

**COMPREHENSIVE GUIDANCE:  
STUDENT AND PARENT PERCEPTIONS OF  
JUNIOR HIGH STUDENT NEEDS**

©WERNER MAILANDT

B.Ed., University of Calgary, 1982

A Thesis  
Submitted to the Faculty of Education  
of the University of Lethbridge  
in Partial Fulfilment of the  
Requirements for the Degree

**MASTER OF EDUCATION**

LETHBRIDGE, ALBERTA

December 2002

## ABSTRACT

A needs assessment was conducted to identify top priorities for the development of a Comprehensive Guidance Program (CGP). The assessment was given to junior high students (grades 7-9) and their parents. This thesis is a comparison of students' and parents' perceptions of the needs of students in a junior high school setting . The findings indicate that parents and students shared similar views on themes of support for career and future plans, concern for more information on health issues, and concerns of what services the school should provide. However students' and parents' individual needs were not similar. A Spearman Rho test showed a very low overall correlation between the ranking of needs of the two groups. The findings led to the recommendation that thematic similarities should guide the development of programs and that community support should be sought to address individual priorities identified by each group. A major benefit of the study was the development of a process for the engagement of the community in school development. Further investigation may be needed to help understand the differences in the parents' and students' perceptions.

## ACKNOWLEDGEMENTS

First of all I would like to thank Dr. Kris Magnusson for his immense patience, thoughtful guidance, and his endurance of working through a long writing process.

I would like thank Dr. Bryan Hiebert for the invitation he graciously extended to me to be a part of the research team. I am also thankful of commitment and dedication of the research team, Joy Robinson, Michelle Drefs, Tamara Gordon, and Shari Couture.

I would also like to thank Jacqueline Lessard. Jacqueline has challenged me professionally for many years. Her vision and commitment to people is inspiring.

I want to extend a final thanks to my chief editor, confidant, and advocate--my wife. Together with the support of my children, she has given me the encouragement to complete this thesis.

## TABLE OF CONTENTS

ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER 1: INTRODUCTION.....	1
Comprehensive School Guidance.....	2
Needs Assessment.....	3
Issues with Assessment.....	4
Student Perspective.....	5
Rationale for Thesis.....	5
Purpose.....	6
Research Question.....	6
Overview.....	7
CHAPTER 2: LITERATURE REVIEW.....	8
Introduction.....	8
Rise of Comprehensive Guidance and Counselling.....	8
Description of Comprehensive Guidance Programs.....	10
Needs Assessment.....	13
Defining Needs.....	14
Perceptions of Students and Parents.....	15
Limitations of Needs Assessment.....	16
Summary.....	17
CHAPTER 3: METHODOLOGY.....	18
Introduction.....	18
Research Questions.....	18
Methodology.....	18
General Background.....	18
Context.....	19
Purpose of 1998 Project.....	19
Work to Date on the 1998 Project.....	20
Focus of this Thesis.....	21
Sample.....	21
Descriptive Data on Participants.....	21
Demographic Data on Participants.....	22
Student sample.....	22
Parent sample.....	24

Survey Instrument.....	25
Description of Development of Survey Instrument .....	25
Style and Length of Instrument.....	27
Validity and Reliability.....	27
Compliance with Ethical Standards .....	28
Participant Activities.....	28
Data Analysis Procedures .....	29
CHAPTER 4: DISCUSSION.....	32
Introduction.....	32
What are the Needs of Junior High Students as Reported by Students? .....	32
Forty Highest-Ranked Expressed Needs of Students .....	32
Forty Lowest-Ranked Expressed Needs of Students .....	35
Student Cluster Mean Scores .....	38
Future Plans .....	40
What are the Needs of Junior High Students as Reported by Parents? .....	42
Forty Highest-Ranked Expressed Needs of Students .....	42
Forty Lowest-Ranked Expressed Needs of Students.....	46
Parent Cluster Mean Scores .....	47
How do the Students' Perceptions of their Expressed Needs Compare to their Parents' Perceptions of Student-Expressed Needs? .....	49
Forty Highest-Ranked Expressed Needs Comparison.....	49
Forty Lowest-Ranked Expressed Needs Comparison.....	52
Spearman Rho Test of Correlation .....	54
Summary .....	55
CHAPTER 5: CONCLUSIONS .....	58
Introduction.....	58
Discussion.....	59
Major Finding 1: Career/Future Planning.....	59
Major Finding 2: Incongruent Views.....	61
Major Finding 3: School Services.....	66
Limitations and Strengths of the Study.....	68
Conclusions.....	69
REFERENCES .....	74
APPENDICES:	
Appendix A: Approval and Permission Forms.....	80
Appendix B: Instructions to Teachers.....	83
Appendix C: Comprehensive Guidance Needs Assessment: Student Form.....	85
Appendix D: Comprehensive Guidance Needs Assessment: Parent Form .....	103

## LIST OF TABLES

Table 1.	Junior High Student Sample .....	21
Table 2.	Junior High Students: Gender by Age, Language, Living Situation, Citizenship, and Future Plans .....	22
Table 3.	Junior High Parents: Gender by Language and Citizenship .....	24
Table 4.	Junior High Students' 40 Highest-Ranked Expressed Needs .....	33
Table 5.	Junior High Students' 40 Lowest-Ranked Expressed Needs.....	36
Table 6.	Junior High Students' Ranked Expressed Needs Reported by Clusters .....	39
Table 7.	Mean Scores of Selected Items by Grade .....	41
Table 8.	Junior High Parents' 40 Highest-Ranked Expressed Needs.....	43
Table 9.	Junior High Parents' 40 Lowest-Ranked Expressed Needs with Mean Score .....	45
Table 10.	Parent Cluster Mean Scores.....	48
Table 11.	Parents' and Students' 40 Highest-Ranked Expressed Needs in Major Categories .....	51

LIST OF FIGURES

Figure 1. Parents' and Students' 40 Highest-Ranked Expressed Needs with Mean Score .....	50
Figure 2. Parents' and Students' 40 Lowest-Ranked Expressed Needs with Mean Score .....	53

## CHAPTER 1: INTRODUCTION

The Comprehensive Guidance and Counselling Movement (cf. Gysbers, 1990; Gysbers & Henderson, 1997; Gysbers, Hughey, Starr, & Lapan, 1992; Hughey, Gysbers, & Starr, 1993) and the Comprehensive School Health Movement (cf. Cameron, Mutter, & Hamilton, 1991; DeFriese, Crossland, MacPhail-Wilcox, & Sowers, 1990; McLean-Stearns & Hiebert, 1995; Seffrin, 1990) share a common goal: they both are attempts to address the “whole-person” needs of students in the total school population (Hiebert, 1999). The aim of Comprehensive Guidance and Counselling Programs is to address the academic as well as the non-academic needs of school-age children, which in turn provides a more safe learning environment that better prepares the students for their future endeavours (Gysbers, 1990).

Comprehensive Guidance Programs (CGPs) require substantive input from the school community to ensure that the programs and services offered meet the greatest possible needs. Recent studies of the effects of Comprehensive Guidance and Counselling Programs in Calgary junior high and senior high schools have begun to demonstrate a number of benefits, strengths, and successes with students (Hiebert, Kemeny, & Kurchak, 1998). To maximize these benefits, it is important to first ascertain the needs that the primary constituents--students and parents--believe need to be addressed within the school.

Development of a successful CGP is dependent on many factors. School administration support (Lehr & Sumarah, 2002) and school counsellors recognizing their key role in school reform (House & Hayes, 2002) are but two factors that contribute to

the success of a CGP. A central issue critical to the success of a CGP examined in this thesis is the development of school priorities. Within the development of priorities and implementation of programs is the question of whether parents and students agree on needs of the school.

Parent perceptions play a vital role in schools. School administrators are faced with a balancing act of monitoring all stakeholders' opinions and developing programs to meet the needs of the learning community. School programs should be driven by the student needs. However, the parent's voice often does not appear to be consistent with their children's voices (Bartlett, 1981; Hiebert, Collins, & Cairns, 1994; Menateau-Horta 1986). The different perspectives that come with age may be one factor for the variance in opinions. As well, parents may not be in touch with the realities of today's schools. In either case, to develop a successful CGP, parents must support initiatives. The better school administrators understand how the students and parents agree or disagree on the needs of the school, the better they are able to initiate programs that both parents and students will embrace.

#### Comprehensive School Guidance

Gysbers and Henderson (2001) state that the concept of guidance and counselling for development began to emerge in the 1970's. During this period the call came to reorient guidance and counselling from what had become an ancillary set of services delivered by a person in the position of school counsellor to a comprehensive, developmental program (Gysbers & Henderson, 2001). A comprehensive guidance program (CGP) aligns the guidance counsellor's time with the needs of the community of learners. The initial step of identification of needs is critical to the development and implementation of a CGP. How

school counsellors in a school district or school building plan and allocate their time depends on the needs of their students and their community and on the school's goals (Gysbers & Henderson, 2001).

#### Needs Assessment

'Needs assessment' is a term that has been used in business, health care, and education. Needs assessment is defined as a tool to assess the gaps that exist between what is and what is wanted (Kaufman & Thomas, 1980). This discrepancy model allows for the development of programming that increases the levels of support within the community. The needs assessment data is used to make decisions on program priorities. Balancing factors such as identified high-priority needs, available resources, and philosophy of the school are more accurately done within the context of greater knowledge. The more extensive the assessment, the more likely it is that the design, development, and implementation processed will be effective. Once a school reaches agreement on priorities, an action plan can be developed, linking program initiatives to identified needs, specifying responsibilities and timelines for implementation, and outlining the evaluation plan (Hiebert, 1999).

Assessment, as a function in itself, has received heightened attention (Rothman & Gant; cited in Johnson, Meiller, Millar, & Summers, 1987). The process itself of conducting a needs assessment will have an effect on a school. A highly successful project can have a positive impact on the school staff (Lessard, 1998) and on students in the school (Davey-Baustad, 1998; Hiebert et al., 1998; Mailandt, 1998). The energy that is needed to complete an assessment and formulate an implementation plan can be

draining to an organization as well. For that reason a needs assessment should not be entered into lightly (Witkin, 1984).

#### *Issues with Assessment*

With assessment comes responsibility. When identified needs are not acted upon, students find it difficult to concentrate on their academic performance, and also may be more susceptible to such negative long-term impacts such as dropping out of school and unhealthy practices such as smoking, drinking, increased involvement in crime and therefore decreased productivity in the workforce (DeFriese et al., 1990). Once the decision to complete a needs assessment for the purposes of developing a CGP has been initiated, expectations of students are raised.

Barriers that the school may face to act upon the identified needs will be as varied as the number of schools. However, a universal concern is the need to balance the needs of the students with the demands and perceptions of the school community. One of the major stakeholders in the school community is the parent. From a marketing point of view, when differences exist in perceived needs, it becomes necessary to decide which perspective to use as the primary basis for program development (Hiebert, 1999).

If there are differences of perceptions of student needs of parents and students this will affect the decision of priorities and the 'job' of selling the implementation plan. It is generally accepted that student needs should drive the school. Knowledge of the parents' perception of student needs will help administrators create an implementation plan that will be embraced by both students and parents.

*Student Perspective*

Involving the students to assess their needs (e.g., a “bottom-up approach”) in a comprehensive needs assessment process is vital (Hiebert, 1999). The results of a student needs assessment will generate accurate information of needs as perceived by the people that are mostly directly affected by the programming. Understanding the student needs as stated by students will better equip school personnel to create a vision for their school.

*Rationale for Thesis*

Needs assessments are value-laden (Guba & Lincoln, 1982). The priority needs determined by a needs assessment are the points of view of the respondents. In a student-centred setting, the needs of the student should be the primary focus. However, schools are learning communities. The stakeholders in the community, in varying degrees, control the success of any program. Even if a professional believes a program is in the best interest of the student, parental consent and endorsement is needed for success. In many of today’s school cultures the parental influence is strong enough to suggest that any program operating without the full support of the parents is doomed.

In gathering information surrounding an issue, the reported information will take on the perspective of the respondent. Collecting information from both students and parents will deepen the understanding of the community’s needs.

As a needs assessment is only an initial step in GCP, the focus must be on the design, development, and implementation of the program and not just on collecting data. Successful implementation of CGPs requires marketing. The amount of ‘selling’ of the plan or program will depend on many factors. One factor will be the differences of responses between members of the community. If some parents rate one issue as the most

important and that issue is not a high priority for the school, then parents will have trouble believing in the plan. The same could be said of any member of the learning community.

Understanding the differences that exist between the stakeholders of the learning community will provide background for the educator. Awareness of the gaps in perspectives that exist will assist the educators who are charged with implementing the plan to anticipate problems, identify potential areas of the implementation plan that could cause friction, and, in general, increase chances for success.

#### *Purpose*

This thesis is intended to investigate the differences between the parent's and student's perspective. A common instrument is used to gain data on the needs of students and the perceived needs of students by their parents. The comparison between the two data sets will provide educators with an understanding of the amount of congruence between parent and student perspectives. This in turn can lead to the successful implementation of programs designed to meet these needs.

#### *Research Question*

The primary research question of this thesis is "*How do student perceptions of their needs compare with the perceptions that their parents have of student needs?*" If student needs are to provide the direction for a CGP and the success of implementation of a program will largely be due to the support and encouragement of parents within the learning community, then understanding the different perceptions of what is needed is critical.

## Overview

This thesis is divided into five chapters. This first chapter provides the rationale to the problem and an overview to the research project. The second chapter is a review of the current literature of Comprehensive Guidance and needs assessments. The third chapter gives a description of the research questions and the methodology of the study. The fourth chapter presents a discussion of the results. The final chapter is a discussion of the conclusions and implications of the thesis.

## CHAPTER 2: LITERATURE REVIEW

### Introduction

Comprehensive Guidance Programs (CGPs) have developed as a result of changes in perceptions and attitudes. This literature review presents the changes in the concept of guidance, the conditions that have given rise to the Comprehensive Guidance movement, a description of Comprehensive Guidance and some of the perceived benefits of CGPs. The literature review also presents the current view of needs assessments.

### Rise of Comprehensive Guidance and Counselling

Health-related knowledge and attitudes have been an issue of rising concern in the past decade (King & Coles, 1992). Whether this is simply a general rise in health awareness or specific to youth in schools, the increase in concern affects schools. It is not new insight that mental health and psychological problems must be addressed if schools are to function satisfactorily (Adelman & Taylor, 2002).

In the decades of the 1960s to the 1990s, guidance responded to the needs and concerns of social problems including substance abuse, violence, mental health, and changing family patterns (Gysbers, 2001). The Student Services model of guidance in the 1970s and 1980s emphasized administrative student service. Course selection and vocational career counselling was emphasized. In the text, *Guidance for Human Growth*, Sprinthall (1971) wrote that it is probably an understatement that the service concept has dominated guidance and counselling. Gysbers (2001) believed that by the 1970s it was increasingly apparent that there was a need to reorient guidance and counselling. In opposition to the service position of guidance, Gysbers (2001) states that the

position/services model of guidance in the past often places guidance in an ancillary position, not as an integral part of education.

School administrators, board members, parents, and students recognize that social, emotional, and physical health problems and other major barriers to learning and teaching interfere with schools meeting their mission (Adelman & Taylor, 2002). The comprehensive approach to student education includes addressing emotional and physical health as well as educational performance and achievement (Kolbe, 1985). The concept of whole-child education and concern for health-related issues forced a rethinking of the role of school counsellors and school guidance. The call for reorientation of guidance has come from diverse sources, including (a) a renewed interest in vocational career guidance (and its theoretical base, career development), (b) a renewed interest in developmental guidance and counselling, (c) concern about the efficacy of the prevailing approach to guidance and counselling in the schools, and (d) concern about accountability and evaluation (Gysbers, 2001).

CGPs are designed to consider the whole child (Hiebert, 1999). The attraction of the model is in the holistic approach. The nature of the change of guidance programs documented in the literature of the last three decades is a shift from reactive, crisis-oriented school counselling and responsive guidance programs in school systems to a proactive, comprehensive approach to guidance and health programs (Cameron et al., 1991). The comprehensive model aligns guidance to teaching and learning objectives in schools.

It is common knowledge that few schools come close to having enough resources to respond when confronted with a large number of students who are experiencing a wide

range of psychological barriers that interfere with learning (Adelman & Taylor, 2002). Educational funding cuts in Alberta have been the subject of countless articles in the general media. It is sufficient to say that most educators believe there is critical underfunding of education. The provincial government continues to state that they are attempting to control or limit educational spending. Despite this climate of fiscal restraint, Alberta Learning introduced a CGP in 1995. Funding reductions of the early 1990s in Alberta made it difficult for many schools to maintain programs, including guidance. It is unclear whether Alberta Learning introduced the comprehensive program in an effort to provide a better method for schools to refocus guidance or as a cost reduction of service delivery. In 1998, Nova Scotia initiated the development of a comprehensive guidance and counselling program to address the needs of students (Lehr & Sumarah, 2002). Education leaders in Nova Scotia also saw a need for an alternative guidance delivery method. The two examples demonstrate that despite a fiscal climate that could pose a barrier to the CGP initiation, there is a perception that CGPs are not only a sound method for counselling, but they may provide a more cost-effective delivery of service.

#### Description of Comprehensive Guidance Programs

A guidance program is different than the delivery of service by defining guidance as curriculum which has scope and sequence (Oregon Department of Education, 1979). Instead of focusing on specific students who are experiencing problems at school, CGPs have the intention of reaching all students by taking a programmatic approach to guidance (Gysbers et al., 1992). Therefore, in the end, CGPs are no longer seen as an ancillary service, but rather as an essential partner in facilitating many different types of

learning which in turn helps students achieve their academic potential (Hargens & Gysbers, 1984).

School counsellors need to lead the way to ensure every student is provided with the opportunity to experience education and personal/social success (Kuranz, 2002). However, all school personnel have a stake in a CGP. Nova Scotia educators noted that when a CGP failed, a major contributing factor was the lack of support of the administration (Lehr & Sumarah, 2002). Within the educational community, school counsellors have been and continue to be in the forefront of efforts to assist students to respond to complex challenges through their work within the structure of CGPs (Gysbers & Henderson, 2001). Counsellors are not, therefore, the central fixtures in a school counselling program or the chief advocates for students and their caregivers; rather, they are highly educated, collaborative individuals who can effectively coordinate direct and indirect services as well as the available resources (e.g., school and community personnel, funding) required for students to thrive in the school environment and, hopefully, in the community (Sink, 2002). Campbell and Dahir (1997) state that the primary goal (of counsellors) should be to promote and enhance student learning. These are goals for all school personnel. School counsellors have a critical role to play in facilitating student learning and implementing counselling programs that are integral to the schools' mission (Gysbers & Henderson, 2001). Counsellors are not the only professionals in a school who are charged with aligning their practice to the school mission. A CGP, through careful development of school priorities, helps to align all staff with the school mission.

Takanishi (1993) believes that the development of strong, resilient young people depends on the availability of caring adults in families and in communities. The community, not the school in isolation, is responsible for the development of students. From a guidance perspective, for programs to be effective, the basic philosophy and rationale of the program also needs to be fully developed and understood by a community support system that includes parents, school personnel, and community health and social service programs (Rye & Sparks, 1991).

Most CGPs in existence today are rooted in the Missouri model (Lapan, Gysbers, & Sun, 1997). Nader (1990) describes a CGP as establishing a pattern of links to the community and stakeholders, conducting a comprehensive needs assessment, setting program priorities, and implementing programs. With this systematic approach to whole-child education, it is the hope of educational boards that when CGPs are implemented and are effective, students will be more able to make health-enhancing decisions which allow them to live artfully, to grow and develop naturally, and ultimately become fulfilled human beings (Seffrin, 1990).

CGPs have yielded mostly positive results, including enhanced student learning (Kuhl, 1994). Schools with fully implemented guidance programs had students who reported they had earned higher grades, were better prepared for their future, had more career and college information available to them, and their school had a more positive climate (Lapan et al., 1997). In an evaluation of CGPs in Nova Scotia, Lehr and Sumarah (2002) wrote that where there were problems with implementation, the counsellors pointed to a lack of support from their school administrators. A successful CGP needs to be developed with both administrative and community support to ensure all influencing

parties maintain a common vision to provide the expressed needs of students (Rye & Sparks, 1991).

A CGP is unique to each school. Based on a needs assessment, decisions are arrived at to provide the service and support for students. Schools may choose to invite existing programs into their school to meet some of the defined needs or they may develop their own programs to meet the identified needs. In some cases a simple action may be needed to meet a defined need (Lessard, 1998). The common objectives of CGPs such as helping students achieve, understanding attitudes and behaviours, and enhancing decision-making, problem solving, and communication skills bind the concept of a CGP (Snyder & Daly, 1993).

#### Needs Assessment

Educational planning has mirrored the trend in business to develop a guide and direction for growth of an organization. Educational needs have been assessed and analyzed for centuries (Torsten & Postlethwaite, 1994). School boards in this province are required to submit 3-year plans to Alberta Learning (Alberta Learning, 2002). It is through the need to understand that assessment, as a function, has received heightened attention (Rothman & Gant; cited in Johnson et al., 1987).

Needs assessment is an information gathering and analysis process, which results in the identification of needs of individuals, groups, institutions, communities, or societies (Torsten & Postlethwaite, 1994). Witkin and Altschud (1995) describe the process as three phases of Preassessment (exploration), Assessment (data gathering) and Postassessment (utilization). Needs assessments seek to uncover unmet needs, both recognized (expressed) or latent (Witkin & Altschud, 1995). A needs assessment is more

than gathering and analyzing data. Needs assessment is also a method for involving students, families, and the community in setting goals and priorities (Rimmer & Burt, 1980). The process is an important tool to develop the school climate. A needs assessment promotes interest in a program and demonstrates the need for improvement (Rimmer & Burt, 1980). The process is critical to the implementation of a CGP.

#### Defining Needs

A need is a change desired by a majority of some reference group (Torsten & Postlethwaite, 1994). The definition of the term in the context of a needs assessment has an effect on the process. Kaufman and Thomas (1980) define needs assessments as the process of determining gaps between what is and what should be, placing the gaps in priority order, and selecting the gaps of the highest priority for resolution. English and Kaufman (1975) describe a needs assessment as the anchors of a bridge--the dimensions of the current state of affairs and the required state of affairs. This perspective suggests an understanding by the clientele of what should be. Scriven and Roth (1977), in a more detailed description, contend that a need is a requisite generated as a discrepancy between a target state and an actual state, only if the defined conditions can significantly benefit an 'S' (individual, family or organization) and the absence of those conditions to show significant harm to 'S.' Witkin (1984) continues the discussion on the basis of whether need is a noun or a verb. Witkin's (1984) belief is that the need of a needs assessment is a noun and therefore is defined as a discrepancy between what is and what should be.

Needs of a person are those things that are required for survival. Individual needs range from the physical to the psychological. Rothman and Gant (cited in Johnson et al., 1987) describe four types of needs:

Normative - a standard set by experts

Comparative - the disparity that exists between two groups

Felt - a need perceived by individuals

Expressed - a felt need that is articulated as a demand.

In this list the Felt need appears to be the target of a needs assessment. Felt needs can be expressed educational means and not goals and thus become ambiguous (English & Kaufman, 1975). By definition a Felt need is a verb, which leads to descriptions, being phrased as solutions and therefore not defining needs (Witkin & Altschud, 1995).

Whether a need is defined a verb or a noun, a needs assessment relies on the belief that the respondents have an understanding of what should be.

#### Perceptions of Students and Parents

Traditionally, adults have been responsible for identifying target issues for health programming (Arborelius & Bremberg, 1998). Implementation of a CGP relies on student needs driving the planning (Hiebert, 1999). Student input regarding what they need rather than the adult perception based on curriculum is important to success (Hiebert, Collins, & Cairns, 1994). Students want to see a link between what they are learning at school and the future plans that are open to them (Collins & Hiebert, 1995). Witkin (1984) asks, *Should the needs of learners or of educators be of most importance?* Results from three Canadian school studies identify that there is a large difference between student perceptions and adult perceptions of what they (students) need in a CGP

(Hiebert et al., 1994). In an American study by Menanteau-Horta (1986) it is noted that twice as many senior high students listed drugs and alcohol as one of the most crucial problems affecting youth than either parents or teachers. In a 1979 study in Cleveland, a modest correlation of 0.37 ( $p < .05$ ) existed between adults and adolescents (Isralowitz & Singer, 1982). The priorities and expressed needs among youth have been shown to differ considerably from those ascribed to them by various adults (Bartlett, 1981; Hiebert et al., 1994).

Competing perspectives of stakeholders will affect the development of a CGP. In developing counselling or educational programs to meet the needs of minority and majority students, an ecological perspective is needed in which adolescents, their families, and the community are treated as separate but interacting systems (Angen & Collins, 1996). In the educational setting, no program has any opportunity for success unless there is support from the parent community. Institutions and families working together can not only create strong support systems, but also, address more adequately vital development outcomes for growing children and adolescents (Takanishi, 1993).

#### Limitations of Needs Assessment

Programming that develops through needs assessment cannot be viewed with the same permanency that is often falsely granted to the educational curriculum (English & Kaufman, 1975). English and Kaufman (1975) also suggest that the assessment, planning, implementation, and evaluation are cyclical. Each step is necessary to produce a well-grounded program. Guba and Lincoln (1982) suggest that needs are relative to points in time, reference groups, and context and thus cannot be described without consideration of the views, preferences, and values of the individuals whose needs are of concern.

Witkin (1984) believes that a needs assessment should be free from prior beliefs and be valueless, but personal and social values enter into every step of the process. Parents and students responses to a needs assessment are affected by their prior beliefs. Studies have shown that parents and students are not consistent in their beliefs of the needs of a school (Hiebert et al., 1994; Isralowitz & Singer, 1982; Menanteau-Horta, 1986). Takanishi (1993) reminds us that a successful program of growth is dependent on the support of the community, especially the parents. The process of a needs assessment can build understanding that will aid in the implementation of programs. Institutions and families working to together can create a strong support systems and developmental outcomes for growing children (Takanishi, 1993).

#### Summary

CGPs are well documented as a method to improve schools. The shift from personnel working in isolation to working together for a common goal is sound practice in most organizations and this fact will not come as a revelation to most school administrators. The development of a CGP as a process has value as well. Establishing priorities of needs of a school through the administration of a needs assessment can bring common understandings of priorities to the school community. The priorities bring focus to the development of a CGP and a school. Understanding the perceptions and limitations of needs assessments will help to build bridges and understandings between stakeholders.

Chapter 3 is a description of the methodology of this study. The specific research questions are explored. In Chapter 3 the history and process of the construction of the survey instrument is described. Analysis techniques of the data are also described in Chapter 3.

## CHAPTER 3: METHODOLOGY

### Introduction

This chapter describes the methodology of this study. The description includes the primary research questions, a statement of the methodology, and the context of this study within a larger research project. The chapter also contains a description of the sample and the instrument. This chapter concludes with describing the procedures of data collection and analysis.

### Research Questions

The primary research question was *“How do students’ perceptions of their needs compare to their parents’ perceptions of student needs?”* The primary research question was preceded in this study by two sub-questions: *What are the needs of junior high students as reported by students?* and *What are the needs of junior high students as reported by their parents?* This study examined the difference between the needs as reported by each group. The significance of the ‘gap’ that exists between the two groups was evaluated through statistical analysis.

### Methodology

#### *General Background*

An initial project, called “Partners for Healthy Living,” between Calgary Health Services and the Calgary Board of Education began in 1993. Partners for Healthy Living involved six high schools in Calgary. The bottom-up participant research model (using the students’ perspective as the driving force for programming) placed a high value on assessing the actual self-defined needs of adolescents (Collins, 1993).

Several small-scale projects followed the pilot. A few schools used the instrument developed in the pilot project to develop a CGP. These projects were in Calgary schools and followed a model of data gathering used in the initial project. A survey instrument similar to the pilot instrument was used to assess the needs of students. Some schools developed a unique survey instrument based on the results of the needs assessment to better understand the needs of students (Mailandt, 1998). The results were used to identify needs of students and to guide the development of Comprehensive Guidance/Health Programs in each school.

#### *Context*

In November of 1998, a cooperative venture was initiated between Alberta Education, the Calgary Board of Education, and the University of Calgary. What was needed was a "Made in Alberta" comprehensive needs assessment instrument that could be used as a basis for developing school-based programs that would be part of a Comprehensive Guidance and Counselling Program or part of the new Comprehensive School Health Program (Hiebert, 1999).

The project, titled "Comprehensive Student Needs Assessment," developed needs assessment instruments and reporting procedures for schools. Surveys were developed to gather data from students, parents, and school staff. The instruments were administered to students from grades 1 to 12, their parents, and school personnel. This paper focused on the needs of junior high students as reported by students and their parents.

#### *Purpose of 1998 Project*

The 1998 Comprehensive Student Needs Assessment project had two main purposes. The first purpose was to gather and compile data on student needs. The

participating schools received detailed information from the data on the perceived needs of the students, as reported by students, parents, and staff of their school. The second purpose was to develop a needs assessment instrument that could be used in other jurisdictions to gather perceptions of student needs. It was hoped that schools throughout Alberta could use the survey instrument as a starting point to develop a CGP for their school.

*Work to Date on the 1998 Project*

Unique survey instruments were developed for two schools. One school was a K-9 setting with a student population of 550. Separate survey instruments were developed for each division. (Division I - grades 1-3; Division II - grades 4-6; and Division III - grades 7-9.) Parallel parent surveys were developed for each division. One staff survey, parallel to the Division III student survey, was also developed. The second school was a high school (grades 10-12) with a population of 1200 students. One survey for high school students, with parallel parent and staff versions, was developed.

The surveys were administered to parents and students in grades 1 to 12, and staff from both schools. Reporting procedures were established to communicate the results to school staff and parents.

After the initial surveying of Calgary schools, Alberta Learning has piloted the surveys and reporting techniques in rural and urban jurisdictions outside of Calgary. Alberta Learning continues to refine the survey tools and reporting procedures. They are currently marketing the Student Assessment with schools in Alberta that are interested in developing a CGP.

*Focus of this Thesis*

This thesis focuses on the data gathered from junior high students (grades 7-9) and their parents during the 1998-99 school year. A comparison of student needs as reported by students and as reported by parents is used to answer the primary thesis question, "*How do students' perceptions of their needs compare to their parents' perception of student needs?*"

Sample

*Descriptive Data on Participants*

The junior high school (grades 7-9) was a school situated in a middle- to upper-income district of a large urban city. The school provided instruction in French and English. There were three tracks: English, Continuing Immersion (students who have had 6 years of instruction in French), and Late Immersion (students who began French instruction in grade 7). Instruction in the core courses (math, social studies, science, and language arts) was provided separately for each track.

Two hundred thirty-eight junior high students participated in the survey: 76 grade 7 students, 89 grade 8 students, and 73 grade 9 students (see Table 1 Thirty-four percent of the student respondents were male. ). All students registered in the school were

**Table 1. Junior High Student Sample**

	GRADE			TOTAL
	7	8	9	
<b>MALE</b>	21	36	24	81
<b>FEMALE</b>	55	53	49	157
<b>TOTAL</b>	76	89	73	238

included in the survey. Only students that were absent did not complete the survey. The response rate of students was near 100%. One hundred seventy-six parents of junior high students returned the survey. One hundred and thirty-six (77%) of the respondents were female. There were an estimated 220 families that had students in the junior high school. This is a return rate of approximately 80%.

#### *Demographic Data on Participants*

*Student sample.* Ninety percent of the participants' first language is English (see Table 2). Ninety-eight percent of students lived with their parents. Eight-seven percent of students lived in Canada all their lives. Seventy-five percent of the sample responded that they intended to go to university after secondary school. The next most frequent response to the question of future plans was "unsure" at 14.5 %. The student sample was primarily made up of students who received their core instruction in French. Only 14.9% of the students were in the English program.

**Table 2. Junior High Students: Gender by Age, Language, Living Situation, Citizenship, and Future Plans**

VARIABLE	GENDER					
	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
<b>Age</b>						
11	1	0.4	5	2.1	6	2.5
12	17	7.0	47	19.4	64	26.4
13	33	13.6	52	21.5	85	35.1
14	30	12.4	46	19.0	76	31.4
15 or older	1	0.4	10	4.1	11	4.5
Total	82	33.8	160	66.1	242	100
<b>Language (first)</b>						
English	76	31.4	141	58.3	217	89.7

Chinese	1	0.4	7	2.9	8	3.3
French	1	0.4	1	0.4	2	0.8
Vietnamese	1	0.4	1	0.4	2	0.8
Arabic	1	0.4	1	0.4	2	0.8
Spanish	1	0.4	1	0.4	2	0.8
Punjabi	0	0	1	0.4	1	0.4
Other	1	0.4	6	2.5	7	2.9
Missing	-	-	-	-	1	0.4
<b>Total</b>	<b>82</b>	<b>33.9</b>	<b>159</b>	<b>65.7</b>	<b>242</b>	<b>100</b>
<b>Living Situation</b>						
Parents	78	32.2	159	65.7	237	97.9
Other Relative	3	1.2	1	0.4	4	1.7
Missing	-	-	-	-	1	0.4
<b>Total</b>	<b>81</b>	<b>33.4</b>	<b>160</b>	<b>66.1</b>	<b>242</b>	<b>100</b>
<b>Citizenship (lived in Canada)</b>						
All my life	73	30.2	138	74.4	211	87.2
More Than 10 years	6	2.5	7	2.9	13	5.4
6-10 years	3	1.2	9	3.7	12	5.0
Less than 6 years	-	-	5	2.1	5	2.1
Missing	-	-	-	-	1	0.4
<b>Total</b>	<b>82</b>	<b>33.9</b>	<b>159</b>	<b>65.7</b>	<b>242</b>	<b>100</b>
<b>Future Plans</b>						
University	60	24.8	123	50.8	183	75.6
College/Tech School	6	2.5	10	4.1	16	6.6
Job	3	1.2	2	0.8	5	2.1
Unsure	12	5.0	23	9.5	35	14.5
Missing	-	-	-	-	3	1.2
<b>Total</b>	<b>81</b>	<b>33.5</b>	<b>158</b>	<b>65.3</b>	<b>242</b>	<b>100</b>
<b>Program</b>						
English	14	5.8	22	9.1	36	14.9
Continuing French	38	15.7	71	29.3	109	45.0
Late Immersion French	29	12.0	65	26.9	94	38.9
Missing	-	-	-	-	3	1.2
<b>Total</b>	<b>81</b>	<b>33.5</b>	<b>158</b>	<b>65.3</b>	<b>242</b>	<b>100</b>

*Parent sample.* The parents were asked what their first language is and the number of years they have lived in Canada (see Table 3). Almost 78% of the sample listed their first language as English. Sixty-two percent of respondents stated that they have lived in Canada all their lives.

**Table 3. Junior High Parents: Gender by Language and Citizenship**

VARIABLE	GENDER					
	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
<b>Language</b>						
English	27	14.9	114	63.0	141	77.9
French	1	0.5	2	1.1	3	1.7
Chinese	6	3.3	4	2.2	10	5.5
Punjabi	1	0.5	-	-	1	0.5
Arabic	-	-	1	0.5	1	0.5
Spanish	-	-	1	0.5	1	0.5
Vietnamese	1	0.5	1	0.5	2	1.1
Other	3	1.7	11	6.1	14	7.7
Missing	-	-	-	-	8	4.4
<b>Total</b>	<b>39</b>	<b>21.5</b>	<b>134</b>	<b>74.0</b>	<b>181</b>	<b>100</b>
<b>Citizenship (lived in Canada)</b>						
All my life	24	13.3	89	49.2	113	62.4
More than 10 years	12	6.6	40	22.1	52	28.7
6-10 years	2	1.1	3	1.7	5	2.8
Less than 6 years	2	1.1	2	1.1	4	2.2
Missing	-	-	-	-	7	3.9
<b>Total</b>	<b>40</b>	<b>22.1</b>	<b>134</b>	<b>74.0</b>	<b>181</b>	<b>100</b>

## Survey Instrument

### *Description of Development of Survey Instrument*

A survey instrument for the 1993 pilot, developed through a process of literature and expert review (Collins, 1993) was the starting point for the instruments developed for the 1998 project. Needs assessments were used to provide a skeleton survey, and guidance counsellors and university faculty were invited to review and add categories to the instrument. The original survey consisted of three sections: Services, Instruction or Skills, and Environmental Changes Needed.

Consistent with Witkin and Altschud's (1995) model for administration of a needs assessment, a Needs Assessment Committee (NAC) was established by the school administration. One purpose of the NAC was to refine the wording of the instrument to reflect the environment (Witkin & Altschud, 1995). A by-product of the purpose was to develop a sense of ownership in the project by the school community and at the same time develop a groundswell of anticipation of the results. There was a sense by the school administration that this community might be resistant to a possible change in school direction. By working together on a project, it was hoped that the school community would grow to embrace the results and subsequent programs developed.

To create the NAC, staff encouraged students interested in providing leadership in the process to join. Parents and interested staff were then invited by school administration with the statement that their efforts would help develop new goals to guide the future of the school. Members from the school staff chaired the NAC meetings, which included school staff, parents, students, and researchers from the University of Calgary. Since the

junior high was part of a K-9 school, the NAC had members representing students, staff, and parents from grades 1 to 9.

Members of the research team from the University of Calgary provided the original documents and a framework to modify the instrument. From suggestions made by members of the NAC, researchers made revisions and provided guidance in instrument construction. The first few meetings laid the groundwork for the value of the needs assessment and the need to develop a unique instrument for the elementary assessment. The later meetings were focused on reading through the current draft of the instrument and reworking questions. The students were given the final say on the readability of the question. In all, 13 3-hour meetings were needed to revise the instruments (Hiebert, 1999).

The final drafts from the NAC were piloted with a group of students for a final check of readability. The pilot of the junior high instrument included respondents from the sample. Due to the difficulty of accessing other students outside the school for a pilot and given that the school has a limited number of students, this could not be avoided. The alternative would have been not to have students complete the draft survey. The researchers felt that having a small number of representative students to provide the feedback was worthwhile.

A parallel survey was developed for parents. The stems were reworded to reflect the parent audience, and the statement "*The intent of the instrument is to gather the parent perception of what the student needs are*" prefaced the instrument.

### *Style and Length of Instrument*

The student and parent surveys had the same organization and each item on both surveys was grouped into clusters:

#### *Counselling Services Needed*

- Physical well-being
- Counselling
- Sexuality
- Family/home life
- School performance

#### *Instruction or Skills Needed*

- Health promotion
- Physical well-being
- Mental/emotional health
- Sexuality
- Interpersonal relationships
- Safety and accident prevention

#### *Environmental Changes*

- School building and grounds
- School atmosphere: involvement with other students
- School atmosphere: involvement with teachers and staff
- Issues outside of school.

The survey contained 240 items. Respondents were asked to rate statements on a five-point scale of strongly agree, agree, no opinion, disagree, and strongly disagree. Most students took 1 hour to complete the survey.

### *Validity and Reliability*

The validity of the instrument comes from the history of the instrument plus the process of the NAC. The original instrument had been developed through a literature search and has been refined in the expert review process to validate each item (Collins,

1993). The original instrument had been used in six replicated studies and had demonstrated a stable factor structure and adequate reliability with high school students (Collins, 1993; Hiebert et al., 1994). The work of the NAC provided opportunity for further refinement and elimination/addition of items. The pilot administration provided further opportunity to validate the instrument.

Test-retest estimates of reliability were conducted. Seventeen students at the junior high school were asked to complete the survey a second time 1 week after the administration of the survey to the sample group. The test-retest reliability analysis produced correlation coefficients ranging from 0.79 to 0.94 (mean of 0.87) for each of the 15 clusters. These Cronbach alpha correlation coefficients demonstrated adequate test-retest reliability.

The parent instrument has constructed as a parallel survey to the student survey. The content testing and expert review process used in the construction of the student instrument contributed to the validity of the parent instrument. No test-retest reliability analysis was performed on the parent instrument.

#### *Compliance with Ethical Standards*

The University of Calgary gave ethical approval for the study. Permission to conduct the survey in the Calgary Board of Education was given in November 1998. Dr. Bryan Hiebert, principal investigator, granted permission to use data from the study for this thesis. Copies of approval and permission forms are in Appendix A.

#### Participant Activities

Students were given an envelope containing a student survey, a parent survey, and four optically scannable sheets (two sheets needed per survey). A unique identification

number was on each envelope and students were asked to copy this number onto both their answer sheets and their parents' answer sheets.

Students completed the survey in their classes at the start of the day. Teachers were provided with an instruction sheet to assist in the administration of the survey (see Appendix B). Parents were given the survey to complete at home. They were asked to return the survey to the school within 1 week.

Completed survey forms were sent to University of Calgary Research Services to convert the responses into data files. The data files were checked for errors. If anomalies existed, the data strings were compared to the respondents' scannable sheets. Errors were corrected if the optical scan sheet revealed an apparent error. Most common errors were two responses filled out on one item or a corrected item not properly erased. If an error in the data string could not be corrected, a missing data code was entered to allow the remaining data to be included in the sample. Once the files were in order they were loaded into SPSS software to help with data analysis.

#### Data Analysis Procedures

The surveys had a 5-point response scale of "strongly agree" to "strongly disagree." Each response was given a value (strongly agree = 4, agree = 3, no opinion = 2, disagree = 1, and strongly disagree = 0). The responses for each item were totalled and a mean score for the item was calculated. Mean scores above 3.5 were labelled as principal needs; scores of 2.5 to 3.49 were labelled notable; and scores below 2.49 were labelled as needs being currently met.

The first research question asked, "*What are the needs of junior high students as reported by the students?*" To answer this question the mean scores of the expressed

needs of students were ranked in order from greatest to least value. A top 40 and bottom 40 list was produced. Items that have the highest mean, or principal needs, indicate areas that respondents believed needed to be addressed. The high mean score describes a perceived gap of what is and what should be (English & Kaufman, 1975). Themes from the top 40 items were identified. Items in the top 40 list were grouped in Service, Instruction, and Environment clusters to identify patterns. The bottom 40 list, or the items that have the lowest means, was analyzed using the same techniques as the top 40 list.

The second research question, "*What are the needs of junior high students as reported by their parents?*" is answered using the same process as students. Using the parents' top 40 and bottom 40 lists theme are identified and items are grouped in to clusters of Service, Instruction, and Environment to further understand the parent perception of student needs.

The primary research question, "*How do students' perceptions of their needs compare to their parents' perceptions of student needs?*" was answered by comparing the top and bottom 40 lists of both groups. Items common to both groups' top 40 list were identified. In addition, themes and clustering of the top 40 items of both groups was compared. The same procedure was used for the bottom 40 lists. Items that appeared in the bottom 40 of one group and the top 40 of another group were also identified.

A Spearman Rho rank order correlation of items for the top and bottom 40 list of each group provided a statistical test to quantify the comparison. The top and bottom 40 lists are reported by item number. The item numbers were used as the matrix for the correlation. A Spearman Rho correlation determines the agreement between the two groups by calculating a coefficient based on the order of items. Rather than creating a

linear relationship between the item number and the mean score of each item for each group and then calculating a coefficient (Pearson Point-Moment Correlation), the Spearman Rho correlation compares the items as discrete data. The items in the survey instrument are not connected in a linear fashion; therefore, the Spearman Rho correlation is the most appropriate statistical test of correlation.

Chapter 4 is a discussion of the results of the Student Needs Assessment analyses described above. Copies of the student and parent survey forms are found in Appendix C and Appendix D, respectively.

## CHAPTER 4: RESULTS

### Introduction

This chapter is a discussion of the results of the junior high Student Needs Assessment as reported by students and parents. The chapter begins with a discussion of the responses of the students to the sub-question, *“What are the needs of the students as reported by students?”* Next, the parent responses are discussed in answer to the second sub-question, *“What are the needs of the students as reported by parents?”* The chapter concludes with a comparison of the two groups to answer the primary research question, *“How do students’ perceptions of their needs compare to their parents’ perceptions of student needs?”*

### What are the Needs of Junior High Students as Reported by Students?

#### *Forty Highest-Ranked Expressed Needs of Students*

The highest 40 expressed needs of junior high students ranked by mean score are presented in Table 4. The top five items have means that are above 3.5. A mean score of 3.5 or higher indicates that these expressed needs are principal needs (principal > 3.5; notable 3.49 to 2.5; met needs, 2.49). A high mean score indicates the respondents’ perception that there is a large gap between “what is” and “what should be” (English & Kaufman, 1975).

As students report their top five expressed needs they are expressing their perception of what most needs to change. The highest-ranked need is “Washroom/change room improvements” which fits into the cluster of Physical Environment. The second-ranked need, “High school tour” refers to a specific event.

**Table 4. Junior High Students' 40 Highest-Ranked Expressed Needs**

<b>ITEM</b>	<b>MEAN</b>
Washroom/change room improvements	3.67
High school tour/orientation	3.54
Seating in the lunch room	3.54
Mid-morning break	3.54
Found my classes more interesting	3.51
Better fitness facilities	3.47
Deciding high school courses	3.38
Outside furniture	3.38
Requirements of careers	3.35
A longer break at lunch time	3.35
Teachers coordinate homework	3.34
Understanding about stress	3.33
More sports programs	3.29
Sanitary practices in cafeteria	3.29
There were more field trips	3.28
Access to microwave ovens	3.23
Input into rules and assignments	3.20
Bigger desks for students	3.17
Temperature/humidity control	3.16
Having my own locker	3.15
A smoke free environment	3.14
School studies useful in future	3.13
More respect for differences	3.13
Was offered more option courses	3.11
Less sexual discrimination	3.10
Jobs/college/university programs	3.08
Decrease risk of fatal diseases	3.07
Longer lunch room hours	3.07
No alcohol or drugs in school	3.07
First aid	3.06
Help learning job interviews	3.06
More guest speakers in my classes	3.05
Cleaner building and grounds	3.05
More acceptance of others	3.05
More social or extracurricular	3.05
Studying for tests	3.02
Chances to be involved in school	3.02
Physical fitness programs	3.01
Learn to give first aid/CPR	3.01
Less garbage and litter	3.00

The third-ranked need is “Seating in the lunchroom.” This is the second item in the top five ranked items that fits into the Physical Environment cluster. The fourth-ranked item, “Mid-morning break,” relates to school organization. The final item in the top five ranked needs expressed by students, “Found my classes more interesting,” relates to instruction.

The top five expressed needs of students indicate that students are very concerned with their physical environment. Add to that their expressed concern with their daily routines and it is apparent that the students are focused on their present situation. The “High school tour” item that is ranked second can be considered as an item that reflects the anxiety of the students with knowing their next physical environment. One of the purposes of a high school tour, from an educator’s perspective, is to sell the school and programs to students. Students, especially those that do not believe that they have control of school decisions, see the tour as their first opportunity to explore their next school. The instructional item, “Found my classes more interesting,” further highlights the student focus on their present situation. The implication is that the students’ top five items reflect a desire to have basic needs met. This could be a sign of an adolescent development issue of living in the present. However, the analysis of the results does imply that the students perceive that some of their basic needs are not being met.

All of the remaining 35 items of the highest-ranked 40 expressed needs have mean scores between 3.00 and 3.5. As defined in Chapter 3, these needs are considered “notable.” Eleven items of the remaining 35 highest-ranked 40 items relate to school organizational needs. Ten of the needs in this group refer to the physical environment. Nine items relate to specialized topics that students would like to have taught or services

they would like to have provided at the school. Five items refer to career or future plan needs.

The pattern that emerged in the top five items continues with the rest of the highest-ranked 40 expressed needs of students. The 10 items that are environmental and the 11 school organizational items that are part of the 35 remaining items reinforce the theme that students are concerned with the present situation. At some level, it is an expression of concern for basic needs being met. The eight specialized topics and services in the remaining 35 items also align with this implication.

The implication that the students are focused on the concrete world of the here and now should not detract from the importance of the items expressed as highest needs. The students' focus may be in the present, but they still indicate changes that they perceive need attention. Any CGP should incorporate the expressed needs of the students (Hiebert, 1999). Believing in this premise logically leads to developing programming that pays attention to the highest-ranked expressed needs of students.

#### *Forty Lowest-Ranked Expressed Needs of Students*

The 40 lowest-ranked needs as expressed by students are presented in Table 5. These items have mean scores between 1.29 and 2.22. The mean scores indicate two possibilities: that the students perceive the needs in this list as not important, or that the needs are currently being met.

An examination of the lowest-ranked 40 items is as important as an examination of the highest-ranked 40 items. Understanding what is unimportant or what needs are being met is essential to understanding the entire perspective of the respondents.

**Table 5. Junior High Students' 40 Lowest-Ranked Expressed Needs**

<b>ITEM</b>	<b>MEAN</b>
Tolerant of different views	2.22
Information about your health	2.21
Talking to family about dating	2.20
More time focused on core subjects	2.19
Attention paid to trespassing	2.17
Separated from part of my family	2.17
Found my classes more challenging	2.17
Relationships with parents/guardians	2.15
Coping with step-family issues	2.15
Deal with thoughts of suicide	2.15
Enough money for basic needs	2.15
Accepting of different groups	2.15
Recognize different feelings	2.14
Social help from teachers	2.10
Alcohol/drugs/gambling in family	2.10
Get along with same sex	2.07
Pregnancy testing counselling	2.06
School police officer available	2.03
Access community health resources	2.01
Communication between school and home	2.01
Dealing with my family's poverty	2.01
Less conflict where I live	2.00
Less trouble over my behaviour	1.98
Fewer problems on the school bus	1.98
More time with parents/guardians	1.97
Talk about sex with counsellor	1.95
Parents gave help with school work	1.94
Helping cope with being adopted	1.93
Talking to parents about sexuality	1.87
A male counsellor	1.84
Had fewer learning problems	1.83
Less verbal/emotional abuse	1.81
Appointment to a doctor or clinic	1.79
Problems with drugs/gambling	1.73
In more special education classes	1.57
Less violence where I live	1.56
Parental support/training	1.56
Understood English better	1.51
Was able to read better	1.42
Less involved in activities	1.29

The lowest-ranked need, “Less involved in activities,” is aimed at gaining the students’ perceptions of how busy their lives are. This item fits into the Family and Home Life cluster.

The second lowest-ranked item, “Was able to read better” and the third lowest-ranked item, “Understood English better” both fit into instructional concerns. The fourth lowest-ranked item, “Parental support training” and the fifth lowest-ranked item, “Less violence in the home” fit into the Family and Home Life cluster. A theme that emerges from the five lowest-ranked items is that family issues are not a perceived need by students. The emergence of this theme could be a function of the nature of the sample group; this sample of students may not have many family issues. The description of the sample in Chapter 3 supports this implication of the results. The percentage of students reporting that they live with their parents was 97.9%. The communities that students are drawn from for this school are middle- to upper-middle-income communities. These are indicators that the family units as a whole are strong in this student population.

An alternative implication of the lowest-ranked expressed needs is that students do not view family support as a role for schools. The low ranking of family issue items could indicate the student view that they do not want school personnel involved in sensitive issues that involve their parents or family.

Another possible implication of the results is that the needs of students having family problems are being met. A low mean score can indicate that there is no gap between what is desired and what is. An examination of the current school programming could assist in determining if this was in fact the case.

The low ranking of the two instructional items leads to two possible implications: students' needs with literacy are being met or this group of students do not have literacy issues. Either way, the expressed needs of student impact on programming is that current practice around literacy should not change.

The remaining items in the 40 lowest-ranked expressed needs of students includes 15 items that relate to family and home issues, eight items that relate to personal health and safety, six items that relate to instruction or school organization, and six items that relate to counselling service or support.

The number of family issue items in the remaining list of lowest-ranked expressed needs of students is congruent with the implications that emerged from the five lowest-ranked items. Students, through the low ranking of family and home issue items, are expressing that there is no need for changes in programming in the area of family issues. The reason for this could be because as a group these students are not experiencing family issues, they do not see the school as having a role in assistance with family issues, or that their needs are currently being met elsewhere.

The number of personal health and safety items that are part of the 40 lowest-ranked items indicate that the students do not perceive a need in this area. This supports the belief that programming needs of student personal health instruction and service are being met. One conclusion is that the students are questioning the role of schools in the areas of personal health and well-being.

#### *Student Cluster Mean Scores*

The cluster scores of the student-expressed needs are presented in Table 6. The cluster scores continue the pattern that has emerged from the 40 highest- and 40 lowest-

ranked expressed needs. Student-expressed needs in the highest 40 list indicate a high interest in the physical environment of the school. The highest-ranked item, Washroom/change room improvements, has a mean score of 3.67. This value indicates that a large majority of students feel very strongly about these needed improvements. One hundred eighty-five out of 238 students rated this item as “strongly agree.” The Physical Environment cluster ranks first among the 15 clusters; it is the only cluster that has a mean score above 3.00. Overall, students expressed most concern for their physical environment.

**Table 6. Junior High Students’ Ranked Expressed Needs Reported by Clusters**

<b>CLUSTER</b>	<b>MEAN</b>
Environment: School Building and Grounds	3.15
Instruction: Academic Skills	2.89
Environment: Involvement with Other Students	2.86
Environment: Involvement with Teachers and Staff	2.78
Instruction: Physical Well-Being	2.72
Instruction: Safety and Accident Prevention	2.72
Services: Physical Well-Being	2.69
Services: Personal Counselling	2.64
Instruction: Mental/Emotional Health	2.50
Instruction: Sexuality	2.43
Instruction: Interpersonal Relationships	2.41
Instruction: Health Promotion	2.35
Services: Counselling in Sexuality	2.28
Environment: Issues Outside of School	2.26
Services: School Performance	2.17
Services: Family and Home Life	2.15

The cluster mean scores also indicate that student expressed needs around family, issues outside of school, and personal health are either being met or are unimportant to students. Clusters that have a mean score or 2.49 or less include Instructional clusters of Sexuality, Interpersonal Relationships, and Health Promotion; Service clusters of

Counselling in Sexuality, School Performance, and Family and Home Life; and one Environmental cluster of Issues Outside of School.

Implications that were suggested through the analysis of the 40 lowest-ranked items are supported by the cluster scores. Students do not perceive needs in areas that could be considered non-traditional roles of schools. Items and clusters of Personal Growth, Family and Home Issues, and Personal Health Issues are ranked low. Whether this is because the students' needs are being met or whether they are questioning the role of the school could be an area for further investigation.

#### *Future Plans*

Students are also concerned with their future. The "future" theme was not a predefined cluster of the instrument, but as there are six items in the 40 highest-ranked expressed needs of students, it has emerged as a theme. The highest-ranked item of this group and the second highest-ranked item overall is "High school tour." It has been suggested earlier in this chapter that this item is more related to relieving student anxiety in the present than a future-planning item. However, it cannot be totally discounted as an item that is related to future planning. The remaining five items in the 40 highest-ranked items are scattered in both Counselling and Instruction clusters. The second future planning item, "Deciding high school courses" is ranked seventh overall. "Requirements of careers" is the third item in the list of the 40 highest-ranked items that is related to future planning and it is ranked ninth overall. "School studies useful in the future" is the fourth item and ranked 22nd overall. This item was intended to have students rate the need to have their current studies relate to their future. "Job/college/university program information" is the fifth item and is ranked 26th overall. The sixth item that ranked in the

40 highest-ranked list and relates to student future is “Help learning job interview skills.”

This item was ranked 31st overall.

This concern for the future is understandable for the grade 9 students in the sample. However, the high mean score is not as easy to explain when only 73 out of a total of 238 student respondents are grade 9 students. Four items that relate to career planning are presented in Table 7. The item mean score is shown grade by grade. The mean scores of grade 9 students do not emerge as the highest scores compared to grade 8 and grade 7. Only one grade 9 mean score of the four items is the highest of the three grades. With the exception of one mean score of grade 7 students, all the means scores are above 3.00. The results demonstrate that there is consistent concern for these items across the three grades.

The implication of these results on programming is that instruction and counselling in the area of future plans should not be restricted to grade 9 students. All students have expressed a high interest in gathering more information about high school and investigating career paths.

**Table 7. Mean Scores of Selected Items by Grade**

<b>GRADE</b>	<b>HIGH SCHOOL TOUR/ ORIENTATION</b>	<b>DECIDING HIGH SCHOOL COURSES</b>	<b>REQUIRE- MENTS OF CAREERS</b>	<b>JOBS/COLLEGE/ UNIVERSITY PROGRAMS</b>
9	3.57	3.55	3.39	3.12
8	3.60	3.45	3.47	3.29
7	3.42	3.12	3.16	2.79

What are the Needs of Junior High Students  
as Reported by Parents?

*Forty Highest-Ranked Expressed Needs of Students*

The 40 highest-ranked needs of students as rated by parents are presented in Table 8. The top five items have mean scores of above 3.50. The highest perceived need of students rated by parents is "Deciding on high school courses." This item is related to future planning for students. The second highest-ranked item, which fits into the Personal Well-Being cluster, is "A smoke-free environment." The third highest-ranked item is an instructional item and related to future planning, "Requirements of careers." The fourth- highest item is a health and personal well-being item, "No alcohol or drugs in school." The final item in the top five ranked items of expressed needs of students as rated by their parents is "High school tour/ orientation." This is the third item that is related to future plans in the top five ranked items.

The top five expressed needs of students as rated by their parents are clearly on two themes. The parents have expressed a high need of programming improvements in the area of future planning and the personal well-being of the students. The parents want their students to have the information that they need for high school and how it relates to future careers. The parents also want the school to spend time informing/counselling the students on personal well-being.

It is not surprising to find that parents have a high concern for the health and welfare of their children. This is an understandable result coming from parents of adolescents. However, the survey instrument was designed to gather information from parents about what they believed were the highest needs of students. The analysis of the

**Table 8. Junior High Parents' 40 Highest-Ranked Expressed Needs**

<b>ITEM</b>	<b>MEAN</b>
Deciding high school courses	3.67
A smoke-free environment	3.61
Requirements of careers	3.55
No alcohol or drugs in school	3.54
High school tour/orientation	3.51
No spitting	3.36
Jobs/college/university programs	3.35
Feel good about yourselves	3.34
First aid	3.33
Found my classes more interesting	3.33
Dealing with stress positively	3.29
Saying no to sexual involvement	3.28
Prevent sexually transmitted diseases	3.26
Dealing with future positively	3.26
School studies useful in future	3.26
Effects of alcohol/drugs/tobacco	3.26
Work out problems/conflict	3.25
Mental health affect physical health	3.24
Affects of physical fitness on health	3.23
Making healthy life decisions	3.23
Say no-pressure from friends	3.22
Make sure get enough sleep	3.21
Less bullying	3.20
Coping with anger or aggression	3.17
Decrease risk of fatal diseases	3.17
Setting realistic goals	3.16
Crimes like stealing dealt with	3.16
Communicate with family/friends	3.16
Learn to be street smart	3.15
How to stand up for myself	3.14
Avoid catching infectious disease	3.13
Build healthy friendships	3.11
Dividing time-home/school/other	3.11
Protect my personal privacy	3.11
Destroying students work dealt with	3.11
Changes in body and feelings	3.10
Healthy eating habits	3.10
More respect for differences	3.09
Feelings affect your behaviour	3.09
Information counselling service available	3.08

top five items suggests that parent's responses may have been influenced by their own needs.

The remaining 35 items in the 40 highest-ranked items by parents include items from each of the three main categories of Instruction, Services, and Environment. Twenty-four of the remaining highest-ranked 35 items relate to topics of physical or mental health. There are four items that relate to career or future plans in the remaining 35 highest-ranked expressed needs.

The pattern that emerged from the top five items continues in the remaining 35 highest-ranked expressed needs. Parents' expressed needs demonstrate they are concerned about programming for the well-being of their children. The expressed needs indicate that the parents' perception is that their children are not receiving enough information and counselling that may assist them in making healthy choices in both physical and mental health areas. The expressed needs of students as reported by parents also indicate that they are concerned with the programming regarding their child's future.

As mentioned in the analysis of the top five items, the parents' expressed needs reflect a general desire for the well-being of their children. As with the analysis of the students' expressed needs, this may be a reflection of a developmental stage of the sample group. The expressed needs of students as reported by parents highlight issues that many parents would consider as concerns. Although the survey instrument was intended to gather parent perception of student needs, the results suggest that parents have responded with their own concerns.

**Table 9. Junior High Parents' 40 Lowest-Ranked Expressed Needs with Mean Score**

<b>ITEM</b>	<b>MEAN</b>
Eating disorders	2.07
Help searching/applying for jobs	2.06
Caring, support, and respect	2.06
A male counsellor	2.06
Coping with step-family issues	2.05
Cleaner building and grounds	2.04
Pregnancy/girlfriend's pregnancy	2.02
Separated from part of my family	2.01
Better weight training facilities	1.99
Fewer problems on the school bus	1.97
Parents gave help with school work	1.94
Physical health problems	1.93
More time with parents/guardians	1.92
Pregnancy testing counselling	1.91
Helping cope with being adopted	1.91
Dealing with my family's poverty	1.90
Being allowed more independence	1.88
Enough money for basic needs	1.80
Relationships with parents/guardians	1.76
Someone that I could depend upon	1.76
More privacy for me	1.75
Mid-morning break	1.71
Had fewer learning problems	1.70
Less conflict where I live	1.68
Was offered more option courses	1.65
Outside amphitheatre	1.65
Breakfast programs	1.64
In more special education classes	1.60
There were more field trips	1.58
Less trouble over my behaviour	1.55
Longer lunch room hours	1.53
Parental support/training	1.44
Understood English better	1.44
Fewer expectations at home	1.35
Less verbal/emotional abuse	1.33
Appointment to a doctor or clinic	1.32
Problems with drugs/gambling	1.26
A longer break at lunchtime	1.17
Less violence where I live	1.16
Less involved in activities	1.02

*Forty Lowest-Ranked Expressed Needs of Students*

Parents' 40 lowest-ranked expressed needs are presented in Table 9. The lowest-ranked item expressed by parents is "Less involved in activities." This item was intended to gather the parents' perception of their child's feelings of being over-committed outside of school. The second lowest-ranked item is "Less violence where I live." This item is in the Family/Home Life cluster. The third lowest-ranked item, which has to do with school organization, is "A longer break at lunchtime." "Problems with drugs and gambling" is the fourth lowest-ranked item and it is the second item in the lowest-ranked five items that is related to family/home issues. The fifth lowest item, "Assistance in making appointment with a doctor or clinic" fits into the Home Life/Health cluster.

Of the lowest-ranked five items, four items relate to home life or health issues. The lowest-ranked needs of students as reported by their parents strongly imply that the programming needs of family issues are being met or are not important to parents. It is reasonable to assume that the parents consider the expressed needs of family life as being met, rather than unimportant. If questioned if it was important to limit the violence in the home where a child lives, it is safe to assume that most parents would agree that this is important. The parents' ranking of this item in the lowest five expressed needs is an expression of their belief that there is no need to program for this issue. The parents' expressed needs indicate that the needs of home life or health-related issues are being met.

There is an apparent conflict with the highest-ranked items of personal well-being needs and health issues items and the health-related items appearing in the 40 lowest-ranked expressed needs by parents. An examination of the items that are part of a health cluster and in the lowest five ranked expressed needs indicate that these items are

related to home life. For example, the item that is listed as “Appointment to a doctor or clinic” was grouped with items that asked the respondents’ perception of the students’ need to get information or accessing resources without parental support whereas the highest-ranked health-related items were items that were directly related to student health.

As with the highest five ranked expressed needs of parents, the lowest five ranked items indicate a clear message from parents. Parents have ranked family life issues as the lowest needs. Whether the needs are being met or unimportant, the effect is the same on programming. In the opinion of parents, the current practice of counselling and instruction in the area of family issues should not change.

In the remaining lowest ranked 35 expressed needs, 19 items are related to home life or health. Six items in the remaining lowest-ranked needs relate to school organization, three relate to the facility, three are academic concerns, two are specific student behaviour concerns, and two are counselling service issues.

Home life and health issues items continue the theme that emerged from the parents’ five lowest-ranked expressed needs. Parents have consistently ranked items with the home life theme as the lowest expressed needs. As stated in the analysis of the lowest five ranked items, the remaining 35 lowest ranked items support the theme that parents see no need to change the current practice in regards to home/family issues.

#### *Parent Cluster Mean Scores*

Parent cluster mean scores are presented in Table 10. All the clusters have scores that are below 3.00. As defined in Chapter 3, this indicates that the expressed needs are “notable.” Issues Outside of School is ranked as the highest cluster. Items in this group include questions on family support, violence, and problems. The items were prefaced by

the stem: "In the life of my son or daughter, the following changes are important."

Parents ranked services related to Counselling on Family Issues as the second-highest cluster. The cluster of School and Building Maintenance Issues is third highest. The cluster of Personal Well-Being is ranked last, with a mean score of 1.77.

**Table 10. Parent Cluster Mean Scores**

<b>CLUSTER</b>	<b>MEAN</b>
Environment: Issues Outside of School	2.93
Services: Family and Home Life	2.89
Environment: School Building and Grounds	2.86
Services: School Performance	2.62
Environment: Involvement with Teachers	2.52
Services: Physical Well-being	2.50
Instruction: Academic Skills	2.37
Services: Counselling in Sexuality	2.37
Services: Personal Counselling	2.25
Instruction: Health Promotion	2.18
Environment: Involvement with other Students	2.10
Instruction: Interpersonal Relationships	2.10
Instruction: Sexuality	2.03
Instruction: Safety and Accident Prevention	2.01
Instruction: Mental/Emotional Health	1.84
Instruction: Physical Well-being	1.77

The implication of the cluster results is that parents have not expressed a high priority on any specific cluster of needs. The 40 highest- and lowest-ranked expressed needs do contain items from all categories of Instruction, Service, and Environment. Some themes emerge from the analysis of the highest- and lowest-ranked items. The analysis of the parent cluster scores is somewhat in conflict with the themes that emerged. Outside issues, the highest-ranked cluster of parents, does include items that have a family theme. The theme of family issues emerged from the parents' lowest-ranked items. Physical well-being, the lowest-ranked cluster of parents, does include

some items of student personal health. Personal health emerged as a theme from the parents' highest-ranked list. The general low scores of the parent clusters indicate that there is no clear consensus among parents.

How do the Students' Perceptions of their Expressed Needs Compare to their  
Parents' Perceptions of Student-Expressed Needs?

*Forty Highest-Ranked Expressed Needs Comparison*

The 40 highest-ranked items of parents and students are presented in Figure 1. There are 12 items that are common to both lists. All the parents' top five items, which the parents rate as principal needs, are in the students' 40 highest-ranked list. The students do not rank the same items as intensely, but the students do rate the parents' highest five ranked items as principal or notable needs.

Of the 10 common items, five items refer to career information and service. Three of the common items relate to health, "A smoke-free environment", "Instruction on first aid", and "Decrease risk of fatal diseases." "No alcohol or drugs in school," an item common to both lists, is part of the environment category, but it is also related to health. Two items, "Found my classes more interesting" and "Dealing with stress more positively," are instructional items. The final item that is common to both lists is "More respect for differences."

Parents and students clearly share a similar view on career counselling. Both groups indicate that there is a need to improve programming in this area. The analysis of the students' highest expressed needs showed that there is a desire by all three grades of students surveyed for more information, opportunity, and instruction related to future education and planning. The analysis of the student-expressed needs as reported by

PARENTS		STUDENTS	
ITEM	MEAN	ITEM	MEAN
<b>Deciding high school courses</b>	3.67	Washroom/change room improvements	3.67
<b>A smoke free environment</b>	3.61	Mid-morning break	3.54
<b>Requirements of careers</b>	3.55	Seating in the lunchroom	3.54
<b>No alcohol or drugs in school</b>	3.54	<b>High school tour/orientation</b>	3.54
<b>High school tour/orientation</b>	3.51	<b>Found my classes more interesting</b>	3.51
No spitting	3.36	Better fitness facilities	3.47
<b>Jobs/college/university programs</b>	3.35	<b>Deciding high school courses</b>	3.38
Feel good about yourselves	3.34	Outside furniture	3.38
<b>First aid</b>	3.33	A longer break at lunchtime	3.35
<b>Found my classes more interesting</b>	3.33	<b>Requirements of careers</b>	3.35
<b>Dealing with stress positively</b>	3.29	Teachers coordinate homework	3.34
Saying no to sexual involvement	3.28	<b>Dealing with stress positively</b>	3.33
Prevent sexually transmitted diseases	3.26	More sports programs	3.29
Dealing with future positively	3.26	Sanitary practices in cafeteria	3.29
<b>School studies useful in future</b>	3.26	There were more field trips	3.28
Effects of alcohol/drugs/tobacco	3.26	Access to microwave ovens	3.23
Work out problems/conflict	3.25	Input into rules and assignments	3.20
Mental health affect physical health	3.24	Bigger desks for students	3.17
Affects of phys. fitness on health	3.23	Temperature/humidity control	3.16
Making healthy life decisions	3.23	Having my own locker	3.15
Say no-pressure from friends	3.22	<b>A smoke-free environment</b>	3.14
Make sure get enough sleep	3.21	<b>More respect for differences</b>	3.13
Less bullying	3.20	<b>School studies useful in future</b>	3.13
Coping with anger or aggression	3.17	Was offered more option courses	3.11
<b>Decrease risk of fatal diseases</b>	3.17	Less sexual discrimination	3.10
Setting realistic goals	3.16	<b>Jobs/college/university programs</b>	3.08
Crimes like stealing dealt with	3.16	Longer lunch room hours	3.07
Communicate with family/friends	3.16	<b>Decrease risk of fatal diseases</b>	3.07
Learn to be street smart	3.15	<b>No alcohol or drugs in school</b>	3.07
How to stand up for myself	3.14	Help learning job interviews	3.06
Avoid catching infectious disease	3.13	<b>First aid</b>	3.06
Build healthy friendships	3.11	More acceptance of others	3.05
Dividing time-home/school/other	3.11	Cleaner building and grounds	3.05
Protect my personal privacy	3.11	More guest speakers in my classes	3.05
Destroying students work dealt with	3.11	More social or extracurricular	3.05
Changes in body and feelings	3.10	Chances to be involved in school	3.02
Healthy eating habits	3.10	Studying for tests	3.02
<b>More respect for differences</b>	3.09	Learn to give first aid/CPR	3.01
Feelings affect your behaviour	3.09	Physical fitness programs	3.01
Information on counselling service	3.08	Less garbage and litter	3.00

**Figure 1. Parents' and Students' 40 Highest-Ranked Expressed Needs with Mean Score**

(Common items in bold)

parents is consistent with the students' view. The implication is that programming changes need to address the gap in what is desired and what is currently being offered.

The remaining seven common items do not present a clearly defined theme. Although three of the six remaining common items are general health and well-being items, there is no single-defined theme that ties the three items together. The two instructional items are also quite general. "Found my classes more interesting" is rated as a principal item by both groups. This indicates that both parents and students see a need for improvement; however, without further investigation it would be difficult for a school to have clear direction from this item as to how to improve programming. Grouped items of both parent and student highest-ranked 40 items into major categories of Service, Instruction, and Environment are presented in Table 11. Both groups of respondents are focused on Service and Environment issues. Instruction items are almost non-existent on the parent list and only six items out of 40 items of the category of instruction appear on the student highest-ranked expressed needs.

**Table 11. Parents' and Students' 40 Highest-Ranked Expressed Needs in Major Categories**

GROUP	CATEGORIES		
	SERVICE	INSTRUCTION	ENVIRONMENT
PARENT	18	1	21
STUDENT	14	6	20

At face value, the number of items in each major category suggests a few themes. For programming purposes, this large grouping of results has limited value. Simple listing of the number of items in each of the major categories does not provide enough details for targeted

programming changes. However, if the number of items in each major category is considered an indication of expressed needs, then there are a few implications of these results.

One implication of the analysis of the items in the major categories for both groups is that instructional needs are being met at the school. The low number of items in these categories is dramatic for both groups.

Half the items in both groups are related to the environment. As mentioned, the broad grouping does not really provide the details to easily direct changes. However, as this category does contain many items that are related to the physical plant of the school, an investigation into the condition of the school seems warranted.

A final implication of the grouping the items into major categories is the need to improve service. The Service items in this instrument were mostly related to counselling. Some details would need to be investigated further, but there is support in these results to improve the counselling service currently being provided. In its broadest sense of the word, 'service' in a school could mean (but is not limited to) providing counselling, delivery of instruction, and referral to agencies. The implication of this definition of service is that there is a perceived gap between what parents and students believe should be provided by schools and what the school is currently providing. Further investigation in this area is needed before any conclusion can be stated with confidence.

#### *Forty Lowest-Ranked Expressed Needs Comparison*

The 40 lowest-ranked expressed needs of both groups are presented in Figure 2. The lists have 22 common items. Eleven of the common items are in the area of family. "Parental training," "Help with homework," and "More time with parents" are three of

PARENTS		STUDENTS	
ITEM	MEAN	ITEM	MEAN
Eating disorders	2.07	Tolerant of different views	2.22
Help searching/applying for jobs	2.06	Information about your health	2.21
Caring, support, and respect	2.06	Talking to family about dating	2.20
<b>A male counsellor</b>	2.06	More time focused on core subjects	2.19
<b>Coping with step-family issues</b>	2.05	Attention paid to trespassing	2.17
Cleaner building and grounds	2.04	<b>Separated from part of my family</b>	2.17
Pregnancy/girlfriend's pregnancy	2.02	Found my classes more challenging	2.17
<b>Separated from part of my family</b>	2.01	<b>Relationships with parents/guardians</b>	2.15
Better weight training facilities	1.99	<b>Coping with step-family issues</b>	2.15
<b>Fewer problems on the school bus</b>	1.97	Deal with thoughts of suicide	2.15
<b>Parents gave help with school work</b>	1.94	<b>Enough money for basic needs</b>	2.15
Physical health problems	1.93	Accepting of diff. groups	2.15
<b>More time with parents/guardians</b>	1.92	Recognize different feelings	2.14
<b>Pregnancy testing counselling</b>	1.91	Social help from teachers	2.10
<b>Helping cope with being adopted</b>	1.91	Alcohol/drug/gambling in family	2.10
<b>Dealing with my family's poverty</b>	1.90	Get along with same sex	2.07
Being allowed more independence	1.88	<b>Pregnancy testing counselling</b>	2.06
<b>Enough money for basic needs</b>	1.80	School police officer available	2.03
<b>Relationships with parents/guardians</b>	1.76	Access community health resources	2.01
Someone that I could depend upon	1.76	Communication between school and home	2.01
More privacy for me	1.75	<b>Dealing with my family's poverty</b>	2.01
Mid-morning break	1.71	<b>Less conflict where I live</b>	2.00
<b>Had fewer learning problems</b>	1.70	<b>Less trouble over my behaviour</b>	1.98
<b>Less conflict where I live</b>	1.68	<b>Fewer problems on the school bus</b>	1.98
Was offered more option courses	1.65	<b>More time with parents/guardians</b>	1.97
Outside amphitheatre	1.65	Talk about sex with counsellor	1.95
Breakfast programs	1.64	<b>Parents gave help with school work</b>	1.94
<b>In more special education classes</b>	1.60	<b>Helping cope with being adopted</b>	1.93
There were more field trips	1.58	Talking to parents about sexuality	1.87
<b>Less trouble over my behaviour</b>	1.55	<b>A male counsellor</b>	1.84
Longer lunchroom hours	1.53	<b>Had fewer learning problems</b>	1.83
<b>Parental support/training</b>	1.44	<b>Less verbal/emotional abuse</b>	1.81
<b>Understood English better</b>	1.44	<b>Appointment to a doctor or clinic</b>	1.79
Fewer expectations at home	1.35	<b>Problems with drugs/gambling</b>	1.73
<b>Less verbal/emotional abuse</b>	1.33	<b>In more special education classes</b>	1.57
<b>Appointment to a doctor or clinic</b>	1.32	<b>Less violence where I live</b>	1.56
<b>Problems with drugs/gambling</b>	1.26	<b>Parental support/training</b>	1.56
A longer break at lunchtime	1.17	<b>Understood English better</b>	1.51
<b>Less violence where I live</b>	1.16	Was able to read better	1.42
<b>Less involved in activities</b>	1.02	<b>Less involved in activities</b>	1.29

Figure 2. Parents' and Students' 40 Lowest-Ranked Expressed Needs with Mean Score  
(Common items in bold)

the items. Some of the other common items are specific issues such as “Dealing with adoption”, “Coping with stepfamily issues”, and “Fewer problems on the school bus”.

Similar to the analysis of the lowest-ranked items for students and parents presented earlier in the chapter, the analysis of the comparison of the lowest-ranked expressed needs is needed to complete the picture of the expressed needs of students and parents. It is not safe to assume that once you understand the areas of improvement that you can assume all other needs are being met. The comparison of the lowest-ranked items in this study provides confidence in the analysis of the highest-ranked expressed needs and it provides some consideration for further investigation. The theme in the two lists of lowest-ranked expressed needs is family. Both students and parents are consistent in their expressed needs that there is no need to improve the instruction or counselling in the area of family. This implication, however, is not consistent with the service delivery improvement that is implied by the analysis of the highest-ranked expressed needs grouped by categories. As well, the cluster scores of the parents ranked Issues Outside of School as the highest. Further investigation will be needed to determine the details of the improvement indicated by the 40 highest-ranked expressed needs and the family theme that is implied as not an improvement area.

#### *Spearman Rho Test of Correlation*

A Spearman Rho test of correlation was calculated for the highest- and lowest-ranked expressed needs of parents and students. The comparison was calculated by rank ordering the items in each group list. The closer the coefficient is to one, the more similar the two variables (lists) are.

A correlation of  $r = .185$  ( $p < 0.05$ ) was found between the rank ordering of the parent and student highest-ranked expressed needs. The coefficient for the comparison of the 40 lowest-ranked expressed needs of students and parents was  $r = .132$ . ( $p < 0.05$ ). In both cases, the Spearman Rho correlation coefficient indicates that there is little correlation between the parent and student lists.

The implication of this calculation is that there is very little statistical support for the similarity of the student-expressed needs and the student needs as reported by parents. Although there is some thematic similarity in the both the highest- and lowest-ranked expressed needs, in the end there is no evidence to suggest that parents and students are on the same wavelength of the areas of improvement needed or that they agree on what should remain the same in the school.

This does have a profound effect on programming for the school and particularly the need to sell any changes that are implemented because of this needs assessment. As stated earlier, the needs of the students should drive the programming in a school. The support of parents is, however, critical to the success of any school programming. The correlation coefficients of the lists indicate the gap between the students' and parents' perceptions of needs is quite large. Attention would have to be paid to the expressed needs of both groups. New programs targeted for a need of only one group would require some marketing to enlist the support of both parents and students.

#### Summary

There is some commonality in the expressed needs of students as reported by students and parents. In the 10 highest-ranked items of each group, there are four items that are common: "Deciding on high school courses," "Requirements of careers," "High

school orientation,” and “Found my classes more interesting.” In the 10 lowest-ranked items from each group, there are six items that are common: “Parental support/training,” “Understood English better,” “Less verbal/emotional abuse where I live,” “Appointment to a doctor or clinic,” “Problems with drugs/gambling,” and “Less violence where I live.” Combining both the 40 highest- and lowest-ranked expressed needs, there are 34 out of 80 common items.

Agreement in the 40 highest-ranked lists is on the theme of the future. High school course selection and orientation and requirement of careers are expressed by both parents and students as principal needs. Parents also list information on college and universities in their top 10 items. The only item that is common to both groups in the top 10 items and not related to future plans is “Found classes more interesting.”

The low correlation coefficient indicates that the similarity of student and parents responses described in this chapter are thematic similarities only. The similarity of responses is not statistically supported. A close examination of the individual expressed needs of students and parents demonstrate that the differences are considerable. None of the students’ three highest-ranked items is in the parents’ 40 highest-ranked list. Although the students’ 40 highest-ranked expressed needs do have a theme of future plans, the analysis also indicates that the theme of changes needed in both school environment and organization are important to students. These themes are not apparent in the parents’ 40 highest-ranked expressed needs list. Parents’ other themes includes student safety and health. Neither of these themes are apparent in the students 40 highest-ranked expressed needs list.

Chapter 5 is a discussion of three of the major implications of the results of this study. As well, the chapter contains a discussion of the limitations and strengths of this study. Concluding thoughts on the outcomes and suggestions for further research complete the chapter.

## CHAPTER 5: DISCUSSION

### Introduction

In 1999, a comprehensive survey was conducted for the purpose of developing a guidance program within a school. The survey was given to both students and parents. The general finding was that the parents and the students have different perceptions of the needs of the school. The students' results express a high priority on physical environment improvements, a desire to reorganize the school schedule, and a need to improve career counselling. The parents expressed a high need of programming improvements in the area of future planning and the personal well-being of the students. In this chapter, the implications of the results are explored and recommendations for further investigation are provided.

The results of the research suggest three major findings. The first finding is that both parents and students share a concern towards the role of schools in helping students prepare for careers. This finding implies that there are direct improvements that could be implemented that both groups agree are needed. The second major finding is the general incongruence of the results between parents and student. The implication that this has on implementing a CGP is examined. The third major finding that is explored in this final chapter is the students' and parents' expressed views of what a school should provide. This chapter also presents a discussion of the strengths and limitations of the study with suggestions for further investigation.

## Discussion

### *Major Finding 1: Career/Future Planning*

The first major theme from the results of this research (see Chapter 4: Results) was that parents and students expressed the need to improve instruction and services in the area of career planning. Skills such as résumé writing and searching career pathways are high on the expressed needs of students and parents. Both groups also indicated the need for improved counselling services to assist in high school course selection and to determine postsecondary education requirements.

The survey instrument was not designed to cluster these career/future planning needs into one category. Instead, the items were scattered across several categories of Instruction and Service. The fact that the future planning items emerged as principal needs without the grouping of items on the survey is notable. Four of the items of future planning appear in both the parents' and students' 40 highest-ranked items; this implies that parents and students share a view of the importance of future planning.

The need for improved career/future programming is shared by all three grades of students surveyed (see Table 7). It is obvious that young students are interested in learning about career options; this finding is consistent with the findings of other studies (cf. Collins, 1993; Gysbers, 2001; Kemeny, 1997).

The fact that parents and students share the view that there is a need to improve career/future planning services and instructions has implication for programming. Any program delivered to this school must place a high priority on the inclusion of content, activities, and services that assist students with career and future planning. Hiebert (1999) stated that CGPs that do not have the support of constituents would require careful

marketing. With parents and students sharing the perspective that there is a need to improve career planning for students, implementation of a program to meet these needs should be well received.

The results indicate a possible contradiction of the future focused perspective of students. Students did rank several career and future planning activity items highly. However, they also highly ranked several items that are related to the environment of the school. Many of these items relate to problems or concerns that the students have about their current physical environment, current instruction, and current support. The high ranking of these items implies that students are very concerned about the present. Can students be concerned about the present and have concerns about developing programs in their school to assist with career and future planning? The findings in this study indicate “yes.” The student results show that students are very concerned with both their present environment and the development of programs that will assist them in making future plans. The results are not contradictory but complementary; they imply that students are not singularly focused on the present or the future. The results indicate that the students have perspectives for a need for improvements in both the present and the future. The two themes that have emerged from the student results can be part of the comprehensive plan.

A carefully planned CGP must attend to the identified high priorities of the needs assessment. The results of this study indicate that all three grade levels perceive needs for career/future planning programming. Therefore, programming must target all three grades. Attending to some specific needs of the school environment is also a high priority. There is no reason to believe that washroom improvement, the highest-ranked expressed need by students, is in conflict with programming for improving career/future

planning activities. Each of the high priorities should be considered with the same importance. In this case, school officials will gain credibility from the students for the programming improvements in the area of career/future planning but also attending quickly to washroom improvements. For the purpose of gaining overall support of programming changes, it is wise to respond with action to needs that are visible and easily corrected.

*Major Finding 2: Incongruent Views*

The results presented in Chapter 4 demonstrate that overall the parents' view of student needs and the students' perception of their needs have some thematic similarities. Parents and students share concern for future/career planning. Parents and students are also concerned with health and safety and the two groups question whether the school should have anything to do with issues that are traditional home or family concerns. The Spearman Rho correlations ( $r = .185, p < .05$  for the parents' and students' 40 highest-ranked items, and  $r = .132, p < .05$  for the parents' and students' 40 lowest-ranked items) point to a different conclusion than the thematic analysis. The statistical test done in this study indicates there is little relationship between the absolute rankings of the concerns.

While some concerns may appear on both lists, the parents and students have ranked the concerns differently. The statistical test used in the comparison of the ranked lists is a comparison of the absolute rank order of the items. Although this is the most appropriate technique (see Chapter 3), the results of the test can be misleading. The survey design was thematic. There are three main categories and 15 clusters of items in the survey (see Chapter 3). The thematic clustering of items was intended to produce results that could help develop programs. Although some items were specific in the

description of the need (e.g., washroom improvements), the cluster approach was to provide confidence that programming in a general area was needed. This study, like previous studies, can open the door to further investigation of specific themes (Mailandt, 1998).

The different implications of the correlation test and the thematic analysis highlight the difficulties in quantifying perceptions. The ranking of the items is an important technique to prioritize needs. The Spearman Rho test in consideration of the ranking compares the list of items from both groups. The order the item appears in the 40 highest- and lowest-ranked items is critical to the final correlation coefficient. For thematic comparison the order of the items is not as critical. Parents and students may not be aligned on the level of a specific need. They may however agree that there is a need. As mentioned before, except for a few items, the survey was intended to gather general understandings of concerns. General programming could be designed based on the themes that emerge and/or further investigation could follow.

The Spearman Rho test is a standard and repeatable technique to compare data. The statistical test in this study casts doubt on the congruency of the parent and student viewpoints. The similarities of the expressed needs of the parents and students are limited. However, the thematic analysis must be the base for implementing programs. Although the statistical results cannot be ignored, successful programming must be based on the similarities of the thematic analysis. The Spearman Rho test provides school personal with a caution: programming based on the thematic similarities may not be fully embraced by either students or parents. Hiebert (1999) cautions that all CGPs need to be

marketed. In this case the communication and implementation of programs will have to be well marketed to be accepted by the school community.

The results of this study provide themes for the implementation of programs. The results do not alleviate a school administrator's concern for balancing the needs of both students and parents. Support of parents is critical to the success of CGP's (Hiebert, 1999). To gain parental support, communication with justification of decisions for the implementation of programming will have to be given. A lack of concern or lack of awareness of student perceptions can undermine the success of a CGP (DeFries et al., 1990). Students need to be considered. A well-thought-out communication and implementation plan must also target students. The model of involving students in the development of the needs assessment in this study should be used in the program development. Guiding student leaders by school staff to assist in the communication of the implementation plan will provide support from the student community. Any opportunities for students to be a part of the action plan will enhance the possibility of success.

Opportunities to add programs for student health, active living, and career planning (to name just a few) surface constantly for most schools in Alberta. Staff members that perceive a need or wish to champion a cause implement the programs. For the most part, a hit-and-miss mentality weeds out the programs that are not needed; that is, schools try a program and if students get involved and there is limited parental opposition the program continues. The program has met a demand. A contrary approach to the hit-and-miss introduction of programs is the CGP model. The CGP model is the gathering of extensive data, prioritizing the expressed needs, and implementing programs

to meet the needs. The development of the CGP can include add-on programs that already exist or the development of new unique initiatives. The hit-and-miss technique may finally result in the same programs for a school as a CGP; however, the time and energy to find the most appropriate programs may be very costly. During the hit-and-miss process, the damage to the confidence that the school community holds of school personnel when implementing a series of programs may undermine the ultimate success of any program.

The incongruence of results of the parent and student perceptions in this study could support the hit-and-miss style of programming. Highly ranked expressed needs of one group could be used as a reason to implement one or more programs. An example from the results is the parents' ranking of the smoke-free environment. This item is ranked second overall by parents. At a glance, the data supports the need for an anti-smoking program. Students do not rank this item in their highest 40 list. The hit-and-miss method would support the anti-smoking program. There may be parental support for the program, but the student data suggests that the program would be less than warmly received by students.

The results of this study support a broader perspective to the implementation of programming. The thematic similarities present opportunities to bring the school community together. To prevent a hit-and-miss approach to programming, the thematic analysis must focus the development of the CGP. Common themes in this study, such as career/future planning and student health, need to guide the development of programs for this school. There is value in attending to individual needs (Lessard, 1998). However, a fully implemented CGP has the opportunity to develop school community cohesiveness,

meet the expressed needs of students, and enhance student learning (Kuhl, 1994). The long-term benefits of a CGP will outweigh any short-term gains in a hit-and-miss approach.

The issue is not that the perceptions of parents and students are so different or that both groups' needs cannot be met. The issue is whether thoughtful programming can be sensitive towards each group's expressed needs. Communication and marketing will be the key. Marketing in the educational setting can mean a teaching opportunity. Parents and students should be helped to understand how the results present differences and similarities in the perceptions of the two groups.

Parents and students need to be part of the planning of any new intervention. Their level of involvement can vary. At minimum, they need to be informed. There are some instances where collaborative work would be warranted. These are not new thoughts for most school administrators. Involving students and parents in school decision making is common in most schools in Alberta. Alberta Learning requires schools to report on how the students and parents are part of the school improvement plans (Alberta Learning, 2002).

In a broader context, the low correlation of the highest- and lowest-ranked expressed needs of parents and students highlights a current issue for schools. If the results of this study are considered as typical for a school community, it is clear that school staff cannot work in isolation from the community. With such variety in perceived needs between key stakeholders, it is even more important that members of the school community work in collaborative rather than isolationist modes. Students, parents, and staff are together a learning community. All members have a role to play in the education

of children. Educators, at the school or jurisdiction level, that ignore this fact, will face challenges.

A programming option to consider, as a result of the differences in the perceptions of need, is to build communication opportunities between students and parents on school concerns. The results indicate that there is a gap between the parents' and students' perceptions. A comprehensive plan should include an attempt to bridge the differing perceptions of parents and students. The dissemination of the results can be the starting point to allow each group to gain understanding of the different perceptions. The process of communicating the results to the school community is an important part of the overall success of the CGP. Building opportunities for parents and students to comment on the results will help to bridge some of the differences. Further programming that brings parents and students together to discuss improvements and changes in the school would be worthwhile.

*Major Finding 3: School Services*

Parents and students ranked several items in the Service category in their list of their expressed needs (18 and 14 items respectively). The implication of this result is that there is an expressed need by both groups to improve services in the school. The items in this survey that were included in the Service category were mostly related to traditional counselling services. Opportunities to speak to counsellors on various health and wellness issues and assistance with high school planning were some of the items.

The desire to improve specific counselling services requires an examination of the school's current practice. In the current environment of limited resources, many schools have fewer counsellors. The reduction of counselling services is especially evident at the

junior high level. The results of the needs assessment may simply be a request to reinstate a service that has been reduced. Flushing out the topics that parents and students perceived as not being supported could also shed light on the changes needed.

Considering the broader definition of Service, there is also a need to investigate the changing perception of school services. What should schools provide? Are there limits of social and emotional support for students and families that schools should provide? There are models of successful schools that take on more of a health services role. Education is just one part of the services provided. Is this the type of school model this community is seeking? The parents' perceptions include a concern that the school not be involved in issues that are traditionally family issues. Further investigation is needed to clarify the perspective of service of parents and students.

Alberta's Children and Youth Initiative (Government of Alberta, 1998) is an example of a government organization that is struggling with the issue of services needed. The ACYI was created for the research and development of social programs for the welfare of children. The organization works closely with social agencies and health authorities. They are also involved in research and funding programs in schools. From breakfast programs to working with agencies to provide after-school programs housed in schools, they have developed partnerships with many of this city's schools. The ACYI funding has supported much-needed programs. Schools with high numbers of at-risk students are not able to provide social programs. The schools' budgets are already stretched to meet educational goals. Schools cannot offer social programs without more financial support. Are partnerships the future for the delivery of services in schools? As

public policy is developing on this issue, investigation on parent perceptions of the changing role of schools should also occur.

#### Limitations and Strengths of the Study

The main purpose of the needs assessment was to provide one school with data to help them develop a CGP. The implications that are reflected in the data must be considered in that context. Generalizing specific expressed needs of this study is not possible. The conditions of this study would be need to repeated in another location before specific expressed needs could be generalized for adolescents. This study was conducted in an affluent district in a large urban centre. The number of self-reported family issues is considerably lower than one might expect in most schools. Self-reported instruments have built-in limitations. Although considerable effort was put into the wording and understandability of the survey, the accuracy of the instrument is still dependent on the reading ability of the respondents.

Parents and students are at different developmental stages as humans. This fact alone could be considered as the reason for varying perceptions of student needs. The parent survey was not tested for reliability and the validity of the parent instrument is based on the construction techniques of the student survey. There is also concern that the parents did not heed the statement that prefaced their survey, "*The intent of the instrument is to gather the parent perception of what student needs are.*"

These factors may have influenced the results. In other words, the specific results of this study may not be reflective of others schools.

There are some thematic results that are consistent with other recent studies. Career/future planning and physical environment concerns by students are findings of

this and other studies (Collins & Hiebert, 1995; Hiebert et al., 1994). These studies were conducted within the same urban setting. Gysbers (2001), in an American study, comments on the generalized need to expand vocational career counselling. So although there is some support for the thematic findings of this study, generalizing the findings is still limited.

One of the strengths of this study was the method of survey development. The rigorous approach to item development and the high level of involvement of student, school staff, and parents gives added validity to the instrument. A strong instrument must be considered paramount in the process of conducting a needs assessment.

The process in this study to create the instrument is also a model for schools wanting to initiate a CGP. The process served the purpose of creating a sound, site-specific instrument. The process also helped to develop a school culture of anticipation that ensured successful administration. Schools wanting to develop a CGP would be well served by following the model of this study.

The purpose of the needs assessment was to develop a prioritized list of needs. This was achieved. The analysis of the data clearly produced a list of priorities expressed by students. The analysis also produced student needs as expressed by parents. Either list could provide guidance for the development of school programs for years to come.

#### Conclusions

The purpose of this project was to compare the expressed needs of students with their parents' perceptions of student needs. This purpose was initiated with a practical intent. School administrators face the difficult task of meeting the needs of the entire school community. Previous studies have mentioned the gap between parent and student

perceptions (Hiebert et al., 1994; Isralowitz & Singer, 1982; Menanteau-Horta, 1986). This research supports the findings of the previous studies and hopefully deepens the reader's understanding of the importance of attending to the differences in perceptions when programming for improvement in a school.

On a practical level, one conclusion of this paper is straightforward. Parents and students of this junior high school do not share the same view of what needs to change. The development of a CGP for this school is not clearly laid out in the students' list of highest-ranked expressed needs. The correlation of the parents' perceptions and the students' perceptions is weak at best. From a practical perspective, the next question is obvious: *What now?* With the knowledge that the two groups have different views, how does a school initiate programs that assist the whole child?

A CGP, as part of thoughtful school planning, make sense in schools today. A school is not about dispensing knowledge into empty vessels. Our curricula reflect the educational belief that inquiry and collaborative skill development are valued. It follows that teaching the whole child is an extension of the curriculum. By understanding the needs of students and parents, we can move a school forward to meet this objective.

The thematic analysis provides the guidance in this study for the development of the CGP of the school. The context of themes links the perspectives of parents and students. Service delivery, career/future planning, and concern for health and safety are three themes that both groups share.

Do the results of this study then suggest that it is not possible for this school to develop a successful CGP? Being an educator, I find it impossible to consider that there is not a way. The results of this study reinforce my belief that a school is a community of

learners. All members of the community have a responsibility in the role of educating students. Divergent voices do not halt a school from progressing. The voices guide the thinking.

Marketing a GCP may be as important as the gathering of data. Marketing of a GCP should start with the first consideration of the undertaking of a needs assessment. Marketing in this context is the teaching of the how new programs are based on the needs of students and/or parents and how the programs will meet those needs. The process of including staff, students, and parents in the development of the survey instrument is a part of the overall marketing/teaching plan.

Implementation of programs based on the needs assessment begins with communication of the results. The decisions of how, by whom, and when data is given to the school community needs to be done with the understanding of the community. How knowledgeable is the community to understand data? Can the results be presented in a way so that staff, students, and parents can understand? Will staff or outside consultants be used to present the data? How receptive is the community to outside experts?

Thoughtful planning, with an eye to program development, should guide the communication of the results. Administrators need to first understand the findings and then consider what improvement/changes are expressed. If there are high priorities of either group that can be dealt with in an expedient fashion, such as building repairs, this is opportunity should be acted upon. The meeting of a high-priority item will have a major positive impact on the success of the CGP. In a previous similar study, washroom improvements were handled even prior to the communication of the results beyond the staff (Lessard, 1998). This sign of good faith by the school administration was a very

positive action that validated the students' opinion. During the process of formal communication of the results, the school community already had tangible evidence that there would be a connection between the research results and improvement/programs. The introduction of programs to meet other identified needs and further investigation were, for the most part, well received (Lessard, 1998).

For school jurisdictions, the question of replication and sustainability of successful programs is an issue. To repeat the process presented in this study in other schools, a commitment by school administrators is required. There are resource and motivation barriers that will need to be addressed in each school. However, they can be overcome. The issue of sustainability is of greater concern. There is little guidance for schools that initiate a GCP of what lies ahead. Previous Canadian studies in this area are quite recent. There is very little research into how these initial programs have developed over time. There is a need for research in this area.

Another issue of sustainability of a CGP is "*When are the expressed needs of the parents and students no longer valid?*" In a junior high school that maintains students in the school for a 3-year period, it is logical to assume that the data would be dated at the end of the 3 years. However, if the school culture/demographics have not changed, there may be an argument to suggest that the results are valid beyond 3 years. The concern over the validity of the data also supports the need for investigation of the sustainability of a CGP.

The systematic process of developing a CGP followed in this study is sound. The process provides many opportunities for staff, students, and parents to work collaboratively for the improvement of the school. The data collected is rich in

information. The school community can return to the data each year to reaffirm the programs they have developed or to help support new initiatives. The development of a CGP is a proven method to help a school understand the community and develop a direction for improvement.

## REFERENCES

- Adelman, H. S., & Taylor, L. (2002). School counselors and school reform: New directions. *Professional School Counseling, 5*(4), 235.
- Alberta Learning. (2002). *Guide for school board planning and results reporting*. Available at <http://www.learning.gov.ab.ca/departments/planning/schoolguides/SBPRGuide2002.pdf>.
- Arborelius, E., & Bremberg, S. (1998). "It's your decision!" Behavioral effects of a student-centered health education model at a school for adolescents. *Journal of Adolescence, 11*, 287-297.
- Angen, M., & Collins, S. (1996). *Minority and majority adolescents voice their needs*. Ottawa, ON: National Consultation on Career Development.
- Bartlett (1981) missing.
- Cameron, H., Mutter, G., & Hamilton, N. (1991). Comprehensive school health: Back to the basics in the 90s. *Health Promotion, 29*(4), 2-5.
- Campbell, C. A., & Dahir, C. A. (1997). *Sharing the vision: The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
- Collins, S. (1993). *Adolescent needs*. Unpublished master's thesis, University of Calgary, Calgary, AB.
- Collins, S., & Hiebert, B. (1995). *Coping with the future: Challenging traditional beliefs about what adolescents need*. Ottawa, ON: National Consultation on Career Development.

- Davey-Baustad, T. J. (1998). Junior high school interventions for student stress and workload. *Guidance and Counselling, 14*(1), 23-26.
- DeFries, G. H., Crossland, C. L., MacPhail-Wilcox, B., & Sowers, J. G. (1990). Implementing comprehensive school health programs: Prospects for change in American schools. *Journal of School Health, 60*(4), 182-188.
- English, F., & Kaufman, R. (1975). *Needs assessments: A focus on curriculum development*. Washington, DC: Association for Supervision and Curriculum Development.
- Government of Alberta. (1998). *Alberta children and youth initiative*. Available at <http://www.child.gov.ab.ca/acyi>.
- Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology: A Journal of Theory, Research and Development, 30*(4), 233-252.
- Gysbers, N. C. (1990). *Comprehensive guidance programs that work*. Ann Arbor, MI: University of Michigan, ERIC Counseling and Personnel Services Clearinghouse.
- Gysbers, N. C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling, 5*(2), 96.
- Gysbers, N. C., & Henderson, P. (1997). *Comprehensive guidance programs that work* (2nd ed.). Greensboro, NC: ERIC Counseling and Personnel Services.
- Gysbers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling, 5*(2), 96-105.

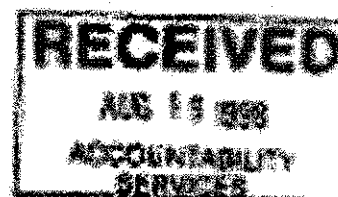
- Gysbers, N. C., Hughey, K. F., Starr, M., & Lapan, R. T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development, 70*, 565-570.
- Hargens, M., & Gysbers, N. C. (1984). How to remodel a guidance program while living in it: A case study. *The School Counselor, 32*, 119-125.
- Hiebert, B. (1999). *Comprehensive health, guidance, and counselling needs assessment project: Final report to Alberta Learning*. Calgary, AB: University of Calgary.
- Hiebert, B., Collins, S., & Cairns, K. V. (1994a). *Teacher, parent, and student perceptions of adolescent health-related needs*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 4-8, 1994.
- Hiebert, B., Collins, S., & Cairns, K. V. (1994b). What do adolescents need? Adult versus student perceptions. In M. Van Norman (Ed.), *Natcon-20* (pp. 199-207). Toronto, ON: OISE Press.
- Hiebert, B., Kemeny, K., & Kurchak, W. (1998). Guidance-related needs of junior high school students. *Guidance and Counselling, 14*(1), 3-9.
- House, R. M., & Hayes, R. L. (2002). School counselors: Becoming key players in reform. *Professional School Counseling, 5*(4), 249.
- Hughey, K. F., Gysbers, N. C., & Starr, M. (1993). Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents, and teachers. *The School Counselor, 41*, 31-35.
- Isralowitz, R.E., & Singer, M. I. (1982). Youth and adult perceptions of teenagers' problems in the United States. *International Child Welfare Review, 54*, 28-37.

- Johnson, D., Meiller, L., Millar, L. C., & Summers, G. (Eds.). (1987). *Needs assessments: Theory and methods*. Ames, IA: Iowa State University Press.
- Kaufman, R., & Thomas, S. (1980). *Evaluation without fear*. New York: New Viewpoints.
- Kemeny, K. (1997). *A comparison of student and adult perceptions of needs of junior high school students*. Unpublished master's thesis, University of Calgary, Calgary, AB.
- King, J. C., & Coles, B. (1992). *The health of Canada's youth: Views and behaviours of 11, 13 and 15 year-olds from 11 countries*. Ottawa: Ministry of National Health and Welfare.
- Kolbe, L. J. (1985). Why school health education? An empirical point of view. *Health Education, 16*, 116-120.
- Kuhl, J. (1994). *Guidance and counseling program evaluation*. Des Moines, IA: Des Moines Public Schools, Iowa Instructional Division.
- Kuranz, M. (2002). Cultivating student potential. *Professional School Counseling, 5*(3), 172.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of fully implemented guidance programs on the school experience of high school students: A statewide evaluation study. *Journal of Counselling and Development, 75*, 292-302.
- Lehr, R., & Sumarah, J. (2002). Factors impacting the successful implementation of comprehensive guidance and counseling programs in Nova Scotia. *Professional School Counseling, 5*(4), 292.

- Lessard, J. J. (1998). Adolescent stress and workload: From bamboo seed to flying. *Guidance and Counselling, 14*(1), 15-18.
- Mailandt, W. (1998). Adolescent perception of workload and stress. *Guidance and Counselling, 14*(1), 19-22.
- Menanteau-Horta, D. (1986). The challenging file of school counselors and youth problems in the United States. *International Journal for the Advancement of Counselling, 9*, 23-33.
- McLean-Stearns, C., & Hiebert, B. (1995). *Building healthy schools: A final report from Partners for Healthy Living*. Calgary, AB: Calgary Board of Education.
- Nader, P. N. (1990). The concept of "comprehensiveness" in the design and implementation of school health programs. *Journal of School Health, 60*(4), 133-138.
- Oregon Department of Education. (1979). *Elementary school guidance counseling*. Salem, OR: Author.
- Rimmer, S., & Burt, M. (1980). Needs assessment: A step-by-step approach. *The School Counselor, 28*, 59-63.
- Rye, D. R., & Sparks, R. (1991). Planning and management: Keys to a successful K-12 counseling program. *The School Counselor, 28*, 263-267.
- Scriven, M., & Roth, J. (1977). Special feature: Needs assessment. *Evaluation News, 2*, 25-28.
- Seffrin, J. R. (1990). The comprehensive curriculum: The comprehensive school health curriculum: Closing the gap between state-of-the-art and state-of-the-practice. *Journal of School Health, 60*, 151-156.

- Sink, C. A. (2002). In search of the profession's finest hour: A critique of four views of the 21st century school counseling. *Professional School Counseling, 5*(3), 156.
- Snyder, B. A., & Daly, T. P. (1993). Restructuring guidance and counseling programs. *The School Counselor, 41*, 36-43.
- Sprinthall, N. A. (1971). *Guidance for human growth*. New York: Van Nostrand Reinhold.
- Takanishi, R. (1993). Changing views of adolescence in contemporary society. *Teachers' Record, 94*, 580-587.
- Torsten, H., & Postlethwaite, T. (Eds.). (1994). *International encyclopedia of education*. New York: Pergamon.
- Witkin, B. R. (1984). *Assessing needs in educational and social programs*. San Francisco: Jossey-Bass.
- Witkin, B. R., & Altschud, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage.

APPENDIX A  
Approval and Permission Forms



1998-08-05

Linda Brost  
 Calgary School of Education  
 815 Macleod Trail SE  
 Calgary, AB T2G 2L9

Dear Ms. Brost:

The enclosed research proposal by Ms. Joy Robinson entitled "Elboya Elementary Junior High School Comprehensive Student Needs Assessment Project" has been approved by the Faculty of Education Joint Ethics Review Committee. We are forwarding this proposal to you for approval for the research to be undertaken in the Calgary Board of Education School system.

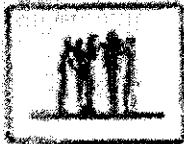
It is my understanding that the researcher would like to conduct this study at the following school: Elboya Elementary Junior High School.

Thank you for your help. If there are any questions regarding this proposal, please feel free to contact us.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Michael C. Fryt'.

Michael C. Fryt, Ph.D.  
 Chair, Faculty of Education Joint Ethics Review Committee



Calgary Board of Education  
Building a Collaborative Learning Community

ACCOUNTABILITY SERVICES

Education Centre Building  
201 Macleod Trail S.W., Calgary, Alberta T2G 2L1 Telephone (403) 243-5753 Facsimile (403) 243-5754

COPY

October 22, 1988

Mr. Jay Robinson  
c/o Jacqueline Lussard  
Principal  
Elroy Elementary/Junior High

Dear Mr. Robinson:

I am pleased to confirm that your application to conduct the study entitled *Elroy Elementary/Junior High School Comprehensive Student Health Assessment Project* has been approved by this office. The permission granted only indicates that we have no ethical objection to the proposed study, provided anonymity of the participants is protected in the manner you described in your proposal.

I understand from my discussion with Jacqueline Lussard that the questionnaire may be revised. Please forward the final version as soon as it is available. A copy of the findings should be forwarded to me at this office upon the completion of your research.

I would like to take this opportunity to wish you success with your study.

Yours sincerely,

Sandra Sengster, Ph.D.  
Director  
Accountability Services

cc: M. C. Papp, Ph.D., Chair, Faculty of Education Ethics Review Committee  
J. Lussard, Principal, Elroy Elementary/Junior High School

APPENDIX B  
Instructions to Teachers

**Elboya Elementary-Junior High School  
Student Needs Survey**

**Instructions to Teachers**

This survey is intended to obtain the personal views of students regarding the needs they experience. Focus group comments and pilot test results suggest that the results from this survey will present a comprehensive picture of the types of needs that students experience. This picture can then be used as one source of information in planning school programs. Please follow the procedures outlined below when administering the survey.

1. Hand out the survey packages to the students. Each envelope contains:
  - One copy of the student survey
  - One copy of the parent survey
  - Four answer sheets
2. Begin by asking students to take all of the contents out the envelopes.
  - Ask the students to fill in the number that is on the outside of the envelope on each of the four answer sheets.
  - Then ask the students to put two of the answer sheets back into the envelope.
  - The number of questions on the survey means that we need to use two (2) answer sheets to complete all of the questions. Ultimately, there will be a custom designed answer sheet that will permit all questions to be answered on one answer sheet. However, for now we need to use a standard answer sheet and because of the number of items in the survey, it is necessary to use two (2) answer sheets to complete all of the questions.
  - PLEASE double check to make sure the students have done this correctly.
3. We discovered a mistake in numbering after the forms were printed. On page 10, the questions start with #119, and then go to #128. This was unfortunate. SORRY! Please ask your students to re-number the questions, changing 128 to 120, 129 to 121, etc. Ask them also to change the numbers on the parent form of the survey. If the numbering has been changed correctly, the new numbers for the questions on page 10 end with #127. PLEASE double check to make sure the students have done this correctly.
  - Ask the students to put the parent form into the envelope. When this is finished, the envelope should contain the parent survey form and two (2) answer sheets.
4. Now you are ready to begin administering the survey instrument. Begin by reading the cover page aloud to the students. PLEASE emphasize that:
  - We want students to indicate how they feel themselves. DO NOT answer the questions by thinking about how other students might feel. Instead, each student should indicate his or her own views of their own needs.
  - All answers are confidential. No one will be able to tell how any individual student answered any of the questions.
5. Please remind the class at about 10 minute intervals of the two points mentioned in #4 above.
6. Remind the students that this is their opportunity to have input into the school planning. The survey takes about 30-40 minutes to complete, but the time is worth it, because it gives students a voice in school planning.
7. Students are requested to take the envelope home for one of their parents to complete and return it to the school in the sealed envelope by the end of the week.

**THANK YOU FOR PARTICIPATING IN THIS PROJECT.**

APPENDIX C

Comprehensive Guidance Needs Assessment: Student Form

## Elboya Elementary-Junior High School Student Needs Survey

(Grades 7-8)

The purpose of this survey is to develop a picture of the needs of students.

This survey is about you, but some of the issues might not affect you personally.

- Feel free to omit any questions which you feel uncomfortable answering.
- However, the more questions you answer, the better picture we will have of what the students at this school think about these issues.

**The survey is anonymous.  
All answers will be strictly confidential.**

Please fill in the number on the front of your envelope in the space for student number. **DO NOT** fill in your own name or student ID number

This survey asks questions in three areas:

1. Services needed (special programs or activities that happen outside of regular classes)
2. Instructional activities that happen, or could happen, in regular classes
3. Environment (the physical, social, and emotional atmosphere in the school)

Questions may appear in more than one place in the survey if a need can be addressed in more than one way. For example, career planning needs could be addressed by talking to a school counselor (services needed) or they could be addressed in a career education class (instruction needed).

Please answer questions by filling in the appropriate circle on the answer sheet provided. Please do not write in this booklet!

Please use an H.B. pencil.

Example: If your response to question 1, was B (female), your answer sheet would look like this:

1	A	B	C	D	E
	(A)	(B)	(C)	(D)	(E)

Please remember that this survey is anonymous.  
All answers will be strictly confidential.

### Background Information

This information will help the school decide if different groups of students have different needs.

Are you male or female?

1. 

A	B
Male	Female

How old are you?

2. 

A	B	C	D	E
11	12	13	14	15 or older

What grade are you in?

3. 

A	B	C
1	2	3

What program are you in?

4. 

A	B	C
English	Community Immersion	Language Immersion

What do you plan to do when you finish high school?

5. 

A	B	C	D	E
University	College/Technical school	Apprenticeship/Job Training	Job	Unsure

What is your first language?

6. 

A	B	C	D	E
English	French	Chinese	Portuguese	Arabic

OR 7. 

A	B	C
Spanish	Vietnamese	Other

How long have you lived in Canada?

8. 

A	B	C	D
All your life	More than 50 years	5 to 49 years	Less than 5 years

Who are you currently living with?

9. 

A	B	C
Partner(s)	Other relatives	Friendship apartment

Based on your 1<sup>st</sup> term report card, approximately what is your present academic average?

10. 

A	B	C	D	E
90-100%	65-79%	50-64%	40% or less	Don't know

### Please Remember

For the questions in this survey, please answer the way you personally feel. Please don't think about the needs of other students, tell us what you think yourself.

Read the response at the beginning of each question. Focusing on your own personal needs, fill in the appropriate circle on the answer sheet provided:

- A If you strongly agree
- B If you agree
- C If you disagree
- D If you strongly disagree
- E If you don't feel strongly one way or the other (an opinion)

### SECTION ONE

This section of the survey asks questions about

#### SERVICES NEEDED

(special programs or activities that happen outside of regular classes)

#### Services Needed For Physical Well-Being

It is important to me personally for the school to provide the following:

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
11. Extra curricular physical fitness programs	A	B	C	D	E
12. Supervising programs	A	B	C	D	E
13. Drug or alcohol abuse programs	A	B	C	D	E
14. More opportunity to talk to the school nurse	A	B	C	D	E
15. Help with making an appointment to a doctor or clinic	A	B	C	D	E
16. Counselling about physical health problems	A	B	C	D	E
17. An opportunity to talk to someone about healthy eating	A	B	C	D	E
18. Support services for students with physical disabilities	A	B	C	D	E
19. Healthy weight management programs	A	B	C	D	E
20. First aid for minor injuries	A	B	C	D	E
21. Breakfast programs	A	B	C	D	E
22. Lunch programs	A	B	C	D	E
23. Counselling about how to deal with eating disorders like anorexia or bulimia	A	B	C	D	E
24. Information and getting help about testing and treatment for infectious diseases like HIV	A	B	C	D	E
25. More sports programs	A	B	C	D	E
26. Better fitness facilities	A	B	C	D	E
27. Better weight training facilities	A	B	C	D	E
28. Encouraging testing	A	B	C	D	E

**Remember: Your answers are confidential.  
You can skip questions you are uncomfortable with.**

### Services Needed For Counselling

It is important to me personally for the school to provide...

	Rate each item				No. of Options
	Strongly Agree	Agree	Disagree	Strongly Disagree	
39. Support in dealing with my personal concerns and feelings	A	B	C	D	5
40. More opportunity to talk with a counselor	A	B	C	D	5
41. Information on the services available through the counseling department	A	B	C	D	5
42. A high school tour and orientation	A	B	C	D	5
43. Help deciding what high school courses I need	A	B	C	D	5
44. Help deciding what jobs or college/university programs I would like	A	B	C	D	5
45. Information about what the requirements are for careers I am interested in	A	B	C	D	5
46. Help in searching for and applying for part-time jobs	A	B	C	D	5
47. Help in learning what to do and say in a job interview	A	B	C	D	5
48. Information on, and helping getting in touch with, social workers, counselors, or other officers	A	B	C	D	5
49. Help dealing with physical or emotional stress	A	B	C	D	5
40. Support in talking to my family where things go wrong	A	B	C	D	5
41. Help learning how to cope with depression	A	B	C	D	5
42. An opportunity to discuss my thoughts about suicide	A	B	C	D	5
43. Help learning how to cope with the death of someone I know	A	B	C	D	5
44. Help dealing with concerns about my personal appearance	A	B	C	D	5
45. A peer counselling program	A	B	C	D	5
46. A counselor to talk with who is not my teacher	A	B	C	D	5
47. A counselor to talk with who is a man	A	B	C	D	5
48. A counselor to talk with who is a woman	A	B	C	D	5

**Services Needed In The Area Of Sexuality**  
(assume that you have the type of counsellor you are comfortable with)

It is important to me personally for the school to provide the following services, information, or skills

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
49. Counselling for sexually transmitted diseases, HPV, or AIDS	A	B	C	D	E
50. Counselling for birth control for both partners	A	B	C	D	E
51. Special help with my pregnancy (for girls) or my girlfriend's pregnancy (for boys)	A	B	C	D	E
52. Time to talk alone with a trusted teacher or counsellor about sex	A	B	C	D	E
53. Counselling to deal with sexual abuse or sexual assault	A	B	C	D	E
54. Counselling for pregnancy testing for both partners	A	B	C	D	E
55. Counselling about the risks involved in male or female circumcision and how to deal with partners to be circumcised	A	B	C	D	E
56. Understand changes in my body and feelings as I grow up	A	B	C	D	E
57. How sexuality is part of my personality	A	B	C	D	E
58. How to make healthy decisions about sexual involvement	A	B	C	D	E
59. How to say "no" to sexual involvement	A	B	C	D	E
60. How to prevent sexually transmitted diseases and HIV/AIDS	A	B	C	D	E
61. Understanding sexual orientation, the heterosexuality or bisexuality	A	B	C	D	E
62. How to deal with and make choices about expected behaviors for males and females	A	B	C	D	E
63. What is involved in "making love" versus "having sex"	A	B	C	D	E

**Counselling Services Needed In The Area Of Family Or Home Life**

64. Counselling about how to cope with my parents' separation or divorce	A	B	C	D	E
65. Counselling about how to cope with step-family issues	A	B	C	D	E
66. Help coping with being separated from part of my family living in another place	A	B	C	D	E
67. Help coping with being adopted	A	B	C	D	E
68. Counselling about how to deal with my family's poverty	A	B	C	D	E
69. Help in understanding what my parents expect of me now	A	B	C	D	E

It is important to me personally for the school to provide the following services, information, or skills

- 70. Support in talking to my family about dating and relationships
- 71. Support in talking to my parents about secondary issues
- 72. Counseling about how to deal with alcohol, drugs, or gambling problems in my family

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
70. Support in talking to my family about dating and relationships	A	B	C	D	E
71. Support in talking to my parents about secondary issues	A	B	C	D	E
72. Counseling about how to deal with alcohol, drugs, or gambling problems in my family	A	B	C	D	E

**Services Needed To Help Improve My School Performance**

I would personally benefit in terms of my school performance if I...

- 73. Found my classes more interesting
- 74. Found my classes more challenging
- 75. Understood my school work more easily
- 76. Was able to read better
- 77. Was more self-motivated to attend school
- 78. Was in more special education classes (e.g., learning disabilities, learning strategies)
- 79. Was taught more relevant career and life skills
- 80. Had more access to counseling for L.A., Math, etc.
- 81. Got into less trouble over my behavior
- 82. Had better study skills (note taking, writing, etc.)
- 83. Had fewer learning problems or difficulties
- 84. Was able to reduce my anxiety over writing tests
- 85. Was exposed to teaching methods or styles that were better for me
- 86. Understood English better
- 87. Understood French better
- 88. Was offered more option courses
- 89. There were more field trips
- 90. There were more guest speakers in my classes
- 91. Felt better about my abilities to do school work
- 92. Had more time focused on core subjects such as L.A., Math, etc.
- 93. Spent more time doing my school work
- 94. Felt comfortable telling my teachers when I am having difficulty understanding course requirements

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
73. Found my classes more interesting	A	B	C	D	E
74. Found my classes more challenging	A	B	C	D	E
75. Understood my school work more easily	A	B	C	D	E
76. Was able to read better	A	B	C	D	E
77. Was more self-motivated to attend school	A	B	C	D	E
78. Was in more special education classes (e.g., learning disabilities, learning strategies)	A	B	C	D	E
79. Was taught more relevant career and life skills	A	B	C	D	E
80. Had more access to counseling for L.A., Math, etc.	A	B	C	D	E
81. Got into less trouble over my behavior	A	B	C	D	E
82. Had better study skills (note taking, writing, etc.)	A	B	C	D	E
83. Had fewer learning problems or difficulties	A	B	C	D	E
84. Was able to reduce my anxiety over writing tests	A	B	C	D	E
85. Was exposed to teaching methods or styles that were better for me	A	B	C	D	E
86. Understood English better	A	B	C	D	E
87. Understood French better	A	B	C	D	E
88. Was offered more option courses	A	B	C	D	E
89. There were more field trips	A	B	C	D	E
90. There were more guest speakers in my classes	A	B	C	D	E
91. Felt better about my abilities to do school work	A	B	C	D	E
92. Had more time focused on core subjects such as L.A., Math, etc.	A	B	C	D	E
93. Spent more time doing my school work	A	B	C	D	E
94. Felt comfortable telling my teachers when I am having difficulty understanding course requirements	A	B	C	D	E

I would personally benefit in terms of my school performance if I...

93. Understand how the things I study in school will be useful in my future
94. My parents gave me more help with my homework
97. I was less involved in activities that interfere with schoolwork, e.g., sports, church, community

Example Item	Rate each item				No Opinion
	Agree	Disagree	Strongly Agree	Strongly Disagree	
	A	B	C	D	E
	A	B	C	D	E
	A	B	C	D	E

**SECTION TWO**

This section of the survey asks questions about

**INSTRUCTION or SKILLS NEEDED**

(activities that happen, or could happen, in regular classes)

**Notice: Your next answer should be # 98.**

**Remember:** In this survey we want you to tell us what you think.  
Please don't think about the needs of other students, focus on your own personal needs.

**Your answers are confidential.**  
**You can skip questions you are uncomfortable with**

#### Classroom Instruction In The Area Of Health Promotion

It is important to me personally to gain the following information or skills...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
140. How to tell when I am getting sick	A	B	C	D	E
141. How to talk openly about my health concerns with a health professional	A	B	C	D	E
142. Where to get information about my health	A	B	C	D	E
143. How to prevent future health problems	A	B	C	D	E
144. How to take more responsibility for my own health	A	B	C	D	E
145. How to choose what help or advice is best for me	A	B	C	D	E
146. How to access health resources in the community	A	B	C	D	E

#### Classroom Instruction In The Area Of Physical Well-Being

105. How to have healthy eating habits	A	B	C	D	E
106. How alcohol, drugs, and tobacco affect my health	A	B	C	D	E
107. How to decrease my risk of getting a life threatening disease such as cancer or heart disease	A	B	C	D	E
108. How physical fitness affects my health	A	B	C	D	E
109. How to make sure I get enough sleep	A	B	C	D	E
110. How to avoid catching an infectious disease like the flu, meningitis, etc.	A	B	C	D	E
111. How to take proper care of my skin, hair, teeth, etc.	A	B	C	D	E
112. How my emotional / mental health affects my physical health	A	B	C	D	E

#### Classroom Instruction In The Area Of Mental / Emotional Health

113. How to deal with stress positively	A	B	C	D	E
114. How to deal with my problems and make healthy life decisions	A	B	C	D	E
115. How to feel good about myself	A	B	C	D	E
116. How to deal with the future in a positive way	A	B	C	D	E
117. How to divide up my time between home, school, and other activities, etc.	A	B	C	D	E
118. How to cope with anger or aggression	A	B	C	D	E

It is important to me personally to gain the following information or skills...

119. How to deal with depression  
 121. How to deal with thoughts of suicide  
 123. How to spend or save my money wisely  
 129. How to recognize my different feelings  
 131. How to understand how feelings affect my behavior  
 132. How to express my feelings more loudly  
 133. How to set realistic and healthy goals for myself  
 134. How to stand up for myself  
 135. How to accept my appearance

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
119. How to deal with depression	A	B	C	D	E
121. How to deal with thoughts of suicide	A	B	C	D	E
123. How to spend or save my money wisely	A	B	C	D	E
129. How to recognize my different feelings	A	B	C	D	E
131. How to understand how feelings affect my behavior	A	B	C	D	E
132. How to express my feelings more loudly	A	B	C	D	E
133. How to set realistic and healthy goals for myself	A	B	C	D	E
134. How to stand up for myself	A	B	C	D	E
135. How to accept my appearance	A	B	C	D	E

**Please start a new answer sheet for the remaining questions**

**DO NOT fill in your name or student number**

**Instead**

**Please make sure the number from the front of your envelope is in the space for student number**

**Remember: In this survey we want you to tell us what you think.**  
**Please don't think about the needs of other students, focus on your own personal needs.**

**Your answers are confidential.**  
**You can skip questions you are uncomfortable with**

### Classroom Instruction In The Area Of Interpersonal Relationships

It is important to me personally to gain the following information or skills...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. How to work out problems or conflicts	A	B	C	D	E
2. How to build healthy friendships / relationships	A	B	C	D	E
3. How to communicate effectively with my family and friends	A	B	C	D	E
4. How to be more considerate and respectful of others	A	B	C	D	E
5. How to stand up for myself in a group instead of being a follower all the time	A	B	C	D	E
6. How to say "no" when my friends pressure me	A	B	C	D	E
7. How to feel more accepted by others	A	B	C	D	E
8. How to deal with relationships and dating	A	B	C	D	E
9. How to be more sensitive towards and accepting of different social and cultural groups and sexual orientations	A	B	C	D	E
10. How to be more tolerant of people whose views differ from mine	A	B	C	D	E
11. How to deal with discrimination ( unfair treatment because of race/sex/intelligence)	A	B	C	D	E
12. How to be a better listener	A	B	C	D	E
13. How to help others deal with their problems	A	B	C	D	E
14. How to get along better with members of the opposite sex	A	B	C	D	E
15. How to get along better with members of the same sex	A	B	C	D	E
16. How to get along better with students from other grades	A	B	C	D	E
17. How to get along better with parents and other adults	A	B	C	D	E



**SECTION THREE**

This section of the survey asks questions about

**ENVIRONMENTAL CHANGES NEEDED**

(the physical, social, and emotional atmosphere of in the school)

**Notice: Your next answer should be # 42  
on the second answer sheet.**

### Changes Needed In School Building And Grounds

The following changes to the school environment are important to me personally...	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No. Choices
41. Hotter food available	A	B	C	D	E
42. Improved safety practices in the cafeteria	A	B	C	D	E
43. Greater access to microwave ovens for students	A	B	C	D	E
44. Cleaner school building and grounds	A	B	C	D	E
45. Washrooms and change room improvements	A	B	C	D	E
46. Bigger desks for students	A	B	C	D	E
47. Outside furniture, e.g., benches, tables, etc.	A	B	C	D	E
48. Outside amphitheatre	A	B	C	D	E
49. Access for the disabled	A	B	C	D	E
50. Temperature and humidity control	A	B	C	D	E
51. Better air quality	A	B	C	D	E
52. Better quality lighting	A	B	C	D	E
53. A longer break at lunch time	A	B	C	D	E
54. More seating in the lunch room	A	B	C	D	E
55. Longer lunch break hours	A	B	C	D	E
56. Having my own locker	A	B	C	D	E
57. Less environmental problems like pollution	A	B	C	D	E
58. A mid-morning break between classes	A	B	C	D	E

### Changes Needed to School Atmosphere: Involvement with other Students

The following changes to the school environment are important to me personally...	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No. Choices
60. A smoke free environment	A	B	C	D	E
61. Less damage to school property	A	B	C	D	E
62. Less graffiti and litter scattered around the school	A	B	C	D	E
63. No alcohol or drugs in or around the school	A	B	C	D	E
64. No smoking inside or around the school	A	B	C	D	E
65. Less sexual discrimination - equal opportunities for males and females	A	B	C	D	E
66. Less bullying	A	B	C	D	E
67. Less violence, e.g., fighting or weapons	A	B	C	D	E
68. More respect for different racial or cultural groups	A	B	C	D	E
69. More respect for individual differences	A	B	C	D	E

The following changes to the school environment are important to me personally...

	Rate each item				No. of items
	Strongly Agree	Agree	Disagree	Strongly Disagree	
70. More acceptance of, and friendliness towards, new students	A	B	C	D	E
71. Incidents of sexual harassment addressed	A	B	C	D	E
72. Causes like existing dealt with	A	B	C	D	E
73. Causes like destroying other students work dealt with	A	B	C	D	E
74. More attention paid to landscaping of the school	A	B	C	D	E

**Changes Needed to School Atmosphere:  
Student Involvement with Teachers and Staff**

The following changes to the school atmosphere are important to me personally ...

	Rate each item				No. of items
	Strongly Agree	Agree	Disagree	Strongly Disagree	
75. Better communication between school and home	A	B	C	D	E
76. Teachers feeling less stressed	A	B	C	D	E
77. Better teacher-student relationships	A	B	C	D	E
78. Teacher behavioral expectations are more clear	A	B	C	D	E
79. Teacher behavioral expectations are more consistent	A	B	C	D	E
80. More students to be involved or active in school life, e.g., leadership activities, house system, drama productions, intramurals, etc.	A	B	C	D	E
81. More understanding by students about the problems I face outside of school	A	B	C	D	E
81. More input by students into rules and assignments	A	B	C	D	E
81. Verbal (and physical) abuse of students by teachers recognized and dealt with more effectively	A	B	C	D	E
84. Consequences for not following school rules are more clear	A	B	C	D	E
85. Less discrimination between teachers and students on the basis of grades, race, or culture	A	B	C	D	E
86. More understanding by teachers about my workload and stress	A	B	C	D	E
87. Resource teacher available more often	A	B	C	D	E
88. School police officer more available	A	B	C	D	E
89. More openness between students, students and parents about school rules	A	B	C	D	E
90. More and earlier access to teachers for help with academics	A	B	C	D	E
91. More and earlier access to teachers for help with social and emotional concerns	A	B	C	D	E

The following changes to the school atmosphere  
are important to me personally ...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
91. More understanding of disabilities like deafness, learning disabilities, etc.	A	B	C	D	E
92. More social or recreational activities like clubs, games, crafts, sports, etc.	A	B	C	D	E

**You are just about finished.**

**There are only a few more questions on the next page.**

**Remember:** Your answers are confidential.  
You can skip questions you are uncomfortable with  
or items that don't apply to you.

### Issues Outside Of School

(Please answer this question in terms of where you live right now!  
For example: with your family, in foster care, with grandparents, etc.)

In my life in general, the following  
changes are important to me personally...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	% of items
94. Better communication with family and friends	A	B	C	D	E
95. Enough money for basic needs like food, clothing, shelter, etc.	A	B	C	D	E
96. Less conflict where I live	A	B	C	D	E
97. Fewer problems with alcohol, drugs, or gambling	A	B	C	D	E
98. More agreement about household rules	A	B	C	D	E
99. My parents/grandparents spend more time with me	A	B	C	D	E
100. Fewer demands on people's time	A	B	C	D	E
101. Less violence where I live (physical or sexual abuse)	A	B	C	D	E
102. Less verbal and emotional abuse where I live	A	B	C	D	E
103. The skills I have with having more responsibility as parents	A	B	C	D	E
104. People feeling less stressed	A	B	C	D	E
105. More caring, support, and respect towards each other	A	B	C	D	E
106. More understanding about my workload and stress	A	B	C	D	E
107. More privacy for me	A	B	C	D	E
108. Having someone that I could depend upon	A	B	C	D	E
109. Being allowed more independence	A	B	C	D	E
110. Fewer expectations placed on me at home	A	B	C	D	E
111. Better relationships with my parents/grandparents	A	B	C	D	E
112. Better relationships with my teacher(s) and/or sister(s)	A	B	C	D	E
113. Fewer problems on the school bus	A	B	C	D	E

**Thank-you for taking the time to answer these questions!**

APPENDIX D

Comprehensive Guidance Needs Assessment: Parent Form

## Elboya Elementary-Junior High School

### Parent Views of Student Needs Survey

(For parents of students in Grades 7-9)

The purpose of this survey is to develop a picture of the needs of students.

Please indicate your perception of the needs of your son or daughter.

- Feel free to omit any questions which you feel uncomfortable answering.
- However, the more questions you answer, the better picture we will have of what adults associated with this school think about these issues.

**The survey is anonymous.**

**All answers will be strictly confidential.**

Please fill in the number on the front of your envelope in the space for student number. DO NOT fill in your own name or student ID number.

This survey asks questions in three areas:

1. Services needed (special programs or activities that happen outside of regular classes)
2. Instruction (activities that happen, or could happen, in regular classes)
3. Environment (the physical, social, and emotional atmosphere in the school)

Questions may appear in more than one place in the survey if a need can be addressed in more than one way. For example, career planning needs could be addressed by talking to a school counselor (services needed) or they could be addressed in a career education class (instruction needed).

Please answer questions by filling in the appropriate circles on the answer sheet provided. Please do not write in this booklet!

Please use an H.B. pencil.

Example: If your response to question 1. was B (female), your answer sheet would look like this:

1	A	B	C	D	E
	( )	(●)	( )	( )	( )

Please remember that this survey is anonymous.  
All answers will be strictly confidential.

**Background Information:**

Are you male or female?

1. 

A	B
Male	Female

What is your association with the school?

2. 

A	B	C
International SDE	Support Staff	Faculty

Please do not make any marks for questions 3, 4, or 5.

What is your first language?

6. 

A	B	C	D	E
English	French	Chinese	Portuguese	Arabic

 OR 7. 

A	B	C
Spanish	Vietnamese	Other

How long have you lived in Canada?

8. 

A	B	C	D
All your life	More than 10 years	0 to 10 years	Less than 6 years

Please do not make any marks for questions 9 or 10.

### Please Remember

For the questions in this survey, please answer the way you personally feel. Please don't think about the needs of other students, tell us what you think about the needs of your son or daughter.

Read the statement at the beginning of each question. Focus on your perception of the needs of your son or daughter. Fill in the appropriate circle on the answer sheet provided.

- A If you strongly agree
- B If you agree
- C If you disagree
- D If you strongly disagree
- E If you don't feel strongly one way or the other (no opinion)

### SECTION ONE

This section of the survey asks questions about

#### SERVICES NEEDED

(special programs or activities that happen outside of regular classes)

#### Services Needed For Physical Well-Being

It is important for the school to provide my son or daughter with...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
11. Extra curricular physical fitness programs	A	B	C	D	E
12. Step aerobics programs	A	B	C	D	E
13. Drug or alcohol abuse programs	A	B	C	D	E
14. More opportunity to talk to the school nurse	A	B	C	D	E
15. Help with making an appointment to a doctor or clinic	A	B	C	D	E
16. Counseling about physical health problems	A	B	C	D	E
17. An opportunity to talk to someone about healthy eating	A	B	C	D	E
18. Support services for students with physical disabilities	A	B	C	D	E
19. Healthy weight management programs	A	B	C	D	E
20. First aid for minor injuries	A	B	C	D	E
21. Breakfast programs	A	B	C	D	E
22. Lunch programs	A	B	C	D	E
23. Counseling about how to deal with eating disorders like anorexia or bulimia	A	B	C	D	E
24. Information and getting help about eating and treatment for infectious diseases like mono	A	B	C	D	E
25. More sports programs	A	B	C	D	E
26. Better fitness facilities	A	B	C	D	E
27. Better weight training facilities	A	B	C	D	E
28. Eyelessing eating	A	B	C	D	E

**Remember: Your answers are confidential.  
You can skip questions you are uncomfortable with.**

### Services Needed For Counselling

It is important for the school to provide my son or daughter with...

	Rate each item					No. of items
	Strongly Agree	Agree	Disagree	Strongly Disagree		
29. Support in dealing with their personal concerns and feelings	A	B	C	D	E	
30. More opportunity to talk with a counselor	A	B	C	D	E	
31. Information on the services available through the counseling department	A	B	C	D	E	
32. A high school tour and orientation	A	B	C	D	E	
33. Help deciding what high school courses they need	A	B	C	D	E	
34. Help deciding what jobs or college/university programs they would like	A	B	C	D	E	
35. Information about what the requirements are for courses they are interested in	A	B	C	D	E	
36. Help in searching for and applying for part-time jobs	A	B	C	D	E	
37. Help in learning what to do and say in a job interview	A	B	C	D	E	
38. Information on and helping getting in touch with social workers, counselors, or police officers	A	B	C	D	E	
39. Help dealing with physical or emotional stress	A	B	C	D	E	
40. Support in talking to their family when things go wrong	A	B	C	D	E	
41. Help learning how to cope with depression	A	B	C	D	E	
42. An opportunity to discuss my thoughts about suicide	A	B	C	D	E	
43. Help learning how to cope with the death of someone I know	A	B	C	D	E	
44. Help dealing with concerns about my personal appearance	A	B	C	D	E	
45. A peer counseling program	A	B	C	D	E	
46. A counselor to talk with who is not my teacher	A	B	C	D	E	
47. A counselor to talk with who is a man	A	B	C	D	E	
48. A counselor to talk with who is a woman	A	B	C	D	E	

**Services Needed In The Area Of Sexuality (assume that there is the type of counsellor your son or daughter is comfortable with)**

It is important for the school to provide my son or daughter with the following services, information, or skills

	Rate each item				No. Choices
	Excellent Agree	Agree	Disagree	Strongly Disagree	
49. Counselling for sexually transmitted diseases, HIV, or AIDS	A	B	C	D	E
50. Counselling for birth control for both parties	A	B	C	D	E
51. Special help with their pregnancy (for girls) or their girlfriend's pregnancy (for boys)	A	B	C	D	E
52. Time to talk alone with a trusted teacher or counsellor about sex	A	B	C	D	E
53. Counselling to deal with sexual abuse or sexual assault	A	B	C	D	E
54. Counselling for pregnancy testing for both parties	A	B	C	D	E
55. Counselling about the risks involved in male and female prostitution and how to deal with partners to become involved	A	B	C	D	E
56. Unusual changes in their body and feelings as they grow up	A	B	C	D	E
57. How sexuality is part of their personality	A	B	C	D	E
58. How to make healthy choices about sexual involvement	A	B	C	D	E
59. How to say "no" to sexual involvement	A	B	C	D	E
60. How to prevent sexually transmitted diseases and HIV/AIDS	A	B	C	D	E
61. Understanding sexual orientation like homosexuality or bisexuality	A	B	C	D	E
62. How to deal with and make choices about expected behaviours for males and females	A	B	C	D	E
63. What is involved in "making love" versus "having sex"	A	B	C	D	E

**Counselling Services Needed In The Area Of Family Or Home Life**

64. Counselling about how to cope with their parents' separation or divorce	A	B	C	D	E
65. Counselling about how to cope with step-family issues	A	B	C	D	E
66. Help coping with being separated from part of their families living in another place	A	B	C	D	E
67. Help coping with being adopted	A	B	C	D	E
68. Counselling about how to deal with their family's poverty	A	B	C	D	E
69. Help in understanding what their parents expect of them now	A	B	C	D	E



My son or daughter would benefit in terms of their school performance if they...

95. Understood how the things they study in school will be useful in their future
96. Their parents gave them more help with their schoolwork
97. Were less involved in activities that interfere with schoolwork, e.g. sports, church, community

Strongly Agree	Rate each item				No opinion
	Agree	Disagree	Strongly Disagree		
A	B	C	D	E	
A	B	C	D	E	
A	B	C	D	E	

**SECTION TWO**

This section of the survey asks questions about

**INSTRUCTION or SKILLS NEEDED**

(activities that happen, or could happen, in regular classes)

**Notice: Your next answer should be # 98.**

**Remember: In this survey we want you to tell us what you think.**  
**Please don't think about the needs of other students, focus on your son or daughter.**

**Your answers are confidential.**  
**You can skip questions you are uncomfortable with.**

#### Classroom Instruction In The Area Of Health Promotion

It is important for my son or daughter to gain the following information or skills...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
108. How to tell when they are getting sick	A	B	C	D	E
109. How to talk openly about their health concerns with a health professional	A	B	C	D	E
109. When to get information about their health	A	B	C	D	E
101. How to prevent future health problems	A	B	C	D	E
102. How to take more responsibility for their own health	A	B	C	D	E
103. How to choose what help or advice is best for them	A	B	C	D	E
104. How to assess health resources in the community	A	B	C	D	E

#### Classroom Instruction In The Area Of Physical Well-Being

105. How to have healthy eating habits	A	B	C	D	E
106. How alcohol, drugs, and tobacco affect their health	A	B	C	D	E
107. How to decrease their risk of getting a life threatening disease such as cancer or heart disease	A	B	C	D	E
108. How physical fitness affects their health	A	B	C	D	E
109. How to make sure they get enough sleep	A	B	C	D	E
110. How to avoid catching an infectious disease like the flu, meningitis, etc.	A	B	C	D	E
111. How to take proper care of their skin, hair, teeth, etc.	A	B	C	D	E
112. How their emotional / mental health affects their physical health	A	B	C	D	E

#### Classroom Instruction In The Area Of Mental / Emotional Health

113. How to deal with stress positively	A	B	C	D	E
114. How to deal with their problems and make healthy life decisions	A	B	C	D	E
115. How to feel good about themselves	A	B	C	D	E
116. How to deal with the future in a positive way	A	B	C	D	E
117. How to divide up their time between home, school, and other activities, etc.	A	B	C	D	E
118. How to cope with anger or aggression	A	B	C	D	E

It is important for my son or daughter to gain the following information or skills...

Strongly Agree	Rate each item				No Opinion
	Agree	Disagree	Strongly Disagree		
A	B	C	D	E	
119. How to deal with depression	A	B	C	D	E
120. How to deal with thoughts of suicide	A	B	C	D	E
121. How to spend or save their money wisely	A	B	C	D	E
122. How to recognize their different feelings	A	B	C	D	E
123. How to understand how feelings affect their behavior	A	B	C	D	E
124. How to express their feelings more honestly	A	B	C	D	E
125. How to set realistic and healthy goals for themselves	A	B	C	D	E
126. How to stand up for themselves	A	B	C	D	E
127. How to accept their appearance	A	B	C	D	E

**Please start a new answer sheet for the remaining questions**

**DO NOT fill in your name or student number**

**Instead**

**Please make sure the number from the front of your envelope  
is in the space for student number**

**Remember: In this survey we want you to tell us what you think.**  
 Please don't think about the needs of other students, focus on your son or daughter.

**Your answers are confidential.**  
**You can skip questions you are uncomfortable with**

### Classroom Instruction In The Area Of Interpersonal Relationships

It is important for my son or daughter to gain the following information or skills...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
1. How to work out problems or conflicts	A	B	C	D	E
2. How to build healthy friendships / relationships	A	B	C	D	E
3. How to communicate effectively with their family and friends	A	B	C	D	E
4. How to be more considerate and respectful of others	A	B	C	D	E
5. How to stand up for themselves in a group instead of being a follower all the time	A	B	C	D	E
6. How to say 'no' when pressured by their friends	A	B	C	D	E
7. How to feel more accepted by others	A	B	C	D	E
8. How to deal with relationships and dating	A	B	C	D	E
9. How to be more sensitive towards and accepting of different social and cultural groups and sexual orientations	A	B	C	D	E
10. How to be more tolerant of people whose views differ from theirs	A	B	C	D	E
11. How to deal with discrimination / unfair treatment (because of race/ethnicity)	A	B	C	D	E
12. How to be a better listener	A	B	C	D	E
13. How to help others deal with their problems	A	B	C	D	E
14. How to get along better with members of the opposite sex	A	B	C	D	E
15. How to get along better with members of the same sex	A	B	C	D	E
16. How to get along better with students from other grades	A	B	C	D	E
17. How to get along better with parents and other adults	A	B	C	D	E

### Classroom Instruction In The Area Of Safety and Accident Prevention

In order to live a safe and accident free life, it is important that my son or daughter...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No. Children
18. Learn about the law and how it applies to them	A	B	C	D	E
19. Learn to give first aid and CPR	A	B	C	D	F
20. Learn to provide safe childcare (babysitting)	A	B	C	D	G
21. Learn about sports safety and safety equipment	A	B	C	D	H
22. Learn about car safety	A	B	C	D	I
23. Learn outdoor and survival skills	A	B	C	D	J
24. Learn to be "street smart"	A	B	C	D	K
25. Learn how to protect my personal privacy, i.e., internet, telemarketing, etc.	A	B	C	D	L

### Classroom Instruction In Academic Skills

My son or daughter would benefit in terms of their school performance if...

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No. Children
26. Their teachers spread out the homework they give	A	B	C	D	E
27. Their teacher's instructions were more clear	A	B	C	D	F
28. They had a more clear idea of teacher expectations, e.g., facilitator, etc.	A	B	C	D	G
29. Their teachers gave more explanation about the relevance of the homework	A	B	C	D	H
30. They had more time to take notes in class	A	B	C	D	I
31. There were fewer distractions in class	A	B	C	D	J
32. They did a better job of focusing in their assignments at home	A	B	C	D	K
33. They got down to work more quickly on their assignments	A	B	C	D	L
34. They had more resources at school to do their schoolwork	A	B	C	D	M
35. They had less trouble getting together with their partners to complete group projects	A	B	C	D	N
36. They were more prepared for tests and quizzes	A	B	C	D	O
37. They found tests and quizzes less stressful	A	B	C	D	P
38. They had less trouble remembering what they have needed during tests and quizzes	A	B	C	D	Q
39. They could concentrate better during tests and quizzes	A	B	C	D	R
40. They were more confident during tests and quizzes	A	B	C	D	S
41. They took more responsibility for their learning	A	B	C	D	T

**SECTION THREE**

This section of the survey asks questions about

**ENVIRONMENTAL CHANGES NEEDED**

(the physical, social, and emotional atmosphere of in the school)

**Notice: Your next answer should be # 42  
on the second answer sheet.**

### Changes Needed In School Building And Grounds

The following changes in the school environment are important to my son or daughter:

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
42. Healthier food available	A	B	C	D	E
43. Improved sanitary practices in the cafeteria	A	B	C	D	E
44. Greater access to microwave ovens for students	A	B	C	D	E
45. Cleanse school building and grounds	A	B	C	D	E
46. Washroom and change room improvements	A	B	C	D	E
47. Bigger drinks for students	A	B	C	D	E
48. Outside furniture, e.g., benches, tables, etc.	A	B	C	D	E
49. Outside amphitheater	A	B	C	D	E
50. Access for the disabled	A	B	C	D	E
51. Temperature and humidity control	A	B	C	D	E
52. Better air quality	A	B	C	D	E
53. Better quality lighting	A	B	C	D	E
54. A longer break at lunch time	A	B	C	D	E
55. More seating in the lunch room	A	B	C	D	E
56. Larger lunch room hours	A	B	C	D	E
57. Having their own locker	A	B	C	D	E
58. Less environmental problems like pollution	A	B	C	D	E
59. A mid-morning break between classes	A	B	C	D	E

### Changes Needed to School Atmosphere: Involvement with other Students

The following changes to the school atmosphere are important to my son or daughter:

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
60. A smoke free environment	A	B	C	D	E
61. Less damage to school property	A	B	C	D	E
62. Less garbage and litter around and on school	A	B	C	D	E
63. No alcohol or drugs in or around the school	A	B	C	D	E
64. No smoking inside or around the school	A	B	C	D	E
65. Less sexual discrimination - equal opportunities for males and females	A	B	C	D	E
66. Less bullying	A	B	C	D	E
67. Less violence, e.g., fighting or weapons	A	B	C	D	E
68. More acceptance of different racial or cultural groups	A	B	C	D	E
69. More respect for individual differences	A	B	C	D	E

The following changes to the school atmosphere are important to my son or daughter

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
70. More acceptance of, and friendliness towards, one another	A	B	C	D	E
71. Incidents of sexual harassment addressed	A	B	C	D	E
72. Crimes like smoking dealt with	A	B	C	D	E
73. Crimes like destroying other students work dealt with	A	B	C	D	E
74. More attention paid to suspensions at the school	A	B	C	D	E

#### Changes Needed to School Atmosphere: Student Involvement with Teachers and Staff

The following changes to the school atmosphere are important to my son or daughter

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
75. Better communication between school and home	A	B	C	D	E
76. Teachers being less stressed	A	B	C	D	E
77. Better teacher-student relationships	A	B	C	D	E
78. Teacher behaviour expectations are more clear	A	B	C	D	E
79. Teacher behaviour expectations are more consistent	A	B	C	D	E
80. More chances to be involved or active in school life, e.g. leadership activities, house system, drama productions, tournaments, etc.	A	B	C	D	E
81. More understanding by teachers about the problems students face outside of school	A	B	C	D	E
82. More input by students into rules and assignments	A	B	C	D	E
83. Verbal and physical abuse of students by teachers recognized and dealt with more effectively	A	B	C	D	E
84. Consequences for not following school rules are more clear	A	B	C	D	E
85. Less discrimination between teachers and students on the basis of gender, race, or culture	A	B	C	D	E
86. More understanding by teachers about their workload and needs	A	B	C	D	E
87. Resource teacher available more often	A	B	C	D	E
88. School police officers more available	A	B	C	D	E
89. More agreement between teachers, students, and parents about school rules	A	B	C	D	E
90. More and easier access to teachers for help with academics	A	B	C	D	E
91. More and easier access to teachers for help with social and emotional concerns	A	B	C	D	E

The following changes to the school atmosphere  
are important to my son or daughter

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Circle
92. More understanding of disabilities like deafness, hearing disabilities, etc.	A	B	C	D	E
93. More social or extracurricular activities like clubs, garden, crafts, sports, etc.	A	B	C	D	E

**You are just about finished.**

**There are only a few more questions on the next page.**

**Remember:** Your answers are confidential.  
You can skip questions you are uncomfortable with  
or items that don't apply to you.

#### Issues Outside Of School

(Please answer this question in terms of where the student lives right now!  
For example: with his or her family, in foster care, with nonrelatives, etc.)

In their life in general, the following changes  
are important to my son or daughter

	Rate each item				
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
94. Better communication with family and friends	A	B	C	D	E
95. Enough money for basic needs like food, clothing, shelter, etc.	A	B	C	D	E
96. Less conflict where I live	A	B	C	D	E
97. Fewer problems with alcohol, drugs, or gambling	A	B	C	D	E
98. More agreement about household rules	A	B	C	D	E
99. Their parents/guardians spend more time with them	A	B	C	D	E
100. Fewer demands on people's time	A	B	C	D	E
101. Less violence where they live (physical or sexual abuse)	A	B	C	D	E
102. Less verbal and emotional abuse where they live	A	B	C	D	E
103. The adults they live with having more support/training as parents	A	B	C	D	E
104. People feeling less stressed	A	B	C	D	E
105. More caring, support, and respect towards each other	A	B	C	D	E
106. More understanding about their workload and stress	A	B	C	D	E
107. More privacy for them	A	B	C	D	E
108. Having someone that they could depend upon	A	B	C	D	E
109. Being allowed more independence	A	B	C	D	E
110. Fewer expectations placed on them at home	A	B	C	D	E
111. Better relationships with their parent(s)/guardian(s)	A	B	C	D	E
112. Better relationships with their brother(s) and/or sister(s)	A	B	C	D	E
113. Fewer problems on the school bus	A	B	C	D	E

**Thank-you for taking the time to answer these questions!**