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# Teacher's Opinions of Their Role in Guidance in Selected Community Lutheran High Schools

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# TEACHERS' OPINIONS OF THEIR ROLE IN GUIDANCE IN SELECTED COMMUNITY LUTHERAN HIGH SCHOOLS

by

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# CHAPTER I

# THE PROBLEM

## Introduction to the Study

Two principles which have found wide acceptance among those directly involved in the formal educational process are: (1) guidance is to be an integral part of the educational program and to contribute directly to the realization of the school's total objectives,[1] and (2) teachers are to play a necessary and important part in effective guidance.[2]

Regarding the first of these two principles, there is evidence that efforts have been made to move beyond the theoretical realm and into the practical. For example, just the continuing reduction in the counselor-pupil ratio (1:960 in 1958-59 to 1:430 in 1968-69)[3] would seem to indicate that at least counselor quantity-wise, an attempt is being made to implement this concept.

The same kind of evidence cannot be offered in support of the second of these principles, and consequently, it is less clear whether it has met with the same degree of success in moving from the theoretical plane to

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[1]Arthur J. Jones, Buford Stefflre, and Norman R. Stewart, Principles of Guidance (6th ed.; New York: McGraw-Hill Book Company, 1970), pp. 7-11.

[2]Herman J. Peters and Gail F. Farwell, Guidance: A Developmental Approach (2nd ed.; Chicago: Rand McNally and Company, 1967), p. 495.

[3]Office of Education, Review of Progress (Washington, D.C.: Government Printing Office, 1969), pp. 114-115.

implementation at the practical level. Factors contributing to this situation appear somewhat complex. The relative newness of guidance as an aspect of education, the demands of a rapidly advancing technology, an increasingly changing society, along with the need to provide more and better specialists in the schools are involved. In addition, the lack of consideration of whether such specialization modified the traditional role of the teacher in any way (and if so, in what ways), coupled with numerous other complexities have all resulted in a blurred picture of how and to what extent the teacher is involved in guidance.

In their speculations about the future of secondary education, Grambs, Carr and Fitch suggest that the "teacher of the year 2000 will continue to be part of the same human system, where adults induct non-adults into the expectations of society. The processes whereby this induction takes place may, however, be changed."[1]

If there is any validity to this statement at all, it would seem imperative that the current processes be delineated with utmost clarity, in order that there be a foundation for the possible changes that may come. If guidance is to contribute to the realization of the objectives of the school, there will have to be an on-going examination of the various components of guidance. And if the premise is accepted that teachers are to have an effective role in guidance, then the nature of that role needs to be studied

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[1]Jean D. Grambs, John C. Carr, and Robert M. Fitch, Modern Methods in Secondary Education (3rd ed.; New York: Holt, Rinehart and Winston, Inc., 1970), p. 430.

carefully and completely. It cannot be considered complete without more knowledge concerning the way that teachers themselves view their function and responsibilities in guidance.

## Statement of the Problem

The problem with which this study has involved itself concerns the lack of information available and the consequent lack of clarity regarding the way high school teachers view their role in guidance.

The concept that teachers are a necessary and important part of an effective guidance program is well established. The fact that there is consensus on this concept, however, has not eliminated the problem that authorities in the guidance field do not seem to have reached exact agreement regarding the nature of the teacher's role.

Humphreys, Traxler and North have listed eleven functions of the teacher within the guidance program, all of which are conducted in the classroom.[1] Commenting on the same subject, Mathewson says:

> It is true that all teachers engage in appraisal of pupil characteristics, adjustment of behavior, evaluation of individual performance, etc., and may even undertake some individual counseling. To the extent that these functions are performed professionally, teachers are participating in guidance practice.[2]

Another opinion which might illustrate differences in what is being prescribed for the role of the teacher is Downing's, who feels that "holding individual conferences with students" is a function of the teacher.

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[1] J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (3rd ed.; Chicago: Science Research Associates, Inc., 1960), pp. 381-384.

[2] Robert H. Mathewson, Guidance Policy and Practice (New York: Harper & Bros., 1962), p. 142.

It does not appear that he would equate this with counseling. For him, holding individual conferences with students means:

> The teacher may meet with each student periodically for purposes of resolving any existing problems or misunderstandings and to evaluate current progress and make plans for the future. Improved communication between teacher and student is an immediate aim of this activity...[1]

Of a different view are those such as Ligon and McDaniel[2] or Gordon[3] who opt for teachers serving specifically in the counseling role and whose function then would seemingly go beyond that of holding an individual conference in Downing's view.

Teachers themselves have written on the subject. Articles like those by Mathis[4] and Leonard[5] however, are based largely upon opinion and practical experience. Although they probably generate reaction, no evidence was found that such efforts resulted in any degree of clarification of the issue.

On the other hand, there does seem to be evidence supporting the fact that there are differences of opinion among those most directly involved, namely teachers, counselors and administrators in regard to what each one's role in guidance is or should be. Shertzer and Stone conclude (on the basis

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[1]Lester N. Downing, Guidance and Counseling Services: An Introduction (New York: McGraw-Hill Book Company, 1968), p. 266.

[2]Mary G. Ligon and Sarah W. McDaniel, The Teacher's Role in Counseling (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), pp. 75-87.

[3]Irs J. Gordon, The Teacher as a Guidance Worker (New York: Harper & Bros., 1956), pp. 264-320.

[4]G. K. Mathis, "Guidance: It's Our Work," Illinois Education, L (May, 1962), 398-399.

[5]Dorothy V. Leonard, "A Classroom Teacher Looks at Guidance,"

of the literature dealing with the topic) that teachers (and those who prepare them) do not fully agree with counselors (and counselor educators) concerning the nature of the teacher's role in guidance.[1]

During the past decade, there has been considerable research effort expended in the direction of defining the counselor function in guidance.[2] Unfortunately, the same degree of consideration has not been given to the role of teaching members of the school staff working in the guidance area.

The information and research that has been done regarding the views of teachers toward guidance appears to center in teachers' perceptions of the role of the counselor and in teachers' attitudes toward the guidance programs of the schools in which they teach. Comparatively few studies are reported in regard to the way teachers discern their own role in guidance.

The effective implementation at the practical level of the concept of classroom teachers as an integral part of guidance would seem to be facilitated by a more complete understanding of the way they envision their

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[1]Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (2nd ed.; Boston: Houghton Mifflin Company, 1971), p. 403.

[2]See, for example, the following: C. W. Grant, "How Students Perceive the Counselor's Role," Personnel and Guidance Journal, XLVI (May, 1968), 889-892; D. J. Wattey, "How Do Counselors Perceive Their Ideal Role?" Journal of Counseling Psychology, XII (Spring, 1965), 102; Lyle D. Schmidt, "Concepts of the Role of Secondary School Counselors," Personnel and Guidance Journal, XL (March, 1962), 600-605; Peter P. Grande, "Attitudes of Counselors and Disadvantaged Students Toward School Guidance," Personnel and Guidance Journal, XLVI (May, 1968), 889-892; and R. E. Worman, "Differential Perceptions of the Counseling Role," Journal of Counseling Psychology, VII (Winter, 1960), 269-274.

own role in guidance. Such an understanding appears desirable for a number of reasons. First of all, it would be difficult to implement any desired role for teachers without knowing how they presently view themselves as functioning in a guidance role. Secondly, it can be hypothesized that among teachers themselves there may be differences in the way they comprehend their guidance tasks. Since the teacher, of all the various school personnel, is the one who has historical seniority so far as his place in the school is concerned, it is possible that in his training he "has learned that he is the facilitator of learning, the leader in maintaining mental health, and the parent surrogate."[1] If he has come to understand his position in such a way, it may lead him to see his role in guidance much differently than counselors or principals view it.

It is also possible that teachers' perception of their guidance functions may be tempered by years of school experience, age, sex, contact with counselors, involvement in guidance work, or other factors. Whether or not they are teaching in academic subjects or vocationally oriented subjects might also make a difference in terms of how they conceptualize their involvement in guidance.

The fact that teachers do apparently comprehend their work within the school setting in varied ways is evidenced by the differences between the "formal teacher" and the "teacher counselor" as pointed out by Grambs, Carr and Fitch in their book Modern Methods in Secondary Education. They

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[1] Shertzer and Stone, Fundamentals of Guidance, p. 402.

describe the "formal teacher" as follows:

> His evaluation is concerned with subject-matter learning only. Few personal interviews are held with students except about academic problems. The student's counselor or other teachers are seldom consulted about the progress of an individual. No home visits are made, and parent conferences at school are avoided. The role of emotion in learning is discounted. 'Business as usual' is the motto for instruction no matter what is going on 'outside'.[1]

In sharp contrast to the "formal teacher," their description of the "teacher counselor" notes that:

> His evaluation reveals many kinds of achievement: intellectual, social, psychological, aesthetic. Many individual interviews are held about personal, as well as academic, problems. Students' problems are often discussed with counselors and other teachers. A number of home visits are made, and special invitations are issued to individual parents to come to school for conferences. Sensitivity to emotional tone in the classroom and with individual students is maintained. Changes in class 'mood' are noted, and teaching is adjusted accordingly.[2]

They observe that the two kinds of approaches to teaching have been identified by others as those of the "controllers" and those of the "helpers."

The problem then becomes one of attempting to discover more completely how teachers view themselves as functioning in guidance, whether their views agree with what is being prescribed for them at the theoretical level, and whether there are differences in the way teachers tend to see their involvement in guidance at the secondary level.

## Purpose of the Study

The primary purpose of this study is to ascertain whether there are differences among teachers in selected community Lutheran high schools

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[1] Grambs, Carr, and Fitch, Modern Methods in Secondary Education, pp. 395-396.

[2] Ibid., p.396.

concerning their views of the role of the high school classroom teacher in guidance, and to determine if any possible differences are associated with selected variables. In addition to exploring the views of these teachers in regard to their role in guidance, their agreement or disagreement with guidance roles for teachers suggested by the literature will be investigated.

Specifically, this study has been designed to test the following null hypotheses:

Hypothesis I: There are no differences in opinions among teachers in selected Lutheran high schools regarding the role of classroom teachers in guidance.

Hypothesis II: There are no differences in opinions among teachers in selected Lutheran high schools regarding the role of classroom teachers in guidance in relation to selected variables.

A. There are no differences according to sex.

B. There are no differences according to marital status.

C. There are no differences according to sex and marital status combined.

D. There are no differences according to length of teaching experience.

E. There are no differences according to level of previous teaching experience.

F. There are no differences according to class level taught.

G. There are no differences according to subject-matter area taught.

H. There are no differences according to amount of graduate training.

I. There are no differences according to the number of courses taken in guidance and/or counseling.

J. There are no differences according to the type of institution of undergraduate training.

K. There are no differences according to current assigned duties in the school.

L. There are no differences according to professional-religious status as determined by the church.

## Background

This study is an outgrowth of the writer's work and association with the guidance staff of various community Lutheran high schools. The work was primarily of a consultive nature in an attempt to assist the staffs in evaluating the strengths and weaknesses of their individual programs, aid them in designing and initiating new programs, provide them with some in-service training, and encourage and help them to begin to undertake research at the local level in regard to their own schools and their guidance programs.

During this association, one re-occuring question raised by staff members had to do with the teacher's role in guidance. Their puzzlement centered on four major concerns. What actually was to be the role of the teacher in guidance? How did teachers themselves view what they were supposed to be doing? What were teachers actually doing in terms of their involvement in guidance? What could be done to increase the effectiveness of teachers within this area?

In attempting to assist the guidance staffs in these areas, a number of factors became clear. First, although not necessarily agreeing on precisely what the role or function of the teacher was in guidance, numerous

writers have emphasized the role of the teacher in guidance. Secondly, there is a paucity of research in the area of whether or not teachers actually view their role in the manner that has been suggested. In fact, definite empirical knowledge as to just what the perceptions of teachers are regarding their involvement in guidance, particularly at the secondary education level, is limited. Some work has been attempted in terms of how teachers view the counselor's role and their understanding of guidance programs in their own schools. Findings of these studies suggest that there are divergences of opinion in at least three areas: (1) among administrators and teachers; (2) among counselors and teachers; and (3) among teachers themselves.

The situation becomes even more critical when one surveys what has been done in this area within Lutheran education. Almost all previous research in regard to guidance in Lutheran education has been centered in the elementary level. In fact, there is almost a void when it comes to reported research or empirical studies regarding Lutheran secondary education, no matter what the area. This study, then, is an attempt to begin to fill that void and to contribute specifically to our knowledge of the way Lutheran high school teachers perceive their role, especially as it relates to their involvement in guidance.

Since reference has been made to "community Lutheran high schools" and "Lutheran education," some explanation of these terms would appear useful. This study has limited itself to only those teachers and schools affiliated with the Lutheran Church-Missouri Synod. The Lutheran Church-Missouri Synod is one of the three major Lutheran church bodies in the United States today (the other two being the American Lutheran Church and the Lutheran Church in America.) Among American Protestants, only the Lutheran Church-Missouri

Synod has consistently maintained a parochial school system. The synod was founded in 1847 and marked its 125th anniversary during 1972. Since its founding, it has administered a separate system of elementary, secondary, and higher education, although the high school movement in its present form is the youngest of the three systems. That the Lutheran Church-Missouri Synod has consistently had a strong interest in and emphasis on its educational system can be seen from the fact that Lutheran Education (originally published as Schulblatt, then as Lutheran School Journal) is the oldest regularly published educational journal in America.[1]

It is not necessarily a large system. According to the Statistical Yearbook, 1970 published by the Lutheran Church-Missouri Synod, there are 150,980 elementary students enrolled in 1,215 Lutheran elementary schools, taught by 2,682 male teachers and 3,934 women teachers; 12,776 high school students in twenty-six high schools (more recent figures for the high schools to be cited shortly differ slightly from these); 8,706 students enrolled in seventeen colleges and seminaries; and 4,027 students enrolled in Valparaiso University. There are 6,015 congregations in the synod with a baptized membership of 2,877,291.[2]

Actual statistics for community Lutheran high schools for the 1971-1972 academic year show that there were twenty-seven high schools in operation, enrolling 12,543 students with a total teaching staff of 691.

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[1]Stephen A. Schmidt, Powerless Pedagogues: An Interpretive Essay on the History of the Lutheran Teacher in the Missouri Synod (River Forest, Illinois: Lutheran Education Association, 1972), p. iv.

[2]Lutheran Church-Missouri Synod Department of Research and Statistics, Statistical Yearbook, 1970 (St. Louis: Concordia Publishing House, 1970).

Schools are located in fifteen different states ranging from New York to California. The metropolitan areas of New York City and Chicago each have three schools with two schools being located in each of the following metropolitan areas: Detroit, Minneapolis-St. Paul, Cleveland and Milwaukee. The remaining schools are primarily located in larger cities such as Los Angeles, Denver, Fort Wayne, New Orleans, Baltimore, Philadelphia and Houston.[1]

Only one of these current twenty-seven schools was in existence prior to 1935. That particular institution was founded in 1909. During the ten year period of 1935 to 1944, three additional schools were started while another six were added between 1945 and 1954. The community Lutheran high school movement saw its most rapid growth during the years 1955 to 1964 when eleven schools were begun. From 1965 to the present an additional six high schools were founded.[2]

Although the majority of Lutheran high schools currently in operation were founded within the past thirty-five years, other Lutheran high schools were begun but were closed for various reasons since the time the synod was organized in 1847. The reader is referred to the study by Merz[3] and the work

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[1]Board of Parish Education, Lutheran Church-Missouri Synod, Report on Lutheran High Schools: 1971-1972, (St. Louis, Missouri, 1972), 4.

[2]Ibid.

[3]Walter S. Merz, "Secondary Schools of the Lutheran Church-Missouri Synod: An Historical Study of Twelve Schools From Inception to Termination and of One School from Inception to the Present," (unpublished Master's Thesis, Rhode Island College, 1965.)

of Stellhorn[1] for additional information regarding this aspect of Lutheran secondary education.

The twenty-seven Lutheran high schools under discussion currently have student enrollments ranging from sixty-eight (at one recently founded school) to 1,240 with the average being approximately 500 students. Teaching staffs range in number from three up to sixty-five.[2]

When compared to other church related high schools, the community high schools of the Lutheran Church-Missouri Synod rank sixth in number of schools behind Roman Catholic schools, the National Association of Christian Schools, Hebrew Schools, the National Union of Christian Schools, and the General Conference of Seventh-day Adventists, in that order. In terms of enrollment, however, they rank fourth behind Roman Catholic high schools, Hebrew Schools and the National Union of Christian Schools, in that order.[3]

## Definition of Terms

The following terms are used in this study as they are defined below:

Community Lutheran High Schools: Institutions of secondary education which are affiliated with the Lutheran Church-Missouri Synod, and whose students are primarily members of congregations or churches which belong to the Lutheran Church-Missouri Synod.

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[1]August C. Stellhorn, Schools of the Lutheran Church-Missouri Synod, (St. Louis: Concordia Publishing House, 1963.)

[2]Board of Parish Education, Report on Lutheran High Schools: 1971-1972, p.4.

[3]Ibid., p. 14.

Lutheran Church-Missouri Synod: A Protestant religious denomination made up of approximately six thousand congregations or parishes within the United States.

Teachers (in selected community Lutheran high schools): The professional staff or faculty of the schools in the study unless specifically distinguished as classroom teachers, administrators and counselors.

Teacher-Guidance Opinion Inventory (TGOI): The instrument especially designed for this study and used to measure Lutheran high school teachers' degree of agreement or disagreement with a set of statements regarding the responsibilities of high school teachers in guidance.

Called Teachers: Male teachers in community Lutheran high schools who by virtue of their attendance at and graduation from one of the two church owned teacher-education institutions, are granted the status "minister of the Gospel" by the church. In terms of the Selective Service and the Internal Revenue Service, this status is the same as "minister of religion." In addition, these male teachers are assigned by the church to their initial teaching position and receive automatic tenure. The term "called teacher" is commonly used within the context of the Lutheran Church-Missouri Synod, and has its origin in part in the fact that once such a male teacher (especially at the elementary level) is initially placed, any parish is free to extend him a "call" to serve that particular parish. The teacher then makes the decision to either accept or decline such a "call".

## Scope and Limitations

As noted previously, the educational system of the Lutheran Church-Missouri Synod is not necessarily a large system, especially were it to be compared to the public educational system in the United States. However, because it does have a uniqueness apart from other educational systems, not only in terms of its history, but in what it attempts to do, it stands in need of research as much as any other system. This study has attempted to meet such a need in part and to contribute to a foundation upon which subsequent research in Lutheran education can build.

One goal of the study is that the results will lead to an increased understanding of Lutheran teachers. In conjunction with this, the data of the study should provide a basis upon which recommendations can be made for increasing the effectiveness of Lutheran education.

Although the term "Lutheran education" includes the elementary, secondary and higher education levels, and all aspects of the educational processes at these levels, the focus of this study has been limited to teachers in community Lutheran secondary schools.

Additional limitations have also been imposed. The population of the study was limited to and consisted of the faculties or professional staffs of three community Lutheran high schools. The rationale for the selection of the schools used in the study is as follows.

1. The three community Lutheran high schools utilized in this study evidence both a commonness (all are private-parochial educational institutions with the same philosophy and objectives) plus a variety (in terms of enrollment and educational practices) which make them suited for the study.

Their commonness of philosophy and objectives as well as their variety of educational practice are representative of community Lutheran high schools in general.

2. Since community Lutheran high schools tend very much to be located only in larger metropolitan areas, the three high schools used are all located in a large metropolitan area. Together, they enroll the largest number of students and have the largest number of faculty of any metropolitan area in which such schools are found.

3. The three schools selected provide a variety of sizes (both in enrollment and number of faculty) and also represent different social, economic and racial populations from which they draw their students (two in the city and one in the suburbs). In addition they utilize the various types of scheduling found in secondary education today (from a traditional seven-period-a-day to flexible modular schedule).

4. The three schools selected represent differing utilization of staff for guidance programs. Such differences (ranging from full-time counselors to part-time counselors and/or teacher-counselors) are found not only in Lutheran, but other religious and private high schools today.

5. The fact that the three selected schools are all in the same metropolitan area was viewed as facilitating the follow-up for return of completed opinionnaires, consequently assuring a high percentage of completed returns.

Another limitation of the study was that it dealt only with the opinions of the professional staffs of selected community Lutheran high schools as to the roles and responsibilities of classroom teachers in

guidance. Since it was considered beyond the scope of this study, no attempt was made to discover how teachers viewed the total guidance program of their schools or how they perceived of counselors and/or the guidance staffs.

Finally, although it can be hypothesized that the religious philosophy of Lutheran high schools is involved in their guidance philosophy and practice, this study made no specific attempt to deal with that question, since there is little information reported in that area which could be subjected to empirical study.

This chapter has presented the problem to be studied, along with background information. In Chapter II the related literature is reviewed, while Chapter III outlines the method and procedures used. Chapter IV presents the analysis of data and Chapter V discusses the findings of the study and presents recommendations based on the findings.

## CHAPTER II

## REVIEW OF RELATED RESEARCH

In determining the literature to be reviewed, the guidelines proposed by Good[1] were followed. He suggests that the survey of related literature should provide guiding hypotheses, suggestive methods of investigation, and comparative data for interpretive purposes.

Accordingly, this review limited itself to three areas in which studies are reported. The first of these areas deals with instruments which have been developed for measuring attitudes and opinions toward guidance. The second area is concerned with studies which attempt to treat perceptions of school personnel toward guidance and guidance programs and which also have implications for the possible way in which teachers view their own role. Finally, the last area centers on studies which deal more specifically with how teachers perceive their involvement in guidance.

### Instruments

One of the instruments reported and found to be used in other studies was the Counselor Attitude Scale which was constructed by Form.[2] After developing it, he used it to measure university students' attitudes toward

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[1] Carter V. Good, Introduction to Educational Research (2nd ed.; New York: Appleton-Century-Crofts, 1963), p. 156.

[2] A. L. Form, "The Construction of a Scale on Attitudes Toward Counseling," Journal of Counseling Psychology, II (Summer, 1955), 96-102.

the counseling service. The scale discrimination method of Edwards and Kilpatrick was used in developing the instrument. One hundred and twenty items expressing counseling attitudes were devised and then sorted by eighty judges according to Thurstone's method of equal appearing intervals. No information is provided as to the source of the statements or how they were devised. Scale values were assigned the items by determining the median values of their position on a continum as determined by the judges. The interquartile range (Q) values of judgment were found for the same items. Any item having a Q value of more than the median Q value for the total 120 items was rejected.

Phi coefficients for the remaining items were computed after they had been administered to a sample of 200 students and then scored in the usual Likert fashion. The twenty-two items with the highest phi coefficients were then selected for the final attitude scale. The final form of the instrument was sent to 605 university students selected by a stratified random sampling technique. Five hundred and forty-four (ninety per cent) were returned. The attitude scale was scored by assigning a score of 1 to a "strongly agree" or "agree" response for each positively stated item, and a score of 0 to "uncertain", "disagree", or "strongly disagree" items. For negatively stated items, a 0 value was given to "strongly agree" and "agree" responses while a value of 1 was given to "uncertain", "disagree", and "strongly disagree" responses. The values for the twenty-two items were then summated. Scores of 15 and above were considered "strongly favorable", those in the range of 8 to 14 as "favorable", and scores less than 8 were determined to indicate "unfavorable" attitudes.

Although no data is given concerning the results, Form reports that younger students, underclassmen, non-veterans, and unmarried students indicate more favorable counseling attitudes. Small and shifting differences were found between counseling attitude and: subject major, grade-point-average, degree of activity in extra-curricular activities, size of home and community, amount of high school counseling obtained and socio-economic level of family.

According to the author, other findings generally confirmed the proposition that student attitudes toward counseling are affected by differences in common backgrounds and experiences.

Few specific attempts to construct instruments for measuring the attitudes or opinions of school personnel in regard to guidance have been reported in the literature. An exception to this would be the efforts of Barker who developed two alternate forms of a scale for measuring attitudes toward school guidance programs.[1] His particular scale has been utilized in a number of studies, some of which are included in this review.

The development of his scale is basically of the Thurstone equal-appearing-interval type, but the Likert method of summated ratings was used at one stage of construction in order to improve item selection.

Approximately 1,000 expressions of opinions toward school guidance programs were collected by inviting 100 co-operating students of guidance each to submit ten opinions obtained by interviewing persons in their home communities or elsewhere. These statements were then edited and 190 of them selected according to criteria suggested by Edwards and Kilpatrick. In

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[1] D. G. Barker, "Development of a Scale of Attitudes Toward School Guidance," Personnel and Guidance Journal, XLIV (June, 1966), 1077-1083.

selecting the 190 statements, Barker indicates that an attempt was made to maintain a balance of approximately favorable, approximately neutral, and approximately unfavorable opinions.

Two hundred and twenty college students were used as judges for determining a scale value for each statement. Frequency distributions were then tabulated for the ratings assigned each statement and the median ratings were computed as an index of the degree of favorability of attitude toward a guidance program which was implied by the statement. Scale values ranged fairly uniform across the possible values of 1 to 9, except that the number of statements in the neutral range (4.0-5.9) was relatively small.

As in the Counselor Attitude Scale previously noted, the quartile deviation (Q) was computed as a measure of the variability of the ratings and therefore as an index to the ambiguity of the statement. The thirty-five per cent of the statements having the highest quartile deviation were eliminated from further consideration.

A scale discrimination item analysis was then used to select the most discriminative of the 123 remaining statements. These statements formed a questionnaire to which 138 male college students responded to each of the statements by indicating one of five degrees of response: strongly agree (weighted with a value of 2), mildly agree (value of 1), uncertain (value of 0), mildly disagree (value of -1), and strongly disagree (value of -2). A summated score for each respondent was then obtained.

For determining the discriminative power of each item, a Flanagan coefficient of correlation was computed for each item to denote its correlation with the summated score on the questionnaire as a whole.

The final selection of items for the two matched forms of the scale was by the combined criteria of scale value, clarity of meaning, and cross-validated discriminative power, which resulted in twenty items for each form.

The arrangement of the items on each form was done to facilitate scoring. In using the instrument, each subject indicates his attitudes by placing a check mark only by the statements with which he agrees. His score is then taken to be the median or mid-score of the scale values for the statements that he checked. (Barker indicates that most subjects check from three to seven of the twenty items.)

The author feels that the instrument has a high degree of usability, since it can be easily administered in less than five minutes without the necessity for timing or oral directions. In addition, he reports a preliminary estimate of the reliability of the scale as being .709 between alternate forms. Instances of use of this particular scale are reported in the literature.

Reports in the literature of attempts to devise specific instruments for measuring attitudes toward guidance and counseling are limited. Of those reviewed above, both the Thurstone equal-appearing-interval method and the Likert method of summated ratings were found to be utilized. No descriptions of instrument specially designed to measure the perceptions of teachers toward their role in guidance were found.

## Perceptions of School Personnel Toward Guidance

That differences exist in the way teachers and other school personnel view guidance is suggested by a number of studies. Graff and Warner tested three hypotheses in regard to the attitudes of administrators, teachers and counselors towards a guidance program.[1] The hypotheses tested were: (1) there is a significant difference between counselors' and administrators' attitudes toward the counseling program; (2) there is a significant difference between counselors' and teachers' attitudes toward the counseling program; and (3) there is a significant difference between teachers' and administrators' attitudes toward the counseling program.

Utilizing Barker's Scale of Attitudes with teachers, administrators and counselors in a large suburban high school in western New York, they discovered significant differences of opinions among the three groups. F values significant at the .05 level were found when administrators were compared with counselors, and also when teachers were compared with counselors. No significant differences, however, were evident between administrators and teachers.

On the basis of their data, they suggest that it is essential that counselors be able to define their roles and communicate their objectives and functions to administrators and teachers. More attention in teacher-education to the proper pre-service orientation of teachers as to the nature of

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[1] Robert W. Graff and Richard W. Warner, "Attitudes Toward a School's Counseling Services as Seen by Administrators, Teachers and Counselors," Journal of Secondary Education, XLIII (November, 1968), 320-323.

guidance, the work of school counselors, and the proper relations of teachers with the whole pupil personnel team is called for by the authors. They conclude that there is a definite need for administrators, teachers and counselors to meet together to establish the objectives and functions of counseling services in the school, and recommend that counselors initially provide a statement of objectives of the guidance program.

One unclear aspect of the study is that the "mean attitudinal ratings" for administrators, teachers, and counselors are presented as part of the data. These figures are reported to be 291.66, 306.90, and 236.50 respectively. Since Barker's Scale of Attitudes was the instrument used in the study, and since the highest possible score on this instrument (when a subject would agree with all twenty items) would have to be less than 10.0, it is impossible to know what this data represents or what it was used for in the study. No reference is made to it in the authors' discussion of the results.

Wilson also attempted to determine if teachers, counselors, and principals have differing perceptions of secondary school guidance programs.[1] He developed an attitudinal survey instrument which he submitted to all counselors, a like number of randomized teachers and the principal in each of eighteen secondary schools in Indiana. Schools were selected through a stratified-random sample procedure using the size of the school and the type

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[1]Richard Lee Wilson, "The Guidance Program as Perceived by Teachers, Counselors, and Principals in Selected Indiana Secondary Schools" (unpublished Ed.D. dissertation, Indiana University, 1970).

of community it served as selection variables. The eighteen hypotheses that were studied centered in teacher, counselor, and principal perceptions of six specific guidance areas.

He found that statistically significant differences of opinions existed among teachers, counselors, and principals. An added finding that was not clear in the Graff and Warner study was that although differences existed among various school personnel, these differences were in the degree to which they perceived guidance favorably. Of special interest is the author's conclusion, based on his data, that teachers are relatively unaware of their role and responsibilities in guidance.

Axelberd, using the Counseling Attitude Scale (Form) and the Scale of Attitudes (Barker) tried to discover whether having a counseling and guidance program in a school resulted in more favorable attitudes toward guidance on the part of the teachers.[1] For each of the seven elementary schools ("project" schools) used in the study having a guidance and counseling program for at least two years, he used two "control" schools (one from the same community and one from the same county as the "project" schools). "Control" schools did not have a guidance and counseling program. An attempt was made to match "project" schools with "control" schools on the basis of size, number of teachers, socio-economic level of the community, and (in the case of the community "control" schools) geographic proximity.

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[1]Frederick Axelberd, "Attitudes of Elementary School Teachers Toward Counseling and Guidance in the Elementary School," Journal of Experimental Education, XXXVII (Spring, 1968), 1-4.

Teachers from the "project" schools expressed a significantly more favorable attitude than did teachers from the community "control" schools, which would suggest that having a guidance and counseling program is related to more favorable attitudes on the part of teachers. However, this finding was tempered by the fact that a significant difference was found when counties were compared, indicating that there were other non-identified factors which influenced the teachers' attitudes toward guidance and counseling.

In an effort to explore the extent to which teachers support the guidance program, Russell and Willis surveyed teachers in five intermediate schools.[1] (Staff members serving as teacher-counselors were excluded.) They had 135 returns which represented seventy-two per cent of the questionnaires distributed.

The survey instrument which was selected asked teachers to respond to eight statements in terms of "agree", "agree in part", "no opinion", "disagree in part", or "disagree". The eight statements included: (1) in general, teachers understand and support the role of guidance in the intermediate school situation; (2) teachers frequently send students to the guidance office for disciplinary action; (3) there are good channels of communication between the teachers and guidance personnel; (4) there is generally a harmonious working relationship between the teaching staff and the guidance department; (5) counselors tend to overprotect students; (6) many present guidance services in the intermediate schools might be handled better by teachers with more released time; (7) teachers are usually consulted by the guidance

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[1] James C. Russel and Arthur R. Willis, "Survey of Teachers' Opinions of Guidance Services," Personnel and Guidance Journal, XLII (March, 1964), 707-709.

department before a decision on the disposition of a student is made; and (8) a guidance committee composed of a representative from each department in each school is needed in order to achieve better team support for guidance. Subjects could also provide further comment if they desired in the space provided at the bottom of the questionnaire.

Results are reported only in terms of percentages of responses in each of the five categories for each item, both in terms of total number of subjects and also by schools. The results indicated that teachers revealed considerable differences regarding their interpretations of the guidance function, especially as it related to discipline. Many teachers (52.6 per cent) felt at least in part that counselors tended to overprotect students. The teachers also held varying opinions with regard to their own roles and functions in guidance. While 32.6 per cent agreed that a guidance committee composed of a representative from each department in each school was needed, 20.8 per cent disagreed. A rather large minority of the teachers in this study did not appear to accept guidance as an important aspect of the school program, since 17.1 per cent "disagreed in part" and 5.2 per cent "disagreed" with the statement that teachers understand and support the role of guidance in the intermediate school situation.

Differences in responses from the individual schools showed a substantial variation especially for statements two and five, indicating that other factors were influencing the attitudes of teachers. It would appear that because of the small sample and limited number of items, caution would have to be used in drawing implications from this study.

Using the same eight items that Russell and Willis used in their study, Amundson and Rosenblum administered the questionnaire to high school teachers in an attempt to survey their opinions towards counselors and guidance services.[1] Respondents again were asked to indicate whether they "agree", "tend to agree", "had no opinion", "tend to disagree" or "disagree". They reported 352 returns from teachers in five schools in Illinois. The schools varied in size and setting (metropolitan, urban, and rural). The results were presented as percentages of responses in each of the five possible categories, both for total number of subjects and also by the five schools. In addition, the percentages of responses for the combined totals were given when the five categories of responses were reduced to three groups ("agree" and "agree in part", "no opinion", and "disagree" and "disagree in part").

Their results disclosed that there was a better basic understanding between the teacher and counselor in the smaller high school than in the urban and metropolitan schools. Because they found that a relatively large number of teachers responded with "no opinion" to items five (17.0 per cent), six (18.4 per cent), and eight (23.0 per cent), the authors conclude that there is a need for further clarification of the duties of the counselor.

That a need exists for further clarification of both the counselor and teacher role in guidance seems indicated by the authors' final conclusion that there is a "significant degree of reliability in the basic assumption that there is a need for a better understanding between teachers and counselors".[2]

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[1] Bea J. Amundson and Frieda T. Rosenblum, "The Classroom Teacher Perceives the Counselor," School Counselor, XV (January, 1968), 215-219.

[2] Ibid., 218.

Classroom teachers' knowledge, attitudes toward, and utilization of school guidance programs were measured by Gibson.[1] Two hundred and eight secondary school teachers representing eighteen high schools in a four state area were administered an opinion-type questionnaire. It consisted of forty items covering the areas of general information, individual analysis, counseling, occupational and educational information, and group activities, placement and follow-up. No information is provided as to how the questionnaire was developed.

The results are presented only in terms of frequency of response to the questions asked in one of three categories: "Yes", "No", or "Not sure". Two of the items of the instrument presented a list of functions or areas and the teachers were asked to rank the three they felt to be the most important.

The first eleven items of the instrument dealt with the area of "general information" about the guidance program. Gibson found that twenty-one per cent of those reporting indicated that the guidance program of their school had never been described, explained, or outlined to them specifically for informational purposes. Approximately one-third believed the school guidance program should be identified with the school administration while approximately two-thirds felt that the guidance staff should be identified with the instructional staff of the school. Over thirty per cent of the respondents indicated that they did not feel that guidance personnel need special training.

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[1]Robert L. Gibson, "Teacher Opinions of High School Guidance Programs," Personnel and Guidance Journal, XLIV (December, 1965), 416-422.

Ten of the items of the instrument attempted to measure teacher opinions regarding the "individual analysis" aspect of the guidance program. Almost all of the teachers felt that pupil cumulative records assisted them in working more effectively with students. However, one-third revealed that they were not usually informed of guidance test results while over half indicated that they were not sure that test results were adequately interpreted to them.

Eight items of the instrument dealt with the counseling aspect of the guidance program. Perhaps the most notable finding was that seventy-six per cent of the teachers felt that counseling records should be available to all teachers.

Of the remaining twelve items of the instrument, six were devoted to occupational and educational information and six to group activities, placement and follow-up. Of the five areas surveyed by this study, there was less variance in teacher opinion in the area of occupational and educational information than the other four. Although teachers indicated that the primary responsibility for organizing and developing this service should belong to the guidance staff, they felt that teachers should and could make a major contribution to their pupils in terms of occupational and educational planning.

In the area of group activities, placement and follow-up, sixty-two per cent of those responding were either not sure or felt that it was not the responsibility of the guidance department to identify pupil interests and organize appropriate group activities. Disagreement in teachers' opinions manifested itself regarding the guidance department's involvement in the

limiting of pupil participation in co-curricular activities, with over half the teachers either being not sure or indicating that this was not part of the guidance department's responsibility.

On the basis of his findings, Gibson concluded that more attention should be devoted in school guidance programs (and in programs of counselor training as well) to the necessity of and the techniques for communicating the appropriate role, function, and training background of the school counselor. He also suggests that perhaps too many secondary school guidance programs are "over-testing", implying that they are testing beyond their means to appropriately interpret each test to everyone who has a right to such an interpretation. In addition, he feels that more work is needed in conveying the essential characteristics of the counseling relationship to teachers, and concludes that guidance programs have over-emphasized "techniques" of occupational information while failing to emphasize the underlying theoretical approaches to vocational decision-making.

With regard to the perceptions of various school personnel toward guidance, a number of points can be made. First, there appear to be differences in the way various personnel view guidance and guidance programs. A number of studies reported differences between teachers and counselors, between administrators and counselors, and between administrators and classroom teachers. Whether there are elements within each of these roles which account for the differences has not been established. Secondly, some factors which appear to be related to attitudes of school personnel toward guidance have been suggested by previous studies. Geographic location and size of school have been proposed, although some of the studies reviewed indicated that other unidentified factors would also seem to influence

attitudes. Third, the literature indicates that there exists a lack of clarity among school personnel as to the role and function of teachers, counselors and administrators in guidance. Better communication among the various personnel in regard to this area is recommended.

## Perceptions of the Teacher's Role in Guidance

Although in the past the teacher has theoretically been assigned an important role in the success of guidance programs, there has been a scarcity of research in this area. What should be expected of teachers, what they expect of themselves, and what others expect of them are questions which appear to be in need of more study.

Fishburn undertook to determine how teachers and administrators perceived of a previously defined set of six roles for teachers.[1] He sought to discover if teachers and administrators perceived the roles differently, and whether selected factors were related to differences among teachers. His study was limited to teachers, administrators and the central staff of two high schools in one district which differed in terms of the socio-economic levels of the communities that each served. Part of the procedure of his study was to administer a scale in which respondents were to check each item on a seven point scale ranging from "of very great importance" to "of very little importance". The instrument contained eight items for each of the following six roles: director of learning, counseling and guidance program, member of the school community, mediator of the culture, liaison between school and community, and member of a profession.

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[1] C. E. Fishburn, "Teacher Role Perception in the Secondary School," Journal of Teacher Education, XIII (March, 1962), 55-59.

Among his findings was the fact that the six roles were distinct and separate, with low intercorrelations among them. Teachers ranked the role of counseling and guidance person fourth, behind mediator of the culture, member of the school community, and director of learning, in that order. In four of the six roles, a significant difference was found between perceptions of teachers and administrators. Interestingly, no significant difference was found between teachers' and administrators' mean scores for the role of guidance and counseling person.

No single factor accounted for differences in role perception among teachers. Age and length of professional service were most related to differences among teachers, while teaching assignment and socio-economic level of the community were least related. Men viewed the guidance and counseling role as being significantly more important than women did, although no significant difference was found between men and women in the relative importance of the role of director of learning.

One of the few studies devoted to the question of the role of the teacher in guidance was the investigation undertaken by Stewart, who attempted to evaluate some of the specific factors which influence teacher attitudes toward and their participation in guidance services.[1]

He made use of two instruments in his study, one for measuring the degree of teacher participation in guidance services, and the other to determine teacher attitudes toward guidance services. A ninety-five item

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[1] J. A. Stewart, "Factors Influencing Teacher Attitudes and Participation in Guidance Services," Personnel and Guidance Journal, XXXIX (May, 1961), 729-734.

participation-in-guidance scale was developed along with two fifteen item scales for measuring attitude-toward-guidance. Subjects for the study were teachers in junior and senior high schools in the state of Washington. Only teachers meeting the following criteria were selected for the sample: employed in a school having a counselor who devoted one-third or more of his time in guidance, possessed a valid state teaching certificate, had taken the majority of his professional training in the state of Washington, had at least one year of teaching experience, and currently spends over two-thirds of his time in classroom instruction. Findings were based on the returns of 436 teacher-subjects.

Point-biserial coefficients of correlations were computed for both participation and attitude-scale scores by sex, marital status, and graduate status. Significant relationships were found between participation scores and: sex, marital status, and graduate degrees. For attitude scores, significant relationships were found with sex only.

When mean participation scores were compared, significant differences were found between male and female; between married and single males; between secondary and elementary experience; between types of secondary schools (junior and senior high); between subjects taught; and between institution conferring degrees. No significant differences in participation scores were found regarding levels of certification and type of experience (supervisory versus teaching).

When mean scores were compared on the attitude-toward-guidance scales, it was found that women had significantly higher mean scores than did men. No significant differences in mean attitude scores were found by marital

status, experience, type of secondary school, subjects taught, institutions conferring degrees, certification, or graduate experience.

In addition, the fifty teachers who had the most favorable attitude scores and the fifty with the least favorable scores were requested to complete the Minnesota Teacher Attitude Inventory. The mean score of the "highs" was significantly higher than that of the "lows", suggesting that guidance attitudes are positively related to general attitudes toward teaching.

An additional finding that emerged from the Stewart study was that the optimal predictors of participation-in-guidance scores were attitude scores and years of experience.

Brown[1] investigated whether differences in attitude exist among teachers, guidance workers and principals regarding the extent to which teachers should participate in various guidance functions. A Thurstone-type attitude scale composed of 108 guidance functions was sent to randomly selected full time academic teachers, guidance workers, principals and vocational teachers employed in Indiana schools.

With a 57.3 per cent return, his findings revealed significant differences among the four groups in the mean rating assigned the extent to which teachers should perform sixty-nine of the 108 guidance functions. However, sex, age, level of training, years of teaching experience, number of guidance courses completed, size of school in which employed, having worked

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[1]Duane Brown, "A Study of the Attitudes of Indiana Academic Teachers, Guidance Workers, Principals and Vocational Teachers Toward Guidance Functions of Teachers" (unpublished Ph.D. dissertation, Purdue University, 1965).

in a school in which a counselor was employed, and undergraduate major did not significantly affect the ratings of the groups with respect to the extent the teachers should perform guidance services.

Additional findings indicated that vocational teachers accorded higher mean ratings to the extent that teachers should perform those guidance functions pertaining to careers, vocations and placement than did academic teachers, guidance workers and principals. An unexpected finding (according to Brown) was that guidance workers did not confer significantly lower mean ratings to the extent that teachers should perform functions pertaining to the counseling services than did the other groups studied.

Of the 108 functions included in the instrument, forty-five received ratings which placed them in the "should seldom perform" (by teachers) category. These particular functions were primarily in information, research and evaluation, guidance administration and placement services. Sixty functions received ratings which cast them in the "should occasionally perform" category. These dealt primarily with counseling, group guidance and consultation.

Very little research has been reported regarding Lutheran secondary education. Only one study was found which was felt to be related to the purpose of this study. Komarchuk investigated the critical characteristics of effective teachers in community Lutheran high schools as these were stated by the administrators, teachers, students, and parents in these schools.[1]

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[1]Andrew W. Komarchuk, "A Study of the Critical Characteristics of Effective Teachers in Community Lutheran High Schools as Viewed by the Administrators, Teachers, Students and Parents in These Schools" (unpublished Ed.D. dissertation, University of Houston, 1970).

Specifically, he attempted to determine if there were differences in the ideas and viewpoints of the four above groups in describing effective teachers.

Using an instrument designed for the study, he collected data from a nation-wide sample of community Lutheran high schools, with a total of 860 respondents replying. The categories used for describing the characteristics of effective teachers were: knowledge of subject matter; discipline; sense of humor; patient; effective presentation; communicative skill; love for others; pleasing personality; fair and impartial; understanding; good appearance; and friendly.

One of his major findings was that a significant relationship existed between the views of teachers and parents, and also between parents and students. Both of these correlations, however, were of a negative and inverse nature. A significant difference among student grade levels and the ratings students assigned to the instructional characteristics was found, as well as between a teacher's being or not being members of the Lutheran Church-Missouri Synod and the ratings they assigned to the instructional characteristics.

In terms of the ratings assigned to the religious characteristics, there proved to be a significant difference between the administrator's graduating or not graduating from a Lutheran elementary school. There was also a significant difference between a parent's graduating or not graduating from a Lutheran elementary school and the ratings he assigned to the religious characteristics of effective teachers in Lutheran high schools.

The literature reviewed in the area of teachers' perceptions of their role in guidance was found to be lacking both in quantity of research

studies and results which are comparable. Of the possible variables that might be related to teacher-attitude toward the role of the teacher in guidance, conflicting evidence is presented for a number of them. While Fishburn found that men viewed the guidance/counseling role of teachers more importantly than did women, Stewart found that women had higher scores on his attitude-toward-guidance scale than did men. Brown, on the other hand, found that sex did not significantly affect the ratings of teachers in regard to the extent that they should carry out certain guidance functions. Although Fishburn reported that age and length of professional service were the two factors most related to differences in the way teachers saw different roles, Brown found these two factors unrelated in his study. Stewart, however, discovered that years of teaching experience was one of the best predictors of scores on his participation-in-guidance scale. He also found that marital status, level of previous teaching experience and subject matter taught were related to participation scores but not to attitude scores.

In summary, the review of the literature indicates that there are differences between teachers and other school personnel in the way they view guidance and guidance programs. A number of studies conclude that better communication among different school personnel regarding the roles and functions of each would aid in resolving these differences. The literature also suggests that differences exist among teachers themselves, not only in regard to the way they view guidance, but also in their perceptions of the classroom teacher's role in guidance. Attempts have been made to isolate various factors associated with these differences, although the evidence appears inconclusive as to which factors definitely are related. Those

related factors having the most support appear to be sex and length of professional experience. The extent to which any given factor or combination of factors might influence teachers' attitudes toward guidance and their role in it has received little study, and is therefore not clearly established.

# CHAPTER III

## METHOD AND PROCEDURE

### The Instrument

No previously developed instrument was found which could satisfactorily be used in the study. The first concern, therefore, was to design an appropriate instrument to measure teachers' opinions of their roles or responsibilities in guidance.

In the initial development of the instrument, sixty-three statements representing the guidance functions and/or responsibilities of teachers were drawn from the literature which dealt with the role of the teacher in guidance. The primary criterion which governed the selection of items was that the statement (or the concept embodied in it) had the recommendation or support of at least two authorities in the field. "Authorities" in this instance were authors of guidance textbooks and also authors of those publications which dealt solely with the role of the teacher in guidance. Most of the statements selected were recommendations of more than two authorities, although two was considered the minimum necessary for inclusion.

An additional consideration was to attempt the inclusion of an approximately equal number of statements in the different areas of teacher involvement in guidance. The five general areas of teacher-involvement as outlined by Shertzer and Stone[1] were used as a guide to achieve an

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[1] Shertzer and Stone, Fundamentals of Guidance, pp. 406-407.

approximate balance of items, once it had been determined that each statement met the first criterion. These five areas included: (1) child study and diagnosis; (2) identifying and referring pupils who have special needs; (3) contributing to and making use of guidance records; (4) helping pupils develop effective study habits, and (5) contributing to educational and vocational planning and placement.

Although Edwards suggests that possible items for such an instrument include also "unfavorable" statements (as well as "favorable") in order to guard against the development of a mind set on the part of the respondent while answering the opinionnaire,[1] it was found difficult to identify such statements for the instrument. Finally, twelve statements were chosen from the Counselor Function Inventory, developed by Shumake and Oelke[2] which satisfactorily served as "unfavorable" statements. These twelve items all referred to duties or functions which were primarily the responsibility of counselors or other administrators (i.e., "registering new students" and "scheduling students into classes").

The statements selected were preceded by the following instructions:

> The following statements represent opinions concerning the responsibility of classroom teachers at the high school level, and your agreement or disagreement will be determined on the basis of your particular conviction.
>
> Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

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[1] Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 155.

[2] G. Franklin Shumake and Merritt C. Oelke, "Counselor Function Inventory," The School Counselor, XV, No. 2 (November, 1967), pp. 130-133.

The total seventy-five items were then administered to a pilot group which consisted of forty-three summer school students at Concordia Teachers College. All the subjects were enrolled in one of three professional education courses at both the undergraduate and graduate level.

The pilot group was comprised of both men and women, all of whom were either teachers or preparing to be teachers. The length of teaching experience varied from none to seventeen years.

In an effort to assure that the final items would be clearly worded, members of one of the classes included in the pilot group (a graduate course in Educational Research) were requested, upon completing the opinionnaire, to critically examine the items for ambiguity and poor wording, and to submit written comments on those items which they felt needed to be re-examined because of the manner in which they were worded.

Following the administration of the instrument to the pilot group, all inventories were scored, assigning 4 points for a "strongly agree" response, 3 for "agree", 2 for "undecided", 1 for "disagree", and 0 points for "strongly disagree" for the sixty-three items considered to be "favorable". For the twelve "unfavorable" items, the scoring was just reversed (from 4 points for "strongly disagree" to 0 points for "strongly agree").

Although the procedure of reverse scoring for "unfavorable" items is suggested by Edwards,[1] it was discovered that the apparent assumptions underlying the procedure did not hold in this instance. The assumption is

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[1]Edwards, Techniques of Attitude Scale Construction, p. 155.

that those who score higher on favorable items would also score higher on unfavorable items when these are scored in reverse fashion from the favorable items.

For the pilot group used in this study, those subjects scoring higher on the "favorable" items tended to score lower on the "unfavorable" items when the reverse scoring procedure was used. Since this was felt to invalidate the total scores obtained, all the pilot group responses were re-scored with the "unfavorable" items eliminated. The concern for minimizing the chance of a possible response set was still considered to have been met, since the "unfavorable" items had been included at the time each subject in the pilot group completed the opinionnaire, and also since there was a sizable range in mean scores for each of the favorable items. Mean scores for each of these items ranged from 2.0 (undecided) to 3.5 (mid-point between agree and strongly agree). The initial seventy-five items, in the form that they were administered to the pilot group, are found in Appendix A. For the final form of the instrument, thirty items were included.

In selecting the thirty items to be used for the instrument, the ten highest inventory scores of the pilot group (approximately twenty-four per cent of the total group) and the ten lowest scores were used to form a "high" and a "low" group. Based on these groups, a mean "high" score and a mean "low" score were computed for each of the "favorable" items. The "high minus low" difference was then determined for all sixty-three items. The items were then ranked according to their "high minus low" difference, and those thirty items with the largest difference were selected for the instrument.

The "high minus low" procedure of selecting items was chosen because it is a simple and convenient method and yet has been found to be as valid as the commonly used approach of determining magnitude of the correlation between the item response and the total score.[1]

"High-low" differences for the final thirty items ranged from 1.6 to 0.9. Initially, it was hoped that each item would have a minimum "high-low" difference of 1.0 in order to insure that it possessed adequate discrimination power; however, in order to obtain thirty items, three items with a "high-low" difference of 0.9 had to be included. The other remaining twenty-seven items all had a difference of at least 1.0.

Appendix B indicates the item mean for the total pilot group plus the "high minus low" difference obtained for the thirty items selected to be included in the final form of the instrument.

None of the original items considered to be "unfavorable" statements were included in the final form of the instrument. This was done for two reasons. First, as pointed out earlier, the assumption underlying their use in this instance did not appear to be valid to the writer. Secondly, since the means (based on the total pilot group) of the thirty items with the largest "high minus low" difference ranged from 3.5 down to 2.1, it was felt that many of the items themselves provided a degree of built-in "unfavorableness", at least enough to keep a response set from developing on the part of the subjects completing the inventory.

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[1]Edwards, Techniques of Attitude Scale Construction, p. 157.

Based on the recommendations of those in the pilot group who had been asked to examine the items for clarity, the wording of some of the selected items was modified slightly to reduce ambiguity.

It should be noted that the "high minus low" procedure of selecting the final items disallowed any attempt at maintaining the approximate balance of statements in the different areas of teacher-involvement in guidance. Although this was one of the considerations in selecting the original items administered to the pilot group, in reviewing the final thirty items, it was felt that with the exception of area two (identifying and referring pupils who have special needs) the statements were fairly well distributed across the other areas.

Prior to administering the TGOI to the subjects selected for the study, an effort was made to establish the validity of the instrument. Since Stewart found that one of the optimal predictors of scores on his participation-in-guidance scale was years of teaching experience,[1] it was decided to determine if the instrument measured differences among the pilot group according to length of teaching experience, and if so, in what direction the differences tended.

Using only the final thirty items that had been selected for the instrument, the responses of the pilot group were again scored. The pilot group was divided into four subgroups, based on length of teaching experience. Means and standard deviations for each group were computed, and the means were

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[1]Stewart, "Factors Influencing Teacher Attitudes," p. 733.

compared for significant differences by use of the t-test. The results are shown in Table 1.

TABLE 1

MEANS, STANDARD DEVIATIONS, AND COMPARISON OF MEANS FOR PILOT GROUP DATA

| Group #1 (0 yrs.) | Group #2 (1-3 yrs.) | Group #3 (4-6 yrs.) | Group #4 (7 and above yrs.) |
|---|---|---|---|
| Mean = 73.29 | Mean = 79.35 | Mean = 91.73 | Mean = 85.25 |
| S.D. = 8.68 | S.D. = 11.47 | S.D. = 11.81 | S.D. = 9.90 |
| N = 7 | N = 17 | N = 11 | N = 8 |

Comparison of Means

| Means | Difference | df | t= |
|---|---|---|---|
| Between #4 and #1 | 11.96 | 13 | 2.30* |
| " #4 and #2 | 5.90 | 23 | 1.25 |
| " #4 and #3 | -6.48 | 17 | 1.23 |
| " #3 and #1 | 18.44 | 16 | 3.58* |
| " #3 and #2 | 12.38 | 26 | 2.66* |
| " #2 and #1 | 6.06 | 22 | 1.33 |

* = significant at the .05 level

It will be noted from Table 1 that, with the exception of Group 4, the means increased (indicating increased favorable opinions) with teaching experience, and there were significant differences between three of the possible pairs of means.

If the assumption (supported by Stewart's findings) is correct that increased teaching experience is associated with increased favorable opinions of teachers regarding their role in guidance, the information presented in

Table 1 suggests that the instrument which was developed is valid for measuring opinions of teachers as to their role in guidance. The final scale as it was developed and administered is found in Appendix C.

## Selection of Variables

Since a purpose of this study was to determine whether certain variables are associated with the way teachers in Lutheran high schools view their role in guidance, a number of criteria governed the selection of those variables.

First, certain variables were specified which would provide additional information in areas where results from previous studies have been inconclusive.

A second criterion for the selection of the variables was whether or not they would result in information that would be useful to those interested and committed to implementing the concept of teachers serving important guidance roles in Lutheran high schools.

Finally, the variables were chosen in part on the basis of whether they would provide information which would contribute to an increased understanding of Lutheran teachers in particular and of teachers in general.

Of the variables selected for the study and indicated below, a number of them have provided differing results in various studies related to teachers' opinions and attitudes. Also included in this study were variables which represent aspects more unique to Lutheran high school teachers than to teachers in general.

This study, then, sought to determine in part whether teachers in selected community Lutheran high schools differ in the way they perceive their role in guidance according to:

(1) Sex

(a) men

(b) women

(2) Marital status

(a) single

(b) married

(c) other (including separated, divorced, or widowed)

(3) Sex and marital status combined

(a) single men

(b) married men

(c) single women

(d) married women

(4) Length of teaching experience

(a) zero years (assumes first year of teaching)

(b) one to three years

(c) four to eight years

(d) nine to fifteen years

(e) sixteen or more years

(5) Level of previous teaching experience

(a) elementary - grades one through five

(b) elementary - grades six through eight

(c) elementary - experience at both elementary levels indicated above

(d) secondary only

(e) first year teacher - no previous experience

(6) Current class level taught

(a) freshmen - sophomore

(b) sophomore - junior

(c) junior - senior

(7) Subject area taught

(a) Social Science

(b) Mathematics

(c) Natural Science

(d) Religion/Theology

(e) Physical Education

(f) Industrial Arts

(g) English (Speech)

(h) Music

(i) Foreign Language

(j) Business/Commercial

(k) Other

(8) Graduate training

(a) Bachelor's degree only

(b) Bachelor's degree plus less than one-half of work toward Master's degree completed

(c) Bachelor's degree plus more than one-half of work toward Master's degree completed

(d) Master's degree

(e) Master's degree plus one to twelve graduate hours completed

(f) Master's degree plus thirteen or more graduate hours completed

(9) Number of previous courses taken in guidance and/or counseling

(a) none

(b) one course

(c) two to three courses

(d) four to five courses

(e) six or more courses

(10) Type of Institution - Undergraduate training

(a) Synodical Teachers College

(b) Synodical seminary

(c) Non-synodical Lutheran

(d) Private, non-Lutheran

(e) State college/university

(f) Colloquy (Synodical Teachers College plus others)

(11) Current assigned duties

(a) Full-time classroom

(b) Full-time administration

(c) Full-time guidance and counseling

(d) Part-teaching plus part-administration

(e) Part-teaching plus part-guidance and counseling

(f) Other

(12) Professional-Religious Status within the Church

(a) Called teacher

(b) Ordained minister

(c) Assigned teacher

(d) Lay

Variables (1), (2), (3), (4), (6), (7), (8) and (9) are thought to be self-explanatory.

Variable (5), "Level of previous teaching experience", was selected for the study because a considerable number of teachers in community Lutheran high schools have been trained for both elementary and secondary teaching and have served as teachers in Lutheran elementary schools prior to taking a position at a Lutheran secondary school.

Variable (10), "Type of Institution - Undergraduate Training", was chosen because of the fact that many of the teachers in Lutheran high schools have received their undergraduate training in one of the two single-purpose teacher-education institutions owned and operated by the Lutheran Church-Missouri Synod. The two institutions have similar curriculums, and offer both elementary and secondary teacher education.

Although variable (11), "Current assigned duties", is perhaps broader in its applicability than just Lutheran high schools, there appear to be various practices in Lutheran high schools regarding the assignment of duties (other than teaching) on a part-time basis to faculty members, particularly in the areas of administration and guidance and counseling. Although reason for variance of practice in different schools is difficult to assess, it does appear that the size of the school and the philosophy of administration of the chief administrative officer and local controlling board are two factors which contribute to the fact that uniformity in this area is not evident.

Variable (12), "Professional-Religious Status within the Church", would seem to be unique to schools related to a religious denomination. In Lutheran high schools, this is especially true. Teachers in these schools have one of four categories of status, determined by the church on the basis of function and training.

The first of these categories is that of the ordained minister. Within the Lutheran Church-Missouri Synod, this status is conferred only on men who have graduated from one of the seminaries owned and operated by this particular church body. Traditionally, their training has reflected the fact that they are being prepared to serve as a minister in a local congregation. Within Lutheran high schools, these persons serve primarily as teachers in religion courses and as spiritual advisors and religious counselors for students.

The second category includes men who have trained primarily for the role of a teacher in a Lutheran school but whose training in theology entitles them to the status of "minister of the Gospel". One of the requirements for this status is that the individual has graduated from one of the two teacher-training institutions maintained by the church. They are normally referred to as "called teachers" within the confines of the Lutheran Church-Missouri Synod.

The third category is for women who have graduated from one of the two teacher-training institutions. They have the same training as the male "called teacher", and like the men, are assigned by the church body to their initial teaching position. One of the primary differences between the two is that the male teacher receives automatic tenure with every teaching position

he accepts within the church, while the women continue to be considered on a contract-basis, even when assigned to their initial teaching position.

The final classification includes both men and women who have been trained primarily for teaching but not at one of the teacher-training institutions of the church body. Normally, they have no special training in religion or theology and are commonly referred to as "lay teachers" within the organizational framework of the Lutheran Church-Missouri Synod. No special religious status is accorded them by the church.

Two additional factors are to be noted. In terms of the Internal Revenue Service and the Selective Service, there is no distinction between the "ordained minister" and the "called teacher". Both are given the classification "minister of religion" by these two governmental organizations. The distinction between the two is rendered only by the church body.

Secondly, although the status of each is determined in part by their graduation from either a seminary or teachers college (both operated by the church), a person who has not met this requirement can be admitted into either category through a procedure termed a "colloquy". A person is colloquized into either the preaching or teaching ministry by meeting certain requirements determined by the church body. In the case of teachers, the requirements include certain requirements in education and theology taken at one of the teacher-education institutions, followed by written and oral examinations, which if successful means he has been certified to enter the teaching ministry of the Lutheran Church-Missouri Synod.

## Population

The population of the study comprised the professional staffs of three community Lutheran high schools, all located within the same large metropolitan area. Table 2 provides descriptive data for the faculties of each of the three schools at the time of the study.

TABLE 2

DESCRIPTIVE DATA FOR POPULATION

| | School A | School B | School C |
|---|---|---|---|
| Enrollment | 937 | 463 | 1240 |
| Number of Faculty | 45 | 27 | 70 |
| Number of Full-Time Counseling and/or Guidance Personnel | 0 | 1 | 3 |
| | Percentage | | |
| Male Faculty | 80 | 78 | 66 |
| Female Faculty | 20 | 22 | 34 |
| Faculty who were first-year teachers | 20 | 4 | 8 |
| Faculty with at least five years of experience | 64 | 59 | 77 |
| Faculty with sixteen years or more of experience | 20 | 19 | 10 |
| Faculty with Master's Degree | 24 | 67 | 28 |
| Faculty with elementary school teaching experience | 31 | 37 | 37 |
| Faculty with full-time classroom teaching assignment | 64 | 70 | 69 |

School A is located within an industrial area of the city. It offers primarily a college-preparatory curriculum and utilizes the traditional seven-periods-a-day schedule. Ninety-five per cent of its students are Lutheran. Of the total student enrollment, seventy-five per cent are white and twenty-five per cent are non-white.

School B, located in one of the adjoining suburbs of the city, also utilized the traditional scheduling pattern. It offers a number of curriculums but with special emphasis on the one for college-bound students. Fifteen per cent of its total enrollment is non-white, while the Lutheran to non-Lutheran ratio is eighty per cent to twenty per cent.

School C, at the time of this study, was in its first year of a flexible modular schedule pattern. Of the three schools, it offers the most comprehensive vocational curriculum along with a college-preparatory curriculum. It has the smallest number of non-whites enrolled (three per cent) while the percentage of non-Lutheran students is the same as School B (twenty per cent).

Although all three schools are affiliated with the Lutheran Church-Missouri Synod, none of them receive any direct subsidy or financial support from the synod. Each institution is financed by charging student tuition and by contributions from local Missouri Synod congregations. Such local parishes or congregations have formed a Lutheran High School Association. Members of the association pay a reduced tuition fee as compared to non-association members or non-Lutheran pupils.

## Collection of Data

The cooperation and assistance of the Assistant Superintendent of the Lutheran High School Association (of the metropolitan area used in this study) was secured in carrying out the study, and particularly in gathering the data.

A list of all faculty members of the high schools used in the study was obtained from the Assistant Superintendent. A covering letter (Appendix D) requesting the co-operation of the individual receiving it, along with the Teacher Guidance Opinion Inventory and an information sheet, was delivered to each member of the faculties of the high schools. The twelve areas for which each respondent was asked to provide information (by placing a check mark next to the appropriate item) include the following:

(1) Sex
(2) Marital status
(3) Sex and marital status combined
(4) Length of teaching experience
(5) Level of previous teaching experience
(6) Current class level taught
(7) Subject area taught
(8) Amount of graduate training
(9) Type of institution conferring undergraduate degree
(10) Number of previous courses in Guidance and/or Counseling
(11) Current assigned duties
(12) Religion (church-related) status level.

Appendix C includes an example of the information sheet used.

The three items indicated above were placed in envelopes addressed to each individual faculty member. They were delivered personally to the individual schools. At that time someone from the clerical staff at each school placed them into the proper mailboxes.

The Assistant Superintendent had requested the Principal of each school to communicate with the faculty regarding the study and encourage the return of the completed inventories. Consequently, three days after the faculties had received the materials, and again on the day that all inventories were to be returned, a reminder was communicated to all subjects through the Faculty Bulletin.

The TGOI, the covering letter and the information sheet were placed in the faculty mailboxes on a Tuesday. The covering letter requested that the completed forms be returned to the secretary in the main office of each school no later than the following Monday. A repository for the returns, along with a master faculty list, were provided in the main office of each school. Faculty members were asked to cross off their names on the faculty roster when they returned the opinionnaires.

A TGOI was sent to each of the 142 total faculty members employed at the three high schools at the time of the study, according to the master list provided by the Assistant Superintendent.

At the close of the school day of which all inventories were to have been returned, 131 (nine-two per cent) had been received. A secretary in each school had been instructed to contact all faculty members whose name had not been crossed off the roster sheet and remind them to return the completed forms. By the following Thursday, the above procedure had resulted in all but one of the inventories being returned. Subsequent information provided by one of the schools indicated that this individual was hospitalized at the time and did not become aware of the materials until after he had resumed his teaching duties, at which time it was too late to consider his return.

It had previously been decided that all inventories which had at least twenty-seven responses out of the total thirty called for by the instrument would be used in the study. Consequently, it was necessary to eliminate only one of the completed inventories that were returned. This resulted in a total of 140 returns being used in the study or 98.6 per cent of the total number initially sent out to faculty members.

Table 3 indicates the number, percentage, and cumulative percentages for each category under the twelve selected variables used in the study, as obtained from the information sheet completed by the respondents. It will be noted that under "Current Class Level Taught," seven groups appear. The addition of the last three groups was made necessary by the fact that forty-one of those responding had indicated on the information sheet more than one response to the first four categories which were the only ones provided originally.

TABLE 3

NUMBER, PERCENTAGES, AND CUMULATIVE PERCENTAGES FOR SUBJECTS IN EACH CATEGORY UNDER TWELVE SELECTED VARIABLES

| Variable | Number | Percentage | Cumulative Percentages |
|---|---|---|---|
| SEX | | | |
| Male | 102 | 72.9 | 72.9 |
| Female | 38 | 27.1 | 100.0 |
| MARITAL STATUS | | | |
| Single | 47 | 33.6 | 33.6 |
| Married | 92 | 65.7 | 99.3 |
| Other | 1 | 0.7 | 100.0 |

TABLE 3--Continued

| Variable | Number | Percentage | Cumulative Percentages |
|---|---|---|---|
| SEX - MARITAL STATUS | | | |
| Male - Single | 26 | 18.6 | 18.6 |
| Female - Single | 21 | 15.0 | 33.6 |
| Male - Married | 75 | 53.6 | 87.1 |
| Female - Married | 17 | 12.1 | 99.3 |
| Male - Other | 1 | 0.7 | 100.0 |
| LENGTH OF TEACHING EXPERIENCE | | | |
| 0 years | 15 | 10.7 | 10.7 |
| 1 - 3 years | 41 | 29.3 | 40.0 |
| 4 - 8 years | 40 | 28.6 | 68.6 |
| 9 - 15 years | 22 | 15.7 | 84.3 |
| 16 years and over | 22 | 15.7 | 100.0 |
| LEVEL OF PREVIOUS TEACHING EXPERIENCE | | | |
| Elementary: Grades 1-5 | 5 | 3.6 | 3.6 |
| Elementary: Grades 6-8 | 9 | 6.4 | 10.0 |
| Experience at both above levels | 35 | 25.0 | 35.0 |
| Secondary experience only | 71 | 50.7 | 85.7 |
| Not applicable | 20 | 14.3 | 100.0 |
| CURRENT CLASS LEVEL TAUGHT | | | |
| (1) Freshman - Sophomore | 31 | 22.1 | 22.1 |
| (2) Sophomore - Junior | 16 | 11.4 | 33.6 |
| (3) Junior - Senior | 30 | 21.4 | 55.0 |
| (4) Not applicable | 22 | 15.7 | 70.7 |
| (5) Categories (1) + (3) | 15 | 10.7 | 81.4 |
| (6) Categories (2) + (3) | 21 | 15.0 | 96.4 |
| (7) Categories (1) + (2) | 5 | 3.6 | 100.0 |
| PRIMARY TEACHING AREA | | | |
| Social Science | 16 | 11.4 | 11.4 |
| Mathematics | 14 | 10.0 | 21.4 |
| Natural Science | 14 | 10.0 | 31.4 |
| Religion/Theology | 16 | 11.4 | 42.9 |
| Physical Education | 14 | 10.0 | 52.9 |
| Industrial Arts | 5 | 3.6 | 56.5 |
| English (Speech/Drama) | 21 | 15.0 | 71.5 |
| Music | 5 | 3.6 | 56.5 |
| Foreign Language | 9 | 6.4 | 81.5 |
| Business/Commercial | 8 | 5.7 | 87.2 |
| Other | 9 | 6.4 | 93.6 |
| Not Applicable | 9 | 6.4 | 100.0 |

TABLE 3--Continued

| Variable | Number | Percentage | Cumulative Percentages |
|---|---|---|---|
| AMOUNT OF GRADUATE TRAINING | | | |
| Bachelor's degree only | 39 | 27.9 | 27.9 |
| Bachelor's plus less than one-half of work towards Master's | 30 | 21.4 | 49.3 |
| Bachelor's plus more than one-half of work towards Master's | 22 | 15.7 | 65.0 |
| Master's degree | 15 | 10.7 | 75.7 |
| Master's plus 1-12 grad. hours | 12 | 8.6 | 84.3 |
| Master's plus 13 or more grad. hours | 22 | 15.7 | 100.0 |
| NUMBER OF COURSES IN GUIDANCE AND/OR COUNSELING | | | |
| No courses | 74 | 52.9 | 52.9 |
| One course | 18 | 12.8 | 65.7 |
| Two or three courses | 27 | 19.3 | 85.0 |
| Four or five courses | 9 | 6.4 | 91.4 |
| Six or more courses | 12 | 8.6 | 100.0 |
| TYPE OF INSTITUTION - UNDERGRADUATE TRAINING | | | |
| Synodical Teachers College | 84 | 60.0 | 60.0 |
| Synodical seminary | 11 | 7.9 | 67.9 |
| Non-synodical Lutheran | 13 | 9.3 | 77.2 |
| Private, non-Lutheran | 7 | 5.0 | 82.2 |
| State college/university | 21 | 15.0 | 97.2 |
| Colloquy (Synodical teachers plus other college) | 4 | 2.8 | 100.0 |
| CURRENT ASSIGNED DUTIES | | | |
| Full-time classroom | 95 | 67.9 | 67.9 |
| Full-time administration | 7 | 5.0 | 72.9 |
| Full-time guidance/counseling | 4 | 2.9 | 75.7 |
| Part-time teaching plus part-time guidance | 7 | 5.0 | 80.7 |
| Part-time teaching plus part-time administration | 11 | 7.9 | 88.6 |
| Other | 16 | 11.4 | 100.0 |
| PROFESSIONAL-RELIGIOUS CHURCH STATUS | | | |
| Called teacher - Men | 72 | 51.4 | 51.4 |
| Ordained minister | 10 | 7.1 | 58.6 |
| Assigned teacher - Women | 15 | 10.7 | 69.3 |
| Lay - Men and Women | 43 | 30.7 | 100.0 |

## Analysis Procedures

Each completed Teacher Guidance Opinion Inventory was scored according to the following scale: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; and 1 = strongly disagree. A zero value was assigned items with no response. This represented a modification of the scoring procedures used for the pilot group in developing the instrument where score values assigned ranged from 4 (strongly agree) to 0 (strongly disagree). The change was made in part because data processing was to be utilized in analyzing the results. It was felt that the use of '0' for items with no response would facilitate the analysis of the items, along with increasing the accuracy of any re-checking of the computer cards that might be necessary.

Although it might be argued that a failure to respond to an item should be scored as an "undecided" response (value of three), in the writer's opinion, the two are not the same. An "undecided" response is taken to mean that a subject is undecided in his opinion toward the statement. If a respondent was undecided in his opinion, he clearly had the opportunity to indicate as much. Failure to respond to an item might mean that a subject is unsure or undecided whether or not he should respond at all to the statement, or it might mean something else, unknown to anyone but himself. Whatever the reason for his not responding, it does not appear that it means that he is undecided as to whether he agrees or disagrees with the statement. Consequently, the decision was made not to treat them the same in terms of the value assigned.

Individual TGOI scores, therefore, represent the summated scale values of the responses to each of the items of the instrument. In the event that a subject failed to respond to one or more items, his total score would

be slightly lower than if he had responded to all items because of the fact that a zero value was assigned to the "no response" category.

Of the thirty items included in the TGOI, a total of seventeen resulted in one or more subjects failing to respond, according to the following pattern: one item = five "no response"; two items = three "no response"; six items = two "no response"; and, eight items = one "no response".

When the completed TGOI's were examined by number of subjects who failed to respond to one or more items, the analysis indicated that nineteen subjects failed to respond to one item, four failed to respond to two items, while only two subjects did not respond to three of the thirty items. As indicated previously, only those returns with responses to at least twenty-seven of the thirty items were included in the study.

All the data from each faculty member who responded were key-punched onto a single computer card. This included the data from the information sheet and the responses to the thirty items of the inventory. After the cards were verified, a computer program was utilized to sum the item values and provide a total score for each inventory. Since each item had a value of either 0, 1, 2, 3, 4, or 5, the possible range of scores was from 0 to 150.

A special computer program[1] was then used in order to obtain the following data: (1) a frequency count for determining the number of subjects in each group for the twelve variables; (2) a frequency distribution, along with the range, median, mean, and standard deviation for the total responses

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[1]Program BMDP2D, "Frequency Count Routine," (Bio-Medical Series, UCLA).

to each of the thirty items of the instrument; and (3) a frequency distribution of the total scores, including the maximum score, minimum score, range, median, mean and standard deviation.

Once the above information had been obtained, three approaches to the analysis of the data were taken. First, scores were examined in terms of whether they indicated "favorable", "neutral", or "unfavorable" opinions of the respondents. Favorable opinions were taken as indicating agreement with the recommended guidance functions and responsibilities of teachers found in the literature as these were represented by the thirty statements of the Teacher Guidance Opinion Inventory. Neutral and unfavorable opinions were considered as not agreeing with the recommendations found in the literature.

Because of the values assigned to the various possible responses to each item, a subject who had provided the same response to all thirty items would have one of the following scores: 150 (strongly agree), 120 (agree), 90 (undecided), 60 (disagree), or 30 (strongly disagree). Any subject's total score in effect represented a mean response value to the inventory statements. Consequently, the favorable-neutral-unfavorable categories were established by using the mid-point between the mean "agree" response (120) and the mean "undecided" response (90) and the mean "disagree" response (60).

Therefore, scores of 106 and above were considered as indicating "favorable" opinions. Scores in the range of 76 to 105 were treated as "neutral" opinions while scores of 75 and below were viewed as representing "unfavorable" opinions.

Secondly, since the mean score for each item of the inventory had been computed, the items were grouped according to the three categories used

above: (1) "favorable (items having a mean of 3.6 to 5.0); (2) "neutral" (items having a mean of 2.6 to 3.5); and (3) "unfavorable" (items having a mean of 0 to 2.4). The items and categories were examined for possible implications as to areas of guidance being seen as more favorable or less favorable by Lutheran high school teachers.

The third approach to the data concerns any significant differences of opinion among Lutheran high school teachers when compared on the basis of selected variables. Group means were determined for groups under each of the variables. In order to test for differences of means, a Multiple Range Test (Duncan) was applied to the data, with the .05 level of significance selected.

The duncan Range Test is a statistical technique for comparing all means of groups for any given number of groups. It can be used for comparing groups with either equal or unequal number of subjects. The formula for unequal number of subjects is slightly different from that for equal number. However, in all cases but one in this study where the test was applied, there were unequal numbers of subjects in the groups being compared. The computer program utilized[1] to perform the Range Test on the data (in conjunction with an RCA 2 computer) is designed to handle either groups of equal or differing sizes.

The procedure for applying the Duncan Range Test to groups with unequal "n's" has been outlined by McGuigan[2] as noted below.

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[1]Program BMD07V, "Multiple Range Test," (Bio-Medical Series, UCLA).

[2]F. J. McGuigan, Experimental Psychology: A Methodological Approach (2nd ed.; New York: Prentice-Hall, Inc., 1968), pp. 204-222.

Step 1: For each group, determine the following:

"n", mean, sum of raw scores and sum of raw scores squared.

Step 2: Compute the sum of squares for each group, according to the following equation:

$$SS = \sum X^2 - \frac{(\sum X^2)}{n}$$

Step 3: Compute the square root of the error variance ($S_e$), given by the equation:

$$s_e = \sqrt{\frac{SS_1 + SS_2 + SS_3 + \ldots\ldots\ldots\ldots SS_r}{(n_1 - 1) + (n_2 - 1) + (n_3 - 1) + \ldots\ldots (n_r - 1)}}$$

Step 4: Compute the degree of freedom given by the equation:

$$df = N - r$$

where N is the total number of cases in all groups and r is the number of groups.

Step 5: Determine the various values of "$r_p$" (Probability value) for each test between two means that will be made from a table of values of $r_p$ for Duncan's Range Test, (according to the level of significance desired). The values in the table are the "least significant standardized ranges" for the number of groups being investigated. The table is entered according to the degrees of freedom (rows) and the number of groups (columns). For example, if three means were being compared, three tests would be necessary: between the extreme means of the three groups, between the highest and the middle means; and between the lowest and the middle means. It would therefore be necessary to find the $r_p$ value for both three groups and two groups.

Step 6: Compute the "least significant ranges" for the means of the groups. This is symbolized by $R_p$, where for unequal "n's":

$$R_p = (s_e)(r_p)\sqrt{1/2\left(\frac{1}{n_a} + \frac{1}{n_b}\right)}$$

and where $n_a$ and $n_b$ are the n's for whatever two groups are being compared.

Step 7: Order the means of the groups from lowest to highest.

Step 8: Compare the differences between the ordered means and the value of $R_p$.

For example, if a total of three means were involved, the difference between the highest and lowest mean would be compared to the $R_p$ for three groups. If the obtained difference was larger than the $R_p$ value, it means that the difference between the two means is significant. If the difference is found to be significant, the next step would be to determine the difference between the lowest and the middle mean and the difference between the middle and the highest mean. If either of these differences exceeded the $R_p$ value for two groups, it would indicate that the difference between the means is significant.

For a complete description of the computational and machine procedures utilized by the computer program (BMD07V - Multiple Range Tests), the reader is referred to the manual for this particular computer program.[1]

Because the experimenter was interested not only in determining any possible significant differences among the groups being compared, but also the direction of the differences, it was decided to compare all possible pairs of group means under each variable. To achieve this, two statistical

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[1] W. J. Dixon, ed., BMD Biomedical Computer Programs (Berkeley and Los Angeles: University of California Press, 1967), pp. 572-585.

techniques were deemed appropriate. A Multiple Range Test was one, while the other was to utilize the analysis of variance technique with an F-test, followed by the application of t-tests if the F-test proved that a significant difference existed somewhere among the groups being compared.

The Duncan Range Test was selected over the latter primarily because when all possible pairs of means under each variable are to be compared, a question arises as to the over-all significance level when the procedure of using t-tests is used. McGuigan suggests that Duncan's Range Test provides a more reasonable level of significance than does using all possible t-tests, especially when they are considered jointly.[1] He has pointed out that, when lacking independence in the t-tests, it is difficult to know what the joint or over-all significance level is except to say that the significance level for all possible t-tests is less than that which would be obtained if the t-tests were independent. Since all possible pairs of means under each variable were to be compared in this study, the necessary t-tests (were that procedure to be used) would not be independent. Consequently, the Duncan Range Test was selected.

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[1]McGuigan, Methodological Approach, p. 68.

# CHAPTER IV

## ANALYSIS OF DATA

This chapter presents the data obtained from the study in three parts. The first of these provides preliminary, normative data on the agreement between Lutheran secondary teachers and recommended teacher guidance responsibilities drawn from the literature. In addition, descriptive data relating to different areas of teacher involvement in guidance is provided. The second part treats the data in conjunction with the first major hypothesis while part three is devoted to the second major hypothesis.

### Preliminary Data

Table 4 provides a statistical summary of the distribution of total scores obtained by all respondents on the TGOI.

TABLE 4

STATISTICAL SUMMARY OF SCORE DISTRIBUTION

| Source | Score |
|---|---|
| Mean | 112.51 |
| Median | 113.00 |
| Mode | 113.00 |
| Standard Deviation | 13.88 |
| Range | 80.00 |
| Maximum Score | 142.00 |
| Minimum Score | 63.00 |

A number of observations should be noted. First, while the mean score 112.51 for the total sample fell within the range of the "agree"

category (106-135), it fell in the lower half of that range (120 being the mid-point). Likewise, since the median score was 113, the fact that fifty per cent of the scores fell at the lower end of the "agree" category raises a question as to the extent of agreement of the sample with the statements from the literature regarding the responsibilities of teachers in guidance.

Table 5 indicates the frequency distribution of the total scores.

TABLE 5

FREQUENCY DISTRIBUTION OF TOTAL SCORES

| Score | Frequency |
|---|---|
| 142-144 | 1 |
| 139-141 | 3 |
| 136-138 | 2 |
| 133-135 | 2 |
| 130-132 | 7 |
| 127-129 | 8 |
| 124-126 | 5 |
| 121-123 | 12----$Q_3$ |
| 118-120 | 10 |
| 115-117 | 11 |
| 112-114 | 18----Md. |
| 109-111 | 9 |
| 106-108 | 8 |
| 103-105 | 16----$Q_1$ |
| 100-102 | 8 |
| 97-99 | 4 |
| 94-96 | 3 |
| 91-93 | 3 |
| 88-90 | 2 |
| 85-87 | 2 |
| 82-84 | 3 |
| 79-81 | 2 |
| 76-78 | 0 |
| 73-75 | 0 |
| 70-72 | 0 |
| 67-69 | 0 |
| 64-66 | 0 |
| 61-63 | 1 |

The minimum score of a subject who responded favorably ("agree" or "strongly agree") to every item of the instrument would be 120. From the frequency distribution, it will be seen that only forty (28.5 per cent) of the total 140 subjects in the study attained a score of 121 or above.

When the scores are distributed according to response category (Table 6), it becomes evident that nearly one-third (31.4 per cent) of the respondents had scores in the "undecided" or "disagree" category.

TABLE 6

DISTRIBUTION OF SCORES BY RESPONSE CATEGORY

| Response Category | Score Range | Frequency | Percentage |
|---|---|---|---|
| "Strongly Agree" | 136-150 | 6 | 4.3 |
| "Agree" | 106-135 | 90 | 64.3 |
| "Undecided" | 76-105 | 43 | 30.7 |
| "Disagree" | 45-75 | 1 | 0.7 |
| "Strongly Disagree" | 0-44 | 0 | 0.0 |

Table 7 indicates the percentage of "strongly agree" and "agree" responses for each TGOI statement.

Although the data (Table 7) suggests a tendency for the majority of teachers to agree with the recommended responsibilities, such a conclusion is tempered by the fact that over two-thirds of those responding failed to agree with three items while at least one-half failed to agree with five of the statements. Eleven of the thirty items did not receive a favorable response from over one-third of the teachers and for over half of the items (17) of the inventory, more than twenty-five per cent of the subjects failed to respond favorably.

TABLE 7

INVENTORY ITEMS RANKED ACCORDING TO TOTAL PERCENTAGE OF "STRONGLY AGREE" AND "AGREE" RESPONSES COMBINED

| Rank | Percentage of Responses Marked "strongly agree" and "agree" | Inventory Item Number |
|---|---|---|
| 1 | 99.3 | 19 |
| 2 | 96.4 | 18 |
| 3 | 92.8 | 5 |
| 4 | 90.0 | 24 |
| 5.5 | 87.8 | 28 |
| 5.5 | 87.8 | 23 |
| 7 | 85.8 | 12 |
| 8 | 85.7 | 30 |
| 9 | 84.3 | 27 |
| 10.5 | 83.6 | 2 |
| 10.5 | 83.6 | 4 |
| 12 | 81.4 | 12 |
| 13 | 76.4 | 3 |
| 14.5 | 73.6 | 8 |
| 14.5 | 73.6 | 22 |
| 16 | 72.2 | 25 |
| 17 | 70.7 | 6 |
| 18 | 67.9 | 20 |
| 19 | 67.1 | 1 |
| 20.5 | 65.0 | 26 |
| 20.5 | 65.0 | 29 |
| 22 | 64.3 | 16 |
| 23 | 61.4 | 17 |
| 24 | 57.9 | 13 |
| 25 | 56.4 | 10 |
| 26 | 48.5 | 7 |
| 27 | 46.4 | 11 |
| 28 | 27.9 | 14 |
| 29 | 27.1 | 9 |
| 30 | 13.6 | 21 |

The fact that there is not total consensus between the views of teachers in Lutheran high schools and the recommendations found in the literature is attested to by the information presented in Table 8.

TABLE 8

TGOI ITEMS RANKED ACCORDING TO TOTAL PERCENTAGE OF "DISAGREE" AND "STRONGLY DISAGREE" RESPONSES COMBINED

| Rank | Percentages of Responses Marked "Disagree" and "Strongly Disagree" | Inventory Item Number |
|---|---|---|
| 1 | 56.5 | 21 |
| 2 | 43.5 | 14 |
| 3 | 35.7 | 9 |
| 4 | 27.8 | 11 |
| 5 | 27.2 | 10 |
| 6 | 26.4 | 7 |
| 7 | 20.0 | 13 |
| 8 | 18.5 | 20 |
| 9 | 16.4 | 17 |
| 10 | 15.0 | 26 |
| 11 | 14.3 | 1 |
| 12 | 13.5 | 6 |
| 13 | 12.1 | 8 |
| 14 | 11.4 | 16 |
| 15 | 9.3 | 29 |
| 16.5 | 8.5 | 2 |
| 16.5 | 8.5 | 3 |
| 18 | 7.1 | 25 |
| 19 | 6.4 | 22 |
| 20 | 5.0 | 27 |
| 21.5 | 4.3 | 12 |
| 21.5 | 4.3 | 15 |
| 23 | 3.6 | 4 |
| 24 | 2.9 | 30 |
| 25 | 2.8 | 23 |
| 26.5 | 2.1 | 24 |
| 26.5 | 2.1 | 5 |
| 28 | 1.4 | 28 |
| 29 | 0.7 | 18 |
| 30 | 0.0 | 19 |

When the percentage of responses marked "disagree" and "strongly disagree" are examined, it will be noted that twenty per cent or more of the teachers in this study definitely indicated that they did not concur with almost one-fourth (seven items) of the recommended responsibilities which were presented to them.

In order to gain a better understanding of the degree of "favorableness" or "unfavorableness" of Lutheran teachers' opinions of different areas of guidance responsibilities, the mean value assigned by the respondents to each statement of the inventory was computed.

Table 9 presents a summary of the total responses to each of the TGOI items. It includes the mean value of each item, along with the degree of variance in the responses as expressed by the standard deviation. The rank of the item, according to its mean value is provided, as is the percentage of total subjects selecting each response category.

TABLE 9

SUMMARY OF RESPONSES TO EACH TGOI ITEM

| Item Number | Mean | S.D. | Rank | Percentages / Response Categories* SA | A | U | D | SD | NR |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 3.53 | 1.20 | 22.5 | 15.0 | 52.1 | 15.0 | 10.0 | 4.3 | 3.6 |
| 2 | 3.99 | 1.00 | 10 | 29.3 | 54.3 | 6.4 | 7.1 | 1.4 | 1.4 |
| 3 | 3.97 | 1.07 | 11 | 35.0 | 41.4 | 13.6 | 7.1 | 1.4 | 1.4 |
| 4 | 4.09 | 0.74 | 8 | 28.6 | 55.0 | 12.9 | 3.6 | -- | -- |
| 5 | 4.21 | 0.63 | 3 | 30.7 | 62.1 | 5.0 | 2.1 | -- | -- |
| 6 | 3.84 | 1.08 | 16 | 30.0 | 40.7 | 15.0 | 12.1 | 1.4 | 0.7 |
| 7 | 3.30 | 1.08 | 26 | 12.1 | 36.4 | 24.3 | 24.3 | 2.1 | 0.7 |
| 8 | 3.85 | 0.97 | 15 | 25.0 | 48.6 | 14.3 | 10.7 | 1.4 | -- |
| 9 | 2.84 | 0.94 | 28 | 0.7 | 26.4 | 35.0 | 33.6 | 2.1 | 2.1 |
| 10 | 3.41 | 1.10 | 25 | 15.0 | 41.4 | 16.4 | 24.3 | 2.9 | -- |

TABLE 9--Continued

| Item Number | Mean | S.D. | Rank | Percentages / Response Categories* SA | A | U | D | SD | NR |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 3.23 | 1.25 | 27 | 16.4 | 30.0 | 23.6 | 22.1 | 5.7 | 2.1 |
| 12 | 4.14 | 0.76 | 5.5 | 32.9 | 52.9 | 10.0 | 4.3 | -- | -- |
| 13 | 3.46 | 1.11 | 24 | 15.0 | 42.9 | 20.7 | 17.1 | 2.9 | 1.4 |
| 14 | 2.79 | 1.02 | 29 | 3.6 | 24.3 | 27.9 | 37.1 | 6.4 | 0.7 |
| 15 | 3.96 | 0.71 | 12.5 | 19.3 | 62.1 | 14.3 | 4.3 | -- | -- |
| 16 | 3.61 | 0.97 | 20.5 | 13.6 | 50.7 | 22.9 | 10.7 | 0.7 | 1.4 |
| 17 | 3.53 | 1.06 | 22.5 | 14.3 | 47.1 | 20.7 | 14.3 | 2.1 | 1.4 |
| 18 | 4.63 | 0.60 | 2 | 67.1 | 32.9 | 2.9 | 0.7 | -- | -- |
| 19 | 4.65 | 0.49 | 1 | 65.7 | 33.6 | 0.7 | -- | -- | -- |
| 20 | 3.66 | 1.02 | 18.5 | 18.6 | 49.3 | 13.6 | 17.1 | 1.4 | -- |
| 21 | 2.49 | 1.01 | 30 | 5.7 | 7.9 | 30.0 | 42.9 | 13.6 | -- |
| 22 | 3.86 | 0.85 | 14 | 20.7 | 52.9 | 20.0 | 5.0 | 1.4 | -- |
| 23 | 4.14 | 0.81 | 5.5 | 32.1 | 55.7 | 8.6 | 2.1 | 0.7 | 0.7 |
| 24 | 4.20 | 0.67 | 4 | 32.1 | 57.9 | 7.9 | 2.1 | -- | -- |
| 25 | 3.75 | 0.87 | 17 | 13.6 | 58.6 | 20.0 | 5.7 | 1.4 | 0.7 |
| 26 | 3.61 | 0.90 | 20.5 | 11.4 | 53.6 | 20.0 | 14.3 | 0.7 | -- |
| 27 | 3.96 | 0.81 | 12.5 | 20.0 | 64.3 | 10.0 | 4.3 | 0.7 | 0.7 |
| 28 | 4.11 | 0.73 | 7 | 26.4 | 61.4 | 10.0 | 1.4 | -- | 0.7 |
| 29 | 3.66 | 0.96 | 18.5 | 15.0 | 50.0 | 24.3 | 8.6 | 0.7 | 1.4 |
| 30 | 4.03 | 0.75 | 9 | 22.1 | 63.6 | 10.7 | 2.9 | -- | 0.7 |

*Response Categories: SA....Strongly Agree
A.....Agree
U.....Undecided
D.....Disagree
SD....Strongly Disagree
NR....No Response

It will be noted from Table 9 that the subjects expressed a full range of opinions on a number of the items and also viewed some more

favorably than others. Mean values for the opinionnaire items ranged from a high of 4.65 ("strongly agree") on item 19 to a low of 2.49 ("disagree") for item 21.

In addition, the amount of variance in the responses, as expressed by the standard deviation, ranged from a low of 0.49 (item 19) to a high of 1.25 (item 11).

Table 10 indicates those items to which the subjects of the study responded favorably (previously defined as having a mean response value falling in the "strongly agree" or "agree" categories). Approximately two-thirds (21 out of a total of 30) of the items are considered as having a favorable response.

TABLE 10

STATEMENTS WHOSE MEAN VALUE INDICATES A FAVORABLE RESPONSE

| Mean | Item Number | Statement |
|---|---|---|
| | | Strongly Agree (4.60-5.00) |
| 4.65 | 19 | Being sensitive to such characteristics and behaviors of pupils which may indicate the necessity for special help. |
| 4.63 | 18 | Adapting their teaching methods and materials to the needs of their students. |
| | | Agree (3.60-4.59) |
| 4.21 | 5 | Encouraging their students to meet with the counselor(s). |
| 4.20 | 24 | Making use of guidance records of their students. |
| 4.14 | 12 | Assisting their students in developing satisfactory relationships with others. |

TABLE 10--Continued

| Mean | Item Number | Statement |
|---|---|---|
| 4.14 | 23 | Sharing any formal or informal records they have kept of students in their classes with the counselor(s). |
| 4.11 | 28 | Periodically reviewing with their students procedures that are appropriate for studying materials and processes involved in assigned units of work. |
| 4.09 | 4 | Conferring with parents of students periodically. |
| 4.03 | 30 | Examining and studying the data about their students in the cumulative records. |
| 3.99 | 2 | Providing information concerning study habits for students. |
| 3.97 | 3 | Discussing in individual conferences with students their potentialities for certain future opportunities. |
| 3.96 | 15 | Giving periodic attention to discussing study problems and study conditions with their classes. |
| 3.96 | 27 | Contributing to the guidance records of students. |
| 3.86 | 22 | Working actively in implementing the school's guidance program. |
| 3.85 | 8 | Assisting students with college plans. |
| 3.84 | 6 | Counseling with potential dropouts. |
| 3.75 | 25 | Counseling with their students concerning personal decisions. |
| 3.66 | 29 | Creating guidance opportunities in their teaching. |
| 3.66 | 20 | Counseling with students in regard to educational and vocational plans. |
| 3.61 | 16 | Providing information concerning personal and social needs for the students. |
| 3.61 | 26 | Evaluating their students' adjustment to school environment. |

From the information (Table 10), it would appear that teachers in this study view positively their suggested function of contributing to and making use of guidance records, since four of the items of the instrument

(items 24, 23, 30 and 27) spoke directly to this area, and all four tended to be responded to favorably.

Another area that seems to be viewed favorably by Lutheran high school teachers is that of helping students develop effective study methods and habits. Three of the statements of the opinionnaire (items 28, 2 and 15) were viewed favorably by the respondents.

One additional area should be noted. Three statements of the instrument indicated that "counseling" was a responsibility of teachers (items 6, 25 and 20). Although these three items received mean values placing them in the lower half of the "agree" category, all of them tended to be viewed favorably by teachers.

Items with a neutral response are shown in Table 11. Since there were only eight statements in the "neutral" category, generalizations about areas of teacher-involvement in guidance are more difficult. It can be hypothesized, however, that the teachers in this study tend to be unsure of their role when it comes to their operating in a more formal way in guidance such as homeroom guidance (item 11) and conducting guidance study units in classes (item 14).

Items 1, 17, 7 and 9 could be classified under the area of "pupil study and diagnosis" and teachers tend to be unsure of their functions in this area according to their responses to these two items.

Some inconsistencies in teachers' views are evident regarding certain responsibilities. Both items 23 and 17 deal with the sharing of information by the teacher with the counselor. Item 23 had a mean value of 4.14 (agree) while item 17 had a mean value of 3.53 (undecided). One possible explanation

TABLE 11

STATEMENTS WHOSE MEAN VALUE INDICATES A NEUTRAL RESPONSE

| Mean | Item Number | Statements |
|---|---|---|
| | | Undecided (2.60-3.59) |
| 3.53 | 1 | Making anecdotal records of their observations of some students. |
| 3.53 | 17 | Sharing the results of sociometric or other studies done in the classroom with the counselor(s). |
| 3.46 | 13 | Utilizing available community guidance resources in their classes. |
| 3.41 | 10 | Providing information to their students on economic conditions related to future employment and education. |
| 3.30 | 7 | Following and evaluating their students' progress in the personal and social area. |
| 3.23 | 11 | Conducting guidance activities in the homeroom. |
| 2.84 | 9 | Making sociometric studies of their pupils in class activities. |
| 2.79 | 14 | Conducting guidance study units with classes of students. |

might be that since teachers are undecided as to making sociometric studies in their classes (item 9), they tended to be uncertain about how they should respond to item 17 (sharing the results of sociometric studies with counselors), even though they would agree that information should be shared with the counselor (item 23).

Another difference would appear to exist in terms of teachers providing information. They tend to agree that they should provide information regarding study habits (item 2) and personal-social needs (item 16) for their students, but tend to be unsure whether it is their function to do the same concerning future employment and/or education.

As Table 12 indicates, there was only one item out of the total which tended to be viewed unfavorably.

TABLE 12

STATEMENT WHOSE MEAN VALUE INDICATES AN UNFAVORABLE RESPONSE

| Mean | Item Number | Statement |
|---|---|---|
| | | Disagree (1.60 - 2.59) |
| 2.49 | 21 | Visiting homes to confer with parents. |

Teachers apparently see the need of conferring with parents (item 4, Table 10) but desire that this should take place within the school, rather than in the homes of pupils. As might be expected, this statement had the highest percentage of respondents who clearly disagreed with it. Fifty-six and a half per cent of the subjects checked either the "disagree" or "strongly disagree" response for this particular item.

The fact that lack of agreement exists among the Lutheran high school teachers studied in regard to different guidance functions is also supported by the data presented in Table 13.

TABLE 13

THE TWELVE TGOI ITEMS WITH THE LARGEST AMOUNT OF VARIANCE IN RESPONSES

| Variance (S.D.) | Mean | Item Number | Statement |
|---|---|---|---|
| 1.25 | 3.23 | 11 | Conducting guidance activities in the homeroom. |
| 1.20 | 3.53 | 1 | Making anecdotal records of their observations of some students. |

TABLE 13--Continued

| Variance (S.D.) | Mean | Item Number | Statement |
|---|---|---|---|
| 1.11 | 3.46 | 13 | Utilizing available community guidance resources in their classes. |
| 1.10 | 3.41 | 10 | Providing information to their students on economic conditions related to future employment and education. |
| 1.08 | 3.84 | 6 | Counseling with potential dropouts. |
| 1.08 | 3.30 | 7 | Following and evaluating their students' progress in the personal and social area. |
| 1.07 | 3.97 | 3 | Discussing in individual conferences with students their potentialities for certain future opportunities. |
| 1.06 | 3.53 | 17 | Sharing the results of sociometric or other studies done in the classroom with the counselor(s). |
| 1.02 | 3.66 | 20 | Counseling with students in regard to educational and vocational plans. |
| 1.02 | 2.79 | 14 | Conducting guidance study units with classes of students. |
| 1.01 | 2.49 | 21 | Visiting homes to confer with parents. |
| 1.00 | 3.99 | 2 | Providing information concerning study habits for students. |

As can be seen, twelve of the items used in the instrument evidenced a standard deviation of at least 1.00. It will also be noted that four of these (items 6, 3, 20 and 2) had mean values that would indicate they tended to be viewed favorably by the teachers in general. The larger variance of these items indicates that differences of teachers' opinion across the five response categories are sharpest for these items.

Of the remaining eight items, all of them had mean scores which placed them in the "neutral response" category. The larger variance in

responses to these same items as expressed by the standard deviation can perhaps be seen more concretely by the percentage of responses in each category for the same twelve items as seen in Table 14.

TABLE 14

RESPONSE CATEGORY PERCENTAGES FOR THE TWELVE ITEMS WITH THE LARGEST AMOUNT OF VARIANCE IN RESPONSES

| (S.D.) Variance | Item Number | (Response Categories)* SA | A | U | D | SD | NR |
|---|---|---|---|---|---|---|---|
| 1.25 | 11 | 16.4 | 30.0 | 23.6 | 22.1 | 5.7 | 2.1 |
| 1.20 | 1 | 15.0 | 52.1 | 15.0 | 10.0 | 4.3 | 3.6 |
| 1.11 | 13 | 15.0 | 42.9 | 20.7 | 17.1 | 2.9 | 1.4 |
| 1.10 | 10 | 15.0 | 41.4 | 16.4 | 24.3 | 2.9 | -- |
| 1.08 | 6 | 30.0 | 40.7 | 15.0 | 12.1 | 1.4 | 0.7 |
| 1.08 | 7 | 12.1 | 36.4 | 24.3 | 24.3 | 2.1 | 0.7 |
| 1.07 | 3 | 35.0 | 41.4 | 13.6 | 7.1 | 1.4 | 1.4 |
| 1.06 | 17 | 14.3 | 47.1 | 20.7 | 14.3 | 2.1 | 1.4 |
| 1.02 | 20 | 18.6 | 49.3 | 13.6 | 17.1 | 1.4 | -- |
| 1.02 | 14 | 3.6 | 24.3 | 27.9 | 37.1 | 6.4 | 0.7 |
| 1.01 | 21 | 5.7 | 7.9 | 30.0 | 42.9 | 13.6 | -- |
| 1.00 | 2 | 29.3 | 54.3 | 6.4 | 7.1 | 1.4 | 1.4 |

*Response Categories: SA....Strongly Agree
A.....Agree
U.....Undecided
D.....Disagree
SD....Strongly Disagree
NR....No Response

## Hypothesis I

As noted in Chapter III, the procedure that was followed to test the two major hypotheses was the same in both instances. Values for responses to each item were summated for every completed TGOI, providing a total score

for each respondent. Group means were then computed for all groups of a given variable. Significant differences between means were tested by applying the Duncan Multiple Range Test.

The data in conjunction with the two major hypotheses is presented in Tables 15 through 34, with each table following the same pattern. The group means are first presented in order of their original treatment (meaning the order in which computed by the data processing equipment). The rank (from low to high) according to magnitude is also given. The computed ranges (.05 level of significance) for the Range Test is then displayed, followed by a comparison of the means. In comparing the means, they are presented in ascending order from left to right with a significant difference between any two of the means indicated. Special note should be taken of the manner in which significant differences are indicated in the tables. Any two means that <u>are</u> underscored by the same line <u>are not</u> significantly different at the .05 level. Any two means that <u>are not</u> underscored by the same line <u>are</u> significantly different at the .05 level.

HYPOTHESIS I: THERE ARE NO DIFFERENCES OF OPINIONS AMONG TEACHERS IN SELECTED LUTHERAN HIGH SCHOOLS ON THE TGOI REGARDING THE ROLE OF CLASSROOM TEACHERS IN GUIDANCE.

In order to test this hypothesis, the data were treated in two ways. First, the frequency distribution of total scores was divided into quarters and the mean score of each quarter was computed. The Duncan Range Test was then applied to determine whether there were any significant differences among the means. Table 15 indicates the mean of each of the quarters of the distribution and also the comparison of means.

TABLE 15

GROUP MEANS BY QUARTERS OF THE DISTRIBUTION

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Fourth quarter | 35 | 94.83 | 9.35 | 1 |
| 2 | Third quarter | 35 | 108.80 | 3.17 | 2 |
| 3 | Second quarter | 35 | 117.03 | 2.82 | 3 |
| 4 | First quarter | 35 | 129.37 | 5.71 | 4 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |

Comparison Of Means

| Treatment Number: | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Means: | 94.83 | 108.80 | 117.03 | 129.37 |

As to be expected the means (Table 15) of each quarter of the distribution increase in order from the bottom quarter to the top quarter. When the means were compared, it was found that each of the four means differs significantly from the remaining three.

The second approach to analyzing the data was to compute the mean for each response category and then compare the differences in these means. Table 16 presents the data when considered by response categories.

TABLE 16

GROUP MEANS BY RESPONSE CATEGORIES

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Undecided | 43 | 97.65 | 7.73 | 1 |
| 2 | Agree | 90 | 118.37 | 7.43 | 2 |
| 3 | Strongly Agree | 6 | 139.33 | 1.75 | 3 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |

Comparison Of Means

| Treatment Number: | 1 | 2 | 3 |
|---|---|---|---|
| Means: | 97.65 | 118.37 | 139.33 |

In determining the response categories (Table 16), any score falling between 136 and 150 was considered as "strongly agree"; scores of 106 to 135 as "agree"; 86 to 105 as "undecided"; 46 to 85 as "disagree" and 15 to 45 as "strongly disagree". The rationale for this division of categories was provided earlier.

Since there were no "strongly disagree" scores and only one "disagree" score, Table 16 indicates only the mean score for the remaining three response

categories. These three means, however, differed significantly from each other.

Based on the above two analyses of the data, the null hypothesis is rejected. Both support the conclusion that significant differences of opinions do exist among Lutheran high school teachers in regard to the role of the teacher in guidance. Although the above data indicate that differences do exist, because of their nature however, they do not allow inferences to be drawn as to how or why these teachers differ in their opinions. Such aspects are treated under the second major hypothesis.

## Hypothesis II

HYPOTHESIS II: THERE ARE NO DIFFERENCES OF OPINIONS AMONG TEACHERS IN SELECTED LUTHERAN HIGH SCHOOLS ON THE TGOI REGARDING THE ROLE OF CLASSROOM TEACHERS IN GUIDANCE IN RELATION TO SELECTED VARIABLES.

In order to test this hypothesis it was necessary to state a secondary hypothesis for each of the variables selected. The procedure as outlined for Hypothesis I was followed for all twelve of the secondary hypotheses.

Secondary Hypothesis A: There Are No Differences According To Sex.

Table 17 indicates that male teachers, as a group, had more favorable scores than did female teachers. The difference between the means of the two groups was significant and the hypothesis is therefore rejected.

Although both men and women scored as a group within the range of the "favorable" category (106 and above), the mean score of 108.08 for women was very close to the bottom of the range of scores for this category.

TABLE 17

GROUP MEANS BY SEX

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Male | 102 | 114.16 | 12.95 | 2 |
| 2 | Female | 38 | 108.08 | 15.44 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |

Comparison Of Means

| Treatment Number: | 2 | 1 |
|---|---|---|
| Means: | 108.08 | 114.16 |

Secondary Hypothesis B: There Are No Differences According To Marital Status.

Table 18 indicates that although married persons scored higher as a group than did single persons, the difference was not significant and the hypothesis is accepted. Both groups scored in the "favorable" range.

TABLE 18

GROUP MEANS BY MARITAL STATUS

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Single | 47 | 109.21 | 14.97 | 1 |
| 2 | Married | 92 | 113.98 | 13.00 | 2 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |

Comparison Of Means

| Treatment Number: | 1 | 2 |
|---|---|---|
| Means: | 109.21 | 113.98 |

Secondary Hypothesis C: There Are No Differences According To Sex And Marital Status Combined.

Table 19 indicates that single females had the least favorable scores, followed by married females, single males, and then married males who had the most favorable score. A significant difference was found between the scores of single women and those of married men and therefore the hypothesis is rejected.

TABLE 19

GROUP MEANS BY SEX AND MARITAL STATUS

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Male Single | 26 | 111.08 | 11.84 | 3 |
| 2 | Female Single | 21 | 106.91 | 18.17 | 1 |
| 3 | Male Married | 75 | 114.99 | 13.16 | 4 |
| 4 | Female Married | 17 | 109.53 | 11.61 | 2 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |

Comparison Of Means

| Treatment Number: | 2 | 4 | 1 | 3 |
|---|---|---|---|---|
| Means: | 106.90 | 109.53 | 111.08 | 114.99 |

Secondary Hypothesis D: There Are No Differences According To Length Of Teaching Experience.

Table 20 presents the data relating to prior teaching experience of the subjects.

TABLE 20

GROUP MEANS BY TEACHING EXPERIENCE

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | 0 - Years | 15 | 108.40 | 11.42 | 2 |
| 2 | 1 - 3 Years | 41 | 107.20 | 16.25 | 1 |
| 3 | 4 - 8 Years | 40 | 116.40 | 13.28 | 5 |
| 4 | 9 - 15 Years | 22 | 114.40 | 8.77 | 3 |
| 5 | 16 plus Years | 22 | 116.23 | 12.92 | 4 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

Comparison Of Means

| Treatment Number: | 2 | 1 | 4 | 5 | 3 |
|---|---|---|---|---|---|
| Means: | 107.20 | 108.40 | 114.41 | 116.23 | 116.40 |

Although all groups had mean scores in the "favorable" range, the data provided in Table 20 suggests a tendency for scores to be more favorable as length of teaching experience increased. Because the difference between "0-years" (first year teachers) and "1-3 year" is small (1.20) and not significant, the effect of experience on the opinions of teachers appears

to have the greatest impact sometime between the fourth through eighth year of teaching. This observation is supported by the fact that significant differences were found between two of the possible pairs of means, namely between the mean for the "1-3 year" group and the mean for the "4-8 year" group, and also between the "1-3 year" group and the "16 plus years" group.

The relationship between length of teaching experience and opinions of Lutheran secondary teachers toward the role of the teacher in guidance is not a true linear relationship. Beginning teachers had a slightly higher mean score than did those with one to three years of experience and teachers with nine to fifteen years of experience had a slightly lower mean score than did those with only four to eight years of teaching experience. Nevertheless, since significant differences were found among three of the groups, the fact that teaching experience is associated with differences of opinions of Lutheran high school teachers is established. Secondary Hypothesis D is therefore rejected. On the basis of the direction of these significant differences, it is concluded that increased teaching experience is associated with a more positive view of the teacher's role in guidance.

Secondary Hypothesis E: There Are No Differences According To Level Of Previous Teaching Experience.

Table 21 presents the data when TGOI scores were compared on the basis of the level of previous experience of the respondents. Mean scores were found to range from 110.60 to 117.40 (all within the "favorable" category), but as the table indicates, no significant differences among the means were discovered.

TABLE 21

GROUP MEANS BY LEVEL OF TEACHING EXPERIENCE

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Elementary 1 - 5 | 5 | 117.40 | 5.86 | 5 |
| 2 | Elementary 6 - 8 | 9 | 116.22 | 16.77 | 4 |
| 3 | Both Above Levels | 35 | 115.69 | 13.57 | 3 |
| 4 | Secondary Only | 71 | 110.66 | 14.35 | 2 |
| 5 | Not Applicable | 20 | 110.60 | 12.15 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

Comparison Of Means

| Treatment Number: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Means: | 110.60 | 110.66 | 115.69 | 116.22 | 117.40 |

When the number of groups was reduced to three (Table 22), higher scores were found for those with elementary school teaching experience when compared to those with only secondary experience or those with no previous teaching experience. However, the differences in the three groups were not significant and therefore, the hypothesis is accepted.

TABLE 22

GROUP MEANS BY TEACHING EXPERIENCE WITH NUMBER OF GROUPS REDUCED

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Elementary | 49 | 115.96 | 13.43 | 3 |
| 2 | Secondary | 71 | 110.66 | 14.35 | 2 |
| 3 | Other | 20 | 110.60 | 12.15 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |

Comparison Of Means

| Treatment Number: | 3 | 2 | 1 |
|---|---|---|---|
| Means: | 110.60 | 110.66 | 115.96 |

Secondary Hypothesis F: There Are No Differences According To Current Class Level Of Teaching.

As is observed from Table 23, no significant differences in group means could be established when teachers were compared according to their current class teaching level. Consequently, the secondary hypothesis is accepted.

TABLE 23

GROUP MEANS BY CLASS LEVEL TAUGHT

Means In Order Of Original Treatment

| Treatment Number | Label | N | Means | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Freshmen-Sophomore | 31 | 111.88 | 13.34 | 2 |
| 2 | Sophomore-Junior | 16 | 114.06 | 16.84 | 3 |
| 3 | Junior-Senior | 30 | 111.83 | 14.25 | 1 |
| 4 | Not Applicable | 22 | 115.05 | 11.70 | 4 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Group In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |

Comparison Of Means

| Treatment Number: | 3 | 1 | 2 | 4 |
|---|---|---|---|---|
| Means: | 111.83 | 111.88 | 114.06 | 115.05 |

An additional reason for not rejecting Hypothesis F is the fact that the total sample of the study is not represented by the four groups indicated in Table 23. Respondents were asked only to check one of these four groups on the information sheet which they completed. After the information forms had been returned, it became apparent that the four categories provided were inadequate since many respondents had checked two of those offered. An attempt was made to create three additional categories by forming three

combinations from the original categories. This was rejected, however, for two reasons. First, the "n" of one of the combinations was so small (less than 5) as to reject it from consideration in the comparison of the means. Secondly, the combination of categories created groups which spanned all class levels and which meant they provided impractical data to use for determining differences according to the class level which the teacher-subjects taught. It will be noted that a "not applicable" category was included among the four groups in Table 23. Since this category represents those staff members who had no classroom teaching duties, it did not appear to be proper procedure to combine the other subjects who had marked more than one category with the "not applicable" group.

Secondary Hypothesis G: There Are No Differences According To Subject Matter Taught.

As shown by Table 24, group means by subject matter taught ranged from a low of 102.81 (neutral) for English to a high of 124.00 (favorable) for Music. Out of the ten subject matter areas specified, English was the only one whose mean placed it in the neutral category. All the rest of the mean scores exceeded 106 and therefore are considered as favorable.

When the group means of the subject matter area taught were compared, significant differences were found between English and five other subject matter areas (Physical Education, Religion, Business Education, Industrial Arts, and Music). The mean score for English also differed significantly from those of the "other" and "not applicable" groups. The "not applicable" group represents those staff members who did not have classroom duties at the time of the study, while the "other" category included subject matter areas

TABLE 24

GROUP MEANS BY SUBJECT MATTER TAUGHT

Means In Order Of Original Treatment

| Treatment Number | Label | N | Means | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Social Science | 16 | 111.56 | 13.56 | 4 |
| 2 | Mathematics | 14 | 112.86 | 13.32 | 5 |
| 3 | Natural Science | 14 | 109.29 | 11.63 | 2 |
| 4 | Religion | 16 | 115.31 | 14.08 | 7 |
| 5 | Physical Education | 14 | 114.36 | 11.98 | 6 |
| 6 | Industrial Arts | 5 | 118.40 | 10.43 | 11 |
| 7 | English (Speech) | 21 | 102.81 | 17.72 | 1 |
| 8 | Music | 5 | 124.00 | 10.00 | 12 |
| 9 | Foreign Language | 9 | 111.44 | 15.14 | 3 |
| 10 | Business/Commercial | 8 | 115.88 | 9.14 | 8 |
| 11 | Other | 9 | 117.33 | 11.11 | 10 |
| 12 | Not Applicable | 9 | 117.00 | 10.98 | 9 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |
| 6 | 3.17 |
| 7 | 3.22 |
| 8 | 3.26 |
| 9 | 3.29 |
| 10 | 3.32 |
| 11 | 3.34 |
| 12 | 3.36 |

TABLE 24--Continued

Comparison Of Means

| Treatment Number: | 7 | 3 | 9 | 1 | 2 | 5 |
|---|---|---|---|---|---|---|
| Means: | 102.81 | 109.29 | 111.44 | 111.56 | 112.86 | 114.36 |

| Treatment Number: | 4 | 10 | 12 | 11 | 6 | 8 |
|---|---|---|---|---|---|---|
| Means: | 115.31 | 115.88 | 117.00 | 117.33 | 118.40 | 124.00 |

in which the number of teacher-subjects was three or less. (The information sheet listed only the subject matter areas shown in Table 24, but provided a space for the respondents to specify after "other" if their teaching area was not listed.)

Because significant differences among some of the groups was established, the hypothesis is rejected. However, it is difficult to know the direction of the differences. Why the opinions of teachers in English and Music should vary as much as they did from each other is unclear, especially since they both are related to the broader field of Humanities.

It might be hypothesized that teachers in the areas of Business Education and Industrial Arts tend to have higher scores because of the vocational nature of their teaching area. If this is related in part to a greater sensitivity to the present and immediate future needs of their students, it could result in a more positive view of their responsibilities

in guidance. Additional data, however, would have to be obtained in order to test such a hypothesis.

Secondary Hypothesis H: There Are No Differences According To The Extent Of Graduate Training.

In establishing whether graduate training was associated with any differences of opinions among Lutheran high school teachers, six groups were created, according to whether a subject had no graduate work completed, less than half or more than half of the work towards a Master's degree completed, had the Master's degree but no additional work, had taken between one to twelve graduate hours of work beyond the Master's or had completed at least thirteen or more graduate hours of training beyond the Master's Degree.

Based on the information presented in Table 25, the secondary hypothesis (H) is accepted. No significant differences in mean scores were obtained when they were compared on the basis of the extent of graduate work completed. From the data, no tendency for scores to become more or less favorable as the amount of graduate training increases is discernible.

TABLE 25

GROUP MEANS BY GRADUATE TRAINING

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | B only[a] | 39 | 111.05 | 16.41 | 2 |
| 2 | B less[b] | 30 | 109.13 | 12.00 | 1 |
| 3 | B more[c] | 22 | 115.37 | 16.76 | 5 |
| 4 | M only[d] | 15 | 112.07 | 11.17 | 3 |
| 5 | M plus 1-12[e] | 12 | 119.08 | 6.60 | 6 |
| 6 | M plus 13 over[f] | 22 | 113.55 | 12.15 | 4 |

TABLE 25--Continued

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |
| 6 | 3.17 |

Comparison Of Means

| Treatment Number: | 2 | 1 | 4 | 6 | 3 | 5 |
|---|---|---|---|---|---|---|
| Means: | 109.13 | 111.05 | 112.07 | 113.55 | 115.36 | 119.08 |

a - Bachelor's degree only.
b - Bachelor's degree plus less than one-half of work toward Master's degree completed.
c - Bachelor's degree plus more than one-half of work toward Master's degree completed.
d - Master's degree only.
e - Master's degree plus one to twelve graduate hours completed.
f - Master's degree plus thirteen or more graduate hours completed.

When the six groups are reduced so that those with Bachelor's degrees are compared to those with Master's degrees (Table 26), those with Master's degrees tend to have more favorable scores. However, the difference between the two group means is still not significant and it is concluded that the way

Lutheran high school teachers view their role in guidance is not associated with the amount of graduate training.

TABLE 26

GROUP MEANS BY GRADUATE TRAINING WITH NUMBER OF GROUPS REDUCED

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Bachelor's Degree | 91 | 111.46 | 15.21 | 1 |
| 2 | Master's Degree | 49 | 114.45 | 10.88 | 2 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |

Comparison Of Means

| Treatment Number: | 1 | 2 |
|---|---|---|
| Means: | 111.46 | 114.45 |

Secondary Hypothesis I: There Are No Differences According To The Number Of Courses Taken In Guidance And/Or Counseling.

The data offered in Table 27 suggests that the number of courses taken in guidance and/or counseling is rather strongly associated with the way Lutheran teachers view their role in guidance.

TABLE 27

GROUP MEANS BY NUMBER OF GUIDANCE/COUNSELING COURSES

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | None | 74 | 108.61 | 15.18 | 1 |
| 2 | One | 18 | 114.39 | 10.50 | 2 |
| 3 | Two or three | 27 | 116.15 | 11.90 | 4 |
| 4 | Four or five | 9 | 126.00 | 6.71 | 5 |
| 5 | Six or more | 12 | 115.42 | 8.33 | 3 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

Comparison Of Means

| Treatment Number: | 1 | 2 | 5 | 3 | 4 |
|---|---|---|---|---|---|
| Means: | 108.61 | 114.39 | 115.42 | 116.15 | 126.00 |

A difference of almost eighteen points can be seen (Table 27) between the lowest mean score of 108.61 for the group which had no courses in guidance/counseling and the highest of 126.00 for those who had taken from four to five courses.

Significant differences were found between three different pairs of means: between "none" and "four or five"; between "none" and "two or three"; and between "one" and "four or five". Because of such differences, the hypothesis is rejected. An examination of the data for the direction of the differences indicates that there is a tendency for Lutheran teachers who see the role of the teacher in guidance more favorably to have taken more courses in guidance and/or counseling than those who see the teacher's role less favorably.

Secondary Hypothesis J: There Are No Differences According To The Type Of Institution Of Undergraduate Training.

Five types of institutions were compared as shown in Table 28. Before discussing the data shown in the table, it should be pointed out that for the comparison of means, it was necessary to reverse the position of the two highest means if the previous pattern of data display was to be maintained. In previous tables, the means are arranged from left to right in ascending order. However, in this case, the difference between the two highest means amounted to only twenty-four hundredths of a point, and the lower of the two proved to differ significantly from one of the other group means, while the higher one did not. This difference is accounted for by the rather large difference in "n's" for the two groups with the highest means, since the "n's" of each group being compared are a significant factor in the computation of the Duncan Range Test.

TABLE 28

GROUP MEANS BY UNDERGRADUATE TRAINING

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Syn. Teachers College | 84 | 114.58 | 13.72 | 4 |
| 2 | Syn. Seminary | 11 | 114.82 | 14.60 | 5 |
| 3 | Non-Syn. Lutheran | 13 | 103.46 | 14.86 | 1 |
| 4 | Private | 7 | 113.57 | 18.19 | 3 |
| 5 | State | 21 | 109.38 | 10.58 | 2 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

Comparison Of Means

| Treatment Number: | 3 | 5 | 4 | 2 | 1 |
|---|---|---|---|---|---|
| Means: | 103.46 | 109.38 | 113.57 | 114.82 | 114.58 |

Four subjects of the total sample indicated that they had received their undergraduate training at an institution other than those types listed in Table 28. Because of their small number, they were not included in the data.

From the table, it will be seen that mean scores ranged from 103.46 (neutral) to 114.82 (favorable). When the means were compared, a significant

difference was found to exist between "Non-Synodical Lutheran" and "Synodical Teachers College."

Table 29 presents data for the original five groups reduced to three ("non-synodical Lutheran", "private", and "state" are combined).

TABLE 29

GROUP MEANS BY UNDERGRADUATE TRAINING WITH NUMBER OF GROUPS REDUCED

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Syn. Teachers College | 84 | 114.58 | 13.73 | 2 |
| 2 | Syn. Seminary | 11 | 114.82 | 14.60 | 3 |
| 3 | Other | 45 | 108.07 | 13.23 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |

Comparison Of Means

| Treatment Number: | 3 | 2 | 1 |
|---|---|---|---|
| Means: | 108.07 | 114.82 | 114.58 |

Again it will be noted (Table 29) that the two highest means have reversed positions, since the same situation that existed in regard to Table 28 is present. When the number of groups are reduced, the mean score for "Synodical Teachers College" was significantly higher than the mean score for all other types of institutions combined with the exception of "Synodical Seminary". Because a significant difference is evident in both treatments of the data, the hypothesis is not accepted. The type of undergraduate institution is apparently associated with differences in the way Lutheran high school teachers view the teacher's role in guidance. Those who received their undergraduate training at a Synodical Teachers College tend to perceive their role in guidance more favorably than do Lutheran high school teachers whose undergraduate training was taken at another type of institution, with the exception of those trained at a synodical seminary.

Secondary Hypothesis K: There Are No Differences According To Current Assigned Duties In The School.

In analyzing the data for testing this particular hypothesis, the means of five groups of subjects was first compared. These original groups were then reduced so that full-time classroom teachers could be compared to those with both full-time and part-time duties in other areas. Finally, full-time classroom teachers were compared to all others combined as a group. Originally, an additional group, that of full-time guidance and/or counseling personnel was proposed. Since the "n" of that group was extremely small (n=4), these four scores were dropped from the data except where they could be included when groups were combined and the original number of groups was reduced.

From Table 30 it can be determined that the largest difference between any two means was found between the scores for those in full-time administration and those with full-time classroom responsibilities. This difference was relatively small (6.51 points) and was not significant.

TABLE 30

GROUP MEANS BY CURRENT ASSIGNED DUTIES

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Full - T[a] | 95 | 111.35 | 14.92 | 1 |
| 2 | Full - Adm[b] | 7 | 117.86 | 9.63 | 5 |
| 3 | PT - GC[c] | 7 | 114.00 | 8.21 | 3 |
| 4 | PT - Adm[d] | 11 | 111.82 | 12.51 | 2 |
| 5 | Other[e] | 16 | 117.13 | 12.94 | 4 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

TABLE 30--Continued

| Comparison Of Means | | | | | |
|---|---|---|---|---|---|
| Treatment Number: | 1 | 4 | 3 | 5 | 2 |
| Means: | 111.35 | 111.82 | 114.00 | 117.13 | 117.86 |

a - Full-Time classroom
b - Full-Time administration
c - Part-Time guidance and counseling
d - Part-Time administration
e - Duties other than the above categories (excluding full-time guidance and counseling)

When the number of original groups was reduced to those shown in Table 31, the findings of the preceding table were supported, since no significant differences among the mean scores of the reduced number of groups was discovered.

TABLE 31

GROUP MEANS BY CURRENT ASSIGNED DUTIES WITH NUMBER OF GROUPS REDUCED

| Means In Order Of Original Treatment | | | | | |
|---|---|---|---|---|---|
| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
| 1 | FT Classroom[a] | 95 | 111.35 | 14.92 | 1 |
| 2 | FT Adm/Guidance[b] | 11 | 115.55 | 8.90 | 3 |
| 3 | PT Teacher[c] | 18 | 112.67 | 10.82 | 2 |
| 4 | Other | 16 | 117.13 | 12.94 | 4 |

TABLE 31--Continued

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |

Comparison Of Means

| Treatment Number: | 1 | 3 | 2 | 4 |
|---|---|---|---|---|
| Means: | 111.35 | 112.67 | 115.55 | 117.13 |

a - Full-Time classroom
b - Full-Time administration and/or guidance
c - Part-Time teacher

When the scores of those Lutheran high school teachers with full-time classroom duties were compared to all others in the total sample combined, (Table 32), no significant differences in the mean scores of the two groups was evident.

TABLE 32

GROUP MEANS BY CURRENT ASSIGNED DUTIES WITH NUMBER OF GROUPS REDUCED TO TWO

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Full-Time classroom | 95 | 111.35 | 14.92 | 1 |
| 2 | Others | 45 | 114.96 | 11.15 | 2 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |

Comparison Of Means

| Treatment Number: | 1 | 2 |
|---|---|---|
| Means: | 111.35 | 114.96 |

Because of the data presented in the above three tables, secondary hypothesis K is rejected. It appears that different functions performed by faculty members in Lutheran high schools are not related to their opinions toward the responsibilities of teachers in guidance.

Secondary Hypothesis L: There Are No Differences According To Professional-Religious Status As Determined By The Church.

When scores were compared according to the professional-religious status of the teachers in this study (Table 33), a significant difference was found between "called teachers" and "lay" teachers.

TABLE 33

GROUP MEANS BY PROFESSIONAL-RELIGIOUS STATUS WITHIN THE CHURCH

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Called - Men | 72 | 115.49 | 12.88 | 4 |
| 2 | Ordained Minister | 10 | 114.40 | 15.32 | 3 |
| 3 | Lay - Men and Women | 43 | 108.84 | 12.77 | 2 |
| 4 | Assigned - Women | 15 | 107.47 | 17.72 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |

Comparison Of Means

| Treatment Number: | 3 | 4 | 2 | 1 |
|---|---|---|---|---|
| Means: | 108.84 | 107.47 | 114.40 | 115.49 |

It is to be noted that in Table 33 above, the same situation which arose earlier (Tables 28 and 29) with one of the variables is present in this one. Because two means are very close in size ("lay teachers" and "assigned teachers") but one has a much larger "n", it was necessary to reverse their positions in the presentation of the comparison of means in order that the method of indicating significant differences that has been utilized in the previous tables would remain the same.

Because it had been established earlier in the study that women had significantly lower TGOI scores than did men, the number of groups that had been compared in Table 33 was expanded so that "lay men" and "lay women" were treated as separate groups.

Table 34 presents the data for the expanded number of groups. From this table, it will be seen that the mean scores for lay men and lay women were very close in magnitude, and that both differed only slightly from their combined mean score as observed in Table 33. When the means of the five groups are now compared, no significant differences are in evidence. It would appear that the reduced "n's" for the "lay men" group and the "lay women" group contributed to the fact that their scores differ significantly with the mean score for "called teachers" when they are considered together, but not when they are considered separately.

This fact makes the acceptance or rejection of the secondary hypothesis a somewhat difficult decision. It is rejected if both men and women in the "lay teacher" group are considered together. However, it is hypothesized that the difference obtained between "called teachers" and "lay teachers" is not due soley to their difference in professional-church status, but is affected by the difference in men and women.

TABLE 34

GROUP MEANS BY PROFESSIONAL-RELIGIOUS STATUS WITHIN THE CHURCH WITH NUMBER OF GROUPS EXPANDED

Means In Order Of Original Treatment

| Treatment Number | Label | N | Mean | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | Called Teachers | 72 | 115.49 | 12.88 | 5 |
| 2 | Ordained Minister | 10 | 114.40 | 15.32 | 4 |
| 3 | Lay - Teacher, Men | 20 | 109.25 | 11.30 | 3 |
| 4 | Lay - Teacher, Women | 23 | 108.48 | 14.17 | 2 |
| 5 | Assigned Teacher | 15 | 107.47 | 17.72 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |
| 4 | 3.04 |
| 5 | 3.11 |

Comparison Of Means

| Treatment Number: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Means: | 107.47 | 108.48 | 109.25 | 114.40 | 115.49 |

Since seven of the twelve secondary hypotheses under the second major hypothesis were not accepted, indicating that there are some differences in the opinions of Lutheran high school teachers which are associated with certain variables, the major hypothesis is rejected.

Significant differences in group mean scores were found according to the variables of sex, marital status and sex combined, length of teaching experience, subject matter area taught, number of guidance and/or counseling courses taken, type of institution of undergraduate training, and professional-religious status as determined by the church.

When group means were compared on the basis of marital status, the level of previous teaching experience, the class level of students taught, the extent of graduate training, and the assigned duties, no significant differences were evident.

One additional set of data should be noted, since it would appear to give added import to variables that were found to be associated with the opinions of teachers in this study. Although the sample was drawn from three different institutions, when the mean scores for each institution were compared, no significant differences were found (see Appendix D). The individual school, therefore, does not appear to have an influencing effect on the teachers' opinions. Two conclusions seem possible. Either there are few or no differences among the schools, or else the differences in the opinions of Lutheran high school teachers in this study are independent of any differences among the schools in which they teach and their perceptions of the role of the teacher in guidance are shaped by other factors. Information about the schools given in Chapter III and data presented in this chapter would argue for the latter conclusion, especially since seven factors were identified as being related to differences in teachers' opinions.

# CHAPTER 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

In the past, there has been a widely-expressed view that classroom teachers, because of the contribution they can offer, should assume an important role in guidance. Difficulty is encountered, however, when an attempt is made to define the teachers' roles in guidance and to describe precisely the functions and responsibilities that they should assume. A factor that appears to contribute to this difficulty is the limited amount of knowledge available regarding the way teachers themselves view their role in guidance.

This study, using teachers in three selected community Lutheran high schools, attempted to determine how these teachers viewed their role in guidance by measuring their opinions on a number of functions and responsibilities. It has been suggested that these functions and responsibilities should be carried out by teachers in order to achieve the objectives of guidance in schools.

The instrument which was developed, a thirty-item Teacher Guidance Opinion Inventory, utilized a Likert-type scale to measure the opinions of the teachers. Statements for the final form of the instrument were selected by the "high minus low" method, based on the responses of a pilot group of teachers to seventy-five statements of recommended guidance responsibilities of teachers drawn from the literature.

All faculty members of three community Lutheran high schools (located within the same metropolitan area) were requested to complete the inventory by responding to each item according to whether they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed. In addition to the inventory, the subjects provided information about themselves in twelve areas which represented the variables utilized in the study. An excellent return of the TGOI was achieved with 98.6 per cent of those initially sent out being useable in the study.

Responses to each statement on the inventory were assigned scale values ranging from five for "strongly agree" to one for "strongly disagree." For each respondent, the values for the inventory items were summated to provide a total score. Possible "total score" ranges were set for each response category. Scores of 106 or higher were considered as indicating favorable opinions and agreement with the suggested role of teachers as found in the literature. While scores of 76 to 105 were viewed as neutral (neither favorable nor unfavorable), they were not considered as indicating agreement with the literature. Scores of 75 and below were felt to indicate both an unfavorable opinion towards the role of the teacher in guidance and disagreement with the literature.

Two major hypotheses were tested: I. There are no differences of opinions among teachers in selected Lutheran high schools on the TGOI regarding the role of teachers in guidance, and II. There are no differences of opinions among teachers in selected Lutheran high schools on the TGOI regarding the role of teachers in guidance in relation to selected variables.

In addition, descriptive data was provided in two areas. The first of these dealt with the degree of favorableness toward and agreement with teacher guidance responsibilities suggested by the literature, while the second related to the views of the teacher-subjects toward different areas of teacher responsibilities in guidance.

Based on the analysis of the data, the first major hypothesis was rejected. In order to accept or reject the second major hypothesis, twelve secondary hypotheses were tested, and since it was found that seven of these could be rejected, the major hypothesis was therefore also rejected.

Findings of the study are summarized below.

1. Scores on the TGOI for teachers in the study ranged from "strongly agree" to "disagree." No scores fell in the "strongly disagree" area.

2. Both the mean and median score for total respondents fell in the "favorable" category.

3. Almost one-third of the total scores fell in the "neutral" or "unfavorable" category.

4. Over one-fourth of the respondents failed to agree with seventeen of the total thirty items of the inventory.

5. Mean values of the total responses to each statement of the instrument ranged from 4.65 (strongly agree) to 2.49 (disagree) and indicated favorable, neutral and unfavorable opinions of teachers to various responsibilities in guidance.

6. Twenty-one of the statements had mean response values which placed them in the "favorable" category while eight statements had a neutral mean value response and one item fell in the "unfavorable" category.

7. Three areas of guidance appear to be accepted by Lutheran high school teachers in this study as part of their responsibilities. Items dealing with contributing to and using guidance records, helping students develop effective study methods, and teachers performing a counseling function had mean response values in the "agree" range.

8. It is questionable whether teachers in this study view favorably the area of homeroom guidance and conducting guidance study units as responsibilities of teachers. Items pertaining to these areas had mean response values in the "undecided" range, as did some items dealing with the area of pupil study and diagnosis.

9. Lutheran teachers appear to accept the responsibility of conferring with parents. This finding, however, is tempered by the fact that they apparently see such conferences as having to occur in the school, since they responded unfavorably to the suggestion that teachers should visit the homes of students to confer with parents.

10. Subjects tended to respond either favorably or neutrally in regard to sharing information with counselors.

11. Significant differences at the .05 level were found not only when the mean scores of each quarter of the frequency distribution were compared, but also when the mean scores of the response categories were compared. These findings establish the fact that differences do exist among the opinions of Lutheran high school teachers as to the role of the teacher in guidance. Differing views of this role that are held by these teachers appear related not only to the degree to which teachers should be involved in guidance, but also to suggested guidance responsibilities that teachers should assume.

12. When group means were compared according to selected variables significant differences at the .05 level were discovered in seven of the areas: sex, marital status and sex combined, length of teaching experience, subject matter taught, number of guidance and/or counseling courses taken, type of institution of undergraduate training, and professional-religious status. No significant differences among group means were found when compared on the basis of marital status, level of previous teaching experience, class level of students taught, extent of graduate training, or assigned duties.

13. Men viewed the role of teachers in guidance more favorably than did women, and married men expressed significantly more favorable opinions than did single women.

14. Opinions tended to become more favorable as length of teaching experience increases.

15. English teachers had significantly less favorable opinions than teachers in Music, Industrial Arts, Business Education, Religion and Physical Education.

16. Teachers with more background courses in guidance/counseling had more favorable opinions than did those with fewer or no courses.

17. Lutheran high school teachers trained at the undergraduate level in church-owned and operated educational institutions tended to have more favorable opinions than Lutheran high school faculty members trained at other types of undergraduate institutions.

18. There was a tendency for subjects who have the "called teacher" status (as determined by the church) to have more favorable opinions than

those who have "lay teacher" status, although this finding appears to be clouded by the fact that differences in men and women are probably contributing to the difference found according to church-professional status.

The majority of Lutheran secondary teachers in this study appear to view favorably the role of the classroom teacher in guidance, although a significant minority tend either to be unsure of that role or to view it unfavorably. Based on the results of the administration of the Teacher Guidance Opinion Inventory, these same teachers tend to accept certain teacher-guidance responsibilities more readily than others. Significant differences of opinions were discovered among Lutheran high school teachers in regard to the role of the teacher in guidance. Such differences were found to be related to seven variables, although the findings of the study suggest that the influence of these factors on the opinions of teachers is not equal.

## Conclusions

Because an unusually high percentage (98.5) of all faculty members in the selected Lutheran high schools participated in this study, it is felt that the findings and conclusions of the study would be valid for those schools and their faculties. And although it would appear that the schools selected are representative in many ways of all community Lutheran high schools, some caution is urged in generalizing the results to all Lutheran high school teachers and/or Lutheran high schools in general. Whether such a factor as geographical location would influence the opinions of these teachers is undetermined at this time, and therefore, conclusions from this

study would have to be extended somewhat guardedly until additional information becomes available.

Based on the findings of this study, it is concluded that one potential source for improving the effectiveness of the total guidance program in community Lutheran high schools resides in the increased implementation of guidance functions by all faculty members. Because of the majority of "favorable" TGOI scores, it can be hypothesized that the majority of teachers in selected Lutheran high schools are actively taking a guidance role. Such a hypothesis would be supported by Stewart's[1] findings that attitude-toward-guidance scores were one of the major predictors of participation-in-guidance scores. There are two factors, however, which suggest that the full potential of the guidance effectiveness of teachers has not been reached. One of these is that although teachers tended to agree with recommended guidance functions for teachers, they did not strongly agree. If the degree of teachers' agreement could be increased, it is hypothesized that the extent of their involvement in guidance functions would also increase. Secondly, the fact that almost one-third of the teachers did not achieve scores that would indicate favorable opinions, suggests that a large minority of them are implementing their guidance responsibilities at a minimal level. Such teachers can be regarded as a part of the untapped potential for increasing the effectiveness of the total guidance program.

A second conclusion of the study is that teachers in Lutheran high schools do not have a complete understanding of their role in guidance.

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[1]Stewart, "Factors Influencing Teacher Attitudes," p. 733.

Evidence for this conclusion is the fact that over thirty per cent of them had TGOI scores in the "neutral" category, indicating they were undecided as to their responsibilities. Additional support for this conclusion is suggested by the finding that Lutheran high school teachers tend to accept certain areas of teacher responsibility in guidance more readily than others. It is hypothesized that if these teachers were to gain a better understanding of what their role should be and that it includes a variety of areas and functions, their contribution to the total guidance program would be enhanced.

On the basis of the findings related to the second major hypothesis (which indicated that certain variables were associated with the views of Lutheran high school teachers toward the teacher's role in guidance), it is concluded that there are two factors which appear to have an especially strong influencing nature on the way Lutheran high school teachers view their role in guidance. These are: length of teaching experience and previous course work in guidance and counseling.

Of the remaining five variables that were shown to be associated with the opinions of teachers, the data in regard to the extent of their influence is inconclusive.

For example, when sex and marital status were combined, married men had more favorable scores than single men while married women had higher scores than did single women. Both categories of men had higher scores than either category of women, indicating the influence of the sex factor. However, the differences in mean scores were only significant between married men and single women.

The fact that graduates of the teacher-education institutions operated by the church denomination (Lutheran Church-Missouri Synod) had significantly higher scores than those graduating from other types of institutions might be influenced by a number of factors. Perhaps the fact that the former are single-purpose institutions somehow has an effect, or that differences in curriculums in institutions may and probably do exist. It is suspected, however, that another plausible explanation would be that the differences found are related not only to differences in institutions, but to sex as well, since over eighty per cent of the men in the total sample were graduates of a Synodical Teachers College, and in this study, men in general had more favorable scores than women. It should be pointed out, however, that Stewart found significant differences at the .01 level in mean participation - in - guidance scores between institutions conferring degrees.[1]

Although it is interesting to note that for this study, significant differences were found among professional-church status groups, it was concluded that these results might also in part reflect the "men-women" differences found in the study since one of the groups was comprised entirely of men.

Although sex was found to be a significant factor in this study (and possibly contributed to some other differences found), the results of previous studies do not necessarily concur with this finding. That men tend to see their role in guidance more favorably than do women as indicated by this study, is supported by the study of Fishburn (men viewed the

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[1]Stewart, "Factors Influencing Teacher Attitudes," p. 734.

guidance-counseling role as being significantly more important than women).[1] However, it is not clear what would explain the fact that Stewart[2] found that women had significantly higher mean attitude-toward-guidance scores than did men, while Brown[3] found that sex (among other variables did not significantly affect the rating of four groups of school personnel with respect to the extent that teachers should perform certain guidance services.

In regard to the above conclusion that length of experience and previous course work in guidance and/or counseling appear to have special significance for the way teachers view their role in guidance, the fact that not only was length of teaching experience significantly related to differences in mean scores, but that scores tended to be more favorable as length of teaching increased suggests that more experienced teachers in Lutheran high schools have a more positive view of their role in guidance than do less experienced teachers. Such a conclusion is supported by the Fishburn study[4] which indicated that age and length of professional service were the factors most related to differences among teachers as to their ranking of six teacher-roles. Additional support is lent by Stewart's finding that years of experience was one of the optimal predictors of participation-in-guidance.[5]

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[1]Fishburn, "Teacher Role Perception," p. 57.

[2]Stewart, "Factors Influencing Teacher Attitudes," p. 733.

[3]Brown, "A Study of Attitudes Toward Guidance Functions of Teachers." p. 145.

[4]Fishburn, "Teacher Role Perception," p. 58.

[5]Stewart, "Factors Influencing Teacher Attitudes," p. 734.

The tendency for inventory scores to become larger as the number of courses taken in guidance and/or counseling increased would strongly suggest that such courses have a favorable impact on the opinions of Lutheran high school teachers toward their role in guidance.

## Recommendations

The results of this study, taken in conjunction with those of the other references cited, suggest the recommendations below.

1. Community Lutheran high schools should assure themselves that the necessary leadership needed to implement the full potential contribution of faculty members to an effective guidance program is available. Such leadership should reside especially in two areas:

    a. Administrators who have a strong commitment to guidance as a necessary and integral part of the total educational program of the school; and

    b. The guidance staff, provided the number and training of the guidance personnel is adequate for a particular school.

2. The administrators, guidance staffs, and classroom teachers in Lutheran high schools should co-operatively develop a statement of expectations regarding the teacher's function in guidance.

    a. Such a statement of expectations should take into account the recommended or suggested functions and responsibilities of teachers in guidance.

    b. Results of the administration of an instrument such as the Teacher Guidance Opinion Inventory to the school's

professional staff should also be considered in the development of the expectations.

c. Special attention should then be given to implementing these expectations, especially among new staff and/or inexperienced teachers.

d. As part of implementing such expectations, they should become part of the Faculty or Teacher Handbook, they should be given consideration in faculty meetings and any pre-school planning sessions, and should be discussed in orientation meetings for new faculty members.

e. Such expectations might also become part of any evaluative criteria for faculty that is utilized by a particular school.

3. Administrators, counselors, and classroom teachers in Lutheran high schools should undertake special efforts to communicate their various roles to each other, and to share their expectations of the roles of different school personnel.

a. One suggested means of accomplishing this would be by small group meetings in which a free and open atmosphere is maintained.

b. Another possible means of achieving this objective might be through special institutes and/or workshops which deal specifically not only with the roles of various school personnel, but also with ways in which these roles can be successfully communicated.

4. Lutheran high schools should increase their efforts to provide educational opportunities in guidance for their faculties. The role of teachers in guidance in these schools might be made more effective by providing ways and means for teachers:

   a. To enroll in academic courses in guidance (summer sessions and/or regular term classes); and

   b. To attend institutes and workshops dealing with guidance at the secondary education level.

5. Lutheran high schools should develop in-service programs for their faculties devoted to the subject of the teacher's responsibility in guidance.

   a. Such programs should include the philosophical base of the teacher's role and the positive outcomes of increased teacher involvement in guidance.

   b. In addition, workshops on specific areas of the teacher's role and responsibilities should be developed.

   c. Such programs and workshops should draw upon experienced teachers as possible resources.

6. Community Lutheran high schools should openly share among themselves information, ideas, programs, and problems relating to the role of the teacher in guidance.

7. Institutions preparing secondary school teachers, especially for Lutheran high schools, should consider adding a course or additional courses in guidance to the required curriculum for prospective secondary school teachers.

## Recommendations For Further Study

During the course of this study, other problem areas and related topics upon which research might be conducted became evident.

1. Because of the wide spread locations of community Lutheran high schools, the effect of other factors such as geographical location upon opinions of Lutheran high school teachers could be studied.

2. Whether attitudes of Lutheran high school teachers toward the teacher's role in guidance (and factors influencing them) are related to teachers' attitudes in other areas should be explored.

3. Student expectations regarding the guidance function of classroom teachers should be determined. In conjunction, whether or not students view teachers who express favorable opinions toward their role in guidance differently from those who do not would be another suitable area of exploration.

4. Whether the expressed attitudes of classroom teachers toward their role in guidance are being implemented for the benefit of students might be the subject of additional research.

5. An investigation ought to be undertaken which would compare the views of Lutheran high school teachers toward the role of the teacher in guidance with those of teachers in high schools connected with other religious denominations, those in private, non-religious schools, and those in public high schools.

6. A study or studies regarding the specific nature of religious factors in guidance in Lutheran high schools and their possible relation to teachers' attitudes toward their role in guidance could also be attempted.

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# APPENDIX A

## SEVENTY-FIVE ITEM INSTRUMENT

## USED IN THE PILOT STUDY

The following statements represent opinions concerning the responsibilities of classroom teachers at the high school level, and your agreement or disagreement will be determined on the basis of your particular conviction.

Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

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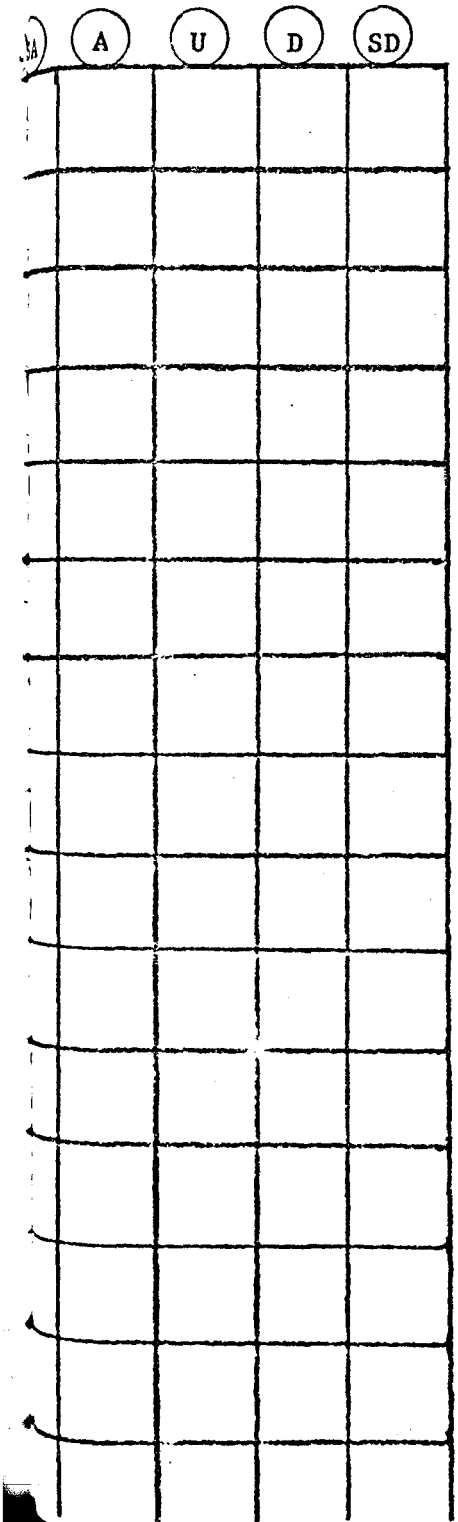
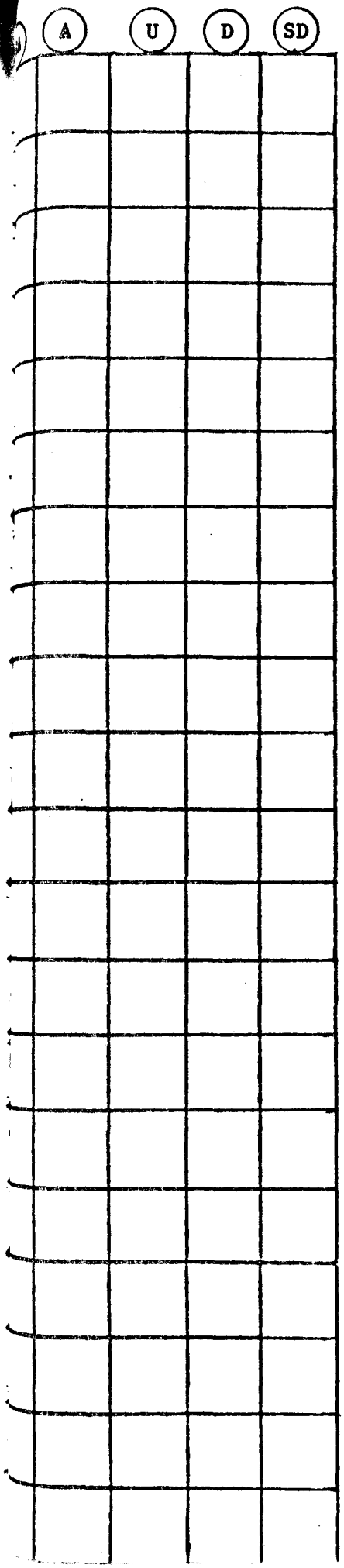
CLASSROOM TEACHERS ARE RESPONSIBLE FOR:




- 1. Making anecdotal records of their observations of some student
- 2. Registering new students.
- 3. Identifying and referring to the counselor pupils who have special needs.
- 4. Assisting students in selecting high school courses.
- 5. Arranging course transfers for students within the school.
- 6. Performing a guidance role in co-curricular or student activities.
- 7. Always being available to students.
- 8. Discussing with their students career opportunities which depend upon mastering present and future subject matter.
- 9. Scheduling students in classes.
- 10. Referring misbehaving students to the counselor.
- 11. Consulting with the counselor regarding needs and problems of individual students in their classes.
- 12. Assisting their students in the selection of extra-curricular activities.
- 13. Following and evaluating their students' progress in the academic area.
- 14. Contributing to the vocational planning of their students.
- 15. Working with students in their classes who are delinquent in attendance.




-16. Relating the subject matter they are teaching to future courses of their students.

-17. Counseling with students concerning academic failures.

-18. Making decision concerning student disciplinary action.

-19. Discussing in individual conferences with students their potentialities for certain future opportunities.

-20. Conferring with parents of students periodically.

-21. Encouraging their students to meet with the counselor(s).

-22. Counseling with potential dropouts.

-23. Assisting students with college plans.

-24. Following and evaluating their students' progress in the personal and social area.

-25. Counseling with students in evaluating personal assets and limitations.

-26. Assisting students with vocational plans.

-27. Making sociometric studies of their pupils in class activities.

-28. Counseling with students concerning learning difficulities.

-29. Providing information to their students on economic conditions related to future employment and education.

-30. Conducting guidance activities in the homeroom.

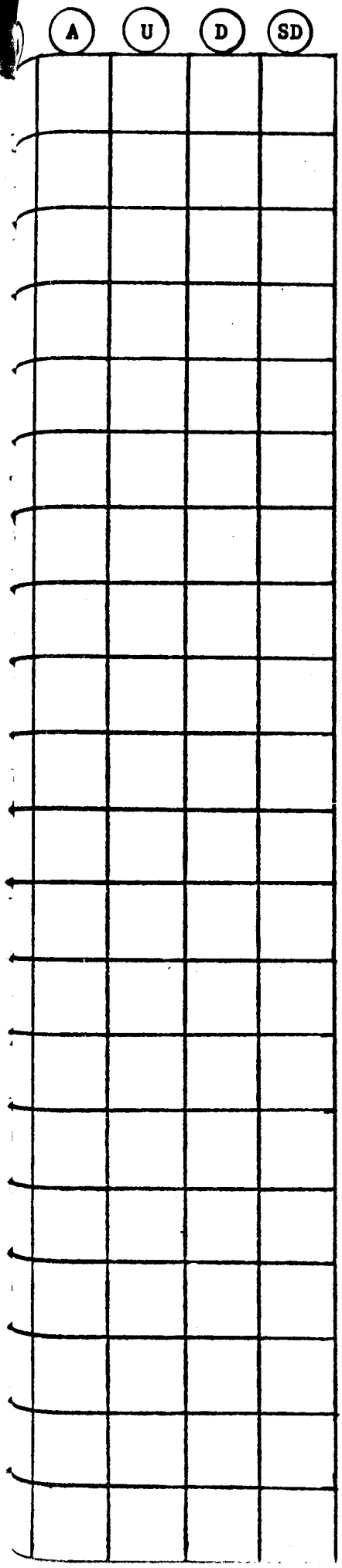
-31. Assisting their students in developing satisfactory relationships with others.

-32. Conducting guidance study units with classes of students.

-33. Counseling with students in their development of special abilities.

-34. Providing information concerning personal and social needs for their students.

-35. Reporting the results of sociometric or other studies done in the classroom to the counselor(s).




-36. Counseling students concerning discrepancy between ambitions and abilities.

-37. Utilizing available community guidance resources in their classes.

-38. Contributing to the educational planning of their students.

-39. Providing information concerning study habits for students.

-40. Giving individual attention to their students' problems of social adjustment.

-41. Counseling with students concerning military service.

-42. Providing college information for students.

-43. Giving periodic attention to discussing study problems and study conditions with their classes.

-44. Adapting their teaching methods and materials to the needs of their students.

-45. Being sensitive to such characteristics and behaviors of pupils which may indicate the necessity for special help.

-46. Counseling with students in regard to educational and vocational plans.

-47. Providing occupational information for students.

-48. Conducting informal interviewing with students.

-49. Providing students an opportunity to "talk through their problems".

-50. Reporting any formal or informal records (other than grades) they have kept of students in their classes to the counselor.

-51. Presenting specific study devices and methods of studying various phases of classwork to their students.

-52. Accumulating personality data on students.

-53. Participating in planning the guidance program of the school.

-54. Counseling with students concerning personal decisions.

-55. Diagnosing learning difficulties of students in their classes.

| A | U | D | SD | |
|---|---|---|---|---|
| | | | | -56. Participating in case conferences regarding individual students. |
| | | | | -57. Periodically reviewing with their students procedures that are appropriate for studying materials and processes involved in assigned units of work. |
| | | | | -58. Assisting their students to develop special interests and aptitudes. |
| | | | | -59. Conducting follow-up studies of graduates whom they have had in class. |
| | | | | -60. Visiting homes to confer with parents. |
| | | | | -61. Working actively in implementing the school's guidance program. |
| | | | | -62. Conducting follow-up studies of dropouts whom they have had in class. |
| | | | | -63. Following and evaluating their students' progress in the educational and vocational area. |
| | | | | -64. Making use of guidance records of their students. |
| | | | | -65. Scheduling new students into classes. |
| | | | | -66. Giving individual attention to students' problems of academic adjustment. |
| | | | | -67. Evaluating their students' adjustment to school environment. |
| | | | | -68. Conducting follow-up studies to consider effectiveness of homework. |
| | | | | -69. Administering standarized tests for guidance purposes. |
| | | | | -70. Contributing to the guidance records of students. |
| | | | | -71. Creating guidance opportunities in their teaching. |
| | | | | -72. Evaluating the effectiveness of extra-curricular activities in meeting their students' needs. |
| | | | | -73. Evaluating their students' adjustment to curriculum choices. |
| | | | | -74. Examining and studying the data about students in the cumulative records. |
| | | | | -75. Providing scholarship information for their students. |

# APPENDIX B

## "HIGH" MINUS "LOW" DIFFERENCES FOR ITEMS SELECTED FOR INSTRUMENT

ITEM MEANS AND HIGH MINUS LOW DIFFERENCES FOR ITEMS SELECTED FOR USE IN FINAL FORM OF INSTRUMENT

| Item Mean | "High" Mean | "Low" Mean | "High" Minus "Low" Difference | Item Number Pilot Group | Item |
|---|---|---|---|---|---|
| 2.7 | 3.4 | 1.8 | 1.6 | (67) | Evaluating their students' adjustment to school environment. |
| 2.3 | 2.9 | 1.4 | 1.5 | (27) | Making sociometric studies of their pupils in class activities. |
| 2.7 | 3.5 | 2.0 | 1.5 | (35) | Reporting the results of sociometric or other studies done in the classroom to the counselor(s). |
| 2.2 | 3.0 | 1.5 | 1.5 | (24) | Following and evaluating their students' progress in the personal and social area. |
| 3.0 | 3.7 | 2.2 | 1.5 | (50) | Reporting any formal or informal records (other than grades) they have kept of students in their classes to the counselor. |
| 3.0 | 3.5 | 2.1 | 1.4 | (39) | Providing information concerning study habits for students. |
| 2.7 | 3.4 | 2.0 | 1.4 | (22) | Counseling with potential dropouts. |
| 2.2 | 2.4 | 1.0 | 1.4 | (32) | Conducting guidance study units with classes of students. |
| 2.5 | 3.4 | 2.1 | 1.3 | (23) | Assisting students with college plans. |
| 2.0 | 2.7 | 1.4 | 1.3 | (29) | Providing information to their students on economic conditions related to future employment and education. |
| 3.1 | 3.6 | 2.3 | 1.3 | (20) | Conferring with parents of students periodically. |
| 2.7 | 3.3 | 2.0 | 1.3 | (71) | Creating guidance opportunities in their teaching. |
| 2.8 | 3.5 | 2.3 | 1.2 | (61) | Working actively in implementing the school's guidance program. |

| Item Mean | "High" Mean | "Low" Mean | "High" Minus "Low" Difference | Item Number Pilot Group | Item |
|---|---|---|---|---|---|
| 2.9 | 3.6 | 2.4 | 1.2 | (74) | Examing and studying the data about students in the cumulative records. |
| 2.7 | 3.2 | 2.0 | 1.2 | (37) | Utilizing available community guidance resources in their classes. |
| 2.8 | 3.5 | 2.3 | 1.2 | (31) | Assisting their students in developing satisfactory relationships with others. |
| 2.9 | 3.6 | 2.5 | 1.1 | (19) | Discussing in individual conferences with students their potentialities for certain future opportunities. |
| 3.2 | 3.8 | 2.7 | 1.1 | (21) | Encouraging their students to meet with the counselor(s). |
| 3.2 | 3.7 | 2.6 | 1.1 | (64) | Making use of guidance records of their students. |
| 2.6 | 3.2 | 2.1 | 1.1 | (60) | Visiting homes to confer with parents. |
| 2.4 | 3.0 | 2.0 | 1.0 | (54) | Counseling with students concerning personal decisions. |
| 2.3 | 2.8 | 1.8 | 1.0 | (34) | Providing information concerning personal and social needs for their students. |
| 3.1 | 3.6 | 2.6 | 1.0 | (70) | Contributing to the guidance records of students. |
| 3.1 | 3.7 | 2.7 | 1.0 | (57) | Periodically reviewing with their students procedures that are appropriate for studying materials and processes involved in assigned units of work. |
| 3.5 | 4.0 | 3.0 | 1.0 | (45) | Being sensitive to such characteristics and behaviors of pupils which may indicate the necessity for special help. |

| Item Mean | "High" Mean | "Low" Mean | "High" Minus "Low" Difference | Item Number Pilot Group | Item |
|---|---|---|---|---|---|
| 3.5 | 3.9 | 2.9 | 1.0 | (44) | Adapting their teaching methods and materials to the needs of their students. |
| 3.1 | 3.5 | 2.5 | 1.0 | ( 1) | Making anecdotal records of their observations of some students. |
| 3.0 | 3.5 | 2.6 | .9 | (43) | Giving periodic attention to discussing study problems and study conditions with their classes. |
| 2.1 | 2.5 | 1.6 | .9 | (30) | Conducting guidance activities in the homeroom. |
| 2.3 | 2.6 | 1.7 | .9 | (46) | Counseling with students in regard to educational and vocational plans. |

# APPENDIX C

## COVERING LETTER - INFORMATION SHEET - INVENTORY

Concordia Teachers College

November 8, 1971

Dear Colleague:

I am currently involved in a research project for which I am requesting your help.

The project is one with a dual purpose. In part, it grows out of my doctoral studies and is designed to explore some aspects of Lutheran secondary education and Lutheran high school teachers which have received little if any attention in the past. Hopefully, the observations that are made on the basis of the information can contribute to the increased effectiveness of Lutheran teachers and the high schools in which they serve.

Secondly, since the project is undertaken with the cooperation of the Lutheran High School Association, the data will provide the opportunity for the Association to be introspective about its own work and function.

Because the Lutheran High School Association is interested in the study, both they and I request your participation in the project and your cooperation in providing the needed information.

Enclosed you will find two items (stapled together), an information sheet and a brief opinionnaire regarding the responsibilities of high school classroom teachers. If the study is to meet its objectives, we will need both of these completed by you. Please do not separate the stapled pages. Both items have been designed in such a way as to require only a short amount of your time.

The information requested is annoyomous and so we hope you will respond as honestly as possible. Individual returns will be seen only by myself.

On the information sheets, please consider "teaching experience" as involvement in professional education if your position is such that you have no classroom teaching responsibilities.

Please return the completed forms by Monday, November 15 to the secretary in the main office in your school. When you turn them in, be sure that your name is crossed off the faculty roster as having returned the completed forms, since this will save us contacting you later about returning them.

Following the completion of the study, the results will be available to you if you are interested.

Both the Association and myself thank you in advance for taking time from your busy schedule to provide the information we have requested. Your cooperation is deeply appreciated.

Sincerely,

John D. Jungemann

7400 AUGUSTA STREET, RIVER FOREST, ILLINOIS 60305

PLEASE PROVIDE THE INFORMATION REQUESTED BELOW

SEX

) ____Male
) ____Female

MARITAL STATUS

) ____Single
) ____Married
) ____Other

LENGTH OF PREVIOUS TEACHING EXPERIENCE
(do not include current year)

) ____0 yrs.
) ____1 - 3 yrs.
) ____4 - 8 yrs.
) ____9 - 15 yrs.
) ____16 yrs. and over

LEVEL OF PREVIOUS TEACHING EXPERIENCE

) ____Elementary (Grades 1 - 5)
) ____Elementary (Grades 6 - 8)
) ____Experience at both of above levels
) ____Secondary experience only
) ____Not applicable

CURRENT PRIMARY TEACHING LEVEL

) ____Fr. - Soph.
) ____Soph. - Jr.
) ____Jr. - Sr.
) ____Not applicable

UNDERGRADUATE TRAINING

) ____Synodical Teachers College
) ____Synodical seminary
) ____Non-synodical Lutheran institution
) ____Private, non-Lutheran institution
) ____State college/university
) ____Other

PRIMARY TEACHING AREA

(01) ____Social Science
(02) ____Mathematics
(03) ____Natural Science
(04) ____Religion / Theology
(05) ____Physical Education
(06) ____Industrial Arts
(07) ____English (Speech / Drama)
(08) ____Music
(09) ____Foreign Language
(10) ____Business / Commercial
(11) ____Other (please specify)

_____

(12) ____Not applicable

AMOUNT OF GRADUATE TRAINING

(1) ____Bachelor's degree only
(2) ____Bachelor's plus less than 1/2 of work toward Master's
(3) ____Bachelor's plus 1/2 or more of work toward Master's
(4) ____Master's degree
(5) ____Master's plus 1-12 graduate hours
(6) ____Master's plus 13 or more graduate hours

NUMBER OF PREVIOUS COURSES IN GUIDANCE / COUNSELING

(1) ____0
(2) ____1
(3) ____2 - 3
(4) ____4 - 5
(5) ____6 or more

PROFESSIONAL CHURCH STATUS

(1) ____Called teacher
(2) ____Ordained minister
(3) ____Lay
(4) ____Other (please specify)

_____

CURRENT ASSIGNED DUTIES

(1) ____Full-time classroom

(2) ____Full-time administration

(3) ____Full-time guidance / counseling

(4) ____Part-teaching plus part-guidance/counseling

(5) ____Part-teaching plus part-administration

(6) ____Other (please specify) _____

_____

# OPINIONNAIRE

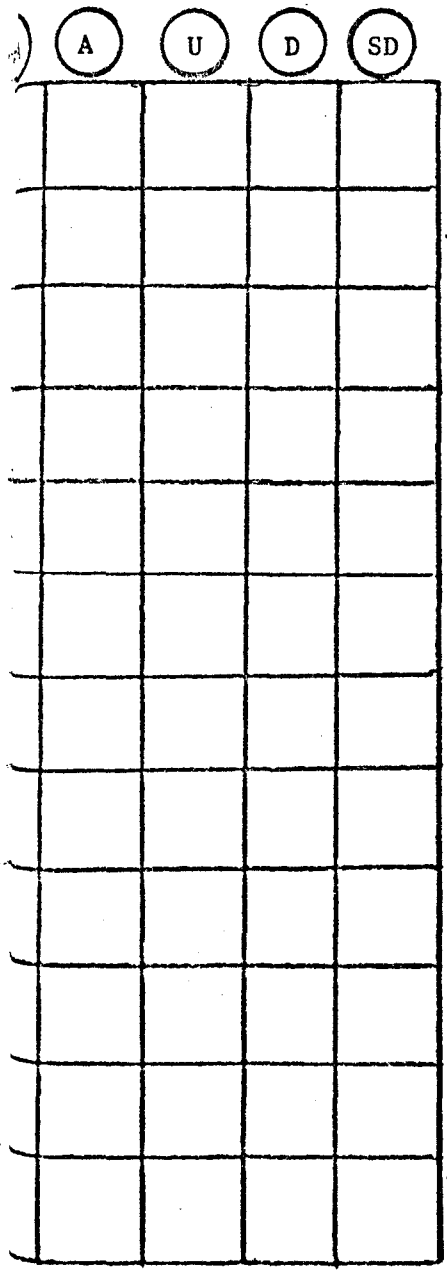
The following statements represent opinions concerning the responsibilities of high school classroom teachers, and your agreement or disagreement will be determined on the basis of your particular conviction.

Kindly check your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

SA = I strongly agree
A = I agree
U = I am undecided
D = I disagree
SD = I strongly disagree

---

HIGH SCHOOL CLASSROOM TEACHERS ARE RESPONSIBLE FOR:




- 1. Making anecdotal records of their observations of some students.
- 2. Providing information concerning study habits for students.
- 3. Discussing in individual conferences with students their potentialities for certain future opportunities.
- 4. Conferring with parents of students periodically.
- 5. Encouraging their students to meet with the counselor(s).
- 6. Counseling with potential dropouts.
- 7. Following and evaluating their students' progress in the personal and social area.
- 8. Assisting students with college plans.
- 9. Making sociometric studies of their pupils in class activities.
- 10. Providing information to their students on economic conditions related to future employment and education.
- 11. Conducting guidance activities in the homeroom.
- 12. Assisting their students in developing satisfactory relationships with others.

HIGH SCHOOL CLASSROOM TEACHERS ARE RESPONSIBLE FOR:

| A | U | D | SD | |
|---|---|---|---|---|
| | | | | -13. Utilizing available community guidance resources in their classes. |
| | | | | -14. Conducting guidance study units with classes of students. |
| | | | | -15. Giving periodic attention to discussing study problems and study conditions with their classes. |
| | | | | -16. Providing information concerning personal and social needs for their students. |
| | | | | -17. Sharing the results of sociometric or other studies done in the classroom with the counselor(s). |
| | | | | -18. Adapting their teaching methods and materials to the needs of their students. |
| | | | | -19. Being sensitive to such characteristics and behaviors of pupils which may indicate the necessity for special help. |
| | | | | -20. Counseling with students in regard to educational and vocational plans. |
| | | | | -21. Visiting homes to confer with parents. |
| | | | | -22. Working actively in implementing the school's guidance program. |
| | | | | -23. Sharing any formal or informal records they have kept of students in their classes with the counselor(s). |
| | | | | -24. Making use of guidance records of their students. |
| | | | | -25. Counseling with their students concerning personal decisions. |
| | | | | -26. Evaluating their students' adjustment to school environment. |
| | | | | -27. Contributing to the guidance records of students. |
| | | | | -28. Periodically reviewing with their students procedures that are appropriate for studying materials and processes involved in assigned units of work. |
| | | | | -29. Creating guidance opportunities in their teaching. |
| | | | | -30. Examining and studying the data about their students in the cumulative records. |

# APPENDIX D

## DATA REGARDING MEAN SCORES BY SCHOOLS

COMPARISON OF MEAN SCORES BY SCHOOLS USED IN THE STUDY

Multiple Range Test (Duncan)

Means In Order Of Original Treatment

| Treatment Number | Label | N | Means | Standard Deviation | Rank |
|---|---|---|---|---|---|
| 1 | School B | 27 | 116.33 | 11.01 | 3 |
| 2 | School A | 45 | 112.11 | 12.59 | 2 |
| 3 | School C | 68 | 111.25 | 15.52 | 1 |

Computed Ranges For .05 Level Of Significance
(Duncan's New Multiple Range Test)

| Number Of Groups In Subset | Range |
|---|---|
| 2 | 2.80 |
| 3 | 2.95 |

Comparison Of Means

| Treatment Number: | 3 | 2 | 1 |
|---|---|---|---|
| Means: | 111.25 | 112.11 | 116.33 |

# APPENDIX E

## EXAMPLES OF COMPUTER PRINT-OUT SHEETS FOR ANALYSIS OF OPINIONNAIRE ITEMS AND MULTIPLE RANGE TEST

| | | | |
|---|---|---|---|
| VARIABLE NUMBER . . . . . | 1 | MAXIMUM | 5.0000000 |
| NAME . . . . . | * | MINIMUM | 0.0000000 |
| NUMBER OF DISTINCT VALUES . | 6 | RANGE | 5.0000000 |
| NUMBER OF VALUES COUNTED. . | 140 | MEDIAN | 4.0000000 |
| NUMBER OF VALUES NOT COUNTED | 0 | MODE | 4.0000000 |
| | | MEAN | 3.5285711 |
| | | ST.DEV. | 1.2021732 |
| | | S.E.M. | 0.1016021 |

EACH "H" REPRESENTS 7.30 COUNTS

MIN----------MAX

* ASSUMED NAME

| VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0. | 5 | 3.6 | 3.6 | 2. | 14 | 10.0 | 17.9 | 4. | 73 | 52.1 | 85.0 | | | | |
| 1. | 6 | 4.3 | 7.9 | 3. | 21 | 15.0 | 32.9 | 5. | 21 | 15.0 | 100.0 | | | | |

| | | | |
|---|---|---|---|
| VARIABLE NUMBER . . . . . | 2 | MAXIMUM | 5.0000000 |
| NAME . . . . . | * | MINIMUM | 0.0000000 |
| NUMBER OF DISTINCT VALUES . | 6 | RANGE | 5.0000000 |
| NUMBER OF VALUES COUNTED. . | 140 | MEDIAN | 4.0000000 |
| NUMBER OF VALUES NOT COUNTED | 0 | MODE | 4.0000000 |
| | | MEAN | 3.9857140 |
| | | ST.DEV. | 1.0034876 |
| | | S.E.M. | 0.0848101 |

EACH "H" REPRESENTS 7.60 COUNTS

MIN----------MAX

* ASSUMED NAME

| VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM | VALUE | COUNT | PERCENTS CELL | PERCENTS CUM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0. | 2 | 1.4 | 1.4 | 2. | 10 | 7.1 | 10.0 | 4. | 76 | 54.3 | 70.7 | | | | |
| 1. | 2 | 1.4 | 2.9 | 3. | 9 | 6.4 | 16.4 | 5. | 41 | 29.3 | 100.0 | | | | |

B*DQTY - MULTIPLE RANGE TESTS - REVISED SEPTEMBER 12, 1969
HEALTH SCIENCES COMPUTING FACILITY, UCLA

REVISED BY
CHARLES D. RUTZ, SYSTEMS SPECIALIST
CHICAGO DISTRICT, UNIVAC

PROGRAM REVISED FOR SERIES 70 MARCH, 1972
WRITE UP REVISED OCTOBER, 1971

PROBLEM CODE SCORE
NUMBER OF TREATMENT GROUPS 3
NUMBER OF VARIABLE FORMAT CARDS 1
DATA INPUT TAPE 5
NUMBER OF CODE CARD(S) 0

ANALYSIS OF VARIANCE

| | SUM OF SQUARES | DF | MEAN SQUARE | F RATIO |
|---|---|---|---|---|
| BETWEEN GROUPS | 16880.3980 | 2 | 8440.1992 | 154.4527 |
| WITHIN GROUPS | 7431.8359 | 136. | 54.6458 | |
| TOTAL | 24312.2340 | 138. | | |

TREATMENT MEANS IN ORIGINAL ORDER

| TREATMENT NUMBER | LABEL | MEAN | STANDARD DEVIATION | NUMBER OF REPLICATIONS | RANK |
|---|---|---|---|---|---|
| 1 | UNDECI | 97.651 | 7.7271 | 43. | 1 |
| 2 | AGREE | 118.367 | 7.4266 | 90. | 2 |
| 3 | STR AG | 139.333 | 1.7504 | 6. | 3 |

TREATMENT MEANS IN RANKED ORDER

| RANK | LABEL | MEAN | NUMBER OF REPLICATIONS | TREATMENT NUMBER |
|---|---|---|---|---|
| 1 | UNDECI | 97.651 | 43. | 1 |
| 2 | AGREE | 118.367 | 90. | 2 |
| 3 | STR AG | 139.333 | 6. | 3 |

COMPUTED RANGES FOR ALPHA=0.05 (DUNCAN'S NEW MULTIPLE RANGE TEST)

| NO. OF GROUPS IN SUBSET | RANGE |
|---|---|
| 2 | 2.8011 |
| 3 | 2.9455 |

THERE ARE NO HOMOGENEOUS SUBSETS - ANY TWO MEANS DIFFER SIGNIFICANTLY.

B-007V - MULTIPLE RANGE TESTS - REVISED SEPTEMBER 12, 1969
HEALTH SCIENCES COMPUTING FACILITY, UCLA

REVISED BY
CHARLES D. RUTZ, SYSTEMS SPECIALIST
CHICAGO DISTRICT, UNIVAC

PROGRAM REVISED FOR SERIES 70 MARCH, 1972
WRITE UP REVISED OCTOBER, 1971

PROBLEM CODE GR-TRA
NUMBER OF TREATMENT GROUPS 6
NUMBER OF VARIABLE FORMAT CARDS 1
DATA INPUT TAPE 5
NUMBER OF COEF CARD(S) 0

ANALYSIS OF VARIANCE

| | SUM OF SQUARES | DF | MEAN SQUARE | F RATIO |
|---|---|---|---|---|
| BETWEEN GROUPS | 1149.2327 | 5 | 229.8465 | 1.2016 |
| WITHIN GROUPS | 25631.5460 | 134. | 191.2802 | |
| TOTAL | 26780.7770 | 139. | | |

TREATMENT MEANS IN ORIGINAL ORDER

| TREATMENT NUMBER | LABEL | MEAN | STANDARD DEVIATION | NUMBER OF REPLICATIONS | RANK |
|---|---|---|---|---|---|
| 1 | B ONLY | 111.051 | 16.4107 | 39. | 2 |
| 2 | B LESS | 109.133 | 11.9992 | 30. | 1 |
| 3 | B MORE | 115.364 | 16.7574 | 22. | 5 |
| 4 | MAST | 112.067 | 11.1705 | 15. | 3 |
| 5 | M+1-12 | 119.083 | 6.5982 | 12. | 6 |
| 6 | M+13+ | 113.545 | 12.1487 | 22. | 4 |

TREATMENT MEANS IN RANKED ORDER

| RANK | LABEL | MEAN | NUMBER OF REPLICATIONS | TREATMENT NUMBER |
|---|---|---|---|---|
| 1 | B LESS | 109.133 | 30. | 2 |
| 2 | B ONLY | 111.051 | 39. | 1 |
| 3 | MAST | 112.067 | 15. | 4 |
| 4 | M+13+ | 113.545 | 22. | 6 |
| 5 | B MORE | 115.364 | 22. | 3 |
| 6 | M+1-12 | 119.083 | 12. | 5 |

COMPUTED RANGES FOR ALPHA=0.05 (DUNCAN'S NEW MULTIPLE RANGE TEST)

| NO. OF GROUPS IN SUBSET | RANGE |
|---|---|
| 2 | 2.8014 |
| 3 | 2.9459 |
| 4 | 3.0379 |
| 5 | 3.1086 |
| 6 | 3.1682 |

THERE ARE 1 HOMOGENEOUS SUBSETS (SUBSETS OF ELEMENTS, NO PAIR OF WHICH DIFFER BY MORE THAN THE SHORTEST SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE) WHICH ARE LISTED AS FOLLOWS

( B LESS , B ONLY , MAST , M+13+ , B MORE , M+1-12 )

## APPROVAL SHEET

The dissertation submitted by John D. Jungemann has been read and approved by members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 11 1972.
Date

David Wellington
Signature of Advisor