For example, it would seem far more reasonable for a peer(s) to discuss the unrealistic aspirations of a twelfth grade non-reader who plans to attend an Ivy League college in the fall to study pre-med than for an adult advisor to persuade the young person to reassess his career goal.

Since the area of career goals is so critical to secondary students, career advising by peers seems to be an important enough area to begin to develop a peer counseling prototype for urban students. A needs assessment questionnaire was administered to obtain valuable information about urban students, their views on influences in career choices, and the potential use of themselves as helpers. This instrument was designed to develop a profile of urban students and how the school they attend affects their career goals.

Much of the school's involvement with high school students is viewed in a negative fashion. Sarason said, "Within the school culture (as well as in a lot of other places) problem behavior is wrongfully viewed as a characteristic of an individual rather than an interaction of individual and particular setting."¹ The stress in school counseling is and has been on the treatment of delinquent behavior rather than understanding and preventing school problems.

Thus, a generalizable prototype of peer counseling which embodies alternate ways of perceiving urban youth is more important than trying to implement a single project in a single school system. Although this dissertation has focused in on four schools in Washington,

¹Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn and Bacon, 1971), p. 92.

the process of involvement, the needs assessment questionnaire, and the results seem to have definite implications for all urban schools.

Because of the nature of this dissertation, it seemed important to discuss the career education program in Washington, D. C. The next chapter introduces the process by which the District of Columbia Public Schools developed a model for career education. Since the career education program in Washington, D. C. has been funded by the Federal government, there are a number of programs and personnel in most of the junior and senior high schools throughout the city.

The chapter on career education will explore some of the limitations of this concept. Some of the basic problems involved in employment opportunities for inner city youth are not resolved by career education programs.

A brief description of career education models for junior and senior high schools will be presented. There will be a brief discussion of how students might assist their peers in developing better job opportunities for themselves.

Since peer counseling is a recent "social invention" for public school students, Chapter 3 will deal with a variety of topics and issues related to use of paraprofessionals as human service agents.

Given the recent involvement of high school students as human service agents, Chapter 3 will explore the strengths and limitations of paraprofessionals as viewed by a number of publications about the topic.

Since there has been little published material to date on peer counseling in secondary schools, this chapter reviews the programs and

uses of paraprofessionals on college campuses and universities. The review of college and university programs gives an additional perspective on the potential programs that could be implemented in public schools.

Most urban school systems are reluctant to grant permission to "outsiders" to conduct research. In particular, Washington, D. C. has been abused by irresponsible researchers. Chapter 4 describes the process used to gain entry into the District of Columbia Public School System.

The process of designing and testing a questionnaire is examined in Chapter 4. Since the results of a questionnaire can be affected by the manner in which it is administered, this procedure is carefully documented in this chapter as well.

Finally, the process of analyzing the data is discussed. It is important to recognize that long delays in having the data available for analyzing can occur if there is little understanding of how to prepare the data for computerization.

Chapter 5 presents the findings of the needs assessment instrument that was administered to 204 students in four schools. The data is broken down by sex and school.

All of the items in the questionnaire are presented in tables. In order to determine how the students felt about the relative importance of each item to the other item, the data was rank ordered according to the "very" response column. The presentation of all the data should be helpful to all levels of school district personnel in determining the level of current and future programmatic impact on students' career choices.

The final chapter discusses the students' perception of peer career advising as a model to be implemented in their schools. The expressed views of students in the open-ended questions on peer career advising are described and analyzed. The essential features for evolving a peer counseling prototype for urban youth are identified. The limitations of the questionnaire as an untested instrument are discussed. Finally, the chapter discusses the feasibility of beginning a Peer Career Advising Program in Washington, D. C.

Essentially this dissertation documents a process for involving public school students in the design and management of a peer career advising program. Since peer counseling is a recent "social invention," there remains much to be explored. The data collected from the needs assessment is useful for existing programs as well as future programs.

The results contradict the perceptions of many adults. According to the data the degree of significance that adolescents feel about the amount of influence adults have on their lives is shown. It is difficult to determine how much more influential adults could be on youth and youth on adults if adults really allowed youth to assist in the design and management of delivery service systems to youngsters and adolescents.

CHAPTER 2

CAREER EDUCATION IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Introduction

The District of Columbia, like most other large urban school systems, has had difficulty in meeting the educational needs of its students. The lack of job opportunities and mobility has been a persistent problem for poor and minority residents of Washington, D. C. National studies have revealed that educational services to children are correlated with parents' occupation(s) and income.¹

The Washington, D. C. area offers almost unlimited opportunities for gainful employment in the Federal government for many persons, but the poor and minority residents have not benefited from the same opportunities. Public service attracts great numbers of persons to Washington, D. C. Minorities, however, tend to be employed as GS-1's or GS-2's--the lowest entry level of government service.

In Washington, D. C., blacks and other minorities dominate the "secondary labor market" while whites control the primary job market. Locally and nationally, unemployment is almost twice as high for blacks as for whites. According to national figures, forty to fifty per cent of income sources in urban areas fall into the secondary labor market

¹Youth Transition to Adulthood, Report of the Panel on Youth of the President's Science Advisory Committee (Chicago: The University of Chicago Press, 1974), p. 105.

with annual wages less than "adequate," according to the Bureau of Labor Statistics definition.²

For the ninety-three per cent of minority students attending the District of Columbia Public Schools, most have limited access to educational and job opportunities. The persistent problem of unemployment and underemployment of students and graduates has been the focus of the public schools' effort to improve the quality of education.

In 1967, Dr. Harry A. Passow of Teacher College, Columbia University, completed a comprehensive report that was designed to assess existing programs and make recommendations which would improve the quality of education in Washington, D. C. Passow recommended among other things, that the existing vocational high schools become skill development centers for all secondary students in the system. He suggested that academic high schools become comprehensive secondary schools with the vocational schools being utilized as technical and supplementary learning centers. The recommendation attacked the "general" program which neither provided students with access to college nor to a salable skill.

This recommendation received enthusiastic support from the District of Columbia Board of Education and in January, 1969, the Board appointed a Task Force on Vocational Education. The Task Force consisted of eighteen members which included persons from each of the major instructional departments, a principal, several teachers, two students, and a member of the former Advisory Council on Vocational Education. The objectives of the Task Force were to develop a plan for implementing recommendation in the area of vocational education with particular focus upon 1) orienting

²Bennett Harrison, Education, Training and the Urban Ghetto (Baltimore: The Johns Hopkins University Press, 1972), pp. 116-152.

vocational programs for all levels of instruction, and 2) specializing training toward specific career goals and objectives.

In summary, the Report proposed a sequential career development program for all students in the District of Columbia Public Schools.

The Report recommended the following major objectives:

1. That a sequential pattern of career development be developed which will influence the educational program of all students, K-12, with close ties to the world of work and to the institutions associated with continuing education and further career specialization.
2. That the system embark at once upon a five-year schedule of curriculum development and staff development designed to implement this career development program for all students.
3. That immediate steps be taken to secure funds and initiate planning for the construction of a ten to twelve thousand student comprehensive career development center to serve all high school students on a parttime basis.³

The Task Force recommended that the planning and implementation of the Career Development Program take place within the Divisions of Research and Long Range Planning and Career Development. The five year plan which was to begin the following fall would involve curriculum and staff development in four elementary schools, two junior high schools, and the five vocational high schools. It further recommended a full-time planning staff at the elementary, junior and senior high schools in order to begin the implementation of the proposals. Finally, it indicated that top priority should be given to the development of the comprehensive career development center which would service the entire secondary school population.⁴

³A Plan for Career Development in the Public Schools of the District of Columbia Task Force Report on Vocational Education, May 1969, pp. 3-5.

⁴Ibid., pp. 20-42.

Since the Task Force Report of 1969, two major changes have occurred in the conceptual and developmental phases. Whereas, the Task Force utilized four career clusters as developed in the Detroit Public Schools, the District of Columbia Public Schools have modified the fifteen clusters developed by the Office of Education into ten "modules" which reflect the employment market in Metropolitan Washington. Second, it was decided to remodel existing vocational high schools rather than delay the implementation of the career development program by waiting for major facility innovations. These modifications will allow for the better coordination of activities and schedules from the five year plan.⁵

A Division of Career Development Programs has been created and the new Division incorporates all the units formerly administered by the Department of Vocational Education. The Division houses career oriented units like Home Economics and Business and Office Education. Programs like Distributive Education, Widening Horizons, Health Occupations and Cooperative Office Education have all been reorganized under the Division. Finally, the Division has developed two new programs: Career Counseling and Placement Program, and the Interdisciplinary Cooperative Education Program (ICEP).

The Career Counseling and Placement Services Program has developed programs in all of the junior and senior high schools. In addition to career counselors, the program provides instruction, job development, job placement, and provides additional resources to the classroom teacher. The ICEP provides students with work-study experiences. The teacher-coordinators of the ICEP work with agencies in the community and find

⁵ Joseph Harris and Joyce Page, "Career Education in the D. C. Public Schools: The What, The Why and The How," 1974, pp. 12-24.

job placements as well as provide on-site supervision and visitations.⁶

The Washington, D. C. Public Schools have developed a career education program that seems feasible for most urban communities. The District administrators believe they have planned and implemented the most comprehensive and useful career education program to date for urban school systems. Their program was based on the rationale and models recently developed by the Office of Education in response to the need for better career development in public schools. It is important to present the philosophy and models developed by career educators before discussing the limitations of career education for the Washington, D. C. Public Schools and urban school systems in general.

The Rationale for Career Education

The proponents of career education viewed its purpose to be the restoration of the work ethic as a viable and effective force in American society. They saw the role of public education as preparing persons for making a living and not just preparing persons for living.⁷

There are other arguments as well. Though only twenty per cent of available jobs require a college degree, over eighty per cent of the students at the secondary level are enrolled in college preparatory curriculum. Most secondary schools are geared toward acquisition of academic skills rather than vocational skills as well.

⁶ Ibid., pp. 24-41.

⁷ Keith Goldhammer and Robert E. Taylor, Career Education: Perspective and Promise (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972); Kenneth B. Hoyt et al., Career Education: What It Is and How to Do It (Salt Lake City: Olympus Publishing Company, 1972).

In the post-industrial society, the need for production of services increasingly outweighs the production of goods. Finally, colleges and universities are doing little to prepare students for vocational occupations.⁸

These arguments and a host of others are grounds for developing the field of career education. Generally, career education has been defined as follows:

Career education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into their personal value structure.⁹

Finally, Hoyt described a successful education program as integrating and interlocking the following five components:

1. Efforts of all classroom teachers at all levels of education to emphasize the career implications of the substantive content they seek to help students learn.
2. Vocational skill training that will provide students with specific competencies required for successful entry (or re-entry) into the occupational world.
3. Efforts of business, labor, and industry to contribute actively to the goals of career education, including the provision of observational, work experience, and work-study opportunities for students and for those who educate students.
4. Comprehensive programs of career development aimed at helping students in the decision-making process while protecting individual freedom of choice.
5. Efforts to recognize and capitalize on the significant ways in which the home and family structure serve as an influence on and are influenced by the occupational society.¹⁰

⁸James E. Bottoms et al., Career Education Resource Guide (Morristown, New Jersey: General Learning Corporation, 1972), pp. 2-4.

⁹Ibid., pp. 5-6.

¹⁰Ibid., p. 6.

Career Education Models

Career education has developed a variety of models for facilitating the career education goals at a local and national level. The U. S. Office of Education has developed the following four models:

1. the School-Based Model
2. the Employment-Based Model
3. the Home/Community-Based Model
4. the Residential-Based Model

The School-Based Career Education Model is based on the development of career education objectives that extend the K-14 educational programs. Although programs that have been implemented to date have only been designed for K-12, the ideal is to include two-year college programs which are geared toward specific job training.

This model is attempting to design a service-delivery system which includes academic, vocational, and psychological components which meet the cognitive, affective and developmental needs of students on an incremental and progressive basis from kindergarten through the twelfth grades.¹¹

The Employment-Based Model is designed to involve businesses in a collaborative arrangement with public schools. The objectives of this model are: 1) to provide secondary students with an employer-based setting as an alternative educational program; 2) to combine the academic, general and vocational curricula with real world or work situations; 3) to make education more relevant to the world of work; and 4) to broaden the base of community participation in the education of students.¹²

¹¹ Wesley F. Buke, Glenn E. Bettis, and Gary F. Beasley, Career Education Practice (Columbus, Ohio: The Ohio State University Press, 1972), pp. 9-10.

¹² Ibid., pp. 11-13.

The Home/Community-Based Career Education Model as its name connotes is structured to provide a variety of learning experiences that use the home as a center for learning. Its primary purpose is to reach the eighteen to twenty-five year olds who have left the traditional school environment. Through close collaboration with a variety of community agencies, this model will put great emphasis on an extensive educational television program for young adults and adults.

The model has three major components: 1) a motivation and career information component via mass media programs; 2) communication and instruction systems which use media like cable television, correspondence programs, audio cassettes, radio and other instructional aids; and 3) a variety of support services in the community like counseling, career clinics, and other referral services. The advantage of this program is that a major information retrieval system would provide easy access to the latest materials that could easily be directed toward specific target groups via mass media.¹³

The objectives of the Rural Residential Career Education Model are to provide rural families with employment potential suitable to the area, to improve the economic development of the area, and, in general, to improve family services and living conditions. This model is designed to provide intensive programs at a residential center. The services to be provided will run the gamut of human delivery services which include the physical, mental and psychological services to the very young as well as the very old.¹⁴

¹³Ibid., pp. 13-14.

¹⁴Ibid., pp. 14-15.

There has been a great deal of effort and monies given to the development of these models. It does not appear that any of them provide more adequate information about how to seek out more productive employment. For most public schools, there still remains the problem of implementing the career education concept.

Teachers at the junior and senior high levels have not been trained to provide career education to students. Most teacher training is geared toward the certification of a particular subject matter. The difficulty of implementing career education programs at the junior and senior high level lies in the retraining of public school personnel toward career development objectives for students. Career education has to be planned toward the specific needs of junior and senior high school students.

Career Education for Junior High Students

Junior high students present an unusual dilemma to public education. The school population of a junior high school is different from elementary and secondary schools in that the population is in between childhood and adolescence. Junior high populations differ from one another in physical, social, psychological and intellectual maturity. This divergence created social and individual disorganization between old patterns of interacting particularly with the opposite sex and adults. There is a frantic effort on the part of most junior high students to search out who they are and what they are all about.

Despite this divergence, there are a number of characteristics that most junior high students have with one another. These characteristics will provide the format for which career education can operate

in junior high schools. Some of these characteristics are as follows:

1. The junior high student is usually developing a greater sense of independence, while feeling the need for approval from his peers.

The school can create a variety of learning activities and allow the student to select individual and group projects in different subject areas that relate to a current career interest. Curricular and extra-curricular activities that are career oriented can provide new opportunities for peer interaction and subgroupings.

2. The junior high student's interests are constantly changing and expanding and, yet, idealistic but easily influenced by negative elements.

Career education can provide the young adolescent with a variety of contacts with adult role models throughout the community by such activities as on-the-job observations, interviews with workers, and visitations with a variety of personnel in job related situations. Career education provides an outlet for many of the student's interests. By individualizing the units according to content and career groups, students would have ample opportunities to meet their changing interests.

3. The junior high student can more easily comprehend relationships and use abstract terms and symbolism as opposed to his elementary years and also has a need to find himself in an environment in which he can succeed.

Schools can provide opportunities for the student to test out new information in the real world. Students have greater freedom given their relative independence to be more mobile in seeking out new learning experiences both within and outside the school.

In essence junior high schools should provide a framework for students to make a satisfactory transition from childhood to early adulthood. Schools should provide the student an opportunity to begin to relate knowledge, skills and concepts taught in school to solving their real-life problems.

Finally, the junior high years should provide students with a career survey of the various career groups. The objectives for career education at this level are: 1) knowledge of characteristics and requirements of different course and occupations; 2) knowledge or relation of personal characteristics to occupational requirements; 3) knowledge or relation of education to occupational fields; 4) possession of numerical skills, communication skills, manual-perceptual skills, information-processing and decision-making skills, interpersonal skills, effective work habits, and positive attitudes toward work.¹⁵

Career Education on the Secondary Level

Career education takes on a new dimension at the secondary level. High schools should provide students with an opportunity to receive intensive training in one or more of the career clusters. Courses should include a variety of learning opportunities that maximizes the learner's skills and knowledge; and, at the same time, provides new opportunities for learning new skills and knowledge. The new skills and knowledge should prepare the student for a particular vocation as well as enhance their daily personal routines.

The need for specificity and for a curriculum that meets the real and perceived needs of older adolescents must include the opportunity

¹⁵Bottoms, Career Education Resource Guide, pp. 90-97.

to make decisions for oneself. Students should be involved in making the curriculum more relevant to their needs. It seems imperative that teachers move toward a more comprehensive approach to the teaching of content courses. The philosophy of career education challenges secondary schools to change the format and content of courses of study to include the practical application of content to the world of work.

The goals of career education for high school students are basically as follows: 1) to have acquired a salable skill; 2) to have a sense of self and to value work; 3) to have minimally decided on one career cluster in which his/her career can be built; 4) to have a basic command of reading, writing and computational skills and be able to apply them to a work situation; and 5) to know where additional information and training can be found to enhance one's career goals.

High schools should require adolescents to acquire the necessary skills and training to launch out on employment opportunities that will provide value to life and create a meaningful existence for the graduate or adolescent student.¹⁶

Limitations of Career Education

Though Washington, D. C. Public Schools have initiated a worthwhile career education program, there remain a number of unsolved problems. The rationale and models of career education do not address themselves to several critical issues. The effects of education and training on earnings, unemployment, and occupational status remain marginal for inner city persons.¹⁷

¹⁶Ibid., pp. 170-174.

¹⁷Harrison, Education, Training and the Urban Ghetto, pp. 55-66.

Although the Task Force Report on Vocational Education dealt a death blow to the expansion of vocational schools, career education still sounds much like vocational education. The District of Columbia has adopted, in general, the cluster concept of the Office of Education. There are still a variety of problems connected with the categorization of jobs, such as skills, occupations, income and social status.

In recent years the world of work, as it exists in this country, has become more complex. The estimates on the number of different occupations is between 25,000 to 30,000. Though classification systems are essential to better understanding of the relationship of new occupations to others and the world of work, there is little consensus on what constitutes good classification. There are, for example, at least the following classification systems: decennial census, socio-economic, prestige ratings, intellectual demands, and two-dimensional classification.¹⁸

The District of Columbia School System uses a form of the decennial census. They have narrowed down Office of Education career clusters from fifteen to ten. An example of a career cluster is the following:

Hospitality, Recreation and Personnel Services include careers such as food service, hotels and lodging, amusement parks, athletics, travel agencies and others; residential, institutional, commercial, child care, family relations, housing, clothing, foods and nutritional services for other persons.¹⁹

It would be difficult to discuss this career group since it includes paraprofessional and professional persons in the same group. It requires

¹⁸ Lee E. Isaacson, Career Information in Counseling and Teaching (Boston: Allyn and Bacon, Inc., 1971), pp. 221-252.

¹⁹ Harris and Page, "Career Education in the D. C. Public Schools: The What, The Why and The How," p. 9.

quite a different set of skills and knowledge to be a waitress than a hotel manager. Thus, the problems of classification make it difficult to provide useful information about career opportunities.

There are numerous theories of career development, such as Hoppoch, Holland, Roe, Ginzberg and Associates, Samler, Super, Tiedeman and O'Hara and others.²⁰ There is, however, little agreement on what constitutes a suitable career decision making process. A "right" vocational choice cannot simply be determined by such variables as I.Q., grades, personality, training or any particular combination of qualities and characteristics.

Career education models remain dreams that have not been actualized. There is no simple way of providing adequate and useful information that will lead to more productive employment. Race and sex discrimination in job opportunity continue to be a major cause for frustration among minorities and a major contradiction of basic American values.²¹

The models of career education tend to minimize the value systems of minority cultures in relation to development. There tends to be little recognition of developing job opportunities that are geared toward the greater actualization of ethnic values and culture.²²

²⁰ Isaacson, Career Information in Counseling and Teaching, pp. 24-63.

²¹ Report to the President White House Conference on Children (Washington, D. C.: Government Printing Office, 1970), p. 70.

²² American Institutes for Research, Proceedings of the Eighth Invitational Conference on Systems Under Construction in Career Education and Development (Palo Alto, California: n.p., 7-8 October, 1971), p. 186.

For public schools, there remains the lingering problem of "drop outs" and absenteeism. In central cities of urbanized areas, only 37.7 per cent of the males and 48.8 per cent of the females have graduated from high school by the age of nineteen.²³ The daily absentee rate of Washington, D. C. is between 22 and 25 per cent or higher.²⁴ Given the large number of drop outs and absentees, the career education programs are failing to reach the students that seem to need them most.

Finally, the careful examination of factors influencing educational and vocational aspirations and attainment show the family to be the most powerful.²⁵ The following statements indicate the areas of most influence:

In reports of youth or adults about the most important influences upon their vocational aims parents receive the largest proportion of nominations, with the school, peers, relatives or other adults, and work experience being the others most frequently cited.²⁶

Family income helps to determine not only the likelihood of higher education but also place of residence and, hence, the caliber of lower school attended and the type of neighbors.²⁷

School and place of residence seem to have effects independent of those associated with family. For example, an economically poor youth attending a predominantly middle class school has similar aspirations to those of his classmates and teachers.²⁸

²³1970 Census of Population, Subject Reports: Educational Attainment (Washington, D. C.: Government Printing Office, 1973), p. 19.

²⁴"How 1:30 a.m. Phone Calls Solved One School's Truancy Problem," The Washington Star, Wednesday, April 23, 1975, p. 1.

²⁵Youth Transition to Adulthood, p. 104.

²⁶Ibid., p. 105.

²⁷Ibid.

²⁸Ibid.

The evidence seems to indicate that there is much career education cannot do alone to alleviate the problems facing minorities and their limited access to employment opportunities. The inequities of the system will not be eradicated by more and better education and training. At most, more and better education and training merely alleviates one of the many barriers to better employment opportunities.

Given the limitations of career education, it does seem reasonable to develop alternative strategies for assisting urban youth in the quest for better job information and opportunities. Peer career advising does seem to provide another possible alternative for trying to minimize the problems inherent in career education programs.

The issues of future productive employment for urban youth do not lie in the reestablishment of the "work ethic" or simply in access to the acquisition of work skills and knowledge of job opportunities. The problems of unemployment or underemployment are far more complex than the institution of career education programs. There still remains, however, merit in designing and implementing career education programs for all students. It might even be possible for career education to be more effective if students were involved in the planning and management of these programs.

CHAPTER 3

THE USE OF PEERS AS HUMAN SERVICE AGENTS

Introduction to Peer Counseling

The concept of peer counseling is relatively new and refers to nonprofessionals, in most cases, who provide psychological and/or educational services to a person or persons similar to them in age, geographic location, interest, and affiliation. Peer counseling is referred to as paraprofessional counseling. Also, the "indigenous" paraprofessional helper was often referred to as a paraprofessional counselor as well. Later the concept of peer or paraprofessional counseling was broadened to include any person representing the culture or values of those with whom he works.¹

Peer counseling originally began in 1964 with the implementation of the New Careers Program by the Office of Economic Opportunity. The New Careers Program was based on the following assumptions: 1) more effective services could be provided through use of persons from a specific target population; 2) more persons within a target population could be served; and 3) job opportunities could be created for the unemployed.² The program, which was aimed at the improvement in

¹ Bernard G. Guerny, Jr., ed., Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers (New York: Holt, Rinehart, and Winston, 1969).

² Arthur Pearl and Frank Riessman, New Careers for the Poor: The Nonprofessional in Human Service (New York: Free Press, 1965).

human service delivery systems to low income areas, provided funds for training "indigenous" persons in a variety of areas such as mental and physical health, housing, legal and job counseling services to the poor, unemployed, and undereducated.³ For example, the Career Opportunities Program, a New Careers Program, provided underemployed persons with training which led to a college degree in teaching. This kind of career lattice approach provided upward mobility for a variety of paraprofessionals.

Paraprofessional programs were developed primarily for urban minority youth. The use of paraprofessionals was deemed safer for urban than suburban youth. The multiplicity of problems in urban areas was used as a justification for paraprofessional helpers. Yet, there has been little research conducted on any of these programs. The need for more human delivery service agents in urban areas did not guarantee programmatic success. Given that the paraprofessional movement has been around for a decade, a critical review of the concept is in order.

Topics Discussed in the Literature

The early literature dealt primarily with the use of volunteers and paraprofessionals in the mental health fields to alleviate severe manpower shortages. In addition, a number of articles were devoted

³David G. Zimpfer, ed., Paraprofessionals in Counseling, Guidance and Personnel Services (Washington, D. C.: APGA, 1974).

to the definition of roles and functions to be performed by the paraprofessional.⁴

Shortly after the appearance of these articles in professional journals, a number of articles describing pilot programs based on the paraprofessional model appeared in the literature. Magoon and Golann used nontraditionally trained women as mental health counselors. Goodman used male college students as helpers to troubled boys. Muro began a program which utilized community volunteers as "counselors" to children in public school settings. McCarthy and Berman described the use of college students to operate a telephone crisis center.⁵

The evaluation of paraprofessional programs and their effectiveness has been largely limited to subjective assessments such as client feedback, professionals' observations and self evaluation by the

⁴George Albee, "Conceptual Models and Manpower Requirements in Psychology," American Psychologist 23 (May 1968):317-320; June Christmas, "Group Methods in Training and Practice: Nonprofessional Mental Health Personnel in a Deprived Community," American Journal of Orthopsychiatry 36 (April 1966):410-419; Mary Holland and Frances Voss, "Nontraditional Assignments for Volunteers," Hospital and Community Psychiatry 19 (July 1968):221.

⁵Thomas Magoon and Stuart Golann, "Nontraditionally Trained Women as Mental Health Counselor/Psychotherapists," Personnel and Guidance Journal 44 (April 1966):788-793; George Goodman, "An Experiment with Companion Therapy: College Students and Troubled Boys - Assumptions, Selection, and Design," American Journal of Public Health 57 (October 1967):1772-1777; James Muro, "Community Volunteers: A New Thrust for Guidance," Personnel and Guidance Journal 49 (October 1970):137-142; Barry McCarthy and Alan Berman, "A Student Operated Crisis Center," Personnel and Guidance Journal 49 (March 1971):523-528; Arthur Blum, "Differential Use of Manpower in Public Welfare," Social Work 11 (January 1966):16-21; and Frank Riessman, "The 'helper' Therapy Principle," Social Work 10 (April 1965):27-32.

paraprofessionals themselves.⁶ There have been some attempts at controlled, research-oriented studies although there is little substantial research to date.⁷

There have been more recent attempts at studying the various components of the paraprofessional as a human delivery service agent, and there have been attempts at assessing the personality characteristics of paraprofessionals.⁸ In addition, others have tried to identify the criteria for selection and training⁹ and the impact of paraprofessionals on target populations.¹⁰ Finally, there has been

⁶Emery Cowen, Melvin Zax, and James Laird, "A College Student Volunteer Program in the Elementary School Setting," Community Mental Health Journal 2 (Winter 1966):319-328; Jesse Gordon, "Project Cause, The Federal Anti-Poverty Program, and Some Implications of Subprofessional Training," American Psychologist 20 (May 1965):334-343.

⁷Robert Carkhuff and Charles Traux, "Training in Counseling and Psychotherapy: An Evaluation of an Integrated Didactic and Experimental Approach," Journal of Consulting Psychology 29 (August 1965): 333-336; Thelma Vriend, "High-Performing Inner-City Adolescents Assisting Low-Performing Peers in Counseling Groups," Personnel and Guidance Journal 47 (May 1969):897-904; Vernon Zunker and William Brown, "Comparative Effectiveness of Students and Professional Counselors," Personnel and Guidance Journal 44 (March 1966):739-743.

⁸Raymond Holbrook, "Student Volunteers as Helpers in Residence Halls," Journal of College Student Personnel 13 (November 1972):559-561; Lawrence Feinberg and Lloyd Sundblad, "Need for Approval and College Student Volunteers in Community Rehabilitation Centers," Rehabilitation Counselor Bulletin 14 (June 1971):245-251.

⁹Robert Carkhuff, Helping and Human Relations, vol. 1 (New York: Holt, Rinehart and Winston, 1969b); Mitchell Salim and H. Jayne Vogen, "Selection, Training and Functions of Support Personnel in Guidance: The Counselor Assistant Project," Counselor Education and Supervision 7 (Spring 1968):227-235.

¹⁰Thomas Wolff, "Undergraduates as Campus Mental Health Workers," Personnel and Guidance Journal 48 (December 1969):294-304.

considerable attention paid to the role and function of the paraprofessional model through the formation of career ladders, educational opportunities, and permanent job positions.¹¹

Major Issues Involved in Paraprofessionalism

The emergence of the paraprofessional human delivery service agent can be understood for several reasons. First, the severe cut-back in funds and manpower in the mental health field precipitated the need for the recruitment of volunteers and low-paid paraprofessionals.¹² Second, the neglect on the part of the professionals toward certain populations created a demand for paraprofessional services, e.g., retarded children and geriatrics and persons from low income areas, drug abusers, alcoholics and juvenile delinquents.¹³ Third, the recognition by some professionals of the need for a liaison or "bridge" between themselves and the target population.¹⁴ Fourth, the new thrust of the community mental health movement has added

¹¹Jon Carlson, David Cavins, and Don Dinkmeyer, "Guidance for All Through Support Personnel," The School Counselor 16 (May 1969): 360-366; Marceline Jaques, "Rehabilitation Counseling and Support Personnel," Rehabilitation Counseling Bulletin 15 (March 1972):160-170; Howard Strieby, "New Opportunities for the Paraprofessional in Psychology," (Thesis, 1971)

¹²Albee, "Conceptual Models and Manpower Requirements in Psychology," pp. 317-320.

¹³George Gruver, "College Students as Therapeutic Agents," Psychological Bulletin 46 (February 1971):111-127; Charles Grosser, William Henry, and James Kelley, eds., Non-Professionals in the Human Services (San Francisco: Jossey-Bass, 1969).

¹⁴Pearl and Riessman, New Careers for the Poor: The Nonprofessional in Human Service.

impetus to the development of training models and job opportunities for paraprofessionals.¹⁵

There seems to be growing support for the role of paraprofessional human service agents in the community mental health movement. Arnoff, Rubenstein and Speisman stated that the current mental health philosophy prevents large numbers of persons from being helped, regardless of the manpower shortages. Christmas argued that paraprofessionals can alter the conditions that may be determinants of mental disorder by involving them in meaningful human service activities in the community. Smith and Hobbs assert the development of roles for "indigenous" staff as the opportunity for insuring community control of services. Denner and Price suggest that programs utilizing paraprofessionals might deem it necessary and feasible to provide them with more autonomy.¹⁶

Those persons opposing or having reservations about the use of paraprofessionals generally fall into two categories. The first general area of opposition or concern is that of the paraprofessionals' effectiveness. Can a paraprofessional deliver quality services? There

¹⁵Nicholas Hobbs, "Mental Health's Third Revolution," The American Journal of Orthopsychiatry 34 (October 1964):822-833; and M. Brewster Smith and Nicholas Hobbs, "The Community and the Community Mental Health Center," American Psychologist 21 (June 1966):499-509.

¹⁶Franklin Arnoff, Eli Rubenstein, and Joseph Speisman, Manpower for Mental Health (Chicago: Aldine, 1969); Christmas, "Group Methods in Training and Practice: Nonprofessional Mental Health Personnel in a Deprived Community," pp. 410-419; Smith and Hobbs, "The Community and the Community Mental Health Center," pp. 499-509; Bruce Denner and Richard Price, Community Mental Health: Social Action and Reaction (New York: Holt, Rinehart and Winston, 1973).

are critics who suggest that paraprofessionals have neither the training nor the knowledge to provide "true therapy."¹⁷ There are studies which show that paraprofessionals are as effective as professionals in providing high level services.¹⁸ There still remains the need for effective evaluation and research studies to determine the degree to which paraprofessionals are effective. Those opposed to the use of paraprofessionals tend to discredit their ability to perform counseling or therapy. The use of paraprofessionals as teacher aides, legal aides, hospital aides, mental health aides, etc. has generally been discussed in the literature in a positive manner.

The second issue of opposition generally follows the first concern, namely, the question of professionalism. What is the training criteria used to determine whether or not a paraprofessional can perform counseling or therapy functions? Concern has been expressed that the standards of counseling would be compromised by the introduction of paraprofessionals to certain agencies.¹⁹

In 1966, The American Personnel Guidance Association issued a policy statement that indicated that appropriately prepared support personnel, under the supervision of the counselor, can assist the

¹⁷ Joseph Durlak, "Myths Concerning the Nonprofessional Therapist," Professional Psychology 4 (August 1973):300-310.

¹⁸ Robert Carkhuff and Charles Traux, "Lay Mental Health Counseling: The Effects of Lay Group Counseling," Journal of Consulting Psychology 29 (October 1965):426-431; and Robert Carkhuff, "Lay Mental Health Counseling: Prospects and Problems," Journal of Individual Psychology 24 (May 1968):88-93.

¹⁹ Zimpfer, Paraprofessionals in Counseling, Guidance, and Personnel Services.

counselor in meeting the counselee's needs. It furthermore states that the support personnel should not take the place of nor assume the responsibilities of the counselor.

Although this policy statement has influenced the role and responsibilities of the paraprofessional, it is obvious from the literature that they are being utilized in a variety of settings. Though most agencies and institutions which utilize paraprofessionals have tried to provide supervision and training to paraprofessionals, it is difficult to monitor the paraprofessionals' involvement with persons who come to the settings for services.²⁰

Paraprofessionals have provided services in a variety of settings. Though much of the evaluation of paraprofessionals has been based on subjective reporting, they have been clearly supported by a number of experts in the helping profession. The initial reasons for developing paraprofessional human delivery service agents are certainly as legitimate today as when the New Careers Program began. The successes and failures of these programs can provide a framework for developing future programs.

Role and Functions of Paraprofessionals in College and University Settings

Colleges and universities have utilized students in a number of paraprofessional roles. A review of the literature on paraprofessionalism published in American Personnel and Guidance Association journals found that the majority of material on paraprofessionals dealt with their usage in educational settings. The focus of their involvement in programs was serving youth and children. In particular, Zimpfer

²⁰ Ibid., pp. 27-33.

found that colleges and universities employed paraprofessionals in mental health hospitals, elementary and high school settings, community programs, and most certainly the campus itself. Almost all of these paraprofessionals were students attending college.²¹

Students have been involved in paraprofessional roles since 1954. During the early 1950s students were utilized as companions and therapeutic agents with mental health patients. While their training was limited, the students received continual professional supervision and direction. After these initial efforts had been perceived as worthwhile by hospital personnel, a variety of new opportunities arose for students in the form of ward aides, behavior therapists with schizophrenic patients, emotionally disturbed children and chronic patients. Once again, there was little formal training, but the students did work under close professional supervision.²² In the early 1960s college students began to be trained to carry out new roles in a variety of community and educational settings. College students became companions to boys with withdrawal or aggressive behavior. They became counselor aides to elementary school children with emotional problems. They assisted teachers in developing behavior management programs for school age students. College students worked in halfway houses and other community outreach programs and as tutors, facilitators of groups, one-to-one counseling,

²¹Ibid.

²²Emery Cowen, "Combined Graduate-Undergraduate Training in Community Mental Health," Professional Psychology 1 (February 1969): 72-73.

home visitors, intake aides, and clerical aides in community rehabilitation centers.²³

Brown and Zunker conducted a survey in the early 1960s to determine the use of undergraduates as counselors at four year institutions of higher learning. Almost all of the institutions sampled made extensive use of dorm counselors who were peers. They found that most of their work was confined to residence halls and that their activities were rank ordered as follows: orientation to college life, supervision of dorm activities, personal-social problem counseling, study habits counseling and tutoring. The primary mode of intervention was on an individual, one-to-one basis rather than groups.²⁴

Residence hall assistants have been providing a variety of human services on college and university campuses. Current social issues like drug usage, sexuality and racism are more and more being taught by paraprofessionals. Dorm counselors and residence hall assistants are being trained in human relations skills as well as communication skills. These various involvements in human services

²³ Goodman, "An Experiment with Companion Therapy: College Students and Troubled Boys - Assumptions, Selection, and Design," pp. 1772-1777; Cowen, Zax, and Laird, "A College Student Volunteer Program in the Elementary School Setting," pp. 319-328; Milton Greenblatt and David Kantor, "Student Volunteer Movement and the Manpower Shortage," American Journal of Psychiatry 118 (March 1962): 809-814; and Jules Holzberg, Harry Whiting, and David Lowy, "Chronic Patients and a College Companion Program," Mental Hospitals 15 (March 1964):152-158.

²⁴ William Brown and Vernon Zunker, "Student Counselor Utilization at 4-Year Institutions of Higher Learning," Journal of College Student Personnel 7 (January 1966):41-46.

have seemed to promote student involvement on advisory boards, policy committees, and interview panels.²⁵

The early 1970s have seen the expansion of human services to students on college campuses. Students operate crisis intervention centers, answer telephone hotlines and conduct planned parenthood centers on campuses. In addition, there are programs to handle sex problems, drug problems, abortion counseling, suicide calls and other forms of crisis intervention counseling.²⁶

College campuses have utilized the student as a human service agent for a variety of reasons. One of the major reasons has been both economical as well as dealing with the manpower shortage. The administration of colleges and universities became particularly stormy during the 1960s. Students made real demands on the university administration to change the hierarchical structure of institutions of higher learning. Paraprofessionals came to be a crucial force in providing a community mental health approach to college campuses in terms of servicing greater numbers of students who seek help as well as reaching those students who may need help but never ask for it. Foxley stated that most students at large universities can go through their entire college experience without any contact with

²⁵Ruth Falk, "Innovations in College Mental Health," Mental Hygiene 55 (October 1971):451-455.

²⁶McCarthy and Berman, "A Student Operated Crisis Center;" Robert Pyle and Francis Synder, "Students as Paraprofessional Counselors at Community Colleges," Journal of College Student Personnel 12 (July 1971):305-309; Michael Schmitz and Douglas Mickelson, "Hotline Drug Counseling and Rogerian Methods," Personnel and Guidance Journal 50 (January 1972):357-362.

a professional counselor or advisor.²⁷ The student counselor/advisor can provide an important and essential service to students.

Finally, the increase in use of paraprofessional programming on campuses has to do with the issue of student development and the educational role of the university. The university is a microcosm of the world to which the student will return. In order to deal with constant criticism that college does not teach persons how to deal with and live in the world more adequately, the involvement of students in the total educational process of their peers is an essential goal of higher education.²⁸

By implication, peer counseling at the college and university level has assisted students in functioning more effectively interpersonally. Peer counseling has provided college students with more opportunities for receiving human delivery services at the college and university level. Though research remains to be done, there is increasing evidence that the use of paraprofessionals at institutions of higher education facilitated the development of personal growth and more effective interactional skills of college students.

Adolescents as Human Service Agents

Junior and senior high school students as peer advisors or counselors has had even more limited usage and research to date than older age groups. In general, the purpose of the programs discussed

²⁷Cecilia Foxley, "A Workshop for Support Staff," Personnel and Guidance Journal 51 (November 1972):203-204.

²⁸Zunker and Brown, "Comparative Effectiveness of Students and Professional Counselors," pp. 739-743.

in the literature at the junior and senior high levels is remedial. The more recently developed programs are being designed more for the purposes of prevention or development.

There are three programs discussed in the literature which deal with adolescents providing indirect intervention and support to younger persons.

High school students were selected to deal with 4th, 5th, and 6th graders who were experiencing some kind of emotional and/or behavioral problem. The high school students were to provide support and reinforcement to the elementary school counselors and the student's teachers. The high school students met with professionals on a regular basis to discuss the one-to-one relationship with the young student, and to determine ways of providing more meaningful support and encouragement. The parents of the elementary school children, the elementary students and the high school students felt the experience was mutually worthwhile and beneficial.²⁹

Fifth and sixth grade students have been used as helpers in group counseling situations with their peers. These groups dealt with adjustment problems of elementary school children. The students were trained by school counselors to become peer helpers in the group setting. The data seems to indicate that the students in the experimental group showed greater gains in adjustment than those in the control group.³⁰

²⁹Wilbur Winters and Ruth Arent, "The Use of High School Students to Enrich an Elementary Guidance and Counseling Program," Elementary School Guidance and Counseling 3 (March 1969):198-205.

³⁰Roy Kern and Jonell Kirby, "Utilizing Peer Helper Influence in Group Counseling," Elementary School Guidance and Counseling 6 (December 1971):138-144.

With the support of an NIMH grant, the Champaign, Illinois Human Relations Commission developed a program of adolescents assisting caseworkers with six to ten year olders. The purpose of the program was for teenagers to act as "pals" for youngsters who might benefit from a relationship with older persons.

The program screened the adolescent applicants and interviewed each of them. A basic assumption of the program was that the adolescents would benefit from it as much as the clients. After several training sessions, the adolescent was assigned to a client for one year only, to avoid strong emotional relationships. The program seemed to work successfully and the adolescents involved agreed that they had benefited from the program as much as the children.³¹

An example of a peer advising program whose purpose is developmental and method of intervention is direct is the Career Selection Agents (CSA) program. Rural high schools in New Mexico that have no guidance counselor have experimented with high school students being trained to provide their peers with academic and career counseling. The initial results of such programs indicate that schools which have utilized peer counselors have improved the percentage of students graduating from school and the students themselves have evaluated the programs as effective.³²

³¹Felice Perlmutter and Dorothy Durham, "Using Teenagers to Supplement Casework Service," in Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers, ed. Bernard Guerney (New York: Holt, Rinehart, and Winston, 1969), pp. 265-273.

³²William Cross, "A Career Guidance Program for Small Rural High Schools," in Paraprofessionals in Counseling Guidance and Personnel Services, ed. David Zimpfer (Washington, D. C.: APGA Press, 1974), pp. 153-158.

A program whose purpose is preventive and the method of intervention is direct is the Palo Alto Peer Counseling Program. It is one of the few known programs in the country that was implemented by a public school system. The Palo Alto Peer Counseling Program began in March 1971. In a little over three years, the program has trained over 600 junior and senior high school students. Before the actual implementation of the program, the co-founders, Dr. Beatrice Hamburg and Dr. Barbara B. Varenhorst spent a great deal of time with school personnel explaining the program and its intent. The program consists of twelve weeks of formal training and a carefully planned curriculum. Trainees are repeatedly taught that they will be dealing primarily with peers who have normal developmental problems. Students who finish the training are provided with ongoing supervision and continued training. The peer counselors receive formal referrals from teachers and counselors. The peer counselors can choose to work with the referral or not, under the guidance of a practicum leader. Currently, the program is still functioning and the community, school administrators, teachers and students are enthusiastic about the results.³³

The remaining projects treated in this section deal with the use of peer counselors in urban settings. The programs were either remedial or developmental in nature.

The first program was developed in inner city Detroit. High achieving inner city adolescents were trained to work with low

³³Barbara Varenhorst, "Training Adolescents as Peer Counselors," The Personnel and Guidance Journal 53 (December 1974):271-275.

performing peers in counseling groups. The study which took a group of eleventh grade high performing students in Detroit found that low performing students not only improved in their studies but in attendance, punctuality, and improved feelings for self. The project demonstrated that peers could be trained as well as accepted by fellow students in counseling roles.³⁴

The final references deal with an article which discussed how particular adolescents became involved in peer counseling. The first two programs were remedial and provided indirect and direct intervention to other peers. The third program was developmental in nature and provided more advising than counseling.

Jackson describes the use of black youth as peer counselors. In the first instance, he relates a situation in which he utilized a young woman in Job Corp to assist him as a counselor by adding her interpretations to the general moods of the youth as well as articulating their concerns. While Jackson felt that he received invaluable assistance from the young woman, it unfortunately came to an abrupt termination because the young woman took on the weight of other persons' problems and this heightened her discomfort at her inability to resolve her own problems due to lack of time and emotional energy.³⁵

Jackson also discusses a program that was begun by a high school student in New York City for her former junior high school, which was

³⁴Friend, "High-Performing Inner-City Adolescents Assisting Low-Performing Peers in Counseling Groups," pp. 897-904.

³⁵Gerald Jackson, "Black Youth as Peer Counselors," The Personnel and Guidance Journal 51 (December 1972):280-282.

conducted by and for students. The program filled what she perceived as a real need of the junior high school, namely, a drug dialogue program.³⁶

The other high school adolescents that Jackson mentions are students who started new programs in separate high schools. The programs, in both cases, were developed for peers to receive more information about college admissions as well as employment opportunities in the community. In both cases, the programs were affected by the lack of cooperation from the guidance counselors at the school. A number of students, however, received valuable services from the program.³⁷

The studies done on the use of adolescents as peer counselors have used subjective criteria in evaluating programs. The Palo Alto Peer Counseling Program, however, demonstrates the potential impact of well designed and implemented programs. While most peer counseling programs at the junior and secondary high schools have not been evaluated, the need for training and supervision is evident from the programs that have been discussed in the literature. In the three programs described by Jackson, he does conclude his article by stating the need for prior training and supervision.

He makes the following recommendations to persons considering the use of the peer counseling approach for adolescents: 1) Decide on your rationale for using peer counseling. (The need to keep in

³⁶ Ibid., p. 282.

³⁷ Ibid., p. 283.

mind that a peer counselor is still a student and has emotional needs and anxieties similar to those that he is counseling. The student cannot leave the school setting and experience a life style and set of relationships that exclude the persons he is charged with assisting.)

2) Come to grips with the way you perceive the role of the student-- in relation to you and other people and conditions in the school. (As peer counselors become more comfortable with their role, they may come to question the role of the school counselor and other persons responsible for providing students with counseling and support services.)

3) Establish a system for evaluating the performance of the student both as a counselor and as a student. (It is important to assess the impact of the program on the students, the school and the community.)³⁸

Although the number of programs that have been reviewed in the literature are minimal, there seems to be growing interest in the use of adolescents as peer counselors. It appears that public education will continue to make budget cuts on support personnel. If this trend continues, the likelihood of increasing the public and private support for paraprofessionals to provide services seems feasible. The early evidence of adolescent peer counselors indicates that they can provide effective services to their peers.³⁹

³⁸ Ibid., p. 285.

³⁹ Libby Benjamin, Sherry Davidson, and Wendy Kodughin, "Support Personnel in the Helping Profession: A Major Article in Five Parts," Impact 3 (September 1974):42-47.

Conclusion

Peer counseling, which is one aspect of the whole issue of the paraprofessional as a human service agent, began an important trend two decades ago. The movement gained rapid momentum in the 1960s. Critical needs were addressed by the effective use of the paraprofessional. There are, however, a number of problems that are serious and difficult to overcome. Pearl describes them as follows: 1) paraprofessionals are used as cheap labor; 2) they are used as cosmetics; 3) they are used as agents of "technical" progress; 4) they are used as pacifiers; and finally each of these according to Pearl is a distortion of a larger problem, namely, "the unwillingness to examine seriously the direction and nature of change that our society must undergo if quality of life is to be universally available and human service is to be a significant factor in that quality life."⁴⁰

These problems are manifested in the following ways: 1) paraprofessionals are usually paid through funds made available by the government and private grants, and therefore their positions are defined as inexpensive and easily removable; 2) paraprofessionals have given to agencies the illusion of affirmative action compliance; 3) a notion has been perpetuated that professionals possess "secrets" for taking care of people whose effective implementation is impaired by clerical and other menial tasks; and 4) community leaders are coopted into "buying" into agencies that do not serve

⁴⁰ Arthur Pearl, "Paraprofessionals and Social Change," The Personnel and Guidance Journal 53 (December 1974):264.

the true needs of the community and indigenous persons can be hired as paraprofessionals and become aligned with an agency that is not respected by the target group. If the paraprofessional fails to pacify, he/she can easily be replaced by someone else.⁴¹

Though Pearl has pointed out the real dangers in the paraprofessional movement, the potential advantages necessitate the need to overcome the potential problems that can arise with paraprofessional programs. The need for human services continues to be a pressing concern in this country. Some of these services can effectively be delivered by paraprofessionals. Persons involved in the design and implementation of such programs must safeguard against the potential misuse of paraprofessionals.

If change is to occur in urban schools, students are going to have to be more involved in the school. This means essentially that a redistribution of power and wealth is going to have to take place in public education. Schools are basically ineffective because the population served has no control over its own destiny. Career education and peer counseling seem to be two potential avenues that need to be further developed and implemented with constant attention being paid to the current inherent problems in both of them.

On the basis of experience and the literature to date, it would lead to the following conclusions: 1) junior and senior high school students can be trained as peer advisors and counselors;

⁴¹Ibid., pp. 264-266.

2) training and supervision are necessary for effective utilization of students as peer counselors; 3) programs need to be well designed before implementation; 4) involvement of the students, community, and school personnel is necessary for effective implementation; and 5) evaluation must be continuous and involve a systematic approach to determine outcomes.

Since urban schools are pressed with a multiplicity of problems, peer counseling could be viewed as an innovation that will produce immediate and significant changes. As a recent social invention, peer counseling has got to be well planned before any attempts at implementation. It is crucial that any program be designed on real information about urban youth and not merely on assumptions. If a peer counseling program is planned, youth should be involved in a significant way. The real success of such a program rests on the ability to listen to youth and thus utilize their services more effectively.

CHAPTER 4

DEVELOPING AND ADMINISTERING THE NEEDS ASSESSMENT INSTRUMENT

Pilot Phase

Population

Prior to constructing a Needs Assessment Questionnaire (NAQ) for determining how adolescents viewed personal problems and the use of peers as counselors, the author initially conducted a pilot study. The group sampled consisted of 114 junior and senior high school students in Washington, D. C. and Springfield, Massachusetts. Table 1 shows the breakdown according to grade and geographic location.

TABLE 1
NUMBER OF STUDENTS TESTED DURING
THE PILOT PHASE

Location	Grade Level		Total
	Junior High	Senior High	
Washington, D. C.	70		70
Springfield, Massachusetts	<u>24</u>	<u>20</u>	<u>44</u>
Total	94	20	114

Instrument description

The questionnaire elicited student perception of adults, their peers and society in general. The initial difficulty during this

pilot phase was establishing an appropriate framework for getting feedback about the use of peers as counselors. Since previous experience with peer counseling in the schools sampled was lacking, presenting a conceptualization of this idea to students was difficult.

A Likert type attitude scale with forty-eight statements and a response set of five was used to elicit the information. The items on the pilot questionnaire focused on the student(s) handling of their personal problems with specific reference to the sources they seek for assistance. Additionally, the items described their feelings about society and how select situations helped them resolve their personal problems.

The construction of the questionnaire failed to include a plan for data analysis. Not surprisingly, the outcome of the pilot study provided minimal information concerning students' views of peer counseling.

Results

The results clearly demonstrated that adolescents want guidance and attention from adults. In particular, the students sampled had high expectations of being influenced by their parents. Society and their future hopes were pessimistically viewed. In general, mixed feelings about peers were indicated. Most of the students did want more opportunity to deal with their personal problems.

This pilot study proved invaluable with ideas for an improved questionnaire for urban adolescents. According to student feedback, many items were misleading and difficult to understand. Part of the

problem concerned how the instrument was structured and the failure to adequately describe peer counseling.

In discussing the results with the schools involved, it became evident that more supportive data was necessary for peer counseling to be implemented. The school counselors had serious reservations about initiating a peer counseling program for directly facing students' personal problems, but were amenable to counseling in areas like academics, class scheduling, or general information.

As a result, the idea of limiting the peer counseling model to career planning and advising evolved as the approach used for this NAQ. In addition, the questionnaire was designed to find out more specific information from students concerning the vital areas of their lives. The design of the questionnaire now took on a more comprehensive format, resulting from asking questions beforehand that concern the kinds of information necessary to design a model.

Needs Assessment Questionnaire

Development

The importance of viewing how adolescents perceive the school's influence on career choices, was among the first areas to be considered in the design. Any diagnostic action research conducted for purposes of improving delivery services to students should certainly determine their perceptions of the current importance of a variety of school activities on their career choices. Furthermore, it is equally important to determine how non-school influences affected their career choices.

Since one of the purposes of the NAQ was to assess the feasibility of implementing a peer career advising program in the school, it seemed important to ascertain the following:

What were the current areas of career interest among adolescents?

With whom do they currently discuss career goals?

With whom do they deal with personal problems?

These areas would provide the author with some data concerning adolescent career interests as well as a glimpse of the "significant persons" helping them sort out personal concerns and career choices.

Finally, making recommendations for implementing a new program as well as evaluating current interactional modes between students in terms of how they see themselves and others, prompted the following queries:

How do they perceive their personal characteristics and their importance on future job success?

How do they perceive certain qualities in terms of peer relationships and friendships?

What are their views on utilizing peers as career advisors as defined by the author?

The goal was to design an appropriate format for collecting information that could both diagnose existing conditions as well as provide information for proposing new programs.

The choice of categories and items for the NAQ provided enough information about the needs of urban youth to allow the development of a service program. The selection of career groups at the beginning of the questionnaire was designed to create a mind set about the intent of the questionnaire. In addition, it was felt to elicit important information about the students. The items in each category were

arranged in parallel sequencing to provide continuity and readability. For example, the sequencing went from parent to sibling to relative to another adult and so on for each category.

The NAQ format was patterned after a questionnaire received from Dr. Theodore Slovin.¹ The questionnaire was developed to evaluate existing counseling programs at the University of Massachusetts for college students. The questionnaire, "Information Sharing Task Force Resource Network - Counselor Questionnaire," used an item and response set of five. There were a few "yes" or "no" response sets with two open-ended questions. While the content differed greatly from the Needs Assessment, the author found the questionnaire helpful in constructing the instrument.

Description

The Needs Assessment Questionnaire, consisting of nine parts, is found in Appendix A. The questionnaire had a total of eighty-one items of which all except two can be answered by a check mark or a circle. The last two items on the questionnaire were open-ended questions. Part one consisted of five items for demographic data which included school, sex, grade, race and age. All items were answered by a check with the exception of school which had to be written in by the student. Part two dealt with the choosing of the three most interesting career areas and the three least interesting career areas, selected from a total of ten career areas. The six

¹Peer Counseling Programs on the U. Mass. Amherst Campus: Results of a Questionnaire, Information Sharing Task Force Resource Network, April 1974.

areas chosen were marked by an X and O respectively. The other four groups were left blank. Parts three thru eight of the questionnaire (items 16 to 73) consisted of circling one of four responses: not, somewhat, the descriptor (important, useful, helpful), and very. Part nine contained six items which were checked either as yes or no and were followed by the two open-ended questions.

In general, each item contained a single word or phrase followed by the four choice responses. The exceptions to the above were parts two and nine. Part two consisted of ten general career groups with each group being underscored with one to four lines of occupational descriptors for each category. Part nine consisted of single statements which were to be answered by a yes or no or an open-ended response.

Field test

The Needs Assessment Questionnaire was sent to Dr. Mildred Cooper of the District of Columbia Public Schools and her staff for review. Although the questionnaire had been administered to a small sample of Amherst adolescents, it had not been given to a sample of urban youth. Since the author had been doing staff development training at the Neighborhood Youth Corp Center in Springfield, Massachusetts, he had permission to field test the questionnaire at this site. Eight students were randomly selected (five black, two Hispanic and one white) for testing who were recent drop-outs of the Springfield Public Schools. (Four had been in junior high school and four in senior high school.) All the students came from poor socio-economic backgrounds.

The examiner, Ms. Sherwood, a psychologist at the Center, read the instructions of the first page and asked the students to fill out part one. Then the directions for part two were read and the career group choices discussed. After reading the instructions aloud for part three, she asked them to tell her a few of the items in part three and asked them to identify the response that they would pick. All eight of the students were finished within thirty minutes. After they had completed the questionnaire, Ms. Sherwood and the author went over the questionnaire item by item with each of the students.

Results: Final revision

A summary of the student input follows:

1. The directions are not always clear. Try to use the least amount of words possible in giving directions.
2. Confusion results when the directions are on one page and you have to turn over the page to complete the responses given in the directions.
3. Most of the students did not understand the following terminology: influential, peer, resume, concern, and trait. A few students had difficulty with the following words: academic skills, quality of academic preparation, and resource person.

The students seemed to feel that there were too many words in some sections. Troublesome words were not as much with difficulty in understanding meaning as with the item's intent. For example, they had an easier time accepting something as being "important" rather than "influential." Wording can trigger certain feelings

that were not obvious to the designer of the questionnaire but affected the results of the persons sampled. In other words, the choice and amount of words in a questionnaire will definitely affect how the students respond to each item on the instrument.

As a result of this input, a number of changes were made in the questionnaire. First, a change in format allowed for the instructions to be on the left side and the items and responses on the right side. The questionnaire could then open out like a booklet. Next, the instructions were rewritten to allow for more uniformity and brevity. The word "important" was substituted for "influential" as a response item. The word "peer" was changed to "peer/friend" and "job applications" was substituted for "resume." The phrase "personal concern" was changed to "personal problem." The word "trait" was substituted by "characteristic" and the phrase "academic skills" was replaced by "general ability." While the term "general ability" changed the intent of the response somewhat, it was deemed to be an appropriate change.

Prior to sending the final copy to Washington, D. C., the copy was shown to the Neighborhood Youth Corp students for critique and evaluation. All but one of the students felt that the final copy was easier to understand. During the meeting with the eight students, several of the other Neighborhood Youth Corp students came into the meeting and asked the author to let them take the questionnaire. The students involved in the field test liked it well enough to generate enthusiasm among the other students. Since the training of students for jobs is the primary goal of the NYC program, administering the questionnaire to all of the students at a later date seemed important.

Administration

Population

The four schools involved in the study were Hamilton Junior High School, Rabaut Junior High School, Coolidge Senior High School, and McKinley Senior High School. All of the schools are located in black neighborhoods and all except Coolidge have a totally black student body. Coolidge has an approximately 2 per cent Hispanic and white enrollment. Approximately the same number of eighth and eleventh graders were sampled at each school. They were chosen because they were in the middle of their matriculation from either junior or senior high school and if the school(s) decided to use the results and implement a career advising program, they could begin with some of the students sampled. Table 2 shows the total number of students by grade and sex for each school.

TABLE 2

TOTAL NUMBER OF STUDENTS BY GRADE AND SEX FROM EACH SCHOOL

School	Grade	Females	Males	Total By School	Total By Grade
Hamilton Junior High School	8th	26	19	45	106
Rabaut Junior High School	8th	40	21	61	
Coolidge Senior High School	11th	30	14	44	98
McKinley Senior High School	11th	36	18	54	
Total		132	72	204	204

A description of each school and the procedure used to select the sample follows.

Hamilton Junior High School is located on 6th and Brentwood Parkway, North East, Washington, D. C. Although Hamilton is a relatively new school, it has the markings both externally and internally of an inner city school. Hamilton is the feeder school to Dunbar Senior High School which is a school noted for its poverty and low productivity in terms of student performance and success. The students of Hamilton are plagued with poor housing, poor nutrition, little success in school and all the problems that beset the poor in this country. There are, however, a few students which come from low-middle income families. Fifty-five students were randomly selected by the counselor, Ms. Morse, by picking every sixth student from the total eighth grade roster.

Rabaut Junior High School is located on North Dakota and Kansas Avenues, North East, Washington, D. C. Rabaut Junior High School is a model school both externally in design and particularly clean and well managed on the inside. Rabaut is a feeder school to Coolidge Senior High and is almost exclusively a black school. The students come from low-middle to middle class homes. Mr. Johnson, the counselor, selected two of the "better" eighth grade classes. According to Mr. Johnson, the students were curious and excited about being selected to take the questionnaire. It was introduced as a questionnaire that had something to do with careers.

Calvin Coolidge Senior High School is located on 5th and Tuckerman Streets, North West in Washington, D. C. Approximately 70 per cent of the school's graduates attend college and it is second only to Wilson Senior High School in percentage of graduates attending college. Coolidge is almost exclusively a black school with less than 2 per cent Hispanic and white students. Fifty students and ten alternates were randomly selected by four counselors. Each of the counselors counted off every fourth student on their roster and wrote their name down on a piece of paper.

McKinley Senior High School is located on 2nd and T Streets, North East, Washington, D. C. McKinley High School is a much larger senior high school than Coolidge in physical plant size and student enrollment. The total enrollment of the school is 2,275. While McKinley is located in a low to low-middle income neighborhood, it has a number of specialized programs that attract students from all over the city. Consequently, the student population comes from a variety of economic backgrounds which range from the very poor to wealthy. Dr. Schulman, the eleventh grade vice-principal placed the names of all the class groups on separate pieces of paper and randomly selected two social studies classes. Social studies classes at McKinley are heterogeneously grouped.

Instrument administrator

The author chose Mr. Leroy Woods, a former junior high school counselor in the District to administer the instrument. Since the author would be perceived as an outsider by the students, the choice

of Mr. Woods as administrator would minimize the potential risk of students resisting the questionnaire. Mr. Woods was able to alleviate students' anxieties about filling out the questionnaire during the administration and established good rapport.

Data collection

The procedures differed slightly at each school because of different physical arrangements and specific requests made by the contact person. See Appendix B for the contact person facilitating the instrument administration.

However, the following procedures were uniformly carried out at all four schools:

- 1) Mr. Woods was introduced as the administrator of the questionnaire and the author as monitor.
- 2) The questionnaire was administered to the total sample group at one time.
- 3) The author provided pencils for the students.
- 4) The introduction, the instructions for parts one, two and three were read aloud by Mr. Woods. A brief intermission between the introduction, part 1 and part 2 allowed the students to ask questions and fill out the information requested in each part.
- 5) The questionnaire was completed by all the students in less than thirty-five minutes.

Data Analysis

The Statistical Package for Social Scientist (SPSS) format for running the data was used. All 204 questionnaires were key punched

and all the data was scored. Only four questionnaires had missing data. There were a total of seventy-nine items to be punched onto the card. All of the data was able to be placed on one key punch card.

The data was broken down by school and sex. Since only eighth and eleventh graders were administered the questionnaire, breakdown according to school level (junior or senior high) automatically accounted for analyses by grade. In the same manner, age was accounted for since the majority of the eighth graders were thirteen or fourteen years old and the majority of eleventh graders were sixteen or seventeen years of age.

Since this NAQ is a diagnostic action research approach to an urban school system, the analysis of the statistics is primarily descriptive in nature. The purpose of obtaining the data was to gather information on how adolescents experience and perceive career education and the process of selecting a career. Additionally, the NAQ was intended to garner data on the possibilities of designing a Peer Career Advising Program for each of the schools involved in the study. Thus, the author and the participants and their school personnel, have attempted to analyze the data on the basis of what the information might be saying to each of the schools about the students and where they are in terms of career education. Additionally, the data was used to make recommendations to each of the schools regarding the possible implementation of programs involving peers.

CHAPTER 5

FINDINGS OF THE STUDY

This chapter presents the data that was obtained from 204 students randomly selected from two junior and two senior high schools. These schools were all located in the District of Columbia. All the students sampled were eighth and eleventh graders. All students sampled were black.

There were 106 junior high school students and 98 senior high school students. Among the junior high students, 77 were thirteen years old, 25 were fourteen years old and 4 were fifteen years old. Among the senior high students, 57 were sixteen years old, 27 were seventeen years old and 4 were eighteen years old.

The tables in this chapter follow the same sequence as the Needs Assessment Questionnaire (see Appendix A). The tables are broken down by sex.

Table 3 shows the break down of the total sample by school and sex.

TABLE 3

TOTAL NUMBER OF STUDENTS BY SEX FROM EACH SCHOOL

School	Females	Males	Total by School
Hamilton Junior High School	26	19	45
Rabaut Junior High School	40	21	61
Coolidge Senior High School	30	14	44
McKinley Senior High School	36	18	54
Total	132	72	204

Analysis of Table 3

The students were randomly selected at the four schools. The discrepancy in the numbers by sex can be accounted for with the following reasons: 1) more females attend school than do males; 2) more males are tardy at school than females (since three of the four schools had the questionnaire administered at 9:00 A.M., several of the males selected were not present to take the questionnaire); 3) almost 55 per cent of the total enrollment for the four schools is female; 4) in randomly selecting classes rather than students (which was the case for two schools), some classes have a considerably larger number of one sex than another.

Hamilton Junior High School had the questionnaire administered at 1:30 P.M. and the proportion of students by sex was 26-19. This near equal ratio demonstrates how tardiness can account for the disproportionate numbers of females over males in the other schools. It should also be noted that there is a significant relationship between tardiness and absenteeism. Males account for almost three-quarters of all the absences according to one school official. Personnel at all four schools stated that the number sampled by sexes was consistent with the daily attendance records by sex.

TABLE 4

CAREER CHOICE OF 3 CAREER GROUPS
MOST INTERESTED IN BY FEMALES

Career Group	n = 26	n = 40	n = 30	n = 36
	Hamilton % of total	Rabaut % of total	Coolidge % of total	McKinley % of total
G.1 Construction, Environment & Manufacturing	7.7	17.5	13.3	16.7
G.2 Transportation	34.6	17.5	6.7	11.1
G.3 Hospitality, Personal Services and Recreation	46.2	37.5	30.0	22.2
G.4 Sales and Distribution	7.7	5.0	13.3	13.9
G.5 Communications and Media	3.8	12.5	16.7	13.9
G.6 Health Occupations	65.4	50.0	73.3	58.3
G.7 Business and Office	69.2	70.0	66.7	52.8
G.8 Public Service	23.1	17.5	33.3	33.3
G.9 Fine and Applied Arts	15.4	52.5	30.0	50.0
G.10 Consumer and Homemaking	26.9	20.0	16.7	27.8

Analysis of Table 4

Nearly two-thirds of all the females in the four schools selected "Business and Office" and "Health Occupations" as one of their "3 areas of most interest" in terms of career choice. These two career groups rank ordered either first or second for each school with the exception of Rabaut which ranked them first and third. Rabaut selected "Fine and Applied Arts" slightly more often than "Health Occupations."

"Fine and Applied Arts" and "Hospitality, Personal Services and Recreation" ranked third and fourth cumulatively. The only other career groups receiving one-third or more of the choices were the following: "Transportation" (Hamilton) and "Public Service" (Coolidge and McKinley). Two of the four areas selected most were also selected by the males in their cumulative totals. "Business and Office" and "Hospitality, Personal Services and Recreation" were selected by both sexes as two of their top four choices.

The females chose traditional career groups according to sex stereotypes. There was a small percentage of females who selected "Construction, Environment and Manufacturing;" "Transportation;" "Sales and Distribution;" and "Communication and Media." In general, only a fourth or less of all the females chose the "Consumer and Homemaking" cluster. This pattern does seem to be consistent with the increased number of women who are entering the employment market. The career groups most selected by the students match the employment opportunities that are available in the greater Metropolitan Washington Area. (See Appendix C.)

TABLE 5

CAREER CHOICE OF 3 CAREER GROUPS
MOST INTERESTED IN BY MALES

Career Group	n = 19	n = 21	n = 14	n = 18
	Hamilton % of total	Rabaut % of total	Coolidge % of total	McKinley % of total
G.1 Construction, Environment & Manufacturing	52.6	52.4	64.3	55.6
G.2 Transportation	26.3	38.1	21.4	33.3
G.3 Hospitality, Personal Services and Recreation	42.1	57.1	21.4	44.4
G.4 Sales and Distribution	15.8	4.8	21.4	5.6
G.5 Communications and Media	42.1	4.8	21.4	33.3
G.6 Health Occupations	26.3	19.0	35.7	16.7
G.7 Business and Office	26.3	52.4	57.1	55.6
G.8 Public Service	42.1	57.1	35.7	33.3
G.9 Fine and Applied Arts	26.3	9.5	21.4	22.2
G.10 Consumer and Homemaking	0	4.8	0	0

Analysis of Table 5

In three of the four schools sampled, "Construction, Environment, and Manufacturing" was selected by more males than any other group. Over half (56.2%) of all males (n = 72) chose this group as one of three areas most interested in as career choices. The exception, Rabaut Junior High School, selected "Business and Office" 57.1% of the time but they chose "Construction, Environment and Manufacturing" as a close second with 52.4%.

Three career groups ("Business and Office," "Public Service," "Hospitality, Personal Services and Recreation") were close seconds with a cumulative percentage for all schools of over 40 per cent of all the males. Other career groups identified by one-third or more of the males in one or more schools were as follows: "Transportation" (Rabaut, McKinley); "Communications and Media" (Hamilton, McKinley); and "Health Occupations" (Coolidge).

Most of the males (75% or more) did not select the following career groups: "Sales and Distribution," "Communications and Media," "Health Occupations," "Fine and Applied Arts," and "Consumer and Homemaking." Although their choices seem to coincide with employment opportunities in the Metropolitan Washington Area (see Appendix C), the career group of "Sales and Distribution" is relatively low for males. Their career choices do seem to be reflective, however, of the career patterns for males in their community. In general, there is a limited number of black males in the career areas least selected.

TABLE 6
 CUMULATIVE TOTAL BY RANK ORDER
 FOR FEMALES BY CAREER GROUP

Career Group	Cumulative % for all females
Business and Office	64.7
Health Occupations	61.7
Fine and Applied Arts	37.0
Hospitality, Personal Services and Recreation	34.0

TABLE 7
 CUMULATIVE TOTAL BY RANK ORDER
 FOR MALES BY CAREER GROUP

Career Group	Cumulative % for all males
Construction, Environment and Manufacturing	56.2
Business and Office	47.9
Public Service	42.0
Hospitality, Personal Services and Recreation	41.0

TABLE 8

DEGREE OF IMPORTANCE OF PERSONAL CHARACTERISTICS
TO FUTURE JOB SUCCESS FOR FEMALES

Characteristic	Response Categories by % of total females			
	Very* Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=26</u>				
Feelings about self	61.5	23.1	7.7	7.7
General health	53.8	34.6	11.5	0
Work skills	48.0	40.0	12.0	0
Ability to work w/others	42.3	42.3	15.4	0
General ability	20.0	60.0	20.0	0
Sex	15.4	23.1	38.5	23.1
Race	15.4	11.5	38.5	34.6
Ability to adjust	8.0	52.0	36.0	4.0
<u>Rabaut Junior High n=40</u>				
Work skills	72.5	25.0	2.5	0
Ability to work w/others	62.5	30.0	7.5	0
General ability	50.0	40.0	7.5	2.5**
General health	48.7	23.1	25.6	2.6**
Feelings about self	35.0	32.5	25.0	7.5
Ability to adjust	22.5	57.5	20.0	0
Sex	2.5	5.0	15.0	77.5
Race	0	7.5	12.5	80.0
<u>Coolidge Senior High n=30</u>				
Work skills	76.7	23.3	0	0
Ability to work w/others	73.3	13.3	13.3	0
General ability	60.0	40.0	0	0
Feelings about self	53.3	23.3	16.7	6.7
General health	46.7	30.0	23.2	0
Ability to adjust	36.7	53.3	10.0	0
Race	0	6.7	23.3	70.0
Sex	0	6.7	10.0	83.0
<u>McKinley Senior High n=36</u>				
Ability to work w/others	86.1	13.9	0	0
Work skills	77.8	16.7	5.6	0
General ability	63.9	33.3	2.8	0
General health	50.0	41.7	8.3	0
Ability to adjust	47.2	44.4	5.6	2.8
Feelings about self	36.1	44.4	11.1	8.3
Race	5.6	16.7	19.4	58.3
Sex	2.8	16.7	44.4	36.1

*Items in Tables 8 to 19 are rank ordered according to the "very" category.

**Percentage differences (2.5, 2.6) are due to a change in the total n response (missing response).

TABLE 9

 DEGREE OF IMPORTANCE OF PERSONAL CHARACTERISTICS
 TO FUTURE JOB SUCCESS FOR MALES

Characteristic	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=19</u>				
General health	68.4	26.3	5.3	0
Feelings about self	57.9	26.3	10.5	5.3
Ability to work w/others	47.4	47.4	0	5.3
Work skills	36.8	63.2	0	0
General ability	26.3	63.2	5.3	5.3
Sex	26.3	15.8	42.1	15.8
Ability to adjust	21.1	47.4	21.1	10.5
Race	10.5	21.1	15.8	52.6
<u>Rabaut Junior High n=21</u>				
General ability	61.9	33.3	4.8	0
Ability to work w/others	52.4	38.1	0	9.5
General health	42.9	38.1	14.3	4.8
Work skills	38.1	57.1	4.8	0
Feelings about self	33.3	33.3	14.3	19.0
Ability to adjust	15.0	35.0	35.0	15.0
Sex	4.8	19.0	23.8	52.4
Race	0	4.8	19.0	76.2
<u>Coolidge Senior High n=14</u>				
Work skills	71.4	14.3	14.3	0
Ability to work w/others	64.3	28.6	7.1	0
Ability to adjust	50.0	21.4	28.5	0
General health	35.7	50.0	7.1	7.1
General ability	35.7	57.1	7.1	0
Feelings about self	35.7	28.6	21.4	14.3
Race	7.1	21.4	21.4	50.0
Sex	7.1	7.1	21.4	54.3
<u>McKinley Senior High n=18</u>				
Ability to work w/others	55.6	33.3	5.6	5.5
Work skills	50.0	38.9	11.1	0
General health	50.0	33.3	16.7	0
General ability	44.4	55.5	0	0
Feelings about self	33.3	50.0	11.1	5.6
Ability to adjust	33.3	44.4	11.1	11.1
Sex	5.5	16.7	27.8	50.0
Race	5.5	16.7	16.7	61.1

Analyses of Tables 8 - 9

The responses by schools and sexes were very similar for this part of the instrument. The first and second rank orders were the same for the sexes with the exception of Rabaut Junior High School. The males tended to select "very important" less frequently than the females. Their profiles were very similar otherwise.

The majority of females from all four schools responded to the following categories as "very important" or "important": ability to work with others, work skills, general ability, general health, and feelings about self. In general, the remaining categories of ability to adjust, race and sex were considered "somewhat" or "not important."

The percentage of "very important" responses for females was greatest for work skills (72.5% and 76.7%), feelings about self (61.5%), and ability to work with others (86.1%) from the four schools. In general, 50% or more of the total females responded to four of the eight categories as "very important." None of the females responded to work skills and ability to work with others as "not important." Only two of the 132 females responded to general health and general ability as "not important."

Males selected general ability, work skills, ability to work with others, feelings about self and ability to work with others as "very important" or "important." The remaining categories of ability to adjust, race and sex were usually chosen as "somewhat" or "not important" by males. The ability to adjust item was somewhat more evenly distributed among the four response categories.

Generally the items in the other parts of the questionnaire did not have such a high percentage of "very" responses. The students sampled certainly placed a significant importance on five of the eight categories. These responses indicate that students value these qualities as significant ingredients to future job success.

The profiles for the four schools are similar. The four response categories follow a consistent pattern among the eight items for all the schools. Junior and senior high school students view personal characteristics as they relate to future job success uniformly.

Although racism and sexism are two major deterrents to job success for women and blacks, the students did not respond to them as "important" or even "somewhat important" to future job success. It is certainly understandable how an individual student subjectively rated these categories as "not important." It could be argued from this data that students need more information about the effects of race and sex on job opportunities and success.

TABLE 10
 DEGREE OF IMPORTANCE OF NON-SCHOOL ACTIVITIES
 ON CAREER GOALS FOR FEMALES

Person or Experience	Response Categories by % of total females			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=26</u>				
General life experiences	20.0	64.0	16.0	0
Parent(s)	20.0	40.0	32.0	8.0
Parent(s) wishes	12.0	36.0	52.0	0
Job oppor. in community	7.7	69.2	15.4	7.7
Recent job experiences	7.7	50.0	30.8	11.5
Media	7.7	19.2	53.8	19.2
Peers	7.7	3.8	42.3	46.2
Other adults	3.8	0	38.5	57.7
Close friend	0	7.7	57.7	34.6
Well-known person	0	3.8	65.4	30.8
Other family members	0	7.7	65.4	26.9
<u>Rabaut Junior High n=40</u>				
Parent(s)	35.0	15.0	37.5	12.5
General life experiences	31.6	36.8	28.9	2.6
Recent job experiences	30.0	37.5	17.5	15.0
Job oppor. in community	25.0	45.0	25.0	5.0
Media	17.9	33.3	28.2	20.5
Peers	5.0	12.5	35.0	47.5
Well-known person	2.6	15.4	43.6	38.5
Parent(s) wishes	2.5	22.5	57.5	17.5
Close friend	2.5	20.0	35.0	42.5
Other adults	2.5	15.0	22.5	60.0
Other family members	0	17.9	56.4	25.6

TABLE 10--Continued

Person or Experience	Response Categories by % of total females			
	Very Important	Important	Somewhat Important	Not Important
<u>Coolidge Senior High n=30</u>				
Parent(s)	30.0	40.0	20.0	10.0
Recent job experiences	26.7	46.7	16.7	10.0
Job oppor. in community	23.3	50.0	26.7	0
General life experiences	20.0	50.0	26.7	3.3
Media	10.0	36.7	40.0	13.3
Other adults	3.3	10.0	50.0	36.7
Close friend	3.3	6.7	53.3	36.7
Parent(s) wishes	0	20.0	66.7	13.3
Other family members	0	6.7	46.7	46.7
Well-known person	0	20.0	30.0	50.0
Peers	0	10.0	53.3	36.7
<u>McKinley Senior High n=36</u>				
Parent(s)	44.4	25.0	22.2	8.3
Job oppor. in community	38.9	41.7	19.4	0
Recent job experiences	38.9	38.9	19.4	2.8
General life experiences	25.0	66.7	8.3	0
Media	22.2	30.6	38.9	8.3
Parent(s) wishes	8.3	25.0	44.4	22.2
Well-known person	5.6	5.6	33.3	55.6
Other family members	2.9	17.1	42.9	37.1
Close friend	2.8	16.7	36.1	44.4
Other adults	2.8	8.3	27.8	61.1
Peers	2.8	8.3	44.4	44.4

TABLE 11
 DEGREE OF IMPORTANCE OF NON-SCHOOL ACTIVITIES
 ON CAREER GOALS FOR MALES

Person or Experience	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=19</u>				
General life experiences	42.1	36.8	21.1	0
Parent(s)	42.1	21.1	36.8	0
Recent job experiences	36.8	36.8	21.1	5.3
Job oppor. in community	36.8	31.6	21.1	10.5
Media	31.6	15.8	31.6	21.1
Other family members	11.1	27.8	38.9	22.2
Peers	5.6	16.7	38.9	38.9
Parent(s) wishes	5.3	47.4	42.1	5.3
Well-known person	5.3	26.3	47.4	21.1
Close friend	5.3	21.1	42.1	31.6
Other adults	5.3	21.1	36.8	36.8
<u>Rabaut Junior High n=21</u>				
General life experiences	42.9	33.3	19.0	4.8
Recent job experiences	28.6	57.1	14.3	0
Parent(s)	23.8	33.3	23.8	19.0
Media	9.5	23.8	42.9	23.8
Job oppor. in community	4.8	71.4	19.0	4.8
Other family members	4.8	9.5	47.6	38.1
Well-known person	0	28.6	42.9	28.6
Parent(s) wishes	0	19.0	66.7	14.3
Close friend	0	4.8	42.9	52.4
Other adults	0	4.8	38.1	57.1
Peers	0	4.8	38.1	57.1

TABLE 11--Continued

Person or Experience	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Coolidge Senior High n=14</u>				
Parent(s)	42.9	21.4	28.6	7.1
Recent job experiences	38.5	23.1	38.5	0
Media	28.6	35.7	35.7	0
General life experiences	21.4	57.1	21.4	0
Job oppor. in community	21.4	42.9	28.6	7.1
Parent(s) wishes	14.3	21.4	57.1	7.1
Close friend	7.1	14.3	35.7	42.9
Peers	7.1	14.3	35.7	42.9
Well-known person	7.1	14.3	14.3	64.3
Other family members	0	28.6	57.1	14.3
Other adults	0	14.3	50.0	35.7
<u>McKinley Senior High n=18</u>				
Parent(s)	38.9	44.4	0	16.7
Job oppor. in community	16.7	55.5	16.7	11.1
General life experiences	16.7	44.4	27.8	11.1
Parent(s) wishes	16.7	16.7	44.4	22.2
Media	5.6	33.3	33.3	27.8
Well-known person	5.6	22.2	33.3	38.9
Other family members	5.6	11.1	44.4	38.9
Recent job experiences	0	47.1	41.2	11.8
Close friend	0	16.7	27.8	55.6
Other adults	0	11.8	29.4	58.8
Peers	0	5.3	50.0	43.8

Analyses of Tables 10 - 11

The responses among females and males were nearly the same. Generally, the items of parent(s) (occupation), recent job experiences, general life experiences and job opportunities in the community were considered more important than the other items.

Although the response patterns by category for females are different among the schools, the selection of items as "very important" and "important" are similar. Most of the females selected parent(s) (occupation), general life experiences, job opportunities, recent job experiences and the media as the items that most influence their career goals.

The females at McKinley Senior High School and Rabaut Junior High School selected "very important" more often than did the females at the other two schools for the above items.

The Hamilton males felt a number of items were proportionally "very important" as opposed to the other schools. The males from the other schools saw only one or two items as "very important" in any significant manner.

Parent(s), general life experiences and recent job experiences were more frequently selected as "very important." The males did not select as frequently job opportunities in community as "very" important as did the females. Media tended to be selected less frequently among males than females.

The junior high responses included less selected items such as "very" important than senior high responses. The junior high students tended to view more items as "somewhat" or "not" important than senior high students.

For both sexes, most of the other items such as peers, other adults, close friend, well-known person, and other family members were chosen as "somewhat" or "not important." The data indicates that no other person(s) besides the parent(s) is influential on career goals. In fact, one-third to one-half of all the responses were selected as "not important."

In general, the data indicates that experiences and parent(s) occupation have the most important influence on career choices for the students sampled.

TABLE 12

 DEGREE OF IMPORTANCE OF SCHOOL EXPERIENCES
 ON CAREER GOALS FOR FEMALES

Experience	Response Categories by % of total females			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=26</u>				
Classroom materials	38.5	34.6	19.2	7.7
Practice sessions	30.8	34.6	30.8	3.8
Classroom skill drills	28.0	48.0	20.0	4.0
Classroom instruction	19.2	61.5	19.2	0
School's interest in your future	19.2	46.2	30.8	3.8
Amount of work required	15.4	46.2	26.9	11.5
Types of classes offered	15.4	42.3	38.5	3.8
Suggestions from teacher(s)	11.5	46.2	30.8	11.5
Leadership of principals	11.5	50.0	26.9	11.5
School's reputation	11.5	38.5	19.2	30.8
School equipment	7.7	34.6	46.2	11.5
Relationships with teachers	7.7	34.6	46.2	11.5
Advising from counselors	7.7	50.0	34.6	7.7
Relationships with classmates	3.8	30.8	57.7	7.7
Participation in activities	0	34.6	42.3	23.1
<u>Rabaut Junior High n=40</u>				
Classroom instruction	52.6	39.5	5.3	2.6
Classroom materials	52.6	39.5	2.6	5.3
Types of classes offered	47.4	34.2	15.8	2.6
Practice sessions	47.4	34.2	18.4	0
School equipment	39.5	36.8	13.2	10.5
Amount of work required	34.2	42.1	21.1	2.6
School's interest in your future	34.2	39.5	23.7	2.6
Classroom skill drills	31.6	44.7	23.7	0
Advising from counselors	28.9	39.5	31.6	0
Relationship with teachers	26.3	23.7	39.5	10.5
School's reputation	26.3	15.8	34.2	23.7
Relationships with classmates	15.8	28.9	36.8	18.4
Participation in activities	13.2	23.7	39.5	23.7
Suggestions from teacher(s)	10.5	39.5	50.0	0
Leadership of principals	10.5	47.4	42.1	0

TABLE 12--Continued

Experience	Response Categories by % of total females			
	Very Important	Important	Somewhat Important	Not Important
<u>Coolidge Senior High n=30</u>				
Types of classes offered	70.0	23.3	6.7	0
Classroom material	63.3	26.7	10.0	0
Classroom instruction	43.3	46.7	10.0	0
School's interest in your future	43.3	36.7	20.0	0
Practice sessions	40.0	36.7	13.3	10.0
School equipment	40.0	36.7	13.3	10.0
Advising from counselors	36.7	53.3	10.0	0
Leadership of principals	26.7	30.0	36.7	6.7
Amount of work required	23.3	50.0	26.7	0
Classroom skill drills	13.3	60.0	23.3	3.3
Relationships with teachers	13.3	33.3	46.7	6.7
School reputation	13.3	30.0	33.3	23.3
Participation in activities	10.0	33.3	50.0	6.7
Suggestions from teacher(s)	6.9	58.6	34.5	0
Relationships with classmates	6.7	36.7	40.0	16.7
<u>McKinley Senior High n=36</u>				
Types of classes offered	66.7	30.6	2.8	0
Classroom instruction	61.1	27.8	8.3	2.8
Classroom material	61.1	33.3	2.8	2.8
Practice session	58.3	36.1	5.6	0
School's interest in your future	52.8	36.1	8.3	2.8
School equipment	47.2	38.9	11.1	2.8
Classroom skill drills	38.9	47.2	13.9	0
Advising from counselors	33.3	41.7	25.0	0
Amount of work required	25.0	47.2	27.8	0
Leadership of principals	19.4	36.1	19.4	25.0
School reputation	13.9	30.6	36.1	19.4
Relationship with teachers	8.3	44.4	44.4	2.8
Participation in activities	8.3	41.7	33.3	16.7
Relationships with classmates	8.3	22.2	47.2	22.2
Suggestions from teacher(s)	5.6	52.8	38.9	2.8

TABLE 13

DEGREE OF IMPORTANCE OF SCHOOL EXPERIENCES
ON CAREER GOALS FOR MALES

Experience	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=19</u>				
School's interest in your future	73.7	10.5	15.8	0
Practice sessions	44.4	33.3	16.7	5.6
School equipment	42.1	36.8	15.8	5.3
Classroom instruction	38.9	38.9	22.2	0
Classroom skill drills	36.8	26.3	26.3	10.5
Leadership of principals	36.8	36.8	21.1	5.3
Amount of work required	31.6	47.4	15.8	5.3
Relationships with classmates	31.6	42.1	15.8	10.5
Relationships with teachers	31.6	21.1	36.8	10.5
Advising from counselors	31.6	47.4	15.8	5.3
Suggestions from teacher(s)	26.3	31.6	42.1	0
Participation in activities	26.3	31.6	36.8	5.3
Types of classes offered	21.1	42.1	31.6	5.3
Classroom material	21.1	73.7	5.3	0
School reputation	21.1	42.1	15.8	21.1
<u>Rabaut Junior High n=21</u>				
Classroom instruction	42.9	42.9	9.5	4.8
Classroom materials	42.9	47.6	9.5	0
School equipment	23.8	42.9	28.6	4.8
Types of classes offered	23.8	66.7	9.5	0
Classroom skill drills	23.8	47.6	23.8	4.8
School's interest in your future	23.8	57.1	9.5	9.5
Amount of work required	19.0	33.3	42.9	4.8
Practice session	14.3	61.9	23.8	0
Participation in activities	14.3	28.6	38.1	19.0
Relationships with teachers	9.5	47.6	23.8	19.0
Leadership of Principals	9.5	42.9	42.9	4.8
Relationships with classmates	9.5	23.8	42.9	23.8
Advising from counselors	4.8	52.4	42.9	0
School reputation	4.8	47.6	33.3	14.3
Suggestions from teacher(s)	4.8	33.3	57.1	4.8

TABLE 13--Continued

Experience	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Coolidge Senior High n=14</u>				
Classroom instruction	57.1	21.4	21.4	0
Relationship with teachers	57.1	7.1	28.6	7.1
Practice sessions	50.0	42.9	7.1	0
Types of classes offered	50.0	28.6	21.4	0
Classroom material	35.7	50.0	14.3	0
School equipment	35.7	35.7	21.4	7.1
Amount of work required	35.7	35.7	21.4	7.1
School's interest in your future	35.7	42.9	21.4	0
Advising from counselors	35.7	57.1	7.1	0
Relationships with classmates	28.6	28.6	35.7	7.1
Participation in activities	28.6	21.4	28.6	21.4
Leadership of principals	23.1	38.5	15.4	23.1
Classroom skill drills	21.4	42.9	28.6	7.1
School reputation	21.4	42.9	21.4	14.3
Suggestions from teacher(s)	14.3	50.0	35.7	0
<u>McKinley Senior High n=18</u>				
School's interest in your future	44.4	33.3	16.7	5.6
School equipment	33.3	38.9	16.7	11.1
Advising from counselors	33.3	16.7	38.9	11.1
Classroom instruction	27.8	50.0	16.7	5.6
Leadership of principals	27.8	5.6	16.7	50.0
Types of classes offered	22.2	66.7	11.1	0
Classroom skill drills	17.6	35.3	47.1	0
Practice sessions	17.6	41.2	23.5	17.6
Amount of work required	16.7	33.3	33.3	16.7
Participation in activities	16.7	27.8	33.3	22.2
Suggestions from teacher(s)	16.7	22.2	44.4	16.7
School reputation	16.7	16.7	44.4	22.2
Relationship with teachers	5.6	27.8	33.3	33.3
Relationship with classmates	5.6	22.2	33.3	38.9
Classroom material	0	66.7	27.8	5.6

Analyses of Tables 12 - 13

The pattern of responses for the two sexes on school experiences is similar. In general, the rank orderings for each sex follow a similar pattern. The "very important" category has similar percentages of response for the males from the four schools.

The items that recurred as "very important" or "important" most frequently were the following: classroom instruction, school's interest in your future, school equipment, and types of classes offered.

The following items were chosen as less important than the others for all four schools: suggestions from teacher(s), relationships with teachers, school reputation, relationship with classmates, participation in activities, leadership of principals, and advising from counselors.

Finally, the following items were selected in between the two groups of items above: classroom skill drills, practice sessions, amount of work required, and classroom material. These items were considered more important than the items related to interpersonal relationships but less important than the items mentioned in the prior paragraph.

Junior high school females chose "very important" less frequently than senior high school females. In general, methods of instruction and related classroom activities were selected as more important to career goals than interactions with school personnel and other peers.

For senior high school females, types of classes offered, classroom material and instruction, practice sessions and school's interest in your future were felt to be "very important" by half or more of the total senior high females sampled. These items were selected more

often than other items as "very important" by junior high females but less frequently than senior high females.

At Hamilton Junior High School, nearly three-quarters of all the males felt school's interest in their future was "very important." This particular response was unusually high. On the other end of the response category, half of the McKinley males felt the leadership of principals was "not important." Once again, this response was much higher than the average percentage of responses for the category of "not important."

McKinley Senior High School males chose the "not important" response categories more frequently than the other three schools. The "somewhat important" response categories were similar in frequency for all four schools for males.

The frequency of response patterns on school experiences for junior high students was divergent from senior high students. In particular, the pattern of "somewhat" and "not important" responses between the junior and senior high students was dissimilar. Hamilton Junior High School's responses were more uniform with McKinley Senior High School, however, and the other junior and senior high school responses were equivalent. These correlations may be due to the socio-economic similarities between each pair of junior and senior high schools involved.*

The response category of "not important" was selected less frequently within this part than most other parts of the NAQ. With most items, 10 per cent or less of the total sample selected the "not

*Hamilton Junior High and McKinley Senior High are comparable socio-economically and Rabaut Junior High and Coolidge Senior High are nearly identical.

important" category. This would seem to indicate that students generally feel the school experience is important to career opportunities.

Students seemed to stress the cognitive domain rather than the affective domain. Even participation in activities was selected less frequently as important than activities related directly to academics. It is difficult to determine how much of the students' feelings are influenced by how experiences might really be. It may be that the values of the school personnel greatly influence student expectations. In any event, the students felt personal and interpersonal relationships less important in schooling than studies and related activities to career success.

TABLE 14

 DEGREE OF USEFULNESS OF DISCUSSING CAREER GOALS
 WITH CERTAIN PERSONS FOR FEMALES

Person	Response Categories by % of total females			
	Very Useful	Useful	Somewhat Useful	Not Useful
<u>Hamilton Junior High n=26</u>				
Parent(s)	38.5	50.0	11.5	0
Working it out myself	38.5	26.9	23.1	11.5
Teacher	19.2	30.8	42.3	3.8
Counselor	15.4	38.5	42.3	3.8
Adults	4.2	29.2	62.5	4.2
Relative	3.8	38.5	53.8	3.8
Peers	0	15.4	61.5	23.1
<u>Rabaut Junior High n=40</u>				
Working it out myself	45.0	25.0	30.0	0
Parent(s)	42.5	42.5	15.0	0
Counselor	20.0	65.0	15.0	0
Teacher	17.5	45.0	37.5	0
Adults	17.5	30.0	45.0	7.5
Relative	15.0	35.0	47.5	2.5
Peers	12.5	32.5	50.0	5.0
<u>Coolidge Senior High n=30</u>				
Counselor	46.7	40.0	13.3	0
Parent(s)	33.3	56.7	6.7	3.3
Working it out myself	33.3	33.3	30.0	3.3
Teacher	16.7	50.0	33.3	0
Adults	16.7	46.7	36.7	0
Relative	10.0	53.3	36.7	0
Peers	6.7	23.3	60.0	10.0
<u>McKinley Senior High n=36</u>				
Working it out myself	52.8	19.4	16.7	11.1
Counselor	50.0	38.9	11.1	0
Parent(s)	36.1	50.0	11.1	2.8
Teacher	13.9	47.2	38.9	0
Relative	13.9	41.7	44.4	0
Adults	8.3	44.4	47.2	0
Peers	5.6	25.0	61.1	8.3

TABLE 15

 DEGREE OF USEFULNESS OF DISCUSSING CAREER GOALS
 WITH CERTAIN PERSONS FOR MALES

Person	Response Categories by % of total males			
	Very Useful	Useful	Somewhat Useful	Not Useful
<u>Hamilton Junior High n=19</u>				
Parent(s)	68.4	31.6	0	0
Working it out myself	52.6	26.3	10.5	10.5
Adults	21.1	31.6	42.1	5.3
Teacher	21.1	21.1	52.6	5.3
Counselor	15.8	47.4	21.2	15.8
Relative	15.8	36.8	42.1	5.3
Peers	0	42.1	47.4	10.5
<u>Rabaut Junior High n=21</u>				
Working it out myself	42.9	23.8	14.3	19.0
Parent(s)	38.1	52.4	9.5	0
Counselor	14.3	66.7	19.0	0
Teacher	14.3	57.1	28.6	0
Relative	9.5	47.6	42.9	0
Adults	4.8	23.8	61.9	9.5
Peers	0	38.1	47.6	14.3
<u>Coolidge Senior High n=14</u>				
Counselor	57.1	21.4	14.3	7.1
Parent(s)	42.9	42.9	7.1	7.1
Teacher	21.4	35.7	42.9	0
Peers	14.3	21.4	64.3	0
Working it out myself	14.3	14.3	50.0	21.4
Relative	7.1	42.9	50.0	0
Adults	0	57.1	42.9	0
<u>McKinley Senior High n=18</u>				
Parent(s)	38.9	50.0	5.6	5.6
Working it out myself	33.3	44.4	16.7	5.6
Counselor	22.2	61.1	16.7	0
Relative	11.8	52.9	5.9	29.4
Teacher	11.1	50.0	27.8	11.1
Adults	5.6	50.0	22.2	22.2
Peers	0	27.8	38.9	33.3

Analyses of Tables 14 - 15

The profiles of the sexes were contrary. The male patterns of selecting items were to choose the "very" response category more often than females.

Nearly half of all the females selected the response "very useful" for discussing career choices with parents or working it out for themselves. A third most frequently selected person among females as "very useful" was the school counselor. Adults, relatives, teacher and peers were much less frequently chosen as "very useful." Almost 10% of the females selected peers as "not useful." Almost 50% of the females chose adults, relatives, teacher and peers as "somewhat useful."

Parent(s) and school counselor seem to be the "most useful" or "useful" persons to discuss career choices with by a large percentage. Most females seemed to feel that working it out for themselves was about as equally useful as parents and school counselors.

By a margin of almost two to one, the males selected parents and working it out for themselves as "very useful" over the other five items. Only Coolidge Senior High males selected another item, the school counselor, as "very useful." Coolidge's response profile is considerably different from the other three schools. Coolidge males selected peers and working it out for myself as nearly equally "very" useful and "useful." Over 20% of the males at Coolidge chose working it out for myself as "not" useful.

Generally males identified the "not" useful category for working it out for themselves more often than females. Once again, the

parent(s) are felt to be the "most" useful person with which to discuss career choices. Unlike the females, males feel the parent is more useful in career choices than working it out for themselves.

The senior high responses differ with junior high responses in that the counselor is felt to be more useful by the older group. Junior high students are less discriminating in their choice of persons with which to discuss career goals. Junior high students selected all the persons more often as "very" useful than senior high students.

This data seems to confirm again the great degree of importance, usefulness and helpfulness the students feel about their parents. Counselors are seen as useful to students in discussing career goals while other persons (excluding parents) are not considered useful.

TABLE 16

DEGREE OF HELPFULNESS WITH CERTAIN PERSONS IN
ASSISTING WITH PERSONAL PROBLEMS FOR FEMALES

Person	Response Categories by % of total females			
	Very Helpful	Helpful	Somewhat Helpful	Not Helpful
<u>Hamilton Junior High n=26</u>				
Parent(s)	65.4	30.8	3.8	0
Myself	42.3	30.8	15.4	11.5
Sister	13.6	22.7	59.1	4.5
Teacher	12.0	20.0	56.0	12.0
Brother	4.8	28.6	61.8	4.8
School counselor	3.8	34.6	50.0	11.5
Another relative	3.8	26.9	61.5	7.7
Another adult	0	23.1	65.4	11.5
Peer(s)/friend(s)	0	23.1	57.7	19.2
<u>Rabaut Junior High n=40</u>				
Myself	55.0	27.5	15.0	2.5
Parent(s)	37.5	37.5	25.0	0
Sister	20.5	41.0	28.2	10.3
School counselor	17.9	35.9	41.0	5.1
Brother	12.8	25.6	41.0	20.5
Another relative	10.0	27.5	55.0	7.5
Peer(s)/friend(s)	7.5	32.5	55.0	5.0
Teacher	7.5	32.5	47.5	12.5
Another adult	7.5	22.5	55.0	15.0
<u>Coolidge Senior High n=30</u>				
Myself	36.7	30.0	26.7	6.7
Parent(s)	36.7	20.0	33.3	10.0
Sister	30.0	40.0	6.7	23.3
Peer(s)/friend(s)	27.6	31.0	31.0	10.3
Brother	10.0	50.0	13.3	26.7
School counselor	10.0	23.3	33.3	33.3
Another relative	6.7	23.3	36.7	33.3
Teacher	0	16.7	40.0	43.3
Another adult	0	16.7	40.0	43.3
<u>McKinley Senior High n=36</u>				
Parent(s)	52.8	27.8	13.9	5.6
Myself	47.2	36.1	13.9	2.8
School counselor	30.6	33.3	27.8	8.3
Sister	28.6	34.3	31.4	5.7
Brother	14.7	38.2	38.2	8.8
Another relative	11.1	30.6	55.6	2.8
Another adult	11.1	22.3	61.0	5.6
Peer(s)/friend(s)	8.3	27.8	52.8	11.1
Teacher	8.3	25.0	55.6	11.1

TABLE 17

 DEGREE OF HELPFULNESS WITH CERTAIN PERSONS IN
 ASSISTING WITH PERSONAL PROBLEMS FOR MALES

Person	Response Categories by % of total males			
	Very Helpful	Helpful	Somewhat Helpful	Not Helpful
<u>Hamilton Junior High n=19</u>				
Parent(s)	68.4	21.1	10.5	0
Myself	47.4	36.8	15.8	0
Brother	29.4	35.3	35.3	0
Teacher	21.1	31.6	36.8	10.5
Sister	17.6	41.2	35.3	5.9
Another relative	15.8	36.8	36.8	10.5
Another adult	15.8	31.6	31.6	21.1
School counselor	10.5	36.8	36.8	15.8
Peer(s)/friend(s)	0	36.8	52.6	10.5
<u>Rabaut Junior High n=21</u>				
Parent(s)	47.6	33.3	14.3	4.8
Myself	42.9	33.3	23.8	0
Brother	19.0	47.6	33.3	0
Another relative	10.0	35.0	40.0	15.0
School counselor	9.5	47.6	38.1	4.8
Sister	9.5	42.9	23.8	23.8
Teacher	4.8	38.1	38.1	19.0
Peer(s)/friend(s)	0	19.0	57.1	23.8
Another adult	0	19.0	61.9	19.0
<u>Coolidge Senior High n=14</u>				
Brother	35.7	35.7	21.4	7.1
Myself	35.7	21.4	42.9	0
Sister	28.6	28.6	35.7	7.1
School counselor	28.6	28.6	21.4	21.4
Parent(s)	21.4	50.0	21.4	7.1
Peer(s)/friend(s)	21.4	21.4	42.9	14.3
Teacher	14.3	14.3	42.9	28.6
Another adult	7.1	35.7	42.9	14.3
Another relative	0	35.7	50.0	14.3
<u>McKinley Senior High n=18</u>				
Myself	66.7	22.2	11.1	0
Parent(s)	55.6	16.7	22.2	5.5
Brother	16.7	44.4	22.2	16.7
School counselor	11.8	23.5	41.2	23.5
Sister	6.0	52.9	17.6	23.5
Another relative	11.1	33.3	38.9	16.7
Teacher	11.1	22.2	27.8	38.9
Peer(s)/friend(s)	0	44.4	33.3	22.2
Another adult	0	22.2	55.6	22.2

Analyses of Tables 16 - 17

The only item that differed among the sexes in response frequency was the choice of the sibling's sex. Females chose their sister more frequently than their brother and the same sex preference was also true for the males.

Approximately half of the females felt parents were "very helpful" in dealing with personal problems. The response to working through personal problems for oneself was felt to be almost equally "very" helpful after parents. In general, a sister and a school counselor were considered the next most helpful persons in dealing with personal problems. An exception to the rank ordering of parent, myself, sister, and school counselor was Coolidge High School. Over a fourth of the Coolidge Senior High females selected peer(s)/friend(s) as "very helpful."

Another adult, teacher and peer(s)/friend(s) were selected as least helpful to the females. These four items were usually selected as "somewhat" or "not helpful" by 75% or more of the total females. A brother and another relative constituted the middle group for females. While they were not chosen as "very helpful" by the majority of the females, over one-third felt they were "helpful" in dealing with personal problems.

Most males feel that their parents, brother, and themselves are "very" helpful or "helpful" in dealing with personal problems. The males at Coolidge Senior High School included sister and school counselor in their response item. With the exception of Coolidge responses on the items of sister and school counselor, over half of the males

selected another relative, another adult, school, sister, school counselor, and peer(s)/friend(s) as either "somewhat" or "not helpful." In general, less than one-fourth of the males chose the above items as "very helpful."

The data shows that the immediate family provides most males with the most help in dealing with personal problems. The majority of males feel that they depend on themselves to deal with personal problems. In general, the school and peer(s)/friend(s) are not perceived as "very" helpful in dealing with personal problems.

Once again, the profiles of each school are similar in their response patterns. It is significant that the majority of students perceive their parent(s) as the "most helpful" person(s) in dealing with personal problems. In general, the persons that are most accessible to them are the persons they felt were "most helpful" in dealing with personal problems.

This data contradicts some of the literature on adolescence and familial relationships. Most of the adolescents sampled have responded to parents as "very" important, helpful or useful. Contrary to the literature on adolescent rebellion and rejection of parental values and relationships, these adolescents responded positively toward their parents in a variety of categories throughout the NAQ. Since parent(s) are such necessary and significant persons in the lives of urban youth, the school needs to find ways of involving parents in school activities.

TABLE 18

DEGREE OF IMPORTANCE OF CERTAIN QUALITIES
TO RELATIONSHIPS WITH PEERS AND FRIENDS FOR FEMALES

Quality	Response Categories by % of total females			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=26</u>				
Educating	30.8	50.0	19.2	0
Caring	20.0	60.0	20.0	0
Understanding	16.0	52.3	32.0	0
Companionship	11.5	50.0	34.6	3.8
Influencing my attitude	7.7	46.2	23.1	23.1
Influencing my behavior	7.7	38.5	26.9	26.9
Approving	3.8	46.2	42.3	7.7
Advising	0	53.8	38.5	7.7
<u>Rabaut Junior High n=40</u>				
Understanding	55.0	42.5	2.5	0
Caring	52.5	35.0	12.5	0
Educating	35.0	37.5	25.0	2.5
Companionship	35.0	35.0	20.0	10.0
Influencing my attitudes	25.0	37.5	27.5	10.0
Approving	15.4	33.3	46.2	5.1
Advising	15.4	28.2	53.7	2.6
Influencing my behavior	15.0	40.0	35.0	10.0
<u>Coolidge Senior High n=30</u>				
Understanding	46.7	50.0	3.3	0
Caring	33.3	38.9	16.7	11.1
Educating	30.0	36.7	30.0	3.3
Companionship	30.0	46.7	16.7	6.7
Advising	13.3	50.0	33.3	3.3
Influencing my behavior	10.0	20.0	23.3	46.7
Influencing my attitudes	6.7	33.3	30.0	30.0
Approving	5.3	47.4	42.1	5.3
<u>McKinley Senior High n=36</u>				
Understanding	52.8	16.7	30.5	0
Educating	33.3	13.9	33.3	19.4
Influencing my attitudes	19.4	22.2	30.6	27.8
Caring	19.0	47.6	28.6	4.8
Advising	17.1	25.7	40.0	17.1
Companionship	16.7	44.4	27.8	11.1
Influencing my behavior	13.9	27.8	25.0	33.3
Approving	10.0	25.0	60.0	5.0

TABLE 19

DEGREE OF IMPORTANCE OF CERTAIN QUALITIES
TO RELATIONSHIPS WITH PEERS AND FRIENDS FOR MALES

Quality	Response Categories by % of total males			
	Very Important	Important	Somewhat Important	Not Important
<u>Hamilton Junior High n=19</u>				
Caring	43.3	53.3	3.4	0
Understanding	42.1	31.6	21.1	5.3
Educating	36.8	31.6	31.6	0
Influencing my behavior	36.8	31.6	15.8	15.8
Influencing my attitude	21.1	57.9	5.3	15.8
Companionship	21.1	42.1	31.6	5.3
Approving	16.7	26.7	50.0	6.7
Advising	15.8	52.6	31.6	0
<u>Rabaut Junior High n=21</u>				
Educating	33.3	38.1	19.0	9.5
Influencing my attitude	28.6	33.3	19.0	19.0
Caring	25.7	37.1	28.6	8.6
Influencing my behavior	19.0	47.6	23.8	9.5
Understanding	9.5	81.0	9.5	0
Advising	9.5	23.8	52.4	14.3
Approving	8.3	22.2	50.0	19.5
Companionship	0	66.7	33.3	0
<u>Coolidge Senior High n=14</u>				
Caring	23.1	69.2	7.7	0
Understanding	21.4	57.1	21.4	0
Companionship	21.4	50.0	21.4	7.1
Approving	15.4	30.8	46.2	7.7
Educating	14.3	50.0	7.1	28.6
Advising	14.3	35.7	42.9	7.1
Influencing my behavior	14.3	14.3	42.9	28.6
Influencing my attitude	14.3	14.3	42.9	28.6
Approving	13.3	32.8	46.2	7.7
<u>McKinley Senior High n=18</u>				
Influencing my attitude	27.8	33.3	22.2	16.7
Influencing my behavior	27.8	22.2	38.9	11.1
Companionship	22.2	61.1	11.1	5.6
Understanding	16.7	50.0	27.8	5.6
Educating	16.7	33.3	33.3	16.7
Advising	5.6	50.0	16.7	27.8
Caring	5.6	38.9	44.4	11.1
Approving	0	61.1	22.2	16.7

Analyses of Tables 18 - 19

The male profile differs from the female profile in a number of areas. First, the percentage of "very" important response selections is considerably less among the males than the females. Secondly, the items of influencing my behavior and influencing my attitudes are selected as "very important" by more males than females. Thirdly, all items seem to be generally felt to be "very important" or "important" to females than to males.

In three of the four schools, the females ranked understanding as the most important quality of peer relationships and friendships. Over two-thirds of all the females in the study responded to understanding as "very important" or "important." None of the females responded to understanding as "not important." Furthermore, the qualities of caring, educating, and companionship were chosen by two-thirds of the females as "important" or "very important." Generally, the four other categories of approving, advising, influencing my attitudes, and influencing my behavior were rated lower.

Influencing my behavior and influencing my attitudes had the highest percentage of "not important" responses among females. In particular, Coolidge Senior High School females rated these categories as 46.7% and 30% "not important" respectively.

Furthermore, there was usually a similar rank order arrangement between all qualities and the categories of "very" and "important." The only noticeable discrepancy in the rankings was for McKinley Senior High which ranked educating considerably higher in the "very" category but lower in the "important" category.

With the exception of McKinley High School, the males tend to select caring, understanding, companionship, and educating as "very important" or "important." As with the females, the males feel that approving and advising are far less important. Males tend to select influencing my behavior and influencing my attitudes more frequently as "very important" or "important" than do females. Over a third of the males, however, selected the items of influencing my behavior and influencing my attitudes as "somewhat important" or "not important."

Adolescents seem to value as more important the qualities of understanding, caring, companionship, and educating. Most students do not feel influencing attitudes and behaviors are as important as the other qualities listed above. Males feel influencing attitudes and behavior are more important for them than do females.

This data points to the high degree of similarity between junior and senior high school students in their rankings of degree of importance for the eight qualities. The data also challenges the basic premise regarding the degree of influence that peers have over each other in terms of behavior and attitudes. These youth chose personal and "high risk" qualities as more important to peer relationships. They selected qualities that connote the willingness for close interpersonal relationships.

Conclusion

Seventy items from the questionnaire were broken down by school and sex and analyzed. The data gives a reasonably clear picture of how the students responded to a variety of issues related to career

goals and critical influences that affect their lives.

There is fairly clear evidence that sex made little difference in the results of the data. There were, however, some important differences according to grade level and school. The total sample usually concurred on several of the items in the "very" response category. The distribution of several items in the other response categories ("somewhat," "not") demonstrated degrees of dissimilarities among schools, sex, and grade level.

It is interesting to note how little influenced students seem to feel they are by their peers. There remains the question of how to interpret their feelings about the qualities of peer relationships and friendships to the other items related to peer interaction. It is clear that students want or desire more meaningful relationships with peers. They want to feel that they can be cared for, understood, and helped in many ways.

The data on the relationship of school activities to career goals is important information for the schools involved in the study. The choice of responses by the students points to how they feel about the school and its effect on their future in terms of career goals and opportunities.

In discussions with school personnel and students involved in the questionnaire, they agreed on the point that students had little trouble choosing which response best expressed their feelings. In other words, students treated the "very" and "not" responses as near absolutes. The other two categories provided deviations from the two extremes.

CHAPTER 6

SUMMARY AND CONCLUSION

Summary of the Needs Assessment Questionnaire (Parts 2 - 8)

An overall profile of the four schools in terms of their most frequently selected four choices under the "very" response category for each part is as follows:

Part 3: Your Personal Characteristics and Future Job Success - ability to work with others, work skills, general ability, general health.

Part 4: Importance of Non-School Activities on Career Goals - job opportunities in community, recent job experiences, general life experiences, parent(s) occupation.

Part 5: Importance of School Activities on Career Goals - school's interest in your future, classroom material, types of classes offered, classroom instruction.

Part 6: Discussing Career Goals - parent(s), working it out for self, counselor, teacher.

Part 7: Dealing with Personal Problems - parent(s), working it out for self, brother/sister, school counselor.

Part 8: Importance of Peer Relationships and Friendships - caring, understanding, educating, companionship.

Finally, the career groups (Part 2: Areas of Career Interest) of most interest cumulatively among the four schools were: Business and Office, Public Service, Hospitality, Personal Services and Recreation, Health Occupations, and Construction, Environment and Manufacturing.

Generally, these items were specifically preferred by the students over the other items. In some parts, they were the only items chosen by significant numbers of students as "very" important, helpful or useful.

Recommendations and Conclusions: Parts 2 - 8 of the Needs Assessment Questionnaire

Based on the data from Parts 2 - 8 of the NAQ, the following recommendations are essential to the development of a Peer Career Advising Program (PCAP):

- 1) Students were primarily interested in only five of the ten career groups. Therefore, PCAs should be trained in only those career groups with attention to the specific choices of students from each school.
- 2) Parent(s) have a significant role in the total life experiences of students. Hence, parents should be involved in the design and implementation of the PCA model.
- 3) Students depend on themselves to make career choices and to deal with personal problems. Thus, the PCA model should place particular emphasis on self-development and independent decision making skill development.

4) Students viewed methods of instruction and curriculum development as more important than interpersonal relationships among staff and students in school related activities. Therefore, the PCA model should include student involvement in curriculum development, instruction of courses and selection and scheduling of courses.

5) The school counselor has a significant role in career advising and, although to a lesser degree, the listening to students' personal problems as well. Thus, the school counselor should assist in the direction and supervision of the PCAP.

6) Though peer(s)/friend(s) were considered less important than significant others in most areas of the needs assessment, the qualities of caring, understanding, companionship and educating were frequently chosen as "very important" by most students. Hence, the PCA model must involve the development and training of students' affective domain.

7) Students did not choose "sex" and "race" as important characteristics influencing job success. Therefore, the PCAP should begin to develop an awareness of the effects of race and sex on career opportunities.

While these items are viewed as most important, the PCAP should consider all the results of the questionnaire. The specific focus of each recommendation should be modified to include the results of all the data under each category of the NAQ.

Results of Part 9 (Needs Assessment Questionnaire): Peer Advising on Careers

The final part of the Needs Assessment Questionnaire read as follows:

Peer advising is the use of persons about your age who are trained to help you deal with career issues and concerns. Peer advisors might give you information about job openings, discuss career choices with you, assist you in writing a job application, offer assistance in learning new skills or other kinds of help.¹

These directions were followed by the statements listed in Table 20.

Table 20 is broken down by school and sex.

TABLE 20
RESPONSES TO PEER ADVISING ON
CAREER STATEMENTS BY SCHOOL AND SEX

School	Males		Females	
	Yes	No	Yes	No
<u>I am interested in peer advising.</u>				
Hamilton n = 19, 26	88.9	11.1	96.2	3.8
Rabaut n = 21, 40	55.6	44.4	63.9	36.1
Coolidge n = 14, 30	88.7	14.3	83.3	16.7
McKinley n = 18, 36	66.7	33.3	75.0	25.0
<u>I would like to be trained as a peer advisor.</u>				
Hamilton	44.4	55.6	69.2	30.8
Rabaut	5.9	94.1	47.2	52.8
Coolidge	61.6	38.5	53.3	46.7
McKinley	55.5	44.4	52.8	47.2
<u>I would discuss my career concerns with a peer counselor.</u>				
Hamilton	88.9	11.1	92.3	7.7
Rabaut	72.2	27.8	83.3	16.7
Coolidge	100.0	0	93.3	6.7
McKinley	77.8	22.2	88.9	11.1

¹See Appendix A, p. 18.

TABLE 20--Continued

School	Males		Females	
	Yes	No	Yes	No
<u>I think peers can be trained as career advisors.</u>				
Hamilton	94.4	5.6	96.2	3.8
Rabaut	84.2	15.8	97.3	2.7
Coolidge	100.0	0	100.0	0
McKinley	100.0	0	91.7	8.3
<u>I think a peer advisor could assist me with my career choices.</u>				
Hamilton	77.8	22.2	92.0	8.0
Rabaut	50.0	50.0	65.8	34.2
Coolidge	85.7	14.3	90.0	10.0
McKinley	72.2	27.8	71.4	28.6
<u>I feel a peer advising program should be started in my school.</u>				
Hamilton	83.3	16.7	100.0	0
Rabaut	70.0	30.0	86.5	13.5
Coolidge	100.0	0	96.6	3.4
McKinley	83.3	16.7	80.0	20.0

These five "yes" and "no" statements were followed by these open-ended questions: "I think peer advising is a good idea for the following reasons" and "I feel peer advising is not a good idea for the following reasons." Table 21 shows the cumulative response to the open-ended questions. Table 21 has four categories. The four categories are as follows: "+ response"--this means the student only responded to the statement "I think peer advising is a good idea for the following reasons"; "+/- response"--this means the student answered both statements "I think peer advising is a good idea for the following reasons" and "I feel peer advising is not a good idea for the following reasons"; "- response"--this means the student only responded to the statement "I feel peer advising is not a good idea

for the following reasons"; and "no response"--this means the student did not answer either question.

TABLE 21
RESPONSES TO OPEN-ENDED QUESTIONS BY POSITIVE, NEGATIVE
AND NO RESPONSE BY SCHOOLS

School	+ Response	+/- Response	- Response	No Response	Total
Hamilton	42	1	1	1	45
Rabaut	30	12	11	8	61
Coolidge	25	17	1	1	44
McKinley	<u>35</u>	<u>4</u>	<u>6</u>	<u>9</u>	<u>54</u>
Total	132	34	34	19	204

Analyses and Implications of Needs Assessment Questionnaire: Part 9

The overwhelming majority of the students are interested in peer advising. Furthermore, most students feel a Peer Career Advising Program should be started in their schools. This is further reinforced by their perceived willingness to discuss career concerns with a peer counselor and feeling they could be assisted by a peer. Finally, the majority of students think peers can be trained as peers, though only half or less of the students would like to be trained as peer advisors.

The responses to the open-ended statements are consistent with the responses toward the "yes" and "no" statements. Over 65% of the total sample responded to the statement: "I feel peer advising is a good idea for the following reasons." Examples of the students'

responses* are as follows:

Teenagers relate to teenagers easier

Relate to one another better than adults

Adults are good but peers may relate better

Peer shares the same problem and can really understand you

Get information about jobs

Let you know what's happening now in the world of work

Help persons make up their minds

Learn about new careers

Help you be yourself

Help you get along and understand each other

Help students believe in themselves and the community

Although it depends upon attitudes, I think peers communicate better than talking to adults

Students understand and listen to how you feel--training is a must

To help students understand life, to work in harmony

Generally, the student statements could be summed up as containing one or more of the following reasons for thinking peer advising is a good idea:

- 1) Students feel that they can relate better to peers.
- 2) Students feel advising or counseling from peers can be helpful.
- 3) Students feel job information would be more accessible to them because of peer career advisors.
- 4) Students feel they could get help in deciding on a career choice from peers.

*Responses are not verbatim, but very nearly the same words.

For the statement "I feel peer advising is not a good idea for the following reasons," samples of students' responses are as follows:

Peers don't quite know what they are doing--they are not experienced

Persons in charge of peer advisors wouldn't support it; trouble selecting the right peers

Some students might not be adequately trained

They might not be experienced enough to deal with my feelings, concerns or ideas

Some might tell you the wrong thing

Peer advisors might think they are better than the rest and might start acting like it

Can't tell you everything you want to know

You might just waste your time, might not be able to help you

Generally, students who felt peer advising is not a good idea expressed concern about one or more of the following: lack of peer's experience, communicating inaccurate information, or the inability of peer advisors to recognize their own limitations.

Summary: Total Needs Assessment Questionnaire

From the results of the data in Parts 1 - 9, the following implications for a peer counseling prototype in urban schools seem apparent:

1) The role of the peer counselor must be carefully developed and in line with the concerns expressed by students.

2) The selection and training of the peer counselor must be done skillfully and proficiently.

3) The peer counselor should receive continuous and ongoing supervision.

- 4) The peer counselor model should involve levels of competency.
- 5) Peer counselors must be aided in developing awareness of personal limitations.
- 6) Peer counselor programs should have continuous input from students.
- 7) Ongoing evaluation should be a required component of the program.

Limitations of the Needs Assessment Questionnaire and the Study

This NAQ was administered to a relatively small sample of students from four schools. The Needs Assessment was only administered once to the same students. The instrument's consistency remains untested to date. As such, the validity of the results is uncertain.

The instrument needs continual refining and administering before its utility can be assessed. For example, the four response categories of "not," "somewhat," the descriptor, and "very" may need to be modified. Furthermore, the instructions and items will have to be closely scrutinized for discrepancies or inadequacies. Ideally, the NAQ needs to be readministered to the same sample in order to determine the benefit to be derived from the current data. In the meantime, the usefulness of the results will remain somewhat unattested.

Concluding Remarks

The results of this study are undoubtedly of considerable interest to practitioners as well as the schools involved in the study and similar institutions. When the results were shared with the academic and support personnel at all four schools involved in

the study, sincere interest in the results and implications was immediately generated. The findings emanating from the data analysis suggest related ideas and themes that are easily united under the same model.

The use of peers as career advisors/counselors is consistent with the directions of the Task Force on Vocational Education. More recently the views of some career educators involved in the inservice training of all staff throughout the District of Columbia Public School System support the concept as well. The concept implies a greater involvement of students in the education and personal development of themselves and their peers. Undoubtedly, students will become more responsive to programs in which they have more direct involvement in the design and implementation of services.

Prior to implementing a PCAP, there would have to be some concurrence with the Task Force mandates on career education. The concept of using peers to advise other peers in career matters seems to be consistent with Task Force propositions. The following propositions strengthen the argument for a peer career advising program in junior and senior high schools:

Career development must be the cooperative responsibility of all instructional units. . . . guidance and counseling activities closely coordinated. . . .

All students must be encouraged to develop a marketable skill prior to leaving school. . . .

Career development including specialized vocational programs must be designed in a fashion which facilitates maximum interaction among students throughout their high school careers.²

² A Plan for Career Development in the Public Schools of the District of Columbia Task Force Report on Vocational Education, May 1969, pp. 11-20.

In a more recent document, the following comments express the concern of Washington, D. C. career educators on youth:

Students represent the heart of the career education movement and as such must make a firm commitment to it. . . . It necessitates greater emphasis on the affective domain, in that students must begin to examine themselves in terms of their likes and dislikes. . . .in order to determine their own educational goals. . . .

The educational system must serve the needs of these individuals by serving as a facilitator for the educational process rather than attempting to direct it.³

The Peer Career Advising Program seems feasible because there are no large institutional barriers to its implementation. The concept is not terribly controversial nor unpopular. At least two schools involved in the study have indicated a willingness to try out a program of Peer Career Advising in the fall of 1975. Some of the central office administration have manifested a strong interest in the idea. A modified version of the NAQ has been administered to a number of schools in the District of Columbia by a particular career education program.

Considering the research generated, the congruence of the Peer Career Advising Program with the Task Force mandates, the enthusiastic endorsement of school personnel, support and credibility mount for the feasibility of implementing a Peer Career Advising Program in the District of Columbia. Certainly the willingness of central administration to allow the NAQ to be administered is a positive indicator of support.

³Joseph Harris and Joyce Page, "Career Education in the D. C. Public Schools: The What, The Why and The How," 1974, p. 50.

Realistically, there is no significant opposition to the potential implementation of the Peer Career Advising Program. Youth input, of course, is more fragile and temporary since their feelings, needs and desires change so rapidly. While their feelings of the PCAP may be ephemeral, their feelings about school, family, peers as counselors and themselves are more stable and permanent.

A peer counseling prototype must recognize that students must be involved in the design and implementation of services affecting their lives. Urban youth will continue to confound adults who direct rather than seek parity. The peer counselor concept has immediate applicability to urban youth. Students are ready and willing to be advised and counseled by their peers. The benefits of the peer counseling model to urban youth will ultimately depend on the support and enthusiasm of the schools and adults.

APPENDIX A

NEEDS ASSESSMENT
QUESTIONNAIRE

Introduction

This questionnaire deals with career education. This questionnaire is broken down into several parts with several questions in each part. Most of the questions can be answered by a single mark or drawing a circle around one answer.

Your answers will be used to plan new programs for youth and to develop more effective ways of using students as career advisors.

You should not write your name on the questionnaire. Carefully read the directions on the top of each page. Write your answers on the questionnaire.

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Part I: General Information

Directions: Please print the name of your school and mark an X by the correct response for sex, grade, race and age.

1. The name of my school is _____

2. Sex

Male _____

Female _____

3. Grade Level

8th _____

9th _____

10th _____

11th _____

12th _____

4. Race

Black _____

Hispanic _____

White _____

Other _____

5. Age

13 _____

17 _____

14 _____

18 _____

15 _____

19 _____

16 _____

Part 2: Areas of Career Interest

Listed below are ten (10) career groups. First, please select the three (3) groups you are most interested in as career choices and mark each group with an X on the line next to the career groups. Then, select the three career groups you are least interested in as career choices and mark an O by each of those groups on the line next to those career groups selected.

Remember: Mark an X by three (3) groups most interested in for career choices and an O by three (3) areas least interested in as career choices. Please look at the groups listed on the next page before making your selections.

Career Groups:

- _____ 1. Construction, Environment and Manufacturing
 Architect, engineer, machinery operator, building tradesman, painter, inspector, conservationist, sanitarians, meteorology, nuclear scientist, marketing and distributing, production systems, management.
- _____ 2. Transportation
 Aviator, railway engineer, bus driver, travel agent, airline stewardess.
- _____ 3. Hospitality, Personal Services and Recreation
 Food service, hotels and lodging, amusement parks, sports and athletics, child care, family relations, foods and nutrition services to people.
- _____ 4. Sales and Distribution
 Advertising, selling, merchandising, storage and distribution.
- _____ 5. Communications and Media
 Publishing, broadcasting, information and message distribution and audiovisual industry.
- _____ 6. Health Occupations
 Administration and office, laboratory, dental, nursing, optical, therapy, physicians and surgeons, veterinary medicine and x-ray.
- _____ 7. Business and Office
 Secretary, stenographer, accountant, electronic computer personnel, office machine operators, clerks, cashiers, business administrators.
- _____ 8. Public Service
 Legal and correctional, police, fire, urban development, social service, state, national and local government, education, regulatory services, armed services, merchant marines and port authority.
- _____ 9. Fine And Applied Arts
 Music, art, drama, dance, art history, graphic arts, and crafts.
- _____ 10. Consumer and Homemaking
 Homemaking, care and maintenance of the home and/or family.

Part 3: Your Personal Characteristics and Future Job Success

In this part we are trying to find out how important you feel a number of your personal characteristics are to your future job success. For each of the 8 characteristics listed below, circle the response you feel best describes how important the characteristic is to your future success on the job.

1. Not Important
2. Somewhat Important
3. Important
4. Very Important



1. Your Sex	Not Important 1	Somewhat 2	Important 3	Very 4
2. Your Race	Not Important 1	Somewhat 2	Important 3	Very 4
3. Your General Health	Not Important 1	Somewhat 2	Important 3	Very 4
4. Your General Ability	Not Important 1	Somewhat 2	Important 3	Very 4
5. Your Work Skills	Not Important 1	Somewhat 2	Important 3	Very 4
6. Your Ability to Adjust	Not Important 1	Somewhat 2	Important 3	Very 4
7. Your Feelings About Yourself	Not Important 1	Somewhat 2	Important 3	Very 4
8. Your Ability to Work with Others	Not Important 1	Somewhat 2	Important 3	Very 4

Part 4: Importance of Non-School Activities on Career Goals

In this part we are trying to find out how important you feel a number of persons and experiences are to your career goals. For each of the 11 areas listed below, circle the response you feel best describes how important each person or experience is to your career goals.

1. Not Important
2. Somewhat Important
3. Important
4. Very Important



1. Parent(s)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
2. Parent(s) Wishes	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
3. Other Family Members	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
4. Other Adults	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
5. Close Friend	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
6. Well-Known Person	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
7. Peers	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
8. General Life Experiences	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
9. Job Opportunities in Community	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
10. Recent Job Experience(s)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
11. Media (T.V., Newspapers, Books)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4

Part 5: Importance of School on Career Goals

In this part we are trying to find out how important school experiences are on your career goals. For each of 15 experiences listed below and on the next page, circle the response you feel best describes how important each activity is to your career goals.

1. Not Important
2. Somewhat Important
3. Important
4. Very Important



1. School Equipment: Shops, Classroom Equipment, audio- visual materials	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
2. Types of Classes Offered	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
3. Classroom Instruction	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
4. Classroom Material (books, readings)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
5. Classroom Skill Drills	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
6. Practice Session (On Job Situations)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
7. Participation in clubs, sports or other non-classroom activities	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
8. Amount of Work Required	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
9. School's Interest in Your Future	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
10. School's Reputation	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
11. Relationships with Classmates	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
12. Relationships with Teachers	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
13. Suggestions from a Teacher(s)	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
14. Advising from Counselors	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
15. Leadership of Principals	Not Important 1	Somewhat Important 2	Important 3	Very Important 4

Part 6: Discussing Career Goals

In this part we are trying to find how useful you feel that certain persons are in discussing career choices. For each of the 7 persons listed below, circle the response you feel best describes how useful each person is in talking with you about your career goals.

1. Not Useful
2. Somewhat Useful
3. Useful
4. Very Useful



1. Talking with Peer(s)	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
2. Talking with Parent(s)	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
3. Talking with a Relative	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
4. Talking with Adults	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
5. Talking with a Teacher	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
6. Talking with a Counselor	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4
7. Working it out for myself	Not Useful 1	Somewhat Useful 2	Useful 3	Very Useful 4

Part 7: Dealing with Personal Problems

In this part, we are trying to find out how helpful certain persons are in assisting you to deal with personal problems. For each of the 9 persons listed below, circle the response you feel best describes how helpful each is in dealing with your personal problems.

1. Not Helpful
2. Somewhat Helpful
3. Helpful
4. Very Helpful



1. A Parent(s)	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
2. A Brother	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
3. A Sister	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
4. Another Relative	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
5. A Teacher	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
6. A School Counselor	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
7. Another Adult	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
8. A Peer(s)/Friend(s)	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4
9. Myself	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4

Part 8 : Importance of Peer Relationships and Friendships

In this part, we are trying to find out how important the qualities listed below are to your relationship with peers and friends. (Peers are persons your age with whom you have contact.) For each of the 8 qualities listed below, circle the response that best describes your feelings about your relationships with peers and friends.

1. Not Important
2. Somewhat Important
3. Important
4. Very Important



1. By Companionship	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
2. By Understanding	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
3. By Advising	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
4. By Caring	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
5. By Approving	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
6. By Educating	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
7. By Influencing my Behavior	Not Important 1	Somewhat Important 2	Important 3	Very Important 4
8. By Influencing my Attitudes	Not Important 1	Somewhat Important 2	Important 3	Very Important 4

Part 9: Peer Advising on Careers

Peer advising is the use of persons about your age who are trained to help you deal with career issues and concerns. Peer advisors might give you information about job openings, discuss career choices with you, assist you in writing a job application, offer assistance in learning new skills or offer other kinds of help. Please respond to the following questions. Check each one with an X. (Either Yes or No) →

1. I am interested in peer advising. Yes _____ No _____
2. I would like to be trained as a peer advisor. Yes _____ No _____
3. I would discuss my career concerns with a peer advisor. Yes _____ No _____
4. I think peers can be trained as career advisors. Yes _____ No _____
5. I think a peer advisor could assist me with my career choices. Yes _____ No _____
6. I feel a peer advising program should be started in my school. Yes _____ No _____
7. I think peer advising is a good idea for the following reasons:

I feel peer advising is not a good idea for the following reasons:

APPENDIX B

WASHINGTON, D. C. PERSONNEL INVOLVED IN DISSERTATION STUDY

Division of Career Education

Dr. Paul Cawein, Assistant Superintendent

Ms. Katherine Cole, Supervising Director of Career
Counseling and Placement Services

Dr. David L. White, Director Program Planning and Supervision

Division of Research and Evaluation

Dr. Mildred Cooper, Assistant Superintendent

Hamilton Junior High School

Dr. Clark Houston, Principal

Ms. Florence Morse, Counselor

Rabaut Junior High School

Dr. Lawrence Graves, Principal

Mr. Paul Johnson, Counselor

Coolidge Senior High School

Mr. Otis Thompson, Principal

Ms. Dorothy L. Downing, Counselor

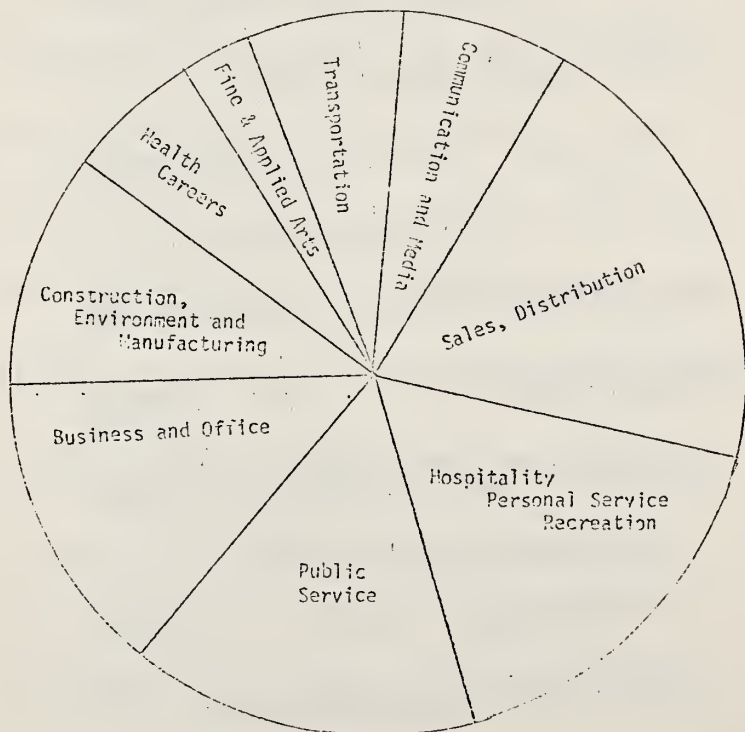
McKinley Senior High School

Mr. Athel Liggins, Principal

Dr. Schulman, Assistant Principal

APPENDIX C

CAREER CLUSTERS SHOWING EMPLOYMENT BREAKDOWN IN
METROPOLITAN WASHINGTON, D. C. AREA*



*Size indicates the relative employment demands in each of these clusters.

SOURCE: Joseph R. Harris and Joyce C. Page, "Career Education in the D. C. Public Schools: The What, The Why and The How," (Washington, D. C., April 1974), p. 18.

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