

Archives
Closed
LD
175
A40K
Th
67

**A STUDY OF THE APPLIED PSYCHOLOGY CLASSES FOR
SOPHOMORES AND JUNIORS AT APPALACHIAN
STATE TEACHERS COLLEGE**

**A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
John D. Davis
August 1955**

A STUDY OF THE APPLIED PSYCHOLOGY CLASSES FOR
SOPHOMORES AND JUNIORS AT APPALACHIAN
STATE TEACHERS COLLEGE

by

John D. Davis

Approved by:

Max R. Paines
Chairman of Thesis Advisory Committee

Chapell Wilson
Director of Graduate Study

Lee Reynolds
Major Professor

W. F. Smith
Minor Professor

ACKNOWLEDGMENTS

The writer wishes to express his grateful appreciation to Dr. Max Raines, Dr. Lee Reynolds, and Dr. Wiley F. Smith, who, as members of his Thesis Committee, were of valuable help in the completion of this study.

Special acknowledgment is due several students of Appalachian State Teachers College whose aid in tabulating the questionnaires was of tremendous help. These students were: Richard Barker, Joanne Smith, Bobby Bridges, Mary Little, Mary Jane White, Dorothy Barber and Betty McGee.

The writer would also like to express appreciation to the teachers of the Applied Psychology classes whose cooperation made this study possible and whose interest was a factor in making the study of value.

The writer also wishes to thank his wife whose patient labors made the finished manuscript possible.

J. D. D.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	3
Statement of the problem	3
Importance of the study	4
Development of the questionnaire	7
Sources of the data	9
Organization of the data	9
Limitations of the study	11
II. REVIEW OF THE LITERATURE	13
Related to types of scales	13
Techniques of group guidance	18
Summary	24
III. ANALYSIS OF THE DATA	26
Student questionnaire	26
Purposes of Applied Psychology	26
Weak points in Applied Psychology	31
Suggestions for improvement	36
Benefits of Applied Psychology	37
Faculty questionnaire	43
Purposes of Applied Psychology	43
The teacher's relation to administration	47
Personal attitudes of teachers	50

CHAPTER	PAGE
Teachers' opinions on methods	54
Suggestions for improvement	57
IV. SUMMARY AND CONCLUDING STATEMENTS	64
Summary	64
Concluding Statements	67
BIBLIOGRAPHY	70
APPENDIX A. Copy of Student Questionnaire	73
APPENDIX B. Copy of Faculty Questionnaire	78

LIST OF TABLES

TABLE	PAGE
I. Responses of Students Concerning Purposes of Applied Psychology 208 and 308	29
II. Responses of Students Concerning Weak Points in Applied Psychology	34
III. Responses of Students Concerning Suggestions for Improvement	38
IV. Responses of Students Concerning Benefits of Applied Psychology	42
V. Responses of Teachers Concerning the Purpose of Applied Psychology	46
VI. Responses of Teachers Concerning Relationship to Administration	49
VII. Responses of Teachers Concerning Personal Feeling Toward Class	53
VIII. Responses of Teachers Concerning Class Methods	56
IX. Responses of Teachers Concerning Improving the Classes	59

CHAPTER I

INTRODUCTION

Since 1943 Appalachian State Teachers College has had as part of its curriculum a course called Applied Psychology. This course is required for each student for each quarter of each year he is in school. The student meets class once a week and receives one third hours credit each quarter. Letter grades are not given and the student either passes or fails.

This course in Applied Psychology grew out of an informal and voluntary effort at group guidance sponsored by the president of the college in the days when guidance as a systematized service for students was unheard of. Starting with the premise that any problem the prospective teacher might meet when he actually started teaching could be met more adequately if those problems could be anticipated, Dr. B. B. Dougherty, President of Appalachian State Teachers College, met periodically with the student body to discuss those problems. Not only did he review with them the problems they would encounter as teachers, but also the related problems of government in North Carolina, particularly as they related to education and the teacher. All of these sessions were voluntary.

As the college grew and the duties of president

became more pressing, the President delegated to other members of the college faculty part of the responsibility for leading these group guidance sessions. In time the sessions became formalized and in 1943 they were added to the curriculum.

In the opinion of the Dean of the College, these guidance sessions have been beneficial to the students and the teaching profession, as can be seen in the general success of the graduate of Appalachian in past years. This year, 1955, is the first time Dr. Dougherty has not met with the seniors in Applied Psychology.

For the last several years, however, there seems to have been an increasing tide of adverse criticism concerning Applied Psychology coming from the student body. Among those comments have been some concerned with the large size of the classes in which a student, if not sufficiently interested, pays little attention. Others have been reported as saying that there seemed to be little planning for the classes, that the teacher talked about whatever seemed to come to his mind, that in some classes where student opinion was invited the teacher did not respond positively and others felt that their time might be better spent doing something else.

While it is true that student comment on various

subjects, particularly about required curriculum, must be taken with a "grain of salt," it is also true that where sufficient comment of an adverse nature is heard that there may be some reason in fact for those comments. Because the writer feels that some of the comments, especially from the more mature college students, may have some basis in fact, he proposed to his thesis committee that a study be undertaken to determine whether or not some of the comments were justified. Permission was granted for the study to be made among the students in Applied Psychology on the Sophomore and Junior levels. Freshmen were not included in this study since for the last three years they have had an orientation program of their own administered by the Personnel Department of the college. Seniors were not included because their inclusion would have made the process of tabulation more difficult by the additional numbers and because for one quarter during their senior year they are off campus practicing and it would be difficult to get complete coverage of the seniors.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to (1) determine in a systematic way the opinions of the students in the Sophomore and Junior sections of Applied

Psychology in the following areas: (a) purposes of the classes, (b) weaknesses in the classes, (c) suggestions for improvement, and (d) benefits; (2) to determine the feelings of the teachers of the classes in the following areas: (a) purposes of the classes, (b) what the Administration expected of the teachers of the classes, (c) personal feelings about the classes, (d) helpfulness to the students of the classes, and (e) suggestions for improvement; (3) to draw conclusions based on the feelings of the students and teachers of the classes which might be of value to the administration as it considers strengthening Applied Psychology on the Sophomore and Junior levels.

Importance of the study. Not only have there been adverse criticisms on the part of the students in recent years concerning Applied Psychology, but there exists at the present time a committee of faculty members appointed by the Administration charged with studying these classes with a view to strengthening them and making recommendations to this effect. This committee has expressed interest in this study and has indicated that it will use the findings of this study to aid them in their work.

Arnold L. Form, in an article concerned with the measurement of student attitudes toward guidance services, had this to say about the value and necessity of knowing

the attitudes of the students:

Like any other part of the institution, counseling services are evaluated by the student body and the faculty. The operation of a counseling organization is probably more affected by the prevailing climate of opinion toward it than is the case for an academic department.... Thus it is important for personnel agencies to know the prevailing attitudes, sentiments, and prejudices that students have toward them to do effective work. A counseling center is effective to the degree that it is positively valued by the student body. ¹

While it is true that the Applied Psychology classes are not a Counseling Service, these classes are an attempt to help the student with his own particular needs, and particularly those not dealt with in the regular curriculum. This being the case, then it follows that somewhat the same criterion for judgment should be observed for the Applied Psychology classes as they are for a Counseling Center. Student opinions should be known in order that the student might better be served.

Ruth Strang suggests that the students themselves are the best source of information for the type guidance they, the students, want. She writes:

One of the most stimulating ways for an administrator to find out what guidance students want is to ask them.

¹Arnold L. Form, "Measurement of Student Attitudes Toward Counseling Services," The Personnel and Guidance Journal, 32:84, October, 1953.

He can bring together a group of ten to fifteen representative students as a student advisory committee, tell them of his sincere desire to understand students and to meet their needs for guidance and ask for their equally sincere suggestions regarding ways in which adults can best help students. Invariably they will tell what they think and demonstrate that they can think.²

Perhaps it is trite to repeat, but any institution whatever its beginning and no matter what its former merit always stands in need of constant evaluation and progress. The Editor of Educational Research has written that

Probably no type of school activities are in greater need of evaluation than those that are carried forward in the name of guidance.³

This is no less true of Applied Psychology at Appalachian than for a full-blown guidance service at any other institution.

²Ruth Strang, "Guidance Young People Want," School Review, 55:392, September, 1947.

³W. E. Moser, "Evaluation of a Guidance Program By Means of a Student's Check List," Journal of Educational Research, 42:609, April, 1947.

II. DEVELOPMENT OF THE QUESTIONNAIRE

After the problem had been defined it was decided that an opinion questionnaire or check list should be constructed in order that the individual student in the Sophomore and Junior sections of Applied Psychology might with clarity and frankness indicate his opinion on several items.

However, in order that the statement the student would be asked to indicate his opinion on be within the area of the student's thinking and experience, it was decided that a preliminary study be made to discover the general areas of negative and positive criticism.

In order to accomplish this purpose a semi-structured questionnaire was constructed in which the student was asked to write what he felt in his own words in answer to four questions. These questions were as follows:

(1) What in your opinion are the purposes of the Applied Psychology courses?

(2) Up to now do you feel the Applied Psychology classes have met the purposes listed above? Yes___ No___ Explain.

(3) What benefits, if any, have you gained from Applied Psychology classes? Please list.

(4) List suggestions, which if used, would make the course more meaningful and helpful to you.

This semi-structured questionnaire entitled QUESTIONNAIRE FOR APPLIED PSYCHOLOGY CLASSES 208 and 308 was given to one section of Applied Psychology having more than 40

students enrolled, the students coming from the Sophomore and Junior classes. Ample time was given the student to complete his answers in his own words. He was directed not to sign his name, thus insuring anonymity and perhaps a higher degree of thoughtfulness and frankness.

This questionnaire was then tabulated according to each of the four questions. Those answers most frequently given were studied for similarity of content and were used as the basis for the statements used in the main instrument which was subsequently given to all of the sections of Applied Psychology 208 and 308.

After constructing the main instrument which consisted of ten statements under Purposes of Applied Psychology; twelve statements under Weak Points in Applied Psychology; ten statements under Suggestions for Improvement and seven statements under Benefits of Applied Psychology; the instrument was then subjected to an item analysis and given to one small section of Applied Psychology consisting of thirteen students. As a result of this pilot run and following suggestions made by the Faculty Committee studying Applied Psychology classes, several changes were made. The major changes had to do with adding blanks for securing additional information which seemed to be desirable. These additions included a blank for an indication of the student's Quality Point Rating, his course major, whether male or fe-

male, and an indication of his year in college.

III. SOURCES OF THE DATA

When the revised questionnaire, including the changes mentioned above, was mimeographed it was given to all sections of Applied Psychology 208 and 308.

In this instrument the student read the statement and then indicated by writing in the appropriate letter or letters whether or not he strongly agreed, agreed, disagreed, strongly disagreed with the statement or was undecided about it.

Here again the student was directed not to sign his name and to respond to each statement frankly. Being a checklist the average student finished in about fifteen minutes.

IV. ORGANIZATION OF THE DATA

In constructing this questionnaire it was decided that the results most desirable for the study should be quantitative rather than qualitative. That is, it seemed that to know the number of students who agreed or disagreed with a given statement would be more valuable information than to know to what degree students agreed or disagreed. For this reason weights were not assigned to the answers. The question naturally arises that if this was intended as

a quantitative opinion getter, why was the student given the option of strongly agreeing or disagreeing. The primary purpose for this was its possible positive psychological effect on the student as he answered. It simply gave him more leeway in recording his opinion. This was believed to be a slightly more positive approach than just the opportunity to indicate "agree" or "disagree".

In tabulating it was planned from the outset that strongly agree would be recorded as agree, and strongly disagree as disagree.

There were in excess of five hundred of the completed questionnaires for use in the tabulations. Since the tabulation of so many would involve a tremendous amount of time it was decided by the writer and his Thesis Committee that fifty questionnaires taken at random from the total would give an adequate picture of the opinions of the total.

After deciding that fifty questionnaires would be an adequate sampling, the categories for the sampling were decided upon. These were as follows: (1) for males, (2) for females, (3) for Sophomores, (4) for Juniors, (5) for 200 to 300 Quality Point ratings, (6) for 300 to 400 Quality Point ratings, (7) for Physical Education majors, (8) for Business Education majors, and (9) for Primary and Grammar Education majors. It was felt that these categories would give ample opportunity to discover if any of the groups

differed appreciably from each other and, if so, in what areas and to what degree.

V. LIMITATIONS OF THE STUDY

In making this study there were several limitations and weaknesses that were readily apparent to the writer.

(1) When the first semi-structured questionnaire was tabulated the writer had, in many cases, to interpret and assign some statements to certain categories which may or may not have been correct with regard to the mind of the particular student whose statement was interpreted. (2) Even though the students taking the questionnaire were instructed to answer on the basis of previous classes in Applied Psychology and not the one they were presently in at the time of taking the questionnaire, it seems certain that many of the students answered on the basis of the present class because it was predominate in their minds. Thus some of the answers are for past classes and others are for present classes. (3) Even though great care was taken to insure that the statements would be clear and answerable for all of the students, it did develop that there were a few which were not answerable for all of the students. Notable in this category was no. 5 in area IV. which reads "Personal conferences with the Applied Psychology teacher have helped me." In actual fact

less than a majority of the students had had a personal conference with their teacher. (4) In the tabulation of the student questionnaires by the manual method mistakes in counting were made in almost every item. In view of the large number of questionnaires to be tabulated and the certainty of making errors the writer estimates that the error for the questionnaire as a whole does not exceed five percent for the whole questionnaire. This was determined by totaling the number of responses in the three categories and subtracting from the total number of questionnaires tabulated. (5) The writer must also admit a bias in favor of the students. Having worked with them rather closely, and having observed the Appalachian campus and compared it with other campuses, there was undoubtedly an attempt to state the case for the students a little more strongly than was perhaps justified.

CHAPTER II

REVIEW OF THE LITERATURE

I. RELATED TO TYPES OF SCALES

There have been a number of studies during the last ten years which involved the use of various types of questionnaires. There have been fewer reported in the literature dealing with student attitudes and feelings. However, those attempting to measure attitudes and feelings have used several types, including the check list, the multiple choice item, and the essay type answer. Examples of these types of questionnaires will be given in the review of the literature below.

Friedenberg¹ developed an instrument for the measurement of four things relating to the student's concepts of the College Advisory System at the University of Chicago. These four things were: (1) student opinion of the scope desirable in the College Advisory System; (2) student information about the system as it actually exists, to permit an estimate of the degree to which criticism and opinion might be regarded as informed; (3) student evaluation of the

¹Edgar Z. Friedenber, "The Measurement of Student Conceptions of the Role of a College Advisory System," Educational and Psychological Measurement, 10:545-568, 1950.

effectiveness of the System in solving certain problems which it recognized as possible sources of weakness in itself; and (4) an indication of the kind of role with respect to themselves students believe an advisor should play in assisting in the solution of certain complex problems.

This instrument contained five batteries of objective questions with space for additional specific comment by the student. The instrument required something less than two hours for completion.

Each battery was composed of a series of situations in which a college student might find himself and he has the choice of five possible answers and indicates his answer by blackening in the proper space with his pencil. The instruments are scored by IBM computers.

The use of the questionnaire was successful in that it gave to the proper persons the feelings and attitudes of the students concerning the Advisory System. This was of significant value in correcting weaknesses and consolidating strengths.

Failor and Isaacson² used multiple choice answers in a questionnaire sent to Veterans who had finished Vocational

²Clarence W. Failor and Lee E. Isaacson, "The Veteran Evaluates Counseling," Occupations, 28:18-24, October, 1949.

Advisement at the various Vocational Centers in Colorado. They reported that this method was successful in getting an indication of the attitudes of the Veterans toward their advisement and its value to them as they sought to find their places in the vocational world.

Durnall³ gave a questionnaire of a different type to the students at a Woman's Junior College. The questionnaire consisted of 18 questions which were answered briefly by the student with supporting statements or examples for their answers. Not only did Durnall gain considerable insight into the student attitudes and feelings concerning the value and worth of the Guidance program at the college, but he also realized side effects of importance also.

Criticism is a basic right and a necessity in a democracy and it is the duty of guidance personnel to provide the opportunities for constructive criticism. Not only is mature thinking encouraged by this process, but an invaluable method for improving services is gained.⁴

The information and rating scale type of questionnaire is another form used for getting student opinions.

³Edward J. Durnall, Jr., "Students Scrutinize A Guidance Program," Personnel and Guidance Journal, 31:187-88, December, 1952.

⁴Ibid., p. 188.

Braden⁵ sent such a questionnaire to 420 students who had left Colorado Agricultural and Mechanical College. The questionnaire consisted of two pages. One page contained questions regarding interviews with the counselor and the decisions reached during the counselling and the other page had eighteen items to be rated by the former student. The rating scale was headed by very helpful, some help, no help and uncertain value.

Moser⁶ gave a check list of a similar nature to High School seniors the week before their graduation. His questionnaire was in three parts. The first part was designed to gain general information and was answered by yes or no or by question mark. The student placed a check in the appropriate place. Part two sought to get the students' rating of the amount of assistance he had gained from the Guidance Department in High School. It was answered by checking one of the following for each question: none, little, average, above average, and much. Part three

⁵Myron M. Braden, "Former Students Evaluate Guidance, Journal of Educational Research, 47:127-33, October, 1953.

⁶W. E. Moser, "Evaluation of a Guidance Program by Means of a Student Check List," Journal of Educational Research, 42:609-617, April, 1949.

sought to find out which teacher or member of the High School staff had given this aid to the student and the student checked the appropriate place indicating the person who had done so.

Glazer and England⁷ made a study of the attitudes of Veterans' attitudes toward Vocational Advisement at Wayne University. They used nine questions, five devoted to factual data and four to the feelings and attitudes of the counselee. Included in the attitudinal phase were questions concerned with testing, occupational information, techniques of counseling, decisions reached as a result of counseling.

Form⁸ made a study at Michigan State College with the premise that attitudes of students toward counseling services can be isolated and measured. His general hypotheses were as follows:

- (1) There is a general climate of opinion on campus which predisposes students to appraise counselors and the Counseling Center irrespective of direct contacts with these persons or agency.
- (2) Attitudes that students hold toward counselors and the Center are also affected by common background characteristics and experiences.
- (3) Student attitudes toward counseling are affected by direct contact with the Center.⁹

⁷Stanford H. Glazer and Arthur O. England, "How Veterans Feel About Vocational Advisement," Educational and Psychological Measurement, 9:717-725, 1949.

⁸Form, op. cit., pp. 84-87.

⁹Ibid., p. 84.

Form used an attitudinal scale, a highly structured objective test of opinion, and open end question series to allow for individual responses, and a factual questionnaire to gain informal information concerning the individual, his background, age, sex, year in college, family, etc.

A review of the literature shows that others have used questionnaires and check lists and rating scales of various types for the collecting and evaluating the feelings and attitudes of students concerning guidance services and courses. This review seems to indicate that these types of opinion gathering instruments are valid when correctly used, and are not only important, but necessary means for determining what students feel and what can best be used to serve them.

II. TECHNIQUES OF GROUP GUIDANCE

It has proved to be impossible to find in the literature an example of the type of program found in the Applied Psychology classes at Appalachian State Teachers College. However, there is ample material on techniques of group guidance which approximates what seems to be the original raison d'etre for the classes at Appalachian. In some ways it seems that what is generally called the Homeroom plan is

close to the Applied Psychology philosophy.

Shimmon writes

Guidance is an integral part and an essential function of the entire educational process. The purpose of the homeroom guidance program is to provide the students with the activities and experiences upon which they can presently, and in the future, make intelligent, worthwhile choices and proper adjustments to school and life situations.... The program is intended to help meet the needs which are common to all students, to bring about a greater understanding of their problems, and to aid them in becoming progressively more self-directing.¹⁰

This type of homeroom guidance seems to be centered in the idea that making available to the students as a group the opportunity, under the proper leadership, to work at their common problems together.

Glauber¹¹ made a study of group counselling by the teacher in the homeroom setting. He found that the conference method as used in industry offered a pattern of procedure which would be highly adaptable to the school guidance program. Briefly the fundamentals are as follows:

(1) a group of people having common problems and related interests sit informally together to exchange their points

¹⁰William J. Shimmon, "Philosophy of the Homeroom Guidance Program," School Activities, 25:211, March, 1945.

¹¹Charles A. Glauber, "The Conference Method as A Homeroom Guidance Technique," The Bulletin of the National Association of Secondary-School Principals, 37:52-61, March, 1953.

of view, experiences, and to pool opinions, with a view to arriving at some definite conclusions; (2) the leader opens the conference with a clear statement of the problem, and sees that each one has an opportunity to express himself and guiding the discussion so that no extraneous material comes in, and summarizes; (3) the setting should be informal and preferably around a table; (4) one to one and one half hours should be the time consumed, and the length of the meeting should be announced in advance and should stop at the time announced; (5) it should not be so large that everyone cannot participate, and not so small that interest would lag; (6) for subject matter it is necessary that it be a present problem or a felt need within the experience of all present, and it must be something that the group can do something about.

Group guidance must be student centered. It must be so geared that the burden of acceptance is on the student and not on the teacher. Super¹² suggests that this can be accomplished.

Most factual orientation work should be integrated with the curriculum, giving the student the facts

¹²Donald E. Super, "Group Techniques in the Guidance Program," Educational and Psychological Measurement, 9:496-510.

in order to develop legitimate vocational aspirations and sound social attitudes before vocational and social problems become so acute that information cannot effectively be used.... As the need to make decisions heightens the emotional value of facts, formal orientation activities provided at the choice points of development need to be not only factual, but also attitudinal. There must be time for members of the group to express their attitudes toward the facts encountered, to work through their related feelings, and to modify their attitudes to make them fit the facts.¹³

Another technique of group guidance somewhat like that suggested by Glauber above is that suggested by Ohlsen and DeWitt.¹⁴ They list five principles which should be basic in any approach toward group guidance.

1. Group counseling is a process of helping individuals within a group.
2. Better results can be expected from a homogeneous group.
3. The counselor must recognize his own strengths and weaknesses.
4. The group must be carefully oriented to the process.
5. The group must be group-centered rather than leader-centered.¹⁵

Failor¹⁶ suggests that group guidance programs and

¹³Ibid., p. 508.

¹⁴M. M. Ohlsen, and A. F. DeWitt, "Group Counseling: A Report on Ways and Means," Clearing House, 24:335-9, February, 1950.

¹⁵Ibid., p. 339.

¹⁶Clarence W. Failor, "Group Activities in Guidance Services," Personnel and Guidance Journal, 32:411-414, March, 1954.

activities should be strategically located throughout the school life of the youth so that as a minimum program the youth can have systematic aid at those points where decisions must be made and this minimum program should be attitudinal as well as informational. Commenting on the qualifications of the teachers of these group guidance programs he writes:

Contrary to the belief and practice of many administrators, not every teacher can successfully handle group activities in guidance. A careful selection of teachers who have the motivation, personal traits, education, and training necessary is essential to success. This policy should be followed through even if it often means serving only a portion of the student body.¹⁷

In other words, for Failor, it would be better to have only a partial program which was conducted by qualified personnel, than one covering the whole student body which did not have qualified teachers teaching in the program.

He goes on to suggest that guidance courses should carry credit, but that they should not be required until the courses have been accepted by the students voluntarily.

Concerning the courses and their content he writes:

¹⁷Ibid., p. 413.

Content and method cannot be divorced. The first step in planning guidance courses and units is to determine the needs, desires, maturity levels, and common problems of the students who will be enrolled. This cannot be done by arm chair methods. For example, how many orientation courses bog down because they are based primarily on what teachers think incoming students need to know?"¹⁸

Recognizing that student participation is important, Failor never-the-less warns that it cannot be introduced carelessly. He says:

Many teachers have not developed skills in democratic processes which avoid both the authoritarian and laissez-faire extremes. Many students are not practiced in these techniques since cooperative learning is entirely outside the realm of their experiences. They must be introduced gradually to the habits and attitudes of self-directiveness in a group.¹⁹

Thus for Failor, a poor guidance program appears to be worse than no guidance program.

Zerfoss²⁰ made a study of guidance philosophy in the college and secondary levels. He found that most colleges have centralized guidance, but that a decentralized program

¹⁸Ibid., p. 414.

¹⁹Ibid., p. 414.

²⁰Karl P. Zerfoss, "Guidance--Central or Peripheral," Journal of Educational Research, 45:561-70, April, 1952.

is not only workable, but much to be desired.

In a decentralized program all members of the faculty and administration are expected to make their own particular contribution in the counseling area as well as in sound management of the various group enterprizes which may be involved. For example, he writes:

No major action regarding a student is to be taken without previous clearance through the counseling committee, where an attempt is made to marshall all available data as a basis for dealing with student problems. Instructors in classes, coaches of teams, social and recreational group advisors, are expected to work for good personality outcomes as well as high levels of skill and knowledge.²¹

Zerfoss concludes that it is unwise for schools with the most elaborately conceived plan of special services to be effective without a supporting matrix of sound curriculum as it is also not effective for even the most effectively integrated scheme to attempt operation without adequate special services.

III. SUMMARY

In summary, several basic principles can be observed that pertain to the group guidance approach. They are (1) they should be student centered (2) the content and approach

²¹Ibid., p. 562.

should grow out of an examination of student needs at the level of the students at a particular time (3) the teachers for these efforts at group guidance should be hand-picked and not given the responsibility at random (4) the guidance courses or program should be closely integrated with the curriculum (5) that the general atmosphere of the school or campus should be such that the group guidance efforts will not be nullified because of its (the atmosphere of the campus) negative quality, and (6) that throughout the whole program the effort be that students' attitudes will become wholesome as well as that they should gain higher levels of skill and information in subject matter.

CHAPTER III

ANALYSIS OF THE DATA

I. STUDENT QUESTIONNAIRE

The most significant thing concerning the data from the Student Questionnaires was that there was so little difference in the responses of the students in the nine categories from which results were tabulated. It is felt that due to the fact that the feelings and emotions of the students in these different categories were not only similar but that being a member of one or more of the specific groups did not predispose a student to think and respond differently to the Applied Psychology classes.

Since the responses in the nine categories were so similar, the totals for each statement will be used for an analysis of the responses to each statement.

I. Purposes of Applied Psychology. In this area dealing with the purposes of Applied Psychology as the students saw them, more than two thirds of the students responding agreed with the following items:

1. to help the student in making adjustment to college life.
4. to help the student solve problems relating to his goals and ambitions in life.
5. to help the student become familiar with the problems he will face as a teacher.
6. to help the student improve his difficulties

concerning poor concentration, poor study habits, poor grades, etc.

7. to give the students a chance to discuss their problems together in class.

9. to consider special topics such as world affairs, a philosophy of life, etc.

In this same area of purposes more than two thirds disagreed with the following items:

2. to help the student solve his problems with the folks back home.

8. I don't think there is any real purpose for the Applied Psychology classes.

10. to give the students a chance just to blow off steam.

Item 3. "to help the student work out his problems with the opposite sex," was the only item in the area of purposes in which there was an even division of opinion. Forty-six percent agreed and forty-six percent disagreed with this item. This would seem to reflect a condition on the Appalachian campus that is not uncommon on other campuses but which may be somewhat more pronounced on this campus. This condition involves the limited activities which encourage wholesome boy-girl relations. The general opinion of the students seems to be that there is little effort made on the part of the administration to promote activities in which the students of the opposite sex might get to know each other better. Girls outnumber the boys here, and many of the boys seem clanish and unable to take any initiative in getting to know the girls better. Another possible explanation is that during the freshman year through the

Orientation classes a definite effort is made to help the boys and girls to feel more at ease with each other. Undoubtedly many of those who feel that the Applied Psychology classes should help students adjust to the opposite sex feel that the efforts made their freshman year might effectively be carried over into the Sophomore and Junior years.

TABLE I
 RESPONSES OF STUDENTS CONCERNING PURPOSES
 OF APPLIED PSYCHOLOGY 208-308

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
1. to help the student in making adjustment to college life;	369	82	73	16	9
2. to help the student solve problems with the folks back home;	81	17	304	68	41
3. to help the student work out his problems with the opposite sex;	209	46	209	46	29
4. to help the student solve problems relating to his goals and ambitions in life;	373	83	52	12	23
5. to help the student become familiar with the problems he will face as a teacher;	366	82	67	15	11
6. to help the student improve his difficulties concerning poor concentration, poor study habits, poor grades, etc;	298	66	124	28	29
7. to give the students a chance to discuss their problems together in class;	335	74	103	22	20

TABLE I (continued)

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
8. to consider special topics such as world affairs, a philosophy of life, etc.;	314	70	104	24	32
9. to give the students a chance just to blow off steam;	94	20	329	73	28
10. I don't think there is any real purpose for the Applied Psychology classes.	89	19	319	71	41

II. Weak Points in Applied Psychology. In this area the items dealt with the points which might be considered weaknesses of the Applied Psychology classes. It also revealed several strong points in the classes.

The following items were disagreed with by more than twothirds of the students responding:

1. The teacher of my Applied Psychology class does not seem to be too interested in this class.
2. My teacher never seems to have made any preparation for this class.

Disagreement with these items indicates a strength of the classes in that the students seem to feel that the teachers are interested and make some preparation for the classes.

Item 3. "There are too many students in my section of Applied Psychology" had sixty percent disagreeing.

The following items were agreed with by more than two thirds of the students responding:

4. Many students do not pay attention to the class discussions and write letters, study other courses, talk, etc. while the class is going on.
8. Some of the classes seem only to discuss the pet topic of the teacher.

These items and their responses seem to indicate that while the students seem to feel that their teachers are interested and make preparation for the classes, and that the classes aren't too large, that in actual practice the teacher does not seem to hold the interest of the students sufficiently to keep their attention, and that perhaps after all some of

the classes are too large since many of the students do not pay attention and seem to get away with it. In the matter of being prepared for the class (which the students seem to think the teachers generally are) this preparation may be only in the area of the individual teacher's own field and this would require no particular preparation before each class.

Several other weaknesses are revealed by the following items with which more than fifty-five percent of the students agreed.

6. If there was a systematic course outline planned at the beginning of the year and adhered to the classes would be more worthwhile.

7. In some of the classes a student never gets a chance to discuss his problems.

10. The different classes discuss the same things over and over again.

11. There doesn't seem to be any organization or real planning in most of the classes.

The lack of coordination and organization of plans which the students felt constituted a weakness is borne out by the items referred to immediately above.

The following items indicate fairly even division of opinion. There was less than fifteen percent difference between the number of students who agreed and those who disagreed.

5. Some of the teachers make the students afraid to say what he, the student, really thinks about the topic under discussion.

9. Students should be required to have one personal

conference with the teacher each quarter.

12. The Applied Psychology classes have been very helpful to me.

Item 5. indicates that there are in the minds of some of the students the opinion that some teachers of the classes who do not set an atmosphere of acceptance. It is interesting to note that about the same number of students would not like to have a conference with their teacher. Lack of acceptance in the classroom could be the reason why the students would not want to have a conference with their teacher in Applied Psychology.

TABLE II
 RESPONSES OF STUDENTS CONCERNING WEAK POINTS
 IN APPLIED PSYCHOLOGY

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
1. The teacher of my Applied Psychology class does not seem to be too interested in this class.	100	23	330	73	21
2. My teacher never seems to have made any preparation for this class.	76	17	349	76	26
3. There are too many students in my section of Applied Psychology.	143	32	273	60	33
4. Many students do not pay attention to the class discussions and write letters, study other courses, talk, etc. while the class is going on.	336	74	110	25	4
5. Some of the teachers make the students afraid to say what he, the student, really thinks about the topic under discussion.	211	47	222	48	20
6. If there was a systematic course outline planned at the beginning of the year and adhered to the classes would be more worthwhile.	251	55	156	36	43

TABLE II (continued)

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
7. In some of the classes a student never gets a chance to discuss his problems.	280	63	145	32	23
8. Some of the classes seem only to discuss the pet topic of the teacher.	305	68	128	29	15
9. Students should be required to have one personal conference with the teacher each quarter.	200	44	218	48	33
10. The different classes discuss the same things over and over again.	269	59	166	37	16
11. There doesn't seem to be any organization or real planning in most of the classes.	269	57	157	36	23
12. The Applied Psychology classes have been very helpful to me.	160	36	217	48	72

III. Suggestions for Improvement. In this area the students checked agreement or disagreement with statements concerned with suggestions for changing the classes in such a way that they might work better.

The following statements were agreed with by more than two thirds of the students responding:

1. There should be more student participation in planning and in the class periods.
4. Smaller classes would be beneficial with twenty students as the maximum number enrolled.
5. Using leaders from the area of community life to lead certain discussions would be helpful.
7. More and better visual aids along the lines of the class discussion would help.
8. A social event planned by each class would help the interest in the classes.
9. A planned course outline for the sophomore year and another different planned outline for the junior year would be better than the present set-up.
10. More coordination between the different classes would help those students who have to change classes each quarter and provide continuity.

More than one half of the students agreed with item 2. "It would be more helpful if students in the same major fields could be in the same classes. For example, all science majors together, etc."

Only two items had more than fifty percent of the students disagreeing, fifty percent disagreed with item 3. and sixty-five percent disagreed with item 6.

3. Instead of having one class period for three quarters it would be better to have one three hour course for one quarter each year.

6. Use of a basic textbook would help in organizing the schedule for the course.

It would seem that the disagreement with item 3 stems from the fear that meeting the class three times a week even for one quarter would be worse than once a week for three quarters. The reason for the strong disagreement with item 6 is not hard to find. A textbook can be used to give tests from. Most of the classes of Applied Psychology do not have any sort of tests at the present time. A teacher with a textbook might be a teacher who gives tests. It would be better not to have a text than to run that risk.

Clearly indicated are feelings that there should be more student participation, homogeneous grouping according to majors, smaller classes, outside discussion leaders, better use of visual aids, more fellowship in the classes, better plans for the individual classes and more coordination between the classes.

IV. Benefits of Applied Psychology. This area had to do with things accomplished in the class which the student might feel was beneficial to him. The following items were disagreed with by two thirds of the students responding:

1. Applied Psychology has helped me find my philosophy of life.
6. Applied Psychology has helped me form better study habits.

More than fifty percent of the students disagreed with the following:

3. I understand myself better.

TABLE III
 RESPONSES OF STUDENTS CONCERNING
 SUGGESTIONS FOR IMPROVEMENT

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
1. There should be more student participation in planning and in the class periods.	326	73	85	18	37
2. It would be more helpful if students in the same major fields could be in the same classes. For example, all science majors together, etc.	257	55	175	38	19
3. Instead of having one class period for three quarters it would be better to have one three hour course for one quarter each year.	154	35	227	50	63
4. Smaller classes would be beneficial.	348	77	60	14	42
5. Using leaders from the areas of community life to lead certain discussions would be helpful.	379	84	36	8	34
6. Use of a basic textbook would help in organizing the schedule for the course.	111	25	291	65	48

TABLE III (continued)

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
7. More and better visual aids along the lines of the class discussions would help.	421	94	18	4	12
8. A social event planned by each class would help the interest in the class.	378	84	30	7	40
9. A planned course outline for the Sophomore year and another different planned outline for the Junior year would be better than the present setup.	297	67	88	19	65
10. More coordination between the different classes would help those students who have to change classes each quarter and provide continuity.	340	76	55	12	54

5. Personal conferences with the Applied Psychology teacher have helped me.

7. I think Applied Psychology classes are all right as they are.

The only item on which there was a majority agreement was item 4 with sixty five percent agreed.

4. I get a chance to say what I think in my class.

The following item was about evenly divided:

2. I know more about the teaching profession since I have been in Applied Psychology.

It appears that the majority of the students do not feel that Applied Psychology has been of any real help to them except that they get to say what they think. This is no small accomplishment in these days when it is so important for maturing young people to have the chance to be heard. However, it seems that as far as the students are concerned, the one hour a week for about thirty weeks each year for two years spent in Applied Psychology, the net benefit is negligible.

It is to be noted however, that the students seem to have hopes for Applied Psychology. They seem to feel that their teachers are interested, but that the system needs to be revised. It appears that the students feel that more suggestions from them would help the teachers and the administration in serving the needs of the students better. Frankly, the writer feels that in general the responses of the students show a much more positive over-all

attitude of the students than he expected to find before the study was begun. This plus the apparent willingness of the students to offer their assistance if and when it is called for is a salute to their desire to better themselves and to their patience with long overdue reforms in their curriculum. Less patience and more negative attitudes could very well have resulted in most of the responses being undecided or the opposite from their true feelings.

TABLE IV
 RESPONSES OF STUDENTS CONCERNING BENEFITS
 OF APPLIED PSYCHOLOGY

	Agree	Per- cent	Dis- agree	Per- cent	Un- decided
1. Applied Psychology has helped me find my philosophy of life.	71	16	299	67	83
2. I know more about the teaching profession since I have been in Applied Psychology.	216	47	202	46	33
3. I understand myself better.	160	36	242	54	47
4. I get a chance to say what I think in my class.	301	65	131	29	26
5. Personal conferences with the Applied Psychology teacher have helped me.	98	22	256	57	95
6. Applied Psychology has helped me form better study habits.	124	28	289	65	36
7. I think Applied Psychology classes are all right the way they are.	97	23	270	59	83

II. FACULTY QUESTIONNAIRE

In constructing the Questionnaire for the teachers of Applied Psychology care was taken to set up statements which would give the feelings and attitudes of the teachers in five areas. These were as follows: (1) the purposes of Applied Psychology (2) the teacher's estimate of the Administration's intentions for the class and the teacher's appraisal as to whether or not he was fulfilling that intention (3) the personal attitude of the teacher toward the class (4) the teacher's opinion regarding the best methods for conducting the class (5) the teacher's suggestions for improving the class. There were fifteen teachers of the Sophomore and Junior sections of Applied Psychology and a questionnaire was filled out by each of the fifteen.

I. Purposes of Applied Psychology. This area contained six items dealing with the purposes of Applied Psychology. Nine teachers agreed with item one, four disagreed, and two were undecided.

1. to help the student anticipate the problems he will face as a teacher.

Item 2. was broken into five parts numbered (a) through (e). It was introduced by the following phrase: to help the student solve his personal problems while still

a student in the following areas:

a. Study habits and concentration.

Eight agreed, five disagreed and two were undecided. Only slightly more than half felt that Applied Psychology has to do with helping the student with study habits and concentration.

b. Adjustment to fellow students and dorm and campus life.

Twelve agreed, two disagreed and one was undecided.

c. Deciding on his vocation and what particular phase of it to enter.

Seven agreed with item c., four disagreed and four were undecided.

d. To help the student with his personal emotional problems.

Seven agreed, five disagreed and three were undecided.

e. To help him find and articulate his philosophy of life.

Eleven agreed, three disagreed and one was undecided.

It is interesting to note that four teachers agreed with every item in this area, one teacher was undecided about every item and two teachers were either undecided or disagreed with every item.

There is clear division of opinion on every item except (b) and (e). More than two thirds agreed with these two items. However, the division of opinion on the other

items causes one to consider why the division is almost equal. One explanation seems to be that some of the teachers of Applied Psychology are not trained specifically in the area of leading students to the formulation of positive attitudes along with their subject matter and some are trained in this area. One comment written in by item one by a teacher who obviously thinks the teaching of subject matter is primary stated "if so, only professors of education should teach it". He had checked disagree by the item.

Another explanation and one tied in rather closely with the one mentioned above is that it would seem that there is a difference of feeling on the part of the teachers as to whether or not Applied Psychology should be primarily concerned with guidance or academic information. This division would appear to be half and half.

The conclusion drawn from this area of the questionnaire is that there is a definite lack of agreement among the teachers of Applied Psychology as to what the purposes are. Contrasted with the opinions of the students regarding purposes we find that the students are much more in agreement among themselves than are the teachers.

TABLE V
 RESPONSES OF TEACHERS CONCERNING THE PURPOSE
 OF APPLIED PSYCHOLOGY

	Agree	Dis- agree	Un- decided
1. to help the student anticipate the problems he will face as a teacher;	9	4	2
2. to help the student solve his personal problems while still a student in the following areas:			
a. study habits and concentration;	8	5	2
b. adjustment to fellow students and dorm and campus life;	12	2	1
c. deciding on his vocation and what phase of it to enter;	7	4	4
d. to help the student with his personal emotional problems;	7	5	3
e. to help him find and articulate his philosophy of life.	11	3	1

II. The teachers relationship to the classes from the Administration's point-of-view. In this area there are six items dealing with the teachers' feelings about the class and his teacher relationship to it.

1. I do not feel that I know exactly what is expected of me by the Administration as an Applied Psychology teacher.

Six agreed with this item, seven disagreed, and two were undecided. Slightly more than half either agreed or were undecided with this item, indication that the intentions of the Administration are not clear in the minds of these teachers.

2. Quite often I am at a loss as to what the class should do.

Three agreed, ten disagreed and two were undecided. It can be concluded here that the majority are able to plan something for their classes even though they may not be clear as to what the Administration wants them to do.

3. I really don't feel qualified to teach Applied Psychology.

One agreed, nine disagreed, and five were undecided. The responses here would cause one to wonder how the Administration picks the teachers for these classes.

4. I feel that my teaching load is heavy enough without Applied Psychology being added to it.

Six agreed with this item, nine disagreed and there were none undecided. The comment under item 3. above might

be applicable here.

5. I don't think there is anything wrong with the nature and philosophy of Applied Psychology classes as they now are.

More than two thirds of the teachers feel that all is not right with the Applied Psychology courses. This may in part be tied in with the feeling that the Administration has not made clear what the courses are supposed to do.

6. If I could I'd stop teaching Applied Psychology right now.

Five agreed, six disagreed and four were undecided. Just slightly over one third say they would not stop teaching the class if they had the chance.

This section may have within it the reasons why there has been so much dissatisfaction expressed by the students. There seem to be too many teachers of the classes who do not know what the Administration intends the classes to be, and who would stop teaching the classes if they could. This indicates a lack of interest and where there is a lack of interest on the part of the teachers it is most difficult if not impossible to interest the student.

TABLE VI
 RESPONSES OF TEACHERS CONCERNING
 RELATIONSHIP TO ADMINISTRATION

	Agree	Dis- agree	Un- decided
1. I do not feel that I know exactly what is expected of me by the administration as an Applied Psychology teacher.	6	7	2
2. Quite often I am at a loss as to what the class should do.	3	10	2
3. I really don't feel qualified to teach Applied Psychology.	1	9	5
4. I feel that my teaching load is heavy enough without Applied Psychology being added to it.	6	9	0
5. I don't think there is anything wrong with the nature and philosophy of Applied Psychology classes as they are now.	2	11	2
6. If I could I'd stop teaching Applied Psychology right now.	5	6	4

III. The personal attitude of the teacher toward the class. This area has to do with the teacher's feeling concerning the specific classes he teaches.

1. I enjoy my classes in Applied Psychology.

Nine agreed, three disagreed and six were undecided. Only slightly less than two thirds felt they enjoyed their Applied Psychology classes. This is encouraging in the light of the number who said they would stop teaching if they could.

2. I find my classes are generally interested in what I try to do.

Nine agreed, three disagreed and three were undecided.

3. Many students do not respond when I ask for their suggestions as to what the class should do.

Six agreed, eight disagreed, and one was undecided. Just over half of the teachers felt that their students responded with their own suggestions.

4. There seem to be an undue number of absences in my classes of Applied Psychology.

One agreed, thirteen disagreed and one was undecided.

5. I feel that my classes are helping the students.

Ten agreed, two disagreed, and three were undecided.

6. Frankly, the way my classes have been going I don't think they are of any real help to the students.

One agreed, ten disagreed, and four were undecided.

7. I feel that I have been a moderately successful

teacher of Applied Psychology.

Ten agreed, two disagreed and three were undecided.

Throughout this area of the teachers personal feelings toward the class most of the items were answered in the teachers own favor in the ratio of two to one. This is only slightly higher than the general ratio of responses in the other areas. There are two possible explanations: (1) that even though the average teacher is critical of the lack of Administrative guidance for the classes, and even though the teacher might stop if given a chance he does seem to feel that he has done a good job given so little to work with, and that even though there is much to be desired in the classes the students seem to be getting some help from the classes. This would seem to be the feeling of the majority of the students in that they indicated they felt the teachers were interested and made some preparation for the classes. (2) Teachers are not immune to the subtle threat of viewing themselves as failures especially when it comes to rating themselves. Undoubtedly some of the teachers rated themselves as being more successful than they really feel themselves to be. They may have done this unconsciously. Even though they felt that the Administration had not given the guidance necessary they were still responsible for their own classes, and the natural tendency would be to believe that one "had done a pretty good job

after all". Unlike area I above, there were no teachers who consistently checked all agrees or disagrees in area III. It is felt that since this is so real measurement of teacher feeling was accomplished in this area.

TABLE VII
 RESPONSES OF TEACHERS CONCERNING
 PERSONAL FEELING TOWARD CLASS

	Agree	Dis- agree	Un- decided
1. I enjoy my classes in Applied Psychology.	9	3	3
2. I find that my classes are generally interested in what I try to do.	9	3	3
3. Many students do not respond when I ask for their suggestions as to what the class should do.	6	8	1
4. There seem to be an undue number of absences in my classes of Applied Psychology.	1	13	1
5. I feel that my classes are helping the students.	10	2	3
6. Frankly, the way my classes have been going I don't think they are of any real help to the students.	1	10	4
7. I feel that I have been a moderately successful teacher of Applied Psychology.	10	2	3

IV. The teacher's opinion as to the best methods for conducting the class. This area has to do with various methods which might be considered the best for Applied Psychology.

1. I believe the lecture method is best in Applied Psychology.

One agreed, eleven disagreed and three were undecided.

2. I believe that visual aids should be used as often as possible.

Five agreed, four disagreed and six were undecided.

3. My class has a new topic for discussion each week.

Twelve agreed, three disagreed and there were none undecided. This indicates that there is little attempt at continuity from week to week.

4. I don't believe in outside assignments for the class.

Four agreed, eight disagreed and three were undecided. This is interesting in the light of the rumor that it is not expected that the teachers of Applied Psychology will give outside assignments to the students. One of the teachers noted on his questionnaire that it was his understanding that this was the case.

5. I find it difficult to develop any continuity from week to week.

Five agreed, six disagreed and four were undecided.

This might be a possible answer to the reason most of the teachers present a new topic each week.

The general consensus of the teachers seems to be that several methods should be used and none exclusively. The major problem indicated here is that it is difficult to develop continuity from week to week.

TABLE VIII
 RESPONSES OF TEACHERS CONCERNING
 CLASS METHODS

	Agree	Dis- agree	Un- decided
1. I believe the lecture method is best in Applied Psychology.	1	11	3
2. I believe that visual aids should be used as often as possible.	5	4	6
3. My class has a new topic for discussion each week.	12	3	0
4. I don't believe in outside assignments for the class.	4	8	3
5. I find it difficult to develop any continuity from week to week.	5	6	4

V. Teachers' suggestions for improving the class.

In this area there were five items dealing with possibilities for making the classes better and one item for an indication of the best size for the classes.

1. I believe the classes would be better if only sophomores, etc. were together and not mixed across class lines.

Nine agreed, four disagreed and two were undecided. At the present time, contrary to the impression the course numbering would give, the classes are mixed. One often finds sophomores, juniors and seniors together in a class. Apparently the teachers feel this is not desirable.

2. I would appreciate and welcome a tentative outline for each quarter.

Six agreed, five disagreed and four were undecided. It was interesting to note that here the expression of need for some sort of outline was desired by six teachers, and that four of these six expressed the feeling that they did not know what the administration wanted them to do. Two of the six were undecided about the course outline.

3. If a textbook were available, I think the use of it by the students would be helpful.

Three agreed, eight disagreed, and four were undecided. On a percentage basis about the same number of students felt that a textbook would not be desirable. It is possible

that the teachers, like the students would not like to be encumbered by a textbook. Perhaps the possibility of increasing the time necessary for preparation might be too great. Perhaps having to spend any time in preparation on the part of the teachers would be undesirable from their point-of-view.

4. I think it would make for a more effective course if it is required for each student only one quarter each year, and that during this one quarter the class meet twice a week and give one hour credit.

Five agreed, six disagreed and four were undecided.

5. I think there should be better coordination between the classes so that when a student has to change to another class he can still carry through on the same lines of study.

Seven agreed, five disagreed, and three were undecided.

6. Please list on the blank at the left the maximum number of students you feel would permit the most effective work in Applied Psychology.

Two listed forty students, two listed 35 students, one listed thirty-two students, three listed thirty students, two listed twenty-five students, one listed twenty-two students, three listed twenty students, and one listed no students. This is an average of twenty-seven students per class.

TABLE IX

RESPONSES OF TEACHERS CONCERNING
IMPROVING THE CLASSES

	Agree	Dis- agree	Un- decided
1. I believe the classes would be better if only sophomores, etc. were together and not mixed across class lines.	9	4	2
2. I would appreciate and welcome a tentative course outline for each quarter.	6	5	4
3. If a textbook were available, I think the use of it by the students would be helpful.	3	8	4
4. I think it would make for a more effective course if it is required for each student only one quarter each year and that during this one quarter the class meet twice a week and give one hour credit.	5	6	4
5. I think there should be better coordination between the classes so that when a student has to change to another class he can still carry through on the same lines of study.	7	5	3

One cannot help feeling that with all of the willingness to point out the weak points of Applied Psychology, there is still more resistance to changing to other possibilities than seem warranted if the teachers really feel that something needs to be done to make the classes better. It seems apparent that more than half of the teachers would continue in the same way they are now going. This is not surprising since the present arrangement requires little real preparation. This is not meant to be taken as a criticism of those teachers who do put time into their preparation, but is directed toward those who seem willing to passively accept the status quo even though they recognize the weaknesses of the present organization. In general the conclusion is drawn that the teachers of Applied Psychology are more resistive and less willing to show interest in improving Applied Psychology than are the students.

Before concluding the analysis of the teachers' questionnaire several additional comments recorded by the teachers will be included below. One teacher wrote

Effective work with anyone whatsoever is impossible under the present chaotic conditions.

Professionally, I resent being forced to "teach" the "course".

Another wrote

I feel that "applied psychology is an opportunity

for students to exchange mature thoughts and views, in whatever realm he is sincerely interested, with his fellow students and his teachers. Those with immature views would be set straight by their associates and friends under the guidance of the teacher.

The teacher quoted above suggested forty students as the maximum for each class. How he expects the guidance he suggests to take place in a class that large meeting only once a week he does not say.

Another teacher suggests that

Student committees might help in planning the course outline and procedure for future work. They may be less critical than of the course and its purposes.

Another teacher who suggested thirty-five as the maximum number of students per class suggests also that a fewer number would be better if the personal approach could be really effective. He states further

Somehow a real purpose should be found for the course. The burden of preparation should be shifted from instructor to student. But as a final word, I submit: Would the college really lose anything if the course were abandoned and forgotten?

One teacher writes that he feels there are potentialities inherent in the classes that have not been realized.

He says

I am trying an experiment to give them more experience in front of groups. They are responding enthusiastically.

Two teachers went into some detail in explaining

what they feel to be needs for improving the classes. One writes

I believe first year students need the type of Psychology we are giving them. I am not sure that Juniors and Seniors need the type of instruction they are receiving. I believe that such subjects as State retirement, Social Security, Taxes (State and Federal), learning to write applications for jobs, being able to operate a movie projector and some common sense subjects would be more appropriate than what they are receiving.

The most comprehensive suggestions coming from any of the teachers are listed below.

1. The negative attitudes are so prevalent now among instructors and students toward Applied Psychology that it would be logical to abolish it entirely. Renew it as a four step Orientation program. I. College Orientation II. Personal Orientation III. Vocational Orientation IV. Philosophical (ethical, moral, spiritual, and professional) Orientation.
2. The lack of a specific and definite purpose and/or Statement of Purpose for Applied Psychology is one important factor in its failure.
3. The lack of points, grades, etc. doom it when all values are obviously set up on grades, points, point-indexes, etc.
4. Some degree of leadership upon the part of the administration should be shown toward the many teachers of Applied Psychology.
5. If each applied psychology section would do just one thing to improve the campus, facilities, or work of the college, it would be a justification of continuation of these courses.
6. Grouping by grades was suggested--also it would help to group them by majors.
7. Limit classes to 20, and half of them in the afternoons between 3-5 so that it would unclutter the schedule.
8. Establish a half-load rating for an Applied Psy. Class. $\frac{1}{2}$ a regular class. Then give $1\frac{1}{2}$ hours credit, grades and administer standardized tests for entire campus.

9. Furnish a stimulus for teachers to try to do a good job. The effort now is made to discourage students from signing up with the same class for a second quarter. One professor bluntly asked students not to sign up with him for a second quarter.

10. Establish student rating of Applied Psy. profs, and award \$100 each to the ten best.

CHAPTER IV

SUMMARY AND CONCLUDING STATEMENTS

Based on the data from the student questionnaires it is indicated that the students in the Sophomore and Junior sections of Applied Psychology have the following opinions with regard to the classes as they now are:

I. They feel that there are valid purposes for the classes and they indicate these purposes to be as follows:

- (a) to help the student in making adjustment to college life;
- (b) to help the student solve problems relating to his goals and ambitions in life;
- (c) to help the student become familiar with the problems he will face as a teacher;
- (d) to help the student improve his difficulties concerning poor concentration, poor study habits, poor grades, etc.;
- (e) to give the students a chance to discuss their problems together in class; and
- (f) to consider special topics such as world affairs, a philosophy of life, etc.

II. They feel that the weak points of the classes are as follows:

- (a) too many students in some of the sections of the class;
- (b) too many students do not pay attention to the class discussions and write letters, study other courses, talk, etc. while the class is going on;
- (c) some of the classes seem only to discuss the favorite topic of the teacher;
- (d) there seems to be no systematic outline followed in many of the classes;
- (e) some of the classes do not give some of the students an opportunity to discuss their problems;
- (f) there is too much repetition in the class discussions; and

(g) there doesn't seem to be any coordination between the classes.

III. They feel that the following suggestions would be helpful if put into effect:

- (a) there should be more student participation in planning and in the class periods themselves;
- (b) smaller classes with twenty students as a maximum number enrolled;
- (c) use of leaders from community life as leaders for discussions;
- (d) more and better visual aids along the lines of the class discussions;
- (e) an occasional social event planned by the class for the class;
- (f) a planned course outline for the sophomore year and another planned course outline for the junior year;
- (g) more coordination between the classes so that a student who might have to change classes from one quarter to another would not lose continuity; and
- (h) have the students in a given major field as closely together as possible.

IV. They feel that the following have been benefits of the course:

- (a) they get a chance to say what they think in the classes; and
- (b) they feel that they know more about the teaching profession as a result of the classes.

The faculty members who teach Applied Psychology did not in general have as hopeful an attitude concerning the classes as did the students. The feelings of the teachers are summarized below as they were expressed in the five categories.

I. The purposes of Applied Psychology according to two thirds of the faculty members are:

- (a) to help the student solve his personal problems while still a student in the area of adjustment to fellow students and dorm and campus life; and

(b) to help the student find and articulate his philosophy of life.

II. In the area of the teacher's relationship to the class and the administration's point-of-view, they feel that:

(a) in general they were not at a loss as to what the class should do;

(b) they did not know what the administration expected of them as teachers of Applied Psychology; and

(c) there seems to be something wrong with the nature and philosophy of the Applied Psychology classes as they now exist.

III. In the area of the teacher's personal feelings of success or failure with his class they feel that:

(a) there are not an undue number of absences;

(b) the classes are helping the students; and

(c) they are moderately successful teachers of Applied Psychology.

IV. In the area of methods used in the classes they feel that:

(a) a new topic for discussion each week is desirable; and

(b) the lecture method is not necessarily the best in these classes.

V. In the area of suggestions for improving the classes none of the items had as much as two thirds agreement or disagreement. However, by averaging the total number of students it would be desirable to have in the classes it was found that twenty-five students per class is the desirable number.

The writer has the strong impression that the students have much more hope for improving the Applied Psychology classes than do the teachers of these classes. This is not suggested as a value judgement, but merely to point out that relatively more faculty members than students seem to feel that the Applied Psychology classes are not salvagable.

CONCLUDING STATEMENTS

The following suggestions for improvement are made in the belief that the Applied Psychology classes can be improved to the benefit of the whole campus and the individual student in particular.

1. The administration must immediately define for itself and the teachers of the classes just what the Applied Psychology classes are supposed to accomplish. It is readily apparent that there is confusion on this point.

2. Having set up the goals for the Applied Psychology classes the administration should with great care select the faculty members who will teach them. It is also readily apparent that there is too much dissatisfaction among the present teachers of these classes.

3. The students should be sounded out as to what they feel they need in addition to the courses they take toward their majors and these student expressed needs should be given great weight in setting up the Applied Psychology curriculum.

4. The classes should be kept small with not more than twenty-five students in each section. Guidance cannot be carried on effectively with a larger group.

5. Sophomores should not be allowed to enroll in

classes with Juniors or Seniors and vice versa.

6. There should be a basic plan for study or practice for the Sophomores and a different one for the Juniors. No matter which section a Sophomore might enter his basic study should cover much the same information that any other section of Sophomores would cover. The same should hold true for the Juniors.

7. There should be regular planning meetings prior to and during the academic year the classes meet, composed of the teachers for each class, and at times some of the more thoughtful students from each class should be invited to participate in these meetings.

8. The basic materials for study should cover some consideration of the student's continuing adjustment in college as he advances toward his senior year. This would include some effort at having a periodic conference with his Applied Psychology teacher and perhaps referral to other individuals on campus who might be able to give more specific help. There is no good reason for assuming that a counseling program for the freshman year alone will be adequate for the average student for his whole four years. At each new level of adjustment or crisis the student needs the bolstering influence of a sympathetic and understanding

counselor.

9. Somewhere in the subject matter for the Applied Psychology classes there should be given some detailed emphasis on an individual's philosophy of life. Of all the professions, none has the deep and lasting influence on people as that of teaching. Students preparing themselves for teaching should be made aware of their terrible responsibility, even if to do so would be to cause some few students to abandon their proposed teaching career. The cultivation of a sense of mission in teaching is not out of place ever, and is vitally needed even at Appalachian.

10. There are certain aspects of the teaching field which are not specifically covered by other courses which should be taken up through the Applied Psychology classes. Among these might be retirement pay, insurance, duties of the teacher to the community, etc.

Above all, such care should be taken in setting up a new arrangement for these classes that the students will know that their welfare is the basis for them. It will not matter then if the classes are required, at what hours they meet, or whether letter grades are given. If they know they have an opportunity to contribute to them as well as to receive from them they will put their best into them.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Braden, Myron M. "Former Students Evaluate Guidance," Journal of Educational Research, 47:127-33, October, 1953.
- Durnall, Edward J., Jr. "Students Scrutelize A Guidance Program," Personnel and Guidance Journal, 31:187-88, December, 1952.
- Failor, Clarence W. "Group Activities in Guidance Services," Personnel and Guidance Journal, 32:411-14, March, 1954.
- _____, and Lee E. Isaacson. "The Veteran Evaluates Counseling," Occupations, 28:18-24, October, 1949.
- Form, Arnold L. "Measurement of Student Attitudes Toward Counseling Services," The Personnel and Guidance Journal, 32:84-87, October, 1953.
- Friedenberg, Edgar Z. "The Measurement of Student Conceptions of the Role of a College Advisory System," Educational and Psychological Measurement, 10:545-68, 1950.
- Glauber, Charles A. "The Conference Method as a Home-room Guidance Technique," The Bulletin of the National Association of Secondary-School Principals, 37:52-61, March, 1953.
- Glazer, Stanford H., and Arthur O. England. "How Veterans Feel About Vocational Advisement," Educational and Psychological Measurement, 9:717-25, 1949.
- Moser, W. E. "Evaluation of a Guidance Program by Means of a Student's Check List," Journal of Educational Research, 42:609-17, April, 1947.
- Ohlsen, M. M., and A. F. DeWitt. "Group Counseling: A Report on Ways and Means," Clearing House, 24: 335-39, February, 1950.

Shimmon, William J. "Philosophy of the Homeroom Guidance Program," School Activities, 25:211-12, March, 1954.

Strang, Ruth. "Guidance Young People Want," School Review, 55:392-401, September, 1947.

Super, Donald E. "Group Techniques in the Guidance Program," Educational and Psychological Measurement, 9:496-510, 1949.

Zerfos, Karl P. "Guidance--Central or Peripheral," Journal of Educational Research, 45:561-70, April, 1952.

APPENDIX A

COPY OF STUDENT QUESTIONNAIRE

CHECK LIST FOR APPLIED PSYCHOLOGY 208-308

Male _____ Female _____ Course major _____
 Quality Points _____
 Sophomore _____ Junior _____ Transfer (circle classification)

I- Purposes of Applied Psychology 208 and 308

- | SA | A | D | SD | UN | |
|----|---|---|----|----|---|
| — | — | — | — | — | In my opinion the purpose of Applied Psychology is |
| — | — | — | — | — | 1. to help the student in making adjustment to college life. |
| — | — | — | — | — | 2. to help the student solve his problems with the folks back home. |
| — | — | — | — | — | 3. to help the student work out his problems with the opposite sex. |
| — | — | — | — | — | 4. to help the student solve problems relating to his goals and ambitions in life. |
| — | — | — | — | — | 5. to help the student become familiar with the problems he will meet as a teacher. |
| — | — | — | — | — | 6. to help the student improve his difficulties concerning poor concentration, poor study habits, poor grades, etc. |
| — | — | — | — | — | 7. to give the students a chance to discuss their problems together in class. |
| — | — | — | — | — | 8. I don't think there is any real purpose for the Applied Psy. classes. |
| — | — | — | — | — | 9. to consider special topics such as world affairs, a philosophy of life, etc. |
| — | — | — | — | — | 10. to give the students a chance just to blow off steam. |

QUESTIONNAIRE (continued)

II- Weak points in Applied Psy. classes.

SA A D SD UN

- | | | | | | |
|---|---|---|---|---|--|
| — | — | — | — | — | 1. The teacher of my Applied Psy. class does not seem to be too interested in this class. |
| — | — | — | — | — | 2. My teacher never seems to have made any preparation for this class. |
| — | — | — | — | — | 3. There are too many students in my section of Applied Psy. |
| — | — | — | — | — | 4. Many students do not pay attention to the class discussions and write letters, study other courses, talk, etc. while the class is going on. |
| — | — | — | — | — | 5. Some of the teachers make the students afraid to say what he, the student, really thinks about the topic under discussion. |
| — | — | — | — | — | 6. If there was a systematic course outline planned at the beginning of the year and adhered to the classes would be more worthwhile. |
| — | — | — | — | — | 7. In some of the classes a student never gets a chance to discuss his problems. |
| — | — | — | — | — | 8. Some of the classes seem only to discuss the pet topic of the teacher. |
| — | — | — | — | — | 9. Students should be required to have one personal conference with the teacher each quarter. |
| — | — | — | — | — | 10. The different classes discuss the same things over and over again. |
| — | — | — | — | — | 11. There doesn't seem to be any organization or real planning in most of the classes. |
| — | — | — | — | — | 12. The Applied Psy. classes have been very helpful to me. |

QUESTIONNAIRE (continued)

III- Suggestions for improvement

SA A D SD UN

- | SA | A | D | SD | UN | |
|----|---|---|----|----|---|
| — | — | — | — | — | 1. There should be more student participation in planning and in the class periods. |
| — | — | — | — | — | 2. It would be more helpful if students in the same major fields could be in the same classes. For example, all science majors together, etc. |
| — | — | — | — | — | 3. Instead of having one class period for three quarters it would be better to have one three hour course for one quarter each year. |
| — | — | — | — | — | 4. Smaller classes would be beneficial with 20 students as the maximum number enrolled. |
| — | — | — | — | — | 5. Using leaders from the area of community life to lead certain discussions would be helpful. |
| — | — | — | — | — | 6. Use of a basic textbook would help in organizing the schedule for the course. |
| — | — | — | — | — | 7. More and better visual aids along the lines of the class discussions would help. |
| — | — | — | — | — | 8. A social event planned by each class would help the interest in the class. |
| — | — | — | — | — | 9. A planned course outline for the sophomore year and another different planned outline for the junior year would be better than the present set-up. |
| — | — | — | — | — | 10. More coordination between the different classes would help those students who have to change classes each quarter and provide continuity. |

QUESTIONNAIRE (continued)

IV- Benefits of Applied Psychology

SA A D SD UN

- | | | | | | |
|---|---|---|---|---|--|
| — | — | — | — | — | 1. Applied Psy. has helped me find my philosophy of life. |
| — | — | — | — | — | 2. I know more about the teaching profession since I have been in Applied Psy. |
| — | — | — | — | — | 3. I understand myself better. |
| — | — | — | — | — | 4. I get a chance to say what I think in my class. |
| — | — | — | — | — | 5. Personal conferences with the Applied Psy. teacher have helped me. |
| — | — | — | — | — | 6. Applied Psy. has helped me form better study habits. |
| — | — | — | — | — | 7. I think Applied Psy. classes are all right the way they are. |

APPENDIX B

COPY OF FACULTY QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS OF APPLIED PSY. 208 and 308

- A D UN I. The purpose of Applied Psychology is
- — — 1. to help the student anticipate the problems he will face as a teacher.
- — — 2. to help the student solve his personal problems while still a student in the following areas:
- — — a. study habits and concentration
- — — b. adjustment to fellow students and dorm and campus life
- — — c. deciding on his vocation and what particular phase of it to enter
- — — d. to help the student with his personal emotional problems
- — — e. to help him find and articulate his philosophy of life
- II.
- — — 1. I do not feel that I know exactly what is expected of me by the Administration as an Applied Psy. teacher.
- — — 2. Quite often I am at a loss as to what the class should do.
- — — 3. I really don't feel qualified to teach Applied Psy.
- — — 4. I feel that my teaching load is heavy enough without Applied Psy. being added to it.
- — — 5. I don't think there is anything wrong with the nature and philosophy of Applied Psy. classes as they now are.
- — — 6. If I could I'd stop teaching Applied Psy. right now.

QUESTIONNAIRE (continued)

A D UN III.

- — — 1. I enjoy my classes in Applied Psy.
- — — 2. I find my classes are generally interested in what I try to do.
- — — 3. Many students do not respond when I ask for their suggestions as to what the class should do.
- — — 4. There seem to be an undue number of absences in my classes of Applied Psy.
- — — 5. I feel that my classes are helping the students.
- — — 6. Frankly, the way my classes have been going I don't think they are of any real help to the students.
- — — 7. I feel that I have been a moderately successful teacher of Applied Psy.

IV.

- — — 1. I believe the lecture method is best in Applied Psy.
- — — 2. I believe that visual aids should be used as often as possible.
- — — 3. My class has a new topic for discussion each week.
- — — 4. I don't believe in outside assignments for the class.
- — — 5. I find it difficult to develop any continuity from week to week.

V.

- — — 1. I believe the classes would be better if only sophomores, etc. were together and not mixed across class lines.

QUESTIONNAIRE (continued)

A D UN

- — — 2. I would appreciate and welcome a tentative course outline for each quarter.
- — — 3. If a textbook were available, I think the use of it by the students would be helpful.
- — — 4. I think it would make for a more effective course if it is required for each student only one quarter each year, and that during this one quarter the class meet twice a week and give one hour credit.
- — — 5. I think there should be better coordination between the classes so that when a student has to change to another class he can still carry through on the same lines of study.
- _____ 6. Please list on the blank at the left the maximum number of students you feel would permit the most effective work in Applied Psychology.

If you have additional comments you are invited to list them below. Please do not sign your name to this sheet.