

STUDENT COUNSELING NEEDS ASSESSMENT
FOR HOUSTON COUNTY HIGH SCHOOL

KATHERINE JO LEWIS

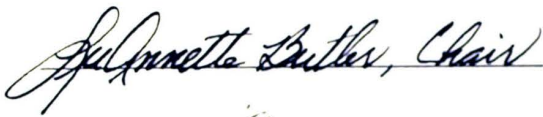
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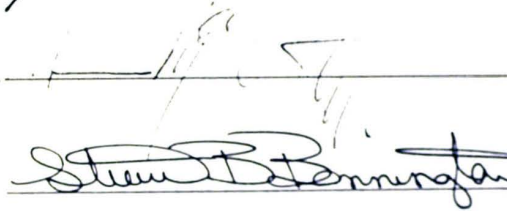
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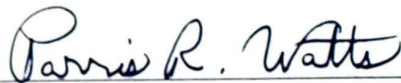
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FOR HOUSTON COUNTY HIGH SCHOOL

A Thesis
Presented for the
Master of Science
Degree
Austin Peay State University

Katherine Jo Lewis

December, 2000

DEDICATION

This thesis is dedicated to
the students, faculty, and staff of Houston County High School
who assisted in making this thesis possible.

ACKNOWLEDGMENTS

I would like to thank my major professor, Dr LuAnnette Butler, for her guidance and support. I would also like to thank other committee members, Dr. Garland Blair, Dr. Maureen McCarthy, and Dr. Stuart Bonnington for their assistance. I would like to express my sincere thanks to my family and friends who have supported me with their encouragement and patience during my educational endeavors.

ABSTRACT

This research examined students' self-reported counseling needs. Participants were freshman, sophomore, junior, and senior student volunteers from Houston County High School. The data was analyzed using an analysis of variance (ANOVA).

The results did not support the hypothesis that students' self-reported counseling needs vary with grade level. Results indicate that there was no significant difference in counseling needs among freshman, sophomore, junior, and senior high school groups.

The possible explanations of these results are discussed.

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CHAPTER I

INTRODUCTION

Students are increasingly faced with serious personal problems and complex issues in an ever-changing society (Sears, 1993). They encounter problems of greater severity and complexity than previous generations (Haack, 1994). In the wake of uncertainties facing a new millennium and an unprecedented epidemic of school violence (Fatum & Hoyle, 1996; Dykeman & Daehlin, 1996), some students may need specialized areas of guidance and counseling services to face life's daily challenges. The school system is becoming increasingly responsible for meeting the social-emotional needs of students (Lockhart & Keys, 1998).

Haack (1994) finds it critical that counseling needs be identified so they can be addressed by offering tools for prevention and provide appropriate interventions. Identifying students' counseling needs may allow counselors to respond to and support students in meeting their needs so they can reach their potential while preparing for the future. It is also important to identify the individual counseling needs of students in an effort to design and implement a unique counseling program to meet those needs. No single counseling program can meet the needs of all students (Schmidt, 1995).

A student counseling needs assessment may assist school administrators, teachers, and staff in identifying counseling curriculum needs and aid them in implementing the appropriate changes to better serve students. A student counseling needs assessment offers counselors valuable feedback as to what is and is not working. A counseling needs assessment also documents and reinforces the necessity for school

counselors in the system. (Marino, 1996). It offers insight into the role and expectations of school counselors. A student counseling needs assessment can provide data which may be used as a public relations tool for providing information to parents, school administrators, and the community about students' self-reported needs.

The term need is defined by Collison (1982) as "... a condition among members of a specific group (students, teachers, parents, etc.) that reflects an actual lack of something or an awareness (perception) that something is lacking" (p. 115). Needs that are addressed in school guidance and counseling programs are basic human needs, felt or expressed needs, normative needs, and comparative needs (Collison). Several studies have examined the importance of assessing students' counseling needs.

Brashears (1985) investigated the effects of students' needs in relation to the services that were currently offered. The study examined the needs of Cheatham County (Tennessee) High School students in relation to the services which were offered at the time. The purpose of Brashears' research was to provide information for the improvement and reorganization of guidance services. It had been approximately ten years since a student needs assessment had been conducted at Cheatham County High School.

The sample consisted of 258 high school students from 10th, 11th, and 12th grade English classes. Participants represented five homogenous groups. The groups included participants from regular curriculum classes, as well as honors, remedial, vocational improvement, and special education curriculum classes.

Participants were given a needs assessment survey that was developed by the researcher from suggestions from students, teachers, counselors, and administrators (Brashears, 1985). The survey consisted of 87 statements that represented four areas of counseling: academic, career/vocational, social/personal, and guidance policies and procedures. Responses were offered on a Likert scale of one to four, ranging from *strong need* to *no need* accompanied by a *yes* or *no* response to whether the service was currently available. Participants were also given the opportunity to offer open-ended responses in an effort to solicit self-reported needs that were not listed in the survey statements. Outcomes were measured by tallying the number of responses for each statement and calculating percentages. Each statement was coded in accordance with one of the four areas of counseling to which it was related. Results of the study indicated that there appeared to be a need for counseling services in academic and career/vocational areas. The students did not indicate a high level of counseling needs in the areas of social/personal and policies and procedures. However, a need for counseling services in social/personal areas received the most comments in the open-ended response section, followed by a high level of responses related to the area of academics. Six of the comments most listed by student participants included a need for increased counselor accessibility and time to utilize guidance and counseling services. The study revealed that the students had counseling needs which they perceived as not being met (Brashears).

Russo and Kassera (1989) conducted a study to assist school counselors in developing models for setting goals and assessing needs. Seven global areas of

functioning were established for inclusion in the needs assessment from previous evaluations and from suggestions from counselors and administrators. They were: (1) Administrative Responsibilities; (2) Educational Counseling; (3) Personal-Social Counseling (4) Parent-Student Consultation; (5) Staff-Faculty Consultation; (6) Vocational-Career Development Counseling; and (7) Vocational-Career Planning Counseling.

The study was conducted at a midwestern suburban high school that had an enrollment of approximately 2,000 students. Participants included 48 teachers and 548 students from 10th, 11th, and 12th grades. Student participants were divided by grade level and then divided into academic subgroups of Basic, Regular, and Enriched based on previous standardized testing. The subgroups within grades allowed comparisons to be made to determine if perceived counseling needs differed between the academic groups (Russo & Kassera, 1989).

The assessment instrument consisted of five questions for each of the seven areas of functioning. Participants selected and rated their responses from the choices of *need for*, *need met*, or *no need* (Russo & Kassera, 1989). The data analysis was performed by conducting repeated *t*-tests to determine the differences between responses of *need for* and *need met*.

Results indicated that teachers and students similarly ranked the importance of goals areas. Educational Counseling was ranked highest, followed by Personal-Social Counseling, and then Vocational-Career Development Counseling (Russo & Kassera, 1989). Teachers and students from each grade level also uniformly expressed agreement

for a significant need in the area of Educational Counseling. Results also indicated that students from the Regular subgroup of 10th graders expressed significant needs in all seven goal areas, which were not expressed by the 11th and 12th graders.

Program assessments can be time-consuming and expensive. Schmidt (1995) discusses evaluating school counseling programs by using contracted external reviewers for time-efficiency, expertise, and objectivity. Two southeastern school systems in the same state, referred to as Alpha and Beta for the purpose of the study, were reviewed by external reviewers. The reviews were designed to gain information regarding counseling services, the perceptions about these services as indicated by students, parents, and teachers, and if these needs were being met. They also served to acknowledge the importance of services provided by a school guidance and counseling program.

The Alpha school system was composed of two small cities located near metropolitan areas. The school system consisted of six elementary schools, two middle schools, and one high school with a population of approximately 7,000 students. The students enrolled in the Alpha school system were classified as predominately Euro-American. There were approximately 20 counselors employed by the Alpha school system providing one counselor per approximate every 350 students (Schmidt, 1995).

The Beta school system was located in a rural area and consisted of one elementary school, one middle school, and one school that served grades kindergarten through 12th grade. The school system was comprised of students who were predominately African-American. The African-American to Euro-American

student ratio was 6:4. Six counselors were employed by the Beta school system allowing one counselor for approximately every 450 students (Schmidt, 1995).

The review teams consisted of experienced counselors, counselor educators, and school system directors. The studies used several tools for assessment including on-site visits, interviews, and surveys. Superintendents, school principals, counselors, teachers, and central office staff members were interviewed by the review teams. Surveys were given to students, parents, and teachers. Questionnaires were administered to a sample of students from two school systems selected from grades 4 through 12. Parent surveys were given to approximately 500 parents who were selected by the school in the Alpha school system and who were randomly selected in the Beta school system. Teacher surveys were given to all teachers in the Alpha and Beta school systems (Schmidt, 1995).

The results reflected that 10% of students in the Alpha school system and 16% of students in the Beta school system participated in the surveys. Teacher survey questionnaires were completed and returned by 45% of teachers in the Alpha school system and 83% of teachers in the Beta school system. Parent surveys were completed and returned by 35% of parents in the Alpha school system and by 25% of parents in the Beta school system (Schmidt, 1995).

A notable result of the studies indicated that the Alpha and Beta school systems did not have a comprehensive counseling program. A factor contributing to inconsistent services was identified as role confusion with a lack of job descriptions and program guidelines. The studies also indicated that the perception of counselors was that the counselors were being distracted from their counseling duties by administrative and

clerical duties. There was evidence that the counselors from both the Alpha and Beta school systems lack clearly defined descriptions of their expected roles.

The Alpha school system ranked group sessions as one of the most important services, while the Beta school system rated college information, scholarships, and financial aid as the most important services to be provided by the counselors. The least important services consistently perceived by both school systems were testing, administrative, and clerical duties (Schmidt, 1995). The differences in perception reported by the participants from the two schools reinforce the idea that counseling programs should be designed to accommodate the specific needs of the students in that school. Results of the reviews were given to the school superintendents to review, to share with school personnel and the public, and to use the information from the study as an aid in formulating guidelines for improvement.

Morrow (1995) cites a study of 400 public school teachers of grades Kindergarten through 12th grade in two counties of Southern California who volunteered to participate in a descriptive study. The two counties included 45 school districts. Special education teachers were not included as the study was to be representative of the general population of students. The teachers were surveyed at their schools to measure their perceptions of students' psychological needs and the counseling services available in their schools. Their responses were anonymous as personal information only included the number of years of their teaching experience, the grade level that they taught, and minimal demographic information.

The instrument used in this study was the titled *Teachers Estimate the Psychological Counseling Needs of Their Students* (Morrow, 1995). The instrument was developed from discussions of pertinent issues with education graduate students. It contained open-ended questions and checklists. Participating teachers were elicited to express their observations and perceptions of the types of behavior problems presented by students, the differing grade levels of common behavior problems, and the frequency that these problems occur. Gender differences were also addressed in the survey.

The results indicated that overall, the students' psychological needs are increasing, yet they are not being met by the school system. Two to 20% of students were identified by 73% of the teachers as needing personal counseling for their psychological problems (Morrow, 1995). Males were perceived as having more psychological problems than females.

Family dysfunction was the highest rated factor as an influence on students' psychological problems. This factor was followed by low self-esteem as the second rated factor. Children from dysfunctional families were also perceived as having a high incidence of problems that need to be addressed through professional counseling. Conduct disorders were perceived as more common with elementary and middle school populations, whereas emotional problems were perceived as more prevalent with high school students. An overall conclusion was that there are not enough counselors to meet students' increasing psychological problems and personal counseling needs.

A school district in Houston, Texas, evaluated their school counseling program using participants from four groups (Scruggs, 1999). The evaluation process included a

random sampling of staff, elementary students, secondary students, and parents. Participants included 746 staff members, 232 elementary students, 434 secondary students, and 140 parents who responded to surveys and focus groups. Each participant completed a Likert scale survey designed to evaluate the school counseling program by responding to statements regarding the district's counseling program. The survey also included demographic information and open-ended questions.

A pilot study was administered using questions drafted by a committee of students, parents, teachers, counselors, administrators, and a consultant. Focus groups were conducted by randomly selected students and parents to evaluate the pilot findings and make recommendations. These groups represented each level of elementary, middle, and high school. An evaluation committee made recommendations to the school district's board of trustees based on the results of the surveys and focus groups.

The results of the study representing 1,552 respondents showed a significant response that they needed more counselor services, more group counseling sessions, and more counseling staff members. Results also indicated concern that counselors' time was often consumed in participating in non-counseling activities, such as scheduling and testing. While participants expressed an overall satisfaction with their counseling program, their concerns prompted the evaluation committee to make recommendations for a certified, full-time counselor in each elementary school, for counselors' responsibilities to include more counseling services with less non-counseling tasks, improved career/college counseling services, and increased staff development on current counseling topics (Scruggs, 1999).

Lavoritano and Segal (1992) evaluated the efficacy of a school counseling program. The program studied was the Remedial Education and Diagnostic Services (READ) which is a state government-funded educational service legislated by Pennsylvania Act 89 (Lavoritano & Segal). This program offers services to students from kindergarten through high school providing services that include testing, counseling, and remedial education.

Self-esteem was selected as the dependent variable used to determine program effectiveness by measuring client progress of referred and non-referred students. The study examined referred students who received counseling in comparison with non-referred students. Pre- and posttest score differences measured self-reported adequacies of academics, social acceptance, physical appearance, athletics, behavior, and self-worth (Lavoritano & Segal, 1992). The pretest included 152 referred student participants from 20 different schools in Southeastern Pennsylvania. Students were from grades 3 through 7 and ranged from 8 to 13 years of age. They were referred by teachers and/or parents on the basis of academic difficulty or behavior problems. The final number of participants was 141, as 11 students left their schools before the posttests were conducted. The nonreferred students were selected from four fourth-grade classrooms.

The Self-Perception Profile for Children (SPPC) was the instrument used for the study as it was determined age-appropriate for the participants. It is comprised of three components that measure the child's self-reported competency and/or adequacy in personal, academic, and social areas. It determines which of these areas are most

important to the child and has a teacher rating scale of the child's behavior (Lavoritano & Segal, 1992). The teacher rating scale was not used for the purpose of this study.

A chi-square analysis, a one-way analysis of variance (ANOVA), and a correlational analysis was used to analyze the data. The chi-square analysis indicated a statistical difference in the referred and nonreferred students. Referred students consisted of more males, more students of both genders from single-parent homes, and more students who have been retained or are underachievers (Lavoritano & Segal, 1992). The ANOVA indicated a significant difference in pretest scores of referred and nonreferred students. The referred students scored significantly lower in the six areas of academics, social acceptance, athletic competence, physical appearance, behavioral conduct, and self-worth. The *t* test indicated that referred students who received counseling scored higher in their self-perceptions of these six areas. The correlational analysis did not render significant results between self-perception of competency and the number of counseling sessions received by the students.

Lavoritano & Segal (1992) indicated that there is a difference in referred and nonreferred students. Referred students may possess similar characteristics such as gender, socioeconomic factors, and behavioral issues. The study also reaffirms the purpose and usefulness of the school counselor as an effective tool of support and intervention.

Jeffery and Hache (1995) used the Delphi strategy to collect information from rural youth, parents, and informed community members regarding students' career-related counseling needs. The Delphi strategy is defined by Jeffery and Hache as a

technique used to collect data. It is a forecasting technique that is beneficial in obtaining expert opinions, determining group opinion, and gathering information from diverse settings. The Delphi technique was the method of choice for this study considering the unique characteristics of the rural population. These characteristics included homogeneous populations and inconsistency in levels of literacy and knowledge about issues. A bottom-up strategy was used that relied on information from youth and parents instead of experts.

Two groups were selected from three communities whose populations were each less than 1,500 people. One group included rural youth, parents, and knowledgeable community members who were labeled as owners of the situation. The second group was labeled the wise group and owners of the target situation. They consisted of professionals, such as counselors, health professionals, school administrators, business professionals, and community leaders.

Data were collected using focus group interviews and direct-to-text data recording. Themes, issues, and potential solutions were recorded at 11 community meetings. These units of data were clustered by similarity and coded to develop a list of themes, or perceived needs, of the rural communities. The results identified more than 80 specific layers of career-related counseling needs. Final themes identified to be addressed were career-related needs of rural youth and rural parents, secondary school program needs, postsecondary training and educational needs, and community-based needs for career information and support services.

Carter and Spera (1992) conducted a study to assess the personal-social-career development counseling needs of students in a rural, multicultural school in Louisiana. The needs assessment served to justify the need for a school counselor and to establish a foundation for a counseling program to accommodate the community's unique needs. It also surveyed the perceived needs of parents and school staff members. A survey was given to approximately 1,060 participants. This included an entire population of approximately 600 students at an elementary school ranging from 5 to 16 years or age, approximately 400 parents, and approximately 60 school staff members in the community. The diverse population who participated in the study consisted of African-Americans, Caucasians, Hispanics, and a mixed race population. Seven different surveys were used to accommodate the differing age groups and the adult participants. A total of 72% of the surveys were returned and tabulated. The greatest return was from the students which was 81%, a 75% return from the staff, and a 55% return from the parents. Survey items were identified by ranking the highest percentages of responses in categories of self-understanding, decision-making, interpersonal relations, and educational and vocational development. The results indicated that early elementary students' responses ranked highest with feelings of sadness about coming to school. Grades 3-8 ranked highest at 63% with becoming easily angered and 63% with difficulty concentrating on their school work. Parents' responses indicated that 64% felt that their children get their feelings hurt easily. Staff responses indicated with an 80% response that students need to improve their study and test-taking skills.

An assessment of needs is critical in establishing and maintaining an effective counseling program (Carter & Spera, 1992). This study was effective in identifying specific needs for a diverse population of students. While Carter and Spera's study focused on a rural, low-income, multicultural population, their technique may be effective in comparable situations.

West and Kayser (1991) indicate that the number of students who need counseling services outweigh the number of students who actually receive counseling services. They conducted a study to measure the effect of students' perceptions about counseling on their willingness to acquire counseling services by self-referral. Participants were 235 high school seniors from two east central Illinois school districts.

A survey was constructed based on a pilot study conducted by Saltmarsh in 1967 (West & Kayser, 1991). The Student Perceptions Survey consisted of 50 items expressing reasons for requesting counseling services. The four response selections ranged from *strong* to *weak* reasons to *does not apply*. Statements in the instrument were designed to reflect internal reasons that lie with the students and external reasons that were perceived to lie with the counselor. The surveys were computer scored and items were ranked by the percentage of responses and analyzed. Results indicated that the items that received the highest percentages of responses included statements regarding discussing personal issues with a stranger, confidentiality, embarrassment, lack of time, and unavailability of the counselor. Item responses reflected that the internal and external factors were distributed evenly. West and Kayser suggest that students who are apprehensive about

soliciting counseling services may be unaware of the process and benefits that counseling has to offer.

A student needs assessment is a valuable tool in identifying and addressing students' needs. There are numerous methods for assessing student needs and evaluating guidance and counseling programs. Directly surveying students, the recipients of counseling services, is one of the most effective methods of evaluating a counseling program (Scruggs, 1999). The surveys can be in the form of checklists, questionnaires, or interviews.

Collison (1982) explored the development of needs assessment procedures for an effective and responsive school guidance and counseling program. A valid needs assessment tool is critical in producing a valid profile of assessed needs. The assessment procedure should begin by specifically identifying what is being assessed and who will be the beneficiary of the results. The focus of a student needs assessment should be on the expressed needs of the students and not on the needs of the educational institution.

An assessment of self-reported needs was conducted by meeting with 29 senior high school students during their social science class (Collison, 1982). There were five scheduled meetings with discussion of issues of concern to the students. These discussions generated a list of three issues of concern from each student. Collison combined these responses and derived a list of 33 total issues for discussion. Students were asked to identify which issues were perceived to be a problem for them and which issues were perceived to be a problem for other students.

The results indicated that male participants were concerned with issues of how to choose a career, the future, and stress. Female participants were concerned with the future, depression, self-esteem, and decisions about life styles. Collison's study (1982) illustrates a method for actively including students in the needs assessment process. This is beneficial in the design of a school guidance and counseling program to meet the specific needs identified by the students.

While the method of assessing students' needs may vary, the interest and participation of the students is vital. Collison (1982) indicated that this type of assessment was effective as the students perceived it to be unobtrusive and the students felt that they had a vested interest in the results as the assessment pertained to students' issues.

Lewis (1983) describes several methods and evaluation strategies for evaluating school guidance and counseling programs. While all counseling tasks cannot be measured, it is important to evaluate guidance and counseling programs. An evaluation serves to monitor counselors' accountability to the student, make improvements in their programs and services, and to justify the need for school counseling programs.

Problematic issues associated with guidance and counseling program evaluations are: the fear of rendering negative results, inexperience in conducting evaluations, selecting specific criteria to be measured, and time constraints (Lewis, 1983). Solutions to an effective program evaluation includes selecting and ranking measurable criteria that covers the diverse needs of students and is appropriate for the specific population involved in the guidance and counseling program.

Lewis (1983) states that there are several methods and measuring devices available to evaluate guidance and counseling. The instrument selected should be appropriate for the audience and purpose of the evaluation. The data collected can be quantitative or qualitative. There is not a standardized survey used across the board to assess students' counseling needs. The instrument used for the purpose of this study will be a satisfaction survey. A satisfaction survey uses a questionnaire that measures outcomes by offering statements that are rated by the participant on a Likert-type scale.

The role of the school counselor has changed with the times. The Tennessee State Department of Education (1976) reported that an ambiguous definition of the role of school counselors has led to unclear expectations of counselors in Tennessee. A recent mandate by the Southern Association for Schools and Colleges requires that all elementary schools that are members of the association employ counselors (Carter & Spera, 1992). Rye and Sparks (1990) state that counselors originally focused primarily on career guidance and performing administrative duties which did not allow them the time to develop a comprehensive counseling program needed by today's students. A comprehensive program would include areas of academic, career, and personal/social counseling which should be included in a needs assessment (Rye & Sparks; Sears).

Sears (1993) states that school counselors' roles and responsibilities will continue to change as they become more involved in the lives of students. School counselors will offer support and intervention workshops on parenting, drugs, pregnancy, and suicide. They will provide career counseling and assistance in selecting educational and training goals to meet the challenges and compete in a growing global economy (Staley & Carey,

1997). Their roles should be well-defined within the scope of counseling needs, and they should not serve as administrators, substitute teachers, disciplinarians, and clerks (Sears; Keys & Bemak, 1997). Lockhart & Keys (1998) state that school counselors are sometimes the only contact families have with a mental health professional.

A goal of student needs assessments is to provide valuable information to diverse groups. Assessment results can be used by the administrators, community members, parents, and students for evaluation, planning, developing priorities, and/or change of counseling programs. Policymakers can refer to assessments in their formulation of policies and distribution of resources. Teachers and administrators can use assessments to monitor student progress and to evaluate the strengths, weaknesses, and effectiveness of their programs. Assessments are used to evaluate students' needs, to monitor the progress of the counseling program, and to assist students in making informed personal, educational, and career decisions.

Some studies (Brashears, 1985; Morrow, 1995; Scruggs, 1999) indicate that students may have growing counseling needs that are not being identified in the school counseling curriculum. Other studies (Keys & Bemak, 1997; Rye & Sparks, 1990; Sears, 1993; The Tennessee State Department of Education, 1976) indicate that the role of the school counselor is sometimes ambiguous (Schmidt, 1995). A factor may be that administration and staff are unaware of the needs of the students and have not set clear goals for the counseling staff. With this evidence, it is important that continuing, up-to-date research on this topic be conducted to provide administrators and counselors with information on the current concerns and counseling needs of students.

This study will expand on previous research of the counseling needs of high school students. Brashears' (1985) finding is significant in that students expressed a need for counseling services which were not currently available to them. Counseling needs of students may vary in different counseling settings, regions, and school systems and require counseling programs and services that are designed to meet their unique needs (Carter & Spera, 1992; Lewis, 1983). While Brashears' sample was composed of students of Cheatham County (Tennessee) High School, this study will examine the counseling needs of students of Houston County (Tennessee) High School.

Needs expressed by the students should be the major objective of a counseling program and central to its design (Collison, 1982). Marino (1996) recommends that students' counseling needs be assessed every three years. Therefore, it is important to determine the counseling needs of students of Houston County High School as there is no evidence that a formal needs assessment has ever been conducted.

For the purpose of this study, counseling needs will be identified and compared by grade level. This study is similar to a study conducted by Brashears (1985) as it surveys the needs of rural high school students. It is also similar to a study conducted by Russo and Kassera (1989) that assessed and compared the perceived counseling needs of students by academic level in the areas of Educational Counseling, Personal-Social Counseling, and Vocational-Career Development Counseling. It is hypothesized that this study will indicate that there may be varying counseling needs identified by students of different grade levels.

CHAPTER II

METHODS

Participants

Participants were students recruited on a voluntary basis from all homeroom classes at Houston County High School. Students from the Comprehensive Development Classroom (CDC) were not included. This provided a pool of approximately 400 students and allowed each student an equal opportunity of being selected to volunteer. A total of 49 students participated in this study, which included 23 Freshmen, 13 Sophomores, 9 Juniors, and 3 Seniors, and one participant whose survey was excluded because the student failed to identify his/her grade level. This resulted in 48 surveys used for data analysis. Participants included 36 females and 12 males. Forty Caucasians, 2 African-Americans, and 6 participants identified as Other were used in this study.

The researcher gave informed consent forms to teachers of all homeroom classes to distribute to all interested student volunteers to be signed by their parent/guardian. Students who returned permission forms signed by their parent/guardian were given an assent form at the site and time of the study and were allowed to participate.

Instruments

The American College Testing (ACT) Student Needs Assessment Questionnaire (1989) was used in this study to evaluate students' counseling needs.(Appendix A). This questionnaire was developed through literature review, educational expert consultation, previous ACT research studies, and pilot administrations. The instrument offers obvious face and content validity in regard to its use for the purpose of this study (The ACT

Evaluation/Survey Service, 1996). The items presented in the questionnaire are easy to read and the statements pertain directly to high school students. The content of the statements address career, educational, and personal needs which are the focus of the study.

The questionnaire consists of five sections: Section I - Background Information, Section II - Life Goals, and Section III - Individual Growth, Development, and Planning, Section IV - Additional Questions, and Section V - Comments and Suggestions. The questionnaire consists of 90 statements. Section I, Background Information, collects demographic information which will not require participants to furnish any identifying information such as their names, social security numbers, or dates of birth. Section II, Life Goals, consists of 18 statements to assess participants' personal goals on a Likert scale of four responses ranging from *No Importance*, *Little Importance*, *Average Importance*, to *Great Importance*. At the end of Section II, the participant is asked to list three most important life goals. Section III, Individual Growth, Development, and Planning consists of 72 statements divided into three categories: (1) Career, (2) Educational, and (3) Personal needs. These are three areas of student development as stated in *The National Standards for School Counseling Programs* (American School Counselor Association, 1997; Mariani, 1998), Academic Development, Career Development, and Personal/Social Development. This section is designed to measure the degrees of help needed in these areas on a Likert scale of five responses ranging from *Not Important*, *No Further (help)*, *Little (help)*, *Medium Amount (help)*, to *Much More (help)*. The participant is asked to list the three areas in which he/she most wants

additional help following the career area, educational area, and personal area. Section IV, Additional Questions, allows for responses for additional questions created by the researcher. Section V, Comments and Suggestions, provides an opportunity for the participants to list additional needs not reflected on the survey. These two sections were not used to collect data for this study.

Procedures

Written permission for this research was obtained from the superintendent of the Houston County Board of Education and from the principal of Houston County High School. The researcher gave informed consent forms to teachers of all homeroom classes to distribute to all interested student volunteers to be signed by their parent/guardian.

The research was conducted at Houston County High School during the homeroom activity period in the school cafeteria. Students who returned permission forms signed by their parent/guardian were given an assent form at the site and time of the study. The assent form provided information about the study. Students were asked to read and sign it if they wanted to participate. Students who did not wish to participate or who did not have parental permission were allowed to remain in their classroom with the teacher during the study.

Verbal instructions were provided for students with the two (2) signed forms. Participants were given the Student Needs Assessment Questionnaire and a No. 2 pencil. They were instructed not to write their names, social security numbers, or dates of birth on the background information page. They were reassured that their responses were anonymous. Participants were reminded that they were not obligated to participate and

could withdraw from participation at any time without penalty. There was opportunity allowed for any questions or comments. The survey took approximately 25 minutes to complete. Upon completion, participants received a candy bar and were thanked for their time and participation and for their contribution to research.

CHAPTER III

RESULTS

A total of 48 participant responses were used for data analysis in this study. A summary of gender and grade distribution information is presented in Table 3-1. Participants included 23 Freshmen, 13 Sophomores, 9 Juniors, and 3 Seniors that consisted of 36 females and 12 males. There were 40 Caucasians, 2 African Americans, and 6 participants identified as Other. For the purpose of this study, Section III was examined which surveys Career, Educational, and Personal needs. An analysis of variance (ANOVA) using an alpha level of .05 was the method of analysis used to compare mean differences and test for any statistical significance using the F distribution.

An ANOVA was conducted using a mean value of each individual's response for the items of each dimension of the dependent variables. The method for calculating the mean value included assigning each possible response a numerical value: *Not Important* = 1; *No Further* (help) = 2; *Little* (help) = 3; *Medium Amount* (help) = 4; and *Much More* (help) = 5. Response values in each category of Career, Educational, and Personal were totaled and divided by the number of responses. A mean score for the 15 Career responses, the 21 Educational responses, and the 36 Personal responses was calculated for each individual participant using this method. The independent categorical variable was the four grade levels: Freshman, Sophomore, Junior, and Senior.

The results indicated that there was no significant difference in self-reported counseling needs among the four grade levels in Career, Educational, and Personal areas.

Statistical results are presented in Table 3-2. A one-way ANOVA was conducted to test Career responses. The results indicated that there was no significant difference among the four grade levels, $F(3, 44) = .21, p > .05$. Educational responses were tested using a one-way ANOVA. No significant differences among the four grade levels were indicated by the results, $F(3, 44) = .40, p > .05$. A one-way ANOVA was conducted to test for significant differences in Personal responses. The results revealed that there was no significant differences among the four grade levels, $F(3, 43) = .82, p > .05$.

The mean and standard deviation for each scale indicated that participants expressed a moderate need for help in Career, Educational, and Personal areas based on a mean value scale of 1 -5. The Career dimension indicated that Sophomore participants ranked the highest with a mean score of 3.96 ($SD = .74$) followed closely by Senior participants with a mean score of 3.91 ($SD = .85$). Freshman participants had a mean score of 3.85 ($SD = .71$) and Junior participants a mean score of 3.71 ($SD = .78$). The Educational dimension indicated that Senior participants had the highest mean score of 3.90 ($SD = .70$) followed by Sophomore participants with a mean score of 3.79 ($SD = .83$), Freshman participants with a mean score of 3.61 ($SD = .68$), and Junior participants with a mean score of 3.52 ($SD = .72$). The Personal dimension indicated the lowest means scores with Senior participants having a mean score of 3.73 ($SD = .72$), Sophomore participants a mean score of 3.47 ($SD = .88$), Freshman participants a mean score of 3.35 ($SD = .97$), and Junior participants a mean score of 2.93 ($SD = .98$). A summary of these data are presented in Table 3-3.

Table 3-1.

Gender and Grade Distribution

Grade Level	Gender (N = 48)	
	Male	Female
Freshman	10	13
Sophomore	2	11
Junior	0	9
Senior	0	3

Table 3-2.

Analysis of Variance for Freshman, Sophomore, Junior, and Senior High School Groups

Variables	F	p
Career	0.206	0.891
Educational	0.395	0.757
Personal	0.819	0.490

Table 3-3.

Mean and Standard Deviation for Each Scale

Grade Level	Variables		
	Career	Educational	Personal
Freshman			
<u>M</u>	3.846	3.606	3.345
<u>SD</u>	0.706	0.681	0.972
Sophomore			
<u>M</u>	3.959	3.787	3.467
<u>SD</u>	0.737	0.830	0.877
Junior			
<u>M</u>	3.712	3.518	2.932
<u>SD</u>	0.783	0.720	0.978
Senior			
<u>M</u>	3.911	3.904	3.731
<u>SD</u>	0.849	0.702	0.719

CHAPTER IV

DISCUSSION

The results of this study did not indicate a statistically significant difference in self-reported counseling needs among high school students compared by grade levels. The instrument used for the purpose of this study, the Student Needs Assessment Questionnaire, was appropriate as it elicited responses regarding students' career, educational, and personal interests, desires, and needs. The statements were also appropriate as they were straight-forward and easily read.

While there was not a statistically significant difference in needs by grade level, students from all grade levels did express a perceived need for a moderate amount of help in Career, Educational, and Personal categories. There may be several possible explanations for the lack of statistical significance in the results of this study. One explanation could be the small sample size with relatively few volunteers from upper-level classes such as Juniors and Seniors. This small sample size may have effected the reliability of the results. The sample size diminished with each increasing grade level which may indicate the lack of perceived need by the upper-level students.

Suggestions for increasing the sample size of high school student participants include a approach that provides more direct contact with parents of the potential volunteers. Telephone contact could be used to inform parents of the importance of the students' participation and to encourage them to give their parental consent for participation. While this method may be time-consuming, it would increase the chances of more volunteers and receiving parental permission. It would be advantageous if the

researcher were also a counselor at the school where the study is being conducted as this would allow unlimited access to students and parents.

This study indicated a lack of male participation as there were no Junior or Senior male participants and few Sophomore male participants. Previous research has indicated that males were perceived as having more psychological problems than females (Morrow, 1995). Studies also have indicated that students referred for counseling services consisted of more males than females (Lavoritano & Segal, 1992). A possible explanation for the lack of male participation may be that while males may experience more problems and are referred for counseling services more often than females, they may not feel comfortable independently seeking these services. While the results of Collison's study (1982) indicated that senior high school male participants were concerned with issues of how to choose a career, the future, and stress, a possible approach to increase male participation could include activities that focus on such topics of interest. Males may be more likely to participate in projects that are not labeled or identified as counseling services. Male participation in counseling programs may be encouraged by including successful male figures, such as athletes and business leaders who can serve as positive role models.

Another possible explanation for why the students did not express differences in needs in career, educational, and personal counseling services may be because these needs either do not exist or they are being met appropriately. Houston County High School has a relatively small population and the school counselor's open-door policy

promotes access to assistance. These factors may provide opportunity for the school counselor and faculty to identify and provide adequate attention to the students' needs.

Counseling services are for the benefit and utilization of the students. They are most effective when they are structured to address the needs of the students. It is important that students feel that they are part of the decision-making processes that affect their lives. While students who participated in this study did not indicate a significant need for counseling services, it was important that the students were offered the opportunity to express their needs honestly and anonymously. Some students wrote additional comments on the questionnaires expressing that they enjoyed the survey and thought it was a good idea to see how everyone is doing.

Future research could be conducted to monitor and identify the counseling needs of students. A detailed exploration of questionnaire statements may also provide further explanations for the exact needs of students. Techniques to increase male student participation would assist in providing results that more equally represent the needs of both genders. It is also suggested that future researchers attempt measures that will ensure an adequate sample size to render reliable results.

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APPENDIX

STUDENT NEEDS ASSESSMENT QUESTIONNAIRE

DIRECTIONS: Please use a soft (No. 1 or 2) lead pencil to darken the oval indicating your response to each item; DO NOT use any other type of pen or pencil. If you want to change a response, erase your first mark completely and then darken the correct oval.

The information you supply on this questionnaire will be held in confidence. If any question requests information you do not want to provide, feel free to leave the answer blank.

SECTION I—BACKGROUND INFORMATION

Begin by printing the information requested on the lines in block A. Then, in items B and C, write the requested numbers in the large boxes at the top and darken the corresponding

oval under each box. Answer the remaining question (D-O) by darkening the oval matching the **one**, most appropriate answer for each question.

A NAME AND SCHOOL (Please print.) Your Name _____ Your School's Name _____	B SOCIAL SECURITY/ IDENTIFICATION NUMBER <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> </table>																					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C YOUR DATE OF BIRTH <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>Month</th><th>Day</th><th>Year</th> </tr> <tr> <td>0 Jan</td><td></td><td></td> </tr> <tr> <td>0 Feb</td><td></td><td></td> </tr> <tr> <td>0 March</td><td>0</td><td>0</td> </tr> <tr> <td>0 April</td><td>0</td><td>0</td> </tr> <tr> <td>0 May</td><td>0</td><td>0</td> </tr> <tr> <td>0 June</td><td>0</td><td>0</td> </tr> <tr> <td>0 July</td><td>0</td><td>0</td> </tr> <tr> <td>0 Aug</td><td>0</td><td>0</td> </tr> <tr> <td>0 Sept</td><td>0</td><td>0</td> </tr> <tr> <td>0 Oct</td><td>0</td><td>0</td> </tr> <tr> <td>0 Nov</td><td>0</td><td>0</td> </tr> <tr> <td>0 Dec</td><td>0</td><td>0</td> </tr> </table>	Month	Day	Year	0 Jan			0 Feb			0 March	0	0	0 April	0	0	0 May	0	0	0 June	0	0	0 July	0	0	0 Aug	0	0	0 Sept	0	0	0 Oct	0	0	0 Nov	0	0	0 Dec	0	0	D SEX <input type="radio"/> Male <input type="radio"/> Female	E CURRENT GRADE LEVEL <input type="radio"/> 7th Grade <input type="radio"/> 8th Grade <input type="radio"/> 9th Grade (freshman) <input type="radio"/> 10th Grade (sophomore) <input type="radio"/> 11th Grade (junior) <input type="radio"/> 12th Grade (senior) <input type="radio"/> Other/Unclassified <input type="radio"/> Does not apply	F BEST DESCRIPTION OF GRADES YOU HAVE RECEIVED IN HIGH SCHOOL <input type="radio"/> A- to A (3.50-4.00) <input type="radio"/> B to A- (3.00-3.49) <input type="radio"/> B- to B (2.50-2.99) <input type="radio"/> C to B- (2.00-2.49) <input type="radio"/> C- to C (1.50-1.99) <input type="radio"/> D to C- (1.00-1.49) <input type="radio"/> D- to D (0.50-0.99) <input type="radio"/> Below D- (0.00-0.49) <input type="radio"/> Other/Does not apply
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<p>G WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR PLANS FOR YOUR FIRST YEAR AFTER GRADUATING/LEAVING HIGH SCHOOL?</p> <p><input type="radio"/> Obtain a full or part-time job</p> <p><input type="radio"/> Operate a farm or business</p> <p><input type="radio"/> Serve in the armed forces/military</p> <p><input type="radio"/> Care for a home/family</p> <p><input type="radio"/> Attend a vocational or technical school</p> <p><input type="radio"/> Attend a 2-year community or junior college</p> <p><input type="radio"/> Attend a 4-year college or university</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> Undecided</p>	<p>H IN EACH ROW BELOW, INDICATE THE NUMBER OF DIFFERENT ACTIVITIES IN WHICH YOU WERE INVOLVED DURING THE PAST YEAR.</p> <table border="1"> <thead> <tr> <th>0</th> <th>1-2</th> <th>3+</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/> Out-of-class extracurricular activities (band/chorus, forensics, athletics, etc.)</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/> Community activities (hospital volunteer, 4-H, church choir, Boy/Girl Scouts, etc.)</td> </tr> </tbody> </table>	0	1-2	3+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Out-of-class extracurricular activities (band/chorus, forensics, athletics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Community activities (hospital volunteer, 4-H, church choir, Boy/Girl Scouts, etc.)	<p>I FOR HOW MANY HOURS PER WEEK ARE YOU CURRENTLY EMPLOYED IN A JOB OUTSIDE YOUR HOME?</p> <p><input type="radio"/> None or only occasional jobs</p> <p><input type="radio"/> 1 to 5 hours</p> <p><input type="radio"/> 6 to 10 hours</p> <p><input type="radio"/> 11 to 15 hours</p> <p><input type="radio"/> 16 to 20 hours</p> <p><input type="radio"/> More than 20 hours</p>	<p>J FOR HOW MANY HOURS PER WEEK ARE YOU RESPONSIBLE FOR SPECIFIC JOBS (such as child care, lawn care, etc.) IN YOUR HOME?</p> <p><input type="radio"/> None or only occasional jobs</p> <p><input type="radio"/> 1 to 5 hours</p> <p><input type="radio"/> 6 to 10 hours</p> <p><input type="radio"/> 11 to 15 hours</p> <p><input type="radio"/> 16 to 20 hours</p> <p><input type="radio"/> More than 20 hours</p>
0	1-2	3+										
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Community activities (hospital volunteer, 4-H, church choir, Boy/Girl Scouts, etc.)										

<p>K WHICH ONE PHRASE BELOW BEST DESCRIBES YOUR RACIAL/ETHNIC GROUP AS GENERALLY RECOGNIZED BY YOUR FAMILY AND FRIENDS?</p> <p><input type="radio"/> Afro-American or Black</p> <p><input type="radio"/> Native American (Indian, Alaskan, Hawaiian)</p> <p><input type="radio"/> Caucasian or White</p> <p><input type="radio"/> Mexican-American, Mexican Origin</p> <p><input type="radio"/> Asian American, Oriental, Pacific Islander</p> <p><input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> I prefer not to respond</p>	<p>L IS ENGLISH THE LANGUAGE MOST FREQUENTLY SPOKEN IN YOUR HOME?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> I prefer not to respond</p>	<p>M HOW MANY CHILDREN (including yourself) LIVE IN THE HOME WHERE YOU LIVE?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> One</p> <p><input type="radio"/> Two</p> <p><input type="radio"/> Three</p> <p><input type="radio"/> Four</p> <p><input type="radio"/> Five or more</p>	<p>N DO THE FOLLOWING PEOPLE LIVE WITH YOU IN YOUR FAMILY'S HOME?</p> <table border="1"> <thead> <tr> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Mother or stepmother</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Father or stepfather</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Foster parent(s), guardian(s), etc</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Brother(s) and/or sister(s)</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Grandparent(s)</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Other children</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Other adults</td> </tr> </tbody> </table>	YES	NO	<input type="radio"/>	<input type="radio"/> Mother or stepmother	<input type="radio"/>	<input type="radio"/> Father or stepfather	<input type="radio"/>	<input type="radio"/> Foster parent(s), guardian(s), etc	<input type="radio"/>	<input type="radio"/> Brother(s) and/or sister(s)	<input type="radio"/>	<input type="radio"/> Grandparent(s)	<input type="radio"/>	<input type="radio"/> Other children	<input type="radio"/>	<input type="radio"/> Other adults	<p>O HOW LIKELY IS IT THAT YOU WILL COMPLETE HIGH SCHOOL?</p> <p><input type="radio"/> I definitely will complete high school</p> <p><input type="radio"/> I probably will complete high school</p> <p><input type="radio"/> I might not complete high school</p> <p><input type="radio"/> I probably will not complete high school</p> <p><input type="radio"/> I definitely will not complete high school</p> <p><input type="radio"/> I haven't thought about it one way or another</p> <p><input type="radio"/> Other (GED, special program, etc.)</p>
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SECTION II—LIFE GOALS

Eighteen life goals are listed in Part A below; for each goal, darken the oval that indicates how important it is to you to accomplish that goal. In Part B, write the number of the three goals in Part A that are of greatest importance to you.

	This goal is . . . of NO IMPORTANCE to me.	of LITTLE IMPORTANCE to me.	of AVERAGE IMPORTANCE to me.	of GREAT IMPORTANCE to me.	
	0	0	0	0	(1) being the one to supervise and/or lead others
	0	0	0	0	(2) staying physically fit
	0	0	0	0	(3) working with and/or helping people
	0	0	0	0	(4) continuing my education throughout my life
	0	0	0	0	(5) being independent and self-reliant
	0	0	0	0	(6) making a lot of money
	0	0	0	0	(7) creating or performing artistic or literary work (writing, painting, acting, singing, etc.)
	0	0	0	0	(8) being active in my community (civic, political, or other groups/programs)
PART A	0	0	0	0	(9) working with my mind to explore, create, and/or use ideas
	0	0	0	0	(10) traveling and seeing new places
	0	0	0	0	(11) being recognized as an expert or one of the best at something I do
	0	0	0	0	(12) having my own family (getting married, having a long-term relationship, and/or having children)
	0	0	0	0	(13) working with facts, numbers, and/or other data (such as, records, files, etc.)
	0	0	0	0	(14) having time for recreation, relaxation, and leisure activities
	0	0	0	0	(15) practicing my religious/spiritual beliefs
	0	0	0	0	(16) helping to preserve and improve the environment
	0	0	0	0	(17) having a steady, secure job I can always count on
	0	0	0	0	(18) working with things such as machines, instruments, tools, and/or technological equipment

PART B	<p>From items 1-18 above, select the 3 life goals that are MOST IMPORTANT to you. Write the item numbers of those three in the circles to the right.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> </div>
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SECTION III—INDIVIDUAL GROWTH, DEVELOPMENT, AND PLANNING

The three Categories (Career, Educational, and Personal) in this section contain development, planning, and growth items with which you may want some help. Each Category is divided into two parts. In Part A, darken the one oval that matches your feelings about the item. In Part B, write the numbers of the three items in Part A with which you most want help.

		This item is NOT IMPORTANT or DOES NOT APPLY to me.					I want NO FURTHER help with this item.					I want a LITTLE more help with this item.					I want a MEDIUM AMOUNT of added help with this item.					I want MUCH MORE help with this item.				
PART A—Career Development & Planning (Items 1-15)	0	0	0	0	0	1	identifying careers or jobs that fit my skills, abilities, and interests																			
	0	0	0	0	0	2	exploring a number of different careers that might be of interest to me																			
	0	0	0	0	0	3	learning how and where to find good information about different careers																			
	0	0	0	0	0	4	identifying the specific types of jobs in my career interest areas																			
	0	0	0	0	0	5	meeting and talking with people who have jobs or careers of interest to me																			
	0	0	0	0	0	6	understanding how different careers could affect my lifestyle																			
	0	0	0	0	0	7	identifying careers that will not conflict with my personal values																			
	0	0	0	0	0	8	learning about the future demand for workers in career areas or jobs of interest to me																			
	0	0	0	0	0	9	learning more about the training or education necessary for jobs or careers of interest to me																			
	0	0	0	0	0	10	gaining some practical or general work experience																			
	0	0	0	0	0	11	obtaining part-time or summer work while I'm still in high school																			
	0	0	0	0	0	12	finding out how and where to start looking for a job																			
	0	0	0	0	0	13	learning how to apply for a job																			
	0	0	0	0	0	14	learning how to prepare for and what to do during a job interview																			
	0	0	0	0	0	15	finding out what types of jobs will be available locally when I finish high school																			
PART D	<p>From items 1-15 above, select the 3 career areas with which you MOST WANT ADDITIONAL HELP. Write the item numbers of those three in the circles to the right.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; margin: 5px;"></div> </div>																									

SECTION III (Continued)

This item is NOT IMPORTANT or DOES NOT APPLY to me

I want NO FURTHER help with this item

I want a LITTLE more help with this item

I want a MEDIUM AMOUNT of added help with this item

I want MUCH MORE help with this item

0	0	0	0	0	16	better understanding what I read
0	0	0	0	0	17	increasing my reading speed
0	0	0	0	0	18	improving my writing skills
0	0	0	0	0	19	improving my mathematical skills
0	0	0	0	0	20	developing proficiency in a foreign language
0	0	0	0	0	21	developing my ability to speak in front of others
0	0	0	0	0	22	better understanding computers
0	0	0	0	0	23	improving my study skills and study habits
0	0	0	0	0	24	scheduling time to do my homework
0	0	0	0	0	25	better understanding my scores on achievement and ability tests
0	0	0	0	0	26	improving my test-taking skills and strategies
0	0	0	0	0	27	selecting high school courses that fit my plans and goals
0	0	0	0	0	28	getting more help outside of class from my teachers
0	0	0	0	0	29	getting more help from my counselor and/or advisor
0	0	0	0	0	30	becoming more involved in school activities
0	0	0	0	0	31	learning what high school courses are required for jobs of interest to me
0	0	0	0	0	32	learning more about my educational options after high school (vo-tech, college, military, etc.)
0	0	0	0	0	33	choosing the type of educational or training program that will be right for me after high school
0	0	0	0	0	34	learning about requirements for and how to apply to schools I might attend after high school
0	0	0	0	0	35	learning about the types and sources of financial aid for my education or training after high school
0	0	0	0	0	36	learning how to apply for financial aid for my education or training after high school

From items 16-36 above, select the 3 educational areas with which you MOST WANT ADDITIONAL HELP. Write the item numbers of those three in the circles to the right.

○ ○ ○

This item is NOT IMPORTANT or DOES NOT APPLY to me

I want NO FURTHER help with this item

I want a LITTLE more help with this item

I want a MEDIUM AMOUNT of added help with this item

I want MUCH MORE help with this item

0	0	0	0	0	37	budgeting and spending money more wisely
0	0	0	0	0	38	learning how to better manage my time
0	0	0	0	0	39	improving my decision-making skills
0	0	0	0	0	40	setting goals and making plans to achieve them
0	0	0	0	0	41	being more self-reliant (doing things for myself)
0	0	0	0	0	42	learning how to stick up for myself
0	0	0	0	0	43	deciding what I want to do with my life
0	0	0	0	0	44	identifying my personal strengths and abilities
0	0	0	0	0	45	developing more confidence in myself
0	0	0	0	0	46	expressing my own ideas and opinions
0	0	0	0	0	47	getting my parents, teachers, and others to treat me as a responsible, independent person
0	0	0	0	0	48	learning how to do what I think is right even if my friends don't agree with me
0	0	0	0	0	49	getting along with people from different cultures, races, backgrounds, etc.
0	0	0	0	0	50	getting along with my job supervisor and others where I work
0	0	0	0	0	51	getting along with people whose values and opinions are different from mine
0	0	0	0	0	52	learning more about prejudice and how it affects people
0	0	0	0	0	53	learning how to make more friends
0	0	0	0	0	54	handling pressure from my friends or other kids
0	0	0	0	0	55	dealing with kids who give you a hard time if you try to do your best in school
0	0	0	0	0	56	getting my parents or guardians interested in me and what I do
0	0	0	0	0	57	improving the relationship I have with my parents or guardians
0	0	0	0	0	58	getting along with my brother(s), sister(s), and/or other kids who live with me
0	0	0	0	0	59	dealing with major changes in my family (new stepparent(s), death of parent, adoption, etc.)

PART A CONTINUED ON NEXT PAGE.

VITA

Katherine Jo Lewis was born in Houston County on November 1, 1955. She attended Erin Elementary School and graduated from Houston County High School in May 1973. In August of 1996, she received the degree of Bachelor Science in Sociology from Austin Peay State University. While employed as the Health and Nutrition Manager for Highland Rim Head Start in Houston County, she pursued her degree of Master of Science in Psychology - School Guidance and Counseling. She received her Master of Science degree in December 2000. She is presently employed as a School Guidance Counselor at Stuart-Burns Elementary School with the Dickson County School System.