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# AN EXAMINATION OF THE GUIDANCE NEEDS OF DISPLACED STUDENTS

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Frances V. Wheeler

August 1978

[illegible]

ACKNOWLEDGEMENTS

The author expresses her gratitude to all those who have contributed to this study. The gracious help of Mr. Norman Ball, principal of Servierville Middle School, and the cooperation of The Church of God Home for Children in Sevierville, Tennessee, was appreciated.

The author feels deeply indebted to her committee. Dr. Lawrence M. DeRidder and Dr. Mark A. Hector have been a continuous source of useful suggestions. To her major professor, Dr. William A. Poppen, she is especially grateful. His instruction and encouragement have played an important role in this study.

To Donald Wheeler, her husband, the author expresses her love and appreciation. His statistical advice was a great help; his unlimited love, support, and practical help on the homefront, made this endeavor possible.

ABSTRACT

The purpose of this study was to compare the self-reported guidance needs of two groups of students: the displaced group (students who lived in foster homes or a child care institution) and the normal group (students who lived with at least one of their parents). It was theorized that the guidance needs of these two groups would be significantly different.

The data for the study was obtained by administering a self-report survey of guidance needs to a voluntary group of students at Sevierville Middle School in Sevierville, Tennessee. Students from grades five through eight participated in the study. The results were tabulated and Chi Square Tests and Sign Tests were used to detect significant differences of response between the two groups.

It was found that the groups did respond differently to the survey, and these differences were significant in many cases. The data was also used to summarize the guidance needs of both groups of students.

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# CHAPTER I

## INTRODUCTION TO THE PROBLEM

### A. Rationale

Public schools have the primary function of providing and maintaining an environment that is conducive to the successful cognitive development of each child. It is known, however, that growth and development in all areas are interrelated (Dinkmeyer, 1965). Therefore, the student cannot merely be treated as a "cognitive machine," but rather, must be approached as a total and complex being who has a variety of needs to be met.

Keat (1974) calls the school a major life environment for the student. Within that environment, all of the individual's various kinds of needs must be met to some degree if successful academic functioning is to be made possible (Dinkmeyer, 1965). Need deprivation leads to anxiety, which is a fertile ground for the development of aggression or withdrawal, learning disabilities, truancy, and other defeating behaviors. As Smith (1974, p. 9) so aptly states:

> When professional and understanding help is not available, unheeded problems lead to our school dropouts, underachievers, slow learners, our physically and intellectually handicapped and emotionally and socially disturbed children.

The role of the guidance program is to relate the affective and social needs of the students to the academic

program of the school. While principals and teachers are mainly concerned with cognitive growth, guidance counselors are expected to promote affective and social growth. A successful guidance program enhances the school environment, making it a place where the emotional and social needs of the students can be explored and fulfilled. The result is increased opportunity for cognitive growth.

Since the purpose of the guidance program is to meet student needs, it is imperative that those needs be accurately assessed and used as the foundation for program development. Programs which are not solidly based on actual student needs have little chance to operate effectively (Grobe, Myatt, and Wheeler, 1978).

Assessment can take a variety of forms, but the most highly recommended method is the use of a needs survey (Burck and Peterson, 1975; Grobe et al, 1978). This approach provides direct input from the total population of students about the kinds of problems with which they must deal; the areas in which they want the counselor's help.

But the assessment of student needs can be taken a step further in the direction of specificity. Horst (1971) theorized that guidance programs should be differentiated for different groups of students. She believed that differing groups of students had differing guidance needs to be met. Her research confirmed her premise that students on different levels of social acceptance would have different

guidance needs. She consequently recommended that other student types should be studied to see if they also have differentiated guidance needs.

It has long been accepted that curricular offerings need to be differentiated in order to meet the cognitive needs of divergent groups of students. Horst (1971) suggests, however, that differentiation of guidance needs has rarely been encouraged. Although many authors have asserted that needs assessment within a particular school is the necessary first step toward planning an effective guidance program (Burck and Peterson, 1975; Grobe et al, 1978; Stafford, 1972; Stillman, 1978), the idea of systematically examining the student body for minority groups with divergent needs is unique.

But if differentiation of guidance needs has been largely ignored, recognition of the individuality of each student has not. Keat (1974) for example, writes that counselors must be sensitive to the individuality of each student, and design programs accordingly. Shane, Shane, Gibson, and Munger (1971) write that to be effective, guidance programs must be personalized. Dinkmeyer (1965) suggests that all children bring different families and cultures to school. How these unique backgrounds affect all student interactions must be recognized.

In light of these strong pleas for the recognition of each student's individuality and the results of Horst's 1971

study, it seems quite appropriate to further examine the possibility that students with divergent backgrounds might also have divergent guidance needs. Again, the use of a needs assessment survey is the preferred method for obtaining this information.

In summary, the guidance counselor is responsible for planning programs which will meet the affective and social needs of the students. In order for these programs to be effective, the specific guidance needs of the particular students to be served must be assessed. Furthermore, it may be true that certain minority groups of students who share divergent family backgrounds, abilities, or personality traits also have guidance needs that are divergent from those of the majority. If this is true, guidance counselors need to be aware of the divergent needs within the student body in order to plan for their fulfillment.

## B. Statement of Purpose

The primary purpose of this study is to examine the guidance needs of one certain group of students, designated in this study as "displaced students." These are children who do not live with at least one of their parents. Instead, they live in foster homes or child care institutions. Dinkmeyer (1965) and Talbot (1976) agree that such children are deprived of one of their basic developmental needs. Hatfield (1974) asserts that this deprivation results in an adverse effect on the total development of such children.

In an article directed to school counselors, Bard (1977) states that these children are not "average" children with "typical" concerns and adjustment problems. Rather, they often go to school feeling helpless and overwhelmed by the burdens inherent in parental separation. They have a desperate need for someone in the school environment who has empathy and patience, and who cares about them. The guidance counselor is the logical person to fill this role.

If these displaced students do have needs that are different from the needs of students from "normal" families, the guidance counselor must be aware of what these unique needs are, in order to plan programs that will be truly helpful. Therefore, this study will seek answers for the following questions:

1. What guidance needs do displaced students and normal students report?
2. Are the reported guidance needs of displaced students significantly different from those reported by normal students?

The data will provide a description of the self-reported guidance needs of displaced students and normal students. The answer to the second question is expected to provide further validation to the concept of differentiated guidance needs, discussed by Horst (1971).

## C. Definition of Terms

1. Displaced students. Children who do not currently live with at least one of their natural or adoptive parents. They may be living with foster parents or in a child care institution. Information regarding the current status of each child in the study was obtained by the use of a data sheet which each participant filled out (see Appendix C).

2. Child care institution. A residential facility in which a group of unrelated adults assume the responsibility of caring for a group of largely unrelated children.

3. Foster parents. Adults who assume the role of parent substitutes for children who are assigned to their care. This may be arranged by the children's parents, a social agency, or court action.

4. Normal students. In this study only, normal children will be defined as those who currently live with at least one of their natural or adoptive parents. Information regarding the current status of each child in the study was obtained by the use of a data sheet which each participant filled out (see Appendix C).

5. Natural parents. The physical parents of a child or, in this study only, the adoptive parents of a child.

6. Guidance needs. Concerns or problems with which students in the normal range of development need or want the assistance of a guidance counselor. In this study

specifically, a guidance need will consist of a positive response to any needs item on the Junior Inventory (Remmers and Bauernfeind, 1968). A positive response will be counted when answer blank number one or number two is marked. Many of these responses will be considered in the context of areas that are typically dealt with by guidance counselors, including the following categories:

A. Identification of Dissatisfied Students.

B. Future Plans.

C. Peer Relationships.

D. Attitudes Toward Adults.

E. Psychological Problems.

F. Confusion About Religion.

G. Need for a Counselor.

7. Differentiated guidance needs. The concept that a particular group of students who share a similar environmental background, personality trait, handicap, special ability, or any unique group of characteristics, also have guidance needs that are different from those of the collective student body.

8. Needs survey. A self-report check list that allows students to privately reveal the kinds of concerns and problems with which they perceive that they need the counselor's help. In this study, the Junior Inventory (Remmers and Bauernfeind, 1968) was used.

## D. Basic Assumptions

This study was based upon the following group of assumptions:

1. That middle school students within the normal range of development have concerns and problems for which the assistance of a guidance counselor would be desirable and helpful;

2. That these middle school students are able to accurately report their own needs by means of a written needs assessment check list;

3. That the students will respond honestly and sincerely on such a check list;

4. That the Junior Inventory (Remmers and Bauernfeind, 1968) is designed to accurately and comprehensively tap the guidance needs of middle school students; and

5. That the populations tested were typically representative of normal and displaced middle school students.

## E. Limitations of the Study

1. The population used in this study was limited to the students in one middle school in a rural area of East Tennessee. Furthermore, only students who volunteered to participate and had the written permission of their parents or guardians were allowed to participate. Consequently, the populations are not random samples, which limits the generalizability of the results.

2. The 20 displaced students who were tested came

primarily from one child care institution (a small number were from foster homes).

3. The sparse number in each population limits the generalizability of results.

4. The Junior Inventory (Remmers and Bauernfeind, 1968), while comprehensive, is probably not a complete listing of all possible guidance needs.

5. Self-report instruments, while useful for tapping self-perceived needs, may not provide total information about all student needs and problems.

## F. Organization of the Report

The first chapter provided introductory information regarding the purpose of the study and its theoretical basis. Terms used in the study were operationally defined and the limitations were delineated.

Chapter II will provide a discussion of the professional literature dealing with various aspects of the study. A description of the population will be found in Chapter III, and the methods for the collection and analysis of data will also be described. In Chapter IV, the findings of the data analysis will be described and discussed. The closing statements will be in Chapter V. They will include the summary of the report, conclusions, implications, and suggestions for further research.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Displaced Children

This study will examine the guidance needs of a specific group of students: displaced children. These are children who do not live with at least one of their parents. They may reside in child care institutions, foster homes, or with relatives. Usually through no fault of their own, they have been separated from their parents by the action of the courts, social agencies, or even the parents themselves.

Geiser (1973) writes that the children are often removed from families that can no longer function properly. This kind of family breakdown can result from a number of causes, including the physical or mental illness of a parent, alchohol or drug abuse, imprisonment of a parent, unwillingness of a parent to care for a child, or parental hostility toward a child.

Historically, children who are raised without parental affection have severe developmental problems (Bowlby, 1965; Dinkmeyer, 1965; Roberts, 1974). Possible effects include such things as emotional immaturity, poor self-image, lonliness, and anxiety. These children have lost more than the easy availability of their parents. They have lost their basic psycho-social support system. Bowlby (1965, p. 154)

underlines the enormity of their loss when he writes:

> Among the most significant developments of psychiatry during the past quarter of a century has been the steady growth of evidence that the quality of parental care which a child receives in his earliest years is of vital importance for his future mental health.

Dinkmeyer (1965) calls the family "the first and most important socializing agency" (p. 154). He goes on to say that the family's emotional attachments form the basis for all subsequent relationships. The family also provides its children with their ethnic culture, religion, social status, and environment (with all the attendant implications therein).

Since children are so dependent upon their parents, they have a natural fear of separation from them. In the normal course of growing up, they gradually learn to cope with temporary separation, as long as continuing love and support is assured. On the other hand, if children are suddenly separated from their parents on a semi-permanent basis, the fear of separation becomes a shattering reality. Suddenly their most important support system has been taken away. How inadequate, or even cruel, the parents may have been makes little difference. They were still their parents and thus, important to the children (Geiser, 1973). The reactions of displaced children are often characterized by terror and despair, as shown by these statements made by children describing their feelings at the time of separation (Geiser, 1973, p. 37):

I was so scared. Suddenly I felt all alone inside.

I couldn't breathe. I thought I was dying.

The day I came here, I stopped living.

Displaced children enter a life of transition (Bard, 1977). They seldom are provided with a stable parent figure upon whom they can depend. They are usually placed in a new school situation with no assurance of remaining there for any length of time. They do not know when, if ever, they will return to their parents. They cannot be sure where, or with whom, they will be living in the future. The only thing they can depend on is transience; hardly a foundation for healthy growth and development.

Children who remain in placement longer than eighteen months become high risk cases: the chances are great that they will remain indefinitely. Furthermore, the longer they remain, the more likely they are to show signs of severe emotional disturbance (Geiser, 1973).

The loss of parental support engenders many unhealthy emotions within displaced children. Bowlby (1965), Toomim (1975), and Geiser (1973) provide very adequate discussions of this emotional trauma and the painful results that occur. Roberts (1974) sets forth the following description:

1. <u>A sense of mistrust</u>. Displaced children may perceive the world to be hostile and dangerous. They may feel the need to build defensive walls, behind which they can retreat. They may tend to attack others before they can be

be attacked, a tendency destructive to good interpersonal relationships.

2. A lack of identity. Removed from their primary role models, these children may lose contact with their own identity. This results in confusion about who they are and what they can expect to become.

3. Shallow depth of feeling. Displaced children tend to lack emotional depth and the ability to form close, enduring relationships. Since loss of love has been so painful, they may decide that it is wiser to reject love completely.

4. Improper socialization. Children learn acceptable behavior out of their desire to be like their parents and gain their love and approval. But hurt and angry children may choose to retaliate against society or their parents by all kinds of antisocial behavior.

5. Low level of intellectual functioning. Children who have been deprived of warm interaction with their parents early in life tend to be less adept than their peers at language and problem solving. The stress of parental separation also makes it more likely that these children will experience frustration and failure at school.

A further result of parental separation is that the children may develop feelings of guilt or unworthiness as they seek to discover why this fate has befallen them. While adults usually provide them with plenty of objective reasons, reality for children is based on their feelings (Geiser, 1973).

Whether children feel abandoned by unworthy parents, or feel that they caused the departure themselves, their feelings of self-esteem are sure to be negatively affected. These feelings are poignantly reflected in the words of two displaced students (Geiser, 1973, p. 35):

> The only reason that I can think of for my mother not to want me is if there is something terribly wrong with me or something terribly wrong with her. Either way, I've had it.
>
> I figure that I must have done something pretty bad for my mother not to want me. I was only ten days old when my mother got rid of me. The only thing that I can think of that a ten-day-old baby could do wrong was to cry a lot. I've thought back as far as I can, and I don't remember crying that much.

These descriptions of the emotional trauma suffered by displaced children certainly support the assumption that they have vital, immediate problems which will certainly affect the course of their development. Their academic functioning would most probably suffer (Bard, 1977). Therefore it seems imperative that guidance counselors be aware of the needs of displaced children so that guidance programs can be planned that will meet those needs.

As Bard (1977) suggests, a counselor who understands the dynamics of the displaced child's life may be able to provide the empathy and understanding that he or she so desperately needs. In doing so, the counselor may be able to alleviate some of the need deprivation that inhibits the child's healthy development.

## B. Guidance Needs and Their Assessment

The primary purpose of the school, as stated earlier, is to provide the facilities and opportunities for the cognitive development of its students. Since growth and development in all areas are related, it has become evident that if students are to achieve academic success, their affective and social needs must be met, as well as their cognitive needs.

Guidance was created to integrate the affective curriculum with the academic one (Keat, 1974). The primary purpose of the guidance program, then, is to "enhance and improve the learning environment of the school so that each pupil in the elementary school has an opportunity to learn to the best of his capacity" (Munson, 1970, p. 38). So the main thrust of guidance is toward the personalized development of children and the primary prevention of their problems (Keat, 1974).

Many theorists have addressed themselves to describing the general psycho-social needs of students in various age groups (Dinkmeyer, 1965; Havighurst, 1950; Keat, 1974; Shane, et al, 1971). Keat developed a list of guidance learnings which reflect the guidance needs of students on the elementary and middle school level. They include the following:

1. Understanding and accepting oneself. The development of a positive self-concept and realistic expectations for oneself comprises an individual's most important life task.

2. Being aware of and understanding one's feelings. Children should learn to recognize their feelings and be able to correctly label them. They must also learn appropriate ways to express positive and negative feelings.

3. Emotional maturity. By learning to understand behavior, children gain the ability to change it. They need, for instance, to learn how to deal with stressful situations; how to reduce their own tensions.

4. Development of responsibility for self. Children need to learn to accept the consequences of their actions. They need to recognize their responsibility to use their abilities and make productive decisions for their lives.

5. Interpersonal relationships. It is essential for children to learn how to get along with other people. Skills to be taught in this area include cooperation, conflict resolution and acceptance of others.

6. Understanding choices, making decisions, and solving problems. The guidance program should provide many situations in which the children are helped to understand alternatives and make responsible choices.

7. Adjustment capacities. Children who learn coping skills and gain self-reliance will have a higher potential for successful functioning.

8. Appreciation for education and an understanding of the world of work. The guidance program should make it more probable that students will have positive attitudes

toward education. It should also guide students in the direction of vocational awareness.

9. Development of ideals and values. Students need to develop personal awareness of their values, ideals, and goals.

But as many authors stress, just knowing the general developmental tasks of average students does not provide counselors with an adequate foundation on which to provide an effective guidance program (Burck and Peterson, 1975; Grobe, et al, 1978; Horst, 1971; Stafford, 1972; Stiltner, 1978). An effective program must be tailored to meet the needs of the specific group of students it seeks to serve.

Stiltner (1978) names the assessment of a student needs as the first step in program development. A formal needs assessment yields documentation of the specific needs within the student body. This provides the data from which appropriate goals and objectives can be formulated, which is in turn, the appropriate basis from which to begin program development.

Needs assessment can utilize many sources of information, such as attendance records, achievement scores, knowledge of certain ethnic groups and their needs, and personal data sheets. A direct assessment of the self-perceived needs of the students is especially valuable, however, because it provides not only insight into what development problems the children may have, but also indicates the areas in which

students are ready to receive help (Warters, 1964). This study utilized the direct assessment technique.

Instruments designed to assess guidance needs are not few in number. The Mooney Problem Check List, for instance, is well known among professionals who work with adolescents and young adults. This is a useful instrument for use with clients in grades seven through sixteen (Warters, 1964), or with adults. It was not considered appropriate for use with fifth and sixth graders however, due to its content and reading level. Therefore, it was not used in this study.

Horst (1971) used a guidance needs survey developed by Bedrosian, Sara, and Pearlman (1970). Although that instrument was applicable to identifying the guidance needs of her population (fourth, fifth, and sixth graders), it was considered doubtful that the survey items adequately covered the possible needs and concerns of students in the seventh and eighth grade, and so, it was also rejected for this study.

The Junior Inventory, published by Scholastic Testing Services (1968), was the instrument chosen for this study. The reasons for this choice are discussed in the next section.

## C. The Junior Inventory

The Junior Inventory was developed by H. H. Remmers and R. H. Bauernfeind and published by Scholastic Testing

Service in 1968. It is a survey instrument which provides an opportunity for students in grades four through eight to express their needs, problems, and interests.

This inventory was chosen for use in this study because it contains a comprehensive listing of the concerns and problems that children enrolled in the middle grades might have. Furthermore, the items are presented in easily understood and specific language.

## Development of the Inventory

The General Manual for the Junior Inventory (Remmers and Bauernfeind, 1972) gives a thorough discussion of the development of the instrument. The majority of the items were developed from the analysis of essays, written anonymously, by 500 elementary school students. Four additional sources were also consulted: elementary school teachers, elementary school guidance counselors, practicing pediatricians, and an analysis of professional literature. The items finally selected were done so on the basis of specificity, personal relevance, and potential value for school personnel. In the current edition, Form G, items were evaluated on the basis of three criteria: usefulness, acceptability by parents and school personnel, and the frequency of positive response by students on earlier editions of the instrument.

Before publication, Form G was field tested in fourteen fourth grade classes. In these tests, no significant

reading or conceptual problems were observed (Remmers and Bauernfeind, 1972).

Form G also provided a "differentially-sized response box method" of response (Remmers and Bauernfeind, 1972, p. 11). This type of format allows the students to express the intensity of their feelings toward the specific items. This alleviates the resentment often engendered by forced-choice response. It also allows children more leeway to reveal feelings they may consider unacceptable, by marking them as a "little problem" (Remmers and Bauernfeind, 1972).

No reliability studies have been reported in the professional literature on this particular inventory. However, since this is an instrument on which students report their immediate feelings, reliability may not be the most important factor. As needs are fulfilled and as the life space of the students change, it would be expected that their responses to this inventory would change. The fact that this is not a standardized instrument with norms also minimizes the need for a high level of reliability.

Validity, on the other hand, is an important factor to consider. The inventory would have little value if it did not really tap the guidance needs of the students.

The authors of this inventory submit that its validity is dependent on two factors: the adequacy of the item sample, and the students' motivation when responding to the test (Remmers and Bauernfeind, 1972).

The first factor of validity is strongly supported by the way in which the inventory items were developed (described above). Various reviewers also recognized the comprehensive listing of items in the inventory, and its real value in the identification of students' guidance needs (Buros, 1974).

Student motivation is a factor of validity that could vary as the inventory was administered to different groups. In this study, all participants were volunteers; all were guaranteed anonymity; all were encouraged to freely express their honest responses to each item, so that a new counselor would really know how he or she could best help the students. This method of administration was believed to have produced a valid level of response to the inventory items.

## Appropriate Usage of the Inventory

The Junior Inventory (Remmers and Bauernfeind, 1968) was designed to be used for the recognition of concerns and problems students might have. Arnold wrote that it could be an excellent source of information for suggesting the type of guidance activities and programs that would be beneficial for the students (Buros, 1974).

It must be noted, however, that the Inventory is not a standardized test, nor was it designed to be used as one. Siegel reported on the statistical limitations in his review of the instrument (Buros, 1974). Two important points he mentioned were the absence of standardized norms (which would

make score profiles inappropriate), and the lack of item intercorrelation studies (which would prohibit the use of true sub-scores). While he believed that the inventory was a good evaluational instrument, he asserted that it would be inappropriate to use it as a multi-scored, standardized test.

The authors of the Inventory suggest that the examination of response patterns would be a good tool in the analysis of results. They further suggest certain categories of items to consider, and invite future users of the inventory to develop their own categories. Baller supported this idea when he suggested that responses to a specific item, or to a group of items, could be compared in order to identify groups of students with similar concerns (Buros, 1974). Likewise, the responses of a particular group could be checked to see if a similar pattern of response was present. See Appendix A for further information regarding the categories of items used in this study.

In summary, the Junior Inventory (Remmers and Bauernfeind, 1968) was developed for the purpose of identifying normal problems that individual or groups of students in grades four through eight might have. Reviewers commend its usefulness in fulfilling that purpose (Buros, 1974). It is not a standardized test and should not be used as one.

# CHAPTER III

## METHODS AND PROCEDURES

### A. A Description of the Population

The participants in this study were all students enrolled at Sevierville Middle School (grades five, six, seven, eight) in Sevierville, Tennessee. All students were informed about the study by their homeroom teachers. They were told that the purpose of the study was to give them the opportunity to anonymously indicate what kinds of problems or concerns they would like help with from a school counselor. All students were invited to volunteer, but no effort was made to coerce them into participation. Subsequent volunteers were required to take home a consent form (see Appendix B) and return it to school, signed by their parents or guardians. One should note, therefore, that the two groups were not randomly chosen or assigned.

Table III-1 shows the numerical distribution of the total number of participants in the study. A total of 192 students participated, of whom 172 were in the group of norman students, and 20 were in the group of displaced students. The number 172 represented 21% of the total student body. The 20 displaced students represented approximately 30% of the total number in the student body who fit that definition.

Of the participants in the group of displaced

TABLE III-1

THE NUMERICAL DISTRIBUTION OF THE TOTAL NUMBER OF PARTICIPANTS

| | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|---|---|---|---|---|---|---|---|---|
| | N.S.[1] | D.S.[2] | N.S. | D.S. | N.S. | D.S. | N.S. | D.S. |
| Males | 9 | 3 | 26 | 1 | 16 | 2 | 20 | 4 |
| Females | 21 | 2 | 22 | 2 | 39 | 4 | 20 | 1 |
| Total Number by group | 30 | 5 | 48 | 3 | 55 | 6 | 40 | 5 |
| Total Number by grade | 35 | | 51 | | 61 | | 45 | |

[1]Normal students.

[2]Displaced students.

students, seven lived in foster homes and thirteen lived in the Church of God Home for Children. In her study, Farnham (1968) gives an excellent description of this institution.

## B. Data Collection Procedures

The Junior Inventory (Remmers and Bauernfeind, 1968) was administered to all participants in the study on May 15, 1978. National Computer Systems answer sheets were used. At that time, each participant also completed a Data Sheet (see Appendix C) which asked for the information required for the correct coding of the answer sheets.

The answer sheets were then hand-coded according to

grade, sex, and normal or displaced groups. They were later machine-scored at the Tennessee State Testing Bureau. The raw data was transferred to a magnetic tape which could be used by the University of Tennessee Computing Center in later data processing.

## C. Method for Analysis of Data

The purpose of this study was to answer the following questions:

1. What guidance needs do displaced students and normal students report?
2. Are the reported guidance needs of displaced students significantly different from those reported by normal students?

In order to answer these questions, the data was summarized in two ways. First, descriptive tabulations were made and then, certain tests for significant differences between the normal and displaced groups were calculated. The data analysis was done using the Statistical Analysis System, available at the University of Tennessee Computing Center.

### Division of Population

The number of participants in the displaced group was too small to obtain meaningful results for each separate grade level. Therefore, the various grade levels were examined for significant differences of response on each item,

using the Chi Square Test. For those items which showed a significantly different pattern of responses in the various grade levels, the patterns were scrutinized to determine between which grade levels the differences occurred. In virtually all cases, the patterns of responses by the fifth and sixth graders were similar, as were the patterns of responses by the seventh and eighth graders. Significant changes in the pattern usually occurred between the sixth and seventh grades. Therefore, on all but a few items, it was appropriate to split the total population into two major groups: the fifth-sixth grade group and the seventh-eighth grade group. Items for which that split was inappropriate were excluded from calculations intended to detect significant differences between the two groups. These were items number 2, 20, 26, 42, 55, 62, 87, 91, 106, 107, and 120.

Descriptive Data

Three kinds of descriptive data were tabulated for each group (normal and displaced) on each grade level. They are described below.

Total positive response score. This was calculated by summing the total number of positive responses across all 150 items and dividing that sum by the total number of possible positive responses across all 150 items. This calculation yielded a decimal that was converted into a percentage which served as a useful numerical description of the positive response to the inventory by each of the groups.

Ranked guidance needs. All guidance need items on which at least 50% of the students gave a positive response were listed in rank order.

Category positive response scores. The total number of positive responses across all items in each category were summed and that number was divided by the total number of possible positive responses for each category. The resultant decimal was converted into a percentage which served as a useful numerical description of the positive response of each group to each category. For a more complete explanation of the category items, see Appendix A.

## Tests for Significant Differences

In order to determine whether the differences of response between the groups of normal and displaced students occurred by chance or were statistically significant, two tests were performed on the data.

Chi Square Tests. The following data was tested, using the Chi Square Tests, to see if significant differences did exist between the normal and displaced groups on both the fifth-sixth grade level and the seventh-eighth grade level:

1. The frequency of positive responses, totaled across all 150 items.
2. The frequency of positive responses on each item.

3. The frequency of positive responses on all items in each of the categories (see Appendix A).

Obviously, the large number of Chi Square Tests that were calculated, made the overall probability of Type I errors (alpha) equal to one. Problematically, however, as the chance of alpha error is decreased, the chance of Type II error (beta) increases (Guilford and Fruchter, 1973). These two types of error are succintly explained by Guilford and Fruchter (1973, p. 177):

Type I: rejecting hypothesis $H_o$ when in fact it is true.

Type II: accepting hypothesis $H_o$ when in fact it is false.

In this study, the guidance needs of students were being examined. Therefore, Type II errors were the most serious. It was judged that believing a guidance need to exist, when in fact it did not, was less onerous a mistake than to reject it, when in fact it was present. The latter presents the unacceptable possibility of leaving a student's very real need unfulfilled.

Sign Tests. Because the computer print-out indicated that some of the Chi Square values might be questionable (due to sparseness of data), Sign Tests were conducted as a supplementary procedure. This non-parametric test, described by Burr (1974), effectively tests whether two populations have equivalent proportions on a given item. The Sign Test

offers a way to confirm the overall results of the Chi Square Test.

## D. Summary

This chapter has discussed the population that was surveyed for the study and the methods by which the data was collected. The method for analyzing the data was also explained. The results of the data analysis will be discussed in Chapter IV.

# CHAPTER IV

## FINDINGS OF THE SURVEY

### A. Tests for Significant Differences

The inventory results were tested for significant differences between the displaced and normal groups on the fifth-sixth grade level and the seventh-eighth grade level. The University of Tennessee Computing Center was used to calculate Chi Square values. Sign Tests were also conducted whenever appropriate (see Chapter III for a full explanation).

#### Total Positive Responses

Chi Square Tests were conducted on the total positive responses across all 150 inventory items (excluding those listed in Chapter III) to see if the differences between the displaced and normal groups were significant. Because of the small population, it was considered wise to use the Sign Test as a supplementary measure. The results of these tests are shown in Table IV-1.

Fifth-sixth grade level. On this level, the Chi Square Test indicated no significant difference between the responses of the two groups. However, when each individual item was considered, on 102 out of 150 items, the displaced group had a higher proportion of positive responses. The

TABLE IV-1

SIGNIFICANCE PROBABILITIES OF TOTAL POSITIVE RESPONSE DIFFERENCES BETWEEN THE DISPLACED AND NORMAL GROUPS

| Significance Levels | Chi Square | Sign Test |
|---|---|---|
| 5th-6th Grade | .2003 | .0001 |
| 7th-8th Grade | .0210 | .0001 |

Sign Test showed that the probability of that occurring by chance was .0001. In other words, the difference was significant. The failure of the Chi Square to detect significance was due to the small population of this group.

Seventh-eighth grade level. On this level, the Chi Square value was .0210, showing a significant difference of response between the displaced and normal groups. On 136 out of 150 items, the displaced group showed a higher proportion of positive responses than did the normal group. The Sign Test shows that the probability of that occurring by chance is .0001; therefore, the difference is significant.

Summary. These tests demonstrate that on each grade level, the displaced students had a significantly higher level of positive responses to the inventory, than did the normal students, thereby indicating a higher level of guidance needs for the displaced group.

Positive Response on Category Items

Seven categories of inventory items were considered (see Appendix A). They were:

A. Identification of Dissatisfied Students.

b. Future Plans.

C. Peer Relationships.

D. Attitudes Toward Adults.

E. Psychological Problems.

F. Confusion About Religion.

G. Need for a Counselor.

On each grade level, a Chi Square Test was used to determine if the difference of responses between the two groups was significant. This test was repeated for each category. On Categories A, C, D, and E, Sign Tests were also used. It was judged that the Sign Test was inappropriate for Categories B, F, and G because they each contained three or less items, and thus, did not meet the assumptions for that test. Table IV-2 shows the results of these tests.

Fifth-sixth grade level. The differences of response to the various categories between the group of displaced and normal students did not approach significance in most cases. In most instances, in fact, the positive response scores for each group was similar.

On Category E (Psychological Problems) however, a significant difference at the .03 level was found. The authors of the inventory give the following information about

TABLE IV-2

SIGNIFICANCE PROBABILITIES OF POSITIVE RESPONSE DIFFERENCES TO CATEGORY ITEMS BY THE DISPLACED AND NORMAL GROUPS

| | Fifth-Sixth Grades | | Seventh-Eighth Grade | |
|---|---|---|---|---|
| Category | Chi Square | Sign Test | Chi Square | Sign Test |
| A | .3263 | no sig. | .3604 | .002 |
| B | .9148 | not appro. | .6925 | not appro. |
| C | .5727 | no sig. | .0014 | .004 |
| D | .9641 | no sig. | .0444 | .03 |
| E | .0334 | .004 | .2012 | .004 |
| F | .6413 | not appro. | .0612 | not appro. |
| G | .3200 | not appro. | .0560 | not appro. |

this category (Remmers and Bauernfeind, 1972, p. 7):

> a catalogue of concerns that might indicate a need for psychological help. One should note that a healthy child could well mark one or two large boxes in this section. Our concern is for the child who marks a heavy pattern . . . throughout this section.

The displaced group showed a 39% positive response score to this category, as compared to a 26% score for the group of normal students. On 13 of the 15 items in this category, the displaced group had a higher proportion of positive responses.

The significantly higher positive response pattern of the displaced group indicates that they are more likely to have psychological problems of various kinds than are the students ir the normal group.

Seventh-eighth grade level. On this level, the difference of positive responses between the two groups was significant in Categories A, C, D, and E, and approached significance in Categories F and G.

In Category A (Identification of Dissatisfied Students), the Chi Square Test was not able to detect significance, but the Sign Test indicated a probability of significance at .002. On eight out of nine items, the displaced group had a higher proportion of positive responses. This shows that students in the displaced group tend to be less satisfied with the school than are the students in the normal group.

A significant difference between the positive responses of the two groups to the items in Category C (Peer Relationships) was shown. This means that the students in the displaced group may have more difficulty making and keeping friends within their peer group. They appear to need help learning interpersonal skills.

The positive responses of the two groups to Category D (Attitudes Toward Adults) was significantly different at .04 level. The authors of the inventory believe that these items probably reflect the relationship of the students to their own parents (Remmer and Bauernfeind, 1972). On every item in this category, the scores of the displaced group were higher than those of the normal group. There could be little doubt that the displaced students on the seventh-eighth grade

level have more troubled relationships with adults (and presumably their parents) than do the normal students.

The Sign Test gives a probability of .004 that a significant difference exists between the responses of the two groups in Category E (Psychological Problems). Students in the displaced group are more likely to have problems, such as lack of emotional control, than are the students in the normal group.

Category F (Confusion About Religion) contained only item 148, "I need help in understanding my religious beliefs" (Remmers and Bauernfeind, 1968). It was included because many of the displaced children lived in the Church of God Home for Children, a religious institution. The displaced students had a higher level of positive responses to this category than did the normal students. But that difference was not found to be significant. This category is discussed in greater detail later in the chapter.

The difference of responses in Category G (Need for a Counselor) was significant at the .0560 level. Although this level of significance may be questionable, the displaced students had a positive response score of 62%, as opposed to 37% for the normal group. It seems safe, therefore, to conclude that the displaced students felt more need for the help of a counselor than did the normal students.

Summary. The students in both groups on the fifth-sixth grade level responded similarly to most of the categories. Category E was an exception. The displaced group had a significantly higher level of positive responses to that category.

On the seventh-eighth grade level, the two groups responded differently on most of the categories. Significant differences were found in the categories pertaining to: Identification of Dissatisfied Students, Peer Relationships, Attitudes Toward Adults, and Psychological Problems. In each instance, the displaced group was shown to have a higher level of positive responses than the normal group. In the categories concerned with religion and counseling needs, the displaced group responded more positively, the latter difference approaching significance.

## Positive Responses on Each Item

Table IV-3 lists the items for which a significant difference was found between the positive responses of the displaced and normal groups. For reference purposes, Appendix D provides a complete listing of all the items included in the Junior Inventory (Remmers and Bauernfeind, 1968)

It is interesting to note that the number of significant differences is larger for the seventh and eighth grade students than for the fifth and sixth graders. Apparently, the differences between the two groups are more pronounced in older students than in younger ones. Throughout this

TABLE IV-3

ITEMS ON WHICH THE POSITIVE RESPONSE OF THE DISPLACED AND NORMAL GROUPS WAS SIGNIFICANTLY DIFFERENT

| Fifth-Sixth Grades | | Seventh-Eighth Grades | |
|---|---|---|---|
| Item No. | Chi Square Prob. | Item No. | Chi Square Prob. |
| 29 | .03 | 3 | .002 |
| 39 | .02 | 10 | .003 |
| 40 | .05 | 16 | .01 |
| 41 | .01 | 18 | .02 |
| 42 | .04 | 23 | .001 |
| 51 | .0005 | 30 | .03 |
| 54 | .01 | 37 | .04 |
| 57 | .02 | 43 | .03 |
| 68 | .05 | 48 | .004 |
| 90 | .03 | 51 | .02 |
| 93 | .02 | 53 | .006 |
| | | 59 | .025 |
| | | 60 | .03 |
| | | 64 | .001 |
| | | 66 | .05 |
| | | 68 | .02 |
| | | 78 | .008 |
| | | 80 | .002 |
| | | 83 | .05 |
| | | 85 | .02 |
| | | 86 | .004 |
| | | 88 | .03 |
| | | 94 | .02 |
| | | 98 | .02 |
| | | 100 | .02 |
| | | 102 | .01 |
| | | 103 | .0001 |
| | | 110 | .01 |
| | | 115 | .001 |
| | | 130 | .001 |
| | | 131 | .001 |
| | | 133 | .05 |
| | | 138 | .02 |
| | | 139 | .006 |
| | | 143 | .008 |
| | | 146 | .03 |

study, it will be seen that the older students reported more guidance needs than the younger ones, and the older displaced students reported more than any other group. It seems that students on the seventh-eighth grade level are more cognizant of their guidance needs than are those on the fifth-sixth grade level. Displaced students also seem to show more recognition of guidance needs than do those from the normal group.

Fifth-sixth grade level. Item 51, "I have too many bad dreams" (Remmers and Bauernfeind, 1968), had a significant difference of response on the .0005 level. Evidently bad dreams are a much more prevalent phenomena among displaced students.

Other items that showed significant differences indicated that displaced students tend to be less satisfied with their school environment than their classmates from the normal group, have more problems with self concept, and more problems with personal relationships.

Seventh-eighth grade level. Items on which significant differences were found, relate to a variety of problems which displaced students are likely to have. The displaced students were more likely to have school-related problems than their peers in the normal group. They were more likely to have negative self-concepts and to need help in developing harmonious interpersonal relationships. They were also more likely to have psychological problems than the normal students. Finally, the students in the displaced group were

more likely to have problems relating to child-adult relationships.

Summary. The number of items on which significant differences were found was higher for the seventh-eighth grade level than for the fifth-sixth grade level.

Items that showed significant difference of response between the normal and displaced groups on the fifth-sixth grade level included those that related to school problems and problems with interpersonal relationships. The item about bad dreams also showed a significant difference in response.

On the seventh-eighth grade level, items that showed significant differences of response between the two groups related to a number of concerns: school problems, self concept, interpersonal relationships, various psychological problems, and problems with child-adult relationships.

## B. Descriptive Data

### Total Positive Responses

A percentage score was calculated to represent the positive responses of each group of students to all 150 items on the inventory (Chapter III provides a fuller explanation concerning the derivation of this score). This percentage score allows simple comparisons of the positive responses of the various groups to the inventory.

On the fifth-sixth grade level, the displaced group had a 34% positive response score, while the normal group only had a 26% score. Similarly, on the seventh-eighth grade level, the displaced group had a 54% score, compared to 32% for the normal group. These scores indicate that the displaced group reported more guidance needs than did the normal group.

Positive Responses on Category Items

Table IV-4 shows the positive response scores to the various categories. Chapter III contains an explanation of the derivation of these scores, and Appendix A discusses the formation of the categories themselves.

TABLE IV-4

THE POSITIVE RESPONSE SCORES ON THE CATEGORY ITEMS BY THE DISPLACED AND NORMAL GROUPS

| | Fifth-Sixth Grades | | | Seventh-Eighth Grades | | |
|---|---|---|---|---|---|---|
| Category | Displaced | | Normal | Displaced | | Normal |
| A | 43% | | 27% | 56% | * | 45% |
| B | 38% | | 44% | 67% | | 65% |
| C | 23% | | 22% | 41% | * | 25% |
| D | 30% | | 30% | 52% | * | 30% |
| E | 39% | * | 26% | 46% | * | 35% |
| F | 12% | | 19% | 58% | | 35% |
| G | 44% | | 24% | 62% | | 37% |

*Denotes significant difference

Category A (Identification of Dissatisfied Students). On the fifth-sixth grade level, and on the seventh-eighth

grade level, close to half of the students in the displaced groups expressed dissatisfaction with school. This suggested that displaced students have many problems in the school environment. However, the difference between the fifth-sixth grade normal and displaced groups was not large enough to be significant. Furthermore, a score of 45% is high enough to indicate a large amount of dissatisfaction among the seventh and eighth graders in the normal group. This was clearly an area of need for most of the students in the study.

Category B (Future Plans). On both levels, the scores for the two groups on this category were similar. The scores indicated that the older students had a higher level of concern about their future than did the younger students.

Category C (Peer Relationships). On the fifth-sixth grade level, both groups also had very similar scores. These low scores suggested that neither group believed this to be an area in which they needed help. On the seventh-eighth grade level, however, there was a significant difference between the two groups (see Table IV-2). The displaced group had a positive response score of 41%, as opposed to only 25% for the normal group. The scores indicate that the normal group is able to cope with the normal strains of peer relationships. The displaced group, however, appears to have some crucial needs in this area. Due to the great importance of peer relationships to this aged child, this

is an area in which counselors, or other involved adults, need to intervene.

Category D (Attitudes Towards Adults). At the fifth-sixth grade level, the positive response scores were identical at 30%. At the seventh-eighth grade level, however, the responses between the two groups were significantly different (see Table IV-2, p. 33).

According to the authors of the inventory, in most cases, this category represents the child-parent relationship (Remmers and Bauernfeind, 1972). The scores suggested that the displaced students in the seventh and eighth grades probably had many more problems in that area than their peers from the normal group. It does not seem to be an area of major concern for the fifth and sixth graders.

Category E (Psychological Problems). This category contains items that relate to various emotional problems. On both levels, the displaced groups had much higher numbers of positive responses to the category items. This indicated that displaced students were quite likely to be troubled by these kinds of problems. They responded positively to items that relate to the areas of self-concept and self-acceptance, guilt feelings, acceptance of reality, interpersonal relationships, and emotional control.

Category F (Confusion About Religion). This category was interesting in light of the fact that the majority of children in the displaced group resided in a church-related institution, where religious instruction is regularly provided. On the fifth-sixth grade level, the displaced group had a positive response score of 12% as contrasted to the higher score of 19% for the normal group. Apparently, more children in the normal group may have felt confused about their religious beliefs (although the difference between the responses was not found to be significant).

However, on the seventh-eighth grade level, the displaced group had a positive response score of 58%, significantly higher (at the .06 level) than the normal group's score of 35%.

Category G (Need for a Counselor). On both levels, the displaced group had a large positive response score for this category. Of the displaced seventh and eighth graders, 72% responded positively to item 102, "I wish grown-ups would help me when I need help," and 70% to item 150, "I need special help with some of my problems" (Remmers and Bauernfeind, 1968). Of the displaced fifth and sixth graders, 50% also responded positively to item 102. Their high level of positive response indicated that the displaced students were quite interested in having the help of a guidance counselor, or someone with similar skills. The seventh and eighth graders, as a whole responded more positively to

this category than did the fifth and sixth graders.

Summary. The categories represent an attempt to condense the voluminous data provided by the inventory into a structure which could be easily assimilated. Each one represents an area of concern with which a guidance counselor, or other concerned adult, might legitimately deal. Table IV-5 shows how these categories were ranked, according to the positive response score, by the various groups.

TABLE IV-5

RANKING OF THE CATEGORY ITEMS BY THE DISPLACED AND NORMAL GROUPS

| Displaced Groups | | | | Normal Groups | | | |
|---|---|---|---|---|---|---|---|
| 5th-6th Grade | | 7th-8th Grade | | 5th-6th Grade | | 7th-8th Grade | |
| Cat. | % | Cat. | % | Cat. | % | Cat. | % |
| G | 44 | B | 67 | B | 44 | B | 65 |
| A | 43 | G | 62 | D | 30 | A | 45 |
| E | 39 | F | 58 | A | 27 | G | 37 |
| B | 38 | A | 56 | E | 26 | E-F | 35 |
| D | 30 | D | 52 | G | 24 | D | 30 |
| C | 23 | E | 46 | C | 22 | C | 25 |
| F | 12 | C | 41 | F | 19 | | |

## Ranked Guidance Needs

Tables IV-6, IV-7, and IV-8 show the guidance needs items as ranked by students on the fifth-sixth and seventh-eighth grade levels. Only those items on which at least 50% of the students responded positively were ranked.

TABLE IV-6

RANKED GUIDANCE NEEDS OF DISPLACED GROUP:
FIFTH-SIXTH GRADE LEVEL

| Rank | Item No. | % | Rank | Item No. | % |
|---|---|---|---|---|---|
| 1 | 35 | 87.50 | 5 | 7 | 50.00 |
| | 42 | 87.50 | | 9 | 50.00 |
| | 90 | 87.50 | | 14 | 50.00 |
| | | | | 20 | 50.00 |
| 2 | 15 | 75.00 | | 28 | 50.00 |
| | 22 | 75.00 | | 29 | 50.00 |
| | 24 | 75.00 | | 31 | 50.00 |
| | 76 | 75.00 | | 36 | 50.00 |
| | 81 | 75.00 | | 39 | 50.00 |
| | 149 | 75.00 | | 40 | 50.00 |
| | | | | 41 | 50.00 |
| 3 | 2 | 62.50 | | 45 | 50.00 |
| | 19 | 62.50 | | 51 | 50.00 |
| | 32 | 62.50 | | 60 | 50.00 |
| | 61 | 62.50 | | 63 | 50.00 |
| | 68 | 62.50 | | 69 | 50.00 |
| | 83 | 62.50 | | 75 | 50.00 |
| | 107 | 62.50 | | 82 | 50.00 |
| | 132 | 62.50 | | 102 | 50.00 |
| | | | | 122 | 50.00 |
| 4 | 13 | 57.14 | | 126 | 50.00 |
| | | | | 129 | 50.00 |
| | | | | 141 | 50.00 |

TABLE IV-7

RANKED GUIDANCE NEEDS OF DISPLACED GROUP: SEVENTH-EIGHTH GRADE LEVEL

| Rank | Item No. | % | Rank | Item No. | % | Rank | Item No. | % |
|---|---|---|---|---|---|---|---|---|
| 1 | 85 | 90.91 | 6 | 3 | 63.64 | 8 | 15 | 54.55 |
| | | | | 10 | 63.64 | | 17 | 54.55 |
| 2 | 80 | 90.00 | | 16 | 63.64 | | 26 | 54.55 |
| | | | | 25 | 63.64 | | 31 | 54.55 |
| 3 | 18 | 81.82 | | 35 | 63.64 | | 40 | 54.55 |
| | 19 | 81.82 | | 43 | 63.64 | | 48 | 54.55 |
| | 22 | 81.82 | | 54 | 63.64 | | 53 | 54.55 |
| | 28 | 81.82 | | 63 | 63.64 | | 58 | 54.55 |
| | 140 | 81.82 | | 76 | 63.64 | | 59 | 54.55 |
| | | | | 84 | 63.64 | | 68 | 54.55 |
| 4 | 7 | 72.73 | | 90 | 63.64 | | 79 | 54.55 |
| | 30 | 72.73 | | 103 | 63.64 | | 81 | 54.55 |
| | 44 | 72.73 | | 104 | 63.64 | | 99 | 54.55 |
| | 60 | 72.73 | | 110 | 63.64 | | 101 | 54.55 |
| | 61 | 72.73 | | 112 | 63.64 | | 106 | 54.55 |
| | 64 | 72.73 | | 113 | 63.64 | | 108 | 54.55 |
| | 83 | 72.73 | | 121 | 63.64 | | 111 | 54.55 |
| | 98 | 72.73 | | 123 | 63.64 | | 118 | 54.55 |
| | 102 | 72.73 | | 124 | 63.64 | | 122 | 54.55 |
| | 107 | 72.73 | | 128 | 63.64 | | 127 | 54.55 |
| | 130 | 72.73 | | 129 | 63.64 | | 133 | 54.55 |
| | 141 | 72.73 | | 132 | 63.64 | | 146 | 54.55 |
| | | | | 142 | 63.64 | | | |
| 5 | 78 | 70.00 | | 147 | 63.64 | 9 | 24 | 50.00 |
| | 150 | 70.00 | | 148 | 63.64 | | 49 | 50.00 |
| | | | | 149 | 63.64 | | | |
| | | | 7 | 6 | 60.00 | | | |
| | | | | 20 | 60.00 | | | |
| | | | | 23 | 60.00 | | | |

TABLE IV-8

RANKED GUIDANCE NEEDS OF NORMAL GROUPS
ON BOTH GRADE LEVELS

| 5th-6th Grade | | | 7th-8th Grade | | |
|---|---|---|---|---|---|
| Rank | Item No. | % | Rank | Item No. | % |
| 1 | 35 | 57.14 | 1 | 28 | 71.58 |
| 2 | 2 | 53.85 | 2 | 35 | 69.47 |
| | | | | 142 | 69.47 |
| 3 | 13 | 51.28 | 3 | 22 | 69.15 |
| 4 | 28 | 50.65 | | | |
| | 79 | 50.65 | 4 | 15 | 63.83 |
| | | | | 140 | 63.83 |
| 5 | 42 | 48.72 | | | |
| | 107 | 48.72 | 5 | 149 | 62.11 |
| 6 | 90 | 47.37 | 6 | 61 | 61.70 |
| 7 | 20 | 46.15 | 7 | 141 | 61.05 |
| | 61 | 46.15 | | | |
| | 140 | 46.15 | 8 | 90 | 57.45 |
| | 142 | 46.15 | | 107 | 57.45 |
| | | | 9 | 19 | 54.74 |
| | | | | 85 | 54.74 |
| | | | 10 | 121 | 53.68 |
| | | | 11 | 81 | 52.63 |
| | | | 12 | 7 | 51.58 |
| | | | 13 | 13 | 51.06 |
| | | | 14 | 112 | 50.53 |
| | | | | 20 | 50.53 |

Because of the small population, many percentages were identical, causing ties in the rankings. A complete listing of all items on the inventory is in Appendix D.

The displaced group on the fifth-sixth grade level. Two of the three top-ranked needs had to do with school concerns: worry over good grades, and the desire to know how much school ability one had. The other top-ranked item was a personal concern: the desire to have more affection from others. A similar split was found in the second ranking: three items refer to school concerns, and three to personal concerns. This tendency continued throughout the ranking for this group.

Obviously, these students had many school-related concerns. They worried about their grades and their ability to do well in school. They wanted more friendly attention from their teachers. These needs were apparently not being met very well, because 50% of the students in this group responded positively to item 40, which expresses the wish to quit school.

In the second ranking, were two concerns dealing with emotional problems: control of temper and feelings of guilt. About 75% of the group responded positively to these concerns. Other indications of emotional problems were: too many bad dreams (50%), nail-biting (50%), too easily excited (50%), and too fat (50%).

The area of personal relationships was also troublesome for this group of students. About 75% of them reported

a lack of temper control; 62% reported that their feelings were easily hurt; 50% reported the need to learn to stick up for their own rights; and 50% reported that they often felt lonesome.

A poor self-concept seemed to be an additional problem for this group of students. Concern over physical appearance appeared three times in the top five rankings. On a deeper level, guilt feelings were reported by 75% of the group. That 50% of the students felt the need to learn to stick up for themselves also indicated feelings of inferiority.

In summary, these students reported guidance needs in the areas of school environment, emotional problems, personal relationships, and self-concept.

The displaced group on the seventh-eighth grade level. The first ranked item for this group was item 85, "I often do things I'm sorry about later" and the second ranked item was "I can't help day-dreaming" (Remmers and Bauernfeind, 1968). In the fifth ranking, 70% of the group reported that they were too nervous, and needed special help with some of their problems. The high number of positive responses to these items indicated that these students had some emotional concerns that they wanted help in resolving.

Slightly over 80% of this group reported problems relating to the school environment. They desired more positive attention from their teachers. They wished for more school ability, and over 70% reported that class recitation made them nervous. Approximately 80% did not

find school very interesting, and slightly more than half reported that they would like to quit; both figures that indicated that, like the younger group, their school needs were not being met very well.

In the fourth ranking, over 70% of the students positively responded to items concerning problems with adults; most likely their own parents, according to the authors of the inventory (Remmers and Bauernfeind, 1972). These students said that grown-ups are too bossy on the one hand, yet wished they could depend on them for help when it was needed.

Also in the fourth ranking were a number of items that hinted at feelings of inferiority. The students wished they looked nicer, had more money, and did not act so silly More than 70% also reported that their feelings were easily hurt and that they needed to learn to stand up for their own rights. These item responses, combined with their desire to be smarter, all suggested that a poor self-concept was one of the problems of these displaced students.

In summary then, the displaced group of students on the seventh-eighth grade level reported guidance needs in the areas of emotional problems, school environment, adult relationships, and self concept.

The normal group on the fifth-sixth grade level. This group generally had a much lower level of positive responses than did the other groups. For example, only 59.74% of the group responded positively to the highest ranked item, as

opposed to 71.58% of the normal group on the seventh-eighth grade level, 87.50% of the displaced group on the fifth-sixth grade level, and 90.91% of the displaced group on the seventh-eighth grade level. For this reason, the rankings were not cut off at 50%, but continued down to the 45% level.

The highest ranked guidance needs were all school-related. About 57% worried about getting good grades, and nearly 50% wondered about their ability to do well in school. Unfortunately, about 50% reported that they did not find school to be very interesting. They listed gym, art, and creative writing as areas in which they would like to spend more time. Also, 46% of the children expressed the wish for more teacher approval for the work they have done.

Just under half of the students expressed the need for new friends and more approval from others. Possibly the learning of interpersonal skills was one of their guidance needs.

In the seventh ranking, these students expressed interest in their future. They were interested in knowing more about high school, and also about their own future career plans. These responses indicated a budding interest in career awareness.

In summary, the fifth and sixth graders in the normal group did not report nearly as high a level of needs as did the other groups of students. Most of their concerns centered around the school environment, with some interest in expanded peer relationships. They also showed some interest in

exploring the future possible directions their lives could take.

The normal group on the seventh-eighth grade level. The top ranking guidance needs for this group centered around school experiences, as was true for the normal group of younger students. About 71% of the group did not find school very interesting, and nearly 70% worried about their grades and wished they were smarter. Over half of them expressed the desire for positive teacher attention.

An interest in the future was expressed by slightly more than 60% of these students. They were curious about high school and wondered about their own future careers.

About 62% reported that it was difficult for them to talk about some of their problems, but one concern they did evidence was in interpersonal relationships. Slightly over half wished for new friends and more popularity.

In summary, the students in this group were primarily concerned with school-related needs. They showed curiosity about the future and wished for more friends and more affection from others. A large number reported that talking about their problems was difficult.

## C. An Overview of the Results

### Tests for Significant Differences

The displaced groups on both levels had significantly higher levels of positive responses to the inventory as a whole.

On the fifth-sixth grade level, a significant difference between the positive responses of the two groups was shown only on Category E. On the seventh-eighth grade level, however, significant differences were found in Categories A, C, D, and E. The difference of response for Category G approached significance.

When the difference of response was tested for each item, it was found that more significant differences occurred on the seventh-eighth grade level. These included items related to school problems, self concept, interpersonal relationships, various psychological problems, and problems with child-adult relationships.

On the fifth-sixth grade level, items on which significant differences occurred included those relating to school problems and interpersonal relationships. An item about bad dreams showed a significant difference of response at the .0005 level.

Descriptive Data

The displaced group on the seventh-eighth grade level reported more guidance needs than any other group. The displaced group on the fifth-sixth grade level was next, followed by the normal group of seventh and eighth graders and then, the normal group of fifth and sixth graders.

The ranking of categories by each group was reported in Table IV-5, p. 44. The displaced group of fifth and sixth graders ranked Category G (Need for a Counselor)

highest. The other groups all ranked Category B (Future Plans) in first place. Category G was ranked in second place by the displaced seventh-eighth grade group, and in third place by the normal seventh-eighth grade group. Category C (Peer Relationships) ranked in the sixth or seventh place for all the groups. Other rankings varied.

A ranking of guidance needs for each group was presented. For the displaced group on the fifth-sixth grade level, the highly ranked needs concerned the school environment, various emotional problems, personal relationships, and self-concept. The displaced seventh-eighth grade group ranked needs in the following areas most highly: emotional problems, school environment, adult relationships, and self-concept. The normal group on the fifth-sixth grade level highly ranked needs concerning the school environment, peer relationships, and exploration of future plans. On the seventh-eighth grade level, the normal group highly ranked school related needs, future concerns, and the need for more friendship. This group also reported that discussion of their problems was difficult for them.

# CHAPTER V

## CONCLUSIONS OF THE STUDY

### A. Answers to the Research Questions

The purpose of this study was to answer the following two questions:

1. Are the reported quidance needs of displaced students significantly different from those reported by normal students?
2. What guidance needs do displaced and normal groups of students report?

The data collected in this research does provide some interesting answers to these questions.

Do the Guidance Needs Differ?

To the first question, the answer is strongly affirmative. The overall positive response to the inventory was significantly greater for the displaced groups than for the normal groups. In the various categories, there were also significant differences in positive response by the displaced and normal groups.

An examination of the categories of items showed that on the fifth-sixth grade level, the only significantly different pattern of response between displaced and normal students occurred in the category of Psychological Problems. On the seventh-eighth grade level, however, significant

differences of response occurred in the following categories:

1. Satisfaction with school;
2. Difficulty with peer relationships;
3. Troublesome relationships with adults (probably their own parents); and
4. Psychological problems.

All of the above categories then, are areas in which displaced students are significantly more likely than their peers in the normal group, to have guidance needs. It should be further noted that in most of the categories, the displaced group had a higher level of positive responses, even though they did not reach significance.

A school counselor, or other similarly qualified adult, could most appropriately intervene in any of these areas. The professional literature is replete with examples of successful interventions in these kinds of situations.

What Are the Reported Guidance Needs?

In order to answer the second question, all four groups must be considered. Tables IV-6, IV-7, and IV-8 (on pp. 45, 46, and 47) are helpful sources of reference.

The displaced groups. On the fifth-sixth grade level, the students reported guidance needs in the areas of school environment, psychological problems, personal relationships, and self-concept. The students on the seventh-eighth grade level reported guidance needs in the areas of psychological problems, school environment, personal relationships, and self-concept.

In summary, it can be seen that the displaced students from both grade levels shared similar guidance needs. They tended to have many school-related problems, concerning both academic progress and teacher-pupil relationships. They had emotional problems, such as control over feelings and behavior, and the presence of guilt feelings. Their personal relationships were troubled, both with peers and adults. They typically had poor self-concepts.

None of this is surprising, in light of the messages in the professional literature (see Chapter II). According to Roberts (1974) and others, these are the very type of results that would be expected.

The normal groups. The fifth-sixth grade level of this group had the lowest level of positive responses. For example, only 59.74% of the group responded positively to the highest-ranked item, as opposed to 71.58% of the normal group on the seventh-eighth grade level. This is reminiscent of Stiltner's 1978 study, where it was found that in the two participating elementary schools, the fifth and sixth graders desired less help from a counselor than any other grade level. Apparently, children in this age group have reached the level of satisfactory equillibrium, discussed by Muro and Dinkmeyer (1977). That is, they feel fairly content with themselves and able to cope with the normal problems they face. Consequently, they have fewer problems which relate to guidance needs, than do some other age groups.

Most needs reported by this group centered around their dissatisfaction with various elements in the school environment. Additionally, they did show interest in expanding their peer relationships, a presentiment perhaps, of the approaching importance of the peer group in adolescence. They also showed some interest in their future possibilities. This will be more fully discussed later in the chapter.

As with the lower grade group, the top-ranking guidance needs of the students on the seventh-eighth grade level centered around school experiences, including both academic concerns and teacher relationships. More that 60% of the students also showed interest in the exploration of future plans. Slightly over half of them were concerned about peer relationships.

In summary, it can be seen that, like the displaced groups, the two normal groups shared some similar needs. Their top-ranked needs concerned problems in school: their academic progress was worrisome, as was their relationships with their teachers. Both had some needs in the area of peer relationships, mostly concerning how they could make more friends. Both groups cited the area of future plans as one in which they had guidance needs, although more older students responded positively to this group than did younger students.

## B. The Implications in the Results

The results of this research yielded four major implications that will be discussed.

1. Displaced children do have more, and varied, guidance needs than their peers in the normal group. This implication is directly related to the first question, listed at the beginning of the chapter and discussed there.

2. The students in the displaced groups indicated a higher level of need for a counselor. On both grade levels, the displaced group had a much larger positive response score for Category G (Need for a Counselor). On the category rankings (see Table IV-5, p. 44), that category was ranked in top place by the students in the lower grades, and in second place by those in the upper grades. The data clearly indicated that these students felt the need for a guidance counselor, or someone with similar skills, to help them resolve their problems.

It follows then, that any school having displaced students needs to have a guidance counselor who is aware of these children: the dynamics of their lives, and their developmental needs. The results of this study are certainly in agreement with the assertions of Bard (1977).

3. Many children in this study indicated an alarming level of dissatisfaction with school. This conclusion was a disheartening one. As Bard (1977) suggested, the displaced students did indicate many problems within the

school environment, and did indicate a higher level of school concerns than did the students in the normal group. However, an alarming amount of dissatisfaction was registered by the normal groups. Half or more reported that school was not interesting and over half of the seventh and eighth graders said they would like to quit school.

These figures indicated that the needs of the students were not being met very well by the school. The major role of school guidance is to enhance the school environment in order to assure maximum functioning by all the students. The results of this study clearly affirm that this role is an important one for "normal" students as well as those who have special problems.

4. The responses of the groups to three of the categories were noteworthy. The categories were:

1. Category B (Future Plans);
2. Category D (Attitudes Toward Adults); and
3. Category F (Confusion About Religion).

As might have been expected the students on the seventh-eighth grade level were more concerned with Category B than were the fifth-sixth grade students. As young adolescents, they face the developmental task of preparing for an occupational role (Havighurst, 1950).

However, while both groups on the seventh-eighth grade level had a similar response pattern to this category, on the fifth-sixth grade level, different results occurred.

The normal group responded more highly than the displaced group, although the difference was not shown to be significant.

This response does, however, fit in with the picture of displaced children presented in the literature. Bard (1977) and Geiser (1973) point out that these children often feel powerless. They cannot know what the future holds for them, and often do not feel able to influence future happenings in their lives. It may be that they are so busy trying to cope with their present environment that they have no energy left to invest in future plans.

The normal group of children, however, seem to be more aware of the varied opportunities before them. This may be a result of their opportunity to model their parents' behavior. Or it may be that their parents are actively encouraging them to plan for the future. For whatever reason, the data indicated a readiness to begin exploration in that area.

According to the authors of the inventory, in most cases, Category D represents the child-parent relationship (Remmers and Bauernfeind, 1972). Suprisingly, on the fifth-sixth grade level, the positive response scores for the two groups was identical at 30%. A possible explanation may lie in the fact that these aged children still feel a strong need for the security of parental approval and affection. They cannot yet turn loose of their parents, or

reject them. So, the children in the normal group merely accept the relationship with their parents as it is. The displaced children, however, have little or no active relationship with their parents. Since they cannot afford to reject, or feel rejected by them, they often cling to fantasies of happy reunions (Geiser, 1973).

On the seventh-eighth grade level, the displaced group had a significantly higher positive response to this category. One of the developmental tasks of this age group is to establish independence from the authority of parents and other adults (Havighurst, 1950). Children in the normal group may be able to establish this independence with ease. Displaced children however, may have several adults, acting in loco parentis, with whom to contend. Furthermore, they may find it harder to allow themselves to establish emotional independence from their parents, due to the web of rejection and guilt that surrounds the relationship (Geiser, 1973; Roberts, 1974).

Category F (Confusion About Religion) contained only one item. It was included because the majority of the displaced students in this study resided in the Church of God Home for Children. This is a church-supported institution where religious instruction is provided on a regular basis.

On the fifth-sixth grade level, the displaced group had a positive response score of 12%, as contrasted to the higher score of 19% for the normal group. Apparently, more children in the normal group felt confused about their

religious beliefs (although the difference in response was not found to be significant). However, on the seventh-eighth grade level, the displaced group had a positive response score of 58%, significantly higher (at the .06 level) than the normal group's score of 35%.

There could be various explanations for these mixed results. The development of conscience, morality, and values is a task of middle childhood (Havighurst, 1950), so the younger group would be expected to be concerned with this area. It may be that the displaced children who live at the institution are receiving more adequate teaching about religion, and so, have less confusion.

On the seventh-eighth grade level, however, it is the displaced group who expresses more confusion. Traditionally, this age marks the beginning of a rebellious time in which young people are prone to question, and perhaps even reject, the values they have been taught. The displaced students, who may or may not have been raised in the religious doctrines of the institution, may feel rebellious at having these doctrines imposed upon them. Or, the beliefs may conflict with those espoused by their parents, again causing rebellion or confusion.

## C. Suggestions for Future Research

This study clearly supports the idea of differentiation of guidance needs presented by Horst (1971). It would be

valuable to examine other unique groups of students to see if guidance needs could also be differentiated on the basis of sex, race, mental ability, or other variables.

Obviously, this study merely begins an examination of the guidance needs of displaced students. Larger populations of displaced students should have their needs assessed. It would also be valuable to assess the needs of displaced students from a wide array of institutions and foster homes, in order to make the results more generalizable. It is only by such careful assessment of needs that the displaced children can be adequately served by school guidance counselors, and other similar professional personnel, who are trying to maintain them through this difficult period in their lives.

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# APPENDICES

## APPENDIX A

## CATEGORIES WITHIN THE JUNIOR INVENTORY

The authors of the Junior Inventory (Remmers and Bauernfeind, 1972) make suggestions concerning categories of response patterns that are useful to examine. These categories are not based on rigorous statistical testing, but on their own experiences with students who have taken the inventory, and on the reports from counselors who have administered and interpreted it. Baller supports these suggestions in his review of the test (Buros, 1974).

The authors' suggested groupings were not intended to be complete, but only suggestions for some of the ways the test results could be analyzed. In fact, they invited other users of the inventory to devise their own categories.

For this study, it was decided to examine student responses in several of these and other categories in order to break down the large general scores into meaningful pieces of information. The categories listed below were the ones chosen, or devised by the author, to be used in this study.

A. Identification of Dissatisfied Students (items 4, 5, 18, 19, 22, 28, 31, 37, 40). It is difficult to accurately predict who will become school dropouts, but students who score high in this category are at least

indicating their unhappiness with the school.

B. Future Plans (items 140, 141, 142). High scores on these items indicate that the students feel the need to examine their abilities and the options open to them, in order to begin career planning.

C. Peer Relationships (items 92-96, 104, 110, 112). These items deal with the interactions of students with their own peer group. High scores would indicate that help in learning interpersonal skills would be appropriate.

D. Attitudes Toward Adults (items 98-102). Since most children respond to these items in terms of their relationships with their own parents, high scores probably indicate problems within the family.

E. Psychological Problems (items 71-83, 85, 88). These items present a group of concerns on which a pattern of high scores might indicate the need for psychological help.

F. Confusion About Religion (item 148). This item is a "catchall" for children who may be experiencing confusion about the religious beliefs they are being taught.

G. Need for a Counselor (items 102, 150). High scores on these items indicate that the students feel a need for, and might be amenable to, help from the counselor.

## APPENDIX B

## PARENT CONSENT FORM

Dear Parents,

I would like to have your permission for your son/daughter to participate in a research project that I am conducting in connection with my graduate studies at The University of Tennessee.

The purpose of the study is to determine the ways in which a guidance counselor can best help middle school students. Your son/daughter will be asked to respond to a guidance inventory and to provide their age, grade, sex, and home classification (student lives with parents, in a foster home, etc.). This will require approximately 30 minutes of classroom time.

All information will be given anonymously. The inventory will not be signed or coded in any way that would reveal the identity of the participant. Whether a student participates will not affect his/her grades or school standing. Any student may withdraw from participation at any time without penalty.

If you have questions about this project, or would like additional information, please contact Dr. William A. Poppen, Department of Educational Psychology and Guidance, The University of Tennessee, at 974-5131.

I would greatly appreciate your cooperation in allowing your son/daughter to participate in this research project. Research that can provide information about how to improve the effectiveness of our school is helpful to all of us.

Sincerely,

/s/ Frances Wheeler

/s/ William A. Poppen, Major Professor

_____ has my permission to participate in the research project conducted by Frances Wheeler.

_____

(Signature of Parent or Guardian)

APPENDIX C

DATA SHEET

Before you begin, please fill out the following information:

Grade ____ Sex M F

Age on last birthday ____

I live ____with my parent(s)

____with other members of my family

(if so, with whom?) _____

____in a foster home

____in a home for children

____other (please explain)_____

_____

I have lived there:

____less than 6 months

____about 6 months

____about 1 year (or less)

____1 to 3 years

____more than 3 years

## APPENDIX D

### ITEMS ON THE JUNIOR INVENTORY[1]

ABOUT ME AND MY SCHOOL

1. I want to learn how to read better.
2. I want to learn how to write stories better.
3. I am a slow reader.
4. I don't like school very much.
5. I don't like our school books very much.
6. I wish I knew how to study for tests.
7. I get too nervous when I recite in class.
8. I have trouble keeping up with my homework.
9. I would like to have more arithmetic in school.
10. I would like to have more science in school.
11. I would like to have more reading in school.
12. I would like to have more music in school.
13. I would like to have more art in school.
14. I would like to have more social studies in school.
15. I would like to have more gym in school.
16. I need extra help with my school work.
17. Teachers often use words I don't know.
18. I wish my teachers would help me more.

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[1]H. H. Remmers and R. H. Bauernfeind. The Junior Inventory. (Bensenville, Illinois: Scholastic Testing Service, Inc., 1968).

19. I wish my teachers were more friendly.
20. I wish my teachers would tell me when I've done a good job.
21. I wish I could answer questions in class.
22. I wish I were smarter in school.
23. Spelling has always been a problem for me.
24. I have trouble with arithmetic.
25. I have trouble with science.
26. I have trouble with social studies.
27. I have trouble with English.
28. I wish school could be more interesting.
29. I have no quiet place to study at home.
30. I wish I could find some good books to read.
31. I don't have much fun in school.
32. Am I doing as well as I should in my school work?
33. People nag at me about my school work.
34. My school work is too easy for me.
35. I worry about getting good grades.
36. I am afraid of most tests in school.
37. I often get in trouble in school.
38. I am not able to study very well.
39. I am afraid to raise my hand and talk in class.
40. Sometimes I wish I could quit school now.
41. I wish we had a nicer school.

ABOUT MYSELF

42. How much ability do I really have?
43. I wish I could have nicer clothes.

44. I need more spending money.
45. I wish I could have my own room at home.
46. I am afraid to be at home alone at night.
47. I get sick too often.
48. I get too many colds.
49. I want to get rid of pimples.
50. I worry about my health too much.
51. I have too many bad dreams.
52. My eyes get tired when I read.
53. I want to learn to talk better.
54. I wish I had more "pep."
55. I get a lot of head-aches.
56. My eye-glasses bother me.
57. I always feel tired.
58. I am not as strong as I would like to be.
59. I need to learn to be more honest.
60. I need to learn to stick up for my rights.
61. I wish I were nicer looking.
62. I am too selfish.
63. I bite my finger-nails.
64. I need to learn not to act so silly.
65. I swear too much.
66. I have trouble going to sleep at night.
67. I am too tall.
68. I am too short.
69. I am too fat.

70. I am too thin.

71. I think other boys and girls are better than I am.

72. I am too bashful.

73. I am too careless.

74. I don't see much future for myself.

75. I get excited too easily.

76. I have trouble keeping my temper.

77. I worry about little things.

78. I am too nervous.

79. I talk too much.

80. I can't help daydreaming.

81. I feel guilty about things I have done.

82. I often feel lonesome.

83. My feelings are easily hurt.

84. I need a part-time job.

85. I often do things I'm sorry about later.

86. I am afraid of the dark.

87. I worry about war.

88. I feel mad most of the time.

89. I don't have as much fun as the other boys and girls.

GETTING ALONG WITH OTHERS

90. I want people to like me better.

91. I "show off" too much.

92. I need more friends.

93. I don't like most people.

94. I fight too much.

95. I wish the other kids wouldn't pick on me.
96. Some of the other kids won't play with me.
97. I wish my friends' parents liked me better.
98. Grown-ups are too "bossy."
99. Grown-ups treat me like a "little kid."
100. Grown-ups make fun of me.
101. Grown-ups don't think I'm ever right.
102. I wish grown-ups would help me when I need help.
103. I feel nervous when people talk to me.
104. I wish I knew why people get mad at me.
105. I wish I knew more about boys.
106. I wish I knew more about girls.
107. I want to make new friends.
108. Most people don't understand me.
109. I am afraid of most people.
110. I wish I had one really good friend.
111. I wish my parents liked my friends better.
112. I wish I could get along better with my brothers and sisters.
113. I want to learn to dance.
114. Some people think I'm a "smart aleck."
115. Some people think I'm a bully.
116. Some people think I'm "spoiled."
117. Some people think I'm a "sissy."
118. I often say the wrong thing at the wrong time.
119. I need to learn how to plan a party.

120. I need to learn better manners.

121. I need to learn how to help people in trouble.

THINGS IN GENERAL

122. Our town needs more playgrounds for boys and girls.

123. I want to learn about rules for good health.

124. I wish I had an interesting hobby.

125. I want to learn to make my own clothes.

126. I want to learn how to cook meals.

127. I want to learn how to work with electricity.

128. I want to lean how to work with machines.

129. I want to learn how to do wood-work.

130. I wish I could have a pet animal.

131. I wish I could join the Boy Scouts (or Girl Scouts).

132. I wish I could be better in games and sports.

133. I want to learn more about how government works.

134. I would like to travel around the world.

135. I need to learn how to use the library.

136. I need to learn how to read maps.

137. I want to learn how to dress neatly.

138. I need to learn how to use a dictionary.

139. I need to learn how to use an encyclopedia.

140. I want to know more about what high school is like.

141. Should I plan to go to college?

142. I would like to know what I'm going to be when I grow up.

143. I wish I could watch more programs on TV.

144. I wish I could go to more movies.

145. I wish I could take music lessons.

146. I need to learn how to act at a party.

147. I need more correct information about sex.

148. I need help in understanding my religion better.

149. It's hard for me to talk about some of my problems.

150. I need special help with some of my problems.

# VITA

Frances V. Wheeler received the Bachelor of Science degree in Elementary Education from Abilene Christian College in 1966. After several years of teaching in the public schools, she was admitted to the Educational Psychology Department of the University of Tennessee. She Graduated with a Master of Science degree in Guidance in August, 1978.

She is married to Donald J. Wheeler, and they have two children: David and Elaine.