

**ATTITUDES OF SEVENTH, NINTH, AND TWELFTH
GRADE STUDENTS TOWARD THE USE OF
INSTRUCTIONAL TELEVISION IN
GUIDANCE AND COUNSELING**

BY

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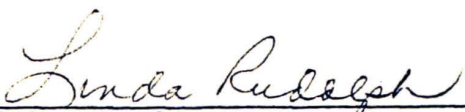
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Presented to
the Graduate Council of
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Psychology


by
Rhonda Jo Ross
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To the Graduate Council:

I am submitting herewith a Research Paper written by Rhonda Jo Ross entitled "Attitudes of Seventh, Ninth, and Twelfth Grade Students Toward the Use of Instructional Television in Guidance and Counseling." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Psychology.


Major Professor

Accepted for the
Graduate Council:


Dean of the Graduate School

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Television as an educational tool has been in use in American school systems for over 25 years. During the early years of research, school systems over the country implemented experimental programming designed to gather data regarding television's effectiveness in education. In 1962, Wilbur Schramm, former director of the Institute for Communication Research Stanford University, compiled the results of 393 experimental comparisons between television and classroom teaching. The data indicated that 255 of the comparisons between televised and classroom teaching did not show significant differences, 83 comparisons showed significant differences favoring televised instructional methods, and 55 studies showed significant differences favoring conventional instructional methods (cited in Chu and Schramm, 1967).

Pflieger and Kelly (1961) summarized the results of data obtained from 200,000 students enrolled in 800 public schools who took part in a three-year national program studying television as an educational tool. Significant differences in favor of televised instruction were found in 119 comparisons, and significant differences in favor of conventional instructional methods were found in 44 of the comparisons. Most of the comparisons showed no significant differences (cited in Chu and Schramm, 1967).

One early study of the effectiveness of educational television was conducted in the Washington County, Maryland school system (Hagerstown Experiment). The goal of this five-year research was to gather information concerning the effectiveness of television instruction in basic subject areas (Buehring, 1959). Reports from the project, on the elementary level, showed higher achievement in television classes than in control classes (Buehring, 1959; Murphy and Gross, 1966). Further, Chu and Schramm, in their 1967 study, compiled the following results regarding the Washington County experiment: (a) achievement was increased in rural schools to a point comparable with urban schools; (b) students who made much progress in regularly scheduled math classes made little progress in reading which was offered on an unsystematic basis; (c) eighth grade general science achievement was two years higher after several years of instructional television than it was before; (d) consistent progress was noted in twelfth grade English which was taught by television.

Kanner (1954), in a study with military basic trainees, found that low-ability students gained more from televised instruction. The high-ability students gained more from face-to-face instruction (cited in Kumata, 1960).

Another study by Holmes (1976) utilized college sophomores as subjects. The purpose of this study was to investigate the effects of television vs. direct observation of instruction.

One subject was taught a mathematical task by direct instructional simulation. The remainder of the subjects learned the same task while watching a videotaped simulation. Holmes (1976) concluded that there was no difference between televised and direct observation of an instructional simulation. Further, the subjects were given an affect measuring scale in which they indicated a preference for direct observation over televised instruction.

Chu and Schramm summarized general findings about instructional television in their 1967 study. Evidence indicated that: (a) children do learn from television; (b) the effectiveness of televised instruction may be lessened by the student's inability to question the teacher; (c) television can be useful in areas in which one-way communication is appropriate; (d) the teacher-pupil contact is missed but not to such a degree as to interfere with instruction; and (e) learning from instructional television and liking the medium are not always equated.

Studies concerning the use of instructional television in secondary guidance services were also a part of early educational television research. Hilliard (1955) expressed a need to bring the home and the classroom closer together, as well as the need to make parents more aware of the need for guidance services. Further, he saw instructional television as a way of accomplishing this goal while also acting

as a vehicle for community understanding of the guidance program.

Tarbet (1954) reported the use of instructional television in several guidance services which aired programs aimed at social behavior, family relationships and career information. Station WPIX in New York City provided telecasts directed at homebound and hospitalized students which provided information regarding jobs for the handicapped (Hainfeld, 1956). No results concerning the effectiveness of the broadcasts were reported.

Guidance services telecasts were also a component of the previously mentioned Washington County, Maryland experiment. Programs regarding college and military information for secondary students, orientation to junior high school for fifth and sixth graders, and personal problems information for junior high students made up this closed circuit programming (Beachley, 1963).

Beachley (1964) summarized results of the Washington County experiment which indicated that televised guidance services had the following effect: (a) students were often reading information about broadcast topics in the guidance office; (b) requests were made for future telecasts; (c) students requested sessions with counselors regarding program topics; (d) career decisions were based on the programming; (e) local colleges which were represented on the programs reported

increased enrollment; (f) a larger number of scholarships were granted to Hagerstown students due to financial aid information given on the shows; and (g) there were indications that students were choosing courses more in line with their vocational interests and achievement. The opinion was expressed by Beachley (1963) that television has potential in guidance but more research is needed. However, the author stated that the effectiveness of instructional television in guidance may be difficult information to obtain due to the "intangible" nature of guidance.

Studies concerning areas specific to guidance and counseling such as testing, information giving, behavioral counseling, career education and community awareness add more information. Fargo, Crowell and Noyes (1966), realizing the need for schools to have a quick and standardized method of identifying students who may need further evaluation, constructed a film designed to test groups of students with the Peabody Picture Vocabulary Test. Results showed direct administration and televised administration to be comparable. The feasibility of producing standardized directions for other tests was suggested by the authors.

A study with adult military personnel was conducted by Dempsey (1977), utilizing Audio-Visual Counseling Assistance (AVCA). AVCA is an audio-visual system devised to provide basic information which is usually given in the counseling

situation. Subjects either viewed AVCA and then met with a counselor, viewed an irrelevant program and met with a counselor, or were subjected to counseling and irrelevant treatments. Dempsey's hypothesis that more counseling would take place with AVCA than without it was supported. The hypothesis that clients in a condition with AVCA would demonstrate more learning was not supported, although all experimental groups did demonstrate more learning than the control group.

Research by McAlister (1977) was directed at production and evaluation of a mass media behavioral counseling program for cigarette smokers. Subjects were given direct counseling, audio-visual counseling assisted by an untrained volunteer, or no treatment. Results indicated that media assisted peer counseling may be effective for this and other types of behavioral counseling.

Armitage (1974) completed a study regarding televised career education for disadvantaged adults. Subjects were interviewed regarding their knowledge of career information and then randomly assigned to view instructional films. Following the viewing, subjects were again randomly assigned to receive either a questionnaire or a complete interview. Comparisons were made between the initial interview and the latter information. The results revealed that the number of job sources listed by viewers did not significantly increase.

A final interview obtained from the experimental and control groups (non-viewers) showed no significant differences between the two groups in terms of increase in job knowledge, attitude change toward jobs, or changes in job seeking behavior.

Dickman and Keil (1977) sought to investigate the effects of a program series regarding alcoholism which was broadcast on educational television. Adults age 18 and over served as the subjects. Results of the telephone survey showed mass media as being more effective than organizational information or person-to-person campaigns in introducing the problem of alcoholism. The programs had more effect in producing awareness than in producing behavior aimed at correction of the problem. The researchers felt that public television may not be effective in disseminating information due to educational television's narrow band of appeal.

Studies giving information particular to the attitudes of secondary school students about instructional television are of central importance in the present research. Findings discussed by Gable (1958) indicated an initial antagonism toward televised instruction at the secondary level which subsided over time. Also, Chu and Schramm (1967) compiled information which supported the view that elementary students and teachers were more accepting of instructional television than were those in secondary school. Results of a study by

Neidt and French (1962) indicated high school students preferred direct teaching over instructional television when the same teacher was available in both instances. The author attributed this effect as being due to the lack of interaction between teacher and student in the televised situation.

The effectiveness of educational television has been studied and debated by educators for as many years as the medium has been in use. Much of the research has yielded contradictory results, but the general consensus is that children do learn from television.

Research into educational television as it applies to guidance has shown both positive and negative results. Educational television in guidance was found useful to the guidance service in Washington County, Maryland, but experimental evidence of television's effectiveness has been mixed.

Students attitudes toward televised instruction have been considered in several studies and, again, contradictory results have been found. Some research has indicated that students preferred direct instruction, while other studies have reported an initial dislike which subsided over time. Kumata (1960) related that student attitudes toward instructional television are of prime consideration, but are not related to learning from the medium. Chu and Schramm (1967), as was earlier stated, compiled data which also resulted in this finding.

Hennes (1967), studying student attitudes toward instructional television, obtained data from 267 sixth graders, 85 tenth graders and 320 college freshmen and sophomores by way of a questionnaire. Findings indicated that attitudes about instructional television were significantly related to attitudes about subject matter and education. The author suggested that attitudes alone should not be considered in making policy decisions as both learning and attitudes are related to other variables, such as the particular situation of the student and the teacher.

Brown (1964) expressed the feeling that obtaining student attitudes by the use of attitude scales would help in assessing the student's general outlook toward instructional television and the subject matter to be covered as well. The author stated this is important because the child's achievement will be affected by his attitude.

As stated previously, the results of studies assessing the value of television as a educational tool have been contradictory. Additionally, there has been very limited study of television in guidance and counseling. Therefore, it is the purpose of the present study to add to the information regarding student attitudes toward instructional television in the hope it will contribute data which will help define the role of the medium in guidance and counseling.

CHAPTER II

METHODOLOGY

Subjects

The subjects in the present study were 80 male and 71 female seventh, ninth and twelfth grade students enrolled in a rural Montgomery County, Tennessee school which houses both junior high and senior high level students. A total of 48 seventh graders, 50 ninth graders and 53 twelfth graders were represented. The students were obtained from required courses. Choice of class sections to be used was based on convenience to the teacher. Responses from a total of 36 subjects (12 from seventh grade, 9 from ninth grade and 15 from twelfth grade) were omitted from the analysis due to errors and omissions in responses to questions.

Instrumentation

The questionnaire used in the study was developed by the present researcher and consisted of 19 questions (see Appendix A). Questions one through three requested information concerning present sources of assistance for students and problem areas in which help from a counselor had been requested. Subjects were allowed to circle as many of the multiple choice answers on these questions as applied to their situation.

The remainder of the questions were multiple choice and covered educational television viewing habits, attitudes toward possible programming and reports from students regarding television as a source of their information. Subjects were asked to select only one answer for each of these questions.

As was previously mentioned, this survey was devised by the present researcher and was used for the first time in the present study. No attempt was made to obtain validity or reliability information about the questionnaire.

Procedure

The present researcher visited each class and gave oral directions regarding the completion of the television survey and an additional questionnaire not included in the present study. Student questions about the survey were answered following the instructions. The length of time needed for most students to complete the survey and the additional questionnaire was approximately 45 minutes.

CHAPTER III

RESULTS

The results of the present study were analyzed by two methods: (a) frequency of response and (b) percentages. Questions 1-3 were analyzed by the frequency of response and questions 4-19 were analyzed by percentages.

Questions 1 through 3 attempted to investigate sources from which students obtained information regarding careers, colleges, developmental problems, and for what problems they had sought the help of their guidance counselor. Subjects were allowed to circle as many answers in these areas as applied to them. Tabulations of the responses were compared in order to determine where students reported they had obtained most of their information and help.

Question one asked for students' sources of information regarding part-time jobs, colleges and careers. The most frequent response was parents as a current source (N=75), followed by friends (N=65), guidance counselors (N=51), teachers (N=43), television (N=23), and other sources which included relatives, newspapers, radio and college representatives (N=12).

Question two differed in that it asked the subjects to name their sources of information helpful in solving developmental problems (e.g., dating, drugs, relationships with siblings). Friends were named most often as a source

(N=83), followed by parents (N=56), television (N=38), guidance counselors (N=23), teachers (N=18), and other sources such as books, magazines, relatives, self and ministers (N=18).

The purpose of the third question was to determine for what problems these subjects had spoken to their guidance counselor. Career information was the most frequent response (N=59), followed by college information (N=39), local job opportunities (N=27), developmental problems (N=13), and school work (N=3). Also, 32 of the subjects reported they had not spoken to the guidance counselor regarding any topic.

The questions numbered 4 through 19 were analyzed by percentage of subjects' responses. Subjects were asked to choose one answer for each question.

Questions 4 and 5 dealt with the educational television viewing habits of the students. Frequency of viewing during school hours (question 4) obtained the following results: 70% reported they never watched educational television during school hours, 17% rarely watched, 10% sometimes watched, 3% often watched and 0% very often watched. Question 5, which dealt with after-school educational television viewing, obtained the following responses: 35% said they never watched educational television after school, 35% rarely watched,

19% sometimes watched, 7% often watched, and 4% very often watched.

Whether or not the subjects had seen programming on the educational television station related to guidance was the subject of questions 6 and 7. Fifty-seven percent of the students reported they had seen programs related to developmental guidance; 43% reported they had not. Forty-three percent reported having seen programs on educational television related to guidance in the areas of careers, college and jobs; 57% indicated they had not viewed such programs.

Students were asked in questions 8 through 11 to anticipate their viewing habits should guidance programming be offered. Question 8 dealt with college and career programs. Results indicated that 6% felt they would watch very often, 22% would watch often, 39% reported they would watch sometimes, 27% said they would watch rarely, and 6% stated they felt that they would never watch such programs. Question 9 asked students to anticipate their viewing habits for telecasts concerned with developmental problems. The following results were obtained: 15% reported that they felt they would watch very often, 20% often, 41% sometimes, 18% rarely and 6% indicated they would never watch.

A variation was made in questions 10 and 11, which asked if the students would watch careers or developmental problems programming if these were only offered during after school hours. The results of question 10 indicated that 4% would watch programs dealing with careers and college very often, 13% often, 31% sometimes, 37% rarely and 15% reported they would never watch. Five percent indicated they would watch programs dealing with developmental problems very often, 20% would watch often, 37% would sometimes watch 30% would rarely watch and 8% reported they would never watch.

Students were asked to decide what telecast time would be best for programs about careers information (question 12) and developmental problems (question 13). The results of question 12 indicated that 31% think weekdays after 6:00 P.M. would be best; 27% felt that weekday afternoons would be the best time. The remaining percentages were divided among seven other choices, none of which were indicated by more than 12% of the students as being the best time. Question 13 obtained similar results: 31% stated weekday afternoons as best; 23% indicated weekdays after 6:00 P.M. as best. Seven other choices were listed, with none being chosen by more than 9% of the students.

Questions 14 and 15 asked students whether or not a television program would give them help they were not receiving

at the present time. Sixty-eight percent thought programming dealing with college and careers information would give them help they were not currently receiving, and 32% thought it would not be of any significant help to them. Forty-five percent of the subjects responded that programs concerning developmental problems would give them help they were not currently receiving, while 55% reported that such programs would be of no help to them.

The students were asked in questions 16 and 17 how they thought a television program in careers (question 16) or a television program about developmental problems (question 17) would influence the number of times they see the counselor. Twenty-seven percent reported they would see the counselor more often than at present, 42% reported they would get some information from the counselor and some from television, 4% said they would not see the counselor at all, and 27% reported television programs of this type would not affect how often they would see the counselor. Twenty percent of the students reported they would see the counselor more often concerning developmental problems, 24% reported they would obtain some information from the television and some from the counselor, 13% indicated they would not see the counselor at all, and 43% reported such a program would have no effect on how often they would see their counselor.

Questions 18 and 19 attempted to identify the students most preferred sources of information. Forty-eight percent of the students reported they would prefer to obtain their information about careers and colleges from the guidance counselor, 30% indicated that they would prefer their parents as a source of information, 14% chose friends as a source, 4% picked sources such as books, employed people and college representatives, 2% preferred teachers and 2% chose television. Thirty-six percent would choose friends as preferred source of information concerning developmental problems, 34% would select parents, 18% would see the guidance counselor, 5% would choose television, 5% preferred such sources as books, siblings, magazines or themselves, and 2% would choose teachers as a source.

Results of this study, in general, indicated that these students do not often use educational television as an information source, nor do they regularly watch educational television. The data suggest that an instructional broadcast related to careers, college and part-time jobs may be more acceptable to these subjects than telecasts directed toward developmental problems.

CHAPTER IV

DISCUSSION

The results of the survey, in general, lend support to the evidence presented in earlier studies that students have an initially antagonistic attitude toward instructional television. This finding is reflected in the answers to inquiries regarding viewing habits which showed that 70% of the students rarely if ever watched educational television after school, and also in the low percentage of students who reported they would watch guidance programming with any regularity if it were offered. The large number of students (87%) who declared they rarely if ever watch instructional television during school hours reflects the fact that the medium is not currently in use in the school from which the sample was taken..

Notable differences were discovered between students' present sources of information. Parents were chosen most often as a source for career, college and part-time job information, while friends were stated as the primary source for information concerning developmental problems. It is interesting to compare these results to the questions asking students to choose from which source they would most like to obtain information. Guidance counselors were the choice of 48% of the students as the ideal source for career and college

information. Friends (36%) and parents (34%) were most often picked as sources for developmental problem information.

Television was chosen by no more than 5% of the students as an ideal source for either career or adjustment information.

It should be noted that one question suggested an area worthy of further investigation. A large percentage of students (68%) responded that an educational television show would give career and college assistance which is not now being received. Viewing these results in terms of grade levels is more revealing: 81% of the seventh graders responded in the affirmative, as did 66% of the ninth graders and 58% of the twelfth graders. The responses to this question when considered with students stated ideal sources of help tends to indicate that although television is not seen as an ideal information source which students would choose, it would offer them help which they feel is not being given at the present time. One factor must be taken into account when considering this finding. At differing times throughout the year, groups of seventh grade students take part in a six-week guidance class which, in the main, deals with career education. Thus, the high percentage of seventh grade subjects which declared an educational television program related to careers and college information would give help they do not receive now may be, in part, due to an increased awareness brought about by this exploratory class.

There were several limitations to the present study; the first and greatest being the lack of information regarding reliability and validity of the questionnaire. A second limitation is related to the subjects participating in the present research. All students lived and attended school in a rural area. This researcher did not attempt to obtain responses from urban or suburban students.

A third limitation is inherent in the questionnaire itself. The format should have required students to circle one response only for each question. Allowing multiple answers to some questions and single responses to others caused some confusion.

The present researcher would recommend the following to be considered in any subsequent investigation of this area. First, the value of an attitudinal study in instructional television is debatable. While student attitudes are deemed important by researchers, it has also been shown that learning from television is not related to liking it (Chu and Schramm, 1967; Kumata, 1960). Second, an experimental design should be utilized in further investigation. Students could be exposed to one of four conditions: videotaped programs, direct instruction by a guidance counselor, instruction by both a guidance counselor and the broadcast materials, or no treatment.

Pre- and post-treatment attitude scales could be given. Data cataloging students visits to counselors could maintained for a period before, during and after treatment in order to determine whether frequency of visits increase, decrease or remain the same during the experiment. Data from such research may assist in establishing the effects of a televised guidance and counseling program, while also indicating students' attitudes toward the medium both before and after instruction.

The present research brings up another and perhaps more central issue. Does instructional television contribute to the discipline of guidance and counseling? As was earlier mentioned, Catherine Beachley (1964), then Supervisor of Guidance for the Board of Education of Washington County, Maryland, summarized results of the Hagerstown study which pointed to success in the use of instructional television in guidance. Also, even though students in the present research were more inclined not to get information from instructional television, they did see it as a possible source for some information they are not receiving now. Perhaps this indicated an application of instructional television in guidance and counseling which experimental evidence could help to determine.

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APPENDIX A:

Attitudes Toward Televised
Guidance and Counseling

STUDENT SURVEY

INSTRUCTIONS

By answering the following questions, you will be helping me to finish requirements for a masters degree at Austin Peay State University. Your cooperation is very much appreciated.

Please answer all questions as honestly as possible as they apply to You.

Please complete all information blanks below. Your name is NOT required, please DO NOT put it on ANY sheets. Thank you.

Grade _____

Female Male (Circle one)

Answer the following as they apply to you.

1. I get information I need about part-time jobs, colleges and careers from the following sources (circle any that apply):

A friends
B parents
C guidance counselor

D teachers
E television
F others, please list

2. I get information I need about areas of concern to teenagers (such as dating, getting along with brothers and sisters, drugs) from the following sources (circle any that apply):

A friends
B parents
C guidance counselor

D teachers
E television
F others, please list

3. I have gone to my counselor for help with the following (circle any that apply):

A career information
B college information
C local job opportunities
D areas of concern to teenagers
such as dating, drugs, getting
along with brothers and sisters

E I have not spoken to the
counselor about any topic
F others, please list

For the following questions, (4-19) circle the ONE answer that most applies to you. Circle only one answer for each question.

4. I watch the educational television station during school hours:

a	b	c	d	e
Very	Often	Sometimes	Rarely	Never
often				

5. I watch the educational television station after school hours:

a	b	c	d	e
Very	Often	Sometimes	Rarely	Never
often				

6. I ^a (have seen) ^b (have not seen) programs about problems of concern to teenagers (such as dating, drugs, getting along with brothers and sisters) on the educational television station.

7. I ^a (have seen) ^b (have not seen) programs about local jobs, careers or college information on the educational television station.

8. If a program about careers, college information or local jobs were on educational television, I would watch it:

^a	^b	^c	^d	^e
Very often	Often	Sometimes	Rarely	Never

9. If a program about concerns to teenagers (such as dating, drugs, problems with brothers and sisters) were on the educational television station, I would watch it:

^a	^b	^c	^d	^e
Very often	Often	Sometimes	Rarely	Never

10. If a program about careers, college information and local jobs was shown only during after school hours, I would watch it:

^a	^b	^c	^d	^e
Very often	Often	Sometimes	Rarely	Never

11. If a program about concerns to teenagers (dating, drugs, problems with brothers and sisters) was shown only during after school hours, I would watch it:

^a	^b	^c	^d	^e
Very often	Often	Sometimes	Rarely	Never

12. The best time for a program about careers, college information and local jobs to be shown would be:

- | | |
|-------------------------|----------------------|
| A weekday afternoon | E Saturday night |
| B weekday after 6:00 PM | F Sunday morning |
| C Saturday morning | G Sunday afternoon |
| D Saturday afternoon | H Sunday night |
| | I other, please list |
-

13. The best time for a program about concerns of teenagers (dating, drugs, problems with brothers and sisters) to be shown would be:

A weekday afternoon	F Sunday morning
B weekday after 6:00 PM	G Sunday afternoon
C Saturday morning	H Sunday night
D Saturday afternoon	I other, please list
E Saturday night	

14. A television program about careers, job opportunities, and college information:

A would give me help I'm not receiving now.
 B would not be of any real help to me.

15. A television program about concerns to teenagers (such as dating, drugs, getting along with brothers and sisters):

A would give me help I'm not receiving now.
 B would not be of any real help to me.

16. A television program which covered careers, local jobs and college information would probably influence me to:

A see my counselor more often than I do now.
 B get some information from my counselor and some from television.
 C not see the counselor at all.
 D would have no effect on how often I see the counselor.

17. A television program which covered concerns of teenagers (such as getting along with parents, drugs, getting along with brothers and sisters) would probably influence me to:

A see my counselor more often than I do now.
 B get some information from my counselor and some from television.
 C not see the counselor at all.
 D would have no effect on how often I see the counselor.

18. If I could get career, college and job information from any source I wanted to, I would get it from:

A friends	D teachers
B parents	E television
C guidance counselor	F other, please list

If I could get help with problems of concern to teenagers from any source I wanted to, I would get it from:

A friends
B parents
C guidance counselor

D teachers
E television
F other, please list
