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## Perception of Counseling Services in Job Corps by Corpsmembers, Counselors, Staff, and Administrators

Harry Kall  
*Loyola University Chicago*

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PERCEPTION OF COUNSELING SERVICES IN JOB CORPS BY  
CORPSMEMBERS, COUNSELORS, STAFF, AND ADMINISTRATORS

by  
Harry Kall

A Dissertation Submitted to the Faculty of the School of Education  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

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## ABSTRACT

This investigation explored corpsmember and major constituent groups' Ideal and Real perceptions of the counseling services provided at a large, urban Job Corps Center. A 54-item Likert type scale was developed to assess the perceptions of the respondents across two dimensions:

1. Their perception of the services as they are currently offered (Real).
2. Their perception of the services as they should be offered (Ideal).

Each item of the scale addressed one of four major counseling areas: personal-social dimension, educational guidance, vocational guidance, and an evaluation component.

The 54 items were randomized in the questionnaire and the subjects responded to each item twice. The first response assessed the subject's 'Real' perception, the second response assessed the subject's 'Ideal' response of the services.

Some of the major findings from the study are summarized below:

1. Staff members differed significantly in their 'Real' and 'Ideal' views of the services offered at the center. The need for these services was perceived at a significantly greater level than the level currently being provided ( $p < .05$ ).

2. Corpsmembers were significantly more dissatisfied with the services as they are currently being provided compared to the staff members ( $p < .05$ ).
3. All subjects perceived the level of services currently being offered significantly lower than they would like to see them offered ( $p < .05$ ).
4. The teaching and administrative staffs held the strongest view that the Real services currently being provided at the Center need improvement. Counselors and residential staff were the most supportive of the level of services currently being provided ( $p < .05$ ).

Additional descriptive variables used to examine corpsmember perceptions of the counseling service were: users and non-users, age, sex, and race.

The dissatisfaction of the corpsmembers with the counseling services is a serious problem requiring further investigation. It is unclear if this level of dissatisfaction was a function of the counseling model employed, the personal dynamics of the counselors, the personal dynamics of the corpsmembers, or some broader dissatisfaction with the totality of the Job Corps Program which in turn has been projected on the counseling services, since this was the area of study in this investigation. In all likelihood, the corpsmembers' dissatisfaction is an interaction of two or more of the variables mentioned. Several converging experiments could be conducted which would clarify this complex issue.

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## VITA

Harry Kall, son of Bessie and George Kall, was born June 28, 1948 in Chicago, Illinois.

He was graduated from Wells High School in June, 1966. In April, 1970, he received a Bachelor of Arts degree, majoring in Biology from Northeastern Illinois University. In January, 1975, the Master of Arts degree was earned from Northeastern Illinois University in Guidance and Counseling. The Doctor of Education degree in Counseling from Loyola University of Chicago was conferred upon him May, 1981.

He has been active in education since 1970 in various capacities: high school teacher, counselor, department chairperson, college teacher, and mental health consultant. Currently, he is a counselor at Roberto Clemente High School in Chicago, Illinois.

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## CHAPTER I

### INTRODUCTION

Job Corps is an alternative educational and vocational program that is totally funded and operated by the Federal Government. The provisions for Job Corps were enacted by congressional action under the Economic Opportunity Act of 1964. The authority for the program was transferred intact under Title IV of the Comprehensive Employment and Training Act which was passed in 1973. Over its seventeen year existence, Job Corps has developed into the most complex of all Federal employment and training programs because it is so comprehensive in its treatment.

Job Corps' purpose is to assist impoverished youth between the ages of 17-21 who can benefit from intensive programs in educational, vocational skills training, and other services. In a report entitled The Expansion and Enrichment of the Job Corps (March, 1978), the purpose and aim of the Job Corps program is further delineated:

The Job Corps is a critically important element in combatting the employment problems of disadvantaged youth. The program provides comprehensive services including vocational skills

training, basic education, health care, and residential support for young people who are poor, out of school, and out of work. Its aim is to break the cycle of poverty permanently by improving lifetime earning prospects (p. 1).

The concept of 'alternative education' is a term used to describe programs which try to succeed where the public school from which they all came has failed. Therefore, Job Corps operates under the assumption that the fact the enrollees failed in the traditional program does not necessarily mean that the student is unteachable, only that he/she is unteachable under the circumstances in which mass education is currently being offered. As a result, Job Corps was conceived of as a second chance for disadvantaged youth by assisting them to catch up on their schooling so that the cycle of poverty, which feeds on poor education and dead end jobs may be broken. More specifically, Job Corps was conceived of as a therapeutic environment, where adolescents could learn, work, receive preventive medical and dental services, and individual counseling to help them adjust and increase their self-esteem. Currently, in order to enhance this process, there is a concerted effort in Job Corps to view the enrollee within the context of his/her family and/or significant environmental settings.

This move toward the social development aspects will enable the corpsmember to develop more efficient coping skills with life in the world outside of Job Corps. As a result, counselors are charged along with other staff to influence the personal and social development of corpsmembers in work, educational, and leisure-time activities.

In Job Corps settings, the guidance and counseling service is in part inherently a segment of a larger organizational system, namely, the Center. Within the Job Corps there exists three major constituent groups: corpsmembers, vocational and basic education teachers, and administrators whose differing perceptions ultimately will affect the delivery service. In regard to the administrative component, who is charged with carrying out both national and regional policy, they sets the physical and non-physical environments or "climate" which allows for the facilitation of the guidance services.

Teachers also have an impact on the facilitation of the services both formally and informally (Schlechty, 1976, p. 226). In a formal capacity, the teacher has the opportunity to conduct guidance and counseling activities within the classroom. Informally,

teachers impact students' perceptions of the guidance services by virtue of their position within the larger organization, by the comments they make, and by their willingness to make referrals to counselors due to misperceptions of a counselor's role and function. Rippee, Hanvey, and Parker (1965) in a study on the influence of the counselor role found widespread misunderstandings and misconceptions of the counselor's role.

In other research, there are indications that student perceptions of counseling centers, accurate or inaccurate, tend to influence the types of problems that students bring to a counseling center (Frankel and Perlman, 1969). Although this study was based on a college it is likely that the implications are similar in Job Corps.

It then becomes evident that if a program has undergone quantitative and qualitative evaluations and even may be truly functioning optimally, if it is not perceived that way by the major constituent groups or service receivers themselves, the goals and service delivery of that organization or department will be weakened or thwarted. More specifically, if a given center is considered to be running effectively, but

but is not perceived in such a manner, the guidance and counseling delivery system will lose credibility, and students could, as a result, be reluctant to use the services.

Messick (1971), commenting on educational change and organizational complexities states:

It looks as if the nature of the thing to be changed and the educational arena is not only a complex system composed of many constituents but a complex culture comprising multiple roles and pluralistic values, and if we are to understand the functioning of the system ... or to change it ... we must take into account the interplay of these roles and values in supporting or subverting system regularities. Sources and direction of change are also primarily a function of value perspectives and individual and social values, must therefore play a central role - often implicitly in educational planning and decision-making (p. 16).

Messick (1971) goes on to claim that we need to develop methodologies for objectively determining and describing basic characteristics of system functioning. Therefore, it becomes vitally evident to incorporate procedures for assessing perceptions and attitudes of the various subgroups of an organizational system and also attempt to unravel dimensions of consensus.

### Purpose of the Study

The purpose of this study is to investigate corpsmember (student), staff, counselor, and administrator perceptions of Job Corps counseling services. Specifically, this study will attempt to provide information about corpsmembers' views of the guidance and counseling delivery needs. Additionally, this study will attempt to provide an overall assessment of the effectiveness of counseling services at a Job Corps Center.

The impact of this study will provide Job Corps with assessments on the basis of major constituent group perceptions of the role of counselors as judged to be important by the Residential Living Manual (1972) of Job Corps. Finally, this study will contribute to the knowledge base in regard to the real and ideal perceptions of the guidance and counseling delivery system within Job Corps for counselors, mental health consultants, social workers, health educations, and administrators.

### Statement of the Problem

Included in Job Corps is a mandate for an effective and comprehensive mental health program



(U.S. Department of Labor, Technical Supplement D, 1976). The mental health program of Job Corps is considered to be an important aspect of a corpsmembers' functioning, social development, and even upon a corpsmember's termination. As a result, it becomes vitally important for each center to be involved in assessment which yields information regarding the impact of the guidance and counseling services upon the receivers.

The mandate for counseling and its importance to the Job Corps educational program is also based on Federal legislation (Federal Register, 1979, p. 64307). As a result, the Residential Living Manual (1972) which among other services, describes the Job Corps guidance and counseling program in detail is reflective of the provisions which have been legislated and Federally mandated. Therefore, it becomes imperative that the intended effects of the program be constantly measured and monitored. The problem which this study addresses then, concerns the perceptions of corpsmembers, staff, counselors, and administrative perceptions of the Job Corps counseling services. The problem can be clarified by asking the following research questions:

1. Do staff members experience significant difference in their perceptions of the services that they are offered versus the services they believe should be offered?
2. Do corpsmembers experience significant difference in their perceptions of the services that are offered versus the services they believe should be offered?
3. Are the perceptions of the staff and corpsmember body congruent in regard to the appropriateness of the services offered?
4. Do staff members differ in their 'Real' and 'Ideal' view of the services offered based on the capacity in which they function?
5. Are corpsmember perceptions of the services offered influenced along age, sex, or racial lines?
6. Do corpsmember perceptions of 'Real' and 'Ideal' views of the services influenced by their use or non-use of the counseling services?

This research will attempt to gather and analyze data on the members' perception of the counseling delivery system in a non-traditional educational setting on which little or no research has been conducted. In addition, this investigation will supplement the knowledge regarding perceptual appropriateness of the counseling delivery system by organizational member.

### Definition of Terms

For the purpose of clarity, the frequently used terms are defined as they pertain to the research involved in this study.

#### Administrators

Those members who by contract are employed to serve designated supervisory and administrative functions.

#### Center

The residential site.

#### Constituency Groups

Any of the groups defined herein as corps-members, teachers, administrators, counselors, and task force members.

Corpsmember

A residential student of Job Corps.

Counselors

Those members so entitled by contract or duties to dispense the services of the counseling center.

Educational Guidance

Counseling sought out by corpsmembers that focuses on educational concerns.

Evaluation

Research and/or program evaluation conducted by the counseling staff.

Ideal

A description of the respondent's perception of the level at which the guidance delivery services should be offered.

Is

Term used interchangeably with "Real"; see Real.

Non-User

The non-user is characterized by not having seen a counselor, or the counseling center.

Perception

A respondent's notion or conception.

Personal-Social Counseling

Assistance sought out by corpsmembers that focuses on personal concerns.

Real

A description of the respondent's perception of the current level of guidance delivery services; term used interchangeably with "Is".

Residential Living Manual

This manual contains the guidelines of the Residential Program in Job Corps.

Services

Used to characterize the four major tasks (personal-social counseling, evaluation, educational guidance, and vocational guidance) of the counseling department in Job Corps as detailed in the Residential Living Manual, (1972).

Should Be

Term used interchangeably with "Ideal"; see Ideal.

Staff

Those members providing direct service to the corpsmembers: administrators, counselors, residential advisors, and teachers.

Task Force Group

National group organized for the purpose of determining action steps that will qualitatively improve Job Corps' human product.

Teacher

Those members so entitled by contract who are employed in classroom educational and vocational instructional capacities.

User

Used to describe those corpsmembers who have made an appointment to see a counselor.

Vocational Guidance

Counseling sought out by corpsmembers that focuses on career and vocational concerns.

### Research Hypotheses

To meet the purposes of this study, the following null hypotheses will be investigated:

- H<sub>1</sub> There will be no significant differences in the Real and Ideal staff perceptions of the guidance and counseling services provided at the Job Corps center.
- H<sub>2</sub> There will be no significant differences in the Real and Ideal corpsmember perceptions of the guidance and counseling services provided at the Job Corps center.
- H<sub>3</sub> There will be no significant differences between the staff and corpsmember perceptions of the Real and Ideal guidance and counseling services at the Job Corps center.
- H<sub>4</sub> There will be no significant difference in the staffs' perception of the Real and Ideal guidance and counseling services when the staff is classified by job function.
- H<sub>5</sub> There will be no significant difference in the corpsmembers' Real and Ideal perceptions

of the guidance and counseling services offered by the center when the subjects are classified by age.

H<sub>6</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal guidance and counseling services when subjects are classified by sex.

H<sub>7</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal services provided by the center when the members are classified by race.

H<sub>8</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal services at the center when the members are classified by the number of appointments made with the counseling staff.



### Limitations of the Study

In this investigation there were limitations which follow, that were not able to be controlled. They included:

1. Since the nature of the investigation was a single institution field study, the results of this study cannot be reliably generalized to other populations or Job Corps centers.
2. There were no measuring instruments utilized in other studies which would cover the variables of measured interest in this study, nor appropriate to the design or population being investigated. Therefore, content and face validity were utilized in the development of the instrument.
3. This investigation lacks the strength of comparison to other studies primarily due to the lack of similar investigations designed to 'tap' the perceptions of counselor function in non-traditional educational settings.
4. Of a total of 220 returned questionnaires, 39 were not utilized as they were returned

without a 'consent to participate' form (See Appendix F). An additional 27 questionnaires were not utilized due to inaccurate completion. Therefore, 30 percent of the questionnaires were not utilized. According to Ary, Jacobs, and Razavieh (1972, p. 171), the goal in a questionnaire study is that the non-return rate should not exceed 30 percent because it may damage the generalizability of the results. In this investigation, the usable return rate of 70 percent fell within the guidelines described above.

#### Outline of the Study

Chapter I presented an introduction to the problem, identified the purpose of the study and gave a statement of the problem to be investigated. Definitions of terms that are used along with guiding research hypotheses were presented. Finally, limitations to the study were elaborated upon.

Chapter II will develop the relevant literature which will provide the essential background and knowledge for this investigation.

Chapter III will present the methods and procedures of the study. This chapter will describe

the methods employed to accomplish the purposes of this study.

Chapter IV will include the results of the statistical analyses. The statistical analysis-hypothesis testing format will be utilized.

Chapter V will contain a summary of the significant findings, conclusions reached, and implications of the study, and recommendations for further research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The mental health program of Job Corps is considered to be an important component of the corpsmember's support system in Job Corps. An exhaustive review of the literature reveals that there has been extensive research on Job Corps programs, but there has been no research on the perceptions of counseling services in Job Corps. The review of the literature will describe the Job Corps program and draw upon the available research.

The chapter is divided into five sections. The first section details the emergence and rationale for the inception of the Job Corps Program. The second section capsulizes the growth of Job Corps. Section three will focus on research studies within Job Corps. The fourth section will examine the components of Residential Living in Job Corps, that are congruent with this study. Lastly, section five will detail the counseling program of Job Corps.

### Inception of Job Corps

The roots of Job Corps can be traced back to the Civilian Conservation Corps which was an outgrowth of the New Deal in the thirties (Levitan and Johnston, 1975, p. 2), however, there was little similarity between the two programs. The CCC was created as a response to the 'Great Depression' in an effort to create jobs, but provided little or, at times, no training. Job Corps legislation was begun as early as 1958 by Senator Hubert H. Humphrey who spirited the notion of residential youth conservation corps (Levitan and Johnston, 1975, p. 3). It was basically a response to increasing unemployment of minority youth even though the general unemployment picture of the nation as a whole was low.

As a result of the post-World War II baby boom, youth, and especially disadvantaged youth, unemployment was on a disproportionate upward swing. According to Levitan and Mangum (1969, p. 164), the bill was opposed by segregationists as well as opponents of the welfare legislation. However, growing awareness of the problems of impoverished youth forced the issue to be reopened, and the Job Corps

proposal was again resubmitted as part of the Johnson administration antipoverty bill (Levitan and Johnston, 1975, p. 3). The final version of the 1964 Job Corps bill was created as part of the Economic Opportunity Act of 1964 under the Johnson administration. This bill was to allow for the establishment of residential centers where youth would receive vocational and educational training. The EOA (1964) established two types of training centers:

1. urban centers designed to offer vocational training for corpsmembers with a reading level of sixth grade or better; and,
2. conservation centers that would work with corpsmembers who lacked basic educational skills.

Sargent Shriver offered some insight to distinguish between the goals of the two types of centers when he said:

Let us say after six months or a year in the conservation corps (the) boy had reached the levels (of education) indicated ... he then could be transferred into the educational centers ... and get further training so that he could get a skill (Levitan and Magnum, 1969, p. 165).

Job Corps itself was designed to prepare disadvantaged youth between the ages of 16-21 for employment and to increase their employability. According to Levitan and Johnston (1975, pp. 1-2), there were three major assumptions of all the manpower programs. First, if any success in the labor market was to be realized among the disadvantaged youth, it could be enhanced through (a) basic education and (b) skill training.

Second, if the youth were to break the 'vicious circle of poverty', they would have to leave their disadvantaged environments from which most corpsmembers came. The rationale was that if they could be removed from the environment and its debilitating effects they could then be able to make positive inroads in the labor market. Purcell, a chief critic of Job Corps argued that removing youth from their environments to undertake education in other areas was detrimental to the enrollees. He argued that Job Corps should use existing educational facilities and create new sites where the enrollees live (Levitan, 1970, p. 30).

The authority for the program today is under Title IV of the Comprehensive Employment and Training

Act of 1973, which transferred the provisions for Job Corps without change from the Economic Opportunity Act of 1964. As it exists, Job Corps is the most intensive and expensive employment and training program for youth, providing comprehensive services to those most in need with the aim of improving lifetime employment and earnings. The uniqueness of this program is that Job Corps is the only comprehensive educational and residential program totally funded and operated by the Federal government. The funding comes from the United States Congress from which all policies and programs are legislated. As a result, funding patterns are influenced by presidential and congressional prerogatives.

#### Growth of Job Corps

Job Corps was designed to improve the employability of severely disadvantaged youth between the ages of 16-21. Its aim is to break the cycle of poverty by improving the earning prospects of enrollees when they return to the broader community or ecological setting.



The Job Corps program received its first thirty enrollees on January 15, 1965. Known as the "First Thirty," they arrived at Job Corps' initial center, the Catoctin Job Corps Conservation Center in western Maryland. These thirty corpsmembers were tracked through the first year and described in a publication, The First Thirty -- One Year Later (1966). That report indicated that sixteen corpsmembers had been placed; nine were still in Job Corps; and five had dropped out. One year later, Job Corps enrollment had risen to almost 18,000. Table 1 describes the enrollment and growth patterns in Job Corps from 1970 to 1980.

As indicated in Table 1, as part of a broad-ranging series of youth employment and training initiatives, the Carter Administration and Congress doubled Job Corps enrollment opportunities previously set by both the Ford and Nixon Administrations.

## Enrollee Characteristics

### Entrance Characteristics

The Job Corps is targeted for the 14 through 21 year old youth who is economically disadvantaged,

Table 1

Job Corps Enrollment  
1970 - 1980

*1980	42,000
*1979	30,300
1978	26,000
1977	22,225
1976	20,686
1975	20,583
1974	21,120
1973	21,617
1972	22,560
1971	22,400
1970	20,400

\* Source: Hines and Linder, 1979, p. 12.

Source: Job Corps in Brief  
Fiscal Year 1976, p. 12.

and requires additional education, training, and counseling in order to secure employment and/or to become successful in regular school work.

In a survey conducted by Mathematica Policy Research (1979), a description of youths who enrolled in Job Corps was compiled. The problem addressed in the study was to investigate whether or not Job Corps has been serving disadvantaged youths. The following is a summary of major demographic findings (pp. 26-45):

1. Enrollees average 9.8 grades of education compared to 12.2 for the United States population.
2. Only 13 percent have completed high school.
3. Nearly a fourth have applied for and were rejected by the Armed Forces.
4. A third have never held a job of 20 hours work per week for more than one month.
5. In the 6 months prior to enrollment, only 64 percent held any job.

6. Thirty-eight percent of the enrollees, nearly two-fifths reported having been arrested previously, and 23 percent convicted before enrollment.

7. Approximately 75 percent of recent Job Corps enrollees come from minority backgrounds.

8. Approximately 73 percent of the enrollees are males; 27 percent females.

9. The average age of enrollees is 17.8 years of age. Approximately 50 percent are under 18 at the time they enroll.

10. In the 6 months prior to enrollment, 25 percent were living alone or with relatives other than their parents.

11. Enrollee's earnings for the 6 months prior averaged only \$711.00.

12. Over 90 percent of the enrollees were from families below poverty level.

13. Three out of five recruits were in poor families at age 15.

In summary, the demographic data obtained obviously confirmed that the recruiting mechanisms of Job Corps do, indeed, enroll the type of students for whom the program was intended. The neighborhoods in which corpsmembers grew up show patterns of impoverished environments (Interim Report of the Job Corps Evaluation, Compared to the typical neighborhood in the United States, the neighborhoods in which corpsmembers resided when they were age 15 could be characterized as being severely impoverished and dependent upon welfare. It is important to note that the poverty status of corpsmembers just before entering the Job Corps program cannot be attributed to either transience or ascribed to corpsmembers leaving home and starting separate family households; rather, due to the fact that most have been trapped in a cycle of poverty.

#### Job Corps Educational Program

Job Corps is a major public program that attempts to alleviate the severe employment problems faced by disadvantaged youth. Youth employment problems, while always a serious concern, have recently become more severe because of increases in the

teenage population and the persistent downturn in the economy.

Job Corps' approach is to provide a comprehensive range of services that include"

vocational skills training, basic education, health care, and residential support for young people between the ages of 16-21 who are poor, out of school and out of work. Its aim is to break the cycle of poverty permanently by improving earnings prospects. (U.S. Department of Labor, Office of Youth Programs, in Youth Initiatives, 1978, p. 1.)

Job Corps is designed to serve youth who currently live in such debilitating environments that they must be relocated to residential centers to benefit from basic education, vocational training, and ancillary services. Education and training in a supportive environment are the key elements in the Job Corps' effort to improve the employability of disadvantaged youths, which, in turn, will help them become more productive and responsible.

### Basic Education

Job Corps is a primary alternative educational approach. It serves youth who have failed in or have been failed by the traditional education system. In 1978, seven of eight enrollees had not completed high school.

Job Corps provides comprehensive educational opportunities with the intent of meeting the varied deficiencies in the backgrounds of corpsmembers. The education program includes remedial education (emphasizing reading and mathematics), World of Work (including consumer education, driver education, home and family living, health education, bilingual program and General Educational Development (GED) for corpsmembers who are academically qualified. In fiscal year 1977, over 4,000 enrollees were awarded the General Education Development Certificate (Job Corps in Brief, FY-77, p. 3).

The effectiveness of Job Corps center educational programs has not been measured since 1974, when national requirements for educational gains testing were abandoned. Argento, Malech, and Shultz (1979), conducted an assessment of educational programs in Job Corps. The study was based on site visits to a geographical sample of centers where interviews with teachers and students were conducted. Some of the most significant findings were (pp. 1-2):

1. Both teachers and students gave positive ratings to center educational programs.

2. Materials and approaches were found to be effective.

3. Students and teachers perceive the need for and respond to low student/teacher ratios -- 15/1.

4. Most students felt that Job Corps provided them with an education that they could not secure elsewhere.

5. Corpsmember attitudes were correlated with teacher attitudes. Where teachers were positive, students tended to be positive and vice versa.

### Vocational Education

Vocational training is the heart of Job Corps. Like the education program, the training program at Job Corps centers is designed to meet individual needs and problems and to enable corpsmembers to advance at the maximum pace commensurate with their abilities. Therefore, all the training programs provide for an open entrance and exit capability and are continually being reviewed and revised in order to keep up with the changing needs of corpsmembers, as well as with the changing labor market.



There are two basic methods of training. Contract centers generally provide shop-type or "mock-up" instructions either on center or at vocational schools. Training provided at Civilian Conservation Centers, is "hands-on" with actual construction being done. Table 2 describes the cluster names and numbers of the Job Corps Vocational Clusters.

Labor unions play an important role in Job Corps training, with union-operated courses accounting for about 17 percent of all Job Corps vocational slots (Hines and Linder, 1979, p. 24). Initially, union programs were offered only at Conservation Centers, but they have now been expanded to contract centers. The International Union of Operating Engineers began its participation with Job Corps in its preapprenticeship training of corpsmembers in 1966. Since that time, unions have been increasingly involved in Job Corps' training efforts to the extent that union programs have been expanded to also include women in the construction trades. Unions in the fiscal year 1976 placed over ninety percent (1,445) of their graduates in training-related jobs with an average starting salary in excess of \$4.60 per hour (Job Corps in Brief, 1976, p. 5).

Table 2

Vocational Cluster  
Names and Numbers

Cluster Number	Cluster Name
1	Sub-professional
2	Clerical and Sales
3	Service Occupations
4	Forestry, Farming & Gardening
5	Food Service
6	Automotive & Machine Repair
7	Construction Trades
8	Electrical/Appliance Repair
9	Industrial Production
10	Transportation
11	Health Occupations
12	Miscellaneous Occupations

Source: Hines & Linder, 1979, p. 12.

Unions conducting training at Job Corps centers are as follows:

AFL-CIO Appalachian Council

International Union of Bricklayers and  
Allied Trades (AFL-CIO)

Brotherhood of Railway, Airline and Steamship Clerks, Freight Handlers, Express and Station Employers (AFL-CIO) (B.R.A.C.)

International Brotherhood of Painters and  
Allied Trades

International Union of Operating Engineers  
Operative Plasterers' and Cement Masons'  
International Association of the U.S. and Canada  
(AFL-CIO)

Stewards Training and Recreation, Inc.  
(Marine Cooks and Stewards Union)

United Brotherhood of Carpenters and Joiners  
of America (AFL-CIO).

The vocational skills training program is designed to provide corpsmembers with progressive, structured training that will enable them to obtain and to keep industry-oriented jobs. Unlike conventional training programs, vocational training programs in Job Corps

are designed to permit enrollees to advance their skills to their fullest potential; accordingly, all programs provide for an open-entrance and exit capability. Specific training programs are continually reviewed and revised, as necessary, to reflect the current needs of the job market. As a result, local joint-apprenticeship committees will recognize Job Corps' training as satisfying the prerequisite necessary to meet apprenticeship requirements. Table 3 presents a description and summary of the union participation in the Job Corps vocational program.

A study conducted by Abt Associates (1979) found that Job Corps had positive impact on a number of non-economic outcomes. Three months or more in Job Corps led to improvement in the following areas (p. 1):

1. Job Seeking Skills
2. Job Satisfaction
3. Attitude Toward Authority
4. Self-Esteem.

The total picture in the area of Job Related Non-Economic Impacts showed declining scores on the part of Job Corps dropouts on almost every outcome.

Table 3

## Job Corps UNION Programs -- Fiscal Year 1976

	Graduates	Placed in Training Related Job	Into Military/ School	Totals Placed By Union	% Graduates Placed By Union	Average Salary Jobs
Operating Engineers	204	116	38	154	74%	\$5.91
Carpenters	842	693	138	831	99%	\$4.25
Bricklayers	146	101	26	127	87%	\$4.06
Plasters/ Cement Masons	156	97	56	153	99%	\$4.03
Painters	238	131	55	186	78%	\$3.85
Marine Cooks/ Stewards	98	91	--	91	93%	\$9.42
B. R. A. C.	187	176	11	187	100%	\$4.46
AFL/CIO Appalachian Council	50	40	N/A	N/A	N/A	\$3.39

Source: Job Corps in Brief, 1976, p. 16.

N/A = Not Available

Because there were no differences among groups on the pre-test, it can be concluded that the Job Corps experience had positive consequences in all job related areas (p. 13).

### Innovations

#### ACT

The Advanced Career Training Program in Colleges and Post Secondary Vocational Institutions was initiated in the second semester of the 1977-1978 school year. This component provides the full range of Job Corps services and support for corpsmembers who continue their education and training in designated colleges and vocational institution. The ACT Program has not been operating long enough to determine its ultimate success, but the preliminary experience has been positive (Taggart, 1979, p. 30). A significantly larger proportion of corpsmembers want to go on to college, and ACT provides them the opportunity. The early ACT enrollees have done reasonably well as measured by retention rates, grade point averages and social adjustment (Taggart, 1979, p. 30).

WOW

The current World-of-Work Program was instituted at Job Corps centers in 1975. The WOW Program grew out of the findings that corpsmembers showed little improvement in knowledge of attitudes or interest in work (Melton and Wrobel, 1969, p. 1). More specifically, a test to measure skills needed in looking and applying for work found that both completers and dropouts gained less over the period of enrollment than did the control group. Therefore, experience in the labor market appears to have proved more useful than classroom instruction in jobseeking skills.

The purpose of the WOW Program is to provide corpsmembers with the job-seeking and job-holding skills, labor market information, and attitudes which will help them succeed on the job. The program supplements more extensive education and vocational training offerings at centers. The core program consists of between 40 and 60 hours of classroom work including filmstrips and discussions. In some centers, there is a more extensive program concerned with basic life skills. An assessment by experts in the World-of-Work instruction suggests that the limited scope and duration of the program, as well as the lack of

performance benchmarks constrains the impact (Melton and Wrobel, 1979, p. 5). There remains some degree of uncertainty regarding the impact of the World-of-Work program upon corpsmembers. In addition, it is unclear how the program functions as a support module to basic education or vocational training. More information and testing is required before policy decisions can be made about the qualitative nature of the program.

#### Future Trends

In addition to the programs discussed, Job Corps is planning to:

1. expand the current work-experience programs by creating more slots and having firms or industries 'adopt' nearby centers;
2. increase slots at junior colleges and technical schools to develop advanced career training;
3. develop new areas in which corpsmembers can receive occupational training; and



4. have demonstration centers operated by community-based organizations and labor unions.

The program linkages with other agencies will strengthen the Job Corps vocational program by offering increased opportunities from varied occupational positions which will benefit enrollees.

#### Research on Job Corps

Job Corps is probably the most studied of all the manpower programs. At the same time, however, there are large gaps in the body of knowledge about the program. Changing occupational trends, changing center environments, and varying economic conditions pinpoint issues and complications that should be ongoing concerns. Therefore, studies conducted ten years ago cannot be considered to be accurate today, due to the fact that the Job Corps program and society itself has changed drastically since the days of the "Great Society." This section will describe the major research findings among the different constituent groups pertinent to this research.

## Teacher Attitudes

In a study conducted by Argento, Malech and Shultz (1979, p. 23), 380 teachers interviewed found:

1. Satisfaction and attitude toward the Job Corps education program declines with length of teaching experience and tenure in the program.

2. Teachers are more satisfied and positive when they have fewer students and can provide individualized attention.

In addition, while teachers view the Basic Education and GED programs positively, they do perceive some weaknesses in them. More specifically, while they believe the programs to be adequate, they feel that new materials could help them do a better job. The teachers sampled in this study firmly believed that student receptiveness to the program is dependent on what teachers do and that new materials would facilitate this effort.

In an effort toward exploring the extent to which teachers support the guidance function, Russell and Willis (1964) found that the guidance programs did not get the support of a large majority of the

teachers. This finding gives rise to some questions. Namely, does lack of support for guidance functions stem from a failure on the teachers' part to understand the role of guidance and counseling services, or is the Guidance and Counseling Department ineffective in carrying out its objectives? Parallel research on teacher support of the Job Corps counseling program does not exist and make comparison difficult. Nevertheless, similar questions can be raised about the relationship of Job Corps teachers and counselors.

Amundson and Rosenblum (1968) attempted to describe the ways in which teachers view the role of the school counselor. They found that there was a better basic understanding between teachers and counselors in smaller schools than there was in larger urban metropolitan schools. The implication here is that the size of the organization impacts perceptions possibly for very complex reasons. Again, the lack of similar research in Job Corps allows only for speculation as to whether similar dynamics are operating.

#### Corpsmember Attitudes

Maller, et al. (1979) conducted a study among Job Corps enrollees to assess perceptions with the Job

Corps program. They found that seven months after leaving Job Corps, the great majority (77 percent) of the participants expressed overall satisfaction with the program, rating it more favorably than they did when still in the program (when 67 percent said they were "very satisfied" or "fairly satisfied") (p. 150). Some 90 percent gave "good" or "OK" ratings to the training and education services they received (p. 168). While in the program, the most critical comments focused on the lack of placement assistance. Nearly 60 percent of the program completers said that they did not get placement aid from the Job Corps or from the agencies to which Job Corps referred them. Another 76 percent said they could have used more help in finding a job (p. 171). The issue regarding the extent of accountability for providing placement services was not explored in the studies. At most Centers, placement and counseling efforts are in separate departments in the organizational structure. Despite this, the Residential Living Manual (1971) states (p. 42):

As the corpsmember nears completion of the training program, counseling is provided to assist him or her with plans to select a job, find housing, join a union, secure insurance, secure child care, and to find solutions to any other problems that

will hinder the enrollee's chance for success on the job. It is essential that the placement and counseling efforts be coordinated at Centers where placement is a separate department in the organizational structure.

Despite the fact that the placement function of counselors is legislatively mandated by Congress, as indicated above, three-quarters of the corpsmembers studied responded that there is a 'break' in the placement function of counselors.

Kerachsky, Lapczynski and Maller (1979) conducted a study on corpsmember perceptions of the Job Corps experience. Some of the most important findings presented in the report were that the majority of the enrollees (65 to 70 percent) reported that they were satisfied with the overall program. More specifically, corpsmembers were the most satisfied with the job training and educational aspects of the program, and were least satisfied with the residential aspects (p. 74). The residential program includes such diverse areas as: orientation, counseling services, relationships between residential staff and corpsmembers, avocational activities, intergroup relations, and dormitory management.

A study conducted by Abt Associates (1979) to measure the social-attitudinal aspects of the Job

Corps program and its support services found that spending three months or more in Job Corps had positive impacts on attitudes toward peers and family as well. From this, three conclusions were drawn (p. 14):

1. Job Corps reduced recidivism of youth particularly in women with previous court histories.

2. Job Corps had educational benefits for youth with previous court histories.

3. Remaining in Job Corps for at least three months had significant positive impacts on self-esteem, attitude toward authority and relations with family and friends. These impacts were not felt by dropouts or no shows.

Job Corps attempts to improve social attitudes by means of its counseling and residential living programs. Through counseling, it tries to assist youth in dealing with family problems, difficulties in interpersonal relations and difficulties in adjustment to center life. The residential living program offers enrollees peer group companionship, avocational activities, and leadership opportunities.

The social-attitudinal outcomes in the Abt (1979) study found positive gains in all areas.

Despite these positive gains, there appears to be need for improvement. The Kerachsky, Lapczynski, and Maller (1979, p. 74) research reported above, indicated that the corpsmembers were least satisfied with the residential aspects of Job Corps which included both the counseling and residential living programs. The expressed dissatisfaction with the residential program pinpoints that even though corpsmembers have made gains in social-attitudinal outcomes, they feel or have expectations that greater gains should be occurring.

Black (1977) studied the vocational attitudes of black students from low socioeconomic backgrounds and their intended choice of educational programs. He found that the probability of enrolling in a particular program was a function of how "good" or "bad" one perceived the program to be, and the extent to which it is approved by peers and parents (p. 114). The appearance of external approval as a prediction indicates that the students' choices are not based entirely on their own opinions, but are influenced by external forces.

Similarly, Kerachsky, Lapczynski, and Maller (1979) studied the sources of enrollees' information about the Job Corps program. Their results indicated that friends and relatives clearly dominated all other possible sources (employment offices, advertisement, schools, parole/probation officers, welfare offices) with over two-thirds of the entire sample reporting this category as their first source of information (p. 53). The employment service, as well as advertisements, were far behind the second and third most common sources. The other sources reported by a small percentage of the sample. The implication then appears to be that any programs designed to increase the involvement of prospective enrollees into Job Corps should be aimed at not only influencing the attitudes of enrollees, but also of those in the community who may be significant in the lives of potential enrollees as well.

#### Residential Living Program

The residential living program is an integral part of the Job Corps program and differentiates it from most other public educational and training programs. The concept behind residential living is that



most of the enrollees come from impoverished environments. They are in need of an alternative environment which offers the supportive environments that will make corpsmembers better able to receive the intended benefits of the vocational training and education courses. In addition, Job Corps regards its residential living activities as an integral and dynamic component in regard to the overall program. This component makes a meaningful contribution to the personal and social development of corpsmembers. It exerts an influence on corpsmembers that will assist them in making the transition to the demands of the outside world.

The Residential Living Program of Job Corps consists of the structuring of positive corpsmember relationships, activities, and services at the Center other than the educational and vocational components. The focus is to expand and increase the personal and social development of the corpsmembers. The program includes such areas as (Residential Living Manual, 1972, p. 2):

1. the orientation of new enrollees to residential living

2. counseling services
3. intergroup relations
4. leisure time and avocational activities
5. relations between staff and corpsmembers
6. dormitory management.

Mathmatica Policy Research Inc. (1979) surveyed corpsmember responses on their perception of center life (p. 67). Table 4 details the most impressive findings of the survey which related to residential life on the centers. Overall, the corpsmembers ratings of center life were quite high.

Lastly, the Residential Living Program is planned to help new corpsmembers adapt to center life, motivate and support constructive attitudes and lifestyles, and prepare them to function effectively in the outside world ... It involves such complex areas as relationships among racial and ethnic groups, motivation of alienated or discouraged young people, adaptation to unfamiliar group living situations, adult-youth cooperation in an institutional setting, and the role of peer groups in influencing conduct and attitudes. (Job Corps in Brief, 1977, pp. 4-5.)

### Current Trends

A Residential Living Task Force was organized in July, 1980 for the purpose of determining action steps that will qualitatively improve Job Corps' human product in terms of the values of effective living and

Table 4  
 Corpsmembers' Ratings  
 Of Residential Life  
 Among Job Corps Participants

Evaluation of ...	Good	Percentage O.K.	Responses Not Good
Recreational Facilities	42	44	14
Social Life	35	51	14
Peer-Group Relationships	52	42	6
Living Quarters	35	49	16
Center Location	29	36	35

Source: Mathematica Policy Research, 1979, p. 67.

social development. The Task Force was given powers to survey all aspects of Job Corps activities. The Residential Living Task Force has reviewed current studies, evaluated and made recommendations on all aspects of Job Corps. In addition, position papers have been formulated and analyzed from new information in the field. Finally, there has been an initiation of pilot and demonstration programs capable of expansion.

At the organizational meeting July, 1980, the committee settled on approaching the components of Job Corps such as education, training, residential living, and mental health as a closed system centered around a living/learning community. This concept holds that the manipulation of one aspect of the system impacts the other areas. More specifically, if any part is physically, chronologically or attitudinally fragmented from the whole, the principle of the 'community' is violated and the system suffers.

One pilot program that the Task Force is projecting to undertake is an experiment in residential education which will have a social-developmental emphasis which will include developmental counseling. Eight training centers are planned to

be set up during the period of July, 1981, through June, 1982. The rationale for social-development emphasis is that most classical theorists in the field focus on the longitudinal course of learning and adapting to particular settings. The impact of one's childhood experiences within his/her family has been addressed by personal or social-development experts as greatly affecting his/her own building and development (Buckley, 1967, p. 124). Adolescence is a promising time for education and re-training in an attempt to negate the influences of debilitating environments and to facilitate or infuse positive changes in corpsmembers' personal and social development. The work of the Task Force has not yet been completed. However, they have envisioned that the emphasis of Job Corps should be that of a living and learning community emphasizing the total corpsmember in a personal-social developmental framework as essential because the corpsmembers of today will constitute the family builders of tomorrow who, unless they are given opportunities to make positive personal changes, will continue the cycle of poverty for generations to come.

## Counseling Program of Job Corps

The Residential Living Manual (1972) was designed to be the guidepost by which centers operated to enforce the Job Corps legislation under the Economic Opportunity Act (1964). The manual contains descriptions of the different areas of residential life which include counseling. The framework of the counseling program as described in the Residential Living Manual (1972) grew out of practices, theories, and concepts of guidance and counseling programs in traditional school settings.

In Job Corps, the counseling component is considered to be a crucial service. Enrollees bring with them many personal and social problems such as low motivational levels, anti-social behavior, and previous school problems. Therefore, the role of Job Corps counselors is to assist these enrollees to achieve a higher degree of self-management and self-understanding which will allow them to cope with life in, as well as when they leave Job Corps.

The field of counseling provides a wide range of services designed to help corpsmembers adapt to the social environment in a realistic and effective fashion. In Job Corps, counseling has four basic

facets, all four of which must be provided in the counseling program of all centers:

1. educational guidance
2. vocational counseling
3. personal-social counseling
4. evaluation.

The program of every Job Corps center must include a structured counseling and guidance component, employing trained, specialized counseling personnel. There is a specific legislative mandate for this component in the Economic Opportunity Act (1964), which directs Job Corps to provide "... an intensive program of education, vocational training, work experience, counseling ..." (Title I, Part A, Section 101).

#### Educational Guidance

In connection with their educational guidance, Job Corps counselors are responsible for (Residential Living Manual, 1972, p. 41):

1. reviewing the educational attainment, aptitudes, and needs of all corpsmembers.

2. helping corpsmembers select educational goals that are aligned with their vocational goals.

3. planning educational programs to meet individual needs.

4. administer and assess test results.

In addition, counselors are to provide information about educational opportunities outside of Job Corps. This would include courses in local high schools, junior colleges, or other facilities. Finally, the counselor consults with the classroom teacher when necessary for corpsmembers in need of special assistance.

### Vocational Counseling

This facet of the counseling program covers assistance to corpsmembers in developing realistic vocational training and employment goals. Information is provided to corpsmembers on vocational training choices available on center, including the educational, vocational, and social skill requirements needed to complete the training course.

Corpsmembers are also informed about labor market demands and outlooks in relevant occupations.



As the corpsmember nears completion of the training program, counseling is provided that will assist the corpsmember to select a job, find housing, join a union, and find solutions to any other problems that will hinder the enrollee's chance for success on the job. (Residential Living Manual, 1972, pp. 42-43.)

### Personal-Social Counseling

Counseling for personal and social development is the third facet of counseling in Job Corps. Many corpsmembers bring with them varied personality and character problems such as anti-social behavior, low motivational levels, and non-constructive habits and attitudes. The goal is to assist the corpsmember to develop social skills and character traits which will enable him/her to cope with life when they re-enter the community.

The Task Force Subcommittee on Counseling (1980) has identified the global goal of social development for all corpsmembers as a working premise. Obviously, all staff members contribute in varying degrees to the social skill development of corpsmembers. According to the Residential Living Manual (1972, p. 43), the counseling staff should participate in the training of other center personnel whose direct

contact with corpsmembers consciously or unconsciously plays a significant role in their personal and social development.

### Evaluation

The fourth major function of counselors in Job Corps is to provide continual evaluation of each corpsmember's social, attitudinal, and behavioral adjustment. The assessment and evaluation includes all aspects of the corpsmember's problems, needs, and progress in developing character and personality traits which contribute to successful participation in programs and improve the individual's ability to cope with life in the outside world. The evaluation is not limited to dorm life or leisure-time activities, but also includes the way the corpsmember's personal and social development affects his/her educational and vocational training as well (Residential Living Manual, 1972, p. 43).

In summary, corpsmembers must be viewed as living in an interrelated sphere or community. More specifically, the character and personality problems of corpsmembers spill into their classroom, work, and behavior. Similarly, difficulties in class or vocational training affects the corpsmember's

behavior in his/her peer relationships. Therefore, the essential characteristics of counseling are the interrelatedness of a corpsmember's educational, vocational, and personal-social development.

Despite the importance of the counseling components, Bryson, Renzaglia, and Bardo (1975, p. 229) claim that in a period between 1965 through 1970, counseling services regressed from a high priority function with substantial financial and administrative support to a low level priority with nominal support. This was followed with a decline in professional status to such a point that over this five year span, the majority of the Job Corps Centers either totally eliminated counseling services, or reorganized them to the point they were no longer recognizable. The authors speculate that the reasons underlying the erosion of counseling as a major service was due to counselors rigidly adhering to the traditional counseling model. As a result, corpsmembers did not respond to the counseling staff. Consequently, administrators and other training personnel became discouraged with the function of counselors. Much of the corpsmembers' criticism focused on the counselors' apparent lack of concern and involvement in the total program; counselors were

unwilling to relate to corpsmembers in a way that communicated understanding and mutual care for the total environment (p. 230).

The Task Force Subcommittee on Counseling (1980) concluded that counseling in Job Corps has been diluted in actual practice on Job Corps Centers (p. 1). The role and function of the Job Corps counselor is, at present, one of the most ambiguous and controversial of any in Job Corps. Although there exists a few documents which describe the role and functions of counselors, there is a lack of studies which attempt to evaluate counselor performance and constituent group perceptions of the counselor's performance. Basically, the findings of the Task Force revealed the following in regard to counselors (pp. 1-2):

1. counselors have become too involved in paperwork
2. counselors are crisis-oriented, a lack of preventive functions exists
3. counselors are labeled as professionals but are not given authority

4. counselors are not developmental enough in their orientation

5. lack of confidentiality between corpsmembers and counselors

6. counselors for the most part are disciplinarians

7. counselors are hampered by a lack of administrative support.

Though the work of the Task Force in regard to the counseling program is still unfinished, the consensus appears to be that the Job Corps counselor be functionally defined as a development specialist. Counselors should possess master's degrees in counseling along with unique skills, abilities, knowledge, methods, personal values, and competencies as primary working tools.

#### Recapitulation

The review of literature provided historical condensation of the emergence and rationale of the social and political forces that led to the inception and growth of the Job Corps Program.

Job Corps' educational program is a major public program which is designed to serve youth who currently live in such debilitating environments that they must be relocated to residential centers to benefit from basic education, vocational training, and ancillary services.

Research in Job Corps has been extensive. However, most of the studies have focused on compiling descriptive information on programs such as enrollee characteristics, cost-benefit figures, analyses on vocational training and placement programs, nutrition surveys, and assessments of the educational program. Few investigations have been conducted either experimentally or descriptively that have attempted to address the issue of program accountability by the major constituent groups which function as service providers to the Job Corps enrollees.

Lastly, the presence of innovative programs such as the ACT (Advanced Career Training Program in Colleges and Post Secondary Vocational Institutions), WOW (World-of-Work Program), the planned expansion of eight training centers which will plan to undertake an experiment in residential education and living with a social-development emphasis, and the existence of the Residential Living Task Force which is

conducting program evaluation is indicative of Job Corps' intention of providing quality and up-dated services to its enrollees.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

The purpose of this chapter is to present the methods and procedures of this investigation. For clarity of presentation, this chapter is divided into nine sections:

1. Research Design,
2. Restatement of the Problem,
3. Description of the Problem,
4. Description of the Procedure,
5. Statement of the Null Hypotheses,
6. Description of the Variables,
7. Description of the Research  
Instrumentation,
8. Statistical Procedures, and
9. Description of the Statistical Models.

As Chapter II reviewed the related literature, this chapter describes the methods employed to accomplish the purposes of this study.



## Research Design

The research design employed in this study was a descriptive exploratory-single institution field study. According to Katz (in Kerlinger, 1973, p. 406), exploratory studies have three purposes:

1. to discover significant variables in the field,
2. to discover relationships among the variables, and
3. to develop the groundwork for future studies that will lead to more systematic and rigorous hypotheses testing.

Kerlinger (1973, p. 406), describes the importance of the exploratory field study when he states that, "In order to achieve the desirable aim of hypothesis-testing, preliminary methodological measurement must often be done."

The design of this study and the hypotheses to be tested are constructed to accomplish the purpose of exploratory field research as stated above by both Katz and Kerlinger.

### Statement of the Problem

The problem that this study addresses is to investigate corpsmember, teaching staff, counselor, administrator, and task force perceptions of Job Corps counseling services. Specifically, this study will attempt to provide information about unmet Job Corpsmembers' counseling needs, and identify services that are offered but not widely known by corpsmembers, staff, administrators, or task force members. Additionally, this study will attempt to provide an overall assessment of the effectiveness of the counseling services at a Job Corps center.

Little or no research has been conducted on constituent group perceptions of the counseling delivery system in Job Corps. This investigation will, therefore, offer insight into this area.

### Description of the Sample

The sample population of this investigation was comprised of six major constituency groups. On the following page is a listing of the groups and their major functions:

<u>Classification</u>	<u>Function</u>
1. Corpsmembers	Students
2. Teaching Staff	Teachers
3. Residential Staff	Provide Support Services
4. Counseling Staff	Provide Support Services
5. Administrative Staff	Center policy- makers
6. Task Force Group	National policy- makers

All staff, administrators, task force members, and a representative sample of corpsmembers were asked to participate in the study. Tables 5 through 9 represent the breakdown of the demographic data that was collected.

A total of 154 subjects participated in this study. Table 5 describes the total number of corpsmembers and the total number of staff and their constituent subgroup breakdowns.

The subjects ranged in age from 16-20 years or older for corpsmembers and 18-57 for staff. Table 6 presents a summary of the age breakdowns of the sample population by subgroup.

Table 5  
Classification of Subjects  
By Group

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Job Function	N	Percentage
Corpsmembers	86	-----
Teaching Staff	14	20.6
Residential Staff	25	36.8
Counseling Staff	7	10.3
Administrators	16	23.5
Task Force	6	8.8

---

Table 6

Age Distribution of the Population

	Age Intervals of Subjects						Totals
	16 - 17		18 - 19		20 +		
	n	%	n	%	n	%	
	Corpsmembers	25	29.1	34	39.5	27	
Staff	18 - 37		38 - 57		Totals		
	n	%	n	%			
	43	63.2	25	36.8	68		

Another variable which was investigated was that of the race of the subjects. In Table 7, a summary of the race of the subjects is presented.

Of the 154 subjects sampled, the variable sex was investigated. In Table 8, a summary of the sex distribution of the subjects is presented.

The last variable that was to be scrutinized was that relating to the number of appointments made by the corpsmembers to see their counselors. Table 9 describes the breakdown either into no appointments made, one or two, and three or more appointments made.

#### Description of the Procedure

The collection of data for this investigation occurred in two steps. A research packet was prepared for each subject which contained the following:

1. A cover letter explaining the study and its purpose,
2. A human subject's consent form,
3. A 54 item questionnaire, and
4. A legal size envelope for the consent form.

Table 7

Ethnic Distribution of the Population

	Black		White		Spanish		Other		Totals
	n	%	n	%	n	%	n	%	
Corpsmembers	69	80.2	16	18.6	1	1.2	-	-	86
Staff	35	51.5	31	45.6	1	1.5	1	1.5	68

Table 8

Sex Distribution of the Population

	Male		Female		Missing		Totals
	n	%	n	%	n	%	
Corpsmembers	49	57.0	36	41.9	1	1.1	86
Staff	43	63.2	23	33.8	2	2.9	68



Table 9

Appointments Made By Corpsmembers

	None	1 - 2	3 +	Totals
n	24	26	36	86
%	27.9	30.2	41.9	100%

In the first stage of data collection, the packets were mailed to one hundred staff subjects comprising teaching staff, residential advisors, counselors, administrators, and task force members. The completed packets were collected by the investigator one week later.

The second stage of data collection consisted of three trained investigators administering the identical packet to a representative sample of eight six corpsmembers. This method allowed each investigator to control for any misinterpretation or problems with reading level that may have surfaced among the corpsmembers.

There was a follow-up solicitation for additional staff subjects. A total elapsed time of four weeks was set between the mailing of the packets and the cut-off date for returns. The survey method precluded control of environmental influences of limitations of test time of the subjects.

#### Statement of the Null Hypotheses

This research attempts to address the following hypotheses stated in the null form:

H<sub>1</sub> There will be no significant differences in the Real and Ideal staff perceptions of the guidance and counseling services provided at the Job Corps center.

H<sub>2</sub> There will be no ~~significant~~ differences in the Real and Ideal corpsmember perceptions of the guidance and counseling services provided at the Job Corps center.

H<sub>3</sub> There will be no significant differences between the staff and corpsmember perceptions of the Real and Ideal guidance and counseling services currently provided at the Job Corps center.

H<sub>4</sub> There will be no significant difference in the staffs' perception of the Real and Ideal guidance and counseling services when the staff is classified by job function.

H<sub>5</sub> There will be no significant difference in the corpsmembers' Real and Ideal perception of the guidance and counseling services offered by the center when the subjects are classified by age.

- H<sub>6</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal guidance and counseling services provided by the center when the subjects are classified by sex.
- H<sub>7</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal services provided by the center when the members are classified by race.
- H<sub>8</sub> There will be no significant difference in the corpsmembers' perception of the Real and Ideal services at the center, when the members are classified by the number of appointments made with the counseling staff.

#### Description of the Variables

A total of ten (10) variables; two independent, four dependent, and four control variables were examined in this research study. Table 10 represents a summary of the variables.

Table 10

A Summary of Independent, Dependent, and Control Variables  
 With Levels, Names, and Source

TYPE	NUMBER OF VARIABLE LEVELS	VARIABLE NAME	VARIABLE SOURCE
INDEPENDENT	1	Corpsmembers	Those students admitted to the Job Corps program
INDEPENDENT	5	Staff Subgroups	The subgroup is determined by each respondent's primary role
DEPENDENT	1	Personal- Social	Major job function as prescribed by the Job Corps <u>Residential Living Manual</u> , 1972

TYPE	NUMBER OF VARIABLE LEVELS	VARIABLE NAME	VARIABLE SOURCE
DEPENDENT	1	Evaluation	Major job function as prescribed by the Job Corps <u>Residential</u> <u>Living Manual</u> , 1972
DEPENDENT	1	Educational Guidance	Major job function as prescribed by the Job Corps <u>Residential</u> <u>Living Manual</u> , 1972
DEPENDENT	1	Vocational Guidance	Major job function as prescribed by the Job Corps <u>Residential</u> <u>Living Manual</u> , 1972
CONTROL	2	Age	Information provided in the demo- graphic section of the question- naire

TYPE	NUMBER OF VARIABLE LEVELS	VARIABLE NAME	VARIABLE SOURCE
CONTROL	2	Sex	Information provided in the demographic section of the questionnaire
CONTROL	2	Race	Information provided in the demographic section of the questionnaire
CONTROL	3	Number of Appointments	Information provided in the demographic section of the questionnaire

### Description of Research Instrumentation

The content of the questionnaire was derived from the Job Corps Residential Living Manual, (1972). The manual outlines the four major functions of Job Corps counselors as follows:

1. Personal-Social Counseling
2. Educational Guidance Component
3. Evaluation Component
4. Vocational Guidance Component.

In an effort to attain content validity, the questions were derived from descriptions of the above mentioned four categories. Content validity was established by a group of six Task Force members who verified the relationship of the questions to the four major categories.

### Instrument Pre-test

A pre-test was conducted by administering the instrument to thirty Job Corps students at the Denison Job Corps Center. The students were randomly selected and were not included in the sample. The corpsmembers were asked to read each item for explicitness and comprehensibility. In addition,



the corpsmembers were also asked to indicate if, in their opinion, each item was answerable from their point of view.

Best (1959, p. 155) suggests that a sample opinion can be obtained by getting an individual's reaction to each item or statement. He further states that the number of favorable statements should be approximately equal to the number of unfavorable statements (p. 157). According to Moser and Kalton (1972, p. 364), questionnaire items that lack a 70 percent discrimination response should be rejected. In both the establishment of content validity and in the pre-test, all of the items exceeded the above discrimination response of 70 percent.

In its final form, the questionnaire consisted of 54 questions (See Appendix A.). Figure 1 describes the format for each question which was preceded by the statement, "At this center, counselors:". The instrument follows a perceptual approach in that the respondents report what they perceive the guidance and counseling services to be (Real) and how they perceive they should be (Ideal).

Figure 1

Representation of Questionnaire Format

		1	2	3	4	5
		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
AT THIS CENTER, COUNSELORS:						
1.	help corpsmembers with family problems					
	IS SHOULD BE					
2.						
	IS SHOULD BE					

The questions relating to the four major Job Corps guidance and counseling services were arranged randomly with the use of the Table of Random Numbers throughout the questionnaire to prevent response bias. Figure 2 describes the categories and the questions within each category.

### Statistical Procedures

The raw data was key punched on computer cards. All data was analyzed on an IBM System 370 and the Statistical Package for the Social Sciences (SPSS) was chosen for data analysis.

As indicated, there were eight hypotheses to be tested. Each null hypothesis and the corresponding statistical procedure used to test for significance are as follows:

H<sub>1</sub> t-test for paired samples

H<sub>2</sub> t-test for paired samples

H<sub>3</sub> t-test for independent samples

H<sub>4</sub> one-way analysis of variance (ANOVA) with  
Fisher's multiple range test (LSD Procedure)

Figure 2

## Item Categorization by Major Service

Personal- Social	11, 12, 14, 19, 20, 21, 22, 26, 27, 30, 37, 39 42, 54	Total 14
Evaluation	1, 3, 7, 8, 9, 15, 16, 28, 40, 41, 43, 48	12
Educational Guidance	5, 10, 13, 18, 23, 32, 36, 44, 45, 52	10
Vocational	2, 4, 6, 17, 24, 25, 29, 31, 33, 34, 35, 38, 46, 47, 49, 50, 51, 53	18

H<sub>5</sub> one-way analysis of variance (ANOVA) with  
Fisher's multiple range test (LSD Procedure)

H<sub>6</sub> t-test for independent samples

H<sub>7</sub> t-test for independent samples

H<sub>8</sub> one-way analysis of variance (ANOVA) with  
Fisher's multiple range test (LSD Procedure)

A significance level of  $\alpha \leq .05$  was established for either the acceptance or rejection of the hypotheses.

### Description of Statistical Models

#### t-test for Paired Samples

The t-test for paired or correlated samples is appropriate for situations in which the data in the first group is logically tied to the scores of the second group. In this research, a single group of subjects is measured twice, therefore, each score in the first group is logically tied to a specific score in the second group because it is obtained from the same person (Huck, Cormier, and Williams, 1974, pp. 52-53).

The formula for the t-test for paired samples is:

$$t = \frac{D}{\sqrt{N \frac{D^2 - (\sum D)^2}{N-1}}}$$

### t-test for Independent Samples

Independent sample t-test is used in situations in which the scores in one group have absolutely no logical relationship with the scores in the other group. In this research, the two samples are considered independent since they do not represent the same universe (Huck, Cormier, and Williams, 1974, p.24).

The formula for the t-test for independent samples is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2/N_1 + s^2/N_2}}$$

The t-test may only be used to test significance between means when only two groups are involved in the statistical analysis. When three or more groups are involved, analysis of variance is required. It should be noted, however, that one-way

ANOVA may also be utilized with two groups. The relationship of the F-ratio to the t-ratio is:

$$F = \sqrt{t}$$

### One-Way Analysis of Variance (ANOVA)

A one-way ANOVA statistical procedure is used to test for significant differences between the means of two or more groups on a single dependent variable. As stated earlier, in the two group situation, ANOVA and the t-test produce identical results.

For the sake of parsimony, the formula for one-way ANOVA is not shown.

### Fisher's Multiple Range Test (LSD Procedure)

One-way ANOVA by itself does not suggest to the researcher which of the group means are significantly different from the others. The multiple range test is designed to aid the investigator to determine exactly where the significant differences lie after a significant F-ratio has been obtained. This procedure may be likened to several t-tests applied to the data following a significant F-ratio. Individual t-tests, however, are inappropriate to use

in this situation because they would act to inflate the probability level. It is this inflation that is taken into account by the multiple range test. In effect, the use of a multiple range test adjusts for the chance factor that one of the given series of t-tests would be significant by chance. Fisher's LSD procedure is the most liberal of the five multiple range tests available.

For sake of parsimony, the formula for this multiple range test is not shown.



## CHAPTER IV

### DATA ANALYSIS

This section of the study presents the results of the data analysis as well as a discussion of the statistical procedures utilized to analyze the data. The chapter is organized in eight sections, each section representing one of the hypotheses tested.

For purposes of clarity, each hypothesis is explicated using the Hypothesis-Analysis-Synthesis method of presentation. With this method, each hypothesis is specified, followed by a presentation of the data and concludes with a synthesis and interpretation of the results suggested by the data.

In all analyses, a  $p$  less than .05 is required for significance.

For purposes of this research, the services at the Job Corps center are classified into four distinct areas. These include:

1. Counseling Services
2. Evaluation

3. Educational Guidance

4. Vocational Guidance.

Only three of the services have a direct impact on the corpsmembers, Counseling Services, Educational Guidance and Vocational Guidance. Although the corpsmembers did complete the section for Evaluation, these data were not used in any analyses. This section is for staff only, and the corpsmembers completed it only to allow for parsimony in administration of the data gathering instruments.

The data gathering instrument, a 54 item questionnaire, provided the data necessary to evaluate the staffs' and corpsmembers' perception of the above four services in two ways: (1) their level of agreement that these services were currently being provided; (2) their level of agreement that these four services should be provided. In all analyses and discussions to be presented, the subjects level of agreement that the services are being provided currently will be known as "real" and their level of agreement that these services should be provided will be known as "ideal."

HYPOTHESIS 1

H<sub>0</sub> There will be no significant difference in the real and ideal perceptions of the services provided at the Job Corps Center among staff members.

A significant difference between real and ideal scores would need to be determined ( $p < .05$ ) to reject the null hypothesis. To test this hypothesis, a t-test for paired samples was performed on each of the four service areas. The t-test results are shown in Table 11.

Inspection of Table 11 indicates that for all four service areas, the staff's "ideal" perception, i.e., the need for these services was significantly greater than their perception of the "real," i.e. current level of service being provided. It is important to note that although the staff did indicate a greater need for these services to be provided, these results cannot be interpreted to mean that the staff is dissatisfied with the services as they are currently being offered. Levels of satisfaction/dissatisfaction can, however, be inferred from a close inspection of the raw data.

Table 11

## Difference in Staff Perception of Real vs Ideal Services

Dimension		Mean Score	Simple Mean	D.F.	t - Value
Personal/ Social	Real	48.81	3.4	67	- 11.49*
	Ideal	63.46	4.5		
Evaluation	Real	36.53	3.0	67	- 12.61*
	Ideal	50.54	4.2		
Educational Guidance	Real	32.40	3.2	67	- 11.71*
	Ideal	43.51	4.4		
Vocational Guidance	Real	55.24	3.1	67	- 12.85*
	Ideal	74.04	4.1		

\*  $p < .001$

HYPOTHESIS II

H<sub>0</sub> There will be no significant difference in the real and ideal perceptions of the services offered at the Job Corps Center among corpsmembers.

A significant difference between real and ideal scores would need to be determined ( $p < .05$ ) to reject the null hypothesis. It was expected that the corpsmembers ideal perception would differ significantly from their real perception. It was also expected that the ideal scores would be significantly higher. A t-test for paired samples was performed on each of the four service areas. The t-test results are shown in Table 12.

The data gathering instrument was designed to elicit responses from the subjects using 54 items, each on a five point scale from (1) strongly disagree, to (5) strongly agree. A neutral or undecided response would receive a score of (3). A mean score of (3) or greater would indicate a trend toward agreement that the services are being provided or in the case of the "ideal," should be provided. A mean score below (3) indicates a trend toward disagreement that the services are being provided or should be provided.

A mean score was calculated for each of the four service areas under investigation. This was accomplished by dividing the overall mean score for each area by the number of items included in the area. These results are the "simple means" as shown in Table 12.

An inspection of simple means (See Table 12) reveals that the staff indicates only a minor trend toward agreement that the services (Counseling, Evaluation, Educational Guidance and Vocational Guidance), are currently being provided, whereas, there is strong agreement that these services should be provided, (3.4, 3.0, 3.2, and 3.1 simple means for real services, respectively, and 4.5, 4.2, 4.4, and 4.1 simple means for ideal services, respectively).

Based on the results of these data, the null hypothesis of no significant difference is rejected ( $p < .05$ ).

Inspection of Table 12 indicates significant difference between corpsmembers' perception of the real and ideal services. Further, the trends suggested by the simple means indicate that corpsmembers disagree that the services are being provided adequately by the center. The corpsmembers

Table 12

## Difference in Corpmembers Perception of Real vs Ideal Services

Dimension		Mean Score	Simple Mean	D.F.	t - Value
Personal/ Social	Real	36.78	2.6	85	- 18.67*
	Ideal	61.80	4.4		
Evaluation	Real	31.06	2.6	85	- 15.47*
	Ideal	46.01	3.9		
Educational Guidance	Real	24.72	2.5	85	- 19.73*
	Ideal	44.16	4.4		
Vocational Guidance	Real	22.81	1.3	85	- 3.97*
	Ideal	68.50	3.8		

\* p &lt; .001

do strongly agree, however, that the services should be provided.

The implications of these data are that the corpsmembers are not satisfied with the services as they are currently being provided. The results of Hypotheses I and II suggest that staff and corpsmembers do not appear to be congruent in their evaluation of these services. The question arises, "are the perceptions of the staff and corpsmembers concerning the adequacy of the services currently being provided significantly different?" This question leads to Hypothesis III.

Based on the results of these data, the null hypothesis of no significant difference is rejected ( $p < .05$ ).

### HYPOTHESIS III

H<sub>0</sub> There will be no significant difference between the staff and corpsmembers perception of the real and ideal services currently provided at the center.

It was expected that the corpsmembers and staff would differ significantly in their perception of the current services, with the staff indicating a higher



Table 13

Difference between the Staff and Corpmembers' Perception of the Real And Ideal  
Services Offered at the Job Corp Center

Dimension		Mean Score	Simple Mean	D.F.	t - Value
Personal/ Social	Real	36.78	2.6	152	- 7.79*
	Ideal	48.81	3.4		
Evaluation	Real	31.06	2.6	152	- 4.56*
	Ideal	36.53	3.0		
Educational Guidance	Real	24.72	2.5	152	- 6.52*
	Ideal	32.40	3.2		
Vocational Guidance	Real	22.81	1.3	152	- 2.03 *
	Ideal	55.54	3.1		

\* p < .001    \*\* p < .05

staff is classified by job function.

This hypothesis has two components: first, differences in perception between the staff as to the real services offered, and second, differences in perception as to ideal services.

All staff members were classified into one of five job functions:

1. Vocational and Basic Education (ED)
2. Task Force (TF)
3. Residential Staff (RS)
4. Administrative Staff (AS)
5. Counseling Staff (CS).

The null hypothesis of no significant difference would be rejected if significant difference between these work groups was determined ( $p < .05$ ).

A one-way analysis of variance with multiple range tests (LSD Procedure,  $p < .05$ ) was performed for both real and ideal services. The results of these one-way analyses are shown in Table 14. For clarity and parsimony, the ANOVA results are condensed to allow for direct comparisons of the data. Full anova data is provided in Appendix B.

Table 14

Difference in Perception of Real and Ideal Services  
Of the Staff by Job Function

Variable (Real)	DF	f-Ratio
Counseling	4/63	3.72**
Evaluation	4/63	4.18**
Educational Guidance	4/63	8.26***
Vocational Guidance	4/63	2.85*
Variable (Ideal)		
Counseling	4/63	4.66**
Evaluation	4/63	3.92**
Educational Guidance	4/63	4.21**
Vocational Guidance	4/63	3.73**

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001

These data suggest that the staff members differ significantly in their perception of the services currently being offered as well as the services that should be offered across all four services.

To determine which of the groups is specifically accounting for the variance, multiple range tests were performed for each of the services, both real and ideal. For parsimony, full multiple range tables are not presented in this chapter, but these data are provided in Appendix C.

A synthesis of the multiple range tests is provided in Chart 1.

The data presented in this chart will be discussed in two parts real(top half of the chart), and ideal (bottom half of the chart).

### Real Services

Multiple range tests allow for the discrimination of the work groups which contribute significantly to the variance suggested by the one-way analyses of variance. The results of the multiple range tests suggest the following:

- The teaching and administrative staffs hold the strongest view that the real

## Chart 1

Work Groups Accounting for Significant Variation  
 Determined by the One-Way Anovas  
 Presented in Table 14

Real Perceptions *		
Variable	Work Group (Lowest Perc.)	Work Group (Highest Perc.)
Counseling Service	TS	CS
Evaluation	TS/AS	CS/RS
Educational Guidance	TS/AS	CS/RS
Vocational Guidance	TS/AS	CS/RS
Ideal Perceptions *		
Counseling Service	AS	CS/TS/RS/TF
Evaluation	AS	CS/TS/RS
Educational Guidance	AS	CS/TS/RS
Vocational Guidance	AS	RS

\* See page 97 for work group codes

services provided at the center need improvement.

- The counseling and residential staffs are the most supportive of the services as they are currently provided.

Based on these results, the null hypothesis of no significant difference for real services is rejected ( $p < .05$ ).

### Ideal Services

Inspection of the second half of Chart 1 (ideal services) suggests some interesting findings:

- For all four services, the administrative staff is the least supportive of the notion that these services should be provided.
- The remaining four work groups are in agreement that all four of the services should be provided.

Based on these results, the null hypothesis of no significant difference for ideal services is rejected ( $p < .05$ ).

HYPOTHESIS V

- H<sub>0</sub>      There will be no significant difference in the corpsmembers real or ideal perception of the services offered by the center when the members are classified by age.

The null hypothesis of no significant difference would be rejected if significant differences were determined for real services, and, separately for ideal services. One-way analysis of variance with corresponding multiple range tests (LSD Procedure,  $p < .05$ ) were performed for each of the services, both real and ideal; they were divided into three age groups:

1. 16 and 17 years old,
2. 18 and 19 years old,
3. 20 years and older.

In order to maintain clarity and parsimony, the data for the one-way anovas is presented in synthesized form in the text proper. Full anova tables are presented in Appendix D.

The synthesized results of the one-way analyses of variance are shown in Table 15.

Table 15

Difference in Perception of Real and Ideal  
Services of Corpmembers by Age Group

Variable (Real)	df	f-Ratio
Counseling	2/83	1.36
Educational Guidance	2/83	.846
Vocational Guidance	2/83	.387
Variable (Ideal)		
Counseling	2/83	3.97 *
Educational Guidance	2/83	2.89
Vocational Guidance	2/83	.932

\*  $p = .05$



These data suggest that the corpsmembers do not differ in their perception of the services offered currently at the center. One significant difference was noted for ideal and that was for the counseling service. The 18 and 19 year olds were in least agreement that the counseling service should be offered, although they leaned toward the service being offered. With only one significant difference being determined, and considering that the significance barely met significance criteria ( $p < .05$ ), it is possible that this result is a statistical artifact rather than a concrete finding.

Based on these results, the null hypothesis of no significant difference is accepted ( $p < .05$ ).

#### HYPOTHESIS VI

H<sub>0</sub> There will be no significant difference in the corpsmembers' perception of the real and ideal services provided by the center when the subjects are classified by gender.

It was expected that the subjects would not differ in their perception based on gender. For the null hypothesis of no significant difference to be rejected,

a significant difference in perception on the real and ideal services would need to be determined for males and females. To test this hypothesis, t-tests for independent samples were performed on each of the real and ideal services. The results of these t-tests are shown in Table 16.

These data indicate that males are more dissatisfied with both the counseling service and the educational guidance service compared to women, although both groups are dissatisfied with the services, overall. Also, considerable dissonance is noted between the value that women place on the vocational service and the value that men place on this service. The women are in much stronger agreement that vocational guidance should be provided by the center.

Based on these data, the null hypothesis of no significant difference is rejected ( $p < .05$ ).

#### HYPOTHESIS VII

H<sub>0</sub> There will be no significant difference in the corpsmembers perception of the real and ideal services provided by the center when the members are classified by race.

Table 16

Difference in Perception of Real  
And Ideal Services by Sex of Corpmember

Variable (Real)	Mean	df	t-Value
Counseling			
Male	33.84	83	3.65 **
Female	40.83		
Ed. Guidance			
Male	23.29	83	2.25 *
Female	26.81		
Voc. Guidance			
Male	47.96	83	1.67
Female	49.22		
Variable (Ideal)			
Counseling			
Male	61.98	83	.31
Female	61.58		
Ed. Guidance			
Male	44.39	83	1.48
Female	43.94		
Voc. Guidance			
Male	60.27	83	10.0 ***
Female	79.58		

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001

It was expected that no significant differences would be determined in perception of the real and ideal services among the corpsmembers when they were classified by ethnic origin. In order for the null hypothesis of no significant difference to be rejected, significant difference would need to be determined for each of the services. To test this hypothesis, t-tests for independent samples were performed for each of the services, real and ideal. Since no significant differences were noted for the ideal services, these analyses are not presented. The results of the t-tests for the real services are shown in Table 17.

These results indicate that the groups differ in their perception of the services (Counseling and Educational Guidance) provided at the center. Inspection of group means reveal that Black corpsmembers were in significantly less agreement than white corpsmembers that these services were currently being provided, although previous analyses established that the members in general were not satisfied with the services provided. Black corpsmembers are even more dissatisfied with the services. Neither group differs in perception on the need for the services that should be ideally provided.

Table 17

Difference in Perception of the Real Services  
Of Corpmembers by Ethnic Origin

Variable (Real)	Mean Score	df	t-ratio
Counseling			
Black	37.10	83	3.55 ***
White	44.06		
Educational Guidance			
Black	25.23	83	5.77 **
White	28.85		
Vocational Guidance			
Black	17.43	83	10.0 ***
White	50.85		

\* Two groups were formed from the subjects,  
Blacks and Whites

\*\*  $p < .05$

\*\*\*  $p < .001$

As with gender differences, these ethnic differences provide a fertile field of investigation to clarify and understand the nature of these differences. Based on these data, the null hypothesis of no significant difference is rejected ( $p < .05$ ) for real and accepted for Ideal.

#### HYPOTHESIS VIII

$H_0$  There will be no significant difference in the corpsmembers perception of the real and ideal services at the center, when the members are classified by number of appointments made with the counseling staff.

It was expected that there would be some difference in the corpsmembers perception of the real and ideal services by center use since it is assumed that those members who avail themselves more of the services would be more invested and involved in the center's activities. It was also assumed that this involvement reflects a more positive attitude toward the services that the center provides. The working notion was that the greater the usage of the counseling services that the member makes, the more likely the member will report that the services are being offered.

Three groups of subjects were formed as determined by the number of appointments made with the counseling staff:

1. no appointments,
2. one to two appointments,
3. three or more appointments.

The null hypothesis of no significant difference would be rejected if significant difference in the perceptions of the corpsmembers for real and ideal services were determined ( $p < .05$ ). One-way analysis of variance was performed on each of the services (real and ideal). A synthesis of the one-way ANOVA to allow direct comparison of the data is presented in Table 18. Full ANOVA tables are provided in Appendix E.

These data suggest that corpsmembers do not differ in their perception of the real and ideal services when they are classified by appointments made with the counseling staff. The only exception is the real perception of the counseling service, and this unusual finding is difficult to interpret. Those corpsmembers who made between one and two appointments had a significantly higher level of agreement that

Table 18

Difference in Perception of the Real and Ideal  
Services Provided by the Center of Corpsmembers  
By Number of Appointments Made with the  
Counseling Staff

Variable (Real)	df	f-Ratio
Counseling	2/83	3.63 *
Educational Guidance	2/83	2.06
Vocational Guidance	2/83	2.12
Variable (Ideal)		
Counseling	2/83	.443
Educational Guidance	2/83	1.43
Vocational Guidance	2/83	1.26

\*  $p < .05$



the services were being offered compared to both those corpsmembers who made no appointments and those corpsmembers who had made three or more appointments. These data have several implications:

- The relationship between appointments made and perception of services offered is not linear, rather curvilinear. If this interpretation is correct, the relationship would follow an inverted U pattern, with corpsmembers perception of the counseling service increasing through one and two appointments, and then decreasing once three or more appointments were made.

- The finding is a statistical artifact.

Due to the interesting implications suggested by the data, a more in-depth discussion of these implications is required before the null hypothesis of no significant difference is accepted or rejected.

In order for point number one to be the valid, expressed relationship, what conditions would have to be met? The most difficult part of this relationship

to explain is the downturn in evaluation after three or more appointments have been made by the corpsmember. The responses of the no appointment group can be explained as a lack of investment on the part of these corpsmembers, and they did not take as active a part in the center services as the one or two appointment group. Further, this finding may be a reflection of the responses of the new members who have not as yet had time to avail themselves of the services or to make a valid determination for themselves as to the applicability of the services to them.

The higher level of agreement for the one and two appointment group is suggestive of increased investment in and participation in the services of the center. This also suggests that these corpsmembers may see more relevance for themselves in the services being provided. If this is true, what happens to this investment and relevance?

If it is assumed that the corpsmembers who have made three or more appointments would have evaluated the services the same as the one and two appointment group did in this study (at the time they had made one or two appointments), (cross-sectional

design assumption), then another variable would have to be operating, such as a frustration variable. Here, the members would have to experience some loss of investment in terms of their perception of the value of the counseling service as applied to them. In other words, for some reason unknown at this time, the corpsmember would lose sight of the value of the counseling service to him/her over time. If these conditions as described were present, the inverted U pattern or relationship between appointment and evaluation of the services is supported.

The data provided in this research is not sufficient to determine whether these conditions are in existence at the center. There are too many assumptions that are required to be accepted in order for the inverted U pattern to be valid. Therefore, this finding which barely met statistical significance criteria should be considered a statistical artifact. However, additional research could be conducted to clarify this issue. Based on these data, the null hypothesis of no significant difference is accepted ( $p < .05$ ).

## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The problem which this study has explored is the perceptions of corpsmembers and staff as to the counseling services provided at a large Job Corps Center in Indiana. In the last two decades most of the studies involving the perception of students of counseling services involved those students enrolled in traditional school settings. Little was done to examine these perceptions in non-traditional settings. This research addressed this deficit.

Chapter V is organized into four sections: Summary, Conclusions, Implications and Recommendations, for future research. The Summary provides a brief recapitulation of the first four chapters. The Conclusion section will expand upon the results suggested by the data. The expansion includes inferences as to the underlying factors which account for the given results. The Implications section will expound upon the ramifications for both the Job

Corps center, as well as the staff and corpsmembers. The chapter will conclude with Recommendations for further research suggested by this investigation.

### Recapitulation of the Study

There were six major research questions that were explored in this investigation. They consisted of the following:

1. Do staff members report significant discrepancies in their perception of the present level of services being provided versus the level they believe that the services should be provided?
2. Do corpsmembers report significant discrepancies in their perception of the present level of services being provided versus the level they believe that the services should be provided?
3. Are the perceptions of the staff and corpsmembers congruent with regard to the appropriateness of the services offered?
4. Do staff members differ in their real and ideal views of the services offered, as a function of their job classification?

5. Do corpsmembers perception of the services offered differ as a function of age, sex or ethnic origin?

6. Do corpsmembers differ in their perception of the real and ideal services as a function of the number of appointments made with the counseling staff?

### Purpose of the Study

The purpose of this investigation was to examine the staff and corpsmembers perception of the Job Corps counseling services. Specifically, this study attempts to provide a clearer understanding of the major constituent groups' perceptions of both the role of the counselor and the level of services being provided as judged to be important and promoted by the Residential Living Manual (1972) of the Job Corps.

### Research Hypotheses

To meet the purpose of this investigation, the following research hypotheses were tested:

- H<sub>1</sub> There will be no significant difference in the real and ideal perceptions of the services provided at the Job Corps Center among staff member.
- H<sub>2</sub> There will be no significant difference in the real and ideal perceptions of the services offered at the Job Corp Center among corpsmembers.
- H<sub>3</sub> There will be no significant difference between the staff and corpsmembers perception of the real services currently provided at the center.
- H<sub>4</sub> There will be no significant difference in the staffs' perception of the real and ideal services when the staff is classified by job function.
- H<sub>5</sub> There will be no significant difference in the corpsmembers' real or ideal perception of the services offered by the center when the corpsmembers are classified by age.

H<sub>6</sub> There will be no significant difference in the corpsmembers' perception of the real and ideal services provided by the center when the subjects are classified by gender.

H<sub>7</sub> There will be no significant difference in the corpsmembers' perception of the real and ideal services provided by the center when the members are classified by race.

H<sub>8</sub> There will be no significant difference in the corpsmembers' perception of the real and ideal services at the center when the members are classified by number of appointments made with the counseling staff.

### Methods and Procedures

A 54 item Likert scale was developed which assessed the perceptions of the respondents across two dimensions:

1. their perception of the services as they are currently offered (real), and



2. their perception of the services as they should be offered (ideal).

Each item of the scale addressed one of four conceptual areas derived from the Residential Living Manual (1972) of the Job Corps. These conceptual areas are:

1. Personal-Social Dimension
2. Evaluation Component
3. Educational Guidance
4. Vocational Guidance.

The 54 items were randomized in the scale, and the subject responded to each item twice. The first response assesses the subjects' perception of the services as they are currently offered (real). The second response assesses the subjects' perception of the services as they should be offered (ideal). Therefore, each subject had eight distinct scores, one for each service area for "real" and "ideal." A subject score for each service area is determined by summing the scores of the individual items comprising that group. This data is used to address the research questions posed in the research as well as to test the various hypotheses presented.

3. All subjects perceived the level of services currently being offered to be significantly lower than they would like to see them offered.

The three null hypotheses of no significant difference were rejected ( $p < .05$ )

The remaining five hypotheses (four through eight) were designed to test the influence of the following variables:

1. Staff job classification
2. Age of corpsmember
3. Sex of corpsmember
4. Race of corpsmember
5. Use or non-use of the counseling center.

The following results were determined:

1. The teaching and administrative staffs held the strongest view that the real services provided at the center need improvement. Also, the counseling and residential staffs are the most supportive of the services as they are currently being provided. In addition, the administrative staff is the least supportive of the notion that these services should be provided. The remaining four work

groups are in agreement that all four of the counseling services should be provided. The null hypothesis of no significant difference was rejected ( $p < .05$ ).

2. Corpsmembers did not differ in their perceptions of the real and ideal services provided at the center when the variable 'age' was examined. The null hypothesis of no significant difference was accepted ( $p < .05$ ).

3. Males were more dissatisfied with both the counseling service and the educational guidance service as compared to women, although both groups were dissatisfied with the services overall. The null hypothesis of no significant difference by gender was rejected ( $p < .05$ ).

4. Black corpsmembers were significantly more dissatisfied with the services offered as compared to white corpsmembers. The null hypothesis of no significant difference by ethnic group was rejected ( $p < .05$ ).

5. Differences in perceptions of the services offered based on usage of the counseling center remains

undetermined. Although some significant findings were suggested by the data, the underlying assumptions which need to be accepted to account for these findings were too severe. That is, the evidence was strong enough to suggest that the significant results were the product of statistical artifacts. The probability of committing a type one alpha error was too excessive. The null hypothesis of no significant difference by use of the counseling service was accepted ( $p < .05$ ).

### Conclusions

Based upon the results obtained, several conclusions may be drawn. Conclusions can be made about staff, corpsmembers, and administrative perceptions. In addition, conclusions have been generated through the analysis of demographic variables.

1. The primary conclusions obtained through the analysis of staff perceptions for the need of counseling services indicated that substantially higher levels of service were needed

(Ideal) compared to the level of services currently being provided (Real). While the staff believes that the services that are currently being provided are adequate, they clearly believe that the quality and quantity of these services need improvement. Whether this assessed attitude is a valid reflection of the state of the provided services cannot be determined, and is a topic for further research.

2. As expected, the corpsmembers were significantly more dissatisfied with the level of services as currently being provided. The evidence supporting this finding is so strong that it may be safely concluded that corpsmembers appear to be reflecting an attitude which is questioning whether or not the services are, indeed, being provided.

The finding supports the work of Kerachsky, Lapczynski and Maller (1979) who found that corpsmembers were least satisfied with the residential aspects of Job Corps which included both the counseling and the residential living program. In addition, Abt Associates (1979) found that corpsmembers made positive gains in social/attitudinal outcomes. However, corpsmembers reported that they expected to achieve greater gains than those they experienced. This discrepancy in achieved and expected gains may potentially lead to an overall expressed dissatisfaction with the counseling services among corpsmembers.

3. When comparisons were made between staff and corpsmember perception of the services, significantly lower ratings were given by corpsmembers on the level of services currently

being provided (Real). The lack of significant differences in the scores of staff and corpsmembers on the 'ideal' service is a significant finding as it suggests that neither the staff nor the corpsmembers are dissatisfied with the type of services the center is charged with providing. Their agreement on the 'ideal' scores was evidenced by the close range of the simple mean scores which suggests strong agreement. The differences, then, between the staff and corpsmembers are not centered around the nature of specific functions, rather how these functions should be carried out.

4. Another interesting finding was obtained when teacher and administrative staff perceptions were compared to counselors and the residential advisors. The significantly lower scores of the teaching and administrative staff (as a group)

when compared to the counselors and residential advisors (as a group) indicated that in their opinion the counseling services are in need of improvement. This is an interesting finding and is supported by Russell and Willis (1964) who found that the guidance programs did not get the support of a large majority of the teachers. What is not known is whether this lack of support for the guidance function stems from the failure of the teachers to understand the role of the guidance and counseling service or whether the counseling staffs' inability to carry out program objectives. Parallel research on teacher support of the Job Corp counseling program is minimal, thereby making comparisons premature. As expected, the counseling staff is the most supportive of the counseling services being provided. These dichotomous attitudes between staff



members may not only reflect viewpoints on the services per se, but attitudes toward specific groups who are seen as being responsible for the implementation and maintenance of these services.

When each of the staff groups are viewed separately on their 'ideal' ratings, the administrative staff is found to be the least supportive of the notion that counseling services should be provided at a higher level. The remaining three work groups are in relative agreement that the services should be provided. The lower ratings of the administrative group are not unusual since most administrators are not directly involved in the counseling delivering service and have the least first-hand knowledge of the advantages/disadvantages of the counseling service. Again, this attitude may not only be reflective of the

administrative staff's viewpoint on the service per se, but may reflect their attitudes toward counselors as a group who are charged with the implementation and maintenance of these services.

5. The lack of significance which resulted when corpsmembers were compared by age groups was extremely suggestive of the need for more counseling service. The fact that 16 year old corpsmembers and 21 year old corpsmembers maintained similar perceptions is in itself an interesting finding. Typically, the variations between these groups is expected because chronologically older corpsmembers possess different needs, expectations, and goals than their younger counterparts.
6. The fact that males are more dissatisfied with both the counseling service and the educational guidance service as compared to females is another interesting

finding. Also, considerable dissonance is noted between the value that women place on the vocational service and the value that men place on this service. The women are in much stronger agreement that vocational guidance should be provided by the center.

These differences in perceptions of vocational service may be a reflection of the stereotypic gender differences. More specifically, it is difficult to determine if these differences are due to the nature of the services (more applicable to women) or, perhaps, a more generalized difficulty on the part of the men who may be embarrassed, intimidated, or angry at having to participate in Job Corps. The men may be experiencing some threat to masculinity or social role, or ego loss by receiving the same training and services that their cohort females are receiving.

The fact that women corpsmembers are in stronger agreement that vocational guidance should be provided is indicative of a change in women's attitudes in the world-of-work.

Previous feelings indicated that both groups agreed strongly that the services should be provided by the center as they are constituted. This result lends credence to the latter alternative proposed as accounting for the gender differences.

7. The fact that Black corpsmembers were more dissatisfied with the counseling services as compared to White corpsmembers supports Bryson, Renzaglia and Bardo (1975), who speculated that the declining role of the counseling service is due to the counselors' adherence to traditional counseling models. Much of the corpsmembers' criticism focused on the counselors' apparent lack of concern

and involvement in the total program. These difficulties may be exasperated by the counselors' insensitivity to the particular needs of the Black corpsmembers', thereby, resulting in the pessimistic attitude expressed by the Black corpsmembers.

8. Corpsmember perceptions of the counseling services offered based on their reported 'use' or 'nonuse' of the same services remains undetermined. Although some significant differences were suggested by the data, the relationship between appointments made and perceptions of the services offered was not linear as expected, rather curvilinear. The relationship follows an inverted U-pattern with corpsmembers perceptions of the counseling service increasing through one and two appointments, and then decreasing once three or more appointments are made. Therefore, the evidence suggests that the significant results

obtained were the product of statistical artifacts. The probability of committing a type one alpha error was excessive and it is suggested that further investigation be conducted.

### Implications and Discussion

The results of the data suggest several implications for the Job Corps Center under study which may affect the quality of the counseling services the Center is charged with providing. Based on the conclusions obtained from the results, there are implications that are centered around the major constituent groups: counselors, teachers, administrators, and corpsmembers.

#### Implications for Staff

It has been established that although staff members have perceived the counseling services as being marginally adequate, all of the staff, regardless of job function, perceive a need for significant improvement. This finding could be viewed from both negative and positive polarities. Negative in the sense that the disparity in viewpoints is

indicative of an underlying dissatisfaction with the services. Positive in the sense that they all believe in and see the need for more support of the counseling function. For the sake of clarity each of the major constituent staff groups studied in this investigation will be discussed separately.

### Counselor Implications

When one takes into account all of the ancillary functions that Job Corps counselors are required to perform in addition to their large case-load (monthly corpsmember evaluations -- P/PEP's, health referrals, family counseling, group counseling, and orientation), this leads to the conclusion that there is insufficient time for the counselor to efficiently accomplish the mandated tasks of educational guidance, vocational counseling, personal-social counseling, and evaluation. The question is do these ancillary tasks reduce the amount of hours available for meaningful counselor-corpsmember contacts? The high turnover rate of counselors may be reflecting counselor frustration with long hours demanded

by the position and the modest salary range which they occupy.

Additionally, the complex system which the counselor must contend and interact with requires considerable skill and training. The Residential Living Manual (1972) sets a minimum standard of a B.A. degree (p. 45). The level of training that counselors receive varies widely depending upon the academic institution or field setting in which they were trained. Formal training at the B.A. level is not sufficient to adequately prepare the neophyte counselor to meet the complex and varied need systems of the nontraditional corpsmember. Should the training requirements be more substantial than the minimum specified in order to cope with these special problems and issues?

#### Teacher Implications

Several questions are generated as a result of the finding that teachers' perception of the existing (Real) services were the most critical of the counseling services. For example, there is a question of the level of teacher support for the counseling services. Also, what is the teachers'



level of awareness of the counseling services, counselor roles and tasks, and the difficulties encountered? What do teachers perceive the role of counselors to be and is that perception different from the mandated roles and tasks set forth for counselors? Finally, in what ways can teachers interact with counselors to enhance their own service and conversely, how can counselors interact with teachers along the same lines? These questions need further examination; however, it is clear that cooperative efforts between teachers and counselors are needed to promote a greater level and more meaningful delivery of the counseling delivery services that corpsmembers claim are needed?

#### Administrator Implications

Although not significantly different, the lower overall mean scores on the 'Ideal' suggest a lack of support for counseling by administrators. It is not clear whether this lack of support involves:

1. A lack of understanding of the counselor's role in general,

2. A lack of understanding of the counselor's role to the corpsmembers, or
3. A belief system on the part of the administrators that the counseling staff is not meeting their task requirements.

The question can then be raised, on what evidence do administrators base their perceptions of the counseling services? Further, at what level of interaction do counselors and administrators engage in? What priority do administrators place on the value of the counseling service in the Job Corps setting? Answers to these questions are extremely important, since it is the administrators who maintain the most direct access and control of program budgets and Center priorities.

#### Corpsmember Implications

Even though a significant difference was obtained between the staffs' perception of the counseling services, corpsmembers were even more dissatisfied. The ratings were so low that this

investigator was led to question whether or not the corpsmembers perceived the services as even being minimally provided. Despite this, an inspection of the simple means between 'Real' and 'Ideal' scores (Table 12, p. 93) shows that corpsmembers see the relevance of counseling and want greater support for the services. This finding generates questions related to the emphasis placed upon the role of counseling in the corpsmembers life on center. Do corpsmembers have frequent and significant interaction with counselors? Do corpsmembers have schedules which do not allow for counselor contact except in matters of scheduling or personal crisis? It is obvious then that sufficient and significant contact with any group is an underlying necessity for successful interaction.

Additionally, the fact that women corpsmembers were found to be in much stronger agreement that vocational guidance should be provided is indicative of the changed female work attitudes. This is understandable since many women corpsmembers who enter Job Corps are single parents. This matrilineal family unit creates greater pressures on the part of women to succeed vocationally. This is indicative

of a need for more extensive and specialized career development for women. Women corpsmembers may have a greater need as many times they are the primary support system of their nuclear family. Therefore, completion of the Job Corps training program has greater significance to them since it will enhance the quality of their work life in the future.

The disparateness is further evidenced when the attitudes of Black and White corpsmembers are compared. Black corpsmembers were found to be the most dissatisfied with the counseling service. Do Black corpsmembers perceive the counseling service as being relevant and significant?

Whether the dissatisfaction of the corpsmembers is a valid outcome of their interaction with the center, or is indicative of interpersonal dissatisfactions is unclear. The fact remains that there is considerable dissatisfaction with the counseling service as currently being provided. Since a high proportion of minority youth are enrolled in Job Corps consideration should be given to revising the Residential Living Manual (1972). The manual was derived from traditional counseling models

and practices and should therefore be reviewed for relevance.

### Recommended Actions

Based upon the results and implications derived from this study, the following actions are suggested in an effort toward improving the level of the counseling services provided. Additionally, if change is to occur, it must take place within an 'open', non-threatening environment which would allow members to be maximally committed to any change upon which the group embarks.

1. The development of corpsmember outreach activities need to be initiated. Alternative models such as group counseling, peer counseling, or informal 'rap' sessions may be utilized.
2. Counselors need to increase the frequency of counselor-corpsmember contacts. That is, an effort should be made away from 'crisis-orientated' contacts and toward contacts that are preventive and developmental in nature. The use of group work

would be an advantageous vehicle to accomplish this goal.

3. Counselors need to perform need assessments in an effort to obtain inputs from the service receivers in order to determine the priority of counseling services, problems that need to be addressed at the Center. Additionally, this will allow the service providers to receive feedback to examine their image(s) and role(s) to determine if they are fulfilling responsibilities which are congruent with their professional expectations, training, and goals.
4. Counselors need to address the issues and needs of the non-traditional counselee.
5. Counselors need to assess their impact upon corpsmembers, particularly, Black and women corpsmembers.
6. Information about the counseling services and the role and function of counselors must be disseminated to both corpsmembers and other staff.

7. The counseling services must be substantially supported at all levels if improvement in the quality of the counseling services is to be expected.
8. Cooperative efforts between the teaching staff and counseling staff need to be implemented. This would allow for the enhancement of the resource value of both the counselors and teachers, as well as, increasing the quality of information to the corpsmembers.
9. Administration needs to acknowledge the professional role of counselors at the Center, thereby, legitimizing and giving credibility to their role within the organization.
10. Qualified counselors with a masters degree in counseling should be hired in order to perform the complex tasks that appear to be needed. In addition, salaries for counselors should minimally be competitive with counselors who work in traditional settings

outside of Job Corps.

11. Decrease the excessive ancillary tasks that counselors must perform that tend to diminish the positive, preventive, and developmental counselor-corpsmember contact.
12. Counselors should be encouraged and financially supported to participate in professional development activities; for example, inservice training, attending workshops, state and national conventions. This would allow counselors to revitalize their skills, to develop new approaches, new programs, and ideas that are current practice in the field of Counseling.

The implications derived from this study suggest that the improvement of the quality of counseling services be substantially supported at all levels. Whether these implications may ultimately be traced to systems influences, bureaucratic difficulties, interpersonal or interdepartmental issues is of less concern than the need to



address these implications per se. There is no reason to suspect that the particular center studied is atypical of any Job Corps center which is charged with the enormously complex and difficult task of providing the basic needed counseling services to impoverished adolescents. With present conditions existing and with little apparent desire for change, one needs to question whether this Center or any other center can perform the task of providing counseling services at an optimal level.

#### Recommendations for Further Research

Several areas of additional research were suggested by this study. The lack of support by the non-counseling staff for the counseling service is poorly understood in the context of whether this lack of support is a product of the staffs' lack of understanding of the counseling services per se, or a failure on the part of the counseling staff to adequately inform the constituent groups of the services being provided. To adequately address this issue, the underlying dynamics which generate lack of support need to be understood. Further research

should focus on providing additional information useful in clarifying this dilemma.

The service receivers are comprised of approximately 75 percent minorities. The minority members were the most dissatisfied of all Job Corps members. Further research is essential to understand more fully the need systems of minority members, and how these needs may be more appropriately addressed through the counseling process.

The dissatisfaction of the corpsmembers with the counseling services is a serious problem requiring further investigation. It is unclear if this extreme level of dissatisfaction is a function of the counseling model employed, the personal dynamics of the counselors, the personal dynamics of the corpsmembers, or some broader dissatisfaction with the totality of the Job Corps programs which, in turn, has been projected on the counseling services, since this was the area under study in this investigation. In all likelihood, the corpsmembers' dissatisfaction is an interaction of two or more of the variables mentioned. Several converging experiments could be conducted which would clarify this complex issue.

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APPENDIX A

## APPENDIX A

## SURVEY QUESTIONNAIRE

The following pages of Appendix A contain an exact replica of the data gathering instrument administered in this study.

PERCEPTION OF COUNSELING SERVICES

DEAR PARTICIPANT:

THIS STUDY IS PART OF A PROJECT SPONSORED  
BY THE NATIONAL HEALTH OFFICE.

THERE ARE NO RIGHT OR WRONG ANSWERS. THE  
RESPONSE YOU GIVE WILL BE COMBINED WITH MANY OTHERS.  
YOUR OPINIONS WILL BE HELD ANONYMOUS AND IT IS  
THEREFORE HOPED THAT YOU WILL RESPOND AS HONESTLY  
AS POSSIBLE.

YOUR COOPERATION IS DEEPLY APPRECIATED.

INSTRUCTIONS

FOR EACH ITEM THERE WILL BE 2 ANSWERS:

1. the way things are NOW - "IS"
2. the way you would LIKE THEM TO BE  
- "SHOULD BE"

THE FOLLOWING STATEMENTS THAT BEST REFLECT YOUR  
FEELINGS WILL BE USED TO SCORE YOUR ANSWERS:

1. I Strongly Disagree
2. I Disagree
3. I Am Undecided
4. I Agree
5. I Strongly Agree

KINDLY MARK AN "X" FOR EACH ITEM AS IT "IS" AND AS  
IT "SHOULD BE".

REMEMBER THAT EACH ITEM WILL HAVE 2 ANSWERS.

EXAMPLE

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
1. help corpsmembers with family problems	IS					
	SHOULD BE					
2.	IS					
	SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
1. interpret information about corpsmembers to corpsmembers.	IS SHOULD BE					
2. collect and give corpsmembers information on offerings at the Job Corps Center.	IS SHOULD BE					
3. collect and use data of Job Corps graduates for future planning.	IS SHOULD BE					
4. help corpsmembers by providing information on opportunities at this Center.	IS SHOULD BE					

		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
AT THIS CENTER, COUNSELORS:						
5.	help corpsmembers in planning their program.	IS				
		SHOULD BE				
6.	collect and give to corpsmembers information on more career training opportunities after Job Corps.	IS				
		SHOULD BE				
7.	conduct local research to study occupational trends in the community.	IS				
		SHOULD BE				
8.	participate in policy formulation as it affects the Center guidance program.	IS				
		SHOULD BE				

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Disagree
9. coordinate the accumulation and use of meaningful information about each corpsmember.	IS SHOULD BE					
10. assist corpsmembers in making educational choices.	IS SHOULD BE					
11. encourage corpsmembers to become responsible for their programs.	IS SHOULD BE					
12. help corpsmembers with their personal problems.	IS SHOULD BE					



AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
13. conduct activities that will help in the educational and vocational placement of corpsmembers.	IS SHOULD BE					
14. help corpsmembers develop the ability to understand themselves.	IS SHOULD BE					
15. contact corpsmember graduates to ascertain how well Job Corps services have met their needs.	IS SHOULD BE					
16. evaluate the counseling and guidance services that are offered on Center.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
17. help corpsmembers develop long range career plans.	IS SHOULD BE					
18. help corpsmembers make plans and decisions that will increase their learning opportunities.	IS SHOULD BE					
19. help corpsmembers to work on special problems.	IS SHOULD BE					
20. provide group counseling for those corpsmembers unable or unready to profit from individual counseling.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
21. are available to corpsmembers.	IS SHOULD BE					
22. identify corpsmembers with special abilities or needs.	IS SHOULD BE					
23. participate in planning the educational schedules of each corpsmember, geared to his/her individual needs.	IS SHOULD BE					
24. provide information to corpsmembers about local job opportunities.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
25. assist corpsmembers upon completion of the training programs in selecting a job.	IS SHOULD BE					
26. help each corpsmember to understand themselves in relation to the outside world.	IS SHOULD BE					
27. help corpsmembers to develop decision-making abilities.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
28. are committed to improve their personal capabilities and counseling services by attending workshops, etc.	IS SHOULD BE	-----	-----	-----	-----	-----
29. help corpsmembers make vocational plans.	IS SHOULD BE	-----	-----	-----	-----	-----
30. assist and help corpsmembers to make the transition from Job Corps to the community.	IS SHOULD BE	-----	-----	-----	-----	-----
31. help corpsmembers in making decisions.	IS SHOULD BE	-----	-----	-----	-----	-----

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
32.	seek help from other staff in order to help corpsmembers.	IS	SHOULD BE			
33.	collect and give to corpsmembers information on opportunities for further education.	IS	SHOULD BE			
34.	provide information about future trends in the job market.	IS	SHOULD BE			
35.	collect and give to corpsmembers information on financial assistance after Job Corps.	IS	SHOULD BE			

		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
AT THIS CENTER, COUNSELORS:						
36.	provide corpsmembers with group guidance programs to relate their personal characteristics to educational requirements.	IS	SHOULD BE			
37.	help corpsmembers in understanding their values.	IS	SHOULD BE			
38.	assist corpsmembers upon completion of the training program in joining a union.	IS	SHOULD BE			

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
39. assist and help corpsmembers to make the transition from the community to Job Corps.	IS SHOULD BE					
40. interpret information about corpsmembers to parents.	IS SHOULD BE					
41. interpret information about corpsmembers to teachers.	IS SHOULD BE					
42. help corpsmembers to accept themselves as they are.	IS SHOULD BE					



		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
AT THIS CENTER, COUNSELORS:						
43.	help plan and develop the guidance program in regard to the needs of corpsmembers.					
	IS SHOULD BE					
44.	help corpsmembers to select realistic educational goals in line with their vocational goals.					
	IS SHOULD BE					
45.	work with teachers in matters of classroom behavior.					
	IS SHOULD BE					
46.	help corpsmembers to make choices of the different Job Corps programs.					
	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
47. go into classes and give corpsmembers information about job opportunities.	IS SHOULD BE					
48. interpret information about corpsmembers to administrators, staff, and other concerned professionals for use in educational modifications.	IS SHOULD BE					
49. provide reading material on careers and jobs.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
50. provide corpsmembers with the chance to relate his/her personal characteristics to job requirements.	IS SHOULD BE					
51. provide materials and help teachers.	IS SHOULD BE					
52. bring in representatives from unions, industries, community, etc. to talk to corpsmembers.	IS SHOULD BE					

AT THIS CENTER, COUNSELORS:

		I Strongly Disagree	I Disagree	I Am Undecided	I Agree	I Strongly Agree
53. assist corpsmembers upon completion of the training program in finding housing.	IS					
	SHOULD BE					
54. are helpful to corpsmembers needing counseling.	IS					
	SHOULD BE					

I. Staff Only55. AGE

1. \_\_\_\_\_ 18-27      3. \_\_\_\_\_ 38-47      5. \_\_\_\_\_ 58-67  
 2. \_\_\_\_\_ 28-37      4. \_\_\_\_\_ 48-57

56. RACE/ETHNIC BACKGROUND

1. \_\_\_\_\_ Black/Afro American  
 2. \_\_\_\_\_ White/Caucasian  
 3. \_\_\_\_\_ Spanish Surnamed  
 4. \_\_\_\_\_ American Indian  
 5. \_\_\_\_\_ Oriental/Pacific Islander  
 6. \_\_\_\_\_ Other, Specify \_\_\_\_\_

57. SEX

1. \_\_\_\_\_ Male                      2. \_\_\_\_\_ Female

58. LENGTH OF EMPLOYMENT AT JOB CORPS

1. \_\_\_\_\_ First Year  
 2. \_\_\_\_\_ 1-4 Years  
 3. \_\_\_\_\_ 5-9 Years  
 4. \_\_\_\_\_ 10-14 Years  
 5. \_\_\_\_\_ 15 or more Years

59. EDUCATIONAL LEVEL

1. \_\_\_\_\_ Grades 1-11
2. \_\_\_\_\_ High School
3. \_\_\_\_\_ B.A./B.S.
4. \_\_\_\_\_ M.A./M.S.
5. \_\_\_\_\_ Ph.D./Ed.D.

60. CURRENT ASSIGNED DUTY

1. \_\_\_\_\_ Vocational Ed. Teaching Staff
2. \_\_\_\_\_ Basic Ed. Teaching Staff
3. \_\_\_\_\_ Counseling Staff
4. \_\_\_\_\_ Residential Staff
5. \_\_\_\_\_ Administrative Staff
6. \_\_\_\_\_ Security Staff

II. CHECKLIST

1. Did you answer all questions?
2. Have you signed the consent form?
3. Place the consent form in the white envelope and seal it.
4. Place the questionnaire in the brown envelope and seal it.
5. Return both envelopes to the Center Director's office by Friday, October 17, 1980.

CORPSMEMBERS ONLY55. AGE

- |    |       |    |    |       |    |    |       |       |
|----|-------|----|----|-------|----|----|-------|-------|
| 1. | _____ | 14 | 4. | _____ | 17 | 7. | _____ | 20    |
| 2. | _____ | 15 | 5. | _____ | 18 | 8. | _____ | 21 or |
| 3. | _____ | 16 | 6. | _____ | 19 |    |       | more  |

56. RACE/ETHNIC BACKGROUND

1. \_\_\_\_\_ Black/Afro-American
2. \_\_\_\_\_ White/Caucasian
3. \_\_\_\_\_ Spanish Surnamed
4. \_\_\_\_\_ American Indian
5. \_\_\_\_\_ Oriental/Pacific Islander
6. \_\_\_\_\_ Other, Specify \_\_\_\_\_

57. SEX

1. \_\_\_\_\_ Male
2. \_\_\_\_\_ Female

58. HOW LONG HAVE YOU BEEN IN JOB CORPS?

1. \_\_\_\_\_ 1-6 Months
2. \_\_\_\_\_ 7-12 Months
3. \_\_\_\_\_ Between 1-1½ Years
4. \_\_\_\_\_ Between 1½-2 Years

59. HAVE YOU MADE AN APPOINTMENT TO SEE YOUR  
COUNSELOR THIS YEAR?

1. \_\_\_\_\_ No
2. \_\_\_\_\_ 1-2 Times
3. \_\_\_\_\_ 3 or more Times



APPENDIX B

Table 1

Difference in Staff Perception of Real Personal/Social Function  
Of Counseling Service by Job Classification

Group	Count	Job Classification
1	14	Teaching Staff
2	6	TASK Force
3	25	Residential Staff
4	16	Administrative Staff
5	7	Counseling Staff

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	1216.3153	304.0788	3.721	.0088
Within Groups	63	5148.1994	81.7175		
Total	67	6364.5147			

p < .01

Table 2

Difference in Staff Perception of Real Evaluation Function  
Of Counseling Service by Job Classification

Group	Count	Job Classification
1	14	Teaching Staff
2	6	TASK Force
3	25	Residential Staff
4	16	Administrative Staff
5	7	Counseling Staff

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	864.2732	216.0683	4.182	.0046
Within Groups	63	3254.6680	51.6614		
Total	67	4118.9412			

p < .01

Table 3

Difference in Staff Perception of Real Educational Guidance Function  
By Job Classification

Group	Count	Job Classification			
1	14	Teaching Staff			
2	6	TASK Force			
3	25	Residential Staff			
4	16	Administrative Staff			
5	7	Counseling Staff			

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	1170.7914	292.6979	8.264	.00001
Within Groups	63	2231.4880	35.4204		
Total	67	3402.2794			

p < .001

Table 4

Difference in Staff Perception of Real Vocational Guidance Function  
By Job Classification

Group	Count	Job Classification			
1	14	Teaching Staff			
2	6	TASK Force			
3	25	Residential Staff			
4	16	Administrative Staff			
5	7	Counseling Staff			

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	1067.5762	266.8941	2.852	.0308
Within Groups	63	5896.6590	93.5978		
Total	67	6964.2353			

p < .05

Table 5

Difference in Staff Perception of Ideal Personal/Social Function  
By Job Classification

Group	Count	Job Classification
1	14	Teaching Staff
2	6	TASK Force
3	25	Residential Staff
4	16	Administrative Staff
5	7	Counseling Staff

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	481.0600	120.2650	4.660	.0023
Within Groups	63	1625.8076	25.8065		
Total	67	2106.8676			

p < .01

Table 6

Difference in Staff Perception of Ideal Evaluation Function  
By Job Classification

Group	Count	Job Classification			
1	14	Teaching Staff			
2	6	TASK Force			
3	25	Residential Staff			
4	16	Administrative Staff			
5	7	Counseling Staff			

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	412.5800	103.1450	3.923	.0066
Within Groups	63	1656.2876	26.2903		
Total	67	2068.8676			

p < .01

Table 7

Difference in Staff Perception of Ideal Educational Guidance Function  
By Job Classification

Group	Count	Job Classification
1	14	Teaching Staff
2	6	TASK Force
3	25	Residential Staff
4	16	Administrative Staff
5	7	Counseling Staff

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	373.4173	93.3543	4.208	.0044
Within Groups	63	1397.5680	22.1836		
Total	67	1770.9853			

p < .01



Table 8

Difference in Staff Perception of Ideal Vocational Guidance Function  
By Job Classification

Group	Count	Job Classification
1	14	Teaching Staff
2	6	TASK Force
3	25	Residential Staff
4	16	Administrative Staff
5	7	Counseling Staff

  

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	4	1426.5225	356.6306	3.729	.0087
Within Groups	63	6024.3451	95.6245		
Total	67	7450.8676			

p < .01

APPENDIX C

Table 1

Multiple Range Test  
 Staff Perception of Real Personal/Social Function

---

SUBSET 1			
Group	1	4	3
Mean	44.5000	46.1875	48.8000

---

SUBSET 2			
Group	4	3	2
Mean	46.1875	48.8000	54.8333

---

SUBSET 3			
Group	2	5	
Mean	54.8333	58.2857	

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83    2.83    2.83    2.83

Table 2

Multiple Range Test  
 Staff Perception of Real Evaluation Service

---

SUBSET 1				
Group		4		1
Mean		32.5625		32.7857

---

SUBSET 2						
Group		3		2		5
Mean		38.7200		40.3333		42.0000

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83    2.83    2.83    2.83

Table 3

Multiple Range Test  
 Staff Perception of Real Educational Guidance Service

---

SUBSET 1		
Group	1	4
Mean	28.0000	28.5625

---

SUBSET 2		
Group	3	2
Mean	34.1600	35.3333

---

SUBSET 3		
Group	2	5
Mean	35.3333	41.1429

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83    2.83    2.83    2.83

Table 4

Multiple Range Test

Staff Perception of Real Vocational Guidance Service

---

SUBSET 1			
Group	1	4	2
Mean	50.7143	51.0000	56.6667

---

SUBSET 2			
Group	2	3	5
Mean	56.6667	58.7200	60.2857

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83    2.83    2.83    2.83

Table 5

Multiple Range Test

Staff Perception of Ideal Personal/Social Function

---

SUBSET 1				
Group	4			
Mean	59.0000			

---

SUBSET 2				
Group	1	3	5	2
Mean	64.2143	64.3600	65.1429	67.8333

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83	2.83	2.83	2.83
------	------	------	------

Table 6

Multiple Range Test  
 Staff Perception of Ideal Evaluation Service

---

SUBSET 1				
Group	4	2		
Mean	46.2500	50.6667		

---

SUBSET 2				
Group	2	1	5	3
Mean	50.6667	51.1429	52.0000	52.5200

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

	2.83	2.83	2.83	2.83
--	------	------	------	------



Table 7

Multiple Range Test

Staff Perception of Ideal Educational Guidance Service

---

SUBSET 1				
Group	4	2		
Mean	39.5625	42.3333		

---

SUBSET 2				
Group	2	1	5	3
Mean	42.3333	44.4286	45.2857	45.3200

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

2.83	2.83	2.83	2.83
------	------	------	------

Table 8

Multiple Range Test

Staff Perception of Ideal Vocational Guidance Service

---

SUBSET 1				
Group	2	4	1	5
Mean	67.8333	67.9375	74.2143	75.8571

---

SUBSET 2				
Group	1	5	3	
Mean	74.2143	75.8571	78.8400	

---

LSD PROCEDURE -- RANGES FOR THE .050 LEVEL

	2.83	2.83	2.83	2.83
--	------	------	------	------

## APPENDIX D

Table 1

Difference in Corpsmembers' Perception of Real Personal/Social Function  
Of Counseling Service by Age Group

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	228.9859	114.4929	1.360	.2623
Within Groups	83	6987.8164	84.1906		
Total	85	7216.8023			

Table 2

Difference in Corpsmembers' Perception of Real Educational Guidance Function  
Of Counseling Service by Age Group

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	93.1382	46.5691	.846	.4326
Within Groups	83	4566.1641	55.0140		
Total	85	4659.3023			

Table 3

Difference in Corpsmembers' Perception of Real Vocational Guidance Function  
Of Counseling Service by Age Group

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	17158.7142	8579.3571	.387	.6804
Within Groups	83	1840846.3090	22178.8712		
Total	85	1858005.0233			

Table 4

Difference in Corpsmembers' Perception of Ideal Personal/Social Function  
Of Guidance Service by Age Group

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	254.7811	127.3906	3.974	.0225
Within Groups	83	2660.8584	32.0585		
Total	85	2915.6395			

p < .05

Table 5

Difference in Corpsmembers' Perception of Ideal Educational Guidance Function  
Of Counseling Service by Age Group

---

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	96.4962	48.2481	2.891	.0611
Within Groups	83	1385.2247	16.6895		
Total	85	1481.7209			

---



Table 6

Difference in Corpsmembers' Perception of Ideal Vocational Guidance Function  
Of Counseling Service by Age Group

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	22190.5086	11095.2543	.932	.3980
Within Groups	83	988496.9914	11909.6023		
Total	85	1010687.5000			

APPENDIX E

Table 1

Difference in Corpsmembers' Perception of Real Personal/Social Function  
Of Counseling Service by Number of Appointments Made with the Counseling Staff

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	580.5427	290.2714	3.630	.0308
Within Groups	83	6636.2596	79.9549		
Total	85	7216.8023			

Table 2

Difference in Corpsmembers' Perception of Real Educational Guidance Function  
Of Counseling Service by Number of Appointments Made with the Counseling Staff

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	221.2094	110.6047	2.068	.1328
Within Groups	83	4438.0929	53.4710		
Total	85	4659.3023			

Table 3

Difference in Corpsmembers' Perception of Real Vocational Guidance Function  
Of Counseling Service by Number of Appointments Made with the Counseling Staff

---

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	90208.6055	45104.3028	2.118	.1268
Within Groups	83	1767796.4177	21298.7520		
Total	85	1858005.0233			

---

Table 4

Difference in Corpsmembers' Perception of Ideal Personal/Social Function  
Of Counseling Service by Number of Appointments Made with the Counseling Staff

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	30.8158	15.4079	.443	.6434
Within Groups	83	2884.8237	34.7569		
Total	85	2915.6395			

Table 5

Difference in Corpsmembers' Perception of Ideal Educational Guidance Function  
Of Counseling Service by Number of Appointments Made with the Counseling Staff

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	49.1825	24.5912	1.425	.2464
Within Groups	83	1432.5385	17.2595		
Total	85	1481.7209			

Table 6

Difference in Corpsmembers' Perception of Ideal Vocational Guidance Function  
Of the Counseling Service by Number of Appointments Made with the Counseling Staff

Source	df	Sum of Squares	Mean Squares	f-Ratio	f-Prob.
Between Groups	2	29749.7874	14874.8937	1.259	.2894
Within Groups	83	980937.7126	11818.5267		
Total	85	1010687.5000			



## APPENDIX F

October 14, 1980

210

Dear Colleague:

As you know, counseling and counseling services offered to corpsmembers play an important role in Job Corps. For the continued improvement of counseling services, the National Health Office has authorized a study which describes staff and corpsmembers perceptions of the counseling service as it exists now ('IS') and as it "SHOULD BE". Specifically, this study will attempt to provide information about unmet Job Corps member counseling needs, and identify services that are offered but not widely known by staff and corpsmembers.

Enclosed you will find a questionnaire that has been designed to require a short amount of your time. I assure you that your answers will remain confidential and that all results will be reported in a collective form only. There will be no connection between you and the answers on the questionnaire.

Both the National Health Office 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,

---

Harry Kall

## APPENDIX G

CONSENT FORM FOR RESEARCH INVOLVING  
AN ADULT (NO RISK)

PROJECT TITLE: "PERCEPTION OF COUNSELING SERVICES IN JOB  
CORPS BY CORPSMEMBERS, COUNSELORS, STAFF,  
AND ADMINISTRATORS"

I, \_\_\_\_\_, state that I am  
(volunteer)  
over 18 years of age and consent to participate in a research study  
being conducted by Harry Kall. I understand that no risk is involved.

Thank you in advance for your voluntary participation.

\_\_\_\_\_  
(signature of volunteer)

\_\_\_\_\_  
(date)

CONSENT FORM FOR RESEARCH INVOLVING

A MINOR (NO RISK)

PROJECT TITLE: "PERCEPTION OF COUNSELING SERVICES IN JOB CORPS BY  
CORPSMEMBERS, COUNSELORS, STAFF, AND ADMINISTRATORS"

I, \_\_\_\_\_, a minor \_\_\_\_\_ years  
of age, consent to participating in a research study being conducted by  
Harry Kall.

I understand that no risk is involved and that I may withdraw from participation  
at any time.

\_\_\_\_\_  
(signature of administrator)

\_\_\_\_\_  
(signature of corpsmember)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(date)

APPROVAL SHEET

The dissertation submitted by Harry Kall has been read and approved by the following Committee:

Dr. Judy Mayo, Director  
Assistant Professor, Guidance and Counseling, Loyola

Dr. Manual Silverman  
Associate Professor, Guidance and Counseling, Loyola

Dr. Terry Williams  
Assistant Professor, Guidance and Counseling, Loyola

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 by the Committee with reference to content and form.

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

Date

April 23, 1981

Director's Signature

Judy Mayo Ph.D.