

**A NEEDS ASSESSMENT AND EVALUATION
OF THE BROOKS COMPOSITE HIGH SCHOOL
GUIDANCE PROGRAM**

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A One-Credit Project
Submitted to the Faculty of Education
of The University of Lethbridge
in Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA

May, 1993

ABSTRACT

It has been determined that a guidance and counselling department must be an integral part of the educational process in secondary schools. The goals of a guidance and counselling department have been constructed to assist students in effectively dealing with the educational, career, and personal/social issues that they face.

To be effective, guidance and counselling departments must take a team approach and work with students, parents, teachers, counsellors, school administrators, and representatives of community agencies to ensure that the programs and services being offered are effective.

To determine the effectiveness of a guidance and counselling department, it is recommended that this department administer needs assessments and evaluations at regular intervals to determine if the students' needs are being recognized and addressed. That is the purpose of this study.

The needs assessment and evaluation addressed students' concerns about the guidance and counselling department at Brooks Composite High School. Section A discussed the students' perceptions about the knowledge, approachability, and availability of the guidance and counselling department. In Sections B, C, and D, the students evaluated the importance of the services being offered, and then the students rated the performance and delivery of these services. Section B discussed the educational services being offered. Section C

dealt with the career services being offered, and Section D examined the personal/social services being offered.

Detailed analyses of the results revealed that there was a positive relationship between the actual and perceived roles of the counsellors and the guidance and counselling department. The department is seen to be meeting students' needs in availability, awareness, approachability, and appointment scheduling.

From the same analysis, it was concluded that students see a need for improvement in two major areas. Firstly, students saw a need for improved access to counsellors during scheduled class time. Secondly, it was apparent that many students were unaware of the full spectrum of services offered by the guidance and counselling department.

Students perceived their greatest needs from those services listed in the educational section followed by the career, and personal/social sections respectively. In fact, other than in individual personal counselling, students did not rate the personal/social section as an important program component when compared with the education and career sections.

Administrative tasks such as registration, post-secondary information, graduation requirements, program planning, and credit records ranked highest respectively. Furthermore, the students confirmed that counsellors do well in these

activities. Thus, students clearly perceived counsellors in the traditional role of performing school-related administrative tasks.

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CHAPTER I.

THE PROBLEM

INTRODUCTION

Often the initial reason a student seeks counselling revolves around course selection and career decisions. With further examination on the part of the guidance counsellor through empathic listening, questioning, and collaboration with administration and staff, however, it is often disclosed that a more intricate problem is at the base of this unanticipated interest in career planning. In such cases, more intense personal and group counselling is made available to the student by the counsellor or an appropriate outside agency.

The majority of students, however, rarely have contact with a counsellor unless it deals specifically with program or post-secondary planning. It is these "invisible" students who are the focus of this study. To meet the needs of all students more fully, the Guidance and Counselling Department at Brooks Composite High School determined that it would be necessary to survey the students themselves as to their needs and how well these needs were being met by the Guidance and Counselling Program. It was hoped the results could be carefully analyzed to redirect and improve the counsellors' efforts and roles where necessary, to phase out irrelevant programs, and to introduce new programs where required by the students. The way in which the department chose to gather

information paralleled the experience of John Holland who is quoted by Collison (1982) as saying, "If you want to know what a kid wants to do, then walk up and say, 'Kid, what do you want to do?'"

RATIONALE

With increasing fiscal restraints and societal expectations on the entire school system, it has become a necessity from both a professional and managerial perspective for counsellors to address the perceived needs of students and to evaluate their effectiveness in meeting these needs. We must specifically determine what it is that counsellors should and can do to answer students' concerns if we are to make the most effective use of our limited time and resources. As professionals in the field of education, we are continually faced with increasingly difficult priorities, and it is through needs' assessment instruments that we can best set up our programs to reflect the needs of students.

In 1981 The Report of the Task Force on School Counselling and Guidance in Alberta recommended that school systems offer a comprehensive program in guidance and counselling. In order to deliver this program, it was recommended that a local assessment of guidance and counselling services be undertaken to identify needs of various client groups, particularly student needs. As well, the Canadian Guidance and Counselling Association (C.G.C.A.)

endorsed the basic premises of The Report of the Task Force on School Counselling and Guidance in Alberta.

As a result of the recommendations of the task force on school counselling and guidance in Alberta, two documents were produced in October of 1984, Guidance and Counselling Services in Alberta Schools and Career Education. Guidance and Counselling Services in Alberta Schools strongly recommended that systematic student needs assessments and evaluations take place at regular intervals.

THE PURPOSE OF THIS STUDY

The purpose of this study is to determine which needs the students of Brooks Composite High School perceive as important for the guidance and counselling department to deliver. In addition, the study will determine how well the services are currently being delivered.

HYPOTHESIS

The Null Hypothesis states that there will be no significant differences between the services currently provided by the Guidance and Counselling Program and the perceived needs of the students of Brooks Composite High School.

QUESTIONS GUIDING THE STUDY

This study will attempt to determine if the Guidance and Counselling Program is meeting the perceived needs of the students at Brooks Composite High School. The following questions will be addressed in this study:

1. What are the perceived needs of the students at Brooks Composite High School?
2. Does the current Guidance and Counselling Program at Brooks Composite High meet the perceived needs of the students?

LIMITATIONS OF STUDY

There are several limitations to this study:

1. There are limitations to survey questionnaires because of participant bias and tendency.
2. The students are the only group to be surveyed. Identification and recognition of the needs of other groups, such as teachers, parents, administrators, counsellors, and the community, are not included in this study.
3. The chief researcher is a member of the guidance and counselling department.

ASSUMPTIONS

There are assumptions that underlie this study. First, it is assumed that the participants will answer the questionnaire with thought and honesty. Second, their answers will reflect the actual student needs as well as their impressions on the level of services currently being offered.

DEFINITION OF TERMS

There are several terms that must be defined:

1. Need: Kaufman (1972) defined an educational need as "a measurable outcome discrepancy between what is and what

should be" (p.49). In this paper, the term "need" is used to mean a condition among members of a specific group (students) that reflects an actual lack of something or an awareness that something is lacking.

2. Guidance and Counselling: These terms are related but not synonymous. The terms refer to distinct functions and activities.

A. According to Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984), guidance is an instructional process that has specific content and is group-oriented in approach. Guidance activities are intended to provide structured learning experiences for all students. Guidance has a developmental and preventative orientation as well as a service and program orientation. The program orientation is addressed through the Career and Life Management (CALM) curriculum. It is the intent of guidance to equip a student with knowledge, skills, and strategies to deal with certain tasks, challenges, or issues as an individual progresses through school.

B. According to Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984), "Counselling is intended to assist students with specific personal and/or social difficulties or particular educational or career issues. Counselling services may be developmental, preventative and/or crisis oriented" (p. 12).

3. According to Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984), "Needs Assessment is defined as the process of ascertaining and documenting the discrepancy between "what is" and "what should be". The product of this process shall be a needs statement identifying, listing and describing the present level of the services ("what is"), the desirable goals of the services ("what should be") and the difference between the two" (p. 31).

SUMMARY

Guidance and counselling programs have been an established part of school systems for many decades and have often been the subject of criticism. Long before the latest fiscal restraints, there has been much concern about the future of guidance services. With the current emphasis on financial accountability, many educational programs in Alberta are under scrutiny and in fear of being down-sized or eliminated. In many cases it appears that the only programs that will survive are those that can be justified by identifiable and measurable criteria. It is, therefore, crucial that guidance counsellors regularly conduct a needs assessment and evaluation of their programs.

Accountability to others is certainly not the most important reason to evaluate. Most guidance counsellors cite the improvement of guidance programs as the primary purpose. According to Blocher and Rapoza (1972), "professional practice

can only improve where accurate and immediate feedback is available" (p. 107). This feedback can then be used to ensure that the programs being offered do in fact meet the perceived needs of the students.

CHAPTER II.

REVIEW OF THE LITERATURE

Introduction

Most counsellors would agree that school guidance and counselling programs are vital, dynamic services established to meet the needs of students in today's rapidly changing society. At times, counsellors report being quite overwhelmed and strained in attempting to meet all the needs others (students, staff, administration, central office, parents) have for their services. For this and many other reasons, it is extremely important that students' needs be prioritized. In order for a guidance and counselling program to be effective, it is necessary that the students routinely complete a needs assessment to determine what they perceive as their specific needs.

With the ongoing cutbacks in educational funding, many programs are currently being subjected to careful examination as to their relevancy and need. In current literature, many authors question the future of guidance and counselling in our schools. These debates and inquiries have led to much discussion about how school counsellors can best serve their students, teachers, parents, and administrators. One method to ensure that guidance and counselling services are relevant to students' needs is to complete a needs assessment and evaluation at regular intervals.

Developing School-based Guidance and Counselling Programs in Alberta Schools (Alberta Education, 1990) explains that a needs assessment and evaluation allow the guidance and counselling department to identify and prioritize the services currently offered in the school and to offer direction in terms of program services currently needed in the school. As well, it assists in determining the role and responsibility of the counselling person(s) in the school.

Rationale For Guidance and Counselling Services in Schools

The complexity of today's society has encouraged educational policy makers to recognize a need for effective and comprehensive guidance and counselling services in schools. Research into the pressing need for such services in Canada began in 1980 with a Position Paper on School Guidance Services (Canadian School Trustees' Association, 1980). The changing dynamics of the family unit; the expanded role of career education; the increased number of troubled students within the schools; the abuse of alcohol and/or drugs; and an increase in the awareness of an individual's personal responsibility for health and well being are just a few reasons cited for the introduction of developmental and preventative guidance and counselling services. The Report of the Task Force on School Guidance and Counselling in Alberta (Alberta Education, 1981) supports the need for comprehensive guidance and counselling services in schools. Further, a Position Paper on Guidance and Counselling Services in Canada

(Canadian Guidance and Counselling Association, 1982) indicates a need for a guidance and counselling policy which ensures access to comprehensive guidance and counselling services to all Canadians. The position paper describes the services that should be available and establishes guidelines for operating practices.

One of the recommendations from The Report of the Task Force on School Guidance and Counselling in Alberta (Alberta Education, 1981) was that Alberta Education should assume a leadership role to ensure that adequate guidance and counselling services exist in all Alberta schools. As a result, Alberta Education "recognizes that guidance and counselling is an integral component in the total education of young people", and, therefore, "guidance and counselling services should help students perform to their full potential in school, and ultimately to make a positive contribution to society" (Alberta Education, 1984, p. 48).

These developments have provided a window of opportunity for educating policy makers about the components which comprise comprehensive school guidance and counselling programs and the appropriate role of school counsellors. Within this promising environment, however, there is also an escalating emphasis placed on program accountability, which is inevitably linked to budget constraints and educational cutbacks. Thus, it is clear that guidance and counselling program development must be guided by systematic planning and

proven practices which include needs assessments, clearly written role descriptions, and evaluations.

The Goals of School Guidance and Counselling Services

Before an effective assessment of counselling and guidance can be conducted, the goals of guidance and counselling services must be examined.

According to Guidance and Counselling Services in Alberta Schools (1984), the goals of guidance and counselling programs are as follows:

1. to assist students to relate effectively to others
2. to assist students to maximize their academic potential
3. to assist students to acquire the knowledge, skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work
4. to assist students to cope more effectively with personal problems which impede educational achievement, career development, and personal and/or social growth
5. To provide information regarding available educational and treatment services for exceptional students.
6. To request the assistance of teachers, administrators, and parents in the identification

of personal, social, and intellectual needs of students (p. 13).

It is suggested that these goals be met through a proactive, preventative, and developmental approach with the intention of reaching as many students, parents, teachers, and administrators as possible. In this context, the counsellor becomes a catalyst, a sharer of information and ideas, and a provider of materials. To be most effective, the guidance and counselling program should be delivered through a team approach in which the principal, counsellor(s), teachers, parents, students, and representatives of community agencies have some part to play (p.13).

**Requirements of a Comprehensive
Guidance and Counselling Program**

The effectiveness of guidance and counselling programs is based upon four fundamental assumptions: namely, the program must be independent, integrative, developmental, and equitable.

Borders and Drury (1992) state that guidance and counselling is a "distinct, comprehensive program" (p. 488) rather than an add-on service. Like other educational programs, its curriculum is based on a philosophy which coincides with the Goals of Basic Education for Alberta (1978). The manual, Guidance and Counselling Services in Alberta Schools (1984), provides specific student competencies or outcomes, program goals or objectives, intervention

strategies to assist students in meeting those objectives, and materials and resources to assist in program development and evaluation. With the aid of this manual, many school districts have created comprehensive guidance and counselling policies. At the school level, many guidance and counselling teams have used the manual to create role descriptions for school counsellors, to set goals and objectives, and to perform effective evaluations of the services provided.

According to Guidance and Counselling Services in Alberta Schools a guidance and counselling program is an "integral component" of the total education program (Alberta Education, 1984, p. 7). Accordingly, guidance and counselling programs are intended to be a "vital, dynamic part of a school's total educational program rather than an add on service" (Guidance and Counselling Services, 1984, p. 10). Although the program has its own distinct goals, its underlying purposes are to facilitate the instructional process and students' academic success (Myrick, 1987).

As an integrative program, guidance functions are infused into all areas of the traditional curriculum as well as some specific classes. For example, communication skills are infused into the language arts curriculum; critical thinking skills are infused into the science and math curriculum; and career guidance can be infused into all traditional curriculum areas. As well, some curriculums such as Career and Life Management 20 and the health curriculums at the elementary and

junior high level specifically and purposefully address many group guidance functions.

Integration also promotes a team approach to guidance and counselling services. The team includes counsellors, students, administration, teachers, parents, and community agencies.

According to current literature (Guidance and Counselling Services in Alberta Schools, 1984; Borders and Drury, 1992) effective guidance and counselling programs must be developmental in nature.

These theories (Piaget, Erikson, Loevinger, Kohlberg, Gilligan, and Selman) describe sequential, hierarchical stages of functioning in the various developmental domains. A developmental program is designed to help students cope with normal developmental tasks that characterize each developmental stage. The program vigorously stimulates and actively facilitates the total development of students, including their personal, social, educational, and career development. (Borders and Drury, 1992, p. 488)

More specifically, Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984) states that it is the intent of guidance to equip a student with the knowledge, skills, and strategies to deal with certain tasks, challenges, or issues as he or she progresses through school.

The fourth assumption for effective guidance and counselling programs is that the programs should serve all students equally (Guidance and Counselling Services in Alberta Schools, 1984; Keeping the Options Open: Recommendations, 1986; Gerstein & Lichtman, 1989; Myrick, 1987). All students

refers to those which are exceptional, gifted and talented, average, atypical, boys, girls, handicapped, low-achieving, and other "special" students in the school. According to Borders and Drury (1992), this means that all students experience equal access to counsellors, the guidance program, resources, and all other services provided either directly or indirectly by the guidance and counselling department.

The Roles and Functions of the Counsellor

School guidance and counselling programs are divided into three broad categories--educational, career, and personal and/or social. According to Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984), educational services include assessment of educational progress and academic ability, facilitation in the transition from one school or grade to another, assistance in overcoming handicaps, program planning, course selection, provision of post-secondary information, and provision of information about school.

Career services include assessment of interests and aptitudes, provision of information about the world of work, and assistance in relation to the students' educational and career plans to students' abilities, achievements, interests, values, attitudes and goals.

Personal and/or social services include provision of, or referral to, services which help students develop positive attitudes toward themselves and cope more effectively with

behaviours which may interfere with their school progress and personal relationships.

In addition, the responsibilities of a counsellor include counselling, coordinating, and consulting. Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984, p. 24) lists counsellor responsibilities as follows:

- group guidance and individual counselling of an educational, career, and personal/social nature
- acting as a resource person to teachers in the delivery of affective education to students
- acting as a resource person to teachers in the teaching of specific themes
- group and individual testing of interests, aptitudes, abilities, and achievement
- consulting with parents, administrators, teachers, and community agencies
- liaison with feeder schools and post-secondary institutions
- securing, maintaining, and distributing current information in education, career, and personal and/or social areas
- sharing professional expertise with staff, parents, and community
- involvement and participation in research and follow-up activities related to the school program

- promotion of tolerance and understanding through the breakdown of bias, discrimination, and stereotyping

Miller (1988) conducted a study to determine which functions counsellors in excellent schools saw as important to their counselling programs. Thirty-four original items were identified with eight emerging as the most important functions. These included career assistance, coordination, counselling and consultation, professional development, educational planning, organization, assessment, and discipline. The rank ordering of the functions differed depending on specific grade levels. For example, the elementary school counsellors rated counselling and consultation and professional development higher than did either the middle school or secondary school counsellors. Secondary school counsellors rated career assessment and educational planning higher than did either the middle school or the elementary school counsellors. None of the factors was considered exclusive to middle schools only (p. 92). Studies such as this can help counsellors develop appropriate functions for their schools.

The Perceived Role of The Guidance Counsellor

Another very important reason to regularly complete a students' needs assessment is to clarify the actual role of the guidance counsellor. Since students are the primary recipients of counsellors' assistance, their own reports of

how they perceive counsellors may be necessary to develop program objectives which respond to the students' needs (Hutchinson & Reagan, 1989). Students tend to view the functions which are emphasized most by counsellors as being those that are most important. The kinds of experiences students have actually had with counsellors also influence their perceptions (Hutchinson & Reagan, 1989; Van Riper, 1971; Wells & Ritter, 1979). For example, if the students' primary contact with counsellors revolves around course scheduling, they will perceive that function to be a major dimension of counsellors' roles. Obviously, then, guidance counsellors will have to take an active part in clearly establishing their roles if they want students to see them fulfilling the functions that are most important.

Hutchinson and Reagan (1989) reveal that students often view counsellors in extremely general terms. Thus, the term "counsellor" becomes quite generic in that the services which are provided vary greatly in quality and quantity. Students who have not utilized the services of a counsellor often perceive counselling less favourably than those who have utilized the services (Gelso, Brooks, & Carl, 1975; Hutchinson & Reagan, 1989). In a study by Peterson and DeGracie (1983), students who have been in personal contact with a counsellor at least once during a year are more positive about the role of the counsellor with regard to personal, academic, and career counselling. As well, the study reveals that students

perceive counsellors as spending most of their time on registration of students, academic and vocational concerns, and personal counselling respectively. The students believe that counsellors should spend the greatest amount of time on individual personal counselling.

Current literature provides suggestions for improving the perceived image of school guidance and counselling services. Hohenshil (1981) stresses the need for counsellors to establish a clearer role and function in their school. Miller (1988) cites an article by Sheeley that also stresses the need for counsellors to establish clear roles and functions of their responsibilities. Herr (1984) emphasizes the need for counsellors to become more assertive about their successes and to demonstrate their areas of proficiency. A study conducted by Peer (1985) reveals the need for counsellors to develop written goals and plans which clarify their program responsibilities, directions, and evaluations. To ensure an accurate perception of the guidance and counselling department, it is necessary to have a clearly defined role description, which is based on timely needs assessments. This in turn must be followed by regular evaluations.

The Purposes of Needs Assessments and Evaluations

According to Guidance and Counselling Services in Alberta Schools (Alberta Education, 1984), the first step in the process of examining guidance and counselling services, with an idea of making worthwhile changes, is to use an instrument to assess the needs of those who use the provided services. Needs assessments add relevancy to the guidance and counselling services in schools. It is important that the members of the guidance and counselling services team be responsive to the specific needs of students and others with whom they interact.

A needs assessment promotes interest in program development and demonstrates the need for improvement. In addition, it provides a data base for the evaluation of ongoing guidance program modules and for the development of new activities. Depending on the results of the assessment, ongoing activities can be maintained, modified, or eliminated from the program and new activities can be developed and implemented (Stiltner, 1978; Rimmer & Burt, 1980).

A needs assessment is also a method for involving students in setting goals and priorities for the counselling program. Students gain information regarding the school counsellor's functions and make suggestions as to the direction of the guidance and counselling program. Consequently, students can have a direct role in program planning and development.

Because of the dynamic character of the society in which we live, a review of student, school, and community needs should be conducted on a regular basis to respond to the ever changing situations.

Program evaluations are conducted to improve the effectiveness of counsellors and guidance programs by contributing to the attainment of goals and purposes (Shertzer & Stone, 1976; Rimmer & Burt, 1980). Needs assessment techniques are an integral part of educational planning and evaluation that can be used by school counsellors to plan effective guidance programs and to evaluate on-going activities. They are conducted to establish program goals based on the skills of the counsellor and on the needs of the students.

Summary

Counselling and guidance programs have been an established part of school systems for several decades, but even these programs are the subject of recent criticism. Long before the latest fiscal restraints, there was much concern about the future of guidance services. It seems that the only programs that can survive are those that can be measured by "justifiable" criteria. Accountability to others, however, should not be the only reason to complete needs assessments and evaluations. Most experts cite the improvement of guidance programs as the primary purpose. "Professional practice can only improve where accurate and immediate

feedback is available." (Blocher & Rapoza, 1972, p.107). Evaluation is important for job security, professional improvement, and positive self-esteem for all counsellors.

Counsellors must learn to think of an evaluation as a tool to help them, rather than hurt them. If counsellors can prove through evaluations that their programs are having a positive effect, they will have made counselling less vulnerable to attacks by critics and will have more confidence in their own professional ability. If there are negative results from such evaluations, counsellors' subsequent efforts to improve their programs will not only better serve the students but will also show employers that a sincere effort to improve is in progress.

All staff members have responsibility for the educational, personal, and social development of students. Implementation of guidance and counselling services is not the sole responsibility of the counsellor but involves the participation of other school staff members. The establishment of guidance and counselling services should provide a common set of expectations and clear understanding for students, parents, administrators, counsellors and teachers. In formulating the expectations of guidance and counselling services, the input from the above individuals should be obtained and clearly communicated to all concerned. The concept of services implies that guidance and counselling activities be identified, organized, implemented, and

evaluated in relation to the needs of the client groups. It must be emphasized that students' needs are of primary concern.

CHAPTER III.

RESEARCH DESIGN

General Method

The questionnaire was used as the primary instrument in this study to:

1. Systematically evaluate the existing guidance and counselling program at Brooks Composite High School; and
2. Identify the needs of the students that the Brooks Composite High School Guidance and Counselling Program is designed to serve.

Research Population

One hundred nine students from Brooks Composite High School were randomly chosen from a total population of 553 students. Thirty-eight of the students were in grade ten, thirty-four of the students were in grade eleven, and thirty-seven of the students were in grade twelve. These numbers were a proportionate representation of the total student population from each grade level.

Fifty-four of the respondents were female, and fifty-five of the respondents were male. At the time of the survey, there was a higher proportionate number of males attending Brooks Composite High School; therefore, the chosen sample reflected the population.

Instrumentation

A questionnaire was developed containing 91 questions. The questionnaire was divided into four sections. In Section A, the first five questions solicited information regarding personal data: grade level, studies level, sex, years in attendance, and number of contacts with the guidance counsellor during the year to date. Questions six through eleven were on a five-point Likert scale and asked general information about the guidance counsellors and the program. The questions in Sections B, C, and D solicited information regarding education, career, and personal and/or social counselling.

Frequency responses were calculated for each item using StatView II. A percentage for each of the response categories was also calculated.

Information from three documents was used to develop the survey questions. Some of the questions were taken from the questionnaire, Guidance Services Needs Assessment, which was administered in the Foothills School Division No. 38 in 1988. Additional questions were derived from a questionnaire, Guidance and Counselling Needs Assessments and Monitoring Instruments "How, Why and What" To Use, administered by Edmonton Public School Board in 1989. Additional questions were generated based on objectives in Guidance and Counselling Services in Alberta Schools.

Pilot Study

To ensure content validity in the survey instrument, the questionnaire was administered to two school-based administrators, a guidance counsellor, and a classroom teacher. There were no recommended changes. The questionnaire was then administered to a class of fifteen students. It was determined that many grade ten students were unaware of some of the services provided by the guidance and counselling department. As a result of the pilot study, the last response category for the question, "How well is this service currently performed" was changed from "Service is not provided" to "Not Aware of Service".

Data Collection

In Section A, questions one through five revealed personal data including grade level, studies level (advanced, general, Integrated Occupation Program, other), gender, years in attendance, and the number of contacts with a guidance counsellor during the current year.

Questions six through eleven determined counsellor availability, counsellor awareness of students' needs, counsellor approachability, student awareness of services, and ease of access to services.

In Section B, even-numbered questions between twelve and forty-six determined which educational needs students perceived as important services for the guidance and counselling department to deliver. Odd-numbered questions

between thirteen and forty-seven determined how well educational services offered by the guidance and counselling department were delivered.

In Section C, even-numbered questions between forty-eight and sixty-eight determined which career and/or vocational needs students perceived as important services for the guidance and counselling department to deliver. Odd-numbered questions between forty-nine and sixty-nine determined how well career and/or vocational services offered by the guidance and counselling department were delivered.

The final section of the questionnaire dealt with personal and/or social concerns. In Section D, even-numbered questions between seventy and ninety determined which personal and/or social needs students perceived as important services for the guidance and counselling department to deliver. Odd-numbered questions between seventy-one and ninety-one of Section D determined how well personal and/or social services offered by the guidance and counselling department were delivered.

There was a parental consent form for each of the students who volunteered to participate in the study (Appendix B). Since human subjects were involved, the necessary procedures were taken through the Human Ethics Committee.

CHAPTER IV.

ANALYSIS OF THE DATA

Demographic Summary

The questionnaire was administered to 109 (N=109) randomly chosen students out of a total population of 553 students.

According to Table One, 38 (34.86%) students were in grade ten; 34 (31.19%) students were in grade eleven; and 37 (33.94%) students were in grade twelve. These numbers were a proportionate representation of the total student population from each grade.

According to Table Two, 66 (60.55%) of the students were taking courses towards an advanced diploma; 42 (38.53%) of the students were taking courses towards a general diploma; and one (0.92%) student was enrolled in the Integrated Occupational Program (IOP).

According to Table Three, 54 (49.54%) of the respondents were female while 55 (50.46%) of the students were male.

According to Table Four, 43 (39.45%) of the respondents had been in the school one year; 32 ((29.36%) of the respondents had been in the school two years; and 34 (31.18) of the respondents had been in the school for three years.

Table Five revealed the number of meaningful contacts each respondent had had with a counsellor throughout the year. It should be noted that the questionnaire was administered in the month of June, and, therefore, accurately reflected total

contacts for the school year. Only 11 (10.09%) of the respondents had not had any contact with a counsellor. Seventy (64.22%) of the respondents had one-to-three contacts while 20 (18.35%) of the respondents had experienced four-to-six contacts with a counsellor. Eight (7.34%) of the respondents had seven-or-more contacts with the counsellor.

TABLE 1: GRADE LEVEL				
QUESTION	GRADE	FREQUENCY	PERCENTAGE	MODE
1	10	38	34.86	mode
	11	34	31.19	
	12	37	33.94	

TABLE 2: STUDIES LEVEL				
QUESTION	LEVEL	FREQUENCY	PERCENTAGE	MODE
2	ADVANCED	66	60.55	mode
	GENERAL	42	38.53	
	I.O.P.	1	0.92	
	OTHER	0	0.0	

TABLE 3: GENDER				
QUESTION	SEX	FREQUENCY	PERCENTAGE	MODE
3	FEMALE	54	49.54	
	MALE	55	50.46	mode

TABLE 4: YEARS AT THIS SCHOOL				
QUESTION	YEARS	FREQUENCY	PERCENTAGE	MODE
4	ONE	43	39.45	mode
	TWO	32	29.36	
	THREE	34	31.19	
	FOUR	0	0	
	FIVE	0	0	

TABLE 5: CONTACT				
QUESTION	CONTACT	FREQUENCY	PERCENTAGE	MODE
5	NONE	11	10.09	
	ONE-THREE	70	64.22	mode
	FOUR-SIX	20	18.35	
	SEVEN+MORE	8	7.34	

Statistical Analysis

Section A: Students' Perceptions of the Guidance and Counselling Department

In Section A, questions six through eleven dealt with students' perceptions of the guidance and counselling department.

Table Six shows the frequencies, percentages, and modes (marked with an *) for each category on a five-point Likert scale. The 5 categories for each question were Disagree (D); Disagree Somewhat (DS); Undecided (U); Agree Somewhat (AS); and Agree (A).

TABLE 6: COUNSELLING DEPARTMENT (N=109) *=MODE					
QUE.	D.	D.S.	U.	A.S.	A.
6	2 (1.93)	7 (6.42)	5 (4.59)	39 (35.78)	56 (51.38)*
7	2 (1.83)	10 (9.17)	23 (21.1)	47 (43.12))*	27 (24.77)
8	6 (5.5)	6 (5.5)	10 (9.17)	32 (29.36)	55 (50.46)*
9	7 (6.42))	21 (19.27)	29 (26.61)	35 (32.11)*	17 (15.6)
10	1 (0.92)	3 (2.75)	9 (8.26)	27 (24.77)	69 (63.3)*
11	31 (28.44) *	19 (17.43)	20 (18.35)	26 (23.85)	13 (11.93)

The areas of agreement (Agree and Agree Somewhat) exceeded the levels of disagreement (Disagree and Disagree Somewhat) for all questions (#6, #7, #8, #10) in this section except for questions #9 and #11.

Therefore, improvements in the following areas are necessary:

Item #9: Student Awareness of Guidance and Counselling Services. When asked if the students were aware of the services offered by the guidance and counselling department, 17 (15.6%) of the respondents agreed, and 35 (32.11%) of the respondents agreed somewhat. Twenty-nine (26.61%) respondents were undecided.

Item #11: Availability During Class Time. When asked if teachers made it easy to see a counsellor during class time, 31 (28.44%) of the respondents disagreed, and 19 (17.43%) of the respondents disagreed somewhat. Thus, the combined level of disagreement was 45.87%. Only 13 (11.93%) of the respondents agreed with the statement. A further 26 (23.85%) of the respondents agreed somewhat. The combined levels of agreement (Agree and Agree Somewhat) totalled 39 (35.78%) of the respondents.

Over fifty percent of the respondents were in agreement (Agree and Agree Somewhat) with survey items #6, #7, #8, and #10. Therefore, the majority of respondents perceived the guidance and counselling department in a positive manner. Commendations were given to the guidance and counselling department in the following areas:

Item #6: Guidance Counsellor Availability. When asked if the guidance counsellors were readily available to students, 56 (51.38%) of the respondents agreed, and 39 (35.78%) of the respondents agreed somewhat. Thus, 95 (87.11%) of the respondents felt the guidance counsellors were available to students when needed. The combined level of disagreement (Disagree and Disagree Somewhat) corresponded to the opinions of 9 (8.35%) of the respondents.

Item #7: Guidance Counsellor Awareness. When asked if the guidance counsellors were well informed of students' needs and concerns, 27 (24.77%) of the respondents agreed, and 47

(43.12%) of the respondents agreed somewhat. Therefore, 74 (67.89%) of the respondents felt that the guidance counsellors were aware of students' needs. The combined levels of disagreement (Disagree and Disagree Somewhat) corresponded to the opinions of 12 (11.00%) of the respondents.

Item #8: Counsellor Approachability. When asked if the guidance counsellors were approachable, non-threatening individuals, 55 (50.46%) of the respondents agreed, and 32 (29.36%) of the respondents agreed somewhat. Therefore, an overwhelming majority of the respondents [87 - (79.82%)] viewed counsellors positively as approachable and non-threatening. The combined levels of disagreement (Disagree and Disagree Somewhat) corresponded to the opinions of 12 (11.00%) of the respondents.

Item #10: Student Appointment Scheduling. When asked if it was important that students be able to book their own appointments, an overwhelming majority were in agreement. Sixty-nine (63.30%) of the respondents agreed, and 27 (24.77%) of the respondents agreed somewhat. Only one (0.92%) of the respondents disagreed, and only 3 (2.75%) of the respondents disagreed somewhat. As well, only 9 (8.26%) of the respondents were undecided. Students obviously felt that the ability to book appointments on their own time was an important aspect of the guidance and counselling department.

Section B: Education

In Section B, questions 12 through 47 dealt with the students' perceptions of how important an educational service was and how well the service was currently being performed by the guidance and counselling department. The even-numbered questions (12 through 46) dealt with the importance of the educational services. The odd-numbered questions (13 through 47) correspondingly recorded students' perceptions as to how well the service was being performed.

Table Seven shows the frequencies, percentages, and modes (marked with an *) for each category on a Likert scale. The even-numbered questions, regarding the educational services, had 5 categories to choose from: Very Important; Fairly Important; Average Importance; Below Average or Low Importance; and Service Not Necessary.

The odd-numbered questions, regarding the performance of educational services, also had 5 categories to choose from: Performed Excellently; Performed Fairly Well; Performed in an Average Manner; Performed in Below Average Manner; and Not Aware of Service.

TABLE 7
EDUCATION
(N=109) *=MODE

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
12	16 (14.68)	22 (20.18)	45 (41.28) *	12 (11.01)	14 (12.84)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
13	8 (7.34)	46 (42.20) *	37 (33.94)	6 (5.5)	12 (11.01)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
14	24 (22.02)	24 (22.02)	36 (33.03) *	13 (11.93)	12 (11.01)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
15	4 (3.67)	26 (23.85)	37 (33.94) *	18 (16.51)	24 (22.02)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
16	26 (23.85)	31 (28.44) *	30 (27.52)	11 (10.09)	11 (10.09)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
17	2 (1.83)	23 (21.10)	34 (31.19) *	24 (22.02)	26 (23.85)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
18	66 (60.55) *	22 (20.18)	10 (9.17)	7 (6.42)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
19	46 (42.20) *	34 (31.19)	17 (15.60)	7 (6.42)	5 (4.59)

TABLE 7
EDUCATION
(N=109) *=MODE

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
20	70 (64.22) *	23 (21.10)	11 (10.09)	1 (0.92)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
21	44 (40.37) *	37 (33.94)	18 (16.51)	6 (5.5)	4 (3.67)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
22	59 (54.13) *	30 (27.52)	17 (15.6)	1 (0.92)	2 (1.83)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
23	31 (28.44)	45 (41.28) *	23 (21.10)	7 (6.42)	3 (2.75)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
24	57 (52.29) *	27 (24.77)	17 (15.6)	4 (3.67)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
25	21 (19.27)	49 (44.95) *	25 (22.94)	11 (10.09)	3 (2.75)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
26	40 (36.7) *	32 (29.36)	22 (20.18)	7 (6.42)	8 (7.34)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
27	15 (13.76)	31 (28.44)	32 (29.36) *	16 (14.68)	15 (13.76)

TABLE 7
EDUCATION
(N=109) *=MODE

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
28	70 (64.22) *	25 (22.94)	9 (8.26)	4 (3.67)	1 (0.92)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
29	38 (34.86)	45 (41.28) *	19 (17.43)	4 (3.67)	3 (2.75)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
30	12 (11.01)	34 (31.19)	40 (36.70) *	11 (10.09)	12 (11.01)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
31	13 (11.93)	36 (33.03) *	30 (27.52)	11 (10.09)	19 (17.43)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
32	47 (43.12) *	40 (36.70)	16 (14.68)	5 (4.59)	1 (0.92)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
33	29 (26.61)	49 (44.95) *	18 (16.51)	6 (5.5)	7 (6.42)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
34	25 (22.94)	23 (21.10)	36 (33.03) *	14 (12.84)	11 (10.09)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
35	8 (7.34)	24 (22.02)	36 (33.03) *	13 (11.93)	28 (25.69)

**TABLE 7
EDUCATION
(N=109) *=-MODE**

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
36	30 (27.52)	34 (31.19) *	27 (24.77)	12 (11.01)	6 (5.5)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
37	18 (16.51)	25 (22.94)	30 (27.52) *	20 (18.35)	16 (14.68)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
38	69 (63.30) *	24 (22.02)	10 (9.17)	3 (2.75)	3 (2.75)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
39	39 (35.78) *	35 (32.11)	20 (18.35)	9 (8.26)	6 (5.5)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
40	61 (55.96) *	21 (19.27)	18 (16.51)	4 (3.67)	5 (4.59)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
41	28 (25.69)	33 (30.28) *	22 (20.18)	9 (8.26)	17 (15.60)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
42	32 (29.36)	38 (34.86) *	20 (18.35)	10 (9.17)	9 (8.26)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
43	9 (8.26)	19 (17.43)	21 (19.27)	15 (13.76)	45 (41.28) *

TABLE 7 EDUCATION (N=109) *=MODE					
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
44	42 (38.53)*	35 (32.11)	22 (20.18)	6 (5.5)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
45	24 (22.02)	31 (28.44)*	25 (22.94)	19 (17.43)	10 (9.17)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
46	59 (54.13)*	28 (25.69)	19 (17.43)	1 (0.92)	2 (1.83)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
47	29 (26.61)*	28 (25.69)	29 (26.61)*	11 (10.09)	12 (11.01)

Item #12: Students Understand School Rules and Regulations. When asked, 38 (34.86%) of the respondents felt that it was fairly important or very important that the counsellors help students to understand school rules and regulations. Twenty-six (23.85%) of the respondents felt that this help was of low importance or that it was not necessary for the guidance and counselling department to convey this information.

When asked, in Item #13, how well the guidance and counselling department performed in this area, 54 (49.54%) of the respondents felt they were performing fairly well or

excellently. Twelve (11.01%) of the respondents were not aware of the service at all.

Item #14: Teach Study Skills. When asked about the importance of the guidance and counselling department teaching studying skills, 48 (44.04%) of the respondents felt that this was fairly important and very important. Twenty-five (22.94%) of the respondents felt this service was of low importance or not necessary.

When asked, in Item #15, how well the guidance and counselling department performed in this area, 30 (27.52%) of the respondents felt they were performing fairly well or excellently. Thirty-seven (33.94%) of the respondents felt that this performance was being delivered in an average manner. Twenty-four (22.02%) of the respondents were not aware of the service.

Item #16: Teach Examination Writing Skills. When asked about the importance of teaching examination writing skills, 57 (52.29%) of the respondents stated that this was fairly and/or very important. Twenty-two (20.18%) of the respondents felt that this service was of low importance or not necessary.

When asked, in Item #17, how well the guidance and counselling department performed in this area, 25 (22.93%) of the respondents stated that this was done fairly well or excellently. Thirty-four (31.19%) of the respondents felt that this performance was being delivered in an average manner. However, 24 (22.02%) of the respondents stated that

this service was performed in a below average manner, and 26 (23.85%) of the respondents were not aware of this service.

Item #18: Keep Accurate Records of Credits. Eighty-eight (80.73%) of the respondents felt that it was very important that the guidance and counselling department keep accurate records of credits completed by students.

When asked, in Item #19, how well the guidance and counselling department performed in this area, 80 (73.39%) of the respondents felt this service was performed excellently to fairly well. Seventeen (15.60%) of the respondents felt it was performed in an average manner.

Item #20: Information About Graduation Requirements. Ninety-three (85.32%) of the respondents felt that this service was extremely and/or fairly important. Only 1 (0.92%) thought the service was performed in a below average manner.

When asked, in Item #21, how well the guidance and counselling department performed in this area, 81 (74.31%) of the respondents were pleased with this performance. Ten (9.17%) of the respondents felt the performance was below average or they were not aware of the service.

Item #22: Help Plan High School Program. Eighty-nine (81.65%) of the respondents felt that this service was very and/or fairly important. Only one (0.92%) of the respondents disagreed and stated that this service was not very valuable.

When asked, in Item #23, how well the guidance and counselling department was performing this service, 76

(69.72%) of the respondents felt this service was being performed in an excellent and/or fair manner. Twenty-three (21.10%) of the respondents believed it was being performed in an average manner.

Item #24: Resolve Wrong Course Selection. Eighty-four (77.06%) of the respondents felt this service was very and/or fairly important. Eight (7.34%) of the respondents, however, felt this service did not have much importance.

When asked, in Item #25, how well the guidance and counselling department was performing this service, 74 (67.90%) of the respondents felt this performance was exceptional. Seventeen (15.60%) of the respondents felt this was performed in an average manner.

Item #26: Keep Track of Progress and Achievement. Seventy-two (66.06%) of the respondents felt this was an important service of the guidance and counselling department. Twenty-two (20.18%) of the respondents thought it was of average importance.

When asked, in Item #27, how well the guidance and counselling department performed in this area, 46 (42.20%) of the respondents felt this service was performed fairly well to excellently. Thirty-two (29.36%) of the respondents thought the performance was of an average manner. Sixteen (14.68%) of the respondents felt this service was performed in a below average manner, and 15 (13.76%) of the respondents were not aware of this service.

Item #28: Provide Assistance During Registration Time. Ninety-five (87.16%) of the respondents felt this assistance during registration time was extremely important. Four (3.67%) of the respondents did not see this service as being valuable.

When asked, in Item #29, how well the guidance and counselling department performed this service, 83 (76.14%) of the respondents indicated this service was performed excellently to fairly well. Four (3.67%) of the respondents felt it was performed in a below average manner.

Item #30: Parental Discussions Regarding Progress. Seventy-four (67.89%) of the respondents rated this service as average to fairly important for the guidance and counselling department to perform. Twenty-three (21.10%) of the respondents did not see this service as being important or necessary.

When asked, in Item #31, how well this service was performed by the guidance and counselling department, 49 (44.96%) of the respondents were impressed with the performance. Thirty (27.52%) of the respondents felt it was performed in an average manner. Eleven (10.09%) of the respondents felt this service was performed in a below average manner, and 19 (17.43%) of the respondents were not aware of this service.

Item #32: Assist in Making Changes to High School Program. Eighty-seven (79.82%) of the respondents felt this

service was vital to their progress in high school. Six (5.51%) of the respondents felt this service was not important or not necessary.

When asked, in Item #33, how well this service was performed by the guidance and counselling department, 78 (71.56%) of the respondents felt this service was performed excellently to fairly well.

Item #34: Provide Information About Alternative Schools. Forty-eight (44.00%) of the respondents felt that it was important for the guidance and counselling department to provide this service. Thirty-six (33.03%) of the respondents felt this service was of average importance. Twenty-five (22.93%) of the respondents felt that this service was of little or no importance.

When asked, in Item #35, about the guidance and counselling department's performance in this area, 60 (55.05%) of the respondents felt that the performance was average and/or fair. Thirteen (11.93%) of the respondents felt this service was performed in a below average manner. Twenty-eight (25.69%) of the respondents were not aware that this service was offered by the guidance and counselling department.

Item #36: Provide Information About Alternate Sources of Courses. Sixty-four (58.71%) of the respondents felt this was a vital service of the guidance and counselling department. Eighteen (16.51%) of the respondents felt this service was of little or no importance.

When asked, in Item #37, how well this service was performed by the guidance and counselling department, 43 (39.45%) of the respondents stated that this service was performed fairly well to excellently. Thirty (27.52%) of the respondents stated that this performance was of an average manner. Twenty (18.35%) of the respondents felt this service was performed in a below average manner, and 16 (14.68%) of the respondents were not aware of this service.

Item #38: Provide Materials Regarding Post-Secondary Institutions. Ninety-three (85.32%) of the respondents felt this was a vital service of the guidance and counselling department. Six (5.5%) of the respondents felt this service was of little value.

When asked, in Item #39, how well this service was performed by the guidance and counselling department, 74 (67.89%) of the respondents said this service was excellently provided. Fifteen (13.76%) of the respondents disagreed with the department's performance in this area.

Item #40: Assist in Registering at Post-Secondary Institutions. Eighty-two (75.23%) of the respondents felt that this service was of vital importance. Nine (8.26%) of the respondents felt that this service was not important or necessary.

When asked, in Item #41, how well the guidance and counselling department performed this service, 61 (55.97%) of the respondents felt the department was doing an above average

job. Nine (8.26%) of the respondents felt this performance was below average, and 17 (15.60%) of the respondents were not aware of this service.

Item #42: Arrange Tours of Post-Secondary Institutions. Seventy (64.22%) of the respondents felt it was important for the guidance and counselling department to provide this service. Ten (9.17%) of the respondents felt this service was of low importance, while 9 (8.26%) of the respondents believed this service was not necessary.

When asked, in Item #43, about the performance of this service by the guidance and counselling department, 28 (25.69%) of the respondents felt the department was doing fairly well to excellently. Fifteen (13.76%) of the respondents did not feel the department's performance was acceptable. Forty-five (41.28%) of the respondents were not aware of this service.

Item #44: Arrange Speakers from Post-Secondary Institutions. Seventy-seven (70.64%) of the respondents felt this was a vital service of the guidance and counselling department. Ten (9.17%) of the respondents did not see this service as being important or necessary.

When asked, in Item #45, how well the guidance and counselling department performed this service, 55 (50.46%) of the respondents felt it was excellently to fairly well performed. Nineteen (17.43%) of the respondents felt this performance was below average, and 10 (9.17%) of the

respondents were not aware this service was performed by the guidance and counselling department.

Item #46: Provide Information About Student Financing. Eighty-seven (79.82%) of the respondents felt this was an absolutely vital service of the guidance and counselling department. Only three (2.75%) of the respondents rated the service as being of low importance or not necessary.

When asked, in Item #47, how well this service was provided, 57 (52.30%) of the respondents were more than satisfied with the department's performance. Eleven (10.09%) of the respondents were not satisfied with the performance of the department, and 12 (11.01%) of the respondents were not aware of this service.

Section C: Career

In Section C, questions 48 through 69 dealt with students' perceptions of the importance of providing career information. Again, the even-numbered questions inquired about the importance of the service to the students. Odd-numbered questions asked the students to determine how well the service was being performed by the guidance and counselling department. Table Eight presents the data from Section C and shows the responses on a five-point Likert Scale in frequencies and percentages of the total respondents.

TABLE 8: CAREER (N=109) *=MODE					
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
48	34 (31.19)	37 (33.94) *	21 (19.27)	12 (11.01)	5 (4.59)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
49	11 (10.09)	18 (16.51)	28 (25.69)	18 (16.51)	34 (31.19) *
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
50	55 (50.46) *	31 (28.44)	13 (11.93)	6 (5.5)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
51	24 (22.02)	33 (30.28) *	32 (29.36)	7 (6.42)	13 (11.93)

**TABLE 8: CAREER
(N=109) *=MODE**

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
52	47 (43.12) *	37 (33.94)	17 (15.60)	3 (2.75)	5 (4.59)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
53	15 (13.76)	35 (32.11) *	35 (32.11) *	7 (6.42)	17 (15.6)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
54	39 (36.11)	40 (37.04) *	22 (20.37)	3 (2.78)	4 (3.7)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
55	13 (11.93)	28 (25.69)	33 (30.28) *	12 (11.01)	23 (21.10)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
56	44 (40.37) *	38 (34.86)	23 (21.10)	3 (2.75)	1 (0.92)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
57	18 (16.51)	35 (32.11) *	28 (25.69)	17 (15.60)	11 (10.09)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
58	36 (33.03)	46 (42.20) *	20 (18.35)	4 (3.67)	3 (2.75)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
59	15 (13.76)	37 (33.94) *	30 (27.52)	10 (9.17)	17 (15.60)

**TABLE 8: CAREER
(N=109) *=MODE**

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
60	27 (24.77)	33 (30.28) *	29 (26.61)	11 (10.09)	9 (8.26)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
61	8 (7.34)	14 (12.84)	22 (20.18)	15 (13.76)	50 (45.87) *
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
62	46 (42.20) *	32 (29.36)	21 (19.27)	8 (7.34)	2 (1.83)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
63	23 (21.10)	32 (29.36) *	27 (24.77)	12 (11.01)	15 (13.76)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
64	20 (18.35)	40 (36.70) *	29 (26.61)	8 (7.34)	12 (11.01)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
65	13 (11.93)	20 (18.35)	32 (29.36) *	16 (14.68)	28 (25.69)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
66	47 (43.12) *	33 (30.28)	17 (15.60)	10 (9.17)	2 (1.83)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
67	33 (30.28)	34 (31.19) *	24 (22.02)	11 (10.09)	7 (6.42)

TABLE 8: CAREER (N=109) *=MODE					
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANCE	BELOW AVERAGE	NOT NECESSARY
68	43 (39.45)*	41 (37.61)	15 (13.76)	10 (9.17)	0 (0.0)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
69	11 (10.09)	38 (34.86)*	29 (26.61)	16 (14.68)	15 (13.76)

Item #48: Information About Available Jobs. Seventy-one (65.13%) of the respondents felt it was very important for the guidance and counselling department to provide this service. Twelve (11.01%) of the respondents felt this service was not necessary, and 5 (4.59%) of the respondents were not aware that this service was available.

When asked, in Item #49, how well this service was performed, 29 (26.60%) of the respondents agreed that the guidance and counselling department was doing a good job. Eighteen (16.51%) of the respondents felt this service was performed in a below average manner, and 34 (31.14%) of the respondents were not aware that this service was available.

Item #50: Information Regarding Future Careers and/or Occupations. Eighty-six (78.90%) of the respondents felt this was an important service to be provided by the guidance and counselling department. Ten (9.17%) of the respondents felt this service was not necessary.

When asked, in Item #51, about the performance of this

service, 57 (52.30%) of the respondents felt the service was above average. Seven (6.42%) of the respondents felt this service was performed in a below average manner, and 13 (18.35%) of the respondents were not aware of this service.

Item #52: Assist With Post-Graduate Planning. Eighty-four (77.06%) of the respondents felt that this service was important.

When asked, in Item #53, about the quality of performance of the guidance and counselling department, 50 (45.87%) of the respondents felt the service provided was above average. Seven (6.42%) of the respondents felt that the service was of a below average manner, and 17 (22.02%) of the respondents were not aware of the service.

Item #54: Inform Students Where to Locate Information About Jobs. When asked about this service, 79 (73.15%) of the respondents felt it was important.

When asked, in Item #55, about the performance of this service by the guidance and counselling department, 41 (37.42%) of the respondents felt that this service was provided in an above average manner. Thirty-three (30.28%) of the respondents felt this performance was of an average manner. Twenty-three (21.10%) of the respondents were not aware of this service.

Item #56: Provide Information About Job Search Skills. Eighty-two (75.23%) of the respondents felt that this service should be provided by the guidance and counselling department.

Four (3.67%) of the respondents felt that this service was not necessary.

When asked, in Item #57, about the performance rating of the guidance and counselling department, 53 (48.62%) of the respondents were pleased with the service provided to them. Seventeen (15.60%) of the respondents, however, felt that this service was performed in a below average manner. Eleven (10.09%) of the respondents were not aware that this service was provided by the guidance and counselling department.

Item #58: Assistance With Occupational and/or Vocational Choices. Eighty-two (75.23%) of the respondents felt that this was a relevant service for the guidance and counselling department to provide. Seven (6.42%) of the respondents felt that this service was unnecessary.

When asked, in Item #59, about the quality of service provided, 52 (47.70%) of the respondents stated that the quality was above average. Ten (9.17%) of the respondents felt the performance was below average, and 17 (15.60%) of the respondents did not know that the service was available to them.

Item #60: Provide Job Placement Help Within the School. According to 60 (55.05%) of the respondents, this was an important service of the guidance and counselling department. Eleven (10.09%) of the respondents felt this service had little importance, and 9 (8.26%) of the respondents did not feel it was a necessary service.

When asked, in Item #61, how well the service was performed, 22 (20.18%) of the respondents felt the service was above average. Fifteen (13.76%) of the respondents did not feel this service was a priority. Fifty (45.87%) of the respondents were not aware that this service was provided by the guidance and counselling department.

Item #62: Provide Career Testing. When asked if it is important to provide this service to the students, 78 (71.56%) of the respondents strongly agreed. Ten (9.17%) of the respondents felt that this service was unnecessary.

When asked, in Item #63, 55 (50.46%) of the respondents felt that the guidance and counselling department did an above average job with providing career testing. Twelve (11.01%) of the respondents felt that this service was not adequately performed, and 15 (13.76%) of the respondents were not aware that this service could be accessed by them.

Item #64: Parental Consultation Regarding Students' Career Plans. Sixty (55.05%) of the respondents felt that this service should be provided by the guidance and counselling department. Eight (7.34%) of the respondents did not feel this service was important, and 12 (11.01%) of the respondents felt this service was not necessary at all.

When asked, in Item #65, to rate the performance of the service provided, 33 (30.28%) of the respondents agreed that the performance was above average. Sixteen (14.68%) of the respondents were not satisfied with the service, and 28

(25.69%) of the respondents were not aware that they could access this service.

Item #66: World of Work Visits to School. When asked to rate the importance of this service, 80 (73.40%) of the respondents replied that this was very important. Twelve (11.00%) responded that this service was not necessary or was of little importance to them.

When asked, in Item #67, to rate the performance of this service, 67 (61.47%) of the respondents agreed that this service was above average. Eleven (10.09%) replied that this performance was below average. Seven (6.42%) of the respondents were not aware that this service was available.

Item #68: Career Exploration Activities. Eighty-four (77.06%) of the respondents replied that this service was very important. Ten (9.17%) of the respondents countered by stating that this service was not important to them.

When asked, in Item #69, to rate the performance of the guidance and counselling department, 49 (44.95%) of the respondents felt that this service was performed fairly well to excellently. Sixteen (14.68%) of the respondents were not satisfied with this performance, and 15 (13.76%) of the respondents were not aware that they could access this service.

Section D: Personal and/or Social

In Section D, questions 70 through 91 dealt with questions about the students' perceptions of the roles of the guidance and counselling department in dealing with the personal and/or social issues of the students. Even-numbered questions gathered information about the importance of the provided service. Odd-numbered questions then rated the performance of the guidance and counselling department. Table Nine presents the data from Section D and shows responses on a five-point Likert Scale in frequencies and percentages of the total respondents.

TABLE 9: PERSONAL/SOCIAL (N=109) *=MODE					
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
70	26 (23.85)	41 (37.61) *	29 (26.61)	7 (6.42)	6 (5.5)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
71	4 (3.67)	25 (22.94)	40 (36.70) *	15 (13.76)	25 (22.94)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
72	30 (27.52)	36 (33.03) *	29 (26.61)	8 (7.34)	6 (5.5)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
73	13 (11.93)	28 (25.69)	33 (30.28) *	19 (17.43)	16 (14.68)

**TABLE 9:
PERSONAL/SOCIAL
(N=109) *=MODE**

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
74	28 (25.69)	31 (28.44) *	24 (22.02)	13 (11.93)	13 (11.93)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
75	12 (11.01)	27 (24.77)	31 (28.44) *	17 (15.60)	22 (20.18)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
76	35 (32.11) *	33 (30.28)	20 (18.35)	11 (10.09)	10 (9.17)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
77	18 (16.51)	22 (20.18)	34 (31.19) *	18 (16.51)	17 (15.6)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
78	40 (36.70) *	35 (32.11)	20 (18.35)	10 (9.17)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
79	10 (9.17)	26 (23.85)	33 (30.28) *	13 (11.93)	27 (24.77)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
80	18 (16.51)	27 (24.77)	29 (26.61) *	14 (12.84)	21 (19.27)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
81	10 (9.17)	20 (18.35)	27 (24.77)	13 (11.93)	39 (35.78) *

**TABLE 9:
PERSONAL/SOCIAL
(N=109) *-MODE**

QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
82	32 (29.36) *	29 (26.61)	22 (20.18)	11 (10.09)	15 (13.76)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
83	15 (13.76)	22 (20.18)	28 (25.69)	12 (11.01)	32 (29.36) *
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
84	41 (37.61) *	33 (30.28)	21 (19.27)	8 (7.34)	6 (5.5)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
85	27 (24.77)	26 (23.85)	28 (25.69) *	16 (14.68)	12 (11.01)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
86	40 (36.70) *	27 (24.77)	19 (17.43)	8 (7.34)	15 (13.76)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
87	12 (11.01)	25 (22.94)	34 (31.19) *	12 (11.01)	26 (23.85)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY
88	31 (28.44) *	27 (24.77)	29 (26.61)	11 (10.09)	11 (10.09)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
89	19 (17.43)	23 (21.10)	32 (29.36) *	10 (9.17)	25 (22.94)
QUESTION	VERY IMPORTANT	FAIRLY IMPORTANT	AVERAGE IMPORTANT	BELOW AVERAGE	NOT NECESSARY

TABLE 9: PERSONAL/SOCIAL (N=109) *=MODE					
90	58 (53.21)*	29 (26.61)	15 (13.76)	3 (2.75)	4 (3.67)
QUESTION	EXCELLENT	FAIRLY WELL	AVERAGE MANNER	BELOW AVERAGE	NOT AWARE
91	32 (29.36)	35 (32.11)*	22 (20.18)	15 (13.76)	5 (4.59)

Item #70: Develop Personal Communication Skills. Sixty-seven (61.45%) of the respondents stated that this service was important. Thirteen (11.92%) of the respondents felt that providing this service was of little importance or that the service was not necessary.

When asked, in Item #71, 29 (26.61%) of the respondents rated the service provided as being above average. A significant number of respondents, however, felt that the service was not adequately provided. Fifteen (13.76%) stated that the performance was below average. Twenty-five (22.94%) of the respondents were not aware that this service could be accessed.

Item #72: Develop Decision Making and Problem Solving Skills. Sixty-six (60.55%) of the respondents felt that providing this service was very important. Eight (7.34%) of the respondents felt that it was not necessary to provide this service. Six (5.5%) of the respondents were not aware that this service was available.

When asked, in Item #73, to rate the performance of the

service provided, 41 (37.62%) of the respondents felt this service was above average. However, 19 (17.43%) of the respondents stated that this performance fell below an acceptable standard. Again, 16 (14.68%) of the respondents were not aware that this service was available.

Item #74: Develop Self-Awareness. For 59 (54.13%) of the respondents, it was important for the guidance and counselling department to offer this service. Twenty-six (23.86%) of the respondents felt that it was of little importance or was not necessary to offer this service to the students.

When asked, in Item #75, to rate the performance of offering this service, 39 (35.78%) of the respondents stated that the performance was above average. Seventeen (15.60%) of the respondents, however, felt that provision of the service was below an acceptable level. Twenty-two (20.18%) of the respondents did not know that this service was available to them.

Item #76: Conflict Resolution. Sixty-eight (62.39%) of the respondents felt it was necessary to provide this service. However, 11 (10.09%) of the respondents did not feel this service was necessary. Ten (9.17%) of the respondents were not aware that this service could be accessed.

When asked, in Item #77, 40 (36.69%) of the respondents felt that the guidance and counselling department delivered this service effectively. Eighteen (16.51%) of the respondents disagreed by saying that the delivery was below an average

manner. In addition, 17 (15.60%) of the respondents were not aware that they could use this service.

Item #78: Present Student's Point of View to Teachers and Administrators. When considering the importance of this service, 75 (68.81%) of the respondents stated that this was very important. Fourteen (12.84%) of the respondents did not feel that this service was important or necessary.

When asked, in Item #79, about the performance of the guidance and counselling department in delivering this service, it was rated as average by 69 (63.30%) of the respondents. Thirteen (11.93%) of the respondents felt that the department did a below average job with this service. As well, 27 (24.77%) of the respondents were not aware that this service could be used.

Item #80: Parental Communication on Student's Behalf. Forty-five (41.28) of the respondents felt that this was an important service of the guidance and counselling department. Thirty-five (32.11%) of the respondents felt that this service was not very important or was not necessary.

When asked, in Item #81, to rate the performance of this service, 27 (24.77%) of the respondents said the service was performed in an average manner. Thirteen (11.93%) of the respondents felt that this service was performed in a below average manner. In addition, 39 (35.78%) of the respondents were not aware that this service could be accessed.

Item #82: Development of Positive Self-Image. Sixty-one

(55.97%) of the respondents felt that this service was important. Twenty-six (23.85%) of the respondents disagreed by stating that this service was of little importance or was not necessary.

When asked, in Item #83, to rate the delivery of this service, 28 (25.69%) of the respondents felt that the service was delivered in an above average manner. Twelve (11.01%) of the respondents differed by stating that they felt the delivery was done in a below average manner. Thirty-two (29.36%) of the respondents did not realize that such a service was provided by the guidance and counselling department.

Item #84: Provide Drug and/or Alcohol Information. Of the respondents surveyed, 74 (67.89%) stated that this service was very important. Fourteen (12.84%) respondents disagreed with this by stating that this service was of little importance or was not necessary.

When asked, in Item #85, to rate the delivery of this service, 53 (48.62%) of the respondents felt the service was delivered in an above average manner. Twenty-eight (25.69%) of the respondents stated that the delivery was of an average manner. Sixteen (14.68) of the respondents stated that the delivery was of a below average calibre. Twelve (11.01%) respondents stated that they did not realize that this service was available to them.

Item #86: Outside Agency Referral System. Sixty-one

(61.47%) of the respondents stated that it was very important for the guidance and counselling department to deliver this service. Twenty-three (21.10%) of the respondents felt that this service was of little importance or was not necessary.

When asked, in Item #87, to rate the performance of this service, 37 (33.95%) of the respondents felt the service was delivered in an above average manner. Thirty-four (31.19%) of the respondents stated the delivery was done in an average manner. Twelve (11.01%) of the respondents felt that the delivery of the service was done in a below average manner. Twenty-six (23.85%) of the respondents did not realize that the guidance and counselling department delivered this service.

Item #88: Family Life and Sex Education. Fifty-eight (53.21%) of the respondents felt that the delivery of this service was important. However, 22 (20.18%) of the respondents felt that this service was of little importance or was not necessary.

When asked, in Item #89, 42 (38.53%) of the respondents felt that the delivery of this service was performed excellently or fairly well. Thirty-two (29.36%) of the respondents thought the service was delivered in an average manner. Ten (9.17%) of the respondents felt that the delivery of the service was in a below average manner. Twenty-five (22.94%) of the respondents were not aware of this service.

Item #90: Individual Counselling for Personal Problems.

A strong majority, 87 (79.82%), of the respondents felt that the delivery of this service was very important. Seven (6.42%) of the respondents differed by stating that this service was of little importance or was not necessary.

When asked, in Item #91, 67 (61.47%) of the respondents rated the delivery of the service as fair to excellent. Fifteen (13.76%) of the respondents felt that the delivery of the service was of a below average manner. Five (4.59%) of the respondents were not aware that the service existed.

CHAPTER V.

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Summary

The purpose of this project was to determine which needs the students of Brooks Composite High perceived as important for the guidance and counselling department to consider in their planning for student services. In addition, the study determined how well appropriate services were currently being delivered.

In this study, 109 students at Brooks Composite High School were randomly chosen from the total school population of 553. Thirty-eight of the students were in grade ten, thirty-four of the students were in grade eleven, and thirty-seven of the students were in grade twelve. Fifty-four of the respondents were female, and fifty-five of the respondents were male.

The questionnaire was developed based on a questionnaire used by the Foothills School Division No. 38 (1988). Additional questions were gathered from the Guidance and Counselling Needs Assessments and Monitoring Instruments "How, Why and What" to Use questionnaire, " which was administered by Edmonton School Board in 1989.

Importance of Services

The questionnaire consisted of 91 questions. The first five questions in Section A revealed personal demographic data. Questions six through eleven determined the students'

perception of the guidance and counselling department based on a five-point Likert scale. Frequency and percentage responses were calculated on each question based on the following values: Disagree - 1, Disagree Somewhat - 2, Undecided - 3, Agree Somewhat - 4 and Agree - 5.

The sections following, namely Sections B, C and D, sought information pertaining to educational, career, and personal and/or social needs respectively. All even-numbered questions requested information from the students regarding the importance of the service. Responses were based on a five-point Likert scale with the following values: Very Important - 1, Fairly Important - 2, Average Importance - 3, Below Average Importance - 4 and Not Necessary - 5.

All odd-numbered questions requested information regarding how well the service was being delivered. Responses were based on a five-point Likert scale with the following values: Excellent - 1, Fairly Well - 2, Average - 3, Below Average - 4 and Not Aware of Service - 5.

In Section A, questions six through eleven revealed the students' perceptions of the counsellors and the guidance and counselling department at Brooks Composite High School. Based on the analysis of the frequencies and percentages of responses to these questions, it was determined that there was a positive relationship between the actual and perceived roles of the counsellors and the guidance and counselling

department. Apparently the department was seen to be meeting students' needs in the following areas:

1. counsellor availability
2. counsellor awareness of students' needs
3. counsellor approachability
4. appointment scheduling

From the same analysis, it could be concluded that students saw a need for improvement in two areas:

1. improved access for students during scheduled classes
2. improved student awareness regarding the full spectrum of services offered by the guidance and counselling department

Based on the analysis of frequencies and percentages, the perceived needs of the students at Brooks Composite High School were prioritized and rank ordered in Table Ten. The percentages and frequencies for the categories "Very Important Service" and "Fairly Important Service" were combined in order to prioritize the students' needs accurately. Students perceived their greatest needs from those items listed in the educational section followed by the career, and personal/social sections respectively. Administrative tasks such as registration, post-secondary information, graduation requirements, program planning, and credit records ranked highest respectively.

Other than in individual personal counselling (79.82%), students did not rate the personal/social section as an important program component when compared with the education and career sections. Students clearly perceived counsellors in the traditional role of performing school-related administrative tasks. Although students clearly specified a need for individual counselling, other identified needs in this section were not given high priority.

TABLE 10
Rank Order* Comparison of Important Services

Rank	Section/Question	%
1	B-28 Registration	87.16
2	B-20 Graduation Requirements	85.32
2	B-38 Information Post-Secondary	85.32
3	B-22 Plan High School Program	81.65
4	B-18 Record Credits	80.73
5	D-90 Individual Personal Counselling	79.82
5	B-46 Student Financing	79.82
5	B-32 Change High School Program	79.82
6	C-50 Info. Future Careers/Occupations	78.90
7	B-14 Study Skills	77.06
7	B-24 Resolve Incorrect Course Selection	77.06
7	C-52 Post-Graduate Planning	77.06
7	C-68 Career Explorations Activities	77.06
8	B-40 Registration at Post-Secondary Inst.	75.23
8	C-56 Job Seeking Skills	75.23
8	C-58 Occupational/Career Choices	75.23
9	C-66 World of Work Visitors to H.S.	73.40
10	C-54 Find Information - Occupations	73.15
11	C-62 Career Testing	71.56
12	B-44 Speakers - Post-Secondary	70.64
13	D-78 Present Student Views to Teachers/Admin.	68.81
14	D-84 Drug/Alcohol Information	67.89
15	B-30 Parental/Consultations - Academic	67.89
16	B-26 Track Progress	66.06
17	C-48 Info. - Part/time & Summer Jobs	65.13
18	B-42 Tour Post-Secondary Institutions	64.22
19	D-76 Conflict Resolution	62.39
20	D-86 Referrals	61.47
20	D-70 Communication Skills	61.47
21	D-72 Decision Making	60.55
22	B-36 Alternate Sources for Courses	58.71
23	D-82 Develop Positive Self-Esteem	55.97
24	C-64 Parental Consultation - Career Choices	55.05
24	C-60 Job Placement Within School	55.05
25	B-34 Alternate Schools	54.13
25	D-74 Self-Analysis	54.13
26	D-88 Family Skills/Sex Education	53.21
27	B-16 Examination Skills	52.29
28	D-80 Parental Communication - Student Behav.	41.28
29	B-12 Rules/Regulations	34.86

* Rank Order indicates the percentage of students checking either Very Important Service or Fairly Important Service.

B - Education Section

C - Career Section

D - Personal/Social Section

Performance of Services

Based on the analysis of frequencies and percentages, the individual needs were prioritized in Table Eleven according to how well the service was performed. The percentages and frequencies for the categories "Performed Excellently", "Performed Fairly Well", and "Performed in an Average Manner" were combined in order to distinguish how well services were currently being delivered, according to the students.

In an effort to look at only those needs that were performed from fairly well to excellently, the following list was established. The percentages from the categories "Performed Excellently" and "Performed Fairly Well" were combined to highlight the following needs at Brooks Composite High which were being met in an **above average manner**.

1. graduation requirements (74.31%)
2. credit records (73.39%)
3. program changes (71.56%)
4. registration (71.15%)
5. high school program planning (69.72%)
6. post-secondary information (67.89%)
7. wrong course selection resolution (64.22%)
8. world of work visitors to the school (61.47%)
9. individual personal counselling (61.47%)
10. post-secondary registration (55.97%)
11. career/occupational information (52.30%)
12. financial - loans, bursaries, scholarships (52.30%)

13. post-secondary speakers (50.46%)

14. career testing (50.46%)

Once again, however, the majority of these needs fit into the educational and career categories respectively, with the single exception of individual personal counselling. Further, the students confirmed that counsellors do well in activities that they spend much of their time performing, most of which are administrative tasks.

Some students were unaware of the many guidance and counselling services offered as indicated in Table Eleven. This is especially true for needs listed in the personal/social section. One explanation might be that many students were unaware of services because they had not accessed them nor personally needed them. This may be especially true of many grade ten students who are most unfamiliar with the range of services offered at the high school.

A second explanation is that many of the needs of which students were unaware were addressed through the Career and Life Management mandatory course (post-graduate planning, examination skills, communication skills, study skills, self-esteem, decision-making skills). Students do not tend to view this as a guidance and counselling service although counsellors do in fact instruct the course. As well, Career and Life Management promotes a preventative and developmental

approach to guidance and counselling as prescribed by Alberta Education.

A third reason that some services, such as post-secondary tours (41.28%), alternate schools (25.69%), and job placement (45.87%), had a higher percentage of students who were not aware they were offered was because the services lacked priority within the system. This could be due to finances, lack of interest, or the need for referral to outside community agencies.

TABLE 11
Rank Order* of Level of Performance

Rank	Section/Question	%A/A	%B/A	%N/A
1	B-21 Graduation Requirements	90.82	5.50	3.67
1	B-23 Plan H.S. Program	90.82	6.42	2.75
2	B-19 Record Credits	88.99	6.42	4.59
3	B-29 Registration	88.57	3.67	2.75
4	B-33 Changes to Program	88.07	5.50	6.42
5	B-25 Resolution Course Select.	87.16	10.09	2.75
6	B-39 Post-Secondary Info.	86.24	8.26	5.50
7	C-67 World of Work Visits	83.49	10.09	6.42
8	B-13 School Rules	83.48	5.50	11.01
9	C-51 Future Career Info.	81.66	6.42	11.93
10	D-91 Individual Counselling	81.65	13.76	4.59
11	B-47 Student Financing	78.91	10.09	11.01
12	C-53 Post-Graduation Planning	77.98	6.42	15.60
13	B-41 Post-Sec. Registration	76.15	8.26	15.60
14	C-63 Career Testing	75.23	11.01	13.76
15	C-59 Career Choice Assistance	75.22	9.17	15.60
16	C-57 Job Seeking Skills	74.31	15.60	10.09
16	D-85 Drug/Alcohol Information	74.31	14.68	11.01
17	B-45 Post-Secondary Speakers	73.40	17.43	1.83
18	B-31 Academic Parental Consult.	72.48	10.09	17.43
19	B-27 Track Progress	71.56	14.68	13.76
19	C-69 Career Exploration Act.	71.56	14.68	13.76
20	C-55 Where to Find Job	67.90	11.01	21.10
20	D-73 Decision Making Skills	67.90	17.43	14.68
21	D-89 Family Life/Sex Education	67.89	9.17	22.94
22	D-77 Conflict Resolution Skills	67.88	16.51	15.60
23	B-37 Alternate Sources/Courses.	66.97	18.35	14.68
24	D-87 Referrals	65.14	11.01	23.85
25	D-75 Self-Analysis	64.22	15.60	20.18
26	D-71 Communication Skills	63.31	13.76	22.94
27	D-79 Student Point of View	63.30	11.93	24.77
28	B-35 Alternate Schools	62.39	11.93	25.69
29	B-15 Study Skills	61.46	16.51	22.02
30	C-65 Parent Consult. - Careers	59.64	14.68	25.69
31	D-83 Positive Self-Image	59.63	11.01	29.36
32	B-17 Examination Skills	54.12	22.02	23.85
33	C-49 Job Availability	52.29	16.51	31.19
33	D-81 Parental Communication	52.29	11.93	35.78
34	B-43 Post-Secondary Tours	44.96	13.76	41.28
35	C-61 Job Placement	40.36	13.76	45.87

* Rank Order indicates the percentage of students checking either Performed Excellently, Fairly Well or Average.

* B = Education; C = Career; D = Personal/Social

* A/A = Performed Excellently, Fairly Well or Average;

B/A = Performed in a Below Average Manner;

N/A = Not Aware of the Service

Recommendations for Further Study

Guidance and counselling programs attempt to address a wide diversity of student, parent, teacher, and administrator needs and interests. As a result, programs often lack a central focus. A more comprehensive needs assessment would include representatives from all of these groups in order to provide a focus which is based on a consensus among these groups.

Some form of needs assessment and evaluation should be done at regular intervals, perhaps yearly. The magnitude of this study, however, was far too great to be undertaken on a yearly basis and would be better suited to a district-wide evaluation done less often.

Further research should be done to compare the perceived needs of various subgroups within the student population. For example, such variables as grade level, high school program, gender, or achievement level could assist in providing better program planning to meet their needs.

Recommendations for Practice

1. With spiralling demands on counsellors' time to meet the many needs of their students, it is essential that school boards continue to provide adequate support to fund guidance and counselling programs. One major conclusion of this study must be that serious consideration be given to allotting additional time for the guidance and counselling program.

2. It will be necessary to develop more precise and focussed role descriptions for counsellors if the perceived students' needs as well as the needs of parents, teachers, and administrators are to be met. Counsellors are often unsure of their roles and, therefore, do not adequately communicate their professional roles to others. As a result, they are often bogged down with administrative tasks. Changes in role would allow students to view counsellors differently, perhaps as confidential sources of help.
3. Currently Brooks School District #2092 does not have a written policy pertaining to guidance and counselling services in Brooks' schools. A general model for guidance and counselling services should be developed for the entire school system. This should include a philosophy statement along with goals and objectives, or purposes and outcomes. A district-wide manual or handbook should also be devised. This could include a plan for developing, maintaining, and evaluating a comprehensive guidance and counselling program. As well, it could include role descriptions for counsellors at elementary and secondary schools. This framework would provide uniformity of services throughout the school district and enhanced communication among counsellors. It would also provide the organizational structure and focus necessary to set goals, plan objectives, and

achieve outcomes. Moreover, it would assist counsellors in determining where community agencies should assume more responsibility.

4. Counsellors must ensure that students are aware of the spectrum of services that the guidance and counselling department offers. This could be accomplished through a team effort involving the counsellor(s), teachers, central office staff, parents, students, and outside community agencies. It is necessary to promote the guidance and counselling program at every opportunity. This can be accomplished in many ways: newsletters, handbooks, assemblies, classroom visitations, parent/community presentations, counsellor visibility, staff meetings, and representation on the school advisory board.
5. Administrative and clerical tasks take away from the developmental and preventative aspects of the guidance and counselling program as prescribed by Alberta Education. Therefore, it is recommended that a computer network system be linked with the main office for scheduling and other time-consuming administrative tasks. As well, counsellors, teachers, students, and administrators must be encouraged to place a higher priority on the development and preventative aspects of guidance and counselling programs.

6. Early intervention guidance and counselling programs should be introduced at the elementary level.
7. Counsellors in Brooks School District #2092 should meet regularly throughout the year to provide the support that is essential if a program is to succeed. Each school in the district presently sets up its own guidance and counselling program. Therefore, there is a great range of services and programs offered. As well, the amount of counselling time available at each school varies considerably. Guidance and counselling programs need more coherent coordination in the above mentioned areas.

Conclusion

This study confirmed that the demands on a counsellor's time are ever increasing. Therefore, it is extremely important to complete regular needs assessment so that priority can be given to those needs which students perceive as most important. Needs assessments must be viewed as a valuable tool in reliable program planning. It is imperative that counsellors continue to seek feedback from the students whom they serve.

Once a needs assessment and evaluation is completed, the guidance and counselling department is in a better position to identify and prioritize the focus for continued programs, in addition to planning new programs. After a needs assessment program is initiated within a school, follow-up needs assessments can establish a greater awareness of the performance and services provided by the guidance and counselling program.

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APPENDIX A

**Student Needs Assessment and
Performance Evaluation
Guidance and Counselling Services
Brooks Composite High School**

This survey is designed to determine which guidance services are considered important and how well such services in the school are fulfilling their role. The information will be used to further improve the guidance services available to you.

In order to ensure that the needs of all students are met as well as possible, we would appreciate your time and careful attention in completing this questionnaire. We are not asking you to identify yourself so please answer as honestly as possible.

All responses should be made in HB pencil on the answer sheet provided. Questions 1 through 11 deal with informational questions about you and the guidance department. Questions 12 through 91 list a number of services that might be offered by a high school guidance program. They fall into three main categories; education, career, and personal/social counselling. We are interested in the importance **you** attach to each service as well as how well the service is currently being performed. Please read each statement carefully and respond to the five-point scale provided. Make only one response to each question.

*Student Needs Assessment and Performance
Evaluation
Guidance and Counselling Services
Brooks Composite High School*

Section A:

1. Grade Level
A. 10 B. 11 C. 12
2. Studies Level
A. Advanced B. General C. IOP D. Other
3. Sex
A. Female B. Male
4. How many years have you been at this school?
A. 1 B. 2 C. 3 D. 4 E. 5
5. How many appointments or meaningful contacts (including classroom visits) have you had with a counsellor during the past school year?
A. None B. 1 to 3 C. 4 to 6 D. 7 or more

For questions 6 to 11 use the following scale to determine to what degree you agree or disagree with each of the following statements?

- A. Disagree
 - B. Disagree Somewhat
 - C. Undecided
 - D. Agree Somewhat
 - E. Agree
6. Guidance counsellors are available to students when needed.
 7. Guidance counsellors are well informed about student needs and concerns.
 8. Guidance counsellors are approachable, non-threatening individuals.
 9. Students are well informed of the services that guidance offers.
 10. It is important that students are able to book their own appointments.
 11. Teachers make it easy for students to see a counsellor during class time.

For questions **12 through 91** select the appropriate letter, **A through E**, from the five point scale given below and at the top of each successive page. Select one letter to respond to the statements in Column I which deal with the importance of the service and select one letter to respond to the statements in Column II which deal with how well the service is currently being performed.

Column I:

Column II:

What should be

How important is it that counsellors...?

- A. Very important
- B. Fairly important
- C. Average importance
- D. Below average or low importance
- E. Service not necessary

What is

How well is this service currently performed?

- A. Performed excellently
- B. Performed fairly well
- C. Performed in an average manner
- D. Performed in below average manner
- E. Not aware of service

Section B: Education

How important is it that counsellors...?

How well is this service performed?

12. help me to understand school rules and regulations?

13. How well is this service performed?

14. teach me skills to help me study?

15. How well is this service performed?

16. teach me examination writing skills?

17. How well is this service performed?

18. keep an accurate record of my credits?

19. How well is this service performed?

20. inform me of my graduation requirements?

21. How well is this service performed?

22. help me plan my high school program?

23. How well is this service performed?

24. assist me to resolve problems encountered if I select the wrong courses?

25. How well is this service performed?

Column I:

Column II:

What should be

How important is it that
counsellors...?

- A. Very important
- B. Fairly important
- C. Average importance
- D. Below average or low
importance
- E. Service not necessary

What is

How well is this service
currently performed?

- A. Performed excellently
- B. Performed fairly well
- C. Performed in an
average manner
- D. Performed in below
average manner
- E. Not aware of service

26. keep track of my progress and
meet with me if I am
underachieving?

27. How well is this
service performed?

28. provide information on course
selection, course sequence,
course descriptions, time-
tabling and credit values at
registration time?

29. How well is this
service performed?

30. provide my parents with an
opportunity to discuss my
progress in high school?

31. How well is this
service performed?

32. assist me in making changes
to my high school program?

33. How well is this
service performed?

34. provide information about
other high schools and
alternate schools?

35. How well is this
service performed?

36. provide information about
alternate sources for
taking high school courses
such as summer school,
correspondence, and adult
classes?

37. How well is this
service performed?

38. make materials detailing
programs and requirements
at post-secondary institu-
tions available to students?

39. How well is this
service performed?

40. assist students in registering
at post-secondary institutions?

41. How well is this
service performed?

Column I:

Column II:

What should be

How important is it that counsellors...?

- A. Very important
- B. Fairly important
- C. Average importance
- D. Below average or low importance
- E. Service not necessary

What is

How well is this service currently performed?

- A. Performed excellently
 - B. Performed fairly well
 - C. Performed in an average manner
 - D. Performed in below average manner
 - E. Not aware of service
-

42. arrange tours of post-secondary institutions?

43. How well is this service performed?

44. arrange for speakers from post-secondary institutions?

45. How well is this service performed?

46. supply information about student financing, scholarships, bursaries and loans?

47. How well is this service performed?

Section C: Career

48. provide information about parttime jobs and summer jobs?

49. How well is this service performed?

50. provide information about careers and occupations such as educational requirements, job descriptions, salary, outlook, etc.?

51. How well is this service performed?

52. assist students with making a suitable plan for post-graduation?

53. How well is this service performed?

54. inform students on where to locate information about jobs?

55. How well is this service performed?

56. provide information about job applications, interviews, resumes and job seeking skills?

57. How well is this service performed?

58. assist students with making occupational/vocational choices?

59. How well is this service performed?

Column I:

Column II:

What should be

How important is it that counsellors...?

- A. Very important
- B. Fairly important
- C. Average importance
- D. Below average or low importance
- E. Service not necessary

What is

How well is this service currently performed?

- A. Performed excellently
- B. Performed fairly well
- C. Performed in an average manner
- D. Performed in below average manner
- E. Not aware of service

60. provide job placement help within the school (Canada Manpower)?

61. How well is this service performed?

62. provide testing which will assist students in examining their abilities, personal traits, and interests as they pertain to future plans?

63. How well is this service performed?

64. provide parents with an opportunity to discuss student's career plans?

65. How well is this service performed?

66. provide opportunities for students to talk to people in different careers (Career Day or class visitations)?

67. How well is this service performed?

68. provide opportunities for students to explore career opportunities?

69. How well is this service performed?

Section D: Personal/Social

70. help me to develop personal communication skills?

71. How well is this service performed?

72. help me to develop decision-making and problem-solving skills?

73. How well is this service performed?

74. help me to understand myself?

75. How well is this service performed?

Column I:

Column II:

What should be

How important is it that
counsellors...?

- A. Very important
- B. Fairly important
- C. Average importance
- D. Below average or low
importance
- E. Service not necessary

What is

How well is this service
currently performed?

- A. Performed excellently
- B. Performed fairly well
- C. Performed in an
average manner
- D. Performed in below
average manner
- E. Not aware of service

76. assist me in resolving
conflicts between myself and
others (teachers, parents, or
friends)?

77. How well is this
service performed?

78. present my point of view to
teachers and administrators
to resolve conflicts?

79. How well is this
service performed?

80. communicate to my parents on
my behalf?

81. How well is this
service performed?

82. help me to develop a better
self-image?

83. How well is this
service performed?

84. provide information on drugs
and alcohol?

85. How well is this
service performed?

86. direct me to outside agencies
for particular concerns such
as social assistance, Alateen,
mental health services, child
abuse, family counselling,
pregnancy, etc.?

87. How well is this
service performed?

88. assist students in learning
about family life including
sex education?

89. How well is this
service performed?

90. provide students with an
opportunity for individual
counselling for personal
problems?

91. How well is this
service performed?

APPENDIX B

June 25, 1992

Dear Parent,

I am conducting a needs assessment and evaluation study of the Brooks Composite High School guidance and counselling program. The purpose of this study is to determine which guidance and counselling services are considered to be important by students as well as how well these services are currently being delivered. I anticipate that your child and others will benefit from participation in this study by providing information on the current program which will enable the researcher to recommend modifications if the need is identified. I would like your permission for your child to participate in this study.

As part of this research your child will be asked to complete a questionnaire. Please note that all information will be handled in a confidential and professional manner. When responses are released, they will be reported in summary form only. Further, all names, locations and any other identifying information will not be included in any discussion of the results. You also have the right to withdraw your child from the study without prejudice at any time.

If you choose to do so, please indicate your willingness to allow your child to participate by signing this letter in the space provided below, and return the letter to the school with your child.

I very much appreciate your assistance in this study. If you have any questions please feel free to contact me at the school (362-4814) or at home (362-2247). Also feel free to contact the supervisor of my study, Dr. David Townsend at 329-2451 or any member of the Faculty of Education Human Subject Research Committee if you wish additional information. The chairperson of the committee is Dr. Jane O'Dea.

Yours truly,

Janet L. Rommens
Guidance Counsellor
Brooks Composite High School

A NEEDS ASSESSMENT AND EVALUATION OF THE
BROOKS COMPOSITE HIGH SCHOOL GUIDANCE PROGRAM

I agree to allow my child, _____, to participate in this study.

Name

Signature

Date