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To the Graduate Council:

I am submitting herewith a thesis written by Edna McNutt entitled "The Effects of Self-Study (Southern Association Evaluation) on Teachers' Perception of Guidance." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Guidance.

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and recommend its acceptance:

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THE EFFECTS OF SELF-STUDY (SOUTHERN ASSOCIATION EVALUATION) ON TEACHERS' PERCEPTION OF GUIDANCE

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Edna McNutt

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ABSTRACT

The purpose of this study was to determine what impact a self-study such as the Southern Association Evaluation process might have on the staff's perception of guidance services. The major objective was to find whether or not the self-study would point to a method which could be used to create a more accurate concept of guidance services and a better understanding of the counselor's role.

A modified questionnaire prepared by the National Study of School Evaluation, Junior High School/Middle School Evaluative Criteria (1970), was administered to the staff members of the two junior high schools in Oak Ridge, Tennessee, before and after the self-study. The data for this study were obtained from the responses to the questionnaire.

Statistical analyses were made to determine whether the persons whose responses changed in the positive direction tended to outnumber those whose responses changed in the negative direction. Statistical analyses were also made to determine whether one group tended to give higher responses than another group.

It was found that the total scores (taken as a matter of acceptability) were increased for more respondents than they decreased. Based on total scores of those who changed their responses as to acceptability, a significantly larger number changed in the direction of higher acceptability at one of the junior high schools, but a similar finding was not obtained for the other junior high school.

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A significantly larger number of the staff members changed their responses to the 24 statements on the questionnaire in the positive direction.

In conclusion, there appears to have been some beneficial effect derived from the self-study in the way teachers view guidance services. Such a self-study could possibly be used to create a more accurate concept of the guidance department and a better understanding of the role of the counselor.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

Ever since the introduction of guidance in the schools, questions regarding role and role responsibility have been raised. During the years of the emergence and growth of guidance, the guidance function in the field of education has been assigned to administrators, teachers, and pupil personnel specialists. Guidance has been primarily a secondary school activity until only recently. In the past, much attention has been directed toward differentiating role responsibilities among school personnel for various phases of the guidance function. Too much emphasis, perhaps, has been placed on the role of these various school personnel. In identifying the guidance function and in defining the various role responsibilities for this function, an entity has been created that has become separated from the center of the educative process--classroom learning. Guidance, and especially the counseling function, has tended to be isolated. Thus, something of a wall or barrier has been created between the classroom teacher and the person directly involved in the guidance program. Disharmony between the guidance personnel and instructional staff is very prevalent in many schools today. In fact, enough discord does exist between teachers and counselors to warrant serious concern. Probably the major cause of this disharmony is the inherent and real difference in the role between teacher and counselor. Ohlsen (1964) reminds us that the

teacher's primary responsibility is to facilitate the mastery of knowledge, concepts, and skills and that his guidance activities are auxiliary to instruction. Munson (1971) has also pointed out that the teacher's responsibility to the individual is geared to his learning performance within the context of the learning experience. He states that most teachers are concerned with the individual's learning processes and his learning progress within the subject matter area while guidance in the school represents the individual in the teacher-learning process. It might be said that teachers are concerned with the individual learning about his environment, and guidance personnel are more concerned with the student's perception of and coping with his environment. While on the surface this might seem a conflicting situation, actually teachers and guidance personnel are working toward the student's fullest development of his ability to live effectively in his environment. According to Kowitz and Kowitz (1968), the guidance program must seek not only to find more effective ways of serving the individual student in this process but also to create a social climate conducive to good human relations among students, the faculty, and the administration. Munson (1971) has felt that it is time for us to re-examine the guidance function in an attempt to synthesize the guidance processes and to synergize the efforts of all school personnel.

II. STATEMENT OF THE PROBLEM

It is of some importance to the field of guidance to determine whether or not such a process of self-study as the Southern Association Evaluation would bring about desired changes in teachers' perception,

understanding, and acceptance of guidance personnel and guidance services. The problem was to determine what impact the Southern Association Evaluation process might have on the staff's perception of its guidance services. A study such as this one would, hopefully, point to a method which guidance personnel could employ in helping to bring about a more accurate concept of guidance services and a better understanding of what the counselor is doing as he performs his tasks in a school.

III. RATIONALE FOR STUDY

The literature is replete with references to conflicts in opinions of what guidance counselors and guidance departments ought to do. Any counselor who has worked for any length of time in a school setting realizes that both administrators and instructional staff have differing, and often conflicting opinions about what services guidance departments should render and what activities guidance counselors should engage in.

There are conflicting opinions concerning almost all phases of the guidance program. As stated earlier, the role of guidance personnel is not always clearly defined and understood by the instructional staff. How to organize guidance services so as to produce the most effective counseling for students is a point of disagreement. There is some controversy over the idea of having both male and female counselors within the school setting. Just what records should be kept on each individual student and the responsibility for keeping such

records are other sources of conflict. Other instances where conflicting opinions often occur are in deciding:

1. Whether or not to consult teachers before changes in students' class schedules are made.
2. What alternatives, if any, should be provided for students who do not function in the regular school program.
3. What use should be made of test scores and personal records.
4. What type or orientation program should be provided for new students.
5. Who should be responsible for career education in the school.

Guidance and counseling activities become more important in school because of the rapidly increasing rate of change in our society, while, at the same time, educators in general and counselors in particular are under increasing pressure to become more accountable for their activities. Counselors can ill afford to allow misunderstandings and misconceptions to continue to mar their relations with other staff members in the educational setting.

IV. STATEMENT OF HYPOTHESES

All of the hypotheses in this study will be stated in the null form as recommended by Cornell (1956), Edwards (1966), and Wyatt (1967).

Main Hypothesis

The self-study as part of the Southern Association Evaluation process will make no difference in a staff's perception of guidance services.

Specific Hypotheses

1. Staff members working on a guidance committee such as Student Service will show no significant differences between pre-evaluation and post-evaluation in their perception of the guidance department.
2. Staff committee members working on areas directly relating to students such as Student Service and Student Activity Committees will show no significant differences between pre-evaluation and post-evaluation in their perceptions of the guidance department.
3. Staff committee members working on areas further removed from students such as the Building and Learning Media Committees will show no significant differences between pre-evaluation and post-evaluation in their perceptions of the guidance department.
4. Staff members working on various committees are not significantly different from other staff members in their perceptions as to acceptance or implementation of the guidance program.
    a. Staff members working on the guidance committee are not significantly different from other staff members in

their perception as to acceptance or implementation of the guidance program.

b. Staff members working on student related committees (Student Service and Student Activity) are not significantly different from other staff members in their perceptions as to acceptance or implementation of the guidance program.

c. Staff members working on committees further removed from students (Building and Learning Media) are not significantly different from other staff members in their perceptions as to acceptance or implementation of the guidance program.

V. PROCEDURE

The self-study evaluations for the purpose of accreditation by Southern Association of Colleges and Schools of the two junior high schools in Oak Ridge, Tennessee--Robertsville Junior High School and Jefferson Junior High School--have been used as the basis for this study.

Pre-Evaluation

A questionnaire, prepared by the Southern Association and designed to measure a staff member's perception for what a guidance department ought to be (Acceptance) and how his specific guidance department actually functions (Implementation), was given to all staff members in each school at the beginning of the self-study.

Post-Evaluation

The same Southern Association instrument was given to all staff members at the end of the evaluation process. The differences in responses were analyzed.

Comparison Groups

From the evaluation process five comparison groups were used to gather data for this study. Two of the groups selected dealt more closely with students themselves--Student Services and the Student Activities Committees. Two were concerned more with the physical plant--the Building and Learning Media Center Committees. The fifth group included all those members of the professional staffs of each of the two schools who returned the pre- and post-evaluation instrument.

VI. DEFINITION OF TERMS

The following definitions were used in this study:

1. Guidance services. Guidance services are defined as the basic activities of the school guidance program. These are services that must be planned for and carried out primarily through the school guidance personnel.
2. Southern Association of Colleges and Schools. The Southern Association of Colleges and Schools is one of the six regional associations which accredits the schools and colleges of the United States and American schools abroad. The Association develops a list of accredited secondary schools and prepares a statement of standards to be met by

secondary schools. Membership in the Southern Association of Colleges and Schools makes possible the identification and recognition of good institutions and encourages continuous improvement.

3. Questionnaire. The questionnaire is the instrument prepared by Southern Association of Colleges and Schools for the purpose of indicating degree of acceptability or implementation of guidance services (see Appendix A).

4. Responses. Responses show the degree of acceptability or implementation. Each response is represented in degrees by a number ranging from one to five on the questionnaire.

5. Acceptability. Acceptability is the degree to which a premise is accepted by each staff member. It is the staff member's perception of what a guidance department in his particular school ought to be. More specifically, this was the total score as to acceptability portion on the questionnaire.

6. Implementation. Implementation is the degree to which a premise is implemented in the school. This indicates how a staff member feels his specific guidance department actually functions. More specifically, this was the total score as to implementation portion on the questionnaire.

7. Perception. Perception is defined as the process whereby individual staff members become aware of acceptance or implementation of guidance premises in his school. Perception is shown by a response--one to five--on questionnaire.

8. Guidance Committee. Guidance Committee as used in the study refers to the Student Service Committee. It is a committee which includes services that normally lie outside but support or are related to the instructional program of the school.

VII. DELIMITATIONS

One of the limits of the study is that only two faculties were used. Within these two faculties there was no way to control teacher exposure to guidance information and philosophy. To the degree that these two faculties could be generalized to represent other faculties, the conclusions drawn from the study should be useful to guidance staffs.

The number responding to the questionnaire was 70.65 percent of the total staffs of the two schools.

The Southern Association instrument could be refined to include more definitive statements rather than the broad general statements found in the instrument as used in this study.

VIII. ORGANIZATION OF THE STUDY

The report of this study is organized into five chapters.

Chapter I has been devoted to the statement of the problem, rationale for the study, statement of hypotheses, delimitations of the study, definition of terms, and organization of the study.

Chapter II contains a review of related literature with separate sections on reviews dealing with the following: teachers' perception

of guidance, evaluation, efforts of self-study, and changing teachers' perception of guidance.

Chapter III includes the research design and procedures as well as an analysis of data.

The presentation and interpretation of data are given in Chapter IV.

Chapter V is devoted to the summary of the study. The findings of the study are noted, and recommendations for further study are made.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains a review of the literature related to effects of the self-study on teachers' perception of guidance with emphasis in four areas. The first area concerns teachers' perception of guidance, and the second deals with evaluation. The third and fourth areas concern efforts of self-study and changing teachers' perception of guidance, respectively.

I. TEACHERS' PERCEPTION OF GUIDANCE

Several studies revealed teachers' perception of guidance service as being closely related to teachers' perception of the guidance personnel and the role and functions of guidance personnel. All two frequently the teachers, administrators, and guidance staff have different perceptions of guidance services and the role of guidance staff (Ohlsen, 1964).

Darley's (1956) presentation of teachers' attitudes toward counselors provided an unfavorable image of counselors. This presentation is as follows:

1. Counselors are administrators and the nicest thing you can say about administrators is that they are a necessary evil which may be tolerated but better yet eradicated.
2. Counselors provide ancillary services and are therefore expendable.
3. Counselors coddle and pamper those who would, and perhaps do, flunk out.

4. The counselor's pseudo-Freudian, pseudo-psychometric jargon is the purest nonsense.

5. The counselor's pretense of confidentiality is merely a shield to hide behind when the welfare of the institution is involved or his activities challenged. (p. 228)

Beck (1967) received similar perceptions from teachers in a much later survey. In a reply to a question of how teachers perceived counselors, he obtained the following replies:

1. If you really want to know, he's a young man bucking for vice principal.

2. He's an undercover man for the administration.

3. He gives all those tests and checks attendance records and calls parents. Counseling is what he'd like to do, I think.

4. He wasn't a very good teacher, so . . .

5. He coddles the kids when they raise hell; he's Ann Landers! (Foreword, v)

According to Shaw (1973), there is reason to suspect that a substantial proportion of teachers are ambivalent about whether or not the guidance aspect of education is related to the more general education process. He reported the following study:

> As a part of a larger evaluation program, teachers in a middle-sized city (population approximately 100,000) were asked, "Do you feel that guidance personnel contribute significantly to the education of all or nearly all children in your school in their roles as guidance specialists?" The possible range of responses was, (1) yes, definitely; (2) yes; (3) uncertain; (4) no; (5) no, definitely. At elementary schools with full counselors, 111 teachers' responses averaged 2.49, almost precisely halfway between a "yes" and an "uncertain" response. At the junior high level, 217 teachers responded to the questionnaire and obtained a mean of 2.77 on this same item, while at the high school level 182 teachers responded and obtained a mean of 2.79 on the item, moving the response further in the unfavorable direction. (p. 61)

From this it appears that ambivalence becomes more marked as one progresses from the lower to the upper grades. Shaw felt that the

responses of teachers in this district are typical of what would be found in other school systems with established guidance programs.

Grant (1954) and Tyler (1961) found that teachers see the main contribution of the counselor to be in the area of education-vocational planning. However, according to Tyler, counselors increasingly prefer to be perceived in terms of facilitating personal and social adjustment. There appear to be some consistencies in several studies that secondary teachers see the major activities of the guidance programs centering around educational and vocational guidance (Shaw, 1973). Seventy percent of the teachers in Grant's study expressed their lack of confidence in the counselor's ability to deal with personal-emotional problems. Tyler reported ambiguity on the part of teachers as to what counselors should be doing.

Shaw (1973) believed that teachers see the functions of the guidance program as being passive rather than active. They view the counselor as the court of last resort for handling behavior-learning problems or for the removal of certain students from the classroom.

> The guidance specialist becomes the passive railroad station to whom children are shuttled rather than the active seeker of functions that will fulfill his role. (p. 80)

In a study by Haettenschwiller (1970), teachers tended to perceive the counselor's role as comprising a distribution of activities heavily weighted in the direction of those activities most observable. This, he said, may of course be at variance with what the counselor actually does.

Sweeney (1966) found the administrators' perception of the school counselor's activities and attributes to be different from the

counselor's perception of himself in the degree to which they view certain of these activities and attributes as being important. In the study, counselors placed more importance in the areas relating to working with individual students and accepting professional responsibilities. However, the administrator placed more importance in areas relating to working with staff members and promoting the general school program. The administrator showed a desire for the counselors to demonstrate a greater degree of leadership characteristics. The administrator scored the counselor higher for possessing attributes under the headings of responsible, competitive, and autocratic. In his discussion, Sweeney stated that the counselor is likely to be seen chiefly as the quasi-administrator of guidance services for many principals.

With the emergence of guidance, Munson (1971) felt that teachers have become increasingly wary and cautious concerning guidance services. Some teachers feel they are warned against any kind of human involvement wherein they can communicate with students relating to their interests, values, feelings, and behaviors. Munson went on to say that teachers have become cautious, confused, and disenchanted with the guidance program. Some feel resentful and rebellious toward the guidance department. It was reported by Dworkin and Walz (1971) that guidance workers do not even have the respect of those individuals they are supposed to be assisting. They have lost the confidence of their various publics.

An investigation by Stewart (1961) attempted to evaluate specific factors influencing teacher attitudes toward and participation in

guidance services in schools in the state of Washington. One specific purpose of the investigation was to determine whether teacher attitudes and participation were significantly related. Teacher attitude-toward-guidance scores and participation-in-guidance scores were significantly correlated at the 0.01 level. From the study there was evidence that guidance attitudes were positively related to general attitudes to teaching.

Summary

From all the literature reviewed, the negative perception of teachers toward guidance seemed to be prominent. The counselor was viewed as being a member of the professional staff who did not make significant contributions to the educational process. Many teachers were uncertain about what was being done and accomplished in the guidance program. Some teachers saw educational and vocational guidance as being the main contribution. The counselor's role was often evaluated only in terms of tangible or observable outcomes. In summary, teachers had become cautious and disenchanted with guidance services.

II. EVALUATION

According to Shaw (1973), the evaluation of guidance programs remains in an almost unbelievably primitive stage. A recent review of the literature did not disclose a single total program evaluation.

He commented on the lack of evaluation:

> Few guidance activities are more universally acclaimed as an absolute necessity than that of evaluation. All guidance textbooks exhort the reader to evaluate the effect of what the guidance program does. Unfortunately, there are few guidance activities that are more universally ignored by guidance practitioners than that of evaluation; rarely do guidance specialists examine carefully what they have done. (p. 271)

Shaw stated further that evaluations are often carried out at the request of some agency outside the guidance field. Such outside stimuli include impending accreditations with the accompanying necessity of writing a report. However, he agreed with the experts when they say that evaluation is vital. This means that the outcomes of guidance services must be assessed through objective means. He commented on the intangibility of outcomes.

> The evaluation of guidance also means that the rationalization of intangibility which is frequently applied to such services must be abandoned. If the effects of guidance services are completely intangible, there have in fact been no effects. This will be an extremely difficult point of view for many traditional guidance authorities to accept, but it is more tenable than the position in which the claim of intangibility places us. (p. 272)

Shaw gave two basic requirements of evaluation: (1) evaluation must be viewed as a continuing process rather than as an event, and (2) the tactics of evaluation must be simple and relatively non-time-consuming.

He had much to say about the focus and objectives of guidance services as related to evaluation. Evaluation cannot occur adequately without objectives according to Shaw. The need for objectives will be most apparent at the time attempts are made to establish procedures for evaluating the guidance program. Statements of guidance objectives as found in most school districts are broad statements of desired outcomes

which force guidance professionals to fall back on the use of the term intangible in describing the outcomes of their services.

> Typically, attempts to evaluate existing guidance programs take the direction of utilizing lengthy lists of highly generalized criteria based on assumptions about what the guidance program might have accomplished. Such lists frequently seem to cover every conceivable guidance activity and/or guidance outcome mentioned in the guidance literature. Due to lack of focus in both the program and the evaluation itself, the results obtained . . . are usually ambivalent or negative. (p. 275)

Shaw felt that the statements on questionnaires tended to be centered around what guidance services are provided; they do not specify what outcomes are expected, and yet outcomes are more important than the services provided. The author said such outcomes should depend on the goals selected for emphasis in a specific situation. If goals have not been defined, then lists of this sort may prove to be not only unhelpful but detrimental.

The evaluation of guidance programs with appropriately stated objectives has as its purpose a determination of whether or not objectives are being attained through functions currently utilized. Providing information that will assist in making decisions about appropriate changes in the program is its secondary purpose. From this observation two types of evaluation can be distinguished: (1) evaluation of the total program, and (2) evaluation of specific aspect of an on-going program, or experimental efforts at accomplishing stated objectives in new, improved, or different ways.

Cook (1971) talked about output. He stated that we must begin to evaluate what we are doing in terms of a stress on output. He said unless results can be demonstrated, interested investigators from

local, state, or national school budgets will not be attracted to the idea of investing capital in efforts of guidance programs. Accountability will be the watchword of the 70's in education, and this includes guidance.

A classroom teacher can contribute to his school's guidance program by careful evaluation of the program from the teacher's viewpoint. Teachers' opinionnaires may be useful for informally securing teacher evaluations of the program (Gibson and Higgins, 1966).

Ohlsen (1965) talked about a continuous evaluation process and a proper way of stating objectives. He said guidance workers must continuously appraise the quality of their services and must not take for granted that they are achieving their objectives. When any service in the guidance program is to be evaluated, its objectives must be stated in terms of measurable outcomes, a benefit which accrues to schools in which the staff participates regularly in research.

When faced with the problem of evaluating a specific service, Ohlsen stated that school guidance workers can do one of two things: they can rely on research findings of other investigators, or they can design their own study to appraise the service for themselves in their own setting.

In their chapter on "Evaluation of Guidance Services," Hatch and Stefflre (1965) said that one of the most obvious places to turn for an evaluation of the guidance services is to the faculty. This is the opinion closest at hand and most easily obtained. Getting this opinion also has the advantage of increasing interest in the guidance program and making for greater psychological involvement in its improvement.

Many checklists used to obtain teachers' opinions give not only a picture of what is being done but also a picture of how well the faculty estimates it is done. From this chapter, a number of conclusions relating to evaluation of guidance services seems to be justified.

1. Evaluation must begin with a clarification of the goals of the school, because guidance evaluation is intimately related to the total educational and evaluative process.

2. Evaluation makes use of research but is not synonymous with research.

3. Evaluation is constantly going on, though it may be on a very subjective level and be characterized by "hit-and-miss."

4. Evaluation seems to be proceeding from two general research positions--experimental and survey.

5. Evaluation is a beginning, not an end.

6. Present evaluation of guidance services suffers from severe but not disabling difficulties of design, money, time, and skill. (p. 305-306)

Summary

From all the literature reviewed, the writers and researchers seemed to be in strong agreement that evaluation is one of the vital activities of the guidance program. Yet, they went on to talk about the lack of such an evaluation process in most school settings. It was found that evaluations are often initiated by outside agencies rather than from the guidance staff themselves. Many authors talked about an effective evaluation as being one built around stated objectives and always being an on-going process. The importance of questionnaires used in evaluations being stated in terms of specified outcomes in lieu of terms listing what guidance services are provided

is stressed in many of the writings. A simple and continuous evaluation, which attempts to measure specified goals and objectives and one which involves all members of the professional staff, is an absolute necessity for guidance personnel to demonstrate their accountability in the 70's.

III. EFFORTS AT SELF-STUDY

The review of literature revealed very little on self-study as a method of evaluation.

The National Study of School Evaluation (1969) has produced materials to be used in self-evaluation or self-study of school programs. The Junior High School/Middle School Evaluative Criteria is the outcome of an effort by the National Study of School Evaluation to develop evaluative materials for junior high schools. The first edition of Evaluative Criteria for Junior High Schools was published in 1963. This served as a self-study instrument until 1966 when work on developing entirely new criteria began.

As recommended by the National Study of School Evaluation, the evaluation of a junior high school is a three-step process.

> The first step is a self-evaluation carried out by the faculty of the individual school. This step usually requires a minimum of one year. The second step is an evaluation by a visiting committee, which usually requires a minimum of three days. The third step is the school's consideration and follow-up of the findings of the evaluation. (p. 4)

The National Study of School Evaluation also recommends that the following steps be followed in conducting the self-evaluation: (1) obtain materials for use of the staff, (2) appoint, or select, a

Steering Committee, (3) appoint subcommittees--general area and subject area committees, (4) select a Visiting Committee, (5) receive reports of subcommittees, (6) receive oral report from Visiting Committee, and (7) receive written report from Visiting Committee.

The new instrument designed by the National Study of School Evaluation was accepted for publication in 1969.

Ohlsen (1964) made many of the same points as the National Study of School Evaluation. He said the self-study is designed to appraise the impact of the entire guidance program. An evaluation of guidance services is pointless unless there is commitment to make necessary changes suggested by the data obtained. The members of the guidance staff should participate in self-study and help formulate the recommendations which grew out of it. Teachers should be represented in the self-study since they have an important part to play in any good guidance program. Ohlsen stated further that, besides evaluating the quality of existing services and determining what additional services are needed, a self-study should examine the qualifications of the guidance staff with reference to their assignments, the use of their time, the need for better definitions of jobs, the places where better use could be made of certain personnel, and the need for new personnel. He also stated that by being represented in the self-study, teachers will become better acquainted with guidance services and the responsibilities of the various personnel, and will know in explicit detail why new persons are employed and what to expect from them. With teachers participating in self-study, they understand and accept the need for guidance services.

Pauley and Hein (1961) went a step further and suggested that the appraisal of the guidance program by those whom it affects is a valuable means of improvement. In their study, plans were made to evaluate the guidance program by means of two questionnaires, one for pupils and one for teachers. Their conclusions indicated that a large majority of the faculty and students reacted favorably to the guidance program. Both the teachers and the students made some suggestions for changes in the program and were critical of some aspects of the program. They suggested that the guidance personnel could profit by these suggestions and criticisms.

Shertzer and Peters (1970) made the valuable comment that careful study of guidance techniques will help the teacher to develop some skill in their use and to gain confidence essential to positive action in helping pupils identify and solve their problems.

Chin (1967) stated that problem solving approaches focus on such forms as procedures of self-study, increasing data flow within an organization, examination of the relationship of the system to its external environment, developing feedback mechanisms, and forming consultative activities for multi-faceted and multi-level problem solving in an organization. The self-study, which is the subject of this paper, followed closely Chin's outline. The two junior high schools followed carefully planned procedures and spent an academic year developing and disseminating data. Time was spent examining the school within the context of the community and reporting to the staff the various findings of committees. Finally, the schools called in an

outside consultative committee to review and evaluate their self-studies.

Summary

Certain common elements emerge from the few sources relating to efforts at self-study. Such suggestions as involvement of total faculty, evaluation by consultants, commitment to change, and carefully planned procedures are mentioned in almost all of the sources.

IV. CHANGING TEACHERS' PERCEPTIONS OF GUIDANCE SERVICES

Many studies were found relating to changing and improving teachers' perception of guidance services. Three major factors responsible for such a change were found in most of the studies reviewed. These factors had to do with matters of: (1) role definition and objectives of guidance personnel and guidance services, (2) communication, and (3) involvement. The views of various writers indicate that a close articulation must exist between teacher and counselor if the goals of both are to be achieved.

Role Definitions and Objectives

Escott (1964) suggested that a counselor can bring about change in the form of professional growth by starting with negative attitudes as stated by Darley (1956) and using these attitudes as a measuring stick to see if this is the way he is really perceived. He further stated that a clarification of the guidance function is a necessary element.

Shaw (1973) stated that the literature indicates a history of concern for and disagreement about appropriate counselor role. Shertzer and Peters (1965) reported that between the years 1965 and 1969 differences in counselor function have come under close scrutiny. They said that school counselors must exert leadership and take the initiative in identifying their proper role and function. Ohlsen (1964) also felt the necessity of guidance personnel defining their role. He said all too frequently, the principal, the teachers, the pupils, and the guidance personnel have different perceptions of the role of guidance staff. Therefore, according to him, the services rendered would be disappointing to someone in various ways and to varying degrees, depending on the extent to which his perception of his role disagreed with the others' perception. Ohlsen stressed that role of the guidance personnel must be defined, understood, and communicated to colleagues in the school setting.

Escott (1964) pointed out that the facilities and functions of the guidance office must be clearly defined to the teacher before smooth interaction between teacher and counselor can exist. In order to change teachers' perception of guidance services, he felt that there must be some tangible benefit. The values that are observable and real are the ones that will continue to act in favor of the guidance program. He also felt that the greatest asset a functioning and integrated guidance program can have is a group of counselors who have the ability to relate to the instructional staff. Escott stated that clear channels of articulation and communication can eliminate the classroom teacher's negative feeling toward the guidance program. In order to

provide more than ancillary service to the staff, some means of providing useful and usable information to the staff throughout the year must be incorporated. Concerning tangible results, Shaw (1973) related that teachers are concerned with changes in behavior (tangible) as well as changes in feelings (intangible). He reminded us that every effort should be taken to increase the tangibility of guidance services. Making the reality of guidance services manifest in the minds of teachers and other co-workers is a must for guidance personnel.

The effort of the 1970's (Cook, 1971) must be directed toward defining the goals and objectives for guidance services and then proceeding to devise means for attaining those ends.

According to Shertzer and Stone (1963), counselors will continue to be the target of criticism and will deserve the contradictory blur of perceptions held of them until they themselves do something about it. They felt it is the counselor's responsibility to redirect people's attitudes toward his role and to cultivate public understanding and support. In order to provide a set of role expectations for the school counselor, Shertzer and Stone stated that the following steps should be taken. First, it is of major importance that counselors articulate their own identity. From data gathered, it is apparent that school counselors as a group diagree greatly with meeting demands which are basic to their reasons for existence as a professional group. The second step is that counselors must communicate their role to their publics--the groups the school counselor serves. The authors went on to state that communication with teachers and administrators is

especially needed because students' and parents' perceptions of the school counselor are reflections of how the counselor is viewed by teachers and administrators.

Summary

From all the literature reviewed, the writers and researchers seemed to be in agreement that there must be some specified thrust to guidance services which is thoroughly understood by all members of the professional staff. Guidance activities should be determined by a specified and limited set of objectives that can be achieved. These objectives should focus on who should receive guidance services, why the guidance services are being provided, and how such services will be rendered. Such a set of objectives would serve as a model for establishing guidelines for the role and function of counselors. Realistic priorities must be developed and maintained. Several writers commented on the importance of the teacher in the role of guidance. Some have said the intentions of the role of guidance is to implement and enhance the contributions of teachers in the guidance of their pupils, and that the expansion of guidance in the total school program has not been designed in any way to detract from or to de-emphasize such contributions.

Communication and Cooperation

Communications are essential within and among organizational operations. Without them separate activities which need to be coordinated become separate activities, and the product that should emerge from their coordination fails to evolve (Gibson and Higgins,

1966). Munson (1971) commented on such communication as it deals with the counselor and his publics. He stated that the ever-changing, adaptive feature of the school counselor role mandates an open and continuous means of communication between the counselor and his public. The secondary school counselor works with many people, and he is responsible to all these publics--teachers, students, and parents.

According to Beck (1967), counselors must maintain an atmosphere of mutuality, openness, and nonjudgmental approach with all teachers or else suffer the loss of their most important allies. Lack of communication, he felt, is the most frequent cause of teacher-counselor conflict. It is the duty of counselors to apply what they know to be effective in a counseling session to the vital matter of dealing with teachers. Beck suggested that counselors show by their actions that they really want to know how matters are perceived by teachers and how the teachers view the counselor's decisions, suggestions, and manner of communication.

The importance of communication is again brought out in relation to the self-contained classroom. Blocher, Dustin, and Dugan (1971) stated that the classroom and the myth of teacher self-sufficiency and independence that has accompanied it create an emotional prison within which the teacher must cope with tremendous stress, unable to ask for help without feelings of failure and inadequacy. They felt the guidance system is concerned with breaking down this kind of isolation and replacing it with a network of supportive human relationships and a set of open communication channels that allow cries for help to be heard and met with warmth, empathy, and understanding.

The importance of cooperation was often mentioned along with communication in the review of literature. Ohlsen (1964), in commenting on the essentials of a good guidance program, stated the guidance services must be accepted as an essential part of the school program. Cooperation among teachers, administrators, and specialists is essential. He further stated that everyone must recognize that the classroom teachers play an important role in the guidance program, and their cooperation is necessary in coordinating guidance services and in formulating guidance policies.

Tyler (1961) talked on the same subject in her comments on relationships to other workers in the total school program. She, too, felt it is most important for guidance personnel to work toward the development of genuine cooperation. She went on to say that such cooperation must be built on mutual respect. To accomplish this, the first task is to understand co-workers. This involves personal contacts of many kinds, such as conversations, committee work, and consultation on cases.

Summary

It is evident from the literature reviewed that keeping all staff members informed concerning matters relating to guidance services is of vital importance. Guidance personnel must constantly seek for better means of communication with their colleagues. One means of communication mentioned often in the literature was that of utilizing portions of regular faculty meetings for presentation of information to the total staff. Another means mentioned was the use of personal

contacts--conversation, committee work, and consultation on cases. Each writer seemed to be saying there must be an open and continuous means of communication at all times between the counselor and the teacher.

Involvement--Team Approach

The literature is replete with references to the importance of a team approach and the involvement of teachers.

Two of the specific purposes of a study by Dornick (1970) were to determine: (1) if a comprehensive elementary guidance program results in a change in teachers' perceptions of the counselor's role and functions, and (2) if the degree of participation in in-service guidance experiences is a factor in determining teachers' perceptions of the counselor's role and functions. The findings of this study indicate that an elementary guidance program can have a positive influence on teachers' perceptions. A comprehensive guidance program influences the attitudes and behavior of teachers. The views of teachers who were involved in the elementary guidance program became more like those of the counselor, supporting the position that one way of creating understanding among teachers concerning the counselor's role is to provide direct contact with the counselor and his services. Teachers helped to define problems, derive solutions, plan policy, and make, as well as implement, decisions. It was concluded from this study that early involvement of teachers might lead to change in teachers' perceptions and behavior.

Gibson and Higgins (1966) talked about the success of the guidance program in fulfilling its role in the overall school program as being dependent upon a teamwork approach wherein each member of the professional staff makes his own special contributions to the program. On this same subject, Shertzer and Peters (1965) stated that the very nature of individual differences among professional staff members necessitates the team approach to guidance. They also talked about changing teachers' perceptions by getting them involved in guidance. Blocher, Dustin, and Dugan (1971) saw a team approach in which a variety of workers including teachers, administrators, as well as specialists, interact within very flexible role structures to accomplish those tasks that help to re-vitalize and provide for the needs of its members.

Ohlsen (1964) commented that teachers have much to contribute in formulating guidance policies, in identifying needed special services, and in helping the administrator select specialists for guidance positions. He further stated that ego-involvement of the faculty is essential for the development, administration, and coordination of guidance services. Ohlsen stressed the advantages of involving the faculty in all decisions that affect them.

> Perhaps more than anywhere else, ego-involvement of the faculty is essential for the development, administration, and coordination of guidance services. Through their cooperative efforts in helping their pupils, faculty members discover how children are helped, what the faculty can contribute to the guidance program and how much personal satisfaction that contribution gives. They also assume responsibility for describing and defining guidance services to those colleagues who reject such special services.

> Team work, such as the experiences on the guidance committee, makes life more meaningful to people . . . failure to provide ego-involvement can result in even potential supporters of guidance services joining those who criticize all special services. (p. 435)

Ohlsen had more to say about using the guidance committee as a process for bringing about teacher involvement. He said the committee is valuable for providing in-service training for teachers. He reported that teachers often feel ignored when their pupils are referred to the guidance department. Teachers feel the services provided by specialists involve some mysterious processes to which they are permitted to contribute only the simplest kind of information. Ohlsen stated that as teachers participate in the guidance committee, no individual or group takes cases out of their hands. Instead, the teacher receives suggestions from others and makes suggestions to them.

Since the guidance office exists as a service to teachers as well as students, Knapp and Denny (1961) felt that it is essential that instructional personnel be included at nearly all levels of planning and evaluation. Guidance personnel are of the staff and not of the line and hence must work in a consultant and service capacity.

Munson (1971) commented on the consulting function of the school counselor:

> The consulting function for the school counselor suggests a pattern of human interaction between teachers and counselors that exists in far too few secondary schools today. While I would not predict that the counselor's consultant activities will bring that proverbial wall tumbling down immediately, I believe the conceptualization of guidance and instruction . . . will replace distrust with confidence. It will weld the mutual concerns of guidance and instruction in a fashion that is compatible yet discernible. (p. 352)

Blocher, Dustin, and Dugan (1971) believed guidance personnel can support change in the system by developing a consulting relationship with teachers. Such relationships, they said, may include supporting the teacher, communicating the source of children's problems, changing teacher perceptions, and coordinating activities among staff members.

Helping Relationship

Rendering specific help to teachers is another means of changing perception. Shertzer and Peters (1965) said the teacher has a right to expect professional service from other staff members whose central task is in supporting role to the teacher-pupil learning process. If the teacher is to perform the many duties required by today's schools, he must have help from specialists in the various fields of education.

Escott (1964) listed several things the counselor might do that would be of great value to the teacher. These included: (1) providing materials that might supplement course content, (2) making test results available in the form that can be used by teachers, and (3) getting critical information concerning students to the teacher.

Hoyt (1961) had something to say about these helping relationships.

> Counselors should be expected to evidence an active concern with helping teachers, when requested by the teachers, carrying out guidance activities in many areas including: (1) teaching units and courses in guidance to students groups; (2) solving problems of teacher-pupil relations; and (3) improving academic achievement through searching actively for causes of student behavior. (p. 130)

Ohlsen (1964) felt that guidance personnel must try to understand teachers and help them provide the guidance services they can provide within their time limits. Several inferences were drawn by Ohlsen from studies by others: (1) teachers want to be understood, too; (2) they can be helped best when they recognize their need for help; (3) they want to be respected and to be treated as an equal; and (4) they need a confidential relationship in which they can discuss the things that really concern them.

Munson (1971) believed greater cooperation, more interest, and wider participation will be achieved from teachers as guidance personnel assist them to understand and assume within their limit their guidance responsibilities to the individual. Teachers who care about a student or a student who cares about a teacher can communicate about very meaningful topics. Such communication should be encouraged. Teachers are human!

Moreau (1970) listed several criteria which he felt are necessary to demonstrate to teachers an insight, integrity, and purpose that merits their confidence. Hopefully, a change in teachers' perception would be brought about as the counselor accepts the following challenge as stated by the counselor himself.

> First, I must assert my fundamental philosophy and convictions to principal, teachers, fellow counselors, and guidance service personnel.
>
> Second, I must be primarily the listener. Indeed, I become the sounding board, the drum, they are the drummers.
>
> Third, I must make it priority business to become professionally and personally acquainted with each teacher and special staff member. . . . My purpose is to induce a professional objectivity and teamwork to achieve positive results.

Fourth, I must convey to each staff member my dedication to the needs of the students, individually, at their own stages of development. I then must assure the teacher that I support his goals for each student, for the class.

Fifth, I must convey interest in the teacher's role.

Sixth, under the direction and support of the principal, an aggressive guidance committee should exploit fully the optimum rewards of effective coordination between teaching staff, administration, and guidance personnel, to reach and possibly exceed the school's objectives.

Summary

It is concluded that involvement of teachers creates an understanding among the professional staff concerning the guidance program and services rendered. To create understanding is to provide direct contact with the counselor and his services. Getting teachers involved in guidance by using a teamwork approach in such areas as defining problems, deriving solutions, formulating policy, and in making and implementing decisions was suggested in several studies. Other studies indicated the use of the guidance committee as a method to initiate teacher participation in guidance.

The preceding findings seem to be in agreement that the counselor must evidence concern with helping the teacher, and that he must convey interest in the teacher's role.

In conclusion, the involvement of all members of the teaching staff and the establishment of a helping relationship result in supporters of the counselor and the guidance services he renders.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The first section of this chapter identifies the subjects used in the study. Next is a section describing the instrumentation. Section three concerns the collection of data, and section four explains the classification of responses. Section five provides background information on the schools, and section six explains the organization of the schools for self-study. The last section deals with statistical analysis.

I. SAMPLE POPULATION

The subjects used in the study were all members (92) of the professional staffs of the two junior high schools--Robertsville Junior High School and Jefferson Junior High School in Oak Ridge, Tennessee. These two schools were chosen since, during the school year 1972-73, they were conducting a self-evaluation process for the purpose of receiving accreditation by the Southern Association of Colleges and Schools.

Questionnaires (pre- and post-) were returned from 65 members of the combined staffs of the two schools. From Robertsville Junior High School, 33 questionnaires (pre- and post-) or 78 percent were returned. There were 32 questionnaires, or 64 percent, returned from Jefferson Junior High School. The majority of staff members who did not return both the pre- and post-questionnaires did turn in one or the other.

Teachers were reminded verbally, on daily bulletins, and in staff meetings to return questionnaires by a set date.

II. INSTRUMENTATION

An adaptation of the instrument taken from Junior High School/ Middle School Evaluation Criteria (1970) was used in this study. This instrument, which consisted of 16 premises regarding student services, was changed to include an additional eight premises in keeping with the philosophy and objectives of the two schools involved in the study. Copies of the two instruments--one with 16 premises from Junior High School/Middle School Evaluation Criteria and the one with eight additional premises with directions for checking are found in Appendices A and B.

Copies of letters which were written requesting information concerning the construction of the instrument used in this study and the replies received may be found in Appendix F.

III. COLLECTION OF DATA

The instrument was administered by the researcher to all members of the professional staffs of the two junior high schools before and after the self-study evaluation process to assess the changes in perception and acceptance of guidance services. For the purpose of anonymity, a code system was used to identify each instrument in order that comparisons could be made with pre- and post- results.

IV. CLASSIFICATION OF RESPONSES

On the instrument, two classifications were used in the responses: (1) the degree of acceptance, and (2) the degree of implementation. A response could range in degrees from one to five. The responses referred to are found in the columns to the right of the 24 premises. A description of responses (numbers one to five) is given below.

Degree of Acceptance	Degree of Implementation
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Average implementation
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

V. BACKGROUND INFORMATION ON SCHOOLS

The junior high schools have had guidance services in their schools since the beginning of the Oak Ridge School System in 1943. The two schools include grades seven through nine. The student enrollment and the make-up of the professional staffs are given in Tables I and II.

VI. ORGANIZATION OF SCHOOLS FOR SELF-STUDY

The organization of the two schools for self-study generally followed the plans and recommendations found in the handbook, Junior High School/Middle School Evaluative Criteria, compiled by the National Study of School Evaluation.

TABLE I

STUDENT ENROLLMENT
1972-73

Grades	Robertsville Junior High School			Jefferson Junior High School		
	Boys	Girls	Total	Boys	Girls	Total
7	138	119	257	108	120	228
8	111	131	242	148	124	272
9	144	126	270	148	129	277
EMR				11	3	14
LD	12	3	15	13	11	24
Total	403	372	784	428	387	815

TABLE II

PROFESSIONAL STAFF
1972-73

	Robertsville Junior High School	Jefferson Junior High School
Principal	1	1
Associate Principal	1	1
Guidance Counselors	2	2
Librarian	1	1
Home Economics	1	1
Foreign Language	4[a]	3[a]
Science	5	6
Language Arts	7	10
Mathematics	7	7
Social Studies	5	6
Industrial Arts	1	1
Special Education	1	3
Music	3[a]	4[a]
Business Education	1	1
Art	1	1
Physical Education	2	2
Speech and Hearing	1[a]	2[a]

[a]Part Time

The overall responsibility for implementing the Southern Association Evaluation at the junior high schools was given to the associate principal in each school. Each associate principal served as chairman of the Steering Committee in his particular school.

A coordinator of the evaluation process was selected from outside the school system. In this capacity, the coordinator provided advice and assistance as plans were made for the future and served as chairman of the Visiting Committee.

The bulk of the self-study was carried on during the in-service Wednesday afternoons during the fall of 1972 and the winter of 1973. Reports from all committees were finalized in the early spring of 1973. In April, 1973, a Visiting Committee composed of 22 educators from across the State of Tennessee reacted to each school's self-evaluation.

Purposes

The self-study evaluation of the two junior high schools was prepared for the purpose of receiving accreditation by the Southern Association of Colleges and Schools. The primary purpose in working for accreditation was to stimulate improvement in the junior high school program by placing focus on areas needing immediate attention: i.e., fuller utilization of staff and existing physical facilities, development of plans for initiating changes in curriculum, expansion of student services, and continuation of self-growth through an on-going annual evaluation program.

Step-by-Step Plans

From April, 1972 through March, 1973, the professional staffs in each school worked to prepare the self-study. Preliminary work was begun in the spring of 1972. At this time, an overall view of what the study would encompass was presented to each staff by a member of the Southern Association Commission and the vice-principals who served as leaders for the study.

Four things were accomplished by the total staff before the beginning of the school year in September, 1972. They were:

1. Information about the school and its community was gathered by the School and Community Committee.
2. A rough draft of the school's philosophy was prepared by the committee working on Philosophy and Objectives.
3. Staff members from each school took part in a Junior High School Planning Workshop conducted by two professors from the University of Tennessee (July 17-28). A copy of the major aim, goals, and performance expectations of the workshop is found in Appendix C.
4. Working groups were established and staff members received their assignments to these groups. Preference sheets were given to each staff member at Jefferson Junior High School to indicate his order of choice--1st, 2nd, 3rd. A copy of the Preference Sheet used is found in Appendix D. Staff members at Robertsville Junior High School were assigned to committees by the associate principal.

Committees

From information gathered on the Preference Sheets, each staff member was assigned by the assistant principals to one or more committees. Committees were listed under two areas: (1) General Area Committees, and (2) Subject Area Study Committees. The make-up of the two schools by committees is given below.

GENERAL AREAS COMMITTEES

Jefferson Junior High School	Robertsville Junior High School
Steering Committee	Steering Committee
Philosophy and Objectives	Philosophy and Objectives
Educational Commitments	Major Educational Commitments
Learning Media	Learning Media Services
Student Services	Student Services
School and Community	School and Community
Organization and Curriculum	Design of Curriculum
Student Activities	Student Activities
Building and Facilities	School Plant and Facilities
Staff and Administration	School Staff and Administration
Editing	Editing
Hospitality	Hospitality

SUBJECT AREA STUDY COMMITTEES

Fine Arts Art Choral Music Instrumental Music	Special Arts Art Industrial Arts Home Economics
Foreign Language	Music
Language Arts	Foreign Language
Mathematics	English
Occupation Education Business Education Home Economics Industrial Arts	Mathematics
	Business Education
	Physical Education

Physical Education	Science
Science	Social Studies
Social Studies	Guidance Services
Special Education	Learning Disabilities
Speech and Hearing	

"A Model for Self-Study" (Appendix E), sometimes referred to as "The Cycle," adopted from a booklet, A Handbook for Institutional Self-Study (1968), published by the Commission on Elementary Schools for the Southern Association of Colleges and Schools, was used by the junior high schools in their self-study.

All committees followed the entire model with the exception of three. These included the committees on: Philosophy and Objectives, Educational Commitments, and School and Community. The question, "What is desirable?," was the sole question to be answered by the committee on Philosophy and Objectives. The question, "What is the present situation?," was the only one to be answered by the committees on Educational Commitments and the School and Community.

The following committees and the entire staffs as one group were selected as comparison groups in this study. The number of members in each comparison group is given for each school in Table III.

These committees were selected as comparison groups on the basis that the tasks of the first two related more to students while the tasks of numbers three and four related more to the physical plant. The purpose of such a selection was to see if the focus of the tasks of each committee had anything to do with changing the perception and acceptance of guidance services by members of the committees.

TABLE III

COMPARISON GROUPS

Jefferson Junior High School		Robertsville Junior High School	
Groups	Number of Members	Groups	Number of Members
1. Student Services	6	1. Student Services	6
2. Student Activities	6	2. Student Activities	6[a]
3. Building and Facilities	6	3. School Plant and Facilities	5
4. Learning Media	6	4. Learning Media Services	6[a]
5. Entire Staff	50	5. Entire Staff	42[b]

[a]One aide included.

[b]Six Part-Time Staff Members.

VII. ANALYSIS OF DATA

The main hypothesis and specific hypotheses one, two, and three were tested with the sign test.

The committees which carried on the self-study were not randomly selected. Therefore, it is thought that some non-parametric tests should be used since it is doubtful that the population used in this study could meet various assumptions required of parametric analyses. Non-parametric statistical tests are discussed by Steel and Torrie (1960). These tests require few assumptions about the form of the distributions from which the data are a sample. Also, they are frequently easy to apply.

The sign test was used to determine whether the persons whose responses changed in the positive direction from pre-evaluation to post-evaluation tended to outnumber those whose responses changed in the negative direction.

Hypotheses four--a, b, and c--were tested with the Wilcoxon's signed rank test. This test was used to determine whether one group tended to give higher responses than another group.

The tables from Scientific Tables (1962) were used to obtain significance limits for the rank sum.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of the study. The data are discussed as they relate to each of the hypotheses.

I. MAIN HYPOTHESIS

Total Scores

The self-study as part of the Southern Association Evaluation process will make no difference in the staff's perception of its guidance services.

Table IV gives the results in responses for total scores for Jefferson Junior High School and Robertsville Junior High School as related to acceptance. There was a significant difference in responses on questionnaire (Appendix B) for total scores for the Jefferson Junior High School staff as related to acceptance. The significant sign test results at the 0.05 level were found for this comparison of pre- and post- responses. There was no significant difference in responses for total scores for the Robertsville Junior High School staff. Thus, the null hypothesis was rejected only for the Jefferson Junior High School staff in total scores as related to acceptance. The null hypothesis was accepted for Robertsville Junior High School in total acceptance scores.

Table V gives the results in responses for total scores for both schools as related to implementation. The number indicating higher

TABLE IV

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (ACCEPTANCE)

TOTAL SCORES

	0	+	-	Ratio	Confidence Limits (95%)
Jefferson Junior High School (N = 32)	2	23	7	77	58-90[a]
Robertsville Junior High School (N = 33)	3	18	12	60	41-77

[a]Significant at 0.05 level.

TABLE V

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (IMPLEMENTATION)

TOTAL SCORES

	0	+	-	Ratio	Confidence Limits (95%)
Jefferson Junior High School (N = 32)	1	21	10	68	49-83
Robertsville Junior High School (N = 33)	2	19	12	61	42-78

degree of implementation for the two staffs was not significantly greater than the number indicating lower degree of implementation. The null hypothesis was accepted for both schools in total implementation scores.

Individual Statements

From both the Jefferson Junior High School and the Robertsville Junior High School staffs, there were two statements, numbers 23 and 13, Table VI, for which a significant change was observed at the 0.05 level of significance.

Table VII gives the results for seven statements relating to implementation. The following statements showed significantly higher responses at the 0.05 level for Jefferson Junior High School.

4. The role of administrators, teachers, and guidance personnel in the guidance program is defined and understood by the professional staff.

5. Guidance personnel give evidence of understanding the emotional, psychological, and intellectual development of the early adolescent.

6. Guidance services are maintained to help students make satisfactory adjustments. A pleasant, unrestrained working relationship between students and guidance personnel is essential for maximum results.

18. Alternatives are provided for students who do not function in the regular school program.

22. The guidance department provides special assistance to students during their transition from one school to another.

Two of the statements showed significantly higher responses at the 0.05 level for Robertsville Junior High School:

TABLE VI

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (ACCEPTANCE)

INDIVIDUAL STATEMENTS

	Number of Statement	0	+	-	Ratio	Confidence Limits (95%)
Jefferson Junior High School (N = 32)	23	22	9	1	90	56-100
Robertsville Junior High School (N = 33)	13	18	12	3	80	52- 96

TABLE VII

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (IMPLEMENTATION)

INDIVIDUAL STATEMENTS

	Number of Statement	0	+	-	Ratio	Confidence Limits (95%)
Jefferson Junior High School (N = 32)	4	18	12	2	86	57- 98
	5	10	18	4	82	60- 95
	6	17	13	2	87	60- 98
	18	14	14	4	78	52- 94
	22	16	15	1	94	70-100
Robertsville Junior High School (N = 33)	7	11	17	5	77	55- 92
	21	18	12	3	80	52- 96

7. Guidance personnel adjust their time and efforts in order to provide the most effective counseling for students.

21. The guidance department provides long range academic planning for each student.

Therefore, the null hypothesis was rejected in part. This indicates a more positive attitude on the part of the staffs toward the ideas expressed in these seven statements. The null hypothesis was accepted for the remaining statements on the questionnaire.

Results on pre- and post-evaluation comparisons for all 24 statements may be found in Appendix G.

II. SPECIFIC HYPOTHESES: ONE, TWO, AND THREE

1. Staff members working on a guidance committee such as Student Service will show no significant differences between pre-evaluation and post-evaluation in their perception of the guidance department.

2. Staff committee members working on areas directly relating to students such as Student Service and Student Activity will show no significant differences between pre-evaluation and post-evaluation in their perceptions of the guidance department.

3. Staff committee members working on areas further removed from students such as the Building and Learning Media will show no significant differences between pre-evaluation and post-evaluation in their perceptions of the guidance department.

There was significant difference in comparison of pre- and post-evaluation acceptance responses at the 0.05 level for the Building and Learning Media Committees.

Table VIII and Table IX, respectively, present the results of all comparison groups used in the study for comparison of pre- and post-evaluation acceptance and implementation responses. In Table VIII are shown the significant sign test results at the 0.05 level found in a comparison of pre- and post-evaluation acceptance responses for the Building and Learning Media Committees. Null hypothesis number three was rejected for the acceptance portion of the questionnaire and accepted for the implementation portion. Null hypotheses number one and two were accepted.

III. SPECIFIC HYPOTHESES: FOUR (a, b, AND c)

Staff members working on various committees are no different from other staff members in their perceptions as to acceptance or implementation of the guidance program.

a. Staff members working on the guidance committee are not significantly different from other staff members in their perception as to acceptance or implementation of the guidance program.

b. Staff members working on student related committees (Student Service and Student Activity) are not significantly different from other staff members in their perceptions as to acceptance or implementation of the guidance program.

c. Staff members working on committees further removed from students (Building and Learning Media) are not significantly different from other staff members in their perceptions as to acceptance or implementation of the guidance program.

TABLE VIII

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR VARIOUS STAFF COMMITTEES (ACCEPTANCE)

Committees	0	+	-	Ratio	Confidence Limits (95%)
Student Service (N = 11)	2	3	6	33	7-70
Student Service and Student Activity (N = 20)	3	10	7	59	33-82
Building and Learning Media (N = 15)	0	12	3	80	52-97[a]

[a]Significant at 0.05 level.

TABLE IX

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR VARIOUS STAFF COMMITTEES (IMPLEMENTATION)

Committees	0	+	-	Ratio	Confidence Limits (95%)
Student Service (N = 11)	1	7	3	70	35-93
Student Service and Student Activity (N = 20)	1	13	6	68	43-87
Building and Learning Media (N = 15)	1	9	5	64	35-87

Robertsville Junior High School

A significant difference at the 0.05 level was found in acceptance responses in pre-evaluation by the Student Service Committee as compared with responses of the remaining staff. Significant differences at the 0.05 level were also found in the comparison of acceptance responses in pre-evaluation for the student-oriented committees (Student Service and Student Activity) with responses for the remaining staff.

There were no significant differences in the comparison of responses in pre-evaluation as related to acceptance for the committees further removed from students (Building and Learning Media) with the remaining staff.

Table X presents the results obtained by using the Wilcoxon's signed rank test in comparing acceptance responses in pre-evaluation for various groups of faculty.

Null hypotheses number four--a and b--were rejected in pre-evaluation acceptance responses for Robertsville Junior High School. Null hypothesis four c was accepted.

There were no significant differences in comparison of acceptance responses in post-evaluation for any of the comparison groups with responses for the remaining staff. Table XI presents these results obtained by using the Wilcoxon's signed rank test. Null hypotheses four--a, b, and c--were accepted in post-evaluation.

Table XII and Table XIII, respectively, give the Wilcoxon's signed rank test results for comparison of implementation responses in pre- and post-evaluation for all the comparison groups with

TABLE X

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(ACCEPTANCE)

ROBERTSVILLE JUNIOR HIGH SCHOOL
(N = 33)

Groups Pre-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	6	159.0	59-145[a]
Student Service and Student Activity versus Remaining Staff	10	223.0	119-221[a]
Building and Learning Media versus Remaining Staff	6	71.5	59-145

[a]Significant at 0.05 level.

TABLE XI

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(ACCEPTANCE)

ROBERTSVILLE JUNIOR HIGH SCHOOL
(N = 33)

Groups Post-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	6	91.0	59-145
Student Service and Student Activity versus Remaining Staff	10	173.5	119-221
Building and Learning Media versus Remaining Staff	6	125.5	59-145

TABLE XII

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(IMPLEMENTATION)

ROBERTSVILLE JUNIOR HIGH SCHOOL
(N = 33)

Groups Pre-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	6	132.5	59-145
Student Service and Student Activity versus Remaining Staff	10	177.0	119-221
Building and Learning Media versus Remaining Staff	6	67.5	59-145

TABLE XIII

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(IMPLEMENTATION)

ROBERTSVILLE JUNIOR HIGH SCHOOL
(N = 33)

Groups Post-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	6	122.5	59-145
Student Service and Student Activity versus Remaining Staff	10	166.5	119-221
Building and Learning Media versus Remaining Staff	6	95.0	59-145

implementation responses for the remaining staff. No significant differences were noted in any of the comparisons. Therefore, null hypotheses four--a, b, and c--were accepted.

Jefferson Junior High School

Table XIV and Table XV, respectively, give the Wilcoxon's signed rank test results for comparison of acceptance responses in pre- and post-evaluation for all the comparison groups with acceptance responses for the remaining staff. No significant differences were noted in any of the comparisons. Null hypotheses four--a, b, and c--were accepted.

Table XVI and Table XVII, respectively, give the Wilcoxon's signed rank test results for comparison of implementation responses in pre- and post-evaluation for all the comparison groups with implementation responses for the remaining staff. No significant differences were found in any of the comparisons. Null hypotheses four--a, b, and c--were accepted.

Summary

Significant differences in one school were found in comparison of pre- and post-evaluation of total acceptance scores for the entire staff. Seven of the 24 statements--numbers 4, 5, 6, 7, 18, 21, and 22--showed significant differences in pre- and post-evaluation implementation responses. Thus, the main hypothesis was rejected in part.

In comparing pre- and post-evaluation responses for the comparison groups, a significant difference was found in acceptance responses for Building and Learning Media Committees. Specific hypothesis three was rejected. Specific hypotheses one and two were accepted.

TABLE XIV

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(ACCEPTANCE)

JEFFERSON JUNIOR HIGH SCHOOL
(N = 32)

Groups Pre-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	5	121.0	44-121[a]
Student Service and Student Activity versus Remaining Staff	10	190.0	116-214
Building and Learning Media versus Remaining Staff	9	149.5	101-196

[a]Significant at 0.05 level.

TABLE XV

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(ACCEPTANCE)

JEFFERSON JUNIOR HIGH SCHOOL
(N = 32)

Groups Post-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	5	118.0	44-121
Student Service and Student Activity versus Remaining Staff	10	192.5	116-214
Building and Learning Media versus Remaining Staff	9	136.0	101-196

TABLE XVI

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(IMPLEMENTATION)

JEFFERSON JUNIOR HIGH SCHOOL
(N = 32)

Groups Pre-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	5	121.0	44-121
Student Service and Student Activity versus Remaining Staff	10	180.0	116-214
Building and Learning Media versus Remaining Staff	5	150.0	101-196

TABLE XVII

COMPARISON OF RESPONSES FOR VARIOUS GROUPS OF FACULTY
(IMPLEMENTATION)

JEFFERSON JUNIOR HIGH SCHOOL
(N = 32)

Groups Post-	Number in Smaller Group	Rank Sum of Smaller Group	Interval for Non-Significance of Rank Sum
Student Service versus Remaining Staff	5	104.0	44-121
Student Service and Student Activity versus Remaining Staff	10	166.5	116-214
Building and Learning Media versus Remaining Staff	9	128.0	101-196

Significant differences were found in the comparison of acceptance responses for Student Service Committee versus remaining staff and for student related committees (Student Service and Student Activity) versus remaining staff for pre-evaluation only in one school. Specific hypotheses four--a and b--were rejected in part. Specific hypotheses four--a, b, and c--were accepted for acceptance and implementation responses in post-evaluation.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes a summary of the procedures used, conclusions, implications for counselors and guidance personnel, and recommendations for further study.

I. SUMMARY OF PROCEDURES

The purpose of this study was to determine what impact such a self-study as the Southern Association Evaluation process might have on the staff's perception of its guidance services. Hopefully, this study would point to a method which could be used to create a more accurate concept of guidance services and a better understanding of the counselor's role. The study was conducted in the two junior high schools in Oak Ridge, Tennessee.

A questionnaire prepared by the National Study of School Evaluation, Junior High School/Middle School Evaluation Criteria (1970), and modified by the professional staffs of the two junior high schools was used to obtain the necessary data. Two classifications were used in the responses on the questionnaire: the degree of acceptance and the degree of implementation. A comparison was made of responses for the remaining staff. Tests were made to determine whether various groups of faculty differed in their responses to questionnaires. All hypotheses were tested in the null form by using the sign test and the Wilcoxon's signed rank test.

II. CONCLUSIONS

This section presents the conclusions of the study and interpretations of the findings.

Main Hypothesis

The main hypothesis was tested for significant differences between pre- and post-evaluation in a staff's perception of guidance services. It was rejected only for the Jefferson Junior High School staff in total scores as related to acceptance. This tends to indicate some change in the positive direction has occurred in teachers' perceptions and understanding of what a guidance department ought to be.

The null hypothesis was also rejected in part as to seven of the 24 statements relating to implementation. From this result, it may be concluded that the staff's perception of how his guidance department is actually functioning has improved in the following areas:

1. A better understanding by the professional staff of the role of administrators, teachers, and guidance personnel in the guidance program.

2. Guidance personnel giving evidence of understanding the emotional, psychological, and intellectual development of the early adolescent.

3. Guidance services being maintained to help students make satisfactory adjustments. A pleasant, unrestrained working relationship existing between students and guidance personnel.

4. Guidance personnel adjusting their time and efforts in order to provide the most effective counseling for students.

5. Alternatives being provided for students who do not function in the regular school program.

6. The guidance department providing long range academic planning for each student.

7. The guidance department providing special assistance to students during their transition from one school to another.

Specific Hypotheses: One, Two, and Three

Specific hypothesis one was tested for differences between the Student Service Committee in pre- and post-evaluation as to perception of the guidance department.

Specific hypothesis two was tested for differences between student related committees (Student Service and Student Activity) in pre- and post-evaluation as to perception of the guidance department.

Specific hypothesis three was tested for differences between committees further removed from students (Building and Learning Media) in pre- and post-evaluation as to perception of guidance department.

Significant differences were found only in the committees further removed from students. This deviates from what one would expect the results to be. The expected results would be development of and acceptance of guidance services by the members of the staff who worked on student related committees. However, since five of the six tests given indicated more increases than decreases, it may be concluded that a better understanding and acceptance of the guidance department was brought about by such an evaluation.

Specific Hypotheses: Four (a, b, and c)

Hypothesis four was tested for differences between various committees and remaining staff in perception as to acceptance and implementation of the guidance program.

Hypothesis four--a--was tested for differences between Student Service Committee (Guidance) and remaining staff in perception as to acceptance and implementation of the guidance program.

Hypothesis four--b--was tested for differences between student related committees (Student Service and Student Activity) and remaining staff in perception as to acceptance and implementation of guidance program.

Hypothesis four--c--was tested for differences between committees further removed from students (Building and Learning Media) and remaining staff in perception as related to acceptance and implementation of guidance program.

Hypothesis four was rejected in part. In both schools, Student Service Committees showed higher scores than remaining staff in the pre-evaluation. In one school, the student related committees (Student Service and Student Activity) showed significantly higher scores in pre-evaluation than remaining staff. This indicates that the staff members serving on student related committees had a better perception of guidance services than the remaining staff before the self-study started.

It may be concluded that the absence of significant differences between student related committees and remaining staff in post-evaluation indicates that other staff became better informed as to the

guidance program and, hence, tended to respond similarly to the student related committees after the evaluation.

In summary, it may be said that even though there was not a significant change, there was a change in the desired direction. While it cannot be said that the study was consistently helpful, neither can it be said it was harmful. In fact, the frequency of increases in responses indicate that the self-study evaluation process is slightly positive. As a result of the self-study, there appears to have been some beneficial effect evident in the way teachers view guidance departments and guidance services in the two junior high schools.

III. IMPLICATIONS FOR COUNSELORS AND GUIDANCE PERSONNEL

Since there were more positive differences than negative ones, the major implication is that the instrument used in the self-study evaluation needs to be further developed and refined for measuring changes in teachers' perceptions of and attitudes toward guidance services. The involvement of all staff members in a self-study of this kind has promise as an effective means of studying guidance department functions and in helping other members of the staff understand the role of guidance personnel.

The fact that most of the responses were in the positive direction and post-evaluation responses were more nearly alike is certainly an indication the self-study could bring about changes in teachers' perceptions of guidance services in the desired direction.

IV. RECOMMENDATION FOR FURTHER STUDY

Certainly further research could be done in the area of self-study as a means of changing teachers' perceptions of guidance services since there are many questions still unanswered about the effectiveness of such a study for this purpose.

More research could be done on the instrument used in the self-study. The instrument could be further developed and refined.

Rather than carrying out an evaluation of all school programs at one time, focus should be placed on a self-study of one particular area such as guidance with all staff members participating.

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APPENDICES

APPENDIX A

GUIDANCE SERVICES

I. Principles and Premises

A. Guiding Principles

The complexity, multiplicity, and depth of the personal, social, emotional, and physical problems that early adolescents face make it necessary fo radults who work closely with them to become actively engaged in the guidance function. School leadership in this important phase of the child's education should come from the guidance staff.

B. Premises

Listed below are a number of premises regarding student services which are generally held to be valid and to which the school community should address itself.

Indicate by circling the appropriate number in the first column to the right of each premise the degree to which that premise is *accepted* by the school, and indicate by circling the appropriate number in the second column the degree to which that premise is *implemented* in the school. Where necessary, in order to be consistent with the school's stated philosophy and objectives, premises may be modified or others added.

The descriptions of the numbers listed below apply to the numbers in the columns to the right of the premises and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	*Degree of Implementation*
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Average implementation
4. Accept in general	4. Strongly implementation
5. Endorse completely	5. Fully implemented

PREMISES	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMENTATION
1. Guidance services encompass specialized activities which provide a means whereby parents, teachers, and the school administration may assist the student in gaining self-realization.	1 2 3 4 5	1 2 3 4 5
2. The role of administrators, teachers, and guidance personnel in the guidance program is defined and understood by the professional staff.	1 2 3 4 5	1 2 3 4 5
3. Guidance personnel give evidence of understanding the emotional, psychological, and intellectual development of the early adolescent.	1 2 3 4 5	1 2 3 4 5
4. Guidance services are maintained to help students make satisfactory adjustments. A pleasant, unrestrained working relationship between students and guidance personnel is essential for maximum results.	1 2 3 4 5	1 2 3 4 5
5. Guidance personnel adjust their time and efforts in order to provide the most effective counseling for students.	1 2 3 4 5	1 2 3 4 5
6. Every effort is made to maintain and improve the position of the classroom teacher as an effective student counselor.	1 2 3 4 5	1 2 3 4 5
7. Guidance service records are adequate, accurate, and up to date.	1 2 3 4 5	1 2 3 4 5
8. Information gathering is limited to items that are germane to the guidance function.	1 2 3 4 5	1 2 3 4 5
9. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only.	1 2 3 4 5	1 2 3 4 5
10. Adequate provision is made for the exchange of essential information among the instructional staff, pupils, parents, counselors, administrators, and community resources.	1 2 3 4 5	1 2 3 4 5
11. There is extensive sharing of records between the elementary school and the junior high school / middle school and between the junior high school / middle school and the senior high school.	1 2 3 4 5	1 2 3 4 5
12. Both the guidance personnel and the school administrator encourage and facilitate the full utilization of student's test scores and personal-data records by the professional staff as they pursue their instructional responsibilities.	1 2 3 4 5	1 2 3 4 5
13. The guidance department provides special assistance to students during their transition from one school to another.	1 2 3 4 5	1 2 3 4 5
14. In order that guidance office information may be used appropriately, there is a degree of flexibility regarding educational placement of individual students during each semester and school year.	1 2 3 4 5	1 2 3 4 5
15. Provision is made for effective use of the services of counselors, school nurses, psychologists, psychometrists, psychiatrists, and physicians.	1 2 3 4 5	1 2 3 4 5
16. The guidance department engages in follow-up studies that provide for the improvement of the junior high school / middle school program.	1 2 3 4 5	1 2 3 4 5

Others

APPENDIX B

Principles and Premises

A. Guiding Principles

The complexity, multiplicity, and depth of the personal, social, emotional, and physical problems that early adolescents face make it necessary for adults who work closely with them to become actively engaged in the guidance function. School leadership in this important phase of the child's education should come from the guidance staff.

B. Premises

Listed below are a number of premises regarding student services which are generally held to be valid and to which the school community should address itself.

Indicate by circling the appropriate number in the first column to the right of each premise the degree to which that premise is accepted by the school, and indicate by marking the appropriate number in the second column the degree to which that premise implemented in the school.

The descriptions of the numbers listed below apply to the numbers in the columns to the right of the premises and should be borne in mind when marking the degree of acceptance and the degree of implementation.

Degree of Acceptance	Degree of Implementation
1. Unacceptable	1. Not implemented
2. Questionable	2. Weakly implemented
3. Accept with reservations	3. Average implementation
4. Accept in general	4. Strongly implemented
5. Endorse completely	5. Fully implemented

Premises

1. Guidance services encompass specialized activities which provide a means whereby parents, teachers, and the school administration may assist the student in gaining self-realization.	( )	( )
2. There is sufficient personnel (counselors, dean of students, secretaries, etc.) to provide expanded student services.*	( )	( )
3. Each student is provided an advisor.*	( )	( )

4.	The role of administrators, teachers, and guidance personnel in the guidance program is defined and understood by the professional staff.	( )	( )
5.	Guidance personnel give evidence of understanding the emotional, psychological, and intellectual development of the early adolescent.	( )	( )
6.	Guidance services are maintained to help students make satisfactory adjustments. A pleasant, unrestrained working relationship between students and guidance personnel is essential for maximum results.	( )	( )
7.	Guidance personnel adjust their time and efforts in order to provide the most effective counseling for students.	( )	( )
8.	Every effort is made to maintain and improve the position of the classroom teacher as an effective student counselor.	( )	( )
9.	Students are provided opportunities to be effective counselors to other students.*	( )	( )
10.	Problems that early adolescents face make it necessary to provide both male and female counselors.*	( )	( )
11.	Information on careers and vocational programs is provided by guidance personnel.*	( )	( )
12.	Guidance service records are adequate, accurate, and up to date.	( )	( )
13.	Information gathering is limited to items that are germane to the guidance function.	( )	( )
14.	Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only.	( )	( )
15.	Adequate provision is made for the exchange of essential information among the instructional staff, pupils, counselors, administrators, and community resources.	( )	( )
16.	The guidance department consults teachers involved in student changes prior to issuing a new schedule.*	( )	( )
17.	In order that guidance office information may be used appropriately, there is a degree of flexibility regarding educational placement of individual students during each semester and school year.	( )	( )

18.	Alternatives are provided for students who do not function in the regular school program.*	( )	( )
19.	There is extensive sharing of records between the elementary school and the junior high school/middle school and between the junior high school/middle school and the senior high school.	( )	( )
20.	Both the guidance personnel and the school administrator encourage and facilitate the full utilization of student's test scores and personal-data records by the professional staff as they pursue their instructional responsibilities.	( )	( )
21.	The guidance department provides long range academic planning for each student.*	( )	( )
22.	The guidance department provides special assistance to students during their transition from one school to another.	( )	( )
23.	Provision is made for effective use of the services of counselors, school nurses, psychologists, psychometrists, psychiatrists, and physicians.	( )	( )
24.	The guidance department engages in follow-up studies that provide for the improvement of the junior high school/middle school program.	( )	( )

*Statements added by members of the professional staffs.

APPENDIX C

JUNIOR HIGH SCHOOL PLANNING WORKSHOP

July 17-28, 1972

Major Aim

Facilitate selected Oak Ridge teachers and administrators in the development of processes and activities necessary for long-range program planning.

Goals

Improve communication skills which are necessary for a team approach to program planning.

Develop decision-making and problem-solving skills which are basic to change processes.

Maximize faculty participation in program development activities.

Develop a program planning system which accommodates specific innovative practices.

Design a program evaluation system which will provide feedback for program decisions.

Program Goals and Performance Expectations

Each of the workshop participants will demonstrate an understanding of the program goals as indicated by the performance statements under each goal:

(Goal) A. Improve communication skills by:

(Performance) 1. Demonstrating several paraphrasing techniques.

2. Accurately reporting verbal communication in a small group.
3. Analyzing non-verbal communication skills.
4. Providing positive feedback to other participants.

(Goal) B. Develop decision-making and problem-solving skills by:

(Performance)
1. Describing different decision-making techniques.
2. Analyzing and evaluating a consensus decision-making activity.
3. Comparing group decision to those made by an individual.

(Goal) C. Maximizing group participating in program activities by:

(Performance)
1. Identifying obstacles to effective group participation.
2. Demonstrating processes which promote maximum group productivity.

(Goal) D. Developing a program planning system by:

(Performance)
1. Identifying major activities, tasks, and events essential to long-range program planning.
2. Formulating target dates and estimating time frames necessary to accomplish specific activities.
3. Assigning areas of responsibility based on an analysis of program activities.

(Goal) E. Designing an evaluation system by:

(Performance) 1. Identifying major stages of program evaluation, formative and summative.

2. Developing an evaluation design which will provide feedback for program decisions.

APPENDIX D

PREFERENCE OF ASSIGNMENTS

The self-evaluation, which we will undertake next year, will require a considerable amount of work in groups. The emphasis of this work should be a sincere, thorough and open-minded examination of the kind of school Jefferson Junior High School is now and what it should become in the future. The result of this work should be honest evaluations and constructive recommendations which will serve as the basis of change in the school over the next several years. A by-product of the self-evaluation will be a report to the "Visiting Committee" and, through it, to the Southern Association of Colleges and Schools. We hope to be accredited by that organization.

Most of the staff will be working on at least two of these groups.

In order to assign staff members to groups working on problems in which they have an interest, each staff member should choose three of the topics below, indicating their order of choice, 1st, 2nd and 3rd.

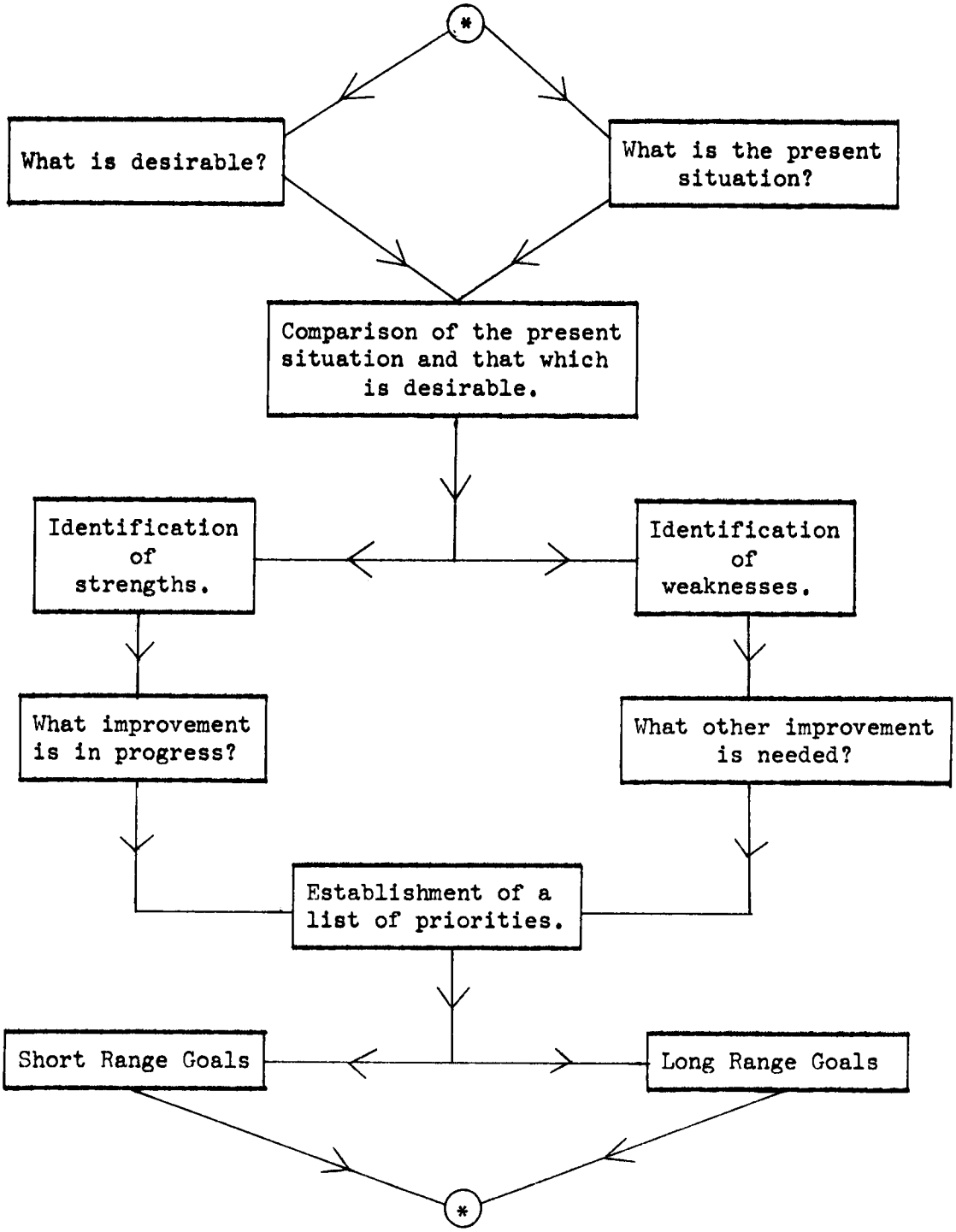
_____
Name

	Preference
Philosophy and Objectives of Jefferson	_____
Survey and Background Information about the School and its Community	_____
Present Educational Commitments at Jefferson	_____
Organization and Curriculum	_____
Subjects _____ (Department Name)	_____
Learning Media	_____
Student Services (Guidance)	_____
Student Activities	_____
Student Behavior and Motivation	_____
Staff and Administration	_____
Building and Facilities	_____

Please return this preference sheet to the office by 8:30, Monday morning, June 5, 1972.

APPENDIX E

A MODEL FOR SELF-STUDY



APPENDIX F

February 15, 1973

Mr. Roderic D. Matthews, Executive Secretary
National Study of School Evaluation
2201 Wilson Boulevard
Arlington, Virginia 22201

Dear Mr. Matthews:

The two junior high schools in Oak Ridge, Tennessee, Jefferson and Robertsville, are doing the self-evaluation study for accreditation by Southern Association. In connection with this, I am doing a project at the University of Tennessee to see just how such a self-study might change the staff's perception of its guidance services. To complete this project, I would appreciate your sending me the following information if it is available:

1. What, if any, research of this nature has been done before.

2. What procedures were used for constructing the instrument "Premises: Student Services"? (Page 99 - Evaluation Criteria Handbook for Junior High School/Middle School, National Study of School Evaluation, 1970)

3. What changes have been brought about in the guidance departments of the schools engaging in such a self-study?

4. What effect has the self-study had on the guidance departments of the schools engaging in the self-study?

I would greatly appreciate receiving this information as soon as possible.

Sincerely,

Edna McNutt, Guidance Counselor

EM:bw

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Boulevard
Arlington, Virginia 22201

February 23, 1973

Ms. Edna McNutt, Guidance Counselor
Jefferson Junior High School
Fairbanks Road
Oak Ridge, Tennessee 37830

Dear Ms. McNutt:

Your letter directed to Dr. Matthews has been referred to me for reply. Dr. Matthews retired in 1969 and is now enjoying himself in South Carolina.

Most of the questions which you have raised are ones which cannot be answered from this office. The National Study develops materials to evaluate schools but does not evaluate them nor does it have available the records of the school evaluations. As a University faculty member I know that there have been a number of doctoral studies done relative to the results or regional evaluations. Whether any of them have been specifically done in the area of guidance, I cannot say. You could check the dissertation abstracts in order to get this information.

The Junior High School/Middle School Evaluative Criteria was developed as a result of a two and one half year involvement of hundreds of junior high school/middle school educators from all over the United States. These educators included college and university specialists, state department personnel, principals and faculty members. The materials were written then went through a number of revisions and refinements and then were field tested before they were published.

A letter directed to Dr. W. R. Goodson, Executive Secretary, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia 30308 might provide you with the information which you requested concerning the results of the self study procedures.

Sincerely yours,

/s/ Donald C. Manlove

Donald C. Manlove
Executive Secretary

March 1, 1973

Dr. W. R. Goodson, Executive Secretary
Southern Association of Colleges and Schools
795 Peachtree Street, N. E.
Atlanta, Georgia 30308

Dear Dr. Goodson:

The two junior high schools in Oak Ridge, Tennessee, Jefferson and Robertsville, are doing the self-evaluation study for accreditation by Southern Association. In connection with this, I am doing a project at the University of Tennessee to see just how such a self-study might change the staff's perception of its guidance services. To complete this project, I would appreciate your sending me the following information if it is available:

1. What, if any, research of this nature has been done before.

2. What procedures were used for constructing the instrument "Premises: Student Services"? (Page 99 - Evaluation Criteria Handbook for Junior High School/Middle School, National Study of School Evaluation, 1970)

3. What changes have been brought about in the guidance departments of the schools engaging in such a self-study?

4. What effect has the self-study had on the guidance departments of the schools engaging in the self-study?

I would greatly appreciate receiving this information as soon as possible.

Sincerely,

Edna McNutt, Guidance Counselor

EM:bw

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street · Atlanta, Georgia 30308

March 8, 1973

Ms. Edna McNutt
Guidance Counselor
Jefferson Junior High School
Fairbanks Road
Oak Ridge, Tennessee 37830

Dear Ms. McNutt:

Your letter of March 1, 1973, addressed to Dr. W. R. Goodson has been referred to me for reply since Dr. Goodson will be out of the country until the end of this month.

The type of information which you requested in your letter is not available from the files or records in this office. Since your questions are primarily directed toward the self-study process, I would like to suggest that the information which you are seeking might be obtained from the organization which has developed the criteria for the self-study. If I were you, I would direct the questions in your letter of March 1 to:

Dr. Donald Manlove
Executive Secretary
National Study of School Evaluation
2201 Wilson Boulevard
Arlington, Virginia 22201

Dr. Manlove's office has been responsible for the development of the instruments used in self-studies and I feel that he would probably have some research on this matter that should be helpful to you in your project. If he does not have this information readily available in his office, I am sure that he could probably direct you to those individuals who might be able to furnish it to you.

I am sorry that it is not possible for me to give you definite answers to your questions, but I hope that you will be able to get what you want from the source I have indicated.

Sincerely,

/s/ Joseph M. Johnston

Joseph M. Johnston
Associate Executive Secretary
Commission on Secondary Schools

JMJ:dw

March 12, 1973

Dr. Donald Manlove, Executive Secretary
National Study of School Evaluation
2201 Wilson Boulevard
Arlington, Virginia 22201

Dear Dr. Manlove:

I am writing in reference to the self-evaluation study for accreditation by Southern Association for which I requested information from your organization on February 15. In your reply of February 23 you referred me to Dr. W. R. Goodson, Executive Secretary, Southern Association of Colleges and Schools, Atlanta.

I am enclosing copies of this correspondence, which is self-explanatory.

It is very important that I get this information, and I am asking if you would be kind enough to supply me with other probable sources. Thank you.

Sincerely,

Edna McNutt, Guidance Counselor

EM:bw

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Boulevard
Arlington, Virginia 22201

April 24, 1973

Mrs. Edna McNutt
Guidance Counselor
Jefferson Junior High School
Fairbanks Road
Oak Ridge, Tennessee 37830

Dear Mrs. McNutt:

I didn't expect to get the kind of reply from the Southern Association that you received. You may feel that you are getting the "runaround" but that is not so.

My next suggestion would be for you to communicate with the Tennessee State Chairman for Secondary Schools, Southern Association of Colleges and Schools. You, undoubtedly, can get that information for the principal if you do not already know it.

I am sorry I can be of no further help.

Sincerely yours,

/s/ Donald C. Manlove

Donald C. Manlove
Executive Secretary

DCM:ll

APPENDIX G

TABLE XVIII

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (ACCEPTANCE)

INDIVIDUAL STATEMENTS

ROBERTSVILLE JUNIOR HIGH SCHOOL (N = 33)

Number of Statement	0	+	-	Ratio	Confidence Limits on Ratio (95%)
1	22	6	5	55	23-83
2	11	15	7	68	45-86
3	13	14	6	70	46-
4	13	12	8	60	36-81
5	18	9	6	60	32-84
6	24	5	4	56	21-86
7	21	6	6	50	21-79
8	15	8	10	44	22-69
9	11	12	10	55	32-76
10	18	9	6	60	25-81
11	20	7	6	54	25-81
12	25	5	3	63	24-91
13	18	12	3	80	52-96[a]
14	25	4	4	50	16-84
15	20	7	6	54	25-81
16	20	4	9	31	9-61
17	16	11	6	65	38-86
18	14	10	9	53	29-76
19	18	6	9	40	16-68
20	19	8	6	57	29-82
21	16	11	6	65	38-86
22	21	6	6	50	21-79
23	17	8	8	50	20-75
24	16	11	6	65	38-86

The columns headed 0, +, and -, respectively, indicate for each statement:

Number making no change
Number changing in the direction of greater acceptance
Number changing in the direction of less acceptance

[a]Significant at 0.05 level.

TABLE XIX

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (IMPLEMENTATION)

INDIVIDUAL STATEMENTS

ROBERTSVILLE JUNIOR HIGH SCHOOL (N = 33)

Number of Statement	0	+	-	Ratio	Confidence Limits on Ratio (95%)
1	11	15	7	68	45-86
2	12	9	12	42	22-66
3	13	12	8	60	36-81
4	12	15	6	71	48-89
5	11	15	7	68	45-86
6	13	14	6	70	46-88
7	11	17	5	77	55-92[a]
8	13	12	8	60	36-81
9	20	9	4	69	39-91
10	16	10	7	59	33-82
11	6	14	13	52	32-71
12	11	14	8	64	41-83
13	15	12	6	57	41-87
14	17	10	6	63	35-85
15	19	10	4	71	42-92
16	7	13	13	50	30-70
17	16	9	8	53	28-77
18	15	8	10	44	22-69
19	14	11	8	58	34-80
20	11	12	10	55	32-76
21	18	12	3	80	52-96[a]
22	8	15	10	60	39-79
23	15	10	8	56	31-78
24	20	10	3	77	46-95

[a]Significant at 0.05 level.

TABLE XX

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (ACCEPTANCE)

INDIVIDUAL STATEMENTS

JEFFERSON JUNIOR HIGH SCHOOL (N = 32)

Number of Statement	0	+	-	Ratio	Confidence Limits on Ratio (95%)
1	17	10	3	77	46- 95
2	15	9	8	53	28- 77
3	17	9	6	60	32- 84
4	14	11	7	61	36- 83
5	19	10	3	77	46- 95
6	21	8	3	73	39- 94
7	21	9	2	82	48- 98
8	17	11	4	73	45- 92
9	19	9	4	69	39- 91
10	27	4	1	80	28- 99
11	18	9	5	64	35- 87
12	23	7	2	78	40- 97
13	22	7	3	70	35- 93
14	26	3	3	50	12- 88
15	19	9	4	69	39- 91
16	19	9	4	69	39- 91
17	20	6	6	50	21- 79
18	22	6	4	60	26- 88
19	18	9	5	64	35- 87
20	16	12	4	75	48- 93
21	18	10	4	71	42- 92
22	19	9	4	69	39- 91
23	22	9	1	90	56-100[a]
24	21	5	6	45	17- 77

[a]Significant at 0.05 level.

TABLE XXI

COMPARISON OF PRE-EVALUATION AND POST-EVALUATION RESPONSES FOR TOTAL STAFF (IMPLEMENTATION)

INDIVIDUAL STATEMENTS

JEFFERSON JUNIOR HIGH SCHOOL (N = 32)

Number of Statement	0	+	-	Ratio	Confidence Limits on Ratio (95%)
1	16	12	4	75	48- 93
2	17	9	6	60	32- 84
3	23	7	2	78	40- 97
4	18	12	2	86	57- 98[a]
5	10	18	4	82	60- 95[a]
6	17	13	2	87	60- 98[a]
7	16	12	4	75	48- 93
8	19	8	5	62	32- 86
9	16	8	8	50	25- 75
10	25	4	3	57	18- 90
11	17	9	6	60	32- 84
12	17	8	7	53	27- 79
13	16	9	7	56	30- 80
14	18	9	5	64	35- 87
15	14	12	6	67	41- 87
16	13	11	8	58	34- 80
17	11	15	6	71	48- 89
18	14	14	4	78	52- 94[a]
19	14	11	8	58	34- 80
20	9	16	7	70	47- 87
21	14	11	7	61	36- 83
22	16	15	1	94	70-100[a]
23	17	11	4	73	45- 92
24	18	8	6	57	29- 82

[a]Significant at 0.05 level

VITA

Edna M. McNutt was born in Haleyville, Alabama, on March 17, 1919. She attended elementary school in that city and graduated from Haleyville High School in 1938. She attended Athens College in Athens, Alabama, and received a Bachelor of Arts degree in English in June, 1941. In September, 1941, she accepted a teaching position in the junior high school in Dadeville, Alabama. She entered the Graduate School at Peabody College, Nashville, Tennessee, in June, 1944. The following September, she accepted a teaching position with the Oak Ridge School System, Oak Ridge, Tennessee.

From September of 1944 until June of 1969, she was employed as an elementary teacher. She taught English in Jefferson Junior High School from September of 1969 until June of 1972. At present, she is guidance counselor at Jefferson Junior High School.

She entered the Graduate School at the University of Tennessee in April, 1971, and received her Master of Science degree with a major in Guidance and Counseling in June, 1973.

She is a member of Delta Kappa Gamma, the Tennessee Education Association, and the National Education Association.