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Determining the Need for a Junior High school Teacher-Advisor Program

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DETERMINING THE NEED FOR A
JUNIOR HIGH SCHOOL TEACHER-ADVISOR PROGRAM

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Philip E. Koch

April, 1983

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of
Nebraska, in partial fulfillment of the requirements for
the degree Specialist in Education, University of Nebraska
at Omaha.

Supervisory Committee

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Date

DEDICATION

To my father, Philip Koch.

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CHAPTER I

INTRODUCTION

Educational programs are designed to meet the needs of students at every grade level. Young adolescents of twelve through fourteen are ordinarily in grades seven and eight. This age is generally a particularly expansive, explorative, and trying time for the early adolescent. Programs for early adolescents are developed with consideration given to the developmental transitions these students are experiencing.

Early adolescents are changing biologically and psychologically. They are concerned about their bodies for many changes in height, weight, and sexual maturity are taking place. Males and females may differ as much as two years in biological age. This is accentuated by the range of differences within each sex group. Although there are still tremendous variations in their thinking processes, adolescents begin to envision the future. As their interests and cognitive structure expand, they are able to think in a more abstract manner. These changes enable them to be simultaneously more persuasive and manipulative. Viewing peers and adults in a

more organized way, emotions are often attached to issues and principles.

Early adolescents are changing socially. They seek to belong and conform to their peer groups. Often times they are uncomfortable with their relationships with their parents and they seek other adult relationships. A new self-image or "identity" must be examined as they work through their roles and examine the roles of others.

This transitional period in an early adolescent's life is coupled with the transition from elementary school to junior high school, moving from a one room, one teacher setting to a multi-room, multi-teacher learning environment. Students move from a simple yearly schedule to a complex class schedule that changes quarterly or on a semester basis. Mobility and responsibility, new teachers and new peers, and new rules and expectations are suddenly a part of the junior high school student's learning environment.

In a large school system in which a single junior high school houses from 900 to 1,200 students, the transition problems are compounded. This is especially true if there are a number of smaller elementary schools which feed the junior high school. Millard Central Junior High School in Omaha, Nebraska, is one such school. Millard Central is a growing suburban, two year (seven - eight), junior high school with an enrollment of nearly 1,200.

Nine elementary schools send sixth graders to Millard Central Junior High each year. Students who were one of a thirty to one hundred member sixth grade class in a neighborhood elementary school find themselves in a strange new learning environment in which they are one of six hundred seventh graders.

The adjustment to such a large junior high school is a concern of the Millard Central Junior High faculty. The Millard Central Junior High faculty has employed a team concept, often called a school within a school, to break down the largeness of the institution and ease the transition. Students are grouped into teams of 130 to 140 students and have the same five teachers for mathematics, science, English, social studies, and reading in the seventh grade. Eighth graders have the same teachers for mathematics, science, English, history and language survey. The teachers share the same students and the same planning time. To encourage a guidance orientation, the teachers meet weekly with a counselor to discuss students and plan strategies to solve their problems.

The team approach breaks down the large junior high school into manageable numbers so that teachers and students identify with each other. Students with learning problems or behavior problems are more easily identified and responsible staff members are better able to meet their needs. However, some students are overlooked as their learning and behavioral problems are

not initially severe. Even with a team approach it may be impossible to address the needs and problems of children in a school where counselors are responsible for 400 students. Often, neither the teams nor the guidance counselors are able to individually spot and work with all of the students needing assistance.

James Keefe, Director of Research for the National Association of Secondary School Principals, maintains that "the inability of counselors to deliver a modern guidance program is one of the most widely recognized and least discussed realities of American education."¹ To deliver effective guidance, some schools are using a program that lowers the high student to staff guidance ratios. This program is the teacher advisor plan, often called advisement.

Advisement is a function of the school guidance in which teachers, administrators, and paraprofessionals, join professional counselors in helping student advisees identify, plan, and achieve appropriate educational, career, and personal-social goals. The purpose of advisement is to provide useful help to students on an ongoing basis to promote student adjustment and success in school.²

Advisement programs can be organized in a number of different ways; but regardless of the organizational characteristics, most advisement programs reflect the

following general goals:

1. To emphasize the worth of the individual student;
2. To foster a school environment in which each student can be known as a total human being by at least one professional in the school;
3. To recognize that each student possesses personal interests and needs;
4. To direct each student according to his or her potential;
5. To help each student develop a sense of self-direction;
6. To help the student solve school adjustment problems;
7. To help the student schedule an appropriate program of study;
8. To help each student establish useful career goals.³

An advisement program at the middle school or junior high school level must be tailored to meet the needs of the students and the school. Sherrel Bergmann and Jeanne Baxter stipulate nine essential components to a successful guidance and advisor program:

1. The principal and every teacher must possess basic counseling skills. One guidance counselor in a school of 400 students cannot be expected to reach every student.
2. Time must be given during the school day for every student to be in an advisory group. The advisory session should last at least twenty minutes.
3. Formal and informal guidance activities are needed at the middle level. Students don't have dilemmas only during advisory time. Teachers must be available to help students at the time the students need time.

4. Teachers must be trained in basic human relations skills before they are involved in a formal advisory program.
5. Inservice and retreats should be planned to help teachers prepare for the advisory program. Teachers as well as students need support.
6. The guidance model should permeate the regular curriculum. All teachers should recognize the importance that decision making plays in the lives of transescents and teach the decision-making process through subject areas.
7. Health information must be available to every student. Every teacher should be aware of the health needs and physical development process of transescents. Most of the advisory questions and discussions will be related to these issues.
8. Parents should be informed about the guidance or advisory program. Parent support groups can be formed to discuss advisory issues with teachers and to follow through with the program at home.
9. The formal advisory program must be written as a guidance curriculum with goals, activities, and a means of evaluation. It must have a definite scope and sequence.⁴

As the faculty of Millard Central Junior High School continues in the attempt to meet the needs of the early adolescent student, the following question comes to the foreground.

STATEMENT OF THE PROBLEM

Does Millard Central Junior High School need to implement an advisement program or is the team concept and guidance department meeting the transitional, adjustment needs of the early adolescents?

PURPOSE OF THE STUDY

The purpose of this study was to determine whether or not there is a need for an advisement program for Millard Central Junior High School.

METHODOLOGY EMPLOYED

1. The literature was reviewed and the objectives of a junior high school advisement program were identified.

2. The rationale and objectives of a junior high school advisement program were submitted to a building review committee.

3. An evaluative technique to access if the objectives of a junior high school advisement program are being met at Millard Central Junior High School was identified.

ASSUMPTIONS

1. The objectives of a junior high school advisement program as identified in the literature are consistent with the objectives of the faculty of Millard Central Junior High School.

2. The accomplishment of the objectives of a junior high school advisement program will help meet the transitional adjustment needs of the students at Millard Central Junior High School.

DELIMITATIONS

This study focuses only on the needs of the students at Millard Central Junior High School.

LIMITATIONS

The validity of the data provided and upon which recommendations will be made is subject to the integrity of the participants in the study.

DEFINITION OF TERMS

1. Guidance Program. The all encompassing organizational plan for a school in which trained professional counselors coordinate their efforts and the efforts of all other staff to provide help in identifying and solving student problems.

2. Advisement Program. A function of the guidance program in which teachers, administrators, paraprofessionals; and counselors meet on an ongoing basis with student advisees to promote student adjustment, success, and growth.

3. Counselor. The professional staff member with a degree in counseling and guidance whose full-time responsibility is to implement the guidance program of the school.

4. Advisor. Any professional or paraprofessional staff member working with student advisees through the advisement program.

5. Transitional, Adjustment Needs. The problems, concerns, worries, and feelings experienced by early adolescents as they move from elementary school through the junior high school.

ORGANIZATION OF THE STUDY

Chapter I	Introduction of the Topic
Chapter II	Related Literature
Chapter III	Methodology
Chapter IV	Presentation and Analysis of Findings
Chapter V	Summary, Conclusions, and Recommendations

CHAPTER II

REVIEW OF RELATED LITERATURE

Children and adults of today are different from the children and the adults of the past. During the 19th century children in the range from twelve to eighteen were expected to do the work of adults, but were treated in most respects as children until eighteen. The term adolescence is relatively new, being born in the mid-20th century and given a name by G. Stanley Hall. The adolescent was not expected to do the work of an adult nor be treated like an adult. By the 1980's youth are increasingly granted adult rights, but few expect them to bear adult responsibilities. At the same time, there has been a shift in the adult burdens of parenthood. In recent decades there have been increases in divorce rates, in children living with one parent, in two career families, as well as shifts in attitudes about responsibilities of parents. Survey data indicate parents are now less altruistic, for example, with 66 percent feeling they "should be free to live their own lives even if it means spending less time with children."⁵

Some privileges once extended to a few youth in the 19th century are now enjoyed by a broad middle and upper

class. At least five significant trends have been noted by Joseph Kett that exist in the nature of privileges and the kinds of relationships that exist between adolescents and adults:

1. From being known to being on one's own. Children of a generation ago came into contact with a variety of adults in work relationships where as today the young act on their own making fundamental decisions in isolation from adults and adult responsibility.
2. From obvious necessity to seemingly arbitrary authority. Adult rules are not readily discerned and the connections between what you are required to do now and might do ten years from now are often difficult to understand.
3. From a world of likely success to one of possible failure. In the past matching a person to a task was less harsh than the sorting and grading that occurs in schools. Tests are frequent and so may be failures.
4. From shared parenting to teenagers in opposition to parents. Families today have fewer and closer spaced children than the larger families of the past when the older children shared parenting roles. The modern teenager is more likely to feel a member of cadre in opposition to adults.
5. From contributors to long term borrowers. Until the beginning of the 20th century children became significant contributors to the family purse by age fourteen. Financial dependancy is now longer and increases during the late teenage years for many college-bound students.⁶

Daniel Offer and his colleagues in a recent study have compiled data revealing that teenagers have grown much less trusting in the last two decades comparing responses by teenagers in the early 1900's with those in the late

1970's. He concluded that "with respect to almost every self-image dimension teenagers in the 1970's felt worse about themselves than did teenagers in the 1960's."

Nearly twice as many students believe that if they confide in others they are asking for trouble and that their parents are almost always on the side of someone else.⁷

Grant and Briggs conclude that "Adults need to summon courage, conviction, and compassion in order to connect with adolescents even at the cost of painful confrontations and temporary rejections. We also need to share socializing tasks with young adults as they begin to exercise more responsibility."⁸

Blount and Klausmeier summarize adolescent emotional needs and the impact of adolescent socialization emerges as a primary component of emotional satisfaction:

1. Understanding socially approved methods for relieving emotional tensions and substituting these for childish or otherwise disapproved methods.
2. Analyzing emotional situations objectively.
3. Obtaining a broader understanding of situations in which disruptive emotions are reduced.
4. Acquiring many social skills to meet new situations.
5. Eliminating fears and emotionalized patterns of response that are already firmly established.⁹

Under the best of circumstances, according to Kieffer and Johnston, these emotional objectives would constitute

a formidable multitude for even the most well adjusted adult. That the adolescent must attempt to satisfy these needs at a time of tremendous upheaval in terms of physical and intellectual development, is nothing short of torturous.¹⁰

The school is very much in the position to positively make an impact on the lives of the students, both academically and socially. The school guidance program has traditionally played a key role in the formation of student's self-image. More and more guidance personnel are realizing they need to more actively involve teachers in the guidance process. As stated by Edward Glenz, "Teachers at all school levels are necessary components in the operation of counseling, group work, testing, and case study procedures. Guidance is an unusual profession in that it does not seek to perform its task in isolation, but depends upon the cooperative support of other members of the educational community."¹¹

Swick and Gatewood in identifying the conditions for an affective learning climate list the first conditions as that of being known.¹² Vars also states:

For every student in any school there should be at least one staff member who knows him well and who is concerned about his all around growth and development. This need is especially acute at the junior high or middle school level. During these years the stresses and strains of transescence intensify the student's needs for advise and counsel at the very period in life when it is becoming more difficult for him to confide in his parents.¹³

J. Lloyd Trump in A School for Everyone, asks the reader to imagine a school in which every student, regardless of ability or department, is really known and helped by a staff member. He says this happens when a teacher is personally responsible for monitoring the progress of several students and can take constructive action through a teacher advisor program.¹⁴

According to Trump, the teacher advisor assumes responsibility for helping twenty to thirty students on a personal basis with their schedules, their independent study programs, their future career and educational interests; and, as a friend, with their everyday problems. The goal is to personalize the education of every student despite varied abilities, interests, and backgrounds.¹⁵

An organizational framework needs to be employed to establish an advisement program. Trump's model uses an advisory group of 300 to 400 students as the basic organizational unit with one professional counselor and twelve teacher advisors. A school of 1,000 would have three such groups: three counselors and thirty-six teacher advisors. Larger schools would follow similar ratios. Students assigned arbitrarily to a teacher advisor should come from every grade or year in the school so that the teacher will not have to learn a new group of students each year. The assignments are made at random

rather than by special interests, abilities, or vocational intentions. Teachers in larger schools are assigned to the advisory groups of 300 to 400 students so that teachers in each group are representative of the total staff. Students remain with the same advisor unless a change is made by the group counselor.¹⁶

Trump believes the teacher advisor and the advisory group should meet each day for ten minutes preferably in the morning when announcements are made and attendance is taken. Appointments can be made at this time for later in the day, if needed. Counselors meet regularly with the teacher advisors to provide them with the necessary inservice growth.¹⁷

Many programs are in operation today that can be termed advisement programs, although there may be some variation in the organization and the goals of each. Terms such as advisory program, advisor-advisee program, house group, teacher advisor program, teacher counselor program, and walking advisement program are used to describe some form of an advisement program.

Jenkins suggests that the teacher advisor is first and foremost a friend and advocate who strives to know the student better than anyone else in the school setting. The advisor is a listener and someone with whom the student can talk freely and openly about school problems. The teacher

advisor becomes the central controlling agent for the maintenance of advisee progress records for each course as well as maintaining attendance information, report cards, and facts about the advisee's participation in school life that often do not appear on school transcripts.¹³

Jenkins believes the heart of the teacher advisor program is the individual conference time with advisees. The teacher advisor needs ten to thirty minutes to check program records with the student; raise issues about course progress; to discover factors of outside pressure that might prove helpful in getting another teacher to assist the advisee; and generally keep in touch with student advisees. The teacher advisor becomes a data bank of information about each advisee as well as a diagnostician. Although some advisor group activities may be helpful in developing an advisor group cohesiveness, such activities are not mandatory or even characteristic of a good advisor-advisee situation for some teachers will not feel comfortable with group activities. The teacher advisor also communicates to various significant people in the student's life. Contacting parents and other teachers, the advisor works to promote strong home and school relationships.¹⁰

Organizationally, Jenkins suggests that a school be divided into three clusters or sections with a counselor and an administrator the nominal leader of each. The

counselor serves as the master advisor for fifteen to seventeen teacher-advisors. Each teacher-advisor works with twenty to twenty-five students. The students choose the teacher they will have as their advisor if at all possible and a multi-age group arrangement should be implemented so older students serve as appropriate models for younger students.²⁰

Arnold identifies the advisor-advisee program as one of the four components for middle school organization that nearly every model includes.²¹ Tom Bohlinger lists the advisor component as one of the chief components of a comprehensive guidance program. The component provides an adult at the school to whom the student can go for information and assistance regarding any problems that relate to his participation in the school program. The advisor role encompasses three areas according to Bohlinger: human development, program planning and assessment, and reporting student progress. The advisor is responsible for the enhancement of a student's self-concept and usually meets with advisees once or twice per week. Group activities include development of communication skills, problem solving skills and an awareness of self and others. The advisor also must plan the educational program with the advisee that meets the student's needs and then he must report the student's progress.²²

The three areas included in Bohlingers' model of an advisement program are identical to those listed by Buzzard and Kingham. They believe the teacher advisor must help the students understand enough about themselves to make a commitment to the learning offerings they select as they plan their program of learning. Reporting progress to the advisee and parents is also stressed. In the area of human development, success for the teacher advisor means fostering an environment conducive to individual growth, with a sense of community, or caring for one another, a feeling of belonging, and a sharing of responsibility for the other's actions. The advisor helps the student feel good about who he is now and what he is going to become, to know other students as well as himself, to know his strengths, his values, and to have confidence in his ability to set goals.²³

The term "House Group" is used by one school as a way to divide all of the students into approximately equal groups that are advised by an adult professional in the building. Keeping the number of advisees for each House Group leader between fourteen and nineteen is a priority of this plan. The House Group teacher meets daily with the group and periodically with each student individually.²⁴

According to Mark Goldberg, the chief goal of the House Group is to eliminate the feeling of alienation found in many school students by promoting, instead,

the feeling of a connectedness to the school community. By personalizing the student's experience and working to buttress the adolescent's effectiveness in a bureaucratic world, the House Group provides the ballast that brings the students to the surface of their feelings and enables them to get necessary information from adults.

The House Group leader has the following duties:

1. disseminates information to students and parents
2. maintains non-permanent records of student progress
3. takes attendance and other necessary chores
4. initiates student conferences
5. stays in contact with teachers and parents of advisees
6. helps students arrange to be part of the school in general
7. tries to foster independence in the student
8. provides the listening ear of a concerned, empathetic adult
9. intervenes when undesirable behavior patterns interfere with the student's progress.²⁵

Alfred Arth of the University of Wyoming has developed what he terms "Walking Advisement." This program represents a curriculum component whereby middle schoolers are offered the opportunity during the school week to meet with a staff member for the purpose of discussing academic and life span concerns.

It serves as a vehicle for students to express their concerns, apprehensions, joys, sorrows, confusions, hesitations, and accomplishments and to share how they react to and approach these experiences.²⁶

Robert A. Garawski, principal of Neil Armstrong, Middle School in Newton, Pennsylvania, developed the walking advisement concept for his school. Problematic areas of concern for his staff were teasing, social problems, bus problems, drugs, derogatory remarks, necessity for rules, effective study skills, developing listening skills, and implications of being leaders and followers. In reviewing the literature he found that a positive self-concept was the strongest thrust needed to achieve student academic success and address those concerns. The following areas were identified and incorporated into the program:

1. Developing and sustaining a positive self-concept.
2. Developing positive study skills.
3. Developing a responsibility for alternate solutions to problematic situations faced by middle schoolers.²⁷

Victor Pantraus, Director of Counseling at St. Raphael Academy in Pawtucket, Rhode Island, is a member of an advisory program that has been in operation since 1971. Pantraus believes one benefit of the program is the positive way it impacts on students in the prevention instead

of the remediation of problems. From the outset of the school year, students experience positive interactions with their teachers. The teachers benefit from the realization that they can complement and amplify their role as a teacher and help students with their problems.²⁸

Hawkins and Cowles believe that being an advisor gives the teacher's role an added dimension, but one not vastly different from what the role always has been - - caring about students. That is what an advisor's role is: to give a few individual students just a little care.

An advisor is:

1. Someone who cares.
2. Someone who accepts the student for what he is.
3. Someone who knows what the school has to offer.
4. Someone who can help a student match what he needs with what the school has to offer.
5. Someone who listens to a student talk.
6. Someone who helps the school change to accommodate student needs.

Hawkins and Cowles continue by describing the advisor's responsibilities with the following eight categories:

1. **Program Planning:** Any activity dealing with the act of choosing school courses, such as course selection, evaluation of course schedule, or tentative long-range educational planning.
2. **Self-Assessment:** The analysis an advisee makes of his behavior, performance, or actions in an effort to strive for continuous self-improvement and understanding. All goal-setting activities are included in this category.

3. School Offerings Awareness: Any activity that contributes to an awareness of the school and its programs, philosophies, and actions.
4. Parent Relations/Conference: Those special activities designed to increase parent participation in the schooling process of their children and to ensure frequent positive contact among the advisor, student, and parent.
5. Feedback/Evaluation: That information that a school needs to hear, formally or informally, so that it can change itself to better suit the needs and desires of the people it serves. This category does not mean feedback to the student. It means feedback a student gives to the school.
6. Decision-Making Skills: The conscious application of a process to make decisions. Although decision making is woven into activities in many categories, it also is a distinct category to aid advisors in teaching the process.
7. Career Planning/Preparation: Activities to help students select and prepare for a career.
8. School/Community Issues: Activities concerned with the human aspect of individuals working together. Included are human development activities and group building. This area also includes any discussions needed about current school-wide issues that might arise during a school year, such as vandalism, a special decision the school needs to make, or any shared concern.²⁹

Hubel, Riedel, Tillquist and Myrbach believe that both the teacher and the student share the responsibilities equally for developing skills in interpersonal relationships and that the classroom provides the natural laboratory for the learning of skills which facilitate improved human relationships. To develop and maintain effective and fulfilling relationships certain basic skills must be learned. The teacher advisor should work with students to

insure the development of the following skills: (1) know-
in the self, (2) understanding the impact of self on
others, (3) influencing and helping each other in a group,
and (4) resolving problems and conflicts in such a way so
as to minimize negative feelings.³⁰

The teacher advisor program at East High School in
Wichita, Kansas, emerged as one phase of an organizational
development project designed to address the problems of
integration, alienation, absenteeism, and failure. The
advisement program aims to personalize education by
creating a continuing relationship between the advisor and
the advisee. The general goals of the advisement program
are:

1. Advisors and advisees shall engage in active
educational planning.
2. Advisors shall assist in the creation of a
successful, goal oriented educational experience
for all students.
3. Advisors shall assist in career planning by
encouraging advisee self-assessment.
4. Parents shall be invited to become involved
in the advisor-advisee relationship in order
to increase home/school communication.³¹

Bergmann and Baxter suggest that middle level advisory
programs should have clear and concise goals such as:

1. To increase communication among students and
between students and adults in the school
community.
2. To help students develop ways to make good
decisions.

3. To establish a heightened sense of individual group responsibility.³²

Skillful leadership, joint planning, and involvement of the entire staff are needed for a successful advisement program. According to Bergmann and Baxter, nine components are essential to a successful advisory and guidance program:

1. The principal and every teacher must possess basic counseling skills. One guidance counselor in a school of 400 students cannot be expected to reach every student.
2. Time must be given during the school day for every student to be in an advisory group. The advisory session should last at least twenty minutes.
3. Formal and informal guidance activities are needed at the middle level. Students don't have delimitas only during advisory time. Teachers must be available to help students at the time the students need them.
4. Teachers must be trained in basic human relations skills before they are involved in a formal advisory program.
5. Inservice and retreats should be planned to help teachers prepare for the advisory program. Teachers as well as students need support.
6. The guidance model should permeate the regular curriculum. All teachers should recognize the importance that decision making plays in the lives of transescents and teach the decision making process through subject areas.
7. Health information must be available to every student. Every teacher should be aware of the health needs and physical development process of transescents. Most of the advisory questions and discussions will be related to these issues.

8. Parents should be informed about the guidance or advisory program. Parent support groups can be formed to discuss advisory issues with teachers and to follow through with the program at home.
9. The formal advisory program must be written as a guidance curriculum with goals, activities, and a means of evaluation. It must have a definite scope and sequence.³³

The teacher-advisor program, as defined by Pilkington and Jarmin, gives primary emphasis to education. Activities would include registration, curriculum planning, study habits and study skill development, reading announcements, disseminating information, collecting money, taking roll, and other administrative functions. The teacher advisor could be a teacher, counselor, administrator, or a teacher aide. The structure of the program would resemble a homeroom model with fifteen to thirty advisees to one advisor. Meetings would last from five to fifteen minutes on a daily basis and the major advantages of such a program would be:

1. The students become familiar with and can relate to at least one faculty member in the school.
2. The students gain a sense of "belonging" in the school because of their association with their teacher-advisor group.
3. The students are assisted with curriculum planning, registration, and program changes.
4. The students receive help in developing more effective study habits and study skills.

5. The school becomes more humanized.
6. The counselor is relieved of administrative duties, responsibility for disseminating school information, and registration responsibilities. Thus the counselors are free to perform their professional guidance and counseling duties.³⁴

The term teacher-counselor is distinguished by Pilkington and Jarmin from that of teacher-advisor. A teacher-counselor program has its primary emphasis on the total growth of the students and provided the students the opportunity to learn about themselves and become good decision makers and problem solvers. The teacher-counselor program also functions in a way similar to the teacher-advisor program, thus it becomes a more all encompassing term. The major advantages of the teacher-advisor program are combined with the additional advantages of the teacher-counselor program:

1. The students gain self-awareness.
2. The students deal with the affective domain as well as their cognitive domain.
3. The students become better decision makers and problem solvers.
4. The students improve their interpersonal communication skills.
5. The students learn to reach out and help others.
6. The students are encouraged to attack and confront their problems and to act to resolve them.
7. The teacher can refer more students to the counselor for help with serious concerns.

8. As a result of the inservice activities, the counselor is seen as a person willing and able to help teachers and administrators as well as students.
9. The counseling and guidance program is more apt to be readily accepted as an integral part of the school program.
10. The administrators and teachers become a part of the guidance team.³⁵

Robert Slaby believes that the role of the teacher-counselor is the solution to the problem of large student to counselor ratios. By breaking down the large number of students into smaller groups, that work with a teacher-counselor, Slaby believes the student can receive a better counseling experience. The goals of his teacher-counselor program are to assist the student in planning and assessing a high school program and to develop the social potential of all students. The teacher-counselors are responsible for all the typical guidance counselor functions associated with a traditional guidance counselor and, in addition, the teacher-counselor seeks to become a student advocate to whom the student can talk when emotional, social, or scholastic problems arise. The following performance objectives are established for each teacher-counselor:

1. A minimum five minute conference outside of the class room every five weeks.
2. Two conferences or phone calls with the parents every semester.

3. For each quarter an overall attendance rate of 95 percent.
4. The number of students suspended or temporarily removed will not exceed 1.5 percent of the students each quarter.
5. An overall grade point average of all counselees will be at least 2.5 for each grading period.
6. At least 90 percent of the students will be involved each season on a team, club or in a recognized community service.³⁶

CHAPTER III

METHODOLOGY

The purpose of this study was to determine whether or not there is a need for an advisement program at Millard Central Junior High School.

In order to determine if a need existed for an advisement program, the objectives of an advisement program had to be determined. A review of the literature was completed specifically concentrating on middle level school advisement programs to ascertain the objectives or purposes of an advisement program. The literature clearly showed that advisement programs were developed to meet the needs of the students and the educational objectives of those educators working with those students. Many similarities existed in the objectives and outcomes of these programs, however. The following outline identifies the major outcomes of an advisement program as determined by the related literature review:

I. A Personalized Education Experience

- A. An advisor is a friend and advocate, an adult who cares.
- B. An advisor listens to problems and tries to help.

II. Human Development

- A. Advisement works to develop the students self-concept and awareness of others.
- B. Advisement group gives the student a sense of belonging and a better feeling about school.

III. Communication and Progress Reporting

- A. Advisors communicate with and report to the students, the students' parents and the students' teachers.

IV. Program and Career Planning

- A. The advisor works with the student to plan his course of study and future career goals.

In order to determine the need for an advisement program, the study had to determine whether or not the objectives of an advisement program were being met at Millard Central Junior High School. Questionnaires were developed with the questions relating to the fulfillment of the specific objectives of an advisement program. Both student and teacher questionnaires were developed to gain two perspectives of the need.

The student questionnaire was administered to a random sample of eight students as a means to determine whether or not the questions were understandable. Four seventh grade students, two boys and two girls, and four eighth grade students, two boys and two girls, were read the instructions and asked to respond to the questions. The instructions, as well as the questions, were discussed to make sure the wording was appropriate for

student understanding. Modifications were made where necessary.

The student questionnaire was then administered to a random sample of seventh grade students and a random sample of eighth grade students. Randomization was achieved by compiling an alphabetical listing of students by grade level and by sex within the grade level. Using a table of random numbers, a sample was drawn to indicate seventy-five boys and seventy-five girls from seventh grade. Seventy boys and seventy-four girls from grade eight were also drawn as an eighth grade sample. This insured a random sample with the same proportion of girls and boys as the school population. The sample represented approximately 25 percent of the total school population.

The administration of the questionnaire was accomplished in four large groups with identical explanations of the instructions being given to each group. To insure anonymity, names were not specified in the student questionnaire.

The teacher questionnaire was given to all of the teachers at Millard Central Junior High School. Teachers completed the questionnaire privately and returned it by the date specified in the instructions. Teachers were instructed not to place their names on the questionnaire in order to

maintain anonymity.

An analysis of the specific questions relating to each objective was completed to determine what parts of the objective had been mastered and what parts needed to be improved upon. Mastery was defined as 80 percent of those surveyed indicating a favorable response to a question. Favorable responses were those responses that indicated a fulfillment of the objective. A comparison of the student responses to the teacher responses was also completed. Recommendations and conclusions were then noted.

CHAPTER IV
PRESENTATION AND ANALYSIS OF FINDINGS

The student and teacher surveys generated the data that relates to the fulfillment of the objectives of an advisement program. The data has been analyzed in three ways: (1) by responses of the students to the fulfillment of the objectives, (2) by the responses of the teachers to the fulfillment of the objectives, and (3) by comparing the student and teacher responses to the objectives. A favorable response to a question by 80 percent of those surveyed was defined as mastery.

Student Survey Data

The first objective to be analyzed was that of a personalized education experience. The student data relating to this objective has been tabulated in Table I (page 35). Questions one and eight relate to an advisor as being a friend and advocate, an adult who cares. Both the responses of seventh and eighth grade girls indicated mastery of question one which said a student knew at least one teacher who really cared about them. Seventh and eighth grade boys' responses were less favorable with only 74.7 percent of the seventh grade boys and 71.4 percent of the eighth

grade boys indicating they knew a teacher who really cared about them. As a total school mastery was achieved on this question for the high scores of the girls brought the lower scores of the boys up to an average of 80.6 percent. The other question relating to this part of the objective was question eight. Seventh grade girls scored highest on this question which said that most of their teachers know and understand their needs and interests. Neither the seventh grade girls nor any other group scored at the mastery level, however, with the total school at the 56.8 percentage.

Questions five and fourteen relate specifically to an advisor listening to problems and trying to help. Question five said that if students have problems they feel there is a teacher they can ask for help. Seventh grade girls scored this question the highest, but not at the mastery level. Again no group mastered this question with the total school responding favorably only 62.3 percent of the time. Seventh grade girls again scored the highest on question fourteen which states they feel most of their teachers listen and try to see things from the students point of view. Of the seventh grade girls, 88 percent responded favorably to this question. The total school response was at the 70.1 percentage. Seventh grade boys scored the lowest on this question, 57.3 percent

TABLE I
Student Responses
Objective I. A Personalized Education Experience

A. An advisor is a friend and advocate, an adult who cares.

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
1. I know at least one teacher who really cares about me.	Girls - 7th	90.7	9.3	
	Girls - 8th	85.1	14.9	
	Boys - 7th	74.7	25.3	
	Boys - 8th	71.4	28.6	
	Total - 7th	82.7	17.3	
	Total - 8th	78.5	21.5	
	Total School	80.6	19.4	
8. Most of my teachers know and understand my needs and interests.	Girls - 7th	72.0	28.0	
	Girls - 7th	44.6	55.4	
	Boys - 7th	52.0	48.0	
	Boys - 8th	58.6	41.4	
	Total - 7th	62.0	38.0	
	Total - 8th	51.4	48.6	
	Total School	56.8	43.2	

B. An advisor listens to problems and tries to help.

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
5. If I have a problem, I feel there is a teacher I can ask for help.	Girls - 7th	72.0	28.0	
	Girls - 8th	64.9	33.8	1.3
	Boys - 7th	48.0	52.0	
	Boys - 8th	64.3	35.7	
	Total - 7th	60.0	40.0	
	Total - 8th	64.6	34.7	0.7
	Total School	62.3	37.4	0.3

TABLE I (continued)

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
14. I feel most of my teachers listen to me and try to see things from my point of view.	Girls - 7th	88.0	12.0	
	Girls - 8th	68.9	29.7	1.4
	Boys - 7th	57.3	42.7	
	Boys - 8th	65.7	34.3	
	Total - 7th	72.7	27.3	
	Total - 8th	67.4	31.9	0.7
	Total School	70.1	29.6	0.3

and they also scored the lowest on question five with only 48 percent responding favorably.

As a total objective, objective one was not mastered for only one of the four questions relating to this objective was mastered according to the students surveyed.

Objective two is human development. Table II (page 39) summarizes the responses relating to this objective. Three questions relate to the first part of this objective, that advisement works to develop student's self-concept and awareness of others. Question three states that a student feels good about himself or herself. Mastery of this question was achieved by each individual group surveyed and thus by the total school at the 91.2 percentage. Question ten states that a student can think of two positive things about themselves a teacher told them recently. Not one group achieved mastery of this question, in fact, the total school only averaged 46.6 percent favorable responses. Generally feeling good about coming to school was the point of question twelve. Seventh grade girls again were the highest scoring group with a score of 84 percent as opposed to the seventh grade boys, again the lowest group surveyed, with a score of 46.7 percent. Boys in the eighth grade also scored much lower than the girls in the eighth grade. As a school the total favorable responses amounted to 66 percent of those surveyed. Mastery was not present.

Question seven, fifteen, and twelve relate to the second part of objective two. This part denotes advise-ment group as giving students a sense of belonging and a better feeling about school. In responding to question seven students did not feel alone and as no one else has the same kinds of problems they have, for each group scored at the mastery level of favorable responses. As a school mastery was indicated with a score of 86.1 percent. Each group responding to question fifteen indicated non-mastery of this question. Seventh grade girls once again were the most positive when asked if they were wanted and needed at the school. Seventh grade boys again responded the lowest. The school as a whole scored at the 59.2 percentage.

The last part of objective two relates to the advise-ment program as it works to develop problem solving, decision making, and study skills. Question nine asks if most of the time students know how to get started and what to do when they need to study. High scores were received by all groups surveyed. Mastery was achieved by all groups except eighth grade girls, but as a school the question was mastered with 83.3 percent of the responses favoring the question. Problem solving and decision making skills are highlighted in question seventeen. The only group which indicated mastery of this question were eighth grade boys. Of the eighth grade boys, 81 percent responded favorably to this question while as a school only 68 percent of those surveyed

TABLE II
 Student Responses
 Objective II. Human Development

A. Advisement works to develop the student's self-concept and awareness of others.				
Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
3. I feel good about myself.	Girls - 7th	94.7	5.3	
	Girls - 8th	82.4	13.5	4.1
	Boys - 7th	89.3	10.7	
	Boys - 8th	98.6	1.4	
	Total - 7th	92.0	8.0	
	Total - 8th	90.3	7.6	2.1
	Total School	91.2	7.8	1.0
10. I can think of two things about myself a teacher told me recently.	Girls - 7th	64.0	36.0	
	Girls - 8th	28.4	71.6	
	Boys - 7th	40.0	60.0	
	Boys - 8th	54.3	45.7	
	Total - 7th	52.0	48.0	
	Total - 8th	41.0	59.0	
	Total School	46.6	53.4	
12. I generally feel good about coming to school.	Girls - 7th	84.0	16.0	
	Girls - 8th	77.0	18.9	
	Boys - 7th	46.7	52.0	1.3
	Boys - 8th	55.7	44.3	
	Total - 7th	65.3	34.0	0.7
	Total - 8th	66.7	31.2	2.1
	Total School	66.0	32.7	1.3

TABLE II (continued)

B. Advisement group gives students a sense of belonging and a better feeling about school.				
Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
7. I feel alone, as if no one else has the same kinds of problems I have.	Girls - 7th	9.3	90.7	
	Girls - 8th	18.9	79.7	1.4
	Boys - 7th	14.7	85.3	
	Boys - 8th	11.4	88.6	
	Total - 7th	12.0	88.0	
	Total - 8th	15.3	84.0	0.7
	Total School	13.6	86.1	0.3
15. I am wanted and needed at this school.	Girls - 7th	77.3	22.7	
	Girls - 8th	54.0	41.9	
	Boys - 7th	37.3	62.7	
	Boys - 8th	68.6	31.4	
	Total - 7th	57.3	42.7	
	Total - 8th	61.1	36.8	2.1
	Total School	59.2	39.8	1.0
12. I generally feel good about coming to school.	Girls - 7th	84.0	16.0	
	Girls - 7th	77.0	18.9	4.1
	Boys - 7th	46.7	52.0	1.3
	Boys - 8th	55.7	44.3	
	Total - 7th	65.3	34.0	0.7
	Total - 8th	66.7	31.2	2.1
	Total School	66.0	32.7	1.3

TABLE II (continued)

C. Advisement works to develop problem solving, decision making and study skills.				
Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
9. Most of the time, I know how to get started and what to do when I need to study.	Girls - 7th	89.3	10.7	
	Girls - 8th	75.7	24.3	
	Boys - 7th	86.7	13.3	
	Boys - 8th	81.4	18.6	
	Total - 7th	88.0	12.0	
	Total - 8th	78.5	21.5	
	Total School	83.3	16.7	
17. When I have a problem, it is usually hard for me to figure out what to do.	Girls - 7th	38.7	61.3	
	Girls - 8th	37.8	60.8	1.4
	Boys - 7th	30.7	69.3	
	Boys - 8th	18.6	81.4	
	Total - 7th	34.7	65.3	
	Total - 8th	28.5	70.8	0.7
	Total School	31.7	68.0	0.3

indicated a favorable response. Mastery was not achieved on a school total.

As a total objective, objective two was not mastered as only three of the seven questions relating to this objective were rated at the mastery level.

The third objective stresses communication and progress reporting (Table III, page 43). The first part of this objective indicates advisors communicate with and report to students, parents, and the students' teachers. Questions four and thirteen relate to this part of the objective. As a school mastery was not achieved on question four wherein teachers talk with parents and let them know what students are learning and how they are doing in school. Only 69.3 percent believed this was taking place. Question thirteen, however, indicates that each group of students felt most of their teachers let them know how they were doing in class and in school. Mastery of this question was indicated by each group and the school average was at the 89.1 percentage.

Questions six and sixteen are indicators of the second part of objective three which says the student is able to give feedback to the school through his advisor. When asked in question six if they had the opportunity to express their ideas about the school or a school problem, only 58.2 percent of the students responded favorably to this question.

TABLE III

Student Responses
Objective III. Communication and Progress Reporting

A. Advisors communicate with and report to the students, the students' parents and the students' teachers.

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
4. My teachers talk with my parents and let them know what I am learning and how I am doing at school.	Girls - 7th	77.3	22.7	
	Girls - 8th	66.2	32.4	1.4
	Boys - 7th	65.3	34.7	
	Boys - 8th	70.0	30.0	
	Total - 7th	71.3	28.6	
	Total - 8th	68.1	31.2	0.7
	Total School	69.8	29.9	0.3
13. Most of my teachers let me know how I am doing in class and in school.	Girls - 7th	94.7	4.0	1.3
	Girls - 8th	81.1	18.9	
	Boys - 7th	90.7	9.3	
	Boys - 8th	90.0	10.0	
	Total - 7th	92.7	6.7	0.6
	Total - 8th	85.4	14.6	
	Total School	89.1	10.6	0.3

B. The student gives feedback to the school through his advisor.

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
16. I can speak my mind about a school concern.	Girls - 7th	70.7	29.3	
	Girls - 8th	50.0	48.6	1.4
	Boys - 7th	52.0	48.0	
	Boys - 8th	55.7	44.3	

TABLE III (continued)

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
16. I can speak my mind about a school con- cern.	Total - 7th	61.3	38.7	
	Total - 8th	52.8	46.5	0.7
	Total School	57.2	42.5	0.3
6. I have the oppor- tunity to express my ideas about the school or a school problem.	Girls - 7th	77.3	22.7	
	Girls - 8th	51.4	48.6	
	Boys - 7th	49.3	49.3	1.4
	Boys - 8th	54.3	45.7	
	Total - 7th	63.3	36.7	
	Total - 8th	52.8	47.2	
Total School	58.2	41.5	0.3	

with the seventh grade girls responding the highest. No group mastered the question. The same type of response was given to question sixteen when students were asked if they could speak their minds about a school concern. No group mastered this question, the seventh grade girls scored the highest, and the total school score was 57.2 percent.

Objective three did not attain the mastery level for only one of the four questions relating to this objective achieved the mastery level of responses.

In looking at objective four, (Table IV, page 46), program and career planning, where an advisor works with the students to plan the course of study and future career goals, two questions were developed to determine if this objective was being met. Question two asks if students feel they have the opportunity to make some decisions about what and how they learn. Although mastery was not achieved as a school, both seventh and eighth grade girls achieved mastery on this question while the boys did not. The school score averaged to be 78.9 percent. When responding to question eleven which dealt with the student having a good idea what they wanted to study in school and what they wanted to do for a job when they got out of school, eighth grade boys scored the highest, but no one group achieved mastery. The school average was at the 71.8 percentage.

TABLE IV
 Student Responses
 Objective IV. Program and Career Planning

A. The advisor works with the student to plan his course of study and future career goals.

Questions Relating To Specific Objective	Group	% Response		
		Yes	No	NA
2. I have the opportunity to make some decisions about what and how I learn.	Girls - 7th	82.7	17.3	
	Girls - 8th	83.8	16.2	
	Boys - 7th	74.7	25.3	
	Boys - 8th	74.3	25.7	
	Total - 7th	78.7	21.3	
	Total - 8th	79.2	20.8	
	Total School	78.9	21.1	
11. I have a good idea about what I want to study in school and what I want to do for a job when I get out of school.	Girls - 7th	70.7	29.3	
	Girls - 7th	67.6	31.0	1.4
	Boys - 7th	70.7	29.3	
	Boys - 8th	78.6	21.4	
	Total - 7th	70.7	29.3	
	Total - 8th	72.9	26.4	0.7
	Total School	71.8	27.9	0.3

Objective four did not have either question relating to it attain a mastery level of responses, so it too was not mastered as an objective.

Teacher Survey Data

The teacher survey was constructed in the same manner as the student survey with the same type of questions relating to the specific objectives of an advisement program. The teachers had a greater amount of possible responses to the questions, however. The scale was expanded from yes and no to strongly agree, agree most of the time, strongly disagree, and disagree most of the time. Although teachers were still answering the affirmative or the negative, there was some leeway possible in the degree of their responses. For the purpose of analyzing their responses, the two affirmative categories and the two negative categories were grouped. In this way mastery of the questions relating to each objective was determined, as it was in the student survey, if 80 percent of the responses were favorable.

According to the teacher survey, Millard Central Junior High School does a good job in achieving the first objective of a personalized education experience (Table V, page 49). Teachers indicated beyond the mastery level that each student knows at least one teacher who really cares about them, that students feel comfortable asking their teachers for help, and that teachers take the time to listen to students and try to see things from the students' point of view. The only question relating to this objective that was not mastered according to the teachers was question eight.

TABLE V
Teacher Responses
Objective I. A Personalized Education Experience

A. An advisor is a friend and advocate, an adult who cares.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
1. Each student knows at least one teacher who really cares about him/her.	1.7 (8.4)	6.7	68.3 (91.6)	23.3	
8. Students feel that teachers understand their needs and interests.	5.0 (23.3)	18.3	68.3 (75.0)	6.7	1.7

B. An advisor listens to problems and tries to help.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
5. Students feel comfortable asking their teachers for help.	1.7 (10.0)	8.3	63.3 (90.0)	26.7	
14. Teachers take the time to listen to students and try to see things from the student's point of view.	(10.0)	10.0	76.7 (90.0)	13.3	

Question eight states that students feel teachers understand their needs and interests. Of the teachers surveyed, 75 percent answered with a favorable response.

The human development objective, objective two, was also rated favorably by the teachers in two areas (Table VI, page 52). In developing the students' self-concept and an awareness of others, teachers believed that students feel good about themselves and that they tell students positive things about them quite often. Teachers also feel, at the mastery level, that students do not feel isolated and alone in facing their problems; but that they are wanted and needed at school, thus they have a sense of belonging. Feeling good about coming to school is the focus of question twelve. Teachers again rated this question rather favorably, 78.3 percent, although not achieving the mastery level.

The part of the human development objective that was rated most unfavorably by the teachers was the part dealing with problem solving, decision making, and study skills. Teachers did not feel students know how to study nor possess the proper study skills, decision making nor problem solving skills. Mastery was not achieved on the questions relating to this objective, for the majority of teachers rated this as a weak area of student performance.

Objective three, communication and progress reporting, was rated favorably and at the mastery level on questions

TABLE VI
Teacher Responses
Objective II. Human Development

A. Advisement works to develop the students' self-concept and awareness of others.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
3. Students feel good about themselves.	8.3 (8.3)	8.3	83.4 (91.7)	8.3	
10. Teachers tell students positive things about themselves quite often.	15.0 (15.0)	15.0	65.0 (83.3)	18.3	1.7
12. Students are generally enthusiastic about coming to school.	5.0 (21.7)	16.7	70.0 (78.3)	8.3	

B. Advisement group gives students a sense of belonging and a better feeling about school.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
7. Students feel isolated, thus tend to face their problems alone.	21.7 (80.0)	58.3	15.0 (18.3)	3.3	1.7
15. Students feel wanted and needed at this school.	10.0 (10.0)	10.0	75.0 (86.7)	11.7	3.3
12. Students are generally enthusiastic about coming to school.	5.0 (21.7)	16.7	70.0 (78.3)	8.3	

TABLE VI (continued)

C. Advisement works to develop problem solving, decision making and study skills.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
9. Students know how to study and possess the proper study skills.	18.3 (63.3)	45.0	33.3 (33.3)		3.4
17. Students possess good decision making and problem solving skills.	10.0 (51.8)	41.8	45.0 (46.7)	1.7	1.7

regarding the student-to-school and student-to-teacher interactions (Table VII, page 54). Teachers felt they talked with every student to let them know how they were doing and that students were free to express their feelings about school or a school problem. The one area the teachers rated themselves as not having mastered was in making sure they talk with every students' parents to let them know what and how the student is learning in school.

The fourth objective of program and career planning needs to be improved upon according to the teachers surveyed (Table VIII, page 55). Almost 82 percent of the teachers felt students do not know what they want to study nor do they have career goals. Only half of the teachers felt students were given the opportunity to make decisions about what and how they learn.

TABLE VII

Teacher Responses
Objective III. Communication and Progress Reporting

A. Advisors communicate with and report to the students, the students' parents and the students' teachers.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
3. Teachers make sure they talk with every student's parents to let them know what the student is learning and how the student is doing in school.	6.7 (48.4)	41.7	45.0 (48.3)	3.3	3.3
13. Teachers talk with each student to let them know how they are doing in class and in school.	(5.0)	5.0	55.0 (93.3)	38.3	1.7

B. The student gives feedback to the school through his advisor.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
6. Students have the opportunity to express their ideas about the school or a school problem.	1.7 (16.7)	15.0	60.0 (83.3)	23.3	
16. Students are free to openly voice a concern.	1.6 (13.3)	11.7	71.7 (86.7)	15.0	

TABLE VIII
Teacher Responses
Objective IV. Program and Career Planning

A. The advisor works with the student to plan his course of study and future goals.

Questions Relating To Specific Objective	SD (SD & DMT)	DMT	AMT (AMT & SA)	SA	NA
2. Students have the opportunity to make some decisions about what and how they learn.	5.0 (50.0)	45.0	43.3 (50.0)	6.7	
11. Students know what they want to study in school and students have career goals.	26.7 (81.7)	55.0	16.7 (18.3)	1.6	

Comparison of Student and Teacher Data

A comparison of the student and teacher responses to the questions on the surveys (Table IX, page 58), indicates some similarities and some differences. Approaching the comparison from the concept of mastery (80 percent favorable responses to questions), it is noted that teachers and students agreed mastery was achieved in the areas of:

(1) each student knowing at least one teacher who really cared about them, (2) students feeling good about themselves, (3) students not feeling isolated and alone facing problems, and (4) teachers talking with each student to let them know how they are doing in school.

Non-mastery was agreed upon by teachers and students in the areas of: (1) students feeling teachers understand their needs and interests, (2) students being generally enthusiastic about coming to school, (3) students possessing good decision making and problem solving skills, (4) teachers making sure they talk with each student's parents to let them know how the student is doing at school, (5) students having the opportunity to make decisions about what and how they learn, and (6) students knowing what they want to study in school and having career goals.

The student and teacher surveys were not in agreement in that 90 percent of the teachers felt students were comfortable asking for help while only 63.3 percent of the students

indicated this feeling. Of the teachers, 90 percent also felt they listen to the students and try to see things from their point of view while only 70.1 percent of the students felt this way. The teachers also felt mastery had been achieved on question ten in that they felt they told students positive things about themselves quite often. Only 46.6 percent of the students indicated a similar response. Also according to the teachers, students feel wanted and needed at school, 86.7 percent; but the students indicate otherwise, 59.2 percent. Students felt they know how to study and possess the proper study skills, 83.3 percent; but only 33.3 percent of the teachers indicated a similar response. The last area of disagreement relates to question six and sixteen where teachers indicate mastery while students indicate this to be an area needing much improvement. These questions deal with the student's expression of ideas and concerns about school and their feeling of comfort in this expression.

TABLE IX

A Comparison of Student and Teacher Responses

	Student= S	Teacher= T	Yes (SA, AMT)	No (SD, DMT)
Objective I. A Personalized Education Experience				
A. An advisor is a friend and advocate, an adult who cares.				
1.	I know at least one teacher who really cares about me.	S	80.6	19.4
		T	91.6	8.4
8.	Most of my teachers know and understand my needs and interests.	S	56.8	43.2
		T	75.0	23.3
B. An advisor listens to problems and tries to help.				
5.	If I have a problem, I feel there is a teacher I can ask for help.	S	62.3	37.4
		T	90.0	29.6
14.	I feel most of my teachers listen to me and try to see things from my point of view.	S	70.1	29.6
		T	90.0	10.0
Objective II. Human Development				
A. Advisement works to develop the student's self-concept and awareness of others.				
3.	I feel good about myself.	S	91.2	7.8
		T	91.7	8.3

TABLE IX (continued)

Student= S	Teacher= T	Yes (SA, AMT)	NO (SD, DMT)
10.	I can think of two things about myself a teacher told me recently.	S 46.6 T 83.3	53.4 15.0
12.	I generally feel good about coming to school.	S 66.0 T 78.3	32.7 21.3
B.	Advisement group gives students a sense of belonging and a better feeling about school.		
7.	I feel alone, as if no one else has the same kinds of problems I have.	S 13.6 T 18.3	86.1 80.0
15.	I am wanted and needed at this school.	S 59.2 T 86.7	39.8 10.0
12.	I generally feel good about coming to school.	S 66.0 T 78.3	32.7 21.7
C.	Advisement works to develop problem solving, decision making and study skills.		
9.	Most of the time, I know how to get started and what to do when I need to study.	S 83.3 T 33.3	16.7 63.3
17.	When I have a problem, it is usually hard for me to figure out what to do.	S 31.7 T 46.7	68.0 51.8

TABLE IX (continued)

Student= S	Teacher= T	Yes (SA, AMT)	No (SD, DMT)
Objective III. Communication and Progress Reporting			
A. Advisors communicate with and report to the, students, the students' parents and the students' teachers.			
4.	My teachers talk with my parents and let them know what I am learning and how I am doing at school.	S 69.8 T 48.3	29.9 48.4
13.	Most of my teachers let me know how I am doing in class and in school.	S 89.1 T 93.3	10.6 5.0
B. The student gives feedback to the school through his advisor.			
6.	I have the opportunity to express my ideas about the school or a school problem.	S 58.3 T 83.3	41.5 16.7
16.	I can speak my mind about a school concern.	S 57.2 T 86.7	42.5 13.7
Objective IV. Program and Career Planning			
A. The advisor works with the student to plan his course of study and future career goals.			

TABLE IX (continued)

Student= S	Teacher= T	Yes (SA, AMT)	No (SD, DMT)
2.	I have the opportunity to make some decisions about what and how I learn.	S 78.9 T 50.0	S 21.1 T 50.0
11.	I have a good idea about what I want to study in school and what I want to do for a job when I get out of school.	S 71.8 T 18.3	S 27.9 T 81.7

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether or not there is a need for an advisement program at Millard Central Junior High School. A review of the literature was completed to ascertain the objectives of a junior high school advisement program. The objectives identified were:

- I. A Personalized Education Experience
 - A. An advisor is a friend and advocate, an adult who cares.
 - B. An advisor listens to problems and tries to help.
- II. Human Development
 - A. Advisement works to develop the students' self-concept and awareness of others.
 - B. Advisement group gives the student a sense of belonging and a better feeling about school.
- III. Communication and Progress Reporting
 - A. Advisors communicate with and report to the students, the students' parents, and the students' teachers.
- IV. Program and Career Planning
 - A. The advisor works with the student to plan his course of study and future career goals.

These objectives were then used to develop student and teacher surveys. Questions on the surveys related directly to the fulfillment of the objectives of an advisement program so that favorable responses indicated attainment of the objective and unfavorable responses indicated a lack of attainment of the objective. The need for an advisement program was then determined by the lack of fulfillment of the objectives indicated by unfavorable responses to the questions on the surveys.

Data was gathered and tabulated to indicate the degree of attainment of the objectives of an advisement program.

Conclusions

1. There does exist a need for an advisement program.
2. The implementation of an advisement program could address the areas needing improvement as identified in this study.
3. Millard Central Junior High is meeting some of the needs of the students as identified by the objectives.
4. There is agreement on the part of teachers and students in the attainment of some of the parts of the objectives of an advisement program.
5. There is agreement by the teachers and the students in some areas needing to be improved.

6. There are many differences in the perceptions of students and teachers relating to the fulfillment of parts of the objectives.

7. Student data indicates fulfillment of none of the objectives of an advisement program.

8. Teacher data indicates fulfillment of two of the objectives of an advisement program and near fulfillment of a third objective.

9. The needs of seventh grade girls are being met to a greater degree than any other student group.

10. Seventh grade boys need the most help on the fulfillment of the objectives of an advisement program.

Recommendations

1. Implementation of an advisement program should become a goal for Millard Central Junior High School.

2. Both a time and a financial commitment must be made to the implementation and continuance of an advisement program by the teachers and administration.

3. Millard Central Junior High needs to reformulate the school philosophy as a way to highlight the similarity between the philosophy of a junior high and the objectives of an advisement program.

4. This study should be used as a basis upon which to formulate goals for an advisement program in Millard Central Junior High School.

5. Counselors should work as the leaders of the advisement program to inservice all staff and deliver an effective program.

6. Evaluation of the needs of the students, the objectives of the advisement program, and thus the curriculum should be continuous. Inservice training must be ongoing.

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APPENDIX A

STUDENT QUESTIONNAIRE

Sex M F

Grade 7 8

This questionnaire will be used to determine how students at Millard Central Junior High view the school and themselves within the school. Read and think about each statement, then answer yes or no to describe your strongest feeling about the statement in general.

- | | | | |
|-----|----|-----|---|
| Yes | No | 1. | I know at least one teacher who really cares about me. |
| Yes | No | 2. | I have the opportunity to make some decisions about what and how I learn. |
| Yes | No | 3. | I feel good about myself. |
| Yes | No | 4. | My teachers talk with my parents and let them know what I am learning and how I am doing at school. |
| Yes | No | 5. | If I have a problem, I feel there is a teacher I can ask for help. |
| Yes | No | 6. | I have the opportunity to express my ideas about the school or a school problem. |
| Yes | No | 7. | I feel alone, as if no one else has the same kinds of problems I have. |
| Yes | No | 8. | Most of my teachers know and understand my needs and interests. |
| Yes | No | 9. | Most of the time, I know how to get started and what to do when I need to study. |
| Yes | No | 10. | I can think of two positive things about myself a teacher told me recently. |
| Yes | No | 11. | I have a good idea about what I want to study in school and what I want to do for a job when I get out of school. |
| Yes | No | 12. | I generally feel good about coming to school. |
| Yes | No | 13. | Most of my teachers let me know how I am doing in class and in school. |
| Yes | No | 14. | I feel most of my teachers listen to me and try to see things from my point of view. |
| Yes | No | 15. | I am wanted and needed at this school. |
| Yes | No | 16. | I can speak my mind about a school concern. |
| Yes | No | 17. | When I have a problem, it is usually hard for me to figure out what to do. |

APPENDIX B

TEACHER QUESTIONNAIRE

This questionnaire will be used to determine how the teachers at Millard Central Junior High School view the students and their relationships with the students.

Read each statement and circle (1) if you strongly disagree with the statement, (2) if you disagree most of the time, (3) if you agree most of the time or, (4) if you strongly agree with the statement.

Strongly Disagree	Disagree most of the time	Agree most of the time	Strongly Agree	
1	2	3	4	1. Each student knows at least one teacher who really cares about him/her.
1	2	3	4	2. Students have the opportunity to make some decisions about what and how they learn.
1	2	3	4	3. Students feel good about themselves.
1	2	3	4	4. Teachers make sure they talk with every student's parents to let them know what the student is learning and how the student is doing in school.
1	2	3	4	5. Students feel comfortable asking their teachers for help.
1	2	3	4	6. Students have the opportunity to express their ideas about the school or a school problem.
1	2	3	4	7. Students feel isolated, they tend to face their problems alone.
1	2	3	4	8. Students feel that teachers understand their needs and interests.
1	2	3	4	9. Students know how to study and possess the proper study skills.
1	2	3	4	10. Teachers tell students positive things about themselves quite often.
1	2	3	4	11. Students know what they want to study in school and students have career goals.
1	2	3	4	12. Students are generally enthusiastic about coming to school.
1	2	3	4	13. Teachers talk with each student to let them know how they are doing in class and in school.
1	2	3	4	14. Teachers take the time to listen to students and try to see things from the student's point of view.
1	2	3	4	15. Students feel wanted and needed at this school.
1	2	3	4	16. Students are free to openly voice a concern.
1	2	3	4	17. Students possess good decision making and problem-solving skills.

Circle
 Assignment: Team Teacher 7th
 Team Teacher 8th
 Special Area Teacher
 Sex: M F