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Students who use the Marchand State
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ABSTRACT OF THESIS

CHARACTERISTICS OF SPECIAL SERVICES
STUDENTS WHO USE THE
MOREHEAD STATE UNIVERSITY
COUNSELING CENTER
SUMMER SEMESTER OF 1971

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Morehead State University, 1971

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STATEMENT OF PROBLEM

The basic purpose of the study was to determine the characteristics of Special Services students who use the Morehead State University Counseling Center.

To determine those characteristics, in relation to Counseling Center participation, the following hypotheses were tested:

- 1) There is no difference in the mean grade-point average of those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 2) There is no difference in the degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

- 3) There is no difference in the degree of participation in social activities on campus by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 4) There is no difference in the size of high school graduating class and use made of Counselors by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 5) There is no difference in the high school class rank of those Special Services students who made use of the services offered by the University Counseling center and those who did not.
- 6) There is no difference in the mean alienation score for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 7) There is no difference in the location of closest friends for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

- 8) There is no difference in the aspiration level expressed by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

SOURCES OF DATA

The subjects were Morehead State University freshmen students who had met the qualifications to be included as a part of the Special Services Program for students.

Existing records and a self-constructed questionnaire were used to collect data for the study.

METHODS AND PROCEDURES

Two statistical treatments were used to analyze the data obtained. (1) The t-test was used to show if there was a significant difference between mean scores obtained for the two groups. (2) The chi square test was used to show if there was a significant difference between observed and expected frequencies for the two groups on given variables. For both statistical applications the .05 level of significance was chosen as the level of probability at which the null hypothesis was rejected.

MAJOR FINDINGS

- 1) Students who used the Morehead State University Counseling Center had a significantly lower mean grade-point average.
- 2) Students who used the Morehead State University Counseling Center felt that the center provided a more useful service than did non-participants.
- 3) There was no significant difference in the degree of participation in social activities on campus as a result of using the Morehead State University Counseling Center.
- 4) There was no difference in size of high school graduating classes as use made of high school counselor for those students who used the Morehead State University Counseling Center and those who did not.
- 5) There was no difference in high school class rank of those students who used the Morehead State University Counseling Center and those who did not.
- 6) There was no difference in mean alienation scores of those students who used the Morehead State University Counseling Center and those who did not.
- 7) Students who used the Morehead State University Counseling Center regarded their closest friends to be

those back in their home communities.

- 8) There was no difference in the educational aspirations of those students who used the Morehead State University Counseling Center and those who did not.

CONCLUSIONS

On the basis of data presented in this study it was concluded that although the two groups were very similar on most of the variables selected and tested, some rather clear differences did appear between participants and non-participants. Students who used the Counseling Center had a lower grade-point average than those who did not, although they were comparable in terms of Davis Reading Test scores, and high school class rank. Participants felt to a greater degree, that the Counseling Center provided them a place where they would be accepted, and could receive help with academic and personal problems. Also participants showed less ability to break away from friends at home.

It may also be concluded that the Counseling Center has provided a warm receptive atmosphere that has given those students who have used it a place where they may go to seek help with the problems that often accompany being a college freshman.

CHARACTERISTICS OF SPECIAL SERVICES
STUDENTS WHO USE THE
MOREHEAD STATE UNIVERSITY
COUNSELING CENTER

A Thesis
Presented to
the Faculty of the Graduate School
Morehead State University

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts in Education


by
William G. Duke
July 1971

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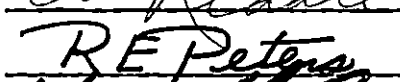
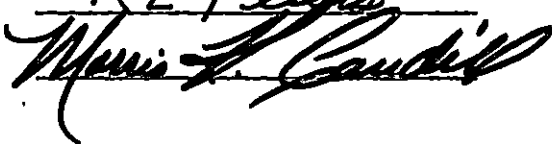
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Accepted by the faculty of the School of Education,
Morehead State University, in partial fulfillment of the
requirements for the Master of Arts degree.

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July 27, 1971
(date)

ACKNOWLEDGMENTS

I wish to express appreciation to Dr. Morris K. Caudill, my advisor, for his assistance, guidance, cooperation, and advice in writing this paper.

Dr. Charles W. Riddle and Dr. Robert E. Peters have been most cooperative and helpful in serving on the committee for this thesis.

The Special Services staff and students who participated in the study cannot be omitted for their contribution which actually made the study possible.

Lastly, my wife Becky and son Wesley deserve special mention for their patience and understanding during the preparation and writing of this paper.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine certain characteristics of those Special Services students who made use of the services offered by the Morehead State University Counseling Center during the 1970 fall semester.

Hypotheses

- HO: There is no difference in the mean-grade point average of those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HA: There is a difference in the mean grade-point average of those Special Services students who made use of the services offered by the University Center and those who did not.
- HO: There is no difference in the degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

- HA: There is a difference in degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HO: There is no difference in the degree of participation in social activities on campus by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HA: There is a difference in the degree of participation in social activities on campus by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HO: There is no difference in the size of high school graduating class and use made of counselors by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HA: There is a difference in the size of high school graduating class and use made of counselors by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- HO: There is no difference in the high school class rank of those Special Services who made use of the services offered by the University Counseling Center and those who did not.

HO: There is no difference in the mean alienation score for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

HA: There is a difference in the mean alienation score for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

HO: There is no difference in the location of closest friends for those Special Services students who made use of the University Counseling Center and those who did not.

HA: There is a difference in the location of closest friends for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

HO: There is no difference in the aspiration levels expressed by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

HA: There is a difference in aspiration levels expressed by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

Deduced Consequences

IF: There is a difference in the mean grade-point average of those Special Services students who made use of the

services offered by the University Counseling Center and those who did not:

- THEN: 1. Morehead State University will have a record of grades for each student's academic work for the fall semester for 1970.
2. The mean grade-point average for each group can be computed statistically to show any significant differences which exist.

IF: There is a difference in the degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not:

- THEN: 1. A questionnaire can be administered to determine the degree of helpfulness felt by each group.
2. The difference in the degree of helpfulness can be computed to show any significant difference which may exist.

IF: There is a difference in the size of high school graduating classes and use made of counselors by those Special Services students who made use of the services offered by the University Counseling Center and those who did not:

- THEN: 1. Records are available that will indicate the size of high school graduating classes of high schools from which Morehead State University students come.
2. A directory published by the State Department of Education will indicate the number of counselors in those high schools.
3. A questionnaire will determine the degree of use of those counselors by those Special Services students at Morehead State University.

IF: There is a difference in the high school class rank of those Special Services students who made use of the services offered by the University Counseling Center and those who did not:

- THEN:
1. Viewing that part of the student's permanent folder which contains academic performance in high school can confirm high school class rank.
 2. The difference in class rank between the two groups can be computed to show any significant difference which exists.

IF: There is a difference in the mean alienation score for those Special Services who made use of the services by the University Counseling Center and those who did not:

- THEN:
1. Results of a selected alienation scale administered to the two groups can confirm the mean alienation level for each group.
 2. The difference in the mean alienation scores for the two groups can be computed to show any significant difference which may exist.

IF: There is a difference in the location of closest friends for those Special Services students who made use of the services offered by the University Counseling Center and those who did not:

- THEN:
1. Results of a questionnaire administered to the two groups can confirm location of closest friends.
 2. The difference in location of closest friends can be computed to show any significant difference which may exist.

IF: There is a difference in the aspiration levels of those Special Services students who made use of the services offered by the University Counseling Center and those who did not:

- THEN:
1. Results of a questionnaire administered to the two groups can confirm aspiration level.
 2. The difference in aspiration level between the two groups can be computed to show any significant differences which may exist.

Research Procedure

Selection of Sample

The population for this study consisted of those freshmen who entered Morehead State University at the beginning of the fall semester, 1970, and who scored at or below the 15th percentile on the comprehension level portion of the routinely administered Davis Reading Test. Any such student was automatically classified as a Special Services student. These Special Services students so selected were primarily from the geographical area of Kentucky known as Kentucky Appalachia, because roughly 80% of those freshmen entering Morehead State University are from that region. This is a 49 county area encompassing the major portion of eastern Kentucky. However, any student from whatever geographical area, was included also. At the beginning of the fall semester, 1970, there were 376 Special Services students so identified.

This study dealt with those Special Services students who made use of the services offered by the Counseling Center, which is one of the major components of the Special Services Program. Each student was asked by letter to come to the Counseling Center at the beginning of the fall semester, 1970, in order that the counselors might explain

to him the Special Services Program and the benefits offered by the program which would enable him to adjust socially, emotionally, and academically to his new college environment.

Specifically, the study deals with those Special Services students, who after the initial interview in which they were requested to come to the Counseling Center, returned of their own volition to make use of the services offered by the Counseling Center.

The Counseling Center has maintained a file on each Special Services student. From that section on the student's record that indicates that number of times he has been to the Counseling Center the subjects for this study were chosen. Once this list was completed 30 students were chosen at random. Thirty students from the list of those students that were at the Counseling Center only once were also chosen at random.

Questionnaire

To secure data for the study a self-constructed questionnaire was used. The questionnaire, made up of two sections, was administered by interviewing individually each student chosen for the study. The first section contained questions that provided data relative to the hypotheses concerning the number of counselors available in the high school from which the student graduated and the amount of use of the counselor by the student while he was

in high school. The questionnaire also asked the student the type of problems his counselor helped him with.

The questionnaire also secured data about the type and the amount of time the students chosen for the study spent in social activities on campus for the 1970 fall semester. The first section also secured data relative to the educational aspirations of the students chosen for the study.

The second section of the questionnaire consisted of an alienation scale that was used to determine whether any significant differences in the mean alienation score for the two groups existed.

The statements used in the alienation scale were developed by Dean¹ to measure the level of powerlessness and social isolation felt by people. As used in this questionnaire, the statements attempted to measure the level of receptiveness of the students included in the study. The assumption underlying the use of the scale was, the more receptive each student was to help offered, the better his chances for academic success. The questions included in Dean's powerlessness and social isolation scale are as follows:

Introduction: Different people see life differently. I am going to make some statements which show some of the ways of looking at life. From the way you feel about things, would you please say Yes or No to these statements.

¹Dwight G. Dean, "Alienation and Political Empathy" (Unpublished doctoral dissertation, Ohio State University, 1956).

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Treatment of Data

Two statistical treatments, t-test and chi square, were used to analyze data obtained from the questionnaire and records used.

The t-test was used to determine if there was a significant difference between mean scores (equidistant interval data) obtained for the two groups.

The chi square test was used to determine significant differences between expected and observed frequencies of occurrences (nominal data) for the two groups on given variables.

For both statistical applications, the .05 level of significance was chosen as the level of probability at which the null hypothesis was rejected.

Need for the Study

The college or university counseling has become a well established part of institutions of higher education in the United States. The function of such a counseling center must be determined in part by the characteristics of those who seek counseling, or utilize other services offered by a counseling facility.

Morehead State University has for years in the past maintained a counseling relationship with its students, though it has not had what is explicitly known as a counseling center. Dr. Jane Williamson was the forerunner in the area of student counseling at Morehead. Her program

was primarily one of advising students, although students were counseled on personal problems. Dr. Golden Langdon built upon this program to extend counseling services to all incoming freshmen students. Every effort was made to see each student for academic advising and personal counseling.

Morehead State University still maintains a program of student counseling and academic advising. This program comes under the direction of the Department of Guidance and Counseling Education and the Department of Testing.

The Morehead State University Counseling Center was developed as a part of the Special Services Program for students that was initiated at the beginning of the 1970 fall semester. Its primary purpose under this program was to offer assistance and counseling to academically disadvantaged college freshmen from the Kentucky Appalachia area.

With the advent of such a program, Morehead State University had the opportunity to help those students from Kentucky who came to college but were not prepared academically to do college level work.

Some basic characteristics of low achieving students, according to Roueche,² include:

²John E. Roueche, "Salvage, Redirection, or Custody?" Remedial Education in The Community Junior College (Washington, D.C.; Association for Junior Colleges, 1968), p. 12.

- 1) They are severely deficient in the area of basic skills such as language and mathematics.
- 2) They have poor study habits.
- 3) They are weakly motivated.
- 4) They have unrealistic goals.
- 5) They come from homes with very few cultural advantages.
- 6) Each representative is most likely the first from his family to attend college, hence he has a minimum understanding of what college requires of him.

A large portion of the students attending Morehead State University come from rural areas, and since they seem to be comparable with those characteristics of low achieving students presented by Roueche, a lost of the characteristics of rural youth by Edington³ will show the similarities:

- 1) They are of a low socio-economic group.
- 2) They have low level of aspiration.
- 3) Their attitudes are non-supportive of educational progress.
- 4) They have low levels of educational achievement.
- 5) A large percentage drop out of school.
- 6) They hold low self-esteem.
- 7) They hold feelings of helplessness.

The services of the Morehead State University Counseling Center are designed to allow the student to experience a smooth transition from high school to college, and supply him with information about other aspects of the

³Everett D. Edington, "Disadvantaged Rural Youth," Review of Educational Research, XL, No. 1 (February, 1970) 80.

Special Services Program that might help him adjust better socially, emotionally, and academically to his new college environment.

In order for the Counseling Center to adjust to all types of students, knowledge about the characteristics of students presently using the Counseling Center can supply necessary information about the center's function and purpose as it plays a more integral role in the lives of University students who seek its services.

Background of the Study

Counseling on the college campus in any specialized form is quite young. In the 1930's Edmund G. Williamson established the first organized university counseling center at the University of Minnesota. His early books and evaluative studies of the effects of counseling had "impact upon university and college recognition of the importance, especially of educational-vocational counseling, to the student for making optimum use of his educational experience, of finding his particular path in the maze of educational offerings, and of adjusting to the educational and demands of the curriculum on which he had embarked."⁴

⁴Gordon J. Klopff (Ed.), College Student Personnel Work in the Years Ahead. Barbara Kirk, "The Challenge Ahead in Counseling and Testing." (Washington, D.C.; the American College Personnel Association, 1966), pp. 22-29.

In the mid-1940's major emphasis was felt from the Veterans Administration Program. Congress had provided that veterans who were entitled to educational benefits must have the opportunity, and in some cases, the requirement of counseling to insure the best use of such benefits. Accordingly, veterans administration guidance centers were established on a very large number of college and university campuses to serve veterans and other students. In many cases, if not most, these centers were continued after veterans administration contracts were completed, as integral parts of the university programs offering both services and training.⁵

In the early forties the influence of Carl Rogers began to be felt. As a reaction to some aspects of academic advising and of vocational directing, he emphasized the "non-directive" permissive approach with the absence of aptitude testing.⁶

Since these early beginnings, University Counseling Centers have become widespread. In 1964, a survey was conducted for the purpose of establishing a Directory of Counseling Services Administrators.⁷ The following institutions were contacted: all level IV

⁵Ibid., p. 22.

⁶Ibid.

⁷Ibid., pp. 23-24.

institutions, those granting a doctor of philosophy or equivalent degree, regardless of size; level III institutions granting a masters degree and/or second professional degree with enrollments of over 1000 students; level II institutions granting a bachelors or first professional degree, with an enrollment of over 2000. About 3/4 of the institutions responding reported that they had an established counseling or guidance center. Ninety per cent of these schools with an enrollment of over 5,000 students reported the existence of a counseling or guidance center. In addition many of the institutions reporting no service indicated that they were considering establishing one. Albert (1968)⁸ in a similar survey using the list of institutions in the Information Please Almanac sent questionnaires to 1,136 senior colleges throughout the country. He discovered that two-thirds of the accredited colleges in the country offer some kind of help to students struggling with personal, educational, or vocational problems. Arbuckle and Doyle (1966)⁹ used the survey method to determine the extent of personnel services in the Bible Colleges and institutions in the United States.

⁸Gerald Albert, "A Survey of College Counseling Facilities," Personnel and Guidance Journal, XLVI, No. 6 (February, 1968), 540-543.

⁹Dugald S. Arbuckle and Lawrence A. Doyle, "Student Personnel Services in Bible Colleges," The Journal of College Student Personnel, VII, No. 3 (May, 1966), 172-175.

They found that these institutions were convinced of the importance of orientation, psychological testing, counseling, health services, housing, extra-curricular activities, and financial aid in their overall educational program.

David Clark (1966)¹⁰ conducted a study to determine the characteristics of counseling centers in large universities. He presented subjective data gathered from counseling centers in 36 major universities to show conditions, emphasis, and needs of the future. Data were presented showing ratios of counselors to students, budget allotments, strengths, specific weaknesses, etc., counseling facilities, and services provided. Communications and plans for expansion were dealt with individually.

Results of this study pointed out that less than half of those centers involved were meeting students' needs and a majority indicated a shortage of professional staff, particularly those competent to do personal adjustment counseling.

Results of these surveys indicate that most colleges and universities are recognizing the need for establishing counseling facilities; however, results also indicate that many college students with serious problems are not making use of these services, while many students with minor difficulties seem not to hesitate in seeking help. Minge and Bowman point out that it is important

¹⁰David D. Clark, "Characteristics of Counseling Centers in Large Universities," Personnel and Guidance Journal, XLIV, No. 6 (April, 1966), 817-823.

to consider the sources of the difference for two reasons:

"The first relates to the service agency philosophy of offering aid to all persons eligible for and in need of assistance. Better understanding of students' reasons for not requesting counseling might enable centers to develop means of helping them. The second reason is that increased awareness of difference between clients and non-clients would improve counselors' understanding of clients and might facilitate the counseling process.¹¹

There are many causes for students not using counseling centers, but it is the writer's opinion that a major reason for students not using the Counseling Center at Morehead State University is that students are not aware of the existence of the Counseling Center. Minge and Cass (1966)¹² conducted a survey that showed that 14% of a university student body had not heard of the counseling center, despite fairly extensive efforts to make its presence known.

Frankel and Perlman (1969)¹³ pointed out that many students fail to use a counseling facility because they perceived the facility as dealing mainly with personal problems. Many students having academic or

¹¹M. Ronald Minge and Thomas F. Bowman, "Personality Differences Among Nonclients and Vocational-Educational and Personal Counseling Clients," Journal of Counseling Psychology, XIV, No. 2 (March, 1967), 137-139.

¹²M. Ronald Minge and William A. Cass, "Student Perception of a University Counseling Center," The Journal of College Student Personnel, VII, No. 3 (May, 1966), 141-144.

¹³Phyllis M. Frankel and Suzanne M. Pearlman, "Student Perceptions of the Student Counseling Service Function," The Journal of College Student Personnel, X, No. 4 (July, 1969), 232-235.

vocational problems will seek the advice from other sources such as faculty advisers or friends.

The communication to students of information about the availability of counseling services is a continuing concern of institutions of higher education. It is a pressing need of large universities in which differences are found in degree of student interest, involvement, socio-economic background and receptivity.

"The very size that makes the university an exciting and challenging community may also lead to loss of identity, to loneliness and to lack of information on where to turn for help. In its perpetual process of evaluating services, assessing changing needs, and expanding internal communications, the contemporary 'Multiversity' must have continuous feedback in order to learn what students need, where they go to find help, and how satisfied they are with results of their quest.¹⁴

Counseling centers must plan for change in order to remain relevant to higher education.

Definition of Terms

Special Services--A federally funded program designed to give academically, socially, and emotionally disadvantaged students aid in securing a college education.

Davis Reading Test--A test designed to measure reading comprehension and speed. Given to all entering freshmen at Morehead State University.

¹⁴James F. Penny and Delara E. Buckles, "Student Needs and Services on an Urban Campus," The Journal of College Student Personnel, VII, No. 3 (May, 1966), 180-185.

Participants--For the purpose of this study, participants refers to those Special Services students who visited the Counseling Center more than once during the fall semester of 1970.

Non-participants--For the purpose of this study, non-participants refers to those Special Services students who visited the Counseling Center no more than one time during the fall semester of 1970.

Special Services student--Refers to those entering freshmen at Morehead State University who scored at or below the 15th percentile on the comprehension level portion of the Davis Reading Test.

Writing Laboratory--A component of the Special Services Program where low-achieving freshmen can secure individual instruction to help them improve their writing ability.

Reading Laboratory--A part of the Special Services Program that serves to increase the reading speed and comprehension levels of low-achieving freshmen students.

Personal Development Institute--A Program designed by Morehead State University to augment the development of students preparing for professional life and citizenship in their communities.

Tutoring Sessions--A component of the Special Services Program that allows students to seek additional information relative to a parent course of instruction.

Counselor Intern--For the purpose of this study, counselor intern refers to two graduate assistants working in the Morehead State University Counseling Center.

Delimitations

- 1) This study is limited in that of the original sixty students chosen to make up the two groups, five students from the group known as non-participants and four students from the group known as participants did not return to school for the spring semester 1971. This left a total of 51 students in the sample, therefore, 15% of the sample was not contacted.
- 2) This study is limited in that more than one interviewer was used.
- 3) This study is limited in that only those students in the Special Services program were included.

CHAPTER II

Review of Related Literature

Books, periodicals, and unpublished works, which related to the variables to be studied were reviewed and analyzed. The Johnson Camden Library and the Guidance and Counseling Departmental Library at Morehead State University were the two major sources used by the writer.

Perhaps one of the most valid studies in the area of college counseling is the Minnesota College student counseling study. Williamson and Bordin (1940)¹⁵ sought to determine the effect of counseling provided at the University of Minnesota Student Counseling Bureau. Their subjects were 348 students who, during the years 1933-1936 had come to the counseling bureau before November of their freshmen year for counseling help with education, vocational or other personal problems.

The 348 counseled students were designated as the experimental group and selected solely on the basis that complete counseling folders were available. One year later these students were individually paired and matched with other noncounseled students on college entrance

¹⁵E. G. Williamson and E. S. Bordin, "Evaluating Counseling by Means of a Control Group Experiment," School and Society, LII, No. 1349 (November, 1940), 434-440.

test scores, English proficiency test scores, high school rank, age, sex, size and type of high school, and college class. This second group was the control group and could have received counseling from other students, administrators, or other staff members. All 768 students were registered in the College Science, Literature and the Arts. Half were men; half were women.

Both groups were interviewed roughly one year after counseling (range = 1-4 years, mode = 1 year) and rated on a scale called "adjustment" which centered mainly around educational-vocational progress. Without benefit of counseling, 68 percent of the control group achieved what was considered by themselves and the evaluating judges to be satisfactory adjustment with respect to their vocational choices and progress in classes. In contrast, 81 percent of the counseled students achieved what was judged to be a correspondingly satisfactory adjustment. Conversely, 27 percent of the noncounseled cases and 15 percent of the counseled students failed to achieve satisfactory adjustment. The two groups were also compared on first-quarter grade-point average. The results showed that:

1. The counseled students rated significantly higher on the adjustment scale.
2. The counseled students earned significantly better grades than noncounseled students-- 2.18 to 1.97, respectively (on a four-point scale).

Because criticism was directed at the Williamson-Bordin study on the ground that the two groups were not equated for motivation to seek counseling, Campbell,¹⁶ in a 25-year follow up study, identified a third group (N=62) of former control students who sought counseling after the assigned study.

In 1961-1962 Campbell followed up the individuals in the Williamson-Bordin counseled and noncounseled groups to assess the effects of counseling over a 25 year period.¹⁷ Virtually all "students"--then roughly 45 years old--were located, 761 of the 768. Information was collected on their achievement and job and life satisfaction.

Campbell reports that counseled students as compared to noncounseled students had earned significantly better grades; graduated in roughly one-fourth greater numbers; more were elected to Phi Beta Kappa; earned more M.A. degrees and Ph.D. degrees; reported more participation in campus activities and were more often elected to officers in these activities.

Two conclusions from the follow-up about the effect of counseling were drawn by Campbell. First, a very mild difference in achievement existed between counseled and

¹⁶David P. Campbell, "A Counseling Evaluation with a 'Better' Control Group." Journal of Counseling Psychology, X, (Winter, 1963), 334-339.

¹⁷David P. Campbell, "Achievements of Counseled and Non-counseled Students Twenty-Five Years After Counseling," Journal of Counseling Psychology, XII, (Fall, 1965), 287-293.

noncounseled students 25 years later, especially among men. Second, counseling did exert a beneficial effect on the students' achievement. While the effect was most visible on immediate criteria such as grades and graduation, and although it withered somewhat, it did not completely disappear over 25 years. Campbell further points out that these conclusions are not too surprising, since counselors are more effective in dealing with immediate problems and these frequently concern grades and graduation. It is his judgement that counseling is best justified as immediate help to the student bewildered by an increasingly complex range of educational and occupational opportunities.

A study very similar to Campbell's follow-up study was conducted by Harman D. Burck (1969).¹⁸ This study was a three-year follow-up of an original investigation which was concerned with the effects of counseling with comparatively low-ability, high-aspiring freshmen. The first study was an outcome one, using the immediate external criterion of appropriateness of educational vocational aspiration. Results of the study pointed out that, three years following counseling, the counseled dropouts and non-dropouts maintained about the same degree of rated appropriateness. Yet the non-counseled dropouts and non drops did significantly increase in rated appropriateness.

¹⁸Harman D. Burck, "Counseling College Freshmen: A Three-Year Follow-up," The Journal of College Student Personnel, X, No. 1 (January, 1966), 21-25.

Numerous other studies have been done in the area of characteristics of students who use counseling facilities as compared to those who do not. Among the most important of these are those studies conducted by Berdie and Stein (1966); Mendelsohn and Kirk (1962); Minge and Bowman (1967) and Gilbreath (1971).

Berdie and Stein (1966)¹⁹ sought to determine if new freshmen seeking counseling prior to or during their freshmen year differed from their classmates on the basis of ability, achievement and variables related to personality and family background. Counseled and non-counseled were compared. Students counseled for reading and study skills tended to have less academic ability and lower achievement than other counseled students who were similar to non-counseled students on the basis of ability and achievement. Results indicated that counseled women had slightly higher ability and more deviate personality inventory scores than women non-counseled. Counseled and non-counseled students came from similar backgrounds, and counseled students were quite representative of the total student population.

To gain greater understanding of the personality differences between clients and non-clients as a means of helping counseling centers to provide more effective

¹⁹Ralph F. Berdie and June Stein, "A Comparison of New University Who Do and Do Not Seek Counseling," Journal of Counseling Psychology, XIII, No. 6 (Fall, 1966), 310-317.

service, Minge and Bowman (1967)²⁰ explored personality differences among non-clients and clients with vocational-educational and personal problems at one university. The EPPS (Edwards, Personal, Preference Schedule) was administered to two groups, clients and non-clients and the + scores of the two groups were compared. Both vocational-educational and personal counseling clients scored significantly higher on the Abasement subscale and lower on the Dominance subscale than did non-clients.

Mendelsohn and Kirk (1962)²¹ also did a study to determine personality differences between students who do and do not use counseling facilities. This study was an attempt to determine differences between clients and non-clients on an instrument designed to assess cognitive and intellectual approaches. They used the Myers-Briggs Type Indicator (MBTI). The results indicate that there are differences between these groups which are related to cognitive and perceptual approach.

The Stuart Gilbreath (1971)²² study was an

²⁰Minge and Bowman, loc. cit.

²¹Gerald A. Mendelsohn and Barbara A. Kirk, "Personality Differences Between Students Who Do and Do Not Use a Counseling Facility," Journal of Counseling Psychology, IX, No. 4, (Winter, 1962), 341-346.

²²Stuart Gilbreath, "Comparison of Responsive and Nonresponsive Underachievers to Counseling Service Aid," Journal of Counseling Psychology, XVIII, No. 1 (January, 1971), 81-84.

attempt to determine whether or not a group of under-achievers who volunteered to participate in the counseling service aid, differed in GPA (grade-point average) three and six months later from a comparable group of under-achievers who received the same counseling offer but did not respond. Thirty male underachievers were chosen at random from each group and compared as to grade-point average. The results show that the motivated under-achievers, although they received no counseling, achieved significantly higher grades than the motivated under-achievers for both the winter and spring academic terms.

There are several other studies that compare students who have been subjected to counseling and those who have not that deserve to be mentioned in this review. Results of a study conducted by Allen E. Iney (1962)²³ to examine patterns of academic performance of counseled and non-counseled students show that students who seek advice and counsel from a university center have a pattern of academic performance distinct from non-counseled students in that they make improvement that is consistent with other studies. In addition, it would appear that the nature of the student, referral, the type of problem discussed, and the length of counseling related to student academic performance.

²³Allen E. Iney, "The Academic Performance of Students Counseled at a University Counseling Service," Journal of Counseling Psychology, IX, No. 4 (Winter, 1962), 347-352.

Meadows and Oelke, (1968)²⁴ conducted a study to compare certain freshmen and sophomore male students who had received counseling in the Office of Guidance and Testing at the Georgia Institute of Technology with male freshman and sophomore students who had not sought counseling. The variables studies were as follows:

- (1) Scholastic aptitude, as measured by the C.E.E.B. Scholastic Aptitude Test, Verbal (SAT-V) and Mathematics (SAT-M).
- (2) High school average.
- (3) Predicted freshman grade-point average at admission.
- (4) Cumulative grade-point average in college courses at the time of study.
- (5) Vocational interest patterns on the Strong Vocational Interest Blank for men; composite score, nonvocational scores, and classification of group patterns related to curriculum major.
- (6) Expressed certainty in regard to curriculum majors.
- (7) Temperament traits, as measured by the ten scales of the Guilford-Zimmerman Temperament Survey.
- (8) Socioeconomic status, as determined by the Hollingshead Two-Factor Index of Social Position.
- (9) Activities participated in while in high school and college.

The general hypothesis formulated for the study was that there was no significant difference between students

²⁴Mark E. Meadows and Merrit C. Oelke, "Characteristics of Clients and Non-Clients," The Journal of College Student Personnel, IX, No. 3 (May, 1968), 153-157.

who seek counseling and those who do not for any of the variables listed above.

The findings of the study indicate rather clear differences between clients and non-clients. Students who used the guidance office were lower in academic achievement than those who did not, although they were comparable in terms of scholastic aptitude. Clients were more uncertain vocationally and less involved in extracurricular activities. Also, there were no significant differences in regard to socio-economic status, secondary school achievement, and participation in social activities.

Ralph Wilson (1965)²⁵ used grade-point average as a variable in a study to investigate the effects of special tutoring and counseling on the academic success of Negro freshmen enrolled at Southern State College 1969-1970. Compared to a similar group who received no special assistance it was found that special tutoring and counseling did not result in any significant differences in grade-point average.

The majority of the studies presented in this review report that little if any significant results on many given variables are apparent as a result of counseling. This would indicate that more research is needed to determine the type of student who avails himself of the

²⁵Ralph Wilson, "The Effects of Special Tutoring and Counseling on the Academic Success of Negro Freshmen at Southern State College," Dissertation Abstracts, 31: 2765AA, December, 1970.

services of counseling in order for counseling facilities to adjust their programs to meet the specific needs of today's college student, especially of the low achieving entering college freshman.

CHAPTER III

Treatment and Analysis of Data

The data obtained by the application of the procedures which were described in Chapter II necessitated several types of conversion, analysis and treatment. For reasons of clarity these data and their treatment are presented and discussed in separate sections of this chapter, and under different headings.

Hypothesis I - Grade-Point Average

There is no difference in the mean grade point average of those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

For each of the two groups in this study grade-point averages for the Fall semester 1970 were obtained from the records located in the Counseling Center.

The statistical treatment used to show what differences in mean grade-point-averages of the two groups had occurred was the t-test. The following table presents the mean grade-point-averages between the two groups.

Table I Grade Point Average

Group	M
Participants	1.67
Non-Participants	2.58

$$Sd_1 = .5626$$

$$Sd_2 = .7433$$

$$T = 4.94$$

$$df = 49$$

$$\text{Table Value at } .05 = 2.02$$

After computing the values of T (4.94), it was found that the computed value of T was greater than the tabular value at the .05 level of probability (2.02). This showed a significant difference between the means of the two groups.

The Counseling Center served as the headquarters for the Special Services Program. Students could get information concerning the time, and location of the various tutoring sessions, writing laboratory and reading laboratory offered by the program. This would probably account for the group known as participants in this study having a significantly lower grade-point average in that their visits to the Counseling Center were usually to seek information about these services or help with academic problems.

Hypothesis II - Helpfulness of the Counseling Center

There is no difference in the degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

The questionnaire which was administered to 51 Special Services students, and from which 100% responses were received yielded information which was considered to be pertinent to best interests of this study.

That part of the questionnaire to be dealt with in this section concerned the question: "Was your visit or your visits to the Counseling Center helpful to you in any way?" The following table presents the responses to this question and shows the difference that occurred. The statistical treatment used to show what differences in responses occurred was chi square.

Table 2 - Helpfulness of Counseling Center

Groups	Yes	No	TOTAL
Participants	24 (19.9)	0 (4.1)	24
Non-Participants	15 (19.1)	8 (3.9)	23
	39	8	47

$$X^2 = 10.09$$

$$df = 1$$

$$\text{Table Value at } .05 = 3.84$$

After computing the value of chi square, it was found that the observed value of chi square was greater than the 05 level of probability. This showed a significant difference in the responses of the two groups.

The significant differences noted here may be attributed to the fact that each time a student came to the counseling center, he found the entire staff to be very interested in his welfare and willing to help him in any way possible. However, those students who came to the counseling center only once did not get much more than an explanation by the staff of the Special Services program; and therefore, did not get the opportunity to see just what help might be available to them.

An additional item to the question was that each student explain why his visit or visits to the Counseling Center were helpful. Most all students from either group who reported that their visits had been helpful, reported that the Counseling Center had provided them with a place where they would be welcome and where someone would take a personal interest in them. Many respondents also reported help with grades, information regarding tutoring sessions and help with personal problems.

Hypothesis III - Participation in Social Activities

There is no difference in the degree of participation in social activities on

campus by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

The same procedure was used in the analysis of participation in social activities data as was used in the analysis of helpfulness of the Counseling Center data.

The following table presents the responses to the question "Did you participate in the various social activities on campus during the 1970 Fall semester?"

Table 3 - Participation in Social Activities on Campus

GROUPS	YES	NO	TOTAL
Participants	21 (21.5)	4 (3.5)	25
Non-Participants	22 (21.5)	3 (3.5)	25
	43	7	50

$$\chi^2 = .16$$

$$df = 1$$

$$\text{Table Value at } .05 = 3.84$$

After computing the differences in responses between the two groups it was found that no significant differences had occurred.

The two groups chosen for this study are very similar. This similarity is well reflected in the area of their participation in social activities on campus. Most

of them come from backgrounds where a similarity exists in the type of social activities that are available for them. Furthermore, as is the case of Morehead State University social activities, those in which most of these students are used to taking part in, are also in most cases school-sponsored activities back home.

In addition the question asked students to indicate the type of social activities in which they had participated most. Football games, basketball games, concerts and dances were chosen by practically all students as their favorite activities. It was also asked of students the amount of spare time they spent in these social activities. The majority of students in both groups indicated that no more than 10% of their spare time had been spent in social activities. Since most of the major social activities at Morehead State University occur on the weekend many students were not able to attend them. As indicated by results of the questionnaire, most all special services students went home every weekend, especially those from eastern Kentucky.

Hypothesis IV - Size of High School

Graduating Classes and Use Made of Counselors

There is no difference in the size of high school graduating classes and use made of counselors by those Special Services students who made use of the services offered by the University

Counseling Center and those who did not.

Data relative to size of graduating class was obtained from the registrar's office at Morehead State University. Once this information was recorded, size of graduating class was placed in categories of small (1-99), medium (100-249), and large (250 +). Again no statistical difference was noted between the two groups.

Data relative to the use of counselors was obtained from a questionnaire. It was found that from all schools from which these students had graduated there was one or more counselors available with the exception of Rowan County High School and Cattletsburg High School in Boyd County, which had none. Also it was found that all students had used their counselors mainly for academic reasons. Most all students also reported that counselors are performing a valuable service in their respective schools.

Hypothesis V - Class Rank

There is no difference in the high school class rank of those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

Data relative to high school class rank was obtained in the same manner as was size of graduating class data. Students were placed in quartile ranks. The statistical treatment used to see if any significant differences existed was chi square. The following table presents the difference between the two groups.

Table 4 - High School Class Rank

GROUPS	1	2	3	4	
Participants	6 (7.6)	6 (5.6)	11 (10.2)	3 (2.5)	26
Non-Participants	9 (7.4)	5 (5.4)	9 (9.8)	2 (2.5)	25
	15	11	20	5	51

$$\chi^2 = 1.08$$

$$df = 3$$

$$\text{Table Value at } .05 = 7.81$$

After the value of chi square was computed it was found that no significant differences between the two groups existed.

From the results of this table, it is apparent that both groups are very similar. This similarity in class rank would probably account for similar scores on the Davis Reading Test administered to them upon entering Morehead State University. However, the fact that both groups have a considerable number of students in the upper two quartiles may indicate that orientation testing is by some means

choosing students that do not belong in the Special Services program.

Hypothesis VI - Alienation

There is no difference in the mean alienation score for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

Data relative to this hypothesis were obtained from the second part of the questionnaire. The alienation scale used was developed by Dean²⁶ to measure the level of powerlessness and social isolation felt by people. A mean alienation score for each group was obtained to show any difference that existed between the two group's mean scores.

The statistical treatment used to show differences in mean alienation scores for the two groups was the t-test. The following table presents the mean alienation score of the two groups.

²⁶Dean, op. cit.

Table 5 - Alienation

GROUP	MEAN
Participants	1.11
Non-Participants	1.12

$$Sd_1 = .0000$$

$$Sd_2 = .0000$$

$$T = .311$$

$$df = 49$$

$$\text{Table Value at } .05 = 2.02$$

After computing the value of T (.311), it was found that the computed value of T was less than the tabular value of the .05 level of probability (2.02). This showed that there was not a significant difference between the means of the two groups.

The powerlessness and social isolation scale was scored by adding the total for the fifteen items in the scale and dividing that by fifteen. The highest rating for any single item was 2 with the lowest as 0. Thus a respondent with a high feeling of powerlessness and social isolation would have a score nearer 2 (after the division by 15); while one with relatively low feelings of powerlessness would have a total approaching 0. The coding sequence then ran as follows:

- 0 = Don't Know
- 1 = Low Alienation
- 2 = High Alienation (Powerlessness)

Neither group showed any tendency to be highly alienated. This can be accounted for by the similar backgrounds of the students in the study. Most all students in the study come from the geographical area of eastern Kentucky and are to a certain degree isolated from the many problems that are facing young people in more populated areas of the country.

Hypothesis VII - Location of Friends

There is no difference in the location of closest friends for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

Data relative to this hypothesis were obtained from the questionnaire. Students were asked: "Are those that you consider to be your closest friends back home, on campus or other?" The following table presents the responses to the question and the differences that occurred between the two groups. The statistical treatment used to determine if any differences did exist was chi square.

Table 6 - Location of Closest Friends

GROUP	BACK HOME	ON CAMPUS	OTHER	TOTALS
Participants	19 (14.27)	7 (11.22)	0 (.51)	26
Non-Participants	9 (.3.73)	15 (10.78)	1 (.49)	25
	28	22	1	51

$$x^2 = 7.52$$

$$df = 2$$

$$\text{Table Value at } .05 = 5.99$$

After computing the value of chi square it was found that the observed value of chi square was greater than the .05 level of probability. This showed a significant difference between the two groups.

These findings are especially important, because they tend to move away from the similarities shown in other areas of this study. The fact that the participating group considered their closest friends to be back home might correspond with their coming to the Counseling Center more often. The results of the table may indicate that this group is less dependent than the non-participants and have not put forth initiative in making new acquaintances.

It is true, as indicated by other sections of the questionnaire that these people have made friends on campus, but they have not been able to break the ties with friends and relatives in their home communities to the point that they can receive maximum benefit from associations

with other people, especially those from other than eastern Kentucky.

Hypothesis VIII - Aspiration Levels

There is no difference in the aspiration levels expressed by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

Data relative this hypothesis were obtained from a questionnaire in response to the question: "How much education do you think you should get?" The following table presents the response to this question and the differences that occurred. The statistical treatment used to show what differences in response occurred was chi square.

Table 7 - Aspiration

LEVELS	PARTICIPANTS	NON- PARTICIPANTS	TOTALS
Vocational Degree	1 (1.04)	1 (.96)	2
Associate Degree	4 (4.15)	4 (3.85)	8
A. B. Degree	16 (14.54)	12 (13.46)	28
M. A. Degree	4 (5.71)	7 (5.29)	11
Post Masters Degree	2 (1.04)	0 (.96)	2
Other	0 (.52)	1 (.48)	1
	27	25	52

$$\chi^2 = 4.31$$

$$df = 5$$

$$\text{Table Value at } .05 = 11.07$$

After computing the differences in responses between the two groups it was found that no significant differences had occurred.

The fact that no significant differences occurred between the two groups as to their education aspirations might also be attributed to their similar geographical backgrounds. It was stated above that approximately 80% of the students in the Special Services program come from eastern Kentucky. Traditionally, eastern Kentucky college students have been in most cases influenced to enter college by one of their high school teachers or guidance counselor. This would account for the majority of students from both groups aspiring to obtain an A. B. degree, because this influence has generally been felt from educators.

Table 7 may also be evidence that there is a lack of realistic planning as to educational aspiration on the part of many entering freshmen, especially those from eastern Kentucky. As is well known, eastern Kentucky suffers from the exodus of its young people. This is not necessarily a case whereby young people want to leave, but many times a necessity. Evidence from Table 7 may pose a challenge for the Counseling Center in the future in that it can be an important factor in helping entering freshmen plan realistic futures for those who want to remain home and those that plan to go elsewhere.

This evidence also questions the results of the alienation scale which indicated that neither group was

highly alienated. The world for appalachian students may not seem so near to extinction and gloomy as it would to less isolated students. They would, however, have more anxious feelings as to their future occupational or vocational lives as eastern Kentucky is not so much the land of golden opportunity. This may be further evidenced by all students' response to the question in the questionnaire which asked if they would go to work right now if offered a job. Many responded that they would.

Summary of Analysis of Data

Eight major variables were chosen for comparison between Special Services students who used the Morehead State University Counseling Center and those who did not.

From the data analyzed and compared it would seem that the two groups of this study were very similar on most of the variables tested.

The two groups were similar in their participation in social activities, size of high schools graduated from, use made of counselors while in high school, high school class rank, alienation, and aspiration levels.

The two groups were different in grade-point average, degree of helpfulness felt toward the counseling center, and location of closest friends.

However, from the results of the data analyzed it can be concluded that the two groups are very much alike.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The basic purpose of this study was to determine certain characteristics of Special Services students who made use of the Morehead State University Counseling Center during the 1970 fall semester.

To determine these characteristics in relation to Counseling Center participation, answers to the following hypothesis were tested:

- 1) There is no difference in the mean grade-point average of the Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 2) There is no difference in the degree of helpfulness felt by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 3) There is no difference in the degree of participation in social activities on campus of those Special Services students

who made use of the services offered by the University Counseling Center and those who did not.

- 4) There is no difference in the size of high school graduating class and use made of counselors by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 5) There is no difference in the high school class rank of those Special Services who made use of the services offered by the University Counseling Center and those who did not.
- 6) There is no difference in the mean alienation score for those Special Services students who made use of the services offered by the University Counseling Center and those who did not.
- 7) There is no difference in the location of closest friends for those Special Services students who made use of the University Counseling Center and those who did not.
- 8) There is no difference in the aspiration levels expressed by those Special Services students who made use of the services offered by the University Counseling Center and those who did not.

To test these hypothesis two techniques were used. Existing records were used to secure data relative to the questions concerning grade-point average, size of graduating classes, and high school class rank. A questionnaire was administered to all participants in the study to secure data for the remainder of the hypothesis.

Two statistical treatments were used to analyze the data obtained by these two methods:

- 1) T-test
- 2) Chi square

The t-test was used to determine if there was a significant difference between mean scores obtained for the two groups.

The chi square was used to determine significant differences between expected and observed frequencies of occurrences for the two groups on given variables.

For both statistical applications, the .05 level of significance was chosen as the level of probability at which the null hypothesis was rejected.

Summary of Findings

Hypothesis number 1, which states that there is no difference in grade-point average of those students who used the counseling center and those who did not, is rejected. Based upon the statistical analysis of this study, non-participants had a higher grade-point average than participants.

Hypothesis number II, which states that there is no difference in the degree of helpfulness felt by those students who used the Counseling Center and those who did not, is rejected. Based upon the statistical analysis of this study, participants felt that the Counseling Center provided a more useful service than did non-participants.

Hypothesis number III states that there is no difference in the degree of participation in social activities on campus by those students who used the Counseling Center and those who did not. Hypothesis number III is accepted on the basis of the statistical analysis in this study.

Hypothesis number IV states that there is no difference in the size of the high school graduating class and use made of high school counselors by those students who used the Counseling Center and those who did not. Hypothesis number IV is accepted on the basis of the statistical analysis of this study.

Hypothesis number V states that there is no difference in high school class rank of those students who used the Counseling Center and those who did not. Hypothesis number V is accepted on the basis of the statistical analysis of this study.

Hypothesis number VI states that there is no difference in the mean alienation score of those students

who used the Counseling Center and those who did not. Hypothesis number VI is accepted on the basis of the statistical analysis of this study.

Hypothesis number VII, which states that there is no difference in the location of closest friends of those students who used the Counseling Center and those who did not, is rejected. Based upon the statistical analysis of this study participant's closest friends were back home.

Hypothesis number VIII states that there is no difference in the aspiration levels of those students who used the Counseling Center and those who did not.

Hypothesis number VIII is accepted on the basis of the statistical analysis of this study.

Conclusions

On the basis of data presented in this study it was concluded that although the two groups were very similar on most of the variables selected and tested, some rather clear differences did appear between participants and non-participants. Students who used the Counseling Center had a lower grade-point average than those who did not, although they were comparable in terms of Davis Reading Test scores, and high school class rank. Participants felt to a greater degree, that the Counseling Center provided them a place where they would be accepted, and could receive help with academic and personal problems.

Also participants showed less ability to break away from friends at home.

It may also be concluded that the Counseling Center has provided a warm receptive atmosphere that has given those students who have used it a place where they may go to seek help with the problems that often accompany being a college freshman.

Recommendations

From the findings of this study the writer offers the following recommendations:

- 1) A better method of selecting students to be placed in the Special Services program should be employed, in order that only those students who need to be a part of such a program are selected.
- 2) The Counseling Center should be publicized to make all students aware of its location and the services it provides.
- 3) A larger sample of Special Services students should be employed in further study.
- 4) Further study in the form of following these students through their college career to determine the import of counseling during the freshman year should be conducted.
- 5) A more receptive orientation program should be employed by Morehead State University.

- 6) Counselors should be placed in freshmen dormitories to help freshmen students make the transition to college life.
- 7) The Counseling Center should be more accessible and visible by students.
- 8) Group Counseling Sessions should take place in the dormitories conducted by the Special Services staff.
- 9) Pre-registration of freshmen should be instituted to do away with the trauma of freshmen students registering with the entire student body.
- 10) There should be more cooperation among all the student personnel services on campus.

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APPENDIX

CHARACTERISTICS OF THOSE STUDENTS WHO USE AND
THOSE WHO DO NOT USE MOREHEAD STATE UNIVERSITY COUNSELING CENTER

1. Name _____
2. Age: _____
 (years) (months)

3. Sex: (check one) _____
 (male) (female)

4. Campus Address: _____

5. Home Address: _____

6. Was your visit, or were your visits to the Counseling
Center helpful to you in any way?

_____ yes
_____ no
_____ don't know

Explain your answer:

7. What high school did you attend: _____

8. Was there a counselor available in your high school?

_____ yes
_____ no

9. If yes, how many? _____

10. Did you ask one of the counselors in your high school
to help you during your senior year?

_____ yes
_____ no

10. Did the counselor respond to your request for help each
time you went to see him?

_____ yes
_____ no

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- _____ Post Master's degree
 _____ other
16. How much education do you expect to get? (check one)
- _____ vocational certificate
 _____ associate degree
 _____ M.A. degree
 _____ Post Master's degree
 _____ other
17. Would you go to work now if you could get a good full-time job?
- _____ yes
 _____ no
 _____ don't know
18. During the 1970 Fall Semester how often did you return to your home?
- _____ generally every weekend
 _____ generally every other weekend
 _____ generally once a month
 _____ during vacation and breaks only
19. Are those that you consider to be your closest friends?
- _____ back home.
 _____ on campus
 _____ other
20. Have you made any close friends with other Morehead State University students while on campus?
- _____ yes
 _____ no

If yes, approximately how many?

- _____ fewer than 5
 _____ 5-10
 _____ 10-15
 _____ 15-20
 _____ 20 or more

Now I am going to read some statements to you. Please tell me whether you agree or disagree with the statement.

	Agree	No Opinion	Disagree
21. Sometimes I feel all alone in the world	_____	_____	_____
22. Today's youths face a wonderful future.	_____	_____	_____
23. Sometimes I have the feeling that other people are taking advantage of me	_____	_____	_____
24. Real friends are as easy as ever to find.	_____	_____	_____
25. It is frightening to be responsible for the raising of a little child.	_____	_____	_____
26. Most people today seldom feel lonely.	_____	_____	_____
27. The world in which we live is, general, a friendly place.	_____	_____	_____
28. There are so many things that have to be decided these days that sometimes I feel that I just can't take it any longer.	_____	_____	_____
29. You can depend on most people these days.	_____	_____	_____
30. There is little chance for a person to get a better job unless he gets lucky.	_____	_____	_____

	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>
31. It is hard to find friends these days even if a person tries to be a friend.	_____	_____	_____
32. We're told so much what to do these days that there's not much room for choice even in personal matters.	_____	_____	_____
33. People really aren't very friendly.	_____	_____	_____
34. The future looks dark and gloomy.	_____	_____	_____
35. I don't get to visit friends as often as I would really like to.	_____	_____	_____

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