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AN ATTITUDE ANALYSIS OF TENNESSEE SECONDARY SCHOOL COUNSELORS TOWARD THE COMMUNITY COLLEGES WITHIN THE STATE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Ronald P. Hartman

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ABSTRACT

The image of community/junior colleges has recently become an important concern for the administrators and other personnel formulating plans for the future development of these institutions. To plan effectively, two-year colleges must obtain information, knowledge, and understanding of perceptions held by groups such as high school counselors toward the community/junior college programs. This study focused on the attitudes of Tennessee secondary school counselors toward the community colleges within the state. The primary purpose of the study was to identify existing favorable or unfavorable attitudes of secondary school counselors toward the community colleges within Tennessee. A secondary purpose was to identify any specific categories of respondents which would characterize the most favorable and least favorable groups.

A survey questionnaire was mailed to each of the 389 secondary school counselor members of the Tennessee Personnel and Guidance Association. There were 209 questionnaires returned from which the data were analyzed to achieve the purposes of the study. The survey instrument utilized was developed specifically for the assessment of high school counselor attitudes toward the two-year college by James (1969) and has been used in other studies of this type.

Findings of the study were that: the respondents held strong favorable attitudes toward the community colleges of Tennessee; direct contact such as a visit to a campus or having been a former student at a two-year college were important factors in the favorableness of

attitudes held by respondents; and significantly more favorable attitudes were held by the older counselors with the trend indicating that secondary level experience also affected the favorableness. It was also determined that such factors as sex, present assignment, highest degree earned, distance and geographic location of the counselor's school from the nearest community college, and whether or not they had taken a course dealing with the two-year college concept were not significant characteristics in the favorable and unfavorable attitudes held by the respondents.

Recommendations based upon the results of the study were that: community college personnel take advantage of the favorable attitudes by providing counselors with more and better information related to instruction, philosophy, and competence of the staff; community college administrators recognize the merits of direct contact opportunities for secondary counselors to become more familiar with the institution; and plans should be developed and programs implemented which will improve the attitudes held by the young counselors who were the least favorable. A number of future research recommendations were provided which would enhance the future community college development by providing additional research data concerning the attitudes held toward community colleges.

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CHAPTER I

INTRODUCTION

The two-year college concept is an American invention within the traditional approach to higher education which was borrowed from the European University. The role and importance of the two-year college in the United States has changed since the first two-year colleges were founded. Bogue (1950) indicated the early junior colleges were predominantly private institutions, and most of the junior colleges located in both the New England and Southern States evolved from various private academies. These two-year colleges were designed to provide initial academic preparation for transfer to an institution awarding the baccalaureate degree. Prior to 1920, a few states established the two-year institution system on a limited scale. In most instances, these colleges were established as part of the local school district operation and were often located in the less populated areas for the purpose of providing a more equal educational opportunity (Roberts, 1975).

Between 1920 and 1940, the two-year colleges began to grow in strength and numbers and to develop programs beyond the historic transfer curriculum. In 1921, public junior college enrollments exceeded private junior college enrollments for the first time (Thornton, 1972). The Smith-Hughes Act of 1917 provided incentives for two-year college programs in vocational education with subsequent legislation focusing upon such areas as home economics, distributive

education, and industrial education. These developments and others contributed to greater geographic availability, broader curriculum, and the necessity of keeping the tuition costs minimal. During the depression years, a fundamental goal of the two-year institution was to develop programs which would provide students with marketable skills. Industrialization and increased population mobility encouraged the two-year institutions to become more comprehensive and more responsive to the localized needs of the community. The economic problems of the depression years caused many persons to seek training for new vocations. This new emphasis on adult skill training, has been often considered the forerunner of the adult education concept, and provided periodic sudden growth in two-year colleges (Roberts, 1975 and Folger, 1975).

A new identification of the public two-year college was beginning to become popular following World War II. The term "community college" was regarded as more appropriate to describe the offerings of a comprehensive program rather than the traditional academic transfer curriculum. Special training requirements were recognized as important and valuable to the increased development and growth of the industrial and technological pattern of American society. One stimulus to the increased community college enrollment has been attributed to the G.I. (Government Issued) Bill following World War II. This legislation was neither proposed nor supported as educational legislation, but designed primarily to help millions of veterans acquire skills needed in civilian life (Folger, 1975).

As the two-year college continued to grow and to earn the distinction of comprehensive community colleges or community-junior

colleges, a new awareness of additional needs developed and the federal government responded with two legislative acts in 1963. The Higher Education Act provided for matching grants to construct instructional facilities while the Vocational Education Act designated funding for training and instruction related to occupations not requiring a baccalaureate degree. In 1964, the Education Policies Commission of the National Education Association asserted that all high school graduates deserved the opportunity for two years of post secondary education as a fulfillment of the national goal of universal educational opportunity (Roberts, 1975).

A more recent area of development in the two-year college program focuses on adult or continuing education and community services. Often the terms adult education and continuing education have been used interchangeably; they refer to those programs designed for fully-employed adults, the retired, and the mothers of school aged children. Many of these programs are offered for college credit, while others are considered as self-development and are non-credit. Some of the courses parallel the normal daytime offerings, while others may be specially tailored to meet the needs of a particular clientele. These may include cultural, hobby, informational, and occupational courses (Thornton, 1972). Community services infer that the two-year institution recognizes its leadership role in the local community and provides facilities, staff and other resources for the benefit of local citizens. Various activities range from sponsoring cultural events to working with community leaders toward the resolution of problems or the improvement in quality of life, depending upon local needs.

In Tennessee, the early two-year college programs were initiated by the Methodist Episcopal Church. Hiwassee College at Madisonville opened in 1849, followed by Martin College at Pulaski in 1870 and Morristown College at Morristown in 1881. These institutions have been in continuous operation since their founding. Morristown College was established to provide higher educational opportunities for the American Negro and has continued to function in this capacity as one of the oldest Negro Colleges in the United States.

The private sector continued to provide the impetus for two-year college programs in Tennessee. Gupton College at Nashville was opened in 1946 as an independently controlled-nonprofit institution. Cumberland College at Lebanon, an independently controlled-nonprofit institution, originally a four-year college, was established in 1842; but began operating as a two-year college in 1956. Aquinas College was established by the Roman Catholic Church at Nashville in 1961 and the Church of God opened Tomlinson College at Cleveland in 1966. This period of 117 years was marked by a number of other private two-year institutions which either became four-year colleges, merged with other colleges, or ceased operations.

The first state supported two-year institutions began operations under the Tennessee State Department of Education. Columbia State Community College at Columbia was opened in 1966 and was quickly followed in 1967 by Cleveland State Community College at Cleveland, and Jackson State Community College at Jackson. Then in 1969, Dyersburg State Community College at Dyersburg and Motlow State Community College

at Tullahoma were both opened. Walters State Community College at Morristown was opened in 1970 followed the next year by Volunteer State Community College at Gallatin and Roane State Community College at Harriman. Two years later, Shelby State Community College at Memphis began operations (Community and Junior College Directory, 1972 and 1973, and The College Handbook, 1977).

At this point in the development of the state supported two-year colleges, there was a shift of jurisdiction to the State Board of Regents which has authority for all public four-year institutions, except those within The University of Tennessee System. Between 1963 and 1973 Tennessee's State Board of Education was recognized for making progress in public post-secondary educational opportunities through the establishment of the first nine community colleges in Tennessee (Roberts, 1975). The most recent two-year college, Chattanooga State Technical Community College, changed its designation from a State Technical Institute in 1974 and became a part of the State Board of Regents System.

There are currently 17 two-year colleges in Tennessee which provide transfer programs, terminal degrees, occupational-technical-vocational programs, and community services. State supported community colleges comprise ten of the total, while five are private church-related colleges, and two are independently controlled-nonprofit institutions. The total student enrollment in Tennessee two-year colleges for the fall term of 1978 was 39,681. For 1978, state-

supported community colleges enrolled 37,642 students;* and the seven independent two-year colleges reported 2,039 students enrolled according to the 1979 Community, Junior, and Technical College Directory.

I. BACKGROUND OF THE STUDY

The rapid growth and development of the community college system in Tennessee has not been without difficult situations. For example, institutions were often opened in temporary facilities; faculty members often functioned in either dual academic teaching assignments or doubled as instructors and administrators; the curriculum offerings primarily consisted of the traditional junior college transfer programs; and supplies, equipment, library resources and other materials were in short supply or were non-existent. These early conditions may have been questioned by secondary school counselors who were concerned about the academic quality of the newly established community colleges. Tennessee community colleges were also faced with the formidable task of student recruitment which, in part, had to be facilitated through these same high school counselors.

Student needs were considered a high priority during the developmental planning for improved academic and community service programming. Each community college continued to improve its academic programs through self-studies, accreditation, construction of facilities, and added equipment. Additionally, as the student population grew

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*Note: Enrollment figures for the public colleges include the three technical institutes within Tennessee.

alumni groups formed and the college's image was transmitted through first hand experiences of persons who had attended these colleges. The image of the individual college may have also been developed as specific programs were implemented in response to the expressed needs of its constituency.

The student unrest on the four-year college and university campuses of the late 1960's and the growing costs associated with attending college began to influence the students' decisions concerning future plans for college. Tennessee community colleges had to provide not only the majority of students with a broad general education, but they also had to meet the exacting transfer requirements of the four-year institutions and provide a meaningful program for students who planned to seek employment after their two-year college experience.

College bound high school students previously had been able to select from many promising opportunities; however, due to the increased costs and the growing number of persons wishing to attend four-year colleges, the students have become restricted in their preferences of colleges. A more recent concern and emphasis of high school counselors during the 1970's has been the focus on helping the disadvantaged and other groups of non-college-bound students. Shertzer and Stone (1963) studied the perspective of high school counselor roles and found that most counselors viewed their job as helping students get into college. They further reported that counselors considered college preparation as a primary purpose of the high school. However, a later study by Omvig (1973) indicated that secondary counselors have begun to develop a new

philosophy which places more emphasis on career development programs. He applauded this approach because of the importance of meeting the needs for approximately 80 percent of those students who will not complete the baccalaureate degree and who can best utilize and benefit from community college programs. Conversely, the community colleges can provide the needs of these students while impacting upon the cultural, socioeconomic, and welfare of the community served.

High school counselors have been characterized by many researchers as devoting their time and energy toward students who have high academic capability or those who have indicated they are college-bound. Cicourel and Kitsuse (1963) supported this description by revealing that the counselor's function in the students' selection of a college is decisively important. In addition, they found that parents' knowledge about college entrance was limited, and that they tended to leave these details to the counselor. Rehberg and Hotchkiss (1972) reported that a student's educational goals and intelligence directly affect the educational advice received. They further stated that the counselor has an impact upon the student's educational decisions.

Many students do discuss their post-high school plans with high school counselors. A national study (Purdue Opinion Poll, 1968) found that students did, in fact, seek assistance from school personnel prior to implementing post-high school plans. Shapiro and Asher (1972) reported 60 percent of male students and 58 percent of female students had talked with a counselor about post-high school plans on one or more occasions. The Roane State Community College High School Senior Survey (1977)

questioned students about persons having influence on their post-high school plans. Students rated the high school counselor as having been influential in their post-high school planning. Other studies related to the frequency of counselor contacts or the magnitude of input to the students' post-high school plans have indicated that counselors do function in and play an important role in the students' decision (Scarpitto, 1974, Klehr and Menacker, 1973, Clarke and Waters, 1972, Lewis, 1970, and Eninger, 1968).

The counselor's attitude, behavior, and influence on student decisions to attend a community college are significant to both individuals and colleges. To be knowledgeable of the attitudes of high school counselors toward the community college is important because:

> . . . Having an attitude means that the individual is no longer neutral toward the referents of an attitude. He is for or against, positively inclined or negatively disposed in some degree toward them--not just momentarily, but in a lasting way, as long as the attitude in question is operative (Sherif, Sherif and Nebergall, 1965:5).

In addition, social psychologists report that attitude and behavior can generally be expected to correlate. Festinger (1957:1) stated:

> It has frequently been implied, and sometimes even pointed out, that the individual strives toward consistency within himself. His opinions and attitudes, for example, tend to exist in clusters that are internally consistent. . . . It is still overwhelmingly true that related opinions or attitudes are consistent with one another. . . . There is the same kind of consistency between what a person knows or believes and what he does.

Lazarus (1961) identified attitudes as concepts of the personality which are viewed as hypothetical constructs because they cannot be observed directly, but can be inferred from what the person says or does. In addition, it is relevant to consider the relationship between

attitudes, measured by some self-report scale, and the person's behavior. If attitudes of high school counselors can be determined to be favorable toward the community college, then it would be possible to infer that: high school students are being advised to attend a community college; high school-community college cooperation and communication can be developed; and community colleges do have a favorable image in Tennessee.

Community college personnel have become increasingly concerned about their image as perceived by secondary school counselors. Garrison (1967) reported that too few secondary school counselors have sufficient knowledge of college curriculums, even of those community colleges within the immediate vicinity. A number of reports based on research findings have been written describing secondary school counselor perceptions of other tasks or functions. Attitudes toward students, academic subjects, career and vocational training, parents and community and their own profession can be found in articles and unpublished dissertations, but there are few studies available regarding the attitudes of secondary school counselors toward the community college program. However, this study was intended to focus solely on the attitudes of secondary counselors toward the ten public community colleges within Tennessee.

II. PURPOSES OF THE STUDY

The purposes of this study were to:

1. Identify existing favorable or unfavorable attitudes of Tennessee secondary school counselors toward the community colleges in Tennessee.

2. Identify any categories of secondary school counselors who have generally favorable or unfavorable attitudes toward the community colleges of Tennessee.

3. Broaden the research and information base concerning attitudes, knowledge, understanding, and perceived image toward community colleges in Tennessee.

4. Provide Tennessee community college institutional research personnel with baseline attitudinal data regarding the community college.

The information obtained from this study will be useful in enhancing community college relations with high school counselors during student recruitment and will enable college administrators to develop more effective cooperative efforts toward improving the colleges' image. In addition, researchers will be able to investigate the attitudes of other groups relevant to the community colleges' development of curriculum, community services, growth patterns for expansion and general attitudes toward community college education within the state or a particular geographic service area.

III. RESEARCH QUESTIONS

Specific questions measured by the Community College Attitude Survey (see Appendix A), during this research were as follows:

1. Are there significant differences in total mean scores between the male and female respondents?

2. Are there significant differences in total mean scores among the four age categories?

3. Are there significant differences in total mean scores among the respondents according to the highest degree earned?

4. Are there significant differences in total mean scores between respondents assigned full-time and part-time counseling responsibilities?

5. Are there significant differences in total mean scores among the respondents categorized according to the number of years teaching experience?

6. Are there significant differences in total mean scores among the respondent groups regarding the distance the respondent's institution is located from a community college?

7. Are there significant differences in total mean scores between those respondents that had or had not visited a community college?

8. Are there significant differences in total mean scores between those respondents who had or had not taken a course dealing with the two-year college concept?

9. Are there significant differences in total mean scores between the respondents who had or had not been a student at a two-year college?

10. Are there significant differences in total mean scores between respondents who had or had not taught in a two-year college?

11. Are there significant differences in total mean scores between the respondents located in a metropolitan area and those located in a non-metropolitan area?

12. How do the reliability coefficients obtained from this study compare to those reported in other studies?

13. Are there personal data items which characterize groups of secondary school counselors as most favorable and least favorable on the basis of total score?

IV. SIGNIFICANCE OF THE STUDY

Community college personnel formulating plans for continued growth should be knowledgeable concerning the existing attitudes of high school counselors toward community colleges. Researchers utilizing the College and University Environment Scale (CUES) have indicated that goals established by community college leaders are frequently developed through incomplete information, knowledge, and lack of understanding of their college's image as perceived by others. The image of community colleges held by various segments of the constituency contain intangible variables influencing such factors as the number of students enrolling, the costs of programs, the development of specialized curriculums, the placement and follow-up of students, the availability of qualified personnel, and other functions dependent upon the public served (Wilson and Dollar, 1970, Guilliams, 1971, Guilliams and Dollar, 1972, and Quay and Dole, 1972). The constituency often perceived the image of community college programs, activities, concepts and philosophies without sufficient information. Greer (1966) expressed a concern for this problem and indicated that there was a lack of objective processes by which community college leaders can determine attitudes toward or perceptions about their respective colleges.

The information concerning high school counselor attitude toward community colleges may be important in developing strategies for student recruitment by college administrators. This particular concept has been implied in a number of studies which concluded that secondary school counselors lacked sufficient information or had inaccurate information about community colleges (Seymour, 1968, Scarpitto, 1974, and Energy Opportunities Consortium, 1977). Morrison (1968) reported discrepancies in the types and kinds of information high school counselors often provided students and the actual information desired or seen as important by students.

Therefore, if college administrators have more exact information about high school counselor attitudes toward community colleges, they can more effectively develop strategies to enhance relationships between the college and its publics. Certainly, one approach is to accept the image held about the institution and plan programs which are closer to the perceived image; the other approach is to attempt to modify the perceived community college image through a well planned and developed strategy to change the image.

The first approach assumes that a discrepancy exists between the image and the program which is manifest through an unfavorable attitude; the latter approach assumes that the institutions' program is satisfactory and the image is unfavorable due to misconceptions or poor communication. This study focused on the attitudes of Tennessee secondary school counselors toward the community colleges within the state, and sought to determine specific characteristics to identify the most favorable and least favorable groups of respondents. To

determine precisely how community college personnel should utilize the information generated by the questionnaire was not within the scope of this research.

V. BASIC ASSUMPTIONS

Basic assumptions of the study were that:

1. The secondary school counselors responding to the questionnaire reflected the contemporary attitudes (favorable to unfavorable) toward the community college program within Tennessee.

2. Secondary school counselors have sufficient knowledge about the community colleges of Tennessee to have formulated their own attitude toward community colleges within the state.

3. A mid-scale response of undecided, on any of the 39 attitude questions, was an indication that the individual was uncertain whether they agreed or disagreed with a particular statement. For example, the term undecided implied an indifference point as opposed to an unknown.

4. The secondary school counselors responding were considered the equivalent of a random sample from the population of Tennessee secondary school counselors.

5. The Likert-type scale of summated ratings defined a rank order of the individual's attitude, therefore the higher the total score the more favorable the attitude toward community college programs in Tennessee.

VI. DEFINITION OF TERMS

1. Attitude has been defined as:

> . . . A mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1968:63).

2. Influence, as used in this context, referred to the exercise of power or control one person has over another leading to a decision to act.

3. Open door policy referred to the admissions philosophy which according to Gleazer (1968:51) ". . . is based upon the assumption that a much larger proportion of our population . . . can benefit by education beyond high school, and that the student can best show what he can do by being allowed to try."

4. Secondary school counselor was used interchangeably with high school counselor and referred to persons in a high school whose responsibility is to advise or assist students with high school and post-high school plans.

VII. LIMITATIONS OF THE STUDY

1. This study did not attempt to ascertain the effectiveness of community college programs; it only described the attitudes of selected secondary counselors toward the community colleges. The survey instrument did not attempt to establish a criteria for the effectiveness of community college programs.

2. Secondary school counselors were not required to have extensive knowledge or indepth acquaintance with a community college program.

3. The general attitude of the group surveyed does not imply that the same attitude is held toward all phases of community college programs.

4. The survey instrument was designed to best assess group attitudes and was not intended for individual assessment of attitudes.

VIII. DELIMITATION OF THE STUDY

Respondents participating in this study were delimited to the current membership of secondary school counselors in the Tennessee Personnel and Guidance Association (TPGA). The responses were delimited to the identification of attitudes these TPGA members held toward the Tennessee community college program.

IX. DESIGN OF THE STUDY

The survey method was chosen for this research project. The researcher has long been interested in the attitudes toward the community college held by high school counselors, since they influence high school students' post-high school plans. A review of selected literature substantiated this influence and the need to investigate secondary school counselor perceptions of the community college image. Further inquiry led to the identification of a reliable questionnaire specifically designed to assess the attitudes of secondary school counselors toward junior colleges and approval was obtained from Dr. Gary A. James to utilize his survey instrument. The research was descriptive and was concerned with reporting the existing attitudes of

secondary school counselors toward the community colleges in Tennessee. The respondent group was selected from the 1977-78 Tennessee Personnel and Guidance Association (TPGA) membership of secondary school counselors. The TPGA Board of Directors endorsed and supported the survey and approval of the methodology for the survey was granted by the Human Subjects Committee of The University of Tennessee.

XI. ANALYSIS OF DATA

Data obtained were processed by computer utilizing the Statistical Package for the Social Sciences (SPSS) and analyzed to achieve the purposes of the study. The six specific functions determined as most appropriate for the data analysis were:

1. Computation of a total score for each respondent based on a scale from "1" (low) to "5" (high) for the questions worded in positive form with the scale being reversed for the negatively worded items;

2. Crosstabulation of each respondent's total score for the purpose of characterizing the most favorable and the least favorable groups;

3. Development of a Split-half and Alpha Reliability coefficient for the purpose of comparing results with other studies utilizing the same survey instrument;

4. Application of Oneway Analysis of Variance (ANOVA) to analyze the significant differences among the total score means of personal data items with more than two independent variables;

5. Utilization of a two-tailed t-test of significance for those personal data items with only two independent variables to determine if there were significant differences between the total score means of appropriate personal data items;

6. Generation of frequency distribution to obtain a sum for each response category of all 50 items on the questionnaire.

XI. ORGANIZATION OF THE STUDY

Chapter I consists of an introduction which provides the orientation and background for the study; purposes of the study, significance of the study, basic assumptions, definition of terms, limitations and delimitation of the study, design of the study, analysis of data, and organization of the study.

Chapter II, Survey of the Literature, presents relevant research on defining, changing, and measuring attitude, the school as a social system, counselor influence on post-secondary plans of students, and counselor perceptions of the community college image.

Chapter III, Methodology, sets forth the sampling techniques and describes the instrument development (Junior College Attitude Survey) to be utilized, data collection methods, statistical processes, and specific research questions to be tested are included.

Chapter IV, Data Presentation and Analysis, describes the data collected, the results of the statistical treatment of the data, and the trends of the results related to the proposed research questions.

Chapter V, Summary, Conclusions, and Recommendations, presents a brief review of the problem, procedures employed, and a statement of the results. Conclusions drawn from the data analysis, and recommendations for future studies follow.

CHAPTER II

SURVEY OF THE LITERATURE

Community and Junior Colleges have been studied or reviewed by many persons and groups during the past 20 years. Reports by commissions, books and periodicals by many authors, and a number of research projects have discussed virtually every aspect of these institutions. A number of these writings have addressed the relationships between secondary schools and community colleges, but only a few have been concerned with attitudes toward the community college. The early two-year colleges, according to Monroe (1972), were extensions of the high school curriculum. These early academic and physical ties have been severed in recent years. This separation has provided the need to analyze the secondary counselors' attitudes toward community colleges.

The only study located which deals directly with high school counselor attitudes toward the two-year college (junior college or community college) was the research reported by James (1969). In this work, the results reported a generally favorable attitude toward the junior colleges in Illinois. However, Fritze (1974) reported similar findings in a study that compared opinions between counselors, teachers, and administrators of public high schools and vocational-technical schools in Oklahoma. Beyond the question of why this type study has not been replicated more often, the question must be asked

why the discrepant behavior if attitudes are favorable? In other words, if counselor attitudes are favorable toward the community college why are more students not encouraged to attend these institutions? In order to provide better understanding of the high school counselor attitudes, six brief reviews of selected literature are presented: defining attitude, changing attitude, measuring attitude, the school as a social system, counselor influence on post-secondary plans of students, and counselor perceptions of the community college image.

I. DEFINING ATTITUDE

Social psychologists have provided most of the research literature related to various areas of attitude, although sociologists have also been concerned with the study of attitudes relative to societal actions. Early attention to the concept of attitude was identified by Allport (1968:45) as: " . . . probably the most distinctive and indispensible concept in contemporary psychology." Allport's definition of attitude, as stated in the definition section, was the basis for the discussion of attitude by Shaw and Wright (1967). While other writers such as Nelson (1939), Campbell (1947), and DeFleur and Westie (1963) reviewed earlier definitions of attitude, Lindzey and Aronson (1968) explained that most recent authors' foundation for discussions have stemmed from Allport's early work presented in 1935. Weinstein (1972) reported that in 1947 Doob's writings had conceptualized attitudes as having dynamic as well as directive proporties, energizing and producing behavior, as well as channeling the

preexisting energy. Lindzey and Aronson (1968:63) provided the following early sources as typical definitions of the term:

> . . . The specific mental disposition toward an incoming (or arising) experience, whereby that experience is modified; or, a condition of readiness for a certain type of activity (Warren, 1934).
>
> . . . A mental disposition of the human individual to act for or against a definite object (Droba, 1933).

Shaw and Wright (1967:2-3) also provided a definition by English and English as "an enduring learned predisposition to behave in a consistent way toward a given class of objects," and another by Cardno which defines attitude as:

> . . . An existing predisposition to respond to social objects which, in interaction with situation and other dispositional variables, guides and directs the overt behavior of the individual.

Krech and Crutchfield (1948:152) defined attitude as ". . . an enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual's world." A similar definition was presented by Isaacson, Hutt and Blum (1967:777) as ". . . the beliefs, feelings, and action tendencies of an individual or group of individuals toward objects, ideas, and people." They further defined action tendencies as a ". . . disposition to respond in a certain way toward an object or person."

The basic elements in each definition of attitude either explicitly state or infer that: there is a readiness or predisposition to act; there will be some type of response manifest through behavior; there is a value structure directing or influencing the

response to objects, ideas, or people; and there is a cognitive process interacting with affect and behavior based upon experience, knowledge, emotion or perception of the stimuli. These characteristics of attitude have been very well described by Lindzey, Hall, and Thompson (1975:600) when they stated:

> People have attitudes toward every class of object and every specific object, toward every class of issue and every particular issue, toward every class of human being and every particular person. . . . Attitudes, of course, differ in complexity, determinants, origins, implications for behavior, and intensity. Some attitudes represent a single evaluative or affective response to an object while others are built up through many experiences. But above all, attitudes are convenient summaries of our reactions to the objects about us.

Attitude, according to Fishbein and Ajzen (1975:8) can be ". . . typically viewed as a latent and underlying variable that is assumed to guide or influence behavior." These authors also stated that ". . . attitudes cannot be observed directly but have to be inferred from observed consistency in behavior."

In support of this definition Sherif, Sherif and Nebergall (1965:19) also stated that: "an attitude cannot be observed directly. . . . We infer an attitude from an individual's behavior, his words and deeds."

Social psychologists who have studied attitudes have categorized responses and provided some indices of attitudes. Rosenberg and Hovland (1960:1) have designated the three major types of responses as "cognitive, affective, and behavioral." The relationship between these three major types of responses have also been studied, but more

important is the basic agreement by social psychologists that there is a directionality in attitude analysis. Rosenberg and Hovland (1960) defined this directional concept as some sort of stimuli, a measurable independent variable; major types of responses, intervening variables; and responses or actions, measurable dependent variables. An individual will then begin to organize behavior in order to avoid certain stimuli such as objects, people, or events according to McDavid and Harari (1968). An emotional component of an attitude distinguishes it from belief or opinion. Therefore, Kagan and Havemann (1972:563) pointed out "because we are strongly for or against whatever it is that the attitude concerns (we are) much more resistant to change." Sherif, Sherif and Nebergall (1965) also discussed this same concept by indicating that persons having an attitude are no longer neutral toward the object. They are either for or against--favorably or unfavorably disposed in some degree. Zimbardo, Ebbesen and Maslach (1977:20) said that "attitudes consist of these satisfactions and dissatisfactions. They are the core of our likes or dislikes for certain people, groups, situations, objects, and intangible ideas."

Kagan and Havemann (1972:564) state: "Attitudes are of course learned--and learned in interaction with other people." Attitude formation has been attributed to a number of determinant variables. However, the literature is replete with evidence that two attitude determinants are either direct experiences or some form of communication. Silverman (1971) indicated that attitudes are a collection of an individual's experiences acquired as a result of direct contact or

accepted through association with event, objects, persons, or groups where the attitude is prevalent. Sherif, Sherif and Nebergall (1965) supported this concept by emphasizing the interation among people and the importance of written or spoken communication as basic determinants in forming attitudes. McDavid and Harari (1968) pointed out that it is not uncommon for individuals to have reasonably strong attitudes toward people, groups, or objects with whom they have not had direct contact. Zimbardo, Ebbesen, and Maslach (1977) supported this idea by explaining that every person has an attitude toward a great many things in life regardless of the extent of contact.

The favorableness or unfavorableness of counselor attitudes toward the community colleges in Tennessee can be determined because this group of secondary educators have had some degree of contact with these institutions, but specific indepth knowledge was not required to assess the attitudes held. Direct experiences such as visits to a campus, prior attendance as a student, or teaching experience in a two-year college are factors which will enable counselors to respond accurately to the survey questionnaire. In addition, such factors as geographic proximity and having been exposed to the two-year college concept through a course of study would enhance the respondent's ability to be familiar with the community colleges because of improved communication concerning these institutions.

II. CHANGING ATTITUDE

In a discussion on the components of attitudes, Rosenberg and Hovland (1960) pointed out that an individual ordinarily strives to

maintain stability of attitudes. The attainment of consistency is important to the individual during any attitude change process. McGuire (1960:65) discussed the "rational man" concept in which he stated ". . . a person's need to maintain harmony between his feelings, thoughts, and actions is a powerful determinant of his belief systems and of his gross behavior."

The potential of one person or group for influencing the change of attitudes, feelings, and behavior of another individual has been discussed by Raven, (1965) and Collins, (1970). Both authors categorized this social influence as three sources of power. First is "content power" which they described as informational input that results in attitude change. The second is "source power" that is explained not as the "what" of information, but the "who" is communicating such as an expert with relevant knowledge or someone of status who is recognized as a legitimate authority or a referential process whereby a comparison could be made; and third is "consequence power" which may be exerted through either some reward system or coercion of an individual. These sources of power are discussed further by Ruch and Zimbardo (1971) as operable in the simplest origins of behavioral change produced by the mere presence of other people to situations of deliberate influence to the Machiavellian style manipulators.

There is agreement among authors that attitudes, the affective component, can be changed or at least influenced by altering the opinions or beliefs, the cognitive or knowledge component, that

people have. Silverman (1971) said that attitudes are normally changed when a person changes their group affiliation or when there is direct and prolonged contact with an individual, group or object about which there was a previously formed attitude. However, most researchers are still perplexed by how attitudes are learned and are still seeking knowledge concerning precisely how attitudes are changed. Many studies have documented correlations between measured attitudes and behavior.

The other aspect of attitude change is that attitudes are characterized by a certain stability and consistency. McDavid and Harari (1960) discussed the stability of attitudes and pointed out that they are not so rapidly changing as to be unpredictable nor so fixed or rigid that they cannot be changed. Isaacson, Hutt and Blum (1967) discussed the relationship of attitude stability to the relative strength an attitude is held to include the idea that attitudes are less likely to change if they are extremely strong. Morgan and King (1966) believe that stability preserves attitudes because this may alter the individual's perceptions of new ideas. An individual's receptiveness to new information is based upon the strength of existing attitudes which results in one's ability to preserve beliefs. To accomplish this preservation an individual may use one or more processes which according to Silverman (1971) are selective perception, avoidance, or group support. Each process is a reaction to the situation confronting an individual where influence may be exerted toward attitude change.

McGuire (1969) has categorized five attitude change situations. They were identified as suggestion, conformity, group discussion, persuasion, and intensive indoctrination. Suggestion, the essence of which is repetitive presentation describing an attitude or behavior exhibited by an individual. Conformity is simply communicating to an individual that a peer group or some authority on the subject differs in belief. Group discussion may be a combination of the above as well as the variables operative in group dynamics. Persuasion occurs through messages that present well developed arguments designed to obtain agreement. Intensive indoctrination (e.g., brainwashing) may utilize all these components to maximize attitude change. Therefore, a strong argument can be presented that attitude change involves communication of information and/or contact with new ideas. In either situation the individual must, according to McGuire (1969), recognize the source as having credibility, being attractive enough to enhance the individual's self-esteem, or having power that may in some way control the individual's future. To talk about attitude change apart from a manifest change in behavior is "a practical consequence that follows from conceptualizing attitudes as enduring rather than momentary states is that it should be possible, by changing people's underlying attitudes, to produce longlasting rather than transient changes in behavior" (Zimbardo, Ebbesen and Maslach, 1977:21).

III. MEASURING ATTITUDE

The study and measurement of attitude have been described, by some writers as implicit responses to an external stimuli. G. Stanley Hall in 1914, according to Allport (1968), provided the initial impetus to measuring attitudes with the development of a questionnaire which required the individual to respond to a series of questions designed to reflect certain attitudes. Questionnaire development for surveys has been refined since Hall's early effort and is constantly undergoing change as researchers become more skilled in administering, scoring, and interpreting survey instruments. However, it is important to recognize the residual value of measuring attitudes by making surveys. Zimbardo, Ebbesen and Maslach (1977:88-89) described it best when they wrote:

> Surveys are not inert measuring devices that leave no residue after being used. Often, the simple act of responding to opinion questions can sensitize people to arguments they would not have generated on their own. Alternatively, filling out a survey can be the act that cements and bolsters a person's previously amorphous position. The act of deciding where one stands on a previously unconsidered issue may even create new opinions and beliefs. . . . Surveys may have consequences other than the intended one of gathering information about existing beliefs, attitudes, and values. . . . Survey results can often point out inconsistencies in opinions and beliefs that people already hold. Once the inconsistencies are made salient, they may cause major reorientations in a person's belief system.

Social psychologists have utilized attitudinal study to predict behavior, but the process for measuring attitudes has been discussed since the early 1930's (Liska, 1974). Scott (1968) identified 11 variable properties of attitudes as ". . . . dimensions

which can be conceptualized and measured in varying degrees" (Scott, 1968:206). Briefly these variable properties include the following facets of attitude measurement: direction; magnitude; intensity; ambivalence; salience; affective salience; cognitive complexity; overtness; embeddedness; flexibility or rigidity; and consciousness. Shaw and Wright (1967) supported the need to measure such attitude variables as specificity, multiplexity, interconnectedness, centrality, and consistency which correlate with Scott's more extensive list. Scott (1968) continues by explaining that these variable properties refer to characteristics of concepts or ideas which may be measured in different degrees.

The literature on measuring attitudes is abundant with attempts to develop a reliable means of identifying and analyzing attitudes with the greatest attention devoted to the measurement of magnitude or intensity. Most discussions on attitude measurement center around psychometric theory (theory of mental tests) and psychophysics theory (theory of objectivity). The most influential and apparently best developed applied assessments are the psychometric methods of measurement. However, much of the scaling related to measuring attitudes has been developed out of psychophysics concepts (Lindzey and Aronson, 1968).

There appears to be no magical number of statements on a questionnaire to measure attitudes. Basically, responses are obtained by having the individual agree or disagree with each item. Almost without exception writers have emphasized the importance of constructing

and selecting appropriate items for survey questionnaires. The frequency distribution of responses should allow for four major types of descriptions which are: the specific issue, the range of opinions, the popularity or interest of each attitude, and the similarity or dissimilarity in attitudes (Fishbein, 1967). Each of these descriptions would be applicable to the designated group(s) as determined by by the independent variables. In addition, the indicators of range for agreement or disagreement, the individual ego involvement with the issue, and method to elicit the most nearly accurate attitude response are important components in measuring attitudes (Sherif, Sherif, and Nebergall, 1965).

Thurston's method of scale construction procedures employ judges who weigh statements to determine the degree a particular statement expresses favorable or unfavorable attitudes. The judges' ratings then determine the scale values of the attitudinal material. Methods such as successive-interval, equal-appearing intervals, and paired comparison are used to infer attitudes as a determinant of group differences to establish attitude scale units. The resulting measure of attitudes only provides agreement (positive) or disagreement (negative) by the respondent toward the object being assessed (Lindzey and Aronson, 1968).

The Guttman method of scale construction uses a cumulative approach in determining which items are to be included in the questionnaire. This is basically a unidimensional scale or Scalogram-Analysis which primarily measures attitudes in the affective component. Items

are selected so that a person with a higher total score is as high on every item as a person with a lower score. It should be possible to reproduce an individual's performance on each item by using their total score. Performance reproduction can never be absolutely, accurately obtained because a set of items are considered as a cumulative scale only when the correlation of reproducibility is .90 or greater. These sets of items and narrow range of attitude sampled make this method less desirable for generalized use. Additionally, there are many instances when questions are no more than a series of the same question reiterated or restated (McGuire, Scott, Whiting, Lindzey and Aronson in Lindzey and Aronson, 1968).

Likert's technique for developing an attitude scale is the utilization of a summated rating. The initial endeavor contains a large number of items from which each respondent is asked to clearly indicate their position for or against the particular issue. Respondents are asked to react to each statement by indicating their choice on the scale which most nearly represents their attitude toward the object. Subjects check one of several alternative answers, such as: strongly agree, agree, undecided, disagree, or strongly disagree. A score is obtained by arbitrarily assigning a numerical value of 5 to 1 to the answers, with the same value always assigned to the responses that show the greatest favorableness toward the object. Whether the scores are weighted or unweighted is not important because the same results can be obtained when more than 20 items are differentially weighted. The total score for each respondent is

the sum of the values assigned to each statement answered and transforming these scores linearly makes no difference in the total scores. The more favorable a respondent's attitude the higher their expected score will be on all items (Van Dalen, 1966, Kerlinger, 1967).

A number of writers have suggested that when research studies on attitude are to be done the researcher must first determine what is to be measured and how to best accomplish the results. They indicate that group differences can best be measured by Thurston's method of Equal-Appearing Intervals; that attitude change is most accurately measured by Guttman's Scalogram-Analysis; and when researchers want to explore attitude theories or study attitude patterns, the Likert method of Summated Ratings is best (Lindzey and Aronson, 1968).

IV. THE SCHOOL AS A SOCIAL SYSTEM

To obtain some insight to the complexity of counselor attitudes, it may be important to view some aspects of the social structure in education and to look at the school as a social system. There are three classic studies, discussed by Getzels (1969), which relate to the social structure in education. He states that they, ". . . not only represent the salient issues but had, and continue to have, a preeminent impact on thinking in this domain" (Getzels, 1969:471). His discussion and analysis of these studies provides insight to the school as a social system. The Lynds' study of 1924-1925, referred to as "Middletown", dealt with issues concerning social stratification and education. They reported empirical evidence of

social class variation between the "business class" and "working class" in educational attitudes. Two reasons were given for this difference: first, working class children were dropping out of school to assist with financial support of the family; and second, the schools were dominated by middle-class values of dress, behavior and associations.

Two later studies, according to Getzels (1969) were related and described similar findings. Warner, Havighurst and Loeb in 1944 reported that the educational system was for the most part a social mobility and stratification mechanism which they referred to as an "elevator in a hardening social structure." All children were not served equally because over 90 percent of the teachers came from the middle class and teachers selected certain students to assist or promote within the heirarchy who were consistent with their own middle class values. Therefore, the other students were relegated to vocational preparatory courses which were considered less prestigous by teachers and administrators and did not receive the community support needed.

The "Elmtown's Youth Study" of 1949 by Hollingshead reported a powerful socioeconomic prestige structure which classified the subjects into five distinct classes. Significant relationships were identified between these classes which were manifest in intelligence-test performance, school attendance and achievement, membership in groups and dating patterns, church affiliation, occupational aspirations, and recreational pursuits. The basis for this social structure

was attributed to three forces: the control of education by school boards composed of middle and upper class individuals; the large majority of teachers who came from middle class backgrounds; and the powerlessness of lower class parents to challenge authority (Getzels, 1969).

These classic studies have supported the relationship of the school as a system to the community in which it functions as well as to the other systems with which it interfaces. When it is recognized that student behavior is related to the social status a family holds in a community, it becomes important to view the conformity and adjustment interaction within the school. As Feingold (1974:2) reminds us, "we are all products of our heritage and environment." Similarly, Getzels (1969) reported other studies such as the 1957 research by Gordon and the Coleman study of 1961 in which the school as a social system and student culture were examined. These writers identified two areas in which students had to either conform or make some adjustment. These areas were the "formal structure" and the "informal associations or activities."

Results of these studies established that there were groups with varying degrees of prestige. While they found the boys groups more closely integrated than the girls groups, it is important to note that prestige centered around non-academic values. The prestige values of athletics, grade level, clothing, dating patterns, and

friends were more important than scholastic success. Although a definite rank order pattern of values could not be easily determined, it was specifically mentioned that academic achievement was not high on the order of prestige. This same phenomenon has been pursued at the college level related to productivity and output and the differences of students.

Colleges, prior to the open-door policy, recruited students in various ways, but the same criteria were not applied to each student (Preus and Swaim, 1974). Although some researchers (Knapp, 1965, Holland, 1957, Pace, 1963, and Thistlewaite, 1960) reported variations in production of quality students, they found no significant relationship to the quality of students entering college and the ultimate product. In essence they suggest that productivity often is based upon who the students are as opposed to what the institutions do. Richards and Holland (1965) later reported evidence that social emphasis was an influencing factor on the student's planning and that the advice of others such as counselors was involved in the process of college selection.

V. COUNSELOR INFLUENCE ON POST-SECONDARY PLANS OF STUDENTS

Secondary counselors have often been considered the persons most influential in a student's decision-making process concerning future plans according to Guilliams (1971). Recent studies included counselor influence on the post-secondary plans of high school students, however, only a few studies have addressed this question

specifically. Most of the information has been generated as a by-product of other research.

An extensive study by Kerr (1962) concerning the secondary counselor's role in the college decision reported that over 88 percent of the students found counselors helpful in their decision. The basis of this help from counselors was attributed to the information furnished concerning test score interpretations and information about colleges. A later study by Graff and Peters (1969) also reported more than 50 percent of their sample had indicated the importance of counselor assistance in the same areas. This study also identified counselors as the most helpful in discussing future vocational plans.

In the early 1960's the U. S. Office of Education commissioned a group at the University of Pittsburgh to develop and administer a battery of educational-psychological tests and inventories to a large nationwide student segment. This effort was known as "Project TALLENT" and the results have been reviewed by a number of researchers concerned with the question of counselor influence on educational and vocational decisions of students. Specific studies by Kerr (1962), Shertzer and Stone(1963), Morrison (1968), Graff and Peters (1969), Clarke and Waters (1972), Shapiro and Asher (1972), Bowers and Pugh (1973), and Musgrove (1973) reported that counselors do provide information or assistance to students' post-high school plans which influence their decisions. Although it is difficult to determine precisely the extent of influence, there is general agreement in these studies that other factors or groups play a role in student plans or decisions.

Most of these studies indicated a low percentage (less than 10 percent) of students who received help or were influenced by counselors, but all of the studies identified social, economic or academic status of the student as a factor in the kinds, types, frequency, etc., of assistance provided by counselors.

A similar study, Purdue Opinion Poll (1968), found that students of high income families had most often sought assistance from counselors. Only 21 percent of these students indicated that counselors had sufficient information to assist with their future planning and these students were primarily the college bound group. Shapiro and Asher (1972) found that 60 percent of the males and 58 percent of the females had discussed their future plans with a counselor. They also reported that ". . . high school seniors who do discuss their post-high school plans are likely to be from higher socioeconomic families and have higher IQs, good study habits, good grades, and enjoy learning" (Shapiro and Asher, 1972:105). These students were further characterized as having good language skills, generally were taking college preparatory courses, having an active social life, and participating in extra curricular activities. The U. S. Bureau of the Census (1976) indicated similar data concerning social and economic factors related to the college plans of high school seniors.

How significant then is the secondary school counselor's influence upon the student's post-high school plans? Research in this area has generally been compiled from subjects who have continued their education at some post-secondary institution. An early study by

Kerr (1962) reported that high school counselors rated second to the parents as the significant individual(s) from whom the student received the most valuable assistance in the college decision. Shertzer and Stone (1963) reported a number of studies which indicated that secondary counselors were of little or no help to the student in making post-high school plans. However, they pointed out that this stemmed from the fact that counselors had not always defined what their role and purpose was and more often had not communicated to the students what type assistance they could provide.

Feingold (1974) identified some factors that influence an individual's capacity to benefit from information. In order to insure that a student benefits from reliable and valid information he admonishes counselors to be aware of these factors:

> 1. When needs are not being satisfied, people will be more responsive to information about possible change.
> 2. Persons tend to distort new information in order to maintain their self-image.
> 3. Individuals tend to avoid information that is contrary to a decision that has already been made.
> 4. Individuals may be more willing to consider contradictory information from non-human sources which require no communication with others.
> 5. People tend to accept information from others who are important to them.
> 6. The greater the social support of peers for a particular behavior, the greater the likelihood is of its being performed (Feingold, 1974:5-6).

Morrison (1968) not only emphasized the important role counselors play in influencing students and providing information, but he also identified the factors which influence a student's choice of a

college. He found that student freedom, social mobility, dependency, personal observations, and practicality were the reasons students chose a particular college. The practicality (i.e., cost, location, etc.) aspects of the two-year institution have been listed as the most important consideration in the student's college selection by Evans (1969), Baird, Richards, and Shevel (1969), and Lewis (1970).

These studies were supported with a listing of pre-college information most often requested by seniors. The list included the following: "evidence of student freedom; type of student body or mix; social regulations; availability of a loan; car on campus; academic prestige; social prestige; cultural opportunities; earning opportunities; parental attitude toward the college; acceleration by the advanced placement program; opportunity for anonymity; opinions of high school teachers; and student life." A number of early studies, reported by Stordahl (1970), had also found that "advice of others" (includes counselors) was a factor influencing college choice.

A large body of research related to decision making and a counselor's influence has been reported by Cassell (1972 and 1973). He supports the importance of decision making and provides a mandate for follow through by counselors with these comments:

> Decision making on the part of the client or participant is the inevitable culmination of all different approaches to counseling; for it remains the critical factor in the development of independence. Decision making is the single means whereby an individual asserts personal responsibility for his own behavior. Without the election of personal choice (decision making) an individual's behavior would lack direction and would be mere random activity. Decision counseling, therefore, is necessarily involved in all

> extended helping relationships, and only the timing of its inception or implementation must be determined; not the "whether," but "when" (Cassell, 1973:218).

Kerr (1962) reported on the "when" aspect of students' decisions to attend college and which college to attend. The decision to attend college was spread over the student's total educational career, but 63 percent reported making the decision during their high school (grades 9-12) years. However, 91 percent reported that the decision concerning which college to attend was made during their last two years of high school. Counselors were regarded as having provided the most accurate information to students and were rated high in assisting with the college selection process.

The "what" aspects related to influence of post-high school plans for students have only been a topic of research during the past 20 years and have received more attention during the past few years. Reynolds (1962) identified six educational needs of students: (1) preparatory education; (2) vocational education; (3) general education; (4) instruction; (5) guidance; and (6) increased availability of appropriate educational opportunities. Holland (1958) came to the conclusion that prestige of a college or of a particular department was the most important factor in the students' selection of a college. Richards and Holland (1965) identified four influencing factors in this selection which were: intellectual emphasis; practicality; advice of others; and social emphasis. Guilliams (1971) and others who have utilized the College and University Environment Scale (CUES) report that practicality, scholarship, community, awareness, and

propriety are the factors which measure the individuality of colleges. The high school counselor's perceptions of these environmental factors and how they form their own opinions and attitudes may be reflected in the way they assist students with their college plans.

Bowers and Pugh (1973) found that parents and students did not always agree upon the same factors relative to importance on the college selection question. Ivens, Davis, and Pyle (1975:337) stated that ". . . there is a strong relation between a student's values and where he wants to go to college, but not necessarily between values and where he actually goes." Therefore, a counselor's influence interacting with the other factors such as; how students perceive and obtain information, when students percisely make a decision, and what the student's decision is based upon can only effectively impact the planning and decision making when counselors have some understanding of the relationships of these factors.

VI. COUNSELOR PERCEPTIONS OF THE COMMUNITY COLLEGE IMAGE

The image perceptions of the community college held by secondary counselors, is an important component which affects attitudes and influences decisions (Seymour, 1968). Greer (1966) most adequately described the community college imagery dilemma with this statement:

> The "best" junior colleges probably suffer greatly from the reputation of the "worst" junior colleges. It is perfectly understandable that the administrator of the "better" junior college is disturbed by reputational influences he considers

> adverse emanating from the "inferior" junior college. Practically all administrators, as well as all other personnel associated with a school, want people to think well of that school (Greer, 1966:147).

However, he indicates that it is important to recognize that a two-year institution's image is reflective of how well that institution faces and meets the needs of its clients, and the type of institution it is. The application of this idea can be localized to each community college, as well as the total group of community colleges within Tennessee. Hoyt (1968) examined the diversity among two-year institutions and found that a college has certain characteristics which enable counselors to understand and describe the program, philosophy, facilities, and opportunities for meeting the special needs of a student.

Seymour (1968) not only reiterated the importance of the secondary counselor's influence on students, but more importantly he discussed the relationship of influence and image. He said:

> The perceptions of a college environment held by college-bound high school students are usually the result of a variety of influences. These influences may combine to form an image of a particular campus that is part fact and part fiction but which represents to a student what that college is actually like. These images, accurate or not, necessarily have some effect on a student's consideration of a college during the process of college choice. Consequently, it is important for all concerned that the college-bound student be provided with the most accurate information possible about the campus climate of those colleges he is considering (Seymour, 1968:79).

His report supported the lack of accurate perceptions of nearby colleges by college-bound high school seniors. Additionally, he found that these students' counselors had even less accurate perceptions than the college-bound seniors.

In order for counselors to provide the assistance needed or desired by students it is important that counselors avail themselves of and continue to up-date their information. According to Klehr and Menacker (1973) one method to accomplish this is by improving interlevel counselor interaction through experiences which provide counselors from high schools, community colleges, and universities an opportunity to exchange ideas or actually work at a different level. Jones and Scott (1973) reported on a concept whereby high school and community college counselors exchanged information that would improve their effectiveness in assisting students with making post-secondary plans and decisions.

Secondary school counselors are characterized as having adequate information about the community college (Graff and Peters, 1969). In addition to the types and amounts of information students have, high school counselors perceive the college environment as stressing the self-awareness, social awareness, and aesthetic stimulation aspects. This differs from what other populations (i.e., students, parents, and college teachers and counselors) understand as the emphasis of the community college or even how a community college environment should be assessed (Wilson and Dollar, 1970 and Guilliams and Dollar, 1972). Quay and Dole, (1972) suggested that the information and description provided students concerning the college environment are often inaccurate which causes students to make poor choices or form expectations that are not realistic.

More recent findings of the Energy Opportunity Consortium-Manpower Division (1977) suggested that high school counselor's perceptions of the community colleges, as well as other post-high school educational programs, are inaccurate. This investigation was localized to the East Tennessee area where there are four community colleges within the locale. High school counselors were characterized as not having sufficient information, knowledge, and understanding to provide students with adequate assistance in their post-high school plans for career choices. Another aspect of the problem was related to the discrepancy of social and economic status of counselor backgrounds and the particular world of work in the vocational-technical fields.

The growth and development of the community/junior college concept has attracted a wide variety of students and there have been some prevalent images or perceptions of these institutions by high school students. In some instances these images or perceptions have been inadequate, inaccurate, and caused misunderstandings. Rice (1969) referred to these as "myths." He further stated: "The perpetuation of these myths are detrimental to the college, its students, its potential students, and the community it serves. The junior college today needs to be marked by greater and more accurate understanding of its functions and purposes" (Rice, 1969:138). Richards, Rand and Rand (1969) reported on the incongruence of student populations and the types of institutions they attend. They concluded that the needs of both students and society are not being met by the junior colleges.

According to Rice (1969), a large majority of high school students held five perceptions of the community college. They believed it was an institution where students could obtain the academic first two years of college study and occupational or vocational programs and that community college students who transfer must meet all requirements of the school to which they transfer. They thought that students attending a community college would make about the same grades in a four-year institution as they would make in a community college and that admission policies and patterns were on the same basis as the four-year institution. Finally, they believed that occupational courses received full college credit as in any other academic area, although students were not certain whether these credits would transfer as readily as academic work.

Since other influences have been indicated as important in the student's decision making it is important to review the more recent reports on the community college image held by other populations. The American Association of Community and Junior Colleges recently commissioned The Gallup Organization, Inc. (1977) to study the image and attitudes held by Americans toward these two-year institutions. They found: (1) that 49 percent would return to school for personal improvement; (2) that 21 percent would choose a community college for further education; (3) that 45 percent viewed the community college's primary function as preliminary academic training; and (4) that community colleges provide good quality instruction at a low cost. The analysis, by Gleazer (1977), was that the results were neither positive or

negative. He says, "they do suggest, however, that we have perhaps made some assumptions about what Americans want and/or need without benefit of their understandings and feelings about educational opportunities" (Gleaser, 1977:2). Other writers, such as Evans (1969), Scigliano and Scigliano (1977), and Ratcliff (1977), suggest that the community college image may be improved if better understanding of the purpose, on-campus activities, and services available were communicated. In addition, community colleges must assume a leadership role in community development, community cohesiveness, and the general improvement of the quality of life of the area.

CHAPTER III

METHODOLOGY

A survey instrument to assess attitudes held by high school counselors toward community colleges was located in the Dissertation Abstracts. Two doctoral studies were identified which utilized the same instrument. One was completed at the University of Illinois by James (1969) and the other was completed at Oklahoma State University by Rice (1976). The primary purpose of the James study was to develop an instrument suitable for assessing attitudes toward junior/community colleges. This study dealt specifically with attitudes of high school counselors toward the junior college, but the instrument was designed so that it could be adapted for attitude assessment of other groups including the faculty and administrators of four-year colleges and universities. Rice utilized the instrument developed by James to analyze the attitudes of full-time teaching faculty in six Oklahoma regional state universities.

I. INSTRUMENT DEVELOPMENT

James' Junior College Attitude Survey (1969) was constructed from a large aggregate of items compiled from beliefs, opinions and attitudes about junior colleges which were gathered from the literature. Additional items were drawn from interviews with school counselors, administrators and faculty; comments and attitudes expressed during

tenure as a junior college educator; and essays written by graduate students concerning their perceptions of junior college education. A Likert-type attitude scale was developed to facilitate the study.

The instrument was administered to two groups of high school and junior college counselors attending National Defense Education Act Institutes for Guidance and Counseling at the University of Hawaii and Los Angeles State College. These items were analyzed for clarity and reliability in order to determine favorable or unfavorable attitudes toward the junior college. James (1969:60) utilized criteria suggested in "the writings of Likert, Thurston and Chave, and Edwards and Kilpatrick." The statements were edited by a panel of judges, and 92 items were selected for the third and final pilot study administration.

The third pilot study consisted of a group of 132 junior college students at an Illinois public junior college. This sample group of students responded to the 92 items selected from the earlier pilot studies. Data obtained from the final study were statistically analyzed to determine the most discriminating items concerning favorableness/ unfavorableness toward the junior college. The items identified then comprised the final instrument.

A total score for each subject was obtained by summing responses to the 92 individual items. Each item was given a weighted score from five to one with favorable statement scores ranging from strongly agree (5 points) to strongly disagree (1 point). The scoring was reversed for the unfavorable statements. After the total scores were obtained, they were plotted to produce a frequency distribution of scores. These

scores were used to establish two criterion groups. One group of subjects was obtained from 25 percent of the highest total scores. The other group of subjects came from the 25 percent of lowest total scores. The "t" statistic for difference between group means was used to evaluate the responses of the high and low groups to the individual statements. The "t" statistic was the measure of the extent to which a given statement differentiated between the high and low groups. The statements that were the most differentiated were chosen by the "t" value and then arranged by rank order according to the "t" value. James chose a "t" statistic of 2.74, the value of the one percent level of significance for difference between means with 31 degrees of freedom. This established the lowest value acceptable for statements to be included in the final instrument. From the original 92 items, 39 items were selected as a result of the rank ordering of the "t" values.

Validation of the discriminating power of the final items was accomplished through an item analysis used to correlate the total score and item scores over all of the subjects. The items selected for inclusion showed, according to James, "a substantial correlation" with the total score, indicating that different responses were elicited for those who score high and for those who score low on the total survey.

James' (1969) discussion of the reliability and validity related to the Junior College Attitude Survey follows:

> The reliability of the Junior College Attitude Survey was established in order to answer the question: How well does the Likert-type attitude scale used in this study measure what it is supposed to measure? A reliability coefficient of less than .50 is of little value in making inferences concerning

attitudes of groups; a reliability coefficient between .50 and .75 is considered high enough to allow for inferences (Krech, 1948).

To obtain a reliability estimate for the questionnaire, it was divided into two half-questionnaires or half tests; one containing all the odd numbered items and the other containing all the even numbered items. These two half-questionnaires were correlated using the Pearson Product-Moment Coefficient of correlation formula. The obtained correlation coefficient of .788 is an estimate of the reliability of the whole questionnaire from that of the split-half questionnaire, it was necessary to use the Spearman-Brown formula for a test of twice the length of the half tests. With this formula, an estimate of .881 was obtained for the reliability of the whole questionnaire (James, 1969:99-100).

The items of the instrument utilized in the study are phrased in emphatic positive and negative context which forces an opinion. Van Dalen (1966) explains that a good questionnaire to assess opinions should be clear, concise, unambiguous, and direct in its focus on the subject in question. The questionnaire used in this study met these prerequisites.

II. THE UNIT SURVEYED

The secondary school counselors were selected as the most appropriate population for this study because: they were both a member and observer of the school social system; they were most often mentioned as the educator influencing student plans, and appeared to be the individual assigned responsibility for the collection and dissemination of information concerning community colleges. Therefore, this group was an appropriate determinable group within Tennessee to assess attitudes toward the Tennessee community colleges. In addition, the

researcher had determined through conversations with personnel of the State Board of Regents System that they were interested in the image question along with other information generated by such a study. They further indicated that the Tennessee Personnel and Guidance Association (TPGA) had been interested in similar research.

An initial contact was made with the President of TPGA to request that the organization participate and endorse the study. Other members of the Board of Directors were contacted to explain the purpose of the study and to answer questions concerning the instrument. The request was presented to the Board of Directors who agreed to endorse the study and to further provide limited support for the research. This support consisted of a cover letter from the President (Appendix B) endorsing the study, introducing the researcher, and requesting participation of TPGA secondary school counselor members by completing and returning the questionnaire. Additional support was provided in the form of a computer printed roster with a corresponding set of mailing labels for each member registered as a secondary school counselor.

Respondents for this study were selected from the 1977-1978 Tennessee Personnel and Guidance Association (TPGA) membership. Only the secondary school counselor roster of 389 members was utilized. The geographic distribution of this roster was analyzed to determine if the membership in the four major metropolitan areas represented an imbalance of the total group. Table I shows the distributions between the number of secondary school counselors, located in metropolitan and non metropolitan areas, and the number of schools within the same geographic area.

TABLE I

GEOGRAPHIC DISTRIBUTION OF TPGA MEMBERSHIP AND SECONDARY SCHOOLS

Distribution	TPGA Membership	Percent of Total	Schools Within Same Area	Percent of Total
METROPOLITAN TOTALS	185	47.5	158	44.4
Chattanooga Area	22	5.6	*32	8.9
Knoxville Area	28	7.2	*28	7.8
Memphis Area	84	21.6	*76	21.3
Nashville Area	51	13.1	*22	6.2
NON METROPOLITAN TOTALS	204	52.5	198	55.6
MEMBERSHIP AND SCHOOL TOTALS	389	100.0	*356	100.0

*Statistics from: 1978-79 Directory of Public Schools and 1977 Annual Statistical Report, State Department of Education, Nashville, Tennessee.

In reviewing the geographic distribution of the TPGA membership, it appeared that the number of member secondary school counselors within one of the four major cities (metropolitan) of Tennessee was disproportionately higher than the actual number of secondary schools located within the same area. However, this was not true when an actual count of schools was made from the Tennessee State Department of Education Directory for 1978-79 and the Annual Statistical Report for 1977. The number of TPGA secondary school counselors located within the four major metropolitan areas was 185 or 47.5 percent of the total unit surveyed. This compares favorably with the 158 or 44.4 percent of secondary schools located within the same geographic area. Although there were more secondary counselors located in the nonmetropolitan areas who were members of TPGA, the number and percentage of schools not located in the metropolitan areas also were approximately the same percentage. Nonmetropolitan secondary school counselors numbered 204 or 52.5 percent of the TPGA membership and the nonmetropolitan schools amounted to 198 or 55.6 percent of the total 356 secondary schools within Tennessee.

III. DATA COLLECTION

The mail survey method was selected as the most feasible method for obtaining the data for this study. Mailed questionnaires, according to Van Dalen (1966:302) ". . . reach many people in widely scattered areas quickly and at a relatively low cost." Babbie (1973) described other advantages of mail questionnaires as helping to eliminate interviewer bias, provides uniformity in collecting data, and

enables the respondent to take as much time as is needed to answer the questions. However, he also points out that the respondent may introduce prejudice due to fears, suspicions, embarrassment or hostility.

Consultations with other researchers and postal officials enabled the researcher to determine how the questionnaire could most easily and economically be transmitted. To accomplish this, the questionnaire was printed on 11"x17", heavy weight #20 stock. A single fold provided an 8½"x11" four-page questionnaire to eliminate separate pages that may get lost in the mail out and return process. The format for printing was designed in such a manner that when the questionnaire was folded to legal envelope size there was an unprinted side for the return address to be stamped and return postage to be affixed. Thus, upon completion the respondent only had to refold, seal, and mail the questionnaire.

Each TPGA secondary school counselor member received a cover letter from the TPGA President, a letter from the researcher (Appendix B), and a copy of the questionnaire. Because of the additional cost of the mail out the researcher elected not to include a return mail envelope, but rather to utilize the questionnaire itself for the return mailing. To facilitate followup, each questionnaire was numbered according to the individual's TPGA assigned membership number.

The first group of 200 questionnaires were mailed out on March 21, 1978, with a second group of 189 being placed in the mail on March 27. By April 21, 155 or 40 percent of the questionnaires had been received with 19 of these returned as not deliverable to the addressee.

The TPGA President requested that the researcher attend the Annual Meeting of the Association on April 26-28 in Nashville prior to the second mailing. Requested attendance was for the purposes of discussing the project with the Board of Directors, explaining the project to the membership, contacting those persons whose questionnaire had been undeliverable or obtain a correct address, and to request that those members who had not previously completed a questionnaire do so while in Nashville. A box was provided for the respondents in which they could place their completed questionnaires. This effort netted 20 additional questionnaires. It was also determined that there were only four members attending whose address was incorrect and these questionnaires were delivered.

A second mailing was completed on May 3, and three weeks later 73 additional questionnaires had been returned. This provided a total of 229 questionnaires for a return rate of 59 percent. Each returned response was analyzed to determine whether the questionnaire was usable or would have to be eliminated. There were eight questionnaires damaged in the mail which could not be utilized. An additional group of 12 were considered not usable because the respondent had not sufficiently answered the questions. Since a response of each of the 39 questions was important in obtaining a total score for each questionnaire, those respondents who had not answered all of these questions were eliminated. The missing personal data items were not considered critical and therefore questionnaires with all 39 questions answered which had no more than three personal data items unanswered were utilized. Thus, 20

questionnaires were determined to be unusable and were discarded from the final group of respondents. A total of 209 questionnaires or 54 percent of the total membership was used to generate the resulting data.

IV. DATA PROCESSING

An initial computer run was made to obtain a total for each of the 50 items, to check the data file, and to determine if any personal data items should be compressed into more manageable categories. The only items requiring grouping were those dealing with number of years teaching experience. The range of teaching experience was from zero to 40 years as described in Chapter IV. By considering zero years experience as a group, the remaining respondents were conveniently grouped in eight additional categories containing five years per category. The total score groupings, as shown in Appendix D, were made by placing the 32 scores below the mean into four equal groups containing eight in each and the 28 scores above the mean into four groups consisting of seven per group.

The total score for each respondent was obtained by summing responses to the 39 questions. Each favorable statement was given a weighted score from one point (low) to five points (high) ranging from strongly disagree (one point) to strongly agree (five points). The scoring was reversed for the unfavorable statements. Statements were designated either favorable or unfavorable through consensus of the study advisors and the researcher. Total scores for each respondent were based upon the division of the 39 questions into the groupings as

follows: favorable statements were numbers; 1, 2, 7, 10, 12, 15, 16, 17, 19, 22, 25, 28, 30, 31, 32, 36, and 37; unfavorable statements were numbers; 3, 4, 5, 6, 8, 9, 11, 13, 14, 18, 20, 21, 23, 24, 26, 27, 29, 33, 34, 35, 38, and 39.

V. STATISTICAL PROCEDURES

The statistical methods selected to analyze, test, and report the research questions of the study utilized both descriptive and inferential techniques. This study was planned to report the attitudes of secondary school counselors toward community colleges in Tennessee by collecting data that could best be analyzed with descriptive statistics. The inferential methods selected were the "t" test of significance and analysis of variance (ANOVA) because as Lapin (1975) explains, these methods involve two sets of variables (the attitude and personal data items) and are primarily concerned with qualitative factors. Tests of significance were deemed appropriate in order to determine whether the differences between the total mean scores of respondents could be ascribed to sampling error or to the personal data items describing the respondents (Van Dalen, 1966). Gardner (1975), McNemar (1969) and Kerlinger (1967) support these statistical procedures to interpret the data obtained from a summated scale such as the one used in this study.

Reliability coefficients for this study were obtained on the Community College Attitude Survey instrument by using both the split-half and alpha formulas. The split-half and alpha formulas are procedures to

determine internal consistency of the measurement. These statistics were acquired for the purpose of comparison with the other studies reporting on reliability which have used this particular survey instrument.

The Junior College Attitude Survey (James, 1969) was designed to measure group attitudes through interpretations of total scores for respondents and by analysis of mean scores for each item for all respondents. Therefore, reliability was important because the survey was intended to differentiate between the means of two or more groups rather than between individuals. In this case, Smith (1970) has stated that a reliability coefficient near .80 is adequate. The reliability of any set of measurements is, according to Guilford and Fruchter (1973) important in research, but they remind researchers that the measurements possess reliability rather than the instrument. They further point out that a certain reliability value of an instrument should only be discussed as it applies to a definite population under stated conditions. The questions were tested at the .05 level of significance and were accomplished with the specific statistical functions described on pages 18 and 19.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

The data collected through the use of the Community College Attitude Survey instrument were used to describe the attitudes of secondary school counselors who participated in the study. These secondary school counselors were requested to respond to the questionnaire in relationship to their own attitudes and beliefs about the public community colleges within Tennessee. The 209 respondents who answered all of the 39 items were considered for analysis in making inferences about secondary school counselor attitudes toward the community colleges of Tennessee.

I. DESCRIPTION OF THE DATA

In order to better understand the results shown in the tables of this chapter the following general information is provided for clarification. Total scores for the respondents participating in the study ranged from a low of 93 to a high of 178 with a mean score for the 209 respondents of 143.5. The Rice study reported a total mean score of 126.3 based upon 294 responses. The item mean score for this study was 3.67 which is exactly the same mean score reported by James in his study based upon the responses of 245 high school counselors. Based upon the range and the total mean score of 143.5, the standard deviation was 14.2 with 72.7 percent of the respondents within plus or minus one standard deviation from the mean and 96.4 percent within plus or

minus two standard deviations from the mean. These percentages compare favorably to a normal curve which has 68.2 percent within one standard deviation and 95.4 percent within two standard deviations.

An analysis of the questionnaire items is shown in Appendix C. The actual number of responses is recorded under each response choice (i.e., SD, Strongly disagree; D, disagree; U, undecided; A, agree; and SA, strongly agree), along with the item mode, mean, and standard deviation.

II. RESULTS OF THE DATA

An analysis of the personal data items, provided by the survey respondents, is reported in this section. Each table is designed to report the same information as follows: category of respondents according to all personal data items with missing data items indicated as a "no response" or "undetermined" category; computed mean scores based upon total scores for each category; the standard deviation; and the statistical value obtained by the appropriate statistical treatment to determine significant differences. These statistics are shown as either a t value or an F ratio for each category with all tests made at the .05 level of significance.

Additional questions were analyzed for the purpose of comparison with other studies utilizing the same questionnaire. These questions are reported in the same order in this chapter as that illustrated on pages 11, 12, and 13. The appropriate statistical method used was dependent upon the number of factors within each category for each

personal data item. A t test of significance was computed on all personal data items consisting of two factors and ANOVA was computed on all personal data items with three or more factors. The number and percentages are shown for each "no response" or "undetermined" category, however these responses were not included in the statistical analysis.

The information provided in Table II is an analysis of the total mean scores for the male and female categories of respondents. Participants in the study were divided in the same approximate percentages as the TPGA membership. Responses for males accounted for 24.9 percent of the total and responses for females amounted to 73.7 percent with 1.4 percent not responding to the item. A t value of .80 indicated that there was no significant difference between the mean scores of males and females.

TABLE II

ANALYSIS OF TOTAL MEAN SCORES BY SEX OF RESPONDENTS

	Respondents					
Sex	Number	Percent	Mean	S.D.	df	t
Male	52	24.9	142.2	13.9	204	.80
Female	154	73.7	144.0	14.4		
No response	3	1.4	-0-	-0-		

n.s. p >.05.

Table III provides an analysis of the respondent age categories. An F ratio was computed to determine if there was a significant difference among the total mean scores of the respondent age groups. The F ratio of 3.00 shows a significant difference among the mean scores of the four groups. A further analysis was made by using the Scheffe test to determine precisely where the significant differences were among the groups (Table IV). This test found no significant differences among age groups 25 to 35, 36 to 45, and 46 to 55. However, there was a significant difference ($p > .05$) between the 55 and above age group and the 25 to 35 age group.

TABLE III

ANALYSIS OF VARIANCE OF TOTAL MEAN SCORES BY AGE GROUPS OF RESPONDENTS

	Respondents					
Age Groups	Number	Percent	Mean	S.D.	df	F
25 to 35	53	25.4	139.5	15.7		
36 to 45	55	26.3	144.8	13.9		
46 to 55	70	33.5	143.5	14.0	200	3.00
55 and above	26	12.4	149.3	11.8		
No response	5	2.4	-0-	-0-		

Significant at the .05 level; between groups (df 3), within groups (df 200).

TABLE IV

SCHEFFE TEST OF DIFFERENCES AMONG AGE GROUPS OF RESPONDENTS

Age Groups	Mean	Similar	Different
25 to 35	139.5	*	X
36 to 45	144.8	* *	
46 to 55	143.5	* *	
55 and above	149.3	*	X

* Denotes groups not significantly different from one another.

X Denotes groups significantly different from one another beyond the .05 level.

The respondents highest degree earned is presented for analysis in Table V. More than three-fourths of the respondents had earned the Masters degree. It was determined by the ANOVA F ratio statistic of .57 that there was no significant difference among the total mean scores of respondents based upon the highest degree earned.

The respondent categories shown in Table VI indicate the assignments held by secondary school counselors at the time the survey was made. Almost 90 percent of the counselors were functioning in that capacity full-time. It was determined by the t test that there was no significant difference between the mean scores of the full-time and part-time counselors.

TABLE V

ANALYSIS OF VARIANCE OF TOTAL MEAN SCORES BY HIGHEST DEGREE EARNED OF RESPONDENTS

Highest Degree Earned	Respondents Number	Respondents Percent	Mean	S.D.	df	F
Bachelors	23	11.0	146.7	11.9		
Masters	165	78.9	143.0	14.5		
Specialist	15	7.2	143.4	16.3	201	.57
Doctorate	2	1.0	150.0	-0-		
No response	4	1.9	-0-	-0-		

Between groups (df 3); within groups (df 201).

TABLE VI

ANALYSIS OF TOTAL MEAN SCORES BY PRESENT ASSIGNMENT AS A COUNSELOR

Present Assignment	Respondents Number	Respondents Percent	Mean	S.D.	df	t
Full-time	187	89.5	144.0	14.1	204	1.30
Part-time	19	9.1	139.5	15.4		
No response	3	1.4	-0-	-0-		

n.s. $p > .05$.

Respondents were requested to indicate their number of years teaching experience in five categories. These categories included experience in Tennessee and total years of experience, as well as prior experience at the college/university, secondary, and other levels. An F ratio of 1.19 established that there was no significant difference among the groups responding to the number of years teaching experience in Tennessee. The F ratio of 1.60 also established no significant difference among respondents based upon the total years of teaching experience. No two groups were significantly different when tested by the Scheffe procedure.

Table VII reports the years of teaching experience at the secondary level for the respondents. The same statistical procedure produced an F ratio of 2.28 which indicates that there was a significant difference among the total mean scores for this group.

There were two additional analysis made related to the levels of teaching experience for the respondents. These personal data items requested information concerning prior experience at the college/university level and other levels. An F ratio of .10 was obtained for the college/university experience group and those who indicated prior experience at other levels had a F ratio of .57. Both of these statistics established that there was no significant difference among the groups responding to either of these questions.

The personal data item concerning the distance a counselor's school is located from the nearest community college is reported in Table VIII. No significant difference was found among the respondents

TABLE VII

ANALYSIS OF TOTAL MEAN SCORES BY NUMBER OF YEARS TEACHING EXPERIENCE AT THE SECONDARY LEVEL

Years of Secondary Level Experience	Respondents		Mean	S.D.	df	F
	Number	Percent				
Zero years	15	7.2	135.7	14.1		
1 to 5	28	13.4	141.6	16.5		
6 to 10	44	21.1	143.0	15.3		
11 to 15	45	21.5	142.7	13.5		
16 to 20	31	14.8	149.1	10.6	208	2.28
21 to 25	21	10.0	145.1	14.0		
26 to 30	15	7.2	138.4	11.3		
31 to 35	7	3.3	151.6	13.7		
36 to 40	3	1.4	157.3	9.7		

Significant at the .05 level; between groups (df 8), within groups (df 200).

TABLE VIII

ANALYSIS OF VARIANCE OF TOTAL MEAN SCORES BY DISTANCE OF COUNSELORS' SCHOOL FROM NEAREST COMMUNITY COLLEGE

Distance	Respondents		Mean	S.D.	df	F
	Number	Percent				
0 - 20 miles	88	42.1	142.6	16.1		
20 - 40 miles	77	36.8	145.1	12.6	202	.91
More than 40 miles	38	18.2	141.8	13.4		
No response	6	2.9	-0-	-0-		

Between groups (df 2), within groups (df 200).

located from zero to 20 miles, 20 to 40 miles, and more than 40 miles from the nearest community college. An ANOVA F ratio of .91 was obtained for this category of respondents.

Data on the secondary school counselors who had visited a community college is provided in Table IX along with those responding whether such visit had been to a public or private institution (Table X). A t value of 1.97 established that there was a significant difference at the .05 level between those counselors who had visited a community college and those who had not made a visit to a community college. Those counselors reporting a visit to a community college amounted to 86 percent of the survey participants and they had a higher mean score on the questionnaire than those who had not made a visit to a community college campus.

TABLE IX

ANALYSIS OF TOTAL MEAN SCORES BY COUNSELOR VISITS TO A COMMUNITY COLLEGE

Visits	Respondents Number	Respondents Percent	Mean	S.D.	df	t
Yes	180	86.1	144.3	14.6	203	1.97
No	25	12.0	138.3	10.8		
No response	4	1.9	-0-	-0-		

$t_{.95}$ (203df) = 1.96; $p < .05$.

TABLE X

ANALYSIS OF TOTAL MEAN SCORES BY COUNSELOR VISITS TO A PUBLIC OR PRIVATE TWO-YEAR COLLEGE

Visits If Yes	Respondents Number	Respondents Percent	Mean	S.D.	df	t
Public	153	85.0	143.9	14.8	172	2.11
Private	21	11.7	148.7	8.9		
No response	6	3.3	-0-	-0-		

$t_{.95}$ (172df) = 1.96; $p < .05$.

An analysis of the respondents who had visited a community college found that 85 percent of the group had visited a public institution. The t value of 2.11 denotes that there was a significant

difference, beyond the .05 level, between those who had visited a public community college and those who had visited a private two-year college campus. Those counselors indicating that their visit had been to a private institution had a significantly higher mean score than those visiting a public community college.

The survey results provided in Table XI are related to the question "Have you had a course in your educational training which specifically dealt with the two-year college concept?." A t test of significance produced a t value of .55 which attests that there is no significant difference between those counselors who have had such a course and those who have not.

TABLE XI

ANALYSIS OF TOTAL MEAN SCORES BY WHETHER OR NOT THE RESPONDENTS HAD A COURSE RELATED TO THE TWO-YEAR COLLEGE CONCEPT

	Respondents					
Course	Number	Percent	Mean	S.D.	df	t
Yes	32	15.3	144.9	11.9	204	.55
No	174	83.3	143.4	14.7		
No response	3	1.4	-0-	-0-		

n.s. $p > .05$.

In analyzing the data in Table XII it was found that one-fifth of the secondary counselors responding to the questionnaire had attended

TABLE XII

ANALYSIS OF TOTAL SCORE MEANS BY FORMER TWO-YEAR COLLEGE STUDENT STATUS OF RESPONDENTS

Former Student of Two-Year College	Respondents		Mean	S.D.	df	t
	Number	Percent				
Yes	42	20.1	147.7	13.0	204	2.10
No	164	78.5	142.5	14.5		
No response	3	1.4	-0-	-0-		

$t_{.95}$ (204df) = 1.96; $p < .05$.

a two year college as a student. The t value of 2.10 established that there was a significant difference betwen those respondents who had been a former student at a two-year institution and those who had not attended as a student. There was a significant difference between those counselors who had attended a public two-year college and those who had attended a private two-year college. In fact, the t value of 3.74 between the two groups of former students, shown in Table XIII was significant beyond the .05 level with those who had attended a public two-year college having a total mean score approximately one full standard deviation above the mean score of those who had attended a private two-year college.

Those responding who indicated that they had taught at a two-year college are presented in Table XIV. A t value of .98 was obtained between those who had prior teaching experience in a two-year college

TABLE XIII

ANALYSIS OF TOTAL SCORE MEANS BY COUNSELORS WHO HAD BEEN A FORMER STUDENT AT A PUBLIC OR PRIVATE TWO-YEAR COLLEGE

Former Student If Yes	Respondents Number	Respondents Percent	Mean	S.D.	df	t
Public	23	54.8	153.3	9.7	36	3.74
Private	15	35.7	139.1	13.7		
No response	4	9.5	-0-	-0-		

$t_{.95}$ (36df) = 2.03; $p < .05$.

TABLE XIV

ANALYSIS OF TOTAL SCORE MEANS BY RESPONDENTS WHO HAVE TAUGHT IN A TWO-YEAR COLLEGE

Taught In Two-Year College	Respondents Number	Respondents Percent	Mean	S.D.	df	t
Yes	12	5.7	147.6	19.4	203	.98
No	193	92.3	143.4	14.0		
No response	4	1.9	-0-	-0-		

n.s. $p > .05$.

and those who had not. Thus, no significant difference was found between these groups. In addition, there was no significant difference in those who had taught in a two-year college whether it was a public or private institution.

A geographic distribution of the TPGA membership was made to determine if the secondary counselors responding to the questionnaire were approximately the same percentage of distribution between members located in a metropolitan area and a non metropolitan area. The four major cities within Tennessee, i.e., Chattanooga, Knoxville, Memphis, and Nashville along with their corresponding counties (Hamilton, Knox, Shelby, and Davidson) were considered as the metropolitan locations. All other cities and counties were grouped together and considered as the nonmetropolitan areas.

Table XV reports the TPGA membership for the two categories of metropolitan and nonmetropolitan members and the number of respondents for each category. The 1977 membership role listed 185 or 47.6 percent of the members located within a metropolitan area and 204 or 52.4 percent of the members located in less populated nonmetropolitan areas. Respondents from the metropolitan group amounted to 103 or 49.3 percent of the total participating counselors, while the nonmetropolitan responses amounted to 88 or 42.1 percent of the participants. There were 18 or 8.6 percent of the usable questionnaires which could not be categorized as either metropolitan or nonmetropolitan. The percent of returned questionnaires based upon geographic dispersion was within 10 percent of the geographic membership distribution. In fact, when the response percentages were compared to the TPGA membership for each category, the response rate was within approximately 5 percent of the totals.

TABLE XV

ANALYSIS OF TPGA MEMBERSHIP AND SURVEY PARTICIPANTS BY GEOGRAPHIC DISTRIBUTION OF RESPONSES

Geographic Distribution	TPGA Membership		Respondents	
	Number	Percent	Number	Percent
Metropolitan	185	47.5	103	49.3
Nonmetropolitan	204	52.5	88	42.1
Undetermined	-0-	-0-	18	8.6
TOTALS	389	100.0	209	100.0

An analysis of total score means for the metropolitan and nonmetropolitan respondents is provided in Table XVI. A t value of 1.37 was computed to determine if a significant difference existed between the metropolitan and nonmetropolitan groups. There was no significant difference between the total mean scores of these two groups of respondents.

The reliability coefficients were obtained by two different statistical procedures. A split-half technique was utilized to determine if the respondent scores of this study compared to other similar studies reporting a split-half reliability coefficient for the same instrument. James' study reported a reliability coefficient of .88 with a correlation between the two half-questionnaires of .79. This study produced a correlation between halves of .72 with an overall split-half reliability coefficient of .84.

TABLE XVI

ANALYSIS OF TOTAL SCORE MEANS BY GEOGRAPHIC DISTRIBUTION OF RESPONDENTS

Geographic Distribution	Respondents		Range of Scores		Mean	S.D.	df	t
	Number	Percent	Minimum	Maximum				
Metropolitan	103	49.3	97	177	144.6	14.6	189	1.37
Nonmetropolitan	88	42.1	106	166	141.8	13.1		
Undetermined	18	8.6	117	180	-0-	-0-		

n.s. $p > .05$.

An alpha procedure was utilized because this procedure is a technique which utilizes item statistics and according to Guilford and Fruchter (1973) provides a somewhat higher estimate than the split-half procedure. The alpha reliability coefficient produced a .89 for the questionnaire responses of this study. Based upon this information it was determined that the reliability of the instrument as established in this study was comparable to the reliability reported by James which was the only study located that had reported a reliability coefficient for the instrument.

There were some characteristics of the survey population which indicated a tendency for a favorable or unfavorable attitude toward the community colleges of Tennessee. The most favorable group tended to be older females with 10 to 25 years of teaching experience. They held Masters degrees, were located within 40 miles of a community college, and have had the opportunity to visit a community college campus. However, these counselors have not had a course of study about the two-year college, have not been a student, have not been a teacher at a community college, and were equally distributed between the metropolitan and non-metropolitan areas. The most unfavorable group of respondents had the same characteristics as the most favorable group except that they were younger counselors with less than ten years teaching experience, male and female, and located in nonmetropolitan areas.

These characteristics were based on the total scores computed from each questionnaire. The frequency distribution for groupings of total scores is shown in Appendix D. The most favorable group of

counselors had scores ranging from 164 to 178 while the most unfavorable counselors had scores ranging from 93 to 119.

There were a number of specific comments provided by the counselors responding to the questionnaire. These comments are recorded in Appendix E and have been grouped into positive or negative attitudes, questionnaire oriented comments, and explanations related to the respondents inability to answer questions because of insufficient information about the community colleges of Tennessee.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of the study was to ascertain the existing attitudes, of a selected group of secondary school counselors in Tennessee, toward the community colleges within the State. These data were obtained through the use of a survey instrument Junior College Attitude Survey, developed for use in the study of Illinois high school counselor attitudes toward junior colleges by James (1969). The questionnaire contained 39 items with a five point Likert-type scale which was appropriate to determine the attitudes of other groups toward junior colleges.

The specific purposes of this study were to identify existing favorable or unfavorable attitudes of Tennessee secondary school counselors toward the community colleges in Tennessee; identify any categories of secondary school counselors who have generally favorable or unfavorable attitudes toward the community colleges of Tennessee; broaden the research and information base related to community colleges in Tennessee; and provide Tennessee community college institutional research personnel with baseline attitudinal data regarding the community college.

Respondents for this study were selected from the 1977-1978 Tennessee Personnel and Guidance Association (TPGA). The TPGA Board of

Directors endorsed and supported the study by providing a computerized list of names and addresses along with a corresponding set of mailing labels. A total of 209 questionnaires or 54 percent of the population of 389 were utilized to generate the data.

Questionnaires were processed through the computer program Statistical Package for the Social Sciences (SPSS) (1975). To analyze, test, and report the study findings, descriptive and inferential statistical techniques were utilized. Descriptive statistics were used for the analysis and reporting of frequency distributions, measures of central tendency and variations, and correlations. To test the research questions, the t test of significance and analysis of variance were utilized.

Research questions tested at the .05 level of significance were as follows:

1. Is there a significant difference between the mean score on the survey and sex of the respondents?

2. Is there a significant difference between the mean score on the survey and present assignment of the respondents?

3. Is there a significant difference among the mean scores on the survey and the highest degree earned by respondents?

4. Is there a significant difference between the mean score on the survey and whether the respondent had visited a community college?

5. Is there a significant difference among the mean scores on the survey and the distance the respondent's institution is located from the nearest community college?

6. Is there a significant difference between the mean score on the survey and whether the respondent had been a student at a two-year college?

7. Is there a significant difference between the mean score on the survey and whether the respondent had a course dealing with the two-year college concept?

8. Is there a significant difference between the mean score on the survey and whether the respondent had taught in a two-year college?

9. Is there a significant difference among the mean scores on the survey and age of the respondent?

10. Is there a significant difference among the mean scores on the survey and number of years teaching experience of the respondent?

General results of the study were that secondary school counselors had overall strong favorable attitudes toward the community colleges within Tennessee. There was a relationship found in the attitudes held and the age of the respondent. The older, more experienced counselors were found to be significantly more favorable toward community colleges than younger counselors with fewer years of teaching experience who tended to hold less favorable attitudes toward the community colleges as indicated in Tables III, page 64, and Table IV, page 65.

Those respondents holding the most favorable view toward community colleges can be characterized as female, over 55 years of age, with 10 to 25 years of teaching experience, holding a Masters degree, located within a 40 mile radius of a community college, and who had

taken the opportunity to visit a two-year college campus. It is important to note that not one of the respondents had taken a course dealing with the two-year college concept, nor had they been a student or taught in a two-year college. They were equally distributed between the metropolitan and nonmetropolitan areas of the state. Those respondents who held less favorable views of the community college tended to be young, with fewer than ten years teaching experience, held a Masters degree, were located within a 40 mile radius of a community college, had visited a community college, had not taken a course about, been a student, nor taught in a two-year college, and were primarily located in the nonmetropolitan areas.

Through the use of the t test of significance and ANOVA the research questions were tested to determine significance at the .05 level. The findings of the statistical treatment were as follows:

1. There was no significant difference in attitudes toward community colleges based upon sex of the respondent.

2. There was no significant difference in attitudes toward community colleges between counselors functioning full-time and counselors functioning part-time.

3. There was no significant difference in attitudes toward community colleges due to the highest degree earned by a counselor.

4. There was a significant difference in attitudes toward community colleges between those counselors who had visited a community college and those who had not. Those who had visited a two-year college held significantly more favorable attitudes. In addition, there was a

significant difference in attitudes held by those who had visited a public two-year institution and those visiting a private two-year college. The most favorable group of counselors responding, based upon total mean scores, were those who had visited a private two-year college.

5. There was no significant difference in attitudes toward community colleges and the distance a counselor's institution was located from a community college. In addition, it was determined that there was no significant difference in attitudes toward community colleges between those counselors located within one of the four major metropolitan areas and those located throughout the state in nonmetropolitan areas.

6. There was a significant difference in attitude toward community colleges between those counselors who had attended a two-year college as a student and those who had not. The respondents who were former students at a two-year college held significantly more favorable attitudes than those who had not been a student. More important, was the finding that there was a significant difference beyond the .05 level between those participants who had been a student at a public two-year college and those who had attended a private two-year college. Counselors who were former students of a public institution were definitely the most favorable group of respondents.

7. There was no significant difference in attitudes toward community colleges between counselors who have had a course dealing with the two-year college concept and those who had not.

8. There was no significant difference in attitudes toward community colleges between counselors who had and had not taught in a

two-year college. No significant difference was found for those who had taught in a two-year college whether public or private.

9. There was a significant difference in attitudes toward community colleges and the age categories of the counselors. The Scheffe procedure established a significant difference between the age group of 25 to 35 and the age group of 55 and above. A significantly more favorable attitude toward community colleges was held by the older group of respondents, with the youngest age group being the least favorable.

10. There was no significant difference in attitudes toward community colleges relative to the total years of teaching experience or the years of teaching experience within Tennessee. However, a significant difference was found in the number of years teaching experience at the secondary level for the respondents. The trend indicated that as the number of years of secondary experience increased, attitudes were more favorable.

The mean total score for all respondents was 143.5 which was approximately two standard deviations above an absolute mid-range point of 117. This indicates a strong favorable attitude toward the community colleges of Tennessee by the TPGA member secondary school counselors responding. A reliability coefficient of .85 was obtained with the Spearman-Brown split-half method and the Cronbach alpha procedure produced a .89 reliability coefficient for the survey instrument utilized in this study.

II. CONCLUSIONS

The conclusions drawn from this study parallel some of the concepts reported in the literature by other researchers. In brief, these concepts are: that direct contact with an object or institution affect the attitudes held; that age and experience affect changes in attitudes; and that the information provided to counselors about community colleges may be inadequate.

A conclusion, which was anticipated, was that direct contact such as visiting a community college or having been a former student at a two-year college affected the attitudes of counselors toward the community college. These categories of respondents had a more favorable attitude toward community colleges than those who had not visited a two-year college campus or who had not been a student at a two-year college. In fact, those respondents who had visited a private two-year institution and those who were former students of a public two-year college were found to be more favorable toward Tennessee community colleges. There was no significance found in the direct contact situation between those responding who had taught in a two-year college and those who had not. However, the 5.7 percent of respondents indicating that they had prior experience as a teacher in the two-year institution may have been too small to obtain an accurate assessment.

One conclusion from this study was that secondary school counselors definitely possess favorable attitudes toward the community college programs within Tennessee. Therefore, the community college image appears to be healthy relative to perceptions of the secondary counselors

responding to this survey. It was further concluded that age and the number of years of secondary experience counselors had were important factors in the favorableness of attitudes held toward the community colleges. This was based on the findings which established that: the older and more experienced counselors with more than ten years service had a higher mean total score than the younger and less experienced counselors; and that the more secondary experience counselors had, the more favorable their attitudes.

Finally, it can be inferred that variables such as sex of the respondent, present counseling assignment, highest degree earned, distance that the counselor's school was located from a community college, whether it was located in a metropolitan or nonmetropolitan area, and the fact that they had or had not been exposed to the two-year college concept in their academic preparation were not significant factors in the favorableness of attitudes held toward the community colleges. The studies by James (1969), Fritze (1974), and Rice (1976) reported similar findings except where James found no relationship between total mean scores of high school counselors who had taken a course dealing with the two-year college concept, Rice reported a difference between four-year college faculty who had such a course and those who had not.

In an analysis of the questionnaire item mean scores (Appendix C) and the respondent comments (Appendix E) it appears that the participating counselors may have inaccurate or insufficient information concerning the community colleges of Tennessee. As a result of these data, specific questions relative to the attributes of the instructional program, the

advising and counseling functions, and the capabilities of faculty members to advise students were apparent. For example, at least one-fourth of the respondents appeared to have doubts about the overall competence of community college faculty and administrators, merits of vocational programs, organizational structure, and public relations efforts within the Tennessee system. These uncertainties were consistent with the findings of other researchers who have reported that secondary school counselors often lack specific information about the community college.

III. RECOMMENDATIONS

Community colleges that have established goals and objectives consistent with providing strong community services should not only meet the special needs of the community, but they should concurrently establish an image consistent with the community. Cooperative programs and activities will enable close relationships between the college, citizens, and high school personnel to be developed. A client orientation should be developed and maintained through a continual assessment of the educational, vocational, social, and cultural needs of the community. Based upon this constant input of information, the community college should then plan and implement programs and activities to effectively meet these needs. There is some evidence in the literature that a national, regional, or state image of community colleges may exist. However, no one image is appropriate for all institutions because each community college should be responsive to the needs of the clients it serves. If image

and excellence of community colleges is to be judged, it should be based upon how well services are provided in relationship to client needs.

Specific recommendations implicit from the data are as follows:

1. That community college personnel take greater advantages of the favorableness of secondary school counselor attitudes by providing more and better information about the instructional programs relative to quality and articulation with other institutions, the philosophy and process of student advisement and counseling, and the competence of faculty and administrators within the institution.

2. That community college administrators recognize the merits of secondary school counselors having more direct contact with the institution through special visitation programs or other on campus activities designed to assist counselors in becoming comfortable and familiar with faculty, administrators, and facilities.

3. That community colleges plan and implement a special public relations program directed toward the young counselors with less than ten years of teaching experience since this group had the least favorable attitude toward community colleges.

Specific recommendations implicit for future research are as follows:

1. That the Community College Attitude Survey be used to assess the attitudes of other relevent groups such as secondary school teachers and administrators, four-year college and university teachers and administrators, and groups recognized as influencing students' post-high school plans.

2. That the same survey questionnaire be utilized for research on attitude change assessment of persons taking a course specifically designed to communicate the two-year college concept through a pre-test and post-test study.

3. That the attitudes of counselors in other states be assessed toward the community colleges of that state with the James instrument or with some other reliable instrument designed for the same purpose

4. That the attitudes of Tennessee secondary school counselors be assessed toward the community colleges within the state utilizing a different instrument and methodology than used in this study. For example, a set of specific questions could be developed to focus on a particular topic such as image, influence on the student's post-high school plans or college selection, community college academic programs, or some other area of concern utilizing an interview or telephone method for data collection.

5. That the attitude studies of counselors toward the community colleges be compared between states or within and between accrediting association regions. The purpose of this research would be to determine if there is in fact a larger image of the community colleges as some writers have theorized. This type of data could also be helpful in providing governing boards and systems with empirical evidence that knowledge, information, and understanding is or is not being communicated effectively to high school counselors.

6. That the attitudes held by different groups such as counselors, teachers, administrators, students, parents, and four-year college

personnel toward community colleges be compared to determine the most and least favorable groups.

7. That community college or other personnel develop studies to analyze the types and amounts of information about community college programs being provided to high school counselors, parents, prospective students, and other relevant groups to determine the cost-benefit of the methods used to disseminate the information.

8. That studies be developed to more accurately determine the influences on high school students' post-high school plans and decisions whether they indicate college, vocational-technical, or work preference after graduation.

9. That community college personnel develop surveys to assess the attitudes of constituents toward a particular college to determine the image held for the purpose of implementing a more effective recruitment effort, better articulation with high schools and neighboring four-year institutions, a more forcible public relations effort, and programs and curriculum which is more client oriented.

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APPENDIXES

APPENDIX A

COMMUNITY COLLEGE ATTITUDE SURVEY AND APPROVAL LETTER

COMMUNITY COLLEGE ATTITUDE SURVEY

Instructions for Marking Responses

The following questionnaire is designed to provide a measure of your attitudes and beliefs concerning a number of aspects of the community colleges.

Please read each item carefully, and place an X under the letter which most nearly indicates your true feelings. There are no right or wrong answers. Do not spend too much time on any particular item. When your attitude falls between choices, try to select the closer one. Please answer every item and erase completely the answers you have changed.

EXAMPLE: Socially immature college age students should attend community colleges.

SD	D	U	A	SA

SD - Strongly Disagree
D - Disagree
U - Undecided
A - Agree
SA - Strongly Agree

If you strongly disagree with an item, place a X under the letters SD.

If you disagree with an item, place an X under the letter D.

Place an X under the letter U if you feel undecided about the item.

Place an X under the letter A if you agree with an item.

Place an X under the letters SA if you strongly agree with an item.

Please attach an extra sheet at the end of the questionnaire for any comments you care to make regarding community colleges or this questionnaire.

Thank you for your cooperation and interest in this very important study.

	SD	D	U	A	SA
1. Students get the same quality of education in a community college as they get in a four-year college or university.					
2. The administrators of community colleges are usually bright, dynamic and highly competent leaders.					
3. Community college teachers are not as interested in their professional development as teachers in other colleges and universities.					
4. The community college serves chiefly the inept and unable student.					
5. Community colleges are for the dumb rich and the bright poor.					
6. The facilities of the community college compare unfavorably with those of the four-year college.					
7. The community colleges appear to have a good understanding of the needs of their students.					
8. The opportunities for participation in extra-curricular activities are very limited at the community college.					
9. Teachers in the community college "spoon feed" their students with easy work and easy grading.					

10.	Vocational programs in the community college have sufficient equipment to prepare students for occupations.	SD D U A SA
11.	It would be better to expand four-year colleges and universities than to build community colleges.	SD D U A SA
12.	Community college transfers should perform as well in a four-year college as they did in the community college.	SD D U A SA
13.	The lack of juniors and seniors leaves the community college without competent student leaders.	SD D U A SA
14.	Some of the most important aspects of attending college are missed on the community college campus.	SD D U A SA
15.	In the coming years, community colleges will enroll an increasingly larger proportion of the college students.	SD D U A SA
16.	Students from all levels of ability can be served well by the community college.	SD D U A SA
17.	Vocational teachers in the community college are well prepared for their task.	SD D U A SA
18.	I would advise students against attending a community college.	SD D U A SA
19.	The community college has done a good job of communicating the goals of the community college to the surrounding communities.	SD D U A SA
20.	Community colleges are the wastebaskets of higher education.	SD D U A SA
21.	The community college is in reality a glorified high school.	SD D U A SA
22.	Course work in the community college adequately prepares the student for transfer to a four-year college.	SD D U A SA
23.	The bright student should consider attending a community college only if there are financial difficulties.	SD D U A SA
24.	Community colleges give mostly "lip service" to their guidance and counseling function.	SD D U A SA

25.	Vocational courses in the community colleges should be recommended to persons seeking vocational skills.	SD D U A SA
26.	The community college is organized much the same as a high school.	SD D U A SA
27.	The college-bound student should consider community college only after being denied admission by four-year colleges and universities.	SD D U A SA
28.	The advising and counseling functions in the community colleges should be emphasized more highly than in the four-year college.	SD D U A SA
29.	The community college is more a liability than an asset to its community.	SD D U A SA
30.	Community college presidents and deans are well prepared for their positions.	SD D U A SA
31.	Community colleges are more concerned with their relationships with the high schools than with the four-year colleges.	SD D U A SA
32.	Community college teachers have more personal interest in the students than teachers in most colleges and universities.	SD D U A SA
33.	The community college student is considered a second-class citizen in the population of higher education.	SD D U A SA
34.	Living at home is a handicap to the personal development of the community college student.	SD D U A SA
35.	Community college programs provide little about which students could get excited.	SD D U A SA
36.	Community colleges provide better opportunities for student-teacher interaction than do four-year colleges and universities.	SD D U A SA
37.	Faculty members in the community college are better qualified for academic advising than are the counselors.	SD D U A SA
38.	Courses which do not lead to a degree weaken the image of the community college as a college.	SD D U A SA
39.	Accepting all students who apply gives the community a bad image.	SD D U A SA

BLACK PROPERTIES

October 10, 1977

Mr. Ron Hartman
Rt. #4 Box 229
Harriman, TN 37748

Dear Ron,

This letter is to inform you and your committee that the use of the instrument "Junior College Attitude Survey" which was developed as part of my doctoral dissertation in 1969 may be used in your study in Tennessee. My only request is that I might receive a copy of your study upon completion.

I have attached a reliability and validity review of my thesis to assist you with your questions. It is very important for you to change the title to "Community College Attitude Survey." At the time of my study "Junior College" was the institutional name in Illinois. Specifically, you are measuring an attitude toward an object. If community college is used in Tennessee, it should be the object used in the study. I do not think that minor changes, properly constructed, would alter the intent or direction of the instrument. It is very important that the group your testing have some knowledge or have had the opportunity to formulate an opinion or attitude about the community college issue, i.e., make sure your target group has some knowledge about the new statements you develop.

Best wishes for an interesting and successful research project. The involvement of your committee throughout the study will be very important to you. Their experience and depth of knowledge in their specialty areas will provide you insights in the development of an interesting and meaningful study.

If I can be of any further assistance to you or the State Board of Regents regarding community college programs, please do not hesitate to contact me.

Sincerely yours,

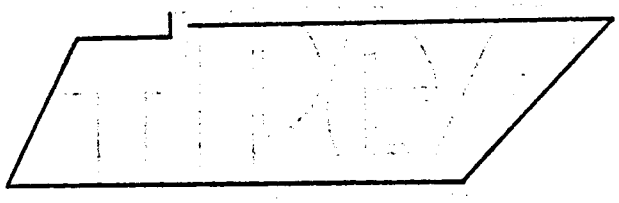
Dr. Gary Armon James
President

GAJ;pm

OFFICE/Bannister and Wells • Dallas, Tx • MAILING/P.O. Box 5490 • Richardson, Tx 75080/(214) 248-6446

APPENDIX B

SUPPORTING LETTERS



March 1, 1978

Mr. Ron Hartman
P. O. Box 275
Kingston, Tennessee 37763

Dear Ron,

The Tennessee Personnel and Guidance Association executive committee voted on February 17, 1978 to support your survey of secondary school counselors attitudes toward the community colleges.

I am sending you under separate cover a set of mailing labels for the TPGA members who are secondary counselors. We will be interested in the results and are looking forward to working with you. If I can be of further help, please ask.

Sincerely,

Robert H. Lamb
President, TPGA

RHL:mat

TENNESSEE
PERSONNEL AND GUIDANCE ASSOCIATION

TO: TPGA Members

FROM: Bob Lamb, President TPGA

SUBJECT: Secondary Counselor Survey

You will find enclosed a questionnaire asking for your ideas, thoughts and attitudes toward the community colleges in Tennessee. Mr. Ron Hartman asked for permission to send this survey to the TPGA members who were secondary school counselors.

The executive committee of TPGA approved this study and expressed the hope that everyone will take the time to complete the survey instrument. The information gained will be helpful to the counseling profession in Tennessee.

RHL:mat

P. O. Box 275
Kingston, TN 37763

Dear TPGA Member:

This letter is to request your assistance in the assessment of secondary school counselors' attitudes toward the community colleges in Tennessee. Your association executive committee has approved endorsement of the study.

The primary purpose of the study will be to increase the information concerning community college programs in Tennessee. Results of the questionnaire will be utilized in a doctoral dissertation for the Department of Educational Administration and Supervision at The University of Tennessee. Questions pertaining to various aspects of community college programs (i.e., curriculum, faculty and administrator competence, student personnel, facilities, extra-curricular activities, etc.) are contained in the questionnaire.

Enclosed is a stamped, self-addressed envelope for your convenience. Please follow the instructions for marking responses and drop it in the mail. Your returned response will be anonymous and be treated with professional confidentiality.

I will look forward to hearing from you in the near future.

Sincerely,

Ron Hartman

Ron Hartman

RH:bl

Enclosures

APPENDIX C

ANALYSIS OF SURVEY ITEMS

TABLE XVII

ANALYSIS OF SURVEY ITEMS

Item	SD	D	U	A	SA	Mode	Mean	S.D.
1. Students get the same quality of education in a community college as they get in a four-year college or university.	9	102	40	51	7	D-102 48.8%	3.26	.99
2. The administrators of community colleges are usually bright, dynamic and highly competent leaders.	1	20	49	127	3	D-127 60.8%	3.62	.76
3. Community college teachers are not as interested in their professional development as teachers in other colleges and universities.	1	7	33	127	41	A-127 60.8%	3.96	.73
4. The community college serves chiefly the inept and unable student.	3	16	11	131	48	A-131 62.7%	3.98	.85
5. Community colleges are for the dumb rich and the bright poor.	-	6	11	111	81	A-111 53.1%	4.27	.69
6. The facilities of the community college compare unfavorably with those of the four-year college.	2	37	31	109	30	A-109 52.2%	3.61	.97
7. The community colleges appear to have a good understanding of the needs of their students.	1	1	23	141	43	A-141 67.5%	4.07	.61
8. The opportunities for participation in extra-curricular activities are very limited at the community college.	4	70	37	88	10	A- 88 42.1%	3.14	1.00

TABLE XVII (Continued)

Item	SD	D	U	A	SA	Mode	Mean	S.D.
9. Teachers in the community college "spoon feed" their students with easy work and easy grading.	2	17	40	121	29	A-121 57.8%	3.76	.83
10. Vocational programs in the community college have sufficient equipment to prepare students for occupations.	-	23	62	115	9	A-115 55.0%	3.53	.75
11. It would be better to expand four-year colleges and universities than to build community colleges.	2	14	17	120	56	A-120 57.4%	4.02	.84
12. Community college transfers should perform as well in a four-year college as they did in the community college.	2	25	21	141	20	A-141 67.5%	3.73	.83
13. The lack of juniors and seniors leaves the community college without competent student leaders.	-	8	23	144	34	A-144 68.9%	3.98	.65
14. Some of the most important aspects of attending college are missed on the community college campus.	9	52	35	94	19	A- 94 45.0%	3.30	1.07
15. In the coming years, community colleges will enroll an increasingly larger proportion of the college students.	3	13	35	138	22	A-138 66.0%	3.78	.77
16. Students from all levels of ability can be served well by the community college.	6	24	14	132	33	A-132 63.2%	3.78	.95

TABLE XVII (Continued)

Item	SD	D	U	A	SA	Mode	Mean	S.D.
17. Vocational teachers in the community college are well prepared for their task.	2	5	81	108	13	A-108 51.7%	3.60	.69
18. I would advise students against attending a community college.	2	5	12	91	99	SA- 99 47.4%	4.34	.77
19. The community college has done a good job of communicating the goals of the community college to the surrounding communities.	4	31	34	119	21	A-119 56.9%	3.58	.93
20. Community colleges are the wastebaskets of higher education.	1	3	17	114	74	A-114 54.5%	4.23	.70
21. The community college is in reality a glorified high school.	3	12	13	129	52	A-129 61.7%	4.03	.82
22. Course work in the community college adequately prepares the student for transfer to a four-year college.	2	14	43	136	14	A-136 65.1%	3.70	.73
23. The bright student should consider attending a community college only if there are financial difficulties.	5	19	17	139	29	A-139 66.5%	3.80	.87
24. Community colleges give mostly "lip service" to their guidance and counseling function.	3	7	69	99	31	A- 99 47.4%	3.71	.81
25. Vocational courses in the community colleges should be recommended to persons seeking vocational skills.	-	15	24	144	26	A-144 68.9%	3.87	.71

TABLE XVII (Continued)

Item	SD	D	U	A	SA	Mode	Mean	S.D.
26. The community college is organized much the same as a high school.	1	15	55	122	14	A-122 58.4%	3.66	.74
27. The college-bound student should consider community college only after being denied admission by four-year colleges and universities.	2	10	11	127	59	A-127 60.8%	4.11	.78
28. The advising and counseling functions in the community colleges should be emphasized more highly than in the four-year college.	15	99	33	49	13	D- 99 47.4%	2.74	1.09
29. The community college is more a liability than an asset to its community.	2	-	7	96	104	SA-104 49.8%	4.44	.66
30. Community college presidents and deans are well prepared for their positions.	-	4	57	127	21	A-127 60.8%	3.79	.64
31. Community colleges are more concerned with their relationships with the high schools than with the four-year colleges.	3	36	89	67	14	U- 89 42.6%	2.75	.87
32. Community college teachers have more personal interest in the students than teachers in most colleges and universities.	3	32	69	87	18	A- 87 41.6%	3.41	.90
33. The community college student is considered a second-class citizen in the population of higher education.	2	42	41	103	21	A-103 49.3%	3.47	.96

TABLE XVII (Continued)

Item	SD	D	U	A	SA	Mode	Mean	S.D.
34. Living at home is a handicap to the personal development of the community college student.	7	29	44	109	20	A-109 52.2%	3.51	.96
35. Community college programs provide little about which students could get excited.	-	5	32	133	39	A-133 63.6%	3.99	.66
36. Community colleges provide better opportunities for student-teacher interaction than do four-year colleges and universities.	2	31	59	93	24	A- 93 44.5%	3.51	.92
37. Faculty members in the community college are better qualified for academic advising than are the counselors.	29	87	87	5	1	D- 87 41.6%	2.34	.76
38. Courses which do not lead to a degree weaken the image of the community college as a college.	3	24	39	122	21	A-122 58.4%	3.64	.87
39. Accepting all students who apply gives the community college a bad image.	4	31	42	115	17	A-115 55.0%	3.53	.91
TOTAL ITEM MEAN							3.67	

Note: SD = Strongly Disagree; D = Disagree; U = Undecided; A = Agree; and SA = Strongly Agree.

APPENDIX D

ANALYSIS OF FREQUENCY DISTRIBUTION OF RESPONDENTS TOTAL SCORES ON QUESTIONNAIRE

TABLE XVIII

ANALYSIS OF FREQUENCY DISTRIBUTION OF RESPONDENTS TOTAL SCORES ON QUESTIONNAIRE

Groupings of Total Scores	Respondents		Range of Group	
	Number	Percent	Scores	Points
93 thru 116	10	4.8	8	23
119 thru 127	19	9.1	8	8
128 thru 135	29	13.9	8	7
136 thru 143	41	19.6	8	7
144 thru 150	40	19.1	7	6
151 thru 157	40	19.1	7	6
158 thru 165	20	9.6	7	7
166 thru 178	10	4.8	7	12

Mean = 143.5

Median = 144.4

Mode = 155.0

Standard Deviation = 14.25

APPENDIX E

RESPONDENT COMMENTS FROM QUESTIONNAIRES

RESPONDENT COMMENTS FROM QUESTIONNAIRES

Specific comments provided by respondents who indicated positive or negative attitudes of a general nature toward the community colleges in Tennessee were:

> We are real proud of our near-by _____community college which is 50 miles away.
>
> Community colleges have a definite place but <u>often do not</u> attract better students.
>
> The community college gives many boys and girls a chance to success in life and to becoming better citizens in the community. I have much praise for the community colleges.
>
> Community colleges can not be all things to all people anymore than any segment of public education can provide successfully all needs fulfilled to make self-directed, functioning citizens of the highest quality. Until realistic expectations are accepted by the lay public and by educators, all educational organizations including the community college will fall short of "expected" goals. In my opinion, the success of any educational institution or any educational activity depends upon the individual involved, his motivations, his ultimate goals, his abilities, and his determination. Therefore, the brightest and/or the intellectually handicapped may benefit or may not benefit from selected programs at any given institution. Who can judge with no error in judgment, who can predict with absolute certainty the needs of people and to what degree they are met?
>
> The community college has definitely served as a "plus" for residents of all ages in our county of _____. . . . Yes, I am a strong advocate for the "community college" idea.
>
> The community college is a detriment to the educational system in that it accepts academically inferior students, gives them excellent grades for (remedial level) where professors give them C's and B's and never require that they use their brains. The community college should help those already in the area of work extend their skills and grow, and quit pretending to be a college where one engages in academic study.

I definitely favor the continuation of the community college concept as Tennessee now has.

I feel that community colleges are a highly desirable option for students. They are especially good for the student who desires more individual attention, a supportive atmosphere, and does not wish to contend with the enormous amount of red tape usually associated with attending a four-year institution.

I am afraid that I have just discovered that I do not know as much about our community colleges as I should. I know some of the things I marked are myths and in reality are not so. I feel that community colleges need to get out and educate all high school counselors.

I am sold on the community college. It is tax money well spent. The universities need to stop knocking them and accept them as a part of Tennessee's educational system, the same as they do high school students.

Our community college has an excellent transfer program and seems to turn out people prepared after finishing two-year programs. High costs in other colleges has led to growth of community colleges in our time of inflation.

I feel there has been a relaxing of requirements for grading in both high school and college, with a strong possibility that community colleges have led among colleges.

Preparation, teaching, leadership (whether poor, average, or exceptional) are traits of individuals and not groups and may be found in any educational setting.

I feel the community colleges, and even some four-year colleges, are attempting to duplicate the vocational school offerings to the detriment of both, in many cases.

All training and all jobs are respectful. The lack of it comes when either is done poorly.

Colleges are not for all students. Let's face it!

The comments received which appeared to be related to or prompted by a specific item on the questionnaire were:

Your questions about VOCATIONAL items should only be in this survey IF you think technical/vocational institutes

are COMMUNITY COLLEGES. These technical/vocational institutes are turning out, in two years, some of this States best EMPLOYABLE people!

In further development of question four, I find that in theory the community college should serve and is intended to serve all students relative to academic ability but in actuality tend to serve those students who need a stronger educational foundation before going to a four-year college. I do not feel this is a negative point; I think there should be an educational facility to fill this gap for the student who wishes a four-year education but is not prepared for it upon high school graduation. I do realize, however, that this is not the only function that community colleges can successfully provide.

I am currently employed by a two-year college (community) and I feel your questions get to the crux of the matter reference the question: "Is the education received at a community college equal to or similar to that offered by a four-year institution?" Well, the objectives are entirely different, I feel.

Survey too long, involved, and repititious.

Reference question number 11:

Yes, to include more one and two year programs in communities where there are already four-year State Universities and colleges. In communities where there are no colleges, it would be good to build two-year schools. The area around _____, Tennessee has no one and two year programs. Closest facility is 80 miles in _____.

Reference question number 19:

Depends on student involvement.

Reference question number 24:

Too many coaches put on the staff as counselors.

Reference question number 23:

This question was difficult for me to understand. It seemed that, built into your questionnaire there were enough emotionally loaded words to give a person an overall feeling of trying to defend the community college which, in fact, I

was not trying to do. Perhaps, checking your thoughts first and then creating a questionnaire which gave the feelings of less bias might be more appropriate for me.

Respondents provided these explanations concerning their own lack of knowledge, information, or understanding about the community colleges in Tennessee were:

My two undecided (u) answers were marked because I did not have the factual background to substantiate a positive or negative answer.

This questionnaire deals with questions that seem to be negative toward community colleges. I do not perceive the community college in this light at all. There are many things to be considered upon attending a community college besides learning capacity and economic status which this questionnaire does not give one an opportunity to answer. To say a community college is a glorified high school is unfair; however, there are many areas in which a community college cannot compete with a four-year college or university.

My answers to these questions are based upon extensive knowledge of only one community college. My experience with the others is limited.

The reason for so many "undecided's" is my lack of information on community colleges. In my mind I think they are a good idea, especially for our area, if they are run properly with good qualified instructors. I wouldn't want one otherwise.

Most of the items I checked undecided is because I am not familiar with many community colleges in Tennessee. I based many of my answers on the knowledge I have of community colleges in another state.

Not having the opportunity to ever visit a community college, I marked undecided several times. This means I have not had an opportunity to observe.

Items checked undecided (u) are intended to indicate that lack of knowledge concerning community colleges prohibits both favorable and unfavorable comments concerning their operation.

VITA

Ronald P. Hartman was born in Oklahoma City, Oklahoma on January 16, 1935. He graduated from Ponca City Senior High School, Ponca City, Oklahoma in the spring of 1953. The following fall he entered Central State University, Edmond, Oklahoma and completed two years before being drafted into the military service.

In January, 1959, he returned to Central State University and received a Bachelor of Science degree in Health, Physical Education, Recreation and Safety in August 1960. He accepted employment as a teacher and coach at Sprayberry High School, Marietta, Georgia and continued until 1963 when he accepted employment with the Georgia-Lockheed Company, Marietta, Georgia as a Recreation Specialist.

He returned to the education profession in the fall of 1964 as a teacher and coach at Sandy Springs High School, Sandy Springs, Georgia. In the summer of 1965 he was selected for employment as a Recreation Specialist (sports) and served three years as the Athletic Director of the U. S. Army 3d Infantry Division in Wurzburg, Germany. He returned to the United States in 1968 and became the first manager of the University of Georgia Golf Course, Athens, Georgia. While at the University of Georgia he received a Master of Education degree in Education Administration in 1970 and an Educational Specialist degree in Recreation and Park Administration in 1971.

In the spring of 1972 he was appointed Head Basketball Coach and Athletic Director at Roane State Community College, Harriman, Tennessee.

In 1974 he entered the graduate school at the University of Tennessee, Knoxville, Tennessee and received the Doctor of Education degree in Educational Administration and Supervision with collateral studies in Higher Education and Vocational-Technical Education.

The author has been a private management and personnel consultant since 1976 and is currently President of Ron Hartman Associates consulting consortium.