

AN ANALYSIS OF THE GUIDANCE NEEDS AND PROBLEMS AMONG
THE WOMEN STUDENTS AT NORTH TEXAS STATE
TEACHERS COLLEGE

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TEACHERS COLLEGE

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

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110105
Longview, Texas

August, 1943

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CHAPTER I

INTRODUCTION

The term "guidance," as used in this study, is based upon the philosophy of education which has for one of its aims the purpose of assisting the student in developing to the limits of his potentialities and in making his contribution to the betterment of society. The concept of guidance related to this philosophy of education considers the student as a whole -- his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his esthetic appreciations.¹

Guidance refers to that aspect of the educational program which is concerned with helping the student to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs. Guidance or personnel work represents an organized effort on the part of the educational institution, equipped with both

¹Student Personnel Point of View, American Council on Education Studies, Series I, Vol. I, No. 3 (June, 1937), 1.

knowledge of the student and information as to opportunities of an educational, a social, and a vocational character, to help the individual students to make progress through their educational careers, to plan for successful vocational activities and well-rounded lives.²

Other basic concepts of guidance include services for all the students and not for just the exceptional or mal-adjusted personality; guidance is a continuous process, and not a service which begins and terminates at a specified time or place. It is not prescriptive, but rather works toward the goal of self-direction.³

Many expressions of guidance needs and problems are found in the treatment of educative functions. Some of these are quoted below:

The need for guidance is a fundamental characteristic of man's social nature. No individual is sufficient unto himself. . . . Democracy has widened the opportunity for youth to make his own choices; but social changes have confronted him with problems which are far beyond his ability to solve unaided and alone.⁴

The principle of individual guidance is fundamental to any successful program of youth education. . . . it is not enough to depend upon well-organized courses of study, however fruitful they may be in the attainment of their immediate objectives. . . .

²Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, pp. 1-2.

³Ibid., p. 17.

⁴D. Wiley Lefever, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, pp. 12-13.

but there remains the difficult problem of connecting youth happily and effectively with an active life in the world of affairs outside of the school. Successfully to accomplish this end necessitated the setting up of a program of guidance, which, for each pupil, is concerned specially with his future educational, vocational, recreational, and social career. Failure to provide guidance of this type is probably the weakest link in our present-day youth education.⁵

The responsibility of the school for educational and vocational guidance for pupils in school is clear and undisputed, although frequently much neglected.⁶

A number of terms are in general use in colleges and universities related to the philosophy of education which encompasses guidance as it has been defined for this study. In developing the present problem the term "guidance or personnel services" has been accepted as the functions which implement this concept. The performance of these functions may be designated as "guidance" or "personnel work."⁷

Purpose of the Study

The intent and purposes of this study are (1) to discover the extent of the guidance needs and problems which confront the women students in North Texas State Teachers College and the extent to which the students are adjusting

⁵Youth Education Today, Sixteenth Yearbook of the American Association of School Administrators, pp. 70-71.

⁶Youth and the Future, General Report of the American Youth Commission, American Council on Education, p. 139.

⁷Student Personnel Point of View, p. 2.

and developing into normal and socially effective individuals; (2) to interpret the data collected from the individual questionnaires in order that plans for a more adequate and effective guidance program may be made, and to offer a functional basis for individual and group guidance; and (3) to measure their present needs and problems in relation to personal and social adjustments as individuals and as groups.

Methods of Gathering Data

The data used in this investigation were taken from a questionnaire distributed among the women students of North Texas State Teachers College for the purpose of ascertaining and compiling the guidance needs and problems of the students as indicated by their replies on the questionnaires.

The questionnaire was constructed according to the standards outlined for evaluation of "Guidance Service" in the 1940 edition of Evaluative Criteria.⁸ The questionnaire was divided into five sections, primarily for providing a simple and convenient arrangement for scoring and analyzing the problems and needs of the students. Section one consists of family and school background. Section two combines the time and areas in which needs and problems arise. Section three contains (1) twelve typical needs and problems

⁸Cooperative Study of Secondary School Standards, Evaluative Criteria, 1940 edition, pp. 67-76.

of youth; (2) a survey of club activities and functions among the students; and (3) the phases of development in which the individual felt a need for guidance. Section four shows (1) a preference between marriage and some other career; (2) the time the vocational choice was made; (3) whether the student is satisfied with her present major field of study; and (4) the degree that the student was influenced by listed reasons for selection of college courses. Section five measures (1) the experience each student has had in the testing field, and (2) provides a concluding item for checking the probability of like needs and problems among mutual friends.

An analysis of the component parts of the five sections identifies the needs and problems of the individual, the extent of adjustment made by the student in comparison to other students, as well as one class with the other classes, and also the progressive self-direction made by the individual and groups of individuals.

There are sixty-five items on the questionnaire; forty-seven of the items are arranged for making one of four degrees as an answer or reply; eighteen, the remaining number of items, are answered by "yes" or "no," or by filling out a blank with one or two words (see the Appendix for the full questionnaire).

Cases Used

In the analysis of the guidance needs and problems among the women students, one hundred girls were used. A minimum of twenty-five questionnaires was desired from each of the four college classes. To be assured of obtaining this number, slightly more than one hundred questionnaires were distributed equally among the students in the four college classes. The girls' names were chosen from the files in the office of the girls' dormitory, Terrill Hall. Selection was made at random with college classification being the only factor to influence a choice. For example, after the desired number of freshmen had been chosen, no more students classified as freshmen were asked to take a questionnaire. Explanations of the purpose of the questionnaire were given to each individual who agreed to cooperate in the study. One week was sufficient time for distributing, answering, and collecting the papers. No time limit was observed in filling out the questionnaire, as each student was told to use her leisure time in completing the questionnaire form.

Related Studies in This Field

A great number of studies have been made dealing with the various phases of guidance and personnel work among the college students. Several of these studies will be reviewed

for the purpose of pointing out pertinent facts related to certain phases of guidance needs and problems.

A study is reported on the phase of guidance needs in choosing vocations wisely. Sparling⁹ made a thorough study of the students of Long Island University and presented the following conclusions as a result of the study:

1. The majority of the students expected to enter a vocation in which they will have an intelligence handicap.
2. An astonishingly large proportion of the students (thirty-seven per cent) are preparing to enter vocations involving subjects in which they have low scholastic attainments.
3. Of the students who intend to be physicians, fifty per cent do not have grades high enough to admit them to a medical school in the United States; of the prospective teachers, seventy-five per cent have grades below eighty in the subjects in which they intend to teach; of the students with plans for dentistry, fifty per cent will not be able to gain entrance to dental schools in New York with their present grades.
4. Serious discrepancies exist between types of work required by the chosen vocations and the types of work the student likes to do.
5. Nearly seventy-five per cent of the students are

⁹Edward Sparling, Do College Students Choose Vocations Wisely? pp. 95-96.

failing to take advantage of the athletic and non-athletic recreations, hobbies, and accomplishments which are most appropriate for their chosen vocation.

6. The dearth of information about the profession chosen is striking. Eighty per cent of the students believe they are going to earn more money than the average practitioner makes. Only seven per cent have the actual knowledge which enables them to make comprehensive plans for entering their vocations.

7. Despite serious social, economic, and cultural handicaps which they have, seventy per cent are endeavoring to gain entrance into three of the most overcrowded vocations in the United States, and ninety-five per cent are wanting to enter four of the most crowded vocations in the metropolitan area.

In the same study mentioned just previously, age at which vocational choice was made is considered as a factor that might have influenced the vocational choices made by students of Long Island University.¹⁰ Over half of the group (860 students) had selected a vocation before they had reached their sixteenth birthday. Twenty-five per cent of the freshmen had changed their minds at least once between their earliest choice and the time of the study. Forty-two per cent of the students of the senior class had

¹⁰Ibid., p. 39.

altered the choice they had made as freshmen. Only one person in three retained his original choice of vocation.

A report of the State Board of Education, Richmond, Virginia, entitled "A Guidance Study of 2,400 College Freshmen from High Schools and Preparatory Schools in Virginia," shows these outstanding facts: (1) lack of planning on the part of college freshmen; (2) a great many enter various courses with but little idea of their individual fitness for them (this is given as the probable and basic reason for the high mortality among students in the freshman year in most of the college courses); (3) only twelve per cent had had vocational guidance services in high school; and (4) over twenty-three per cent of the students decided on the college courses before their entrance to high school; a fraction over thirty-nine per cent of the students made their choice the last year of high school, and 37.2 per cent decided on their college course after graduation from high school. The conclusions of the study were that many young men and young women enter college with but little real knowledge of the courses selected and to what occupations these courses lead.¹¹

Ester Lloyd-Jones¹² made a study of social competence

¹¹Summarized in Hamrin and Erickson, op. cit., pp. 7-9.

¹²Ester Lloyd-Jones, Social Competence and College Students, American Council on Education Studies, Series VI, Vol. IV, No. 3 (September, 1940), pp. 15-36.

and its effect and influence on college students. The study presents social competence as one of the important phases of student personnel work based on the educational philosophy which emphasizes the responsibility of the institution to consider the student as a whole person, not merely a mind, and to assist him to develop socially as well as intellectually, emotionally, morally, and physically. It is the purpose of the report to call attention to the workers in the field of higher education to the importance of furthering social development of college students; it is a preliminary attempt to see how educators might substitute for complacency, neglect, or alarm an effective program which is cognizant of potential educational influences aimed toward the development of college students in social competence. In the course of this study 586 college catalogues were examined and personal visits were made to colleges and universities to investigate the social programs in their functional aspects. The following facts were listed as a result of these investigations: (1) almost every one of the 586 college catalogues examined mentions, in some form or other, social development of their students as one of its important objectives; (2) there is no other objective of higher education on which colleges seem more in agreement as far as their announced programs are concerned; (3) studies of the programs that colleges

have developed reveal few efforts that go beyond "curriculum-tinkering" in accomplishing the purposes which colleges so frequently avow. The general problem of the study considered emotional development and overt social behavior as two aspects of social competence, each contributing to the other, and both basic to the principles and structure of a program for social development. The following social needs are samples listed by the author as being needs that are met by a properly functioning program based upon the two necessary aspects of social competence: (1) becoming emotionally independent of one's parents, (2) transferring a large part of the affectional interest from one's own to the opposite sex, (3) gaining a sense of personal worth through satisfying social relations with contemporaries, (4) affection and recognition of contemporaries, and (5) progressing toward a broad social concern. An analysis of several case studies shows that a high degree of book-learning ability and a natural aptitude for handling abstract thinking do not necessarily guarantee a corresponding ability to live successfully in a social world. The case studies concluded that social competence was an important factor in determining (1) personal happiness, (2) vocational success, and (3) ability to adjust and contribute to society.

Palmer and Harper¹³ from the University of Pennsylvania give a report of a plan for the detection and management of personality difficulties among the student body of the University of Pennsylvania. The problem is two-fold: first, to render service to those who find themselves aimless, nervous, unfitted for the profession they seek to pursue, or floundering about and in danger of being submerged by personality problems; and, second, to reach, as directly as possible, the student who is in need of immediate help. The plan used by the University of Pennsylvania is operated through the mental-hygiene department and functions through five direct channels: (1) a college faculty who maintains a high degree of mental-hygiene consciousness -- an important factor, since the faculty has the first and most frequent opportunities to recognize evidences of emotional maladjustment; (2) a personnel officer and freshman adviser who give more highly individual guidance in problems that arise from wrong study habits, poor work, and other personal difficulties; (3) a vocational psychological clinic, which is a valuable ally, since the lack of a definite goal is one of the most potent sources of mental conflict and emotional distress; (4) the student health service, made up of medical and surgical

¹³H. D. Palmer and Edward O. Harper, "College Mental-Hygiene Methods," Mental Hygiene, XXI (July, 1937), 397-415.

physicians as well as a psychiatrist -- the student health questionnaire is a routine part of the health service and is required of every student; (5) mental-hygiene courses and lectures are offered to both students and faculty members as a more direct contact.

The study contains a report on the health questionnaires of 1,619 new students who registered in the university for the first semester of 1936-1937. Each questionnaire was submitted to a member of the psychiatric department for evaluation. The results of the investigation of the questionnaires indicated to the department their value as a source of psychiatric history and symptomatology for detecting unwholesome trends at that time. The data from the questionnaires show many pertinent facts. From the total of 1,619 questionnaires, 69.9 per cent of them (1,050) contained data indicating some degree of emotional maladjustment. Of this number, 16.4 per cent showed indications of such severe emotional maladjustments or definite personality defects as to need immediate psychiatric help. This percentage is increased to 25.2 when considered as a portion of the 1,050 students who seemed to need psychiatric help. Of the total group, 334, or 20.6 per cent, showed indications of minor emotional problems; this number is 31.8 per cent of the significant group of questionnaires. Of the remainder of the group, 451, or 27.9 per cent of the

total, showed traits of possible significance. This number is 43.0 per cent of the group with seemingly maladjusted traits. The conclusion for this study indicated that the student health questionnaire required at entrance furnished some insight into the student's personality and that careful evaluation of the brief but adequate data gave practical leads to the recognition of unwholesome trends long before the student began to show overt neurotic behavior. A further study made by the health department was a critical review of the many cases coming to the psychiatrist over a period of four years. A study of the health questionnaires made out by these students at the time of entrance to the university shows that replies indicative of definite instability were found more than ten times as frequently in them as in questionnaires of a similar number of students coming to other branches of the health service.

Common emotional problems found among college students are reported by Palmer,¹⁴ of the University of Pennsylvania. Although this is a second study given by Palmer, it is included for the list of emotional needs, problems, and maladjustments that are described as found among one group of college students. According to Palmer, the objective of the mental-hygiene service is the greater happiness of

¹⁴Harold D. Palmer, "Common Emotional Problems Encountered in a College Mental-Hygiene Service," Mental Hygiene, XXIII (October, 1939), 544-557.

the individual; the purpose of the work is to free the individual from blind conflicts that are disturbing him and allow him to be free to apply himself to the problems at hand. Such work is a great step toward prevention of possible mental illness, emotional incapacity, and asocial conduct. The report reveals a long list of etiological factors that are found in the study of personality defects. In every serious case the roots of the trouble have reached far back into home soil. Other unsettling forces are such factors as economic stress, absence of family intellectual and cultural background, family jealousies and conflict, family contention, unstable and neurotic parents, too close parental attachments, excessive watchfulness and solicitude, spoiling, alcoholism and infidelity of parents, broken homes, and demands of parents for excessively high academic records. The analysis of the emotional problems allowed a grouping of findings as follows:

1. The student who finds his scholastic standing none too secure is a frequent visitor to the health service department. Mental conflict may be at the root of the loss of mental efficiency and poor academic work.

2. The largest group of classes defies classification but the category is between "anxiety state" and "social neurosis," and is considered as a transient "orientation panic." The complaints are anxiety, fear of academic

failure, inability to win acceptance from fellow students, gradual loss of powers of concentration, impairment of attention, fatigue, insomnia, excessive sweating, palpitation, feelings of strangeness, and depersonalization. The need is for recognition by fellow students, acceptance by the group, slight recognition as an entity by faculty members -- in other words, some bolstering up of his ego.

3. Vocational maladjustments are not uncommon, and these students are cared for by the vocational-psychological clinic.

4. Obsessive and compulsive neuroses are rare but at least one patient is present each year.

5. Schizophrenia is relatively rare and is usually encountered in first-year students only.

6. Sex problems are few in number.

7. Alcoholism in a severe stage is not present among college students.

The concluding results of the study show many college emotional maladjustments. The college health service offers a simple but all-inclusive therapy, and aims at restoration of self-sufficiency by activation and social re-orientation with no substitute for patient, painstaking work with the student.

When considering the total personality development of college students, both family and high school backgrounds are found as significant factors in guidance needs. This

statement is substantiated in the two following reports.

A report by the American Youth Commission¹⁵ states that everyone who has concern for American youth realizes that many of their difficulties arise out of the conditions of home and family life. The influences of the home and family background are even more forcefully stressed in a study on personnel methods.¹⁶ In this study a check was made of the factors which had greatly influenced the development of the student while in college. Of the ten leading factors, the home and family were indicated most frequently.

The following report is very general, and, although the study is not made of recreational needs in college, it does give specific figures of club activities of older adolescents which will be used for comparative analysis in the thesis. The study presents the general problem of recreational needs and states that the picture is accurate regardless of environment.

The report on recreational needs for youth is made by Rainey and others.¹⁷ This problem is rated as second in youth needs today -- next to remunerative work. For

¹⁵Youth and the Future, Report of the American Youth Commission for the American Council on Education, p. 164.

¹⁶Measurement and Guidance of College Students, Report of Committee on Personnel Methods for the American Council on Education, p. 191.

¹⁷Homer P. Rainey, How Fare American Youth, Report of American Youth Commission, American Council on Education, pp. 77-94.

the normal, average individual, recreation has much to do with character-building, physical health, mental stimulation, social hygiene, good citizenship, and community well-being. Surveys in various sections reveal the fact that the reactional picture is the same everywhere, regardless of type of environment. Youth, when out of the home, must depend largely on the motion pictures, automobiles, dance halls, pool-rooms, and less wholesome places for their amusement much of the time. Physical exercise bulks large in any youthful inventory of activities, and in examining the results of several studies, these two facts emerge -- that interest in strenuous sports quickly subsides as the youth reaches adulthood, and that only a small proportion of youth have any principal recreational interest other than physical games, dancing, and motion pictures. A lack of organized clubs is conspicuous after junior high school.

The Maryland study¹⁸ shows that 72.0 per cent of the white youth in the upper age brackets belong to no clubs. Approximately sixty-nine per cent of the 14,000 questioned said pastime pursuits were inadequate. Figures showed a dearth of clubs for people from sixteen to twenty-four years of age.

Eight previous studies related to the present investigation have been summarized. All deal with some phase of

¹⁸Howard M. Bell, Youth Tell Their Story, Report of the American Youth Commission for American Council on Education, p. 181.

guidance needs and problems of college students. All deal with factors which are related to the development of a well-rounded individual. All are concerned with problems of maladjustment and how they are met through guidance services and personnel work. Two stress the needs of guidance among college students in making wise choices in selecting a vocation. One report shows the lack of comprehensive knowledge in the selection of educational courses. Still another shows the need of guidance and development in the social area. Two reports view the guidance needs among college students in order to discover the emotional maladjusted as well as to offer health services as a program for guidance. The last two reports present recreational needs and club activities of youth. These studies of guidance indicate a definite place and a special need in the educative program for guidance services and personnel work.

CHAPTER II

AN ANALYSIS OF THE GUIDANCE NEEDS AND PROBLEMS OF COLLEGE WOMEN BASED UPON A SURVEY OF TYPICAL NEEDS AND PROBLEMS OF YOUTH

The educational needs for successful living in the dynamic society of the present day have broadened from cultural and vocational aspects to include the "whole person" -- his social, civic, physical, personal, recreational, emotional, and moral needs. The guidance program of any educational institution should be based upon these needs in so far as they are applicable to the individuals within the group.¹

Typical Needs and Problems of Youth

What are the guidance needs and problems of college women? To discover and analyze these needs a brief study of the typical needs and problems of youth may well serve as an approach to the problem.² The time and degree to which these needs were felt by the individual student and groups of students are considered along with the areas of guidance work into which the needs and problems may be

¹Hamrin and Erickson, op. cit., p. 37.

²Ibid., pp. 43-72.

grouped. Twelve typical youth needs were selected as representative of the many and varied problems which confront the youth of today. They are considered among the needs most likely to be related to total personality development.³

These typical youth needs are listed in section three of the questionnaire and are given in an abbreviated form in Table 1. For interpretative consideration, they are listed here:

1. The need for more personal attention and interest from fellow students.
2. The need for more appreciation from teachers and classmates.
3. The need for more personal attention and interest from the opposite sex -- this includes having dates.
4. The need for more personal freedom from restrictions and supervision from the college and dormitory life.
5. The need for more personal freedom from restraints and supervision from home and family.
6. The need for more practices in social situations to learn graciousness, poise, and social ease.
7. The need for more variety, change, and excitement.
8. The need for more opportunities to acquire leisure-time activities and the skills for participating in them.

³Lloyd-Jones, op. cit., pp. 18-23.

9. The need for more occasions for casual and normal contacts with the opposite sex on an informal basis without dating.

10. The need for more opportunities to develop leadership and initiative.

11. The need for more assistance in understanding oneself and overcoming personal handicaps, such as inferiority, stagefright, meager social background, and other personality defects.

12. The need for more help and advice in meeting temporary problems such as illness, death in the family, finances, and family conflicts, as well as conflicts with friends.

Data in Table 1 show the distribution of students and the degree of guidance desired for meeting the typical needs of youth. In order to obtain a rating of the needs checked by the students, the degrees of guidance desired and expressed by some and very much are considered together as indicative of a positive desire and a need for assistance. The degrees of guidance desired or expressed by little and none are accepted as a relatively negative need with no desire for guidance in meeting the problems listed.

The percentage of pupils checking a positive expression of a desire for guidance in the separate youth needs listed ranks from twelve per cent of the pupils checking

a positive need for guidance under problem number five -- the need for more personal freedom from home to seventy-nine per cent of the total student group checking a desire for guidance needs under problem number ten -- the need for more opportunities to develop leadership and initiative. Seventy-five per cent of the listed youth needs -- nine out of the twelve problems -- were checked by more than fifty-two per cent of all the students as problems in which guidance was desired. More than sixty-two per cent of the students checked a positive desire for guidance in half of the problems listed as youth needs. The above statements give a general overview which is more meaningful when the needs are considered separately. Problem number ten, the need for more opportunities to develop leadership and initiative, was given a check for guidance need by seventy-nine per cent of the total group. Problem number seven, the need for more variety, change, and excitement, was rated as a need by seventy per cent of the students. Number six, the need for more practice in social situations to learn graciousness, poise, and social ease, was checked by sixty-nine per cent of the entire group as a problem in which guidance was needed. Problem eleven, the need for more assistance in understanding oneself and overcoming personal handicaps, was checked for guidance need by sixty-five per cent of the students; problem eight, the need for leisure-

TABLE 1

DISTRIBUTION AND DEGREE OF GUIDANCE NEEDS AMONG COLLEGE
WOMEN IN DEALING WITH TWELVE TYPICAL YOUTH
NEEDS AND PROBLEMS

Needs and Problems of the College
Students

Attention from students.....
Appreciation from teachers.....
Attention from opposite sex.....
Personal freedom at college.....
Personal freedom from home.....
Practice in social graces.....
Variety, change, and excitement.....
Opportunity for leisure.....
Informal occasions without dates.....
Opportunities to develop leadership.....
Assistance in self-understanding.....
Help in facing personal problems.....

TABLE 1 -- Continued

Distribution and Degree of Guidance Desired for Meeting Needs by the Four College Classes*																Total Per Cent (VM/S)
Freshman				Sophomore				Junior				Senior				
VM	S	L	N	VM	S	L	N	VM	S	L	N	VM	S	L	N	
1	9	10	5	2	15	4	4	2	11	8	4	4	10	8	3	54
..	12	9	4	4	10	5	6	3	8	10	4	3	12	8	2	52
4	11	4	6	4	10	7	4	5	10	2	8	5	6	11	3	55
3	5	6	11	1	6	6	12	1	5	13	6	3	8	9	5	32
1	2	4	18	..	1	7	17	1	..	7	17	3	4	7	11	12
10	6	6	3	11	9	4	1	6	10	8	1	7	10	8	..	69
3	16	5	1	6	11	5	3	8	9	4	4	6	11	4	4	70
5	9	5	6	4	16	1	4	6	7	9	3	6	11	6	2	64
8	8	3	6	6	10	8	1	2	15	1	7	2	11	9	3	62
12	9	3	1	9	10	5	1	10	11	3	1	7	11	6	1	79
8	7	7	3	10	6	6	3	8	7	7	3	9	10	4	2	65
2	9	9	5	2	10	8	5	2	5	11	7	4	4	11	6	38

*"VM" indicates very much; "S," some; "L," little; "N," none, which are degrees of desire expressed as guidance needs.

time activities and skills, was checked as a need by sixty-four per cent of the students; problem nine, the need for more casual contacts with the opposite sex without dating, was checked as a problem by sixty-two per cent of all the students; problem three, the need for more attention from the opposite sex, was indicated as a need by fifty-five per cent of the group; problem one, the need for more personal attention and interest from fellow students, was checked by fifty-four per cent of the group; and problem eleven, the need for more appreciation from teachers and classmates, was checked as a need by fifty-two per cent of the students.

There were only three of the youth needs which were checked by less than fifty-two per cent of the students. Problem twelve, the need for help in meeting temporary problems, was checked by thirty-eight per cent of the group of students as a need; problem four and problem five were checked by thirty-two and twelve per cent of the students, respectively. Problem four, the need for more freedom at college, and problem five, the need for more freedom from home ties, are the two needs closely connected with the feeling of personal liberty and freedom. Since they rank as low as they do, the conclusion seems to be that as a group the college women students in this study are relatively free from personal restrictions from home or the college.

The data presented in Table 1 are further substantiated by the data shown in Table 2. Of the different youth needs in Table 1, which are specifically stated, the needs which are scored by the highest percentages are found to be problems usually placed in the social-civic area. In Table 2 the social-civic area ties highest percentage scores with the problems found in the area of vocational guidance.

These data on the percentages of the total number of students checking a positive guidance need from the list of typical youth problems indicate a desire for guidance by more than a majority of students considered in this study.

The data in Table 1 also give a comparative approach to class percentages indicating guidance needs. The significance of this comparison is related to the principle of progressive self-direction, which is a guidance ideal.⁴ Such a principle carried to its proper conclusion would indicate a progressively decreasing demand for guidance. A further analysis of these data shows the opposite trend -- an increasing demand or desire for guidance in dealing with the typical youth problems. By totaling the individual scores which indicated a guidance need on the listed problems, the writer obtained the class scores and converted into class percentages. Fifty-three per cent of the

⁴Lefever, Turrell, and Weitzel, op. cit., p. 38.

freshman group, fifty-eight per cent of the sophomore group, fifty-one per cent of the junior group, and fifty-six per cent of the senior group indicated a desire for guidance in dealing with the twelve typical youth needs. All four of the class percentages have a narrow range and except for the percentage of the junior group are increasing instead of decreasing above the freshman percentage. The narrow range and the lack of a decreasing guidance need may be emphasized by a few more points. On no problem were the senior scores above or below the freshman scores by more than four points. A larger number of the seniors than of the freshmen asked for guidance on seven out of the twelve listed needs. On the five problems where the number of seniors asking for guidance had decreased below the freshman demand, the greatest decrease was four points on one problem, three points on three other problems, and two points on another problem. Each point or score represents one student. However, these small decreases in scores do not necessarily mean that guidance is not needed or desired. For example, twenty-one freshmen, eighty-four per cent of the freshman group, indicated a felt need for more opportunities to develop leadership and initiative, and eighteen seniors, or seventy-two per cent of the senior group, indicated the same need. There is a decrease in the demand, but one would scarcely argue that guidance needs were not

indicated when seventy-two per cent of the senior group had expressed a desire for at least some assistance in this particular problem. This is one of the highest scores which does not have a decreasing rate for the senior group below the freshman group, but the very lowest score gives a similar picture. On problem twelve, there were eleven freshmen and eight seniors who checked this youth need as one of their problems. Thirty-two per cent of the senior group, then, have personal problems great enough to desire outside assistance; this is a twelve per cent decrease below the forty-four per cent in the freshman class desiring aid on this problem, but some need of guidance would seem indicated for a demand as high as thirty-two per cent of a partial group. The significance of a desire for guidance being expressed by over fifty per cent of the students in all four of the classes, and the increasing demand of the sophomore and senior groups considered over the freshman group included in the study may be thought of as a further index of guidance need.

Areas of Guidance

Problems and needs of youth are fundamentally and frequently grouped into areas for the purpose of study or as an approach to the solution of a particular problem. Often the areas are designated for allotting guidance responsibility. Whatever the classifications, these areas

should not be thought of as separate types of guidance but rather as phases of interrelated unitary process.⁵ A request for assistance in one area is often a symptom of maladjustment in some other phase of human relations, and the problem may cut across several areas.

The classification of areas into which the needs are frequently grouped are as follows: educational guidance, vocational guidance, social and civic guidance, mental and physical guidance, recreational guidance, and personal guidance.⁶

A study of these areas reveals not only the type of needs but also shows the number of needs and problems as they are felt among the one hundred students considered in this report.

The data in Table 2 have been treated in a manner similar to the data in Table 1. The first two degrees marked "very much" and "some" are accepted as a positive need for guidance, and the third and fourth degrees marked "little" and "none" are considered as a negative response for guidance.

Following the computation of the number of positive and negative indications of a desire for guidance in each of the six areas, the group totals are given as percentages

⁵Cooperative Study of Secondary School Standards, op. cit., p. 71.

⁶Ibid., pp. 71-74.

of the entire group of students. Seventy per cent of the students checked guidance needs in the educational area; in the vocational area seventy-six per cent indicated a desire for assistance; a like number wanted social and civic guidance; exactly fifty per cent of the students asked for mental and physical guidance; recreational needs were checked by forty per cent of the students; and fifty-eight per cent indicated a desire for guidance in the personal area.

Other significant data in Table 2 may be interpreted to include several related factors. The vocational area and the social and civic area have the highest percentages of the total number of students indicating a positive guidance need. The total percentages were the same in each area -- seventy-six per cent. The educational area has seventy per cent of the total group indicating a desire for guidance. These three percentages seem to indicate that most of the guidance demands are in the vocational, social and civic, and educational areas. The significant factor here seems to be the equally high rank of guidance demands in the social and civic area with the demands in the vocational area, and the fact that the demands for guidance in both of these areas outnumber the demands in the educational area. It is possible that the data indicate a slightly more adequate program of educational guidance than is provided in the other two areas.

TABLE 2
 DISTRIBUTION OF STUDENTS' NEEDS IN SIX AREAS
 OF GUIDANCE SERVICES

Areas and Degrees of Need	Classes of Students				Total
	Freshman	Sophomore	Junior	Senior	
Educational:					
Very much....	4	5	7	1	17
Some.....	15	15	10	13	53
Little.....	6	4	6	8	24
None.....	0	1	2	3	6
Vocational:					
Very much....	11	11	7	7	36
Some.....	9	8	13	10	40
Little.....	5	4	4	8	23
None.....	0	2	1	0	3
Social-civic:					
Very much....	6	6	5	7	24
Some.....	10	15	15	12	52
Little.....	9	2	5	2	17
None.....	0	2	0	4	6
Mental-physical:					
Very much....	3	5	2	4	14
Some.....	10	7	11	8	36
Little.....	6	9	10	6	31
None.....	6	4	2	7	19
Recreational:					
Very much....	5	1	4	3	13
Some.....	4	8	10	5	27
Little.....	8	11	7	11	37
None.....	8	5	4	6	23
Personal:					
Very much....	4	7	3	7	21
Some.....	9	6	11	11	37
Little.....	10	9	10	6	35
None.....	2	3	1	1	7

Most of the authorities on guidance agree that under usual conditions most guidance work is done in the vocational and the educational areas with the other phases of guidance (social and civic guidance, for example) receiving less emphasis.⁷ The data discovered in Table 2 are in agreement with the authorities' statement referred to above, but the data offer a supplement to the cited information. The expressed desire for social and civic guidance may be an indication of a greater need for guidance work in this particular area. These data do not indicate less need of guidance work in the educational and vocational areas, but seem to imply the need for more emphasis in the social and civic areas.

Data in Table 2 show forty per cent of the one hundred students considered in this study indicating a need for recreational guidance. This is the lowest percentage indicated in the entire six areas. Relating this data to a study made by Rainey and others (previously cited), in which the recreational problem is rated as second in youth needs today in the nation, the indication seems to be that the recreational program is more adequate in meeting the needs in this college than any other phase of the guidance work in which this group of students participate.

⁷Lefever, Turrell, and Weitzel, op. cit., p. 39.

Consideration of the mental and physical health area shows that fifty per cent of the total student group checked guidance needs in this area. In a related study by Palmer and Harper (previously cited), this area has been suggested as one of the most successful approaches to the discovery of guidance needs among college students. In the Palmer and Harper study, 69.9 per cent of the student group had indications of maladjustments reflected in the mental and physical health area. This percentage was an evaluation by health experts of a health questionnaire. The fifty per cent of students indicated by data in Table 2 as needing guidance in the physical and mental health area is based on personal appraisal of health indices. The difference in the results discovered in the two studies may be due to the lack of the proper interpretation of needs that are symptomatic of health problems and not necessarily an index to a better guidance program in the health area.

The most significant factor in the area of personal guidance shown in the data of Table 2 is the progressive increase in the numbers asking for personal guidance from one class to another. Fifty-eight per cent of the total group indicated guidance needs in this area. The freshman and sophomore classes each had thirteen students with personal guidance needs, the junior class had fourteen students with similar needs, and the senior class had eighteen

students (seventy-two per cent of the class) with problems in the personal-guidance area. Since basic guidance principles aim toward progressive self-direction, these data seem to reflect a special need for personnel work in this area for the college students under consideration in this study.

To obtain a better comparative study between the classes in guidance needs as they are classified in six guidance areas, the scores on Table 2 have been converted into class percentages as are shown in Table 3.

The data presented in Table 3 are interpreted in the range of percentages between classes, and relatively high and low class percentages among the six areas. The greatest range in class percentages -- twenty-four points -- is found in the two areas of educational and recreational guidance. The second highest range in class percentages -- twenty points -- is found in the social and civic area and in the personal area. The vocational area has a percentage range of twelve points, and the mental and physical health area has a range of only four points between the class percentages. The highest class percentage indicating guidance needs is eighty-four per cent of the sophomore class, and the need is expressed in the social and civic guidance area. The lowest class percentage asking for guidance is thirty-two per cent of the senior class, and

TABLE 3

CLASS PERCENTAGES OF STUDENTS SHOWING A GUIDANCE
NEED IN SIX AREAS OF GUIDANCE WORK

Classes	Per Cent of Students Desiring Guidance in Six Areas					
	Educa- tional	Voca- tional	Social- civic	Mental- physical	Recrea- tional	Personal
Freshman...	76	80	64	52	36	52
Sophomore..	80	76	84	48	36	52
Junior.....	68	80	80	52	56	56
Senior.....	56	68	76	48	32	72

the need is in the recreational area. The social and civic guidance area and the personal guidance area have the two progressively high percentages of the senior class above the freshman class. Again, the conclusion would seem to indicate a weakness in these areas in the guidance program for the students in this study.

The needs of the college women were analyzed in Table 1. These needs were based upon twelve typical youth needs, which are most frequently related to total personality development. Nine of these needs were checked by total group percentages ranging from fifty-two per cent to seventy-nine per cent, as needs in which guidance was desired by the individual student. The four needs ranked highest in the order named as follows: (1) opportunities

to develop leadership and initiative, (2) variety, change, and excitement, (3) opportunities to practice and develop social graces, and (4) assistance in self-understanding.

In Table 2 data were given on guidance needs as they are placed in six areas of guidance work. Seventy-six students indicated that they had needs and problems in the vocational area. The same number of students had checked needs in the social and civic area of guidance. Seventy students desired educational guidance. Fifty students asked for mental and physical guidance, and forty per cent checked needs in the recreational area. Fifty-eight students signified that they had problems in the personal service area.

Table 3 discloses the group percentages desiring guidance in the six areas of guidance work. The four largest groups in terms of percentages ranked in the order named as follows: (1) eighty-four per cent of the sophomores indicating needs in the social and civic area, (2) eighty per cent of the juniors desiring guidance in both vocational and social and civic areas, (3) eighty per cent of the sophomores denoting needs in the educational area, and (4) eighty per cent of the freshmen asking for guidance in the vocational area.

This brief summary of the most significant data presented in Tables 1, 2, and 3 is implemented by many more

important details, all of which seem to indicate numerous needs and problems among the group of students which are likely to require outside aid in finding a proper and best solution.

CHAPTER III

RELATED FACTORS OF GUIDANCE NEEDS

The student personnel point of view as well as our educational philosophy imposes upon educational institutions the obligation of considering the student as a whole, but no one has yet devised an adequate technique for doing so.¹ After accepting the concept of the wholeness of personality one is confronted by the fact that personality is not a whole. The individual is part of his family group, and his personality reflects his social world, his personal successes, and tragedies, and his ambitions.²

An approach to determining further guidance needs of students may be made by considering some aspects of the related factors which contribute to total personality development. The individual student has many problems and needs which, for the convenience of the guidance worker, are grouped under certain phases of guidance services. The problems and needs as well as the services are interrelated and reflective in nature. To illustrate, the need

¹Student Personnel Point of View, American Council on Education Studies, Series I, Vol. I, No. 3 (June, 1937), 2.

²Ruth Strang, Counseling Technics in College and Secondary School, pp. 7-8.

may be for effective adjustment in social situations and the service offered to meet this need may be in the recreational area.

Selection of College Major

As has been shown by data in Chapter II, there are many students among the group concerned in this study who feel a need for educational guidance. What courses meet the needs, interests, and abilities of the individual students? In what major field of study will the student be most likely to meet with success and enjoyment? These questions along with the basic interrelationship of a college major and a vocational choice and career after graduation impose a weighty responsibility upon the student which very often requires help in arriving at the proper and best solution.

Influences from many sources are at play when the student seeks to choose his course and a major field of study. Data in Tables 4, 5, 6, and 7 will serve to discover the important facts concerning guidance needs among the students of this study as they have indicated factors which influenced their choices of a college course. The data in Table 4 contain the factors as they have influenced the freshman class; Table 5 gives the data concerning the same factors in the sophomore class; Table 6 contains the data for the junior class; and Table 7 gives the data for the senior class.

TABLE 4

DISTRIBUTION OF FACTORS INFLUENCING THE FRESHMEN
STUDENTS IN THEIR SELECTION OF COLLEGE COURSES

Factors Influencing Selection of College Courses	Degree the Influence Was Felt				Freshmen Influenced	
	Very Much	Some	Little	None	Number	Per Cent
1. Independent self-decision.....	14	4	3	3	18	72
2. Family influence.....	3	4	12	6	7	28
3. Advice of high school teacher.....	0	1	7	17	1	4
4. Advice of college professors.....	0	2	4	19	2	8
5. Advice of college advisory council.....	0	0	3	22	0	0
6. Influence of fraternity, alumni.....	0	0	0	25	0	0
7. Influence of fellow students.....	0	3	10	12	3	12
8. Influence of previous work.....	8	8	3	6	16	64
9. Publicity of course....	0	2	7	16	2	8
10. To earn a good living..	7	10	3	5	17	68
11. Financial reasons.....	1	8	5	11	9	36
12. For a snap course.....	0	0	3	22	0	0
13. Because you liked the instructor.....	0	0	3	22	0	0
14. Because the subject was required.....	1	4	2	18	5	20

The data in Table 4 show the factors of independent self-decision, to earn a good living, and influence of previous work as factors influencing the greatest number of students in the freshman group. Eighteen out of the twenty-

five students indicated that independent self-decision had been a decisive factor influencing their choice of college courses. To earn a good living and previous work were checked by seventeen and sixteen students, respectively, as influencing factors. Advice of the high school teacher, advice of college professors, and advice of the college advisory council were factors indicated as influencing the students very little. One student checked the first factor, two students checked the second factor, and none checked the third factor. Influences of fraternities and alumni, and influences of fellow-students were checked by no one in the first case, and by three students in the second case. Sixteen students, however, were influenced by previous work. No one checked snap courses or special liking for an instructor as influencing factors. Five students indicated requirements of the subject, seven indicated family influence, and nine indicated financial reasons as factors which influenced the selection of their college course.

Table 5 contains data on the sophomore students concerning the factors influencing the selection of college courses, such as have just been discussed for the freshman group. A comparison of the data in Table 5 with those in Table 4 emphasizes the following significant facts: Out of the list of fourteen factors influencing the selection

TABLE 5

DISTRIBUTION OF FACTORS INFLUENCING THE SOPHOMORE
STUDENTS IN THEIR SELECTION OF COLLEGE COURSES

Factors Influencing Se- lection of College Courses	Degree the Influence Was Felt				Sophomores In- fluenced	
	Very Much	Some	Little	None	Num- ber	Per Cent
1. Independent self-de- cision.....	16	8	1	0	24	96
2. Family influence.....	2	11	6	6	13	52
3. Advice of high school teachers.....	2	3	6	14	5	20
4. Advice of college pro- fessors.....	1	4	5	15	5	20
5. Advice of college ad- visory council.....	0	1	3	21	1	4
6. Influence of frater- nity, alumni.....	0	0	1	24	0	0
7. Influence of fellow students.....	0	3	4	18	3	12
8. Influence of previous work.....	7	11	4	3	18	72
9. Publicity of course given by college.....	1	1	4	19	2	8
10. To earn a good living..	6	7	7	5	13	52
11. Financial reasons.....	1	2	7	15	3	12
12. For a snap course.....	0	0	2	23	0	0
13. Because you liked the instructor.....	1	1	5	18	2	8
14. Because the subject was required.....	2	3	5	15	5	20

of college courses, seven factors showed an increasing number of students indicating that they were influenced by them. Five factors were checked as influencing exactly the same number of students in each group. Only two factors

showed a decrease in the number of students checking them as influencing factors. The factors checked by an increased number of students were independent self-decision (eighteen to twenty-four), family influence (seven to thirteen), advice from the high school teachers (one to five), advice from college professors (two to five), advice from college advisory council (none to one), influence of previous work (sixteen to eighteen), and liking for the instructor (none to two). The factors of influence of fraternity and alumni, and for a snap course remain unchecked on both tables as influencing factors. The factors checked by a fewer number of students in the sophomore group than in the group of freshmen were to earn a good living (seventeen to thirteen) and for financial reasons (nine to three). Influence of fellow students, publicity given the course, and subject being required are the factors checked by the same number of students in each group.

Consideration of the junior students relative to the factors influencing selection of college work notes one very important trend. Data in Table 6 show a progressively increasing number of students checking six out of the fourteen influencing factors. The factor of independent self-decision reaches the maximum score of twenty-five. The number of students indicating that they had been influenced by advice of college professors increased from two members

TABLE 6

DISTRIBUTION OF FACTORS INFLUENCING THE
JUNIOR STUDENTS IN THE SELECTION OF
COLLEGE COURSES

Factors Influencing Se- lection of College Courses	Degree the Influence Was Felt				Juniors In- fluenced	
	Very Much	Some	Little	None	Num- ber	Per Cent
1. Independent self-de- cision.....	17	8	0	0	25	100
2. Family influence.....	1	10	8	6	11	44
3. Advice of high school teachers.....	1	4	7	13	5	20
4. Advice of college pro- fessors.....	2	5	3	15	7	28
5. Advice of college ad- visory council.....	0	1	5	19	1	4
6. Influence of fraternity, alumni.....	0	0	1	24	0	0
7. Influence of fellow stu- dents.....	0	6	7	12	6	24
8. Influence of previous work.....	5	15	2	3	20	80
9. Publicity of course given by college.....	2	4	3	16	6	24
10. To earn a good living....	5	7	8	5	12	48
11. Financial reasons.....	1	1	6	17	2	8
12. For a snap course.....	0	1	1	23	1	4
13. Because you liked the instructor.....	0	5	3	17	5	20
14. Because the course was required.....	4	3	1	17	7	28

in the freshman group to seven members in the junior group. Previous work, liking for the instructor, and requirement of the subject were factors influencing an increasing number of students. Fellow students as an influence was

indicated by six students; this number exactly doubles the number influenced by this factor in the freshman group. Excepting three factors which decreased by only one or two points, the entire list of factors were checked by as many if not more students in this group as checked the factors in the sophomore and freshman groups. Influence of fraternities and alumni remained unchecked by the entire group as an influencing factor. Advice from the college advisory council was considered as an influencing factor by only one junior student; this is the same number as shown in the sophomore group. A snap course was checked for the first time by one junior.

The data on the senior group relative to factors influencing the selection of college courses are shown in Table 7. A short comparison between data given in this table and in Table 6 concerning the junior students shows a relatively balanced trend between the increasing number and the decreasing number of students as influencing their choice of college courses through the medium of certain factors. Five factors were checked by a greater number of senior students than by junior students; and five factors were checked by fewer students in the senior group than in the junior group. The five factors indicated as having slightly more influence among seniors than among juniors were (1) advice of high school teachers, (2) financial reasons, (3) to earn a good living, (4) a liking for

TABLE 7

DISTRIBUTION OF FACTORS INFLUENCING THE
SENIOR STUDENTS IN THE SELECTION OF
COLLEGE COURSES

Factors Influencing Se- lection of College Courses	Degree the Influence Was Felt				Seniors In- fluenced	
	Very Much	Some	Little	None	Num- ber	Per Cent
1. Independent self-de- cision.....	16	6	2	1	22	88
2. Family influence.....	2	7	7	9	9	36
3. Advice of high school teachers.....	2	5	4	14	7	28
4. Advice of college pro- fessors.....	2	3	7	13	5	20
5. Advice of college ad- visory council.....	0	1	5	19	1	4
6. Influence of fraternity, alumni.....	0	0	2	23	0	0
7. Influence of fellow stu- dents.....	2	4	6	13	6	24
8. Influence of previous work.....	6	9	7	3	15	60
9. Publicity of course given by college.....	0	2	7	16	2	8
10. To earn a good living....	6	7	6	6	13	52
11. Financial reasons.....	1	6	4	14	7	28
12. For a snap course.....	1	0	5	19	1	4
13. Because you liked the instructor.....	1	5	4	15	6	24
14. Because course was re- quired.....	4	6	4	11	10	40

the instructor, and (5) because the course was required.

The five factors indicated as having slightly less influ-
ence among the seniors than among the juniors were (1) inde-
pendent self-decision, (2) family influence, (3) advice of

college professors, (4) influence of previous work, and (5) publicity of the course given by the college. No student indicated college fraternities and alumni as influencing factors in this group, which made this factor the only one in the entire list of the fourteen factors that received a negative response by the entire group. The three remaining factors were checked by the same number of students in both senior and junior groups.

From these data on the four groups of students the facts discovered seem to indicate that very little guidance was furnished the students in the high school, for only eighteen per cent of the one hundred students indicated that high school teachers gave any help or advice in the selection of their college work. A second factor of significance is the statement that the great majority (eighty-nine per cent) of the students have reached the important decision of a choice of college major on their own initiative. The writer does not wish to imply that there should be any limitation on freedom of choice, but realization of the complicated process of personal adjustment in our present-day world, with all of its implications, does seem to necessitate some means of supplying the students with knowledge and information that will guide and assist the individual in making the best choice possible. The data discovered concerning the two factors discussed above are substantiated by the data on the guidance needs desired

by the students of this study as discussed in Chapter II. There were seventy students out of the one hundred students who indicated a desire for guidance in the educational area. A further comparison is made to the related study in Chapter I in which 2,400 college freshmen in Virginia were investigated on these and similar questions. The factor of independent self-decision had influenced 71.7 per cent of the Virginia group, and only twelve per cent had received advice from the high school teachers. Without regarding just here any other facts which may be significant, these data do seem to indicate that the students have started forth on a college course with very little advice from high school teachers and are very much on their own initiative in choosing their college courses. Assuming that high school teachers, the college professors, and the college advisory council should be the most logical agencies for giving students educational guidance, one realizes that the relatively small percentages of the students concerned in this study who indicated that they were influenced by these three factors seem even more significant when compared to the forty per cent who checked family influence, the eighteen per cent who checked influence of fellow students, and the twenty-one per cent who checked financial reasons, as factors influencing selection of college courses. The importance of sixty-nine per cent of the students being influenced by previous work is related to the uncertainty

of knowing how much of the work was suitable to the needs, interests, and abilities of the students. Without proper educational guidance there is a possibility of previous work being a poor basis for selecting college courses most appropriate to the individual. Earning a good living was a factor which was indicated as an influence in selecting college work by fifty-five per cent of the students in this study. This percentage would seem low rather than high when related to the study referred to previously, made by Rainey and others, which listed this problem as first in the youth needs of the nation. The importance of judging the twenty-seven per cent of students being influenced by the subject being required as a significantly high or low percentage would seem to depend upon knowing whether or not the student was in a major field suited for the best development of the total personality. Snap courses, publicity of the course given by the college, and liking the instructor, were factors affecting only a small percentage of the students; and as listed in the study of the senior group, influence of fraternities and alumni was the only factor receiving a negative response from the entire group of students.

In view of the great number of factors which were shown as influences upon the student in his attempt to fit himself into an educational program, the need for more educational

and vocational guidance for the students concerned in this study seems to be apparent.

To complete a summary of the guidance needs in the educational field, the data included in Table 8 give an overview of the students' adjustments in their present choices of college courses and major fields. The data of primary importance are two-fold. The number of students who are not satisfied with their major field average thirty per cent of the entire group in this study, and the senior students who are dissatisfied are as numerous as the freshman students who are dissatisfied. These two facts are both reflective of added needs for educational guidance.

TABLE 8

NUMBER OF STUDENTS WHO ARE SATISFIED AND THE
NUMBER WHO ARE NOT SATISFIED WITH THEIR
MAJOR COURSE OF STUDY

Classes of Students	Students Who Are Satisfied with Major Field	Students Who Are Not Satisfied with Major Field
Freshman.....	16	9
Sophomore.....	19	6
Junior.....	19	6
Senior.....	16	9

Vocational Needs

How can the college best guide the student in the important decision of making a vocational choice? The

objective measurement of the students' intelligence, special aptitudes, personality traits, and interests is necessary but is not all-sufficing. Vocational adjustment involves diverse relationships -- physical, social, and economic -- so the individual needs to be examined from these viewpoints. Furthermore, the student needs to be informed relative to the vocations that are being considered. Finally, coordination of these data with the particular adjustment of students is necessary.⁸

What are some of the vocational needs found among the students concerned in this study? Data in Table 9 show the number of students who have taken vocational fitness tests and those students who have not taken the tests. The data discover only ten out of the twenty-five students in three of the groups have been given tests for vocational fitness. The fourth group is even smaller -- eight persons out of the twenty-five indicated that they had been given tests for such a purpose.

The data may be summed up by saying that sixty per cent of the freshman, junior, and senior groups and sixty-eight per cent of the sophomore group in this study have not been tested for vocational fitness.

Additional information is given later on the use of and participation in a testing program as one of the guidance

⁸Sparling, op. cit., p. 2.

TABLE 9

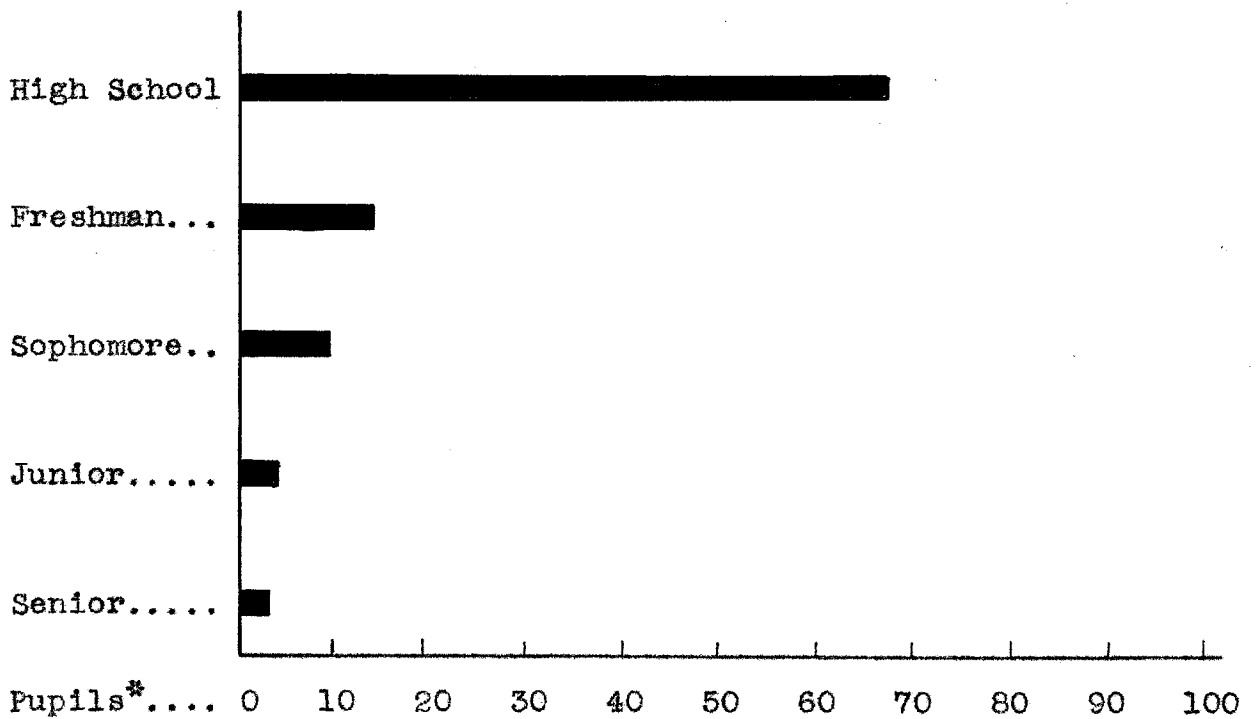
NUMBER OF STUDENTS WHO HAVE TAKEN VOCATIONAL FITNESS TESTS AND THE NUMBER WHO HAVE NOT TAKEN THE TESTS

Classes	Students Taking Tests		Students not Taking Tests	
	Number	Per Cent	Number	Per Cent
Freshman.....	10	40	15	60
Sophomore.....	8	32	17	68
Junior.....	10	40	15	60
Senior.....	10	40	15	60

techniques. Vocational tests are only one particular type of the many and varied tests used in personnel and guidance work. Data on vocational testing were given at this point to stress the need in this vital area.

Data contained in Fig. 1 consider the time or educational level at which the vocational choice was made. The data are not presented to establish any fact regarding the proper age or time for making a vocational selection. The intent is to show that in the majority of the cases the choices were made while the students were relatively immature and were less likely to have made decisions on the basis of a reasoned comparison of their own capacities and the requirements of the vocations. A comparison of data in Table 10 and data cited in a preceding chapter

Time Choice
Was Made



*Four pupils failed to indicate any choice.

Fig. 1. -- A comparison of the total number of students selecting their vocations at five specified educational levels.

(pages 7-9) on a similar study made by Sparling will discover related factors re-emphasizing a need for vocational guidance. Data in Fig. 1 show two thirds (sixty-seven pupils) of the entire group in this study made their choices of vocation while in high school. Making their vocational choice while freshmen in college were fourteen students; ten students made the decision as sophomores; and three students were juniors and two were seniors when the selections of vocations were made. In the Sparling report data on a group of more than eight hundred college students showed that over fifty per cent of the group had made a vocational choice before they had reached the sixteenth birthday. Twenty-five per cent of the freshmen had changed their minds before the end of the freshman year, and forty-two per cent of the seniors had altered the choice they had made as freshmen.

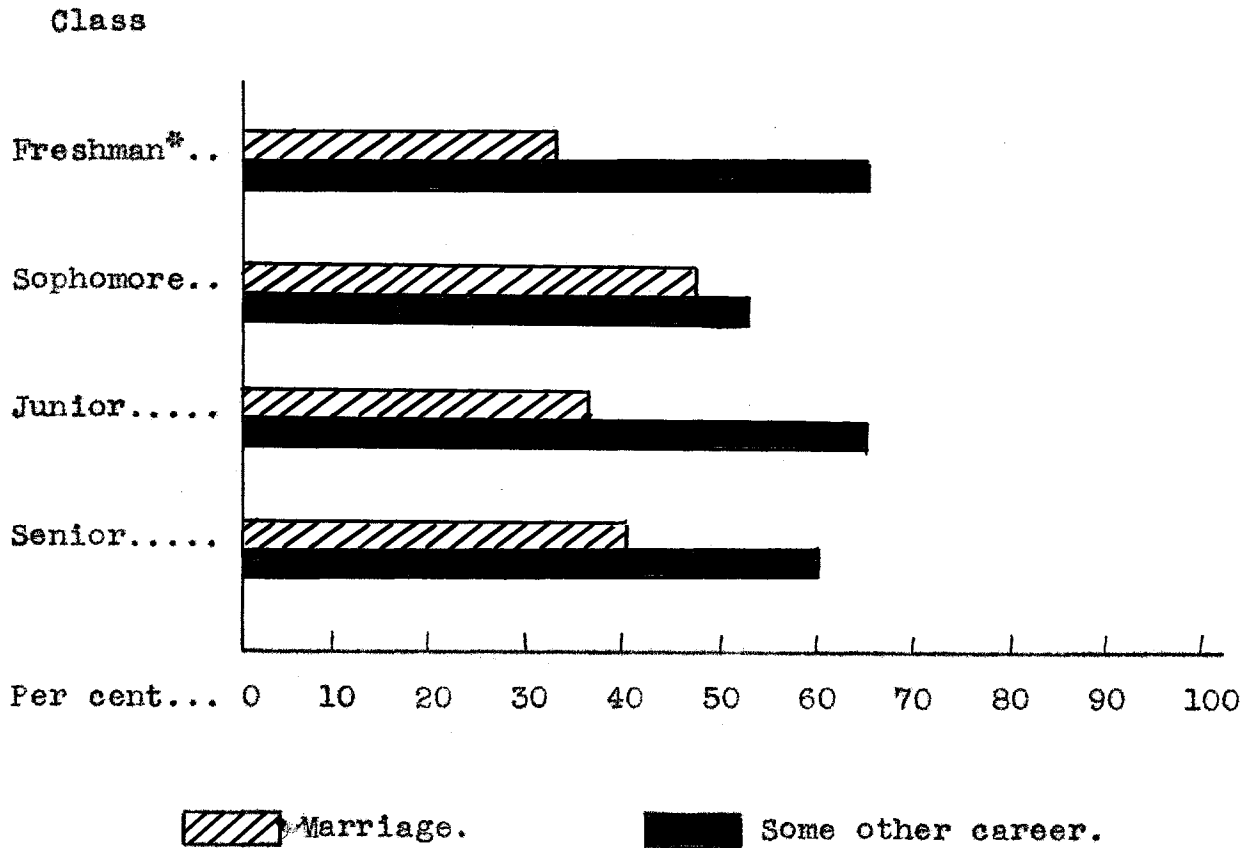
The comparison of the data of these two studies describes evidences of similar guidance needs. The high percentage of students in the present study who made a vocational choice while still in high school supplemented by data in Table 8 of this chapter, which gives thirty per cent of the group dissatisfied with their major field, indicates that these college students need vocational guidance of an expert nature.

Data in Fig. 2 are developed to show how marriage as

a factor in vocational guidance becomes an important element in a vocational choice. Vocational activities broadly interpreted include homemaking and child rearing. Thus a shift into marital relations would indicate some change in vocational activity if nothing more than a broadening process takes place which will include two or more vocational activities. Thirty-two per cent of the freshmen, forty-eight per cent of the sophomores, thirty-six per cent of the juniors, and forty per cent of the seniors in this study indicated a preference for marriage to any other career or vocation after graduation from college. This average total of thirty-nine per cent of the entire number of students who prefer marriage may be taken to mean one of two things. Either a previous choice of a vocation will be changed completely or a double career will be assumed. If the latter is the case, there is more need than ever for guidance in selecting a two-fold career which will coordinate into a happy well-rounded living experience.

Membership in Clubs

The data in Table 10 concerning club membership is given to indicate some measure of social activity and social competence among the students of this study, which would be reflective of guidance needs in the social and civic area of guidance work. As previously cited (page 36), there were seventy-six per cent of these students who



*One freshman student failed to answer.

Fig. 2. -- A comparison of students in each class who have indicated marriage in preference to some other career after graduation from college.

indicated a desire for guidance under this guidance service. Since the small social group is considered as the basic source of social morale and energy, club membership should be regarded as of some social significance. The data in Table 10 find twelve members in the freshman group who have no club affiliations. Only four students in the sophomore group and two in the junior group indicate no club membership. In the senior group all twenty-five

TABLE 10
PARTICIPATION OF STUDENTS IN CLUB ACTIVITIES

Classes	Student Membership in Clubs			
	One Club	Two Clubs	Three or More Clubs	No Club
Freshman.....	6	3	4	12
Sophomore.....	8	5	8	4
Junior.....	3	4	16	2
Senior.....	4	4	17	0

students belong to one or more clubs. The progressive increase in number of students with club memberships would seem to indicate an area of well-directed guidance needs. Certainly, one would say the senior group needs less guidance into social activity than the freshmen and sophomores do. Nevertheless, there are eight students in the senior group who belong to only one or two clubs. To be perfectly

satisfied with this small number of club contacts, one would like to know the extent and scope of the club and its activities. The twelve freshmen who have no club memberships represent forty-eight per cent of the freshman group. This high percentage of freshmen without any club membership and the thirty-seven per cent of the entire group indicating membership in only one or two clubs do show needs in the social and civic phases of guidance.

Participation in Testing Program

Testing is one of the techniques used in guidance work to gain adequate knowledge of the student for counseling purposes. The amount of this work done should be some indication of further guidance needs. The data in Table 11 may be summarized as follows:

1. Excepting the fourteen juniors who indicated that they had taken personality tests, no class rates as high as fifty per cent on having taken any type of tests.

2. The freshman class ranks lowest and the junior class ranks highest among the four groups in the number of students taking the different types of tests. The sophomore class ranks second and the senior class ranks third in the number of students taking the tests.

3. The tests taken most frequently were the intelligence tests, the vocational tests, the personality tests, and achievement tests. The conclusions from these data

TABLE 11
NUMBER OF STUDENTS PARTICIPATING IN A TESTING PROGRAM

Types of Tests	Students Having the Various Tests							
	Freshmen		Sophomores		Juniors		Seniors	
	Yes	No	Yes	No	Yes	No	Yes	No
General intelligence....	8	17	10	15	11	14	9	16
Attitudes.....	2	23	5	20	5	20	4	21
Vocational interest....	2	23	5	20	5	20	6	19
Vocational aptitude....	5	20	11	14	6	19	7	18
Personality.....	6	19	6	19	14	11	5	20
Achievement.....	7	18	10	15	8	17	10	15
Diagnostic.....	5	20	10	15	4	21	5	20

seemingly indicate a need for an increased use of the testing technique for determining the needs of the students.

Family and School Background

Since individual case studies were not made, the data collected on families and high school backgrounds have no basis for accurate comparisons with the guidance needs of the groups considered in this report. Nevertheless, both home and high school background are great influences related as factors to guidance needs and as such should be included in a program set up to meet the needs of total personality development. Reports cited (page 17) in related studies in this field lend emphasis to the factors

of family and school background as influences to be considered in guidance work.

As a summary of the important related factors of guidance work and needs the following may be stated:

1. The most significant data given on the factors influencing the selection of college courses were the eighty-nine per cent of the entire group who had selected college courses by independent self-decision; eighteen per cent who had been given help or advice by high school teachers; nineteen per cent who had been influenced by the advice of college professors; three per cent who had been influenced by the college advisory council; forty per cent who had been influenced by the family; twenty-one per cent who were influenced by finances; sixty-nine per cent who were influenced by previous work; and eighteen per cent who had been influenced by fellow students in the selection of college courses. These important factors of influence seem to indicate a special need for educational guidance.

2. Thirty per cent of the entire group of students in this study indicated a dissatisfaction with their college majors. Thirty-six per cent in both freshman and senior groups, and twenty-four per cent in both sophomore and junior groups stated that they were not satisfied in their present major field of study.

3. An average of sixty-two per cent of the total group

of students indicated that they had never been given vocational fitness tests.

4. In the selection of a vocation, sixty-seven students stated that they had chosen their vocation while in high school; fourteen students had made their choices in their freshman year in college; ten students had chosen their vocations in their sophomore year; three students, in their junior year; and two students, in their senior year. Four in the entire group were still undecided on a vocational choice.

5. Thirty-nine per cent of the students indicated a preference for marriage to any other career after college graduation.

6. Data showed thirty-six per cent (twelve of the students) of the freshman class belonging to no clubs in or out of college life; sixteen per cent of the sophomores belonged to no clubs; and eight per cent of the juniors had no club affiliations. All of the seniors belonged to at least one club, but sixteen per cent of them belonged to one club only, and an additional sixteen per cent of the seniors held membership in two clubs only.

7. Data on participation in a testing program for guidance purposes showed that far less than half of the students had been given tests for such purposes and in many cases none of the test-types listed had ever been taken.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present research is to discover the extent of the guidance needs and problems which confront the women students in the North Texas State Teachers College and to interpret the data collected from the individual questionnaires in a manner which may be used as a functional basis for more adequate and effective guidance services for the individual students as well as for the separate groups.

Conclusions

From the data presented in the foregoing chapters the following conclusions may be drawn:

1. The typical needs and problems of the most pressing nature and those most generally experienced are concluded to be those checked by the highest percentage of students as individual needs and problems. Ranking from the highest percentage downward, these needs and problems are as follows:

- a. A need for more opportunities to develop leadership and initiative.

- b. Need for variety, change, and excitement.
- c. Need for more opportunities in which to practice and acquire social graces.
- d. Need for more assistance in self-understanding, in overcoming personal handicaps, such as inferiority, meager social background, stagefright, physical handicaps, emotional distresses.
- e. Need for more opportunities to engage in leisure-time activities, and to acquire skill for participating in them.
- f. Need for more occasions for casual and normal contacts with the opposite sex on an informal basis without dating.

2. The vast majority of the needs were grouped into the vocational area, the social and civic area, and the educational area of guidance services.

3. Data on guidance needs and problems in specific areas of personnel services showed the greatest percentages of needs to be grouped according to class and area as follows:

- a. Eighty per cent of the freshmen considered in this study showed a desire for guidance in the vocational area.
- b. Eighty-four per cent of the sophomores indicated a need for guidance in the social-civic area.

c. Eighty per cent of the juniors asked for guidance in the vocational, and also in the social-civic area.

d. Seventy-six per cent of the senior students desired guidance in the social-civic area, and seventy-two per cent of the group asked for assistance in the personal service area.

4. The factors influencing the selection of college courses are so numerous and so forcefully felt that educational guidance seems to be an urgent need. The factors which should have been utilized for educational guidance have been lacking or have not been taken advantage of, while the less desirable factors have been listed as the most influential factors. The advice of high school teachers, of the college professors, and of the college advisory council is rated as a factor influencing a very small per cent of the total group, while independent self-decision, family influence, and financial reasons rate high as influencing factors.

5. The percentage of students who were dissatisfied with their college major was rather high as discovered by data on this question. The thirty per cent indicating that they were not satisfied seems sufficiently high to warrant the making of educational guidance available through all of

the college year and through all four years of college work.

6. The data on vocational choices showed many needs in this area. Sixty-seven per cent of the students had chosen their vocations while in high school, and, as related studies showed, over half of these choices will probably be changed before college graduation. More than sixty per cent of the students indicated that they had never had any vocational fitness tests.

7. Additional data were discovered on the testing techniques of guidance. More than half of the entire group have had no testing for guidance purposes. The general intelligence tests, the personality tests, achievement tests, and vocational aptitude tests were the four types of tests which had been taken most frequently. Fourteen juniors had taken personality tests, and eleven sophomores had taken general intelligence tests. The other groups who had taken the different types of tests were ten or less in number.

8. The number of students indicating a first choice of marriage after college graduation would seem to point to an additional guidance service to best equip the student for post-college living, especially in homemaking. Thirty-nine per cent of the group preferred marriage to any other career.

9. Data on club activities seem to indicate a need for social guidance. Forty-eight per cent of the freshmen,

sixteen per cent of the sophomores, and eight per cent of the juniors belong to no clubs at all. While every senior belonged to at least one club, there was sixteen per cent of the group who belonged to one club only, and an additional sixteen per cent who had membership in two clubs only. The freshman group shows the greatest need, and, since the questionnaire was filled out after the beginning of the second semester, one is safe in concluding that club membership would not increase within the freshman group for the present year.

Recommendations

A careful and critical analysis of the data presented in the preceding chapters warrants the following recommendations:

1. There should be better organized and more coordinated services of student personnel work.
2. The personnel program should not be limited to educational guidance, but should be designed to include systematic aid to the students in making adjustment to various types of problems and needs -- vocational, health, moral, social, civic, and personal as well as educational.
3. The need for developing social competence should be cared for by a more adequately directed and a more inclusive program of social and civic activities.

4. A guidance philosophy should be developed in the school among the administrative branches as well as among classroom teachers and students.

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APPENDIX
 QUESTIONNAIRE
 FOR
 GUIDANCE NEEDS AND PROBLEMS OF WOMEN STUDENTS
 IN
 NORTH TEXAS STATE TEACHERS COLLEGE

The questions below are designed to measure your needs and problems that are being faced in college. Do not hesitate to sign your name or to list your needs and problems, as neither your name or needs will be used in any way other than as a total number or group of students, needs, and problems.

You are to record your answers by drawing a circle around one of the letters at the extreme right of each question. The letters stand for the following words:

- VM means very much.
- S means some.
- L means little.
- N means none.

Consider some as the average degree, very much and little as varying in equal degrees from the average, and none as complete absence.

Section I

- A. Name _____
- B. College classification _____
- C. Major _____
- D. Are your parents living? (yes, no) Father _____; Mother _____
- E. How many older children are in your family? Brothers _____; Sisters _____
- F. How many younger children are in your family? Bros. _____; Sisters _____
- G. Are you a graduate of a rural, town, or city school system. _____
- H. Give the approximate no. of students in the high school from which you are a graduate..... _____

Section II

- A. Defining Guidance as--assistance given the pupil which will help to adjust to the present situation, and will aid in making plans for the future in line with the pupils' interests, abilities, and social needs-- *indicate degree to which you needed guidance:*
 - 1. While in high school..... VM S L N
 - 2. As a freshman in college..... VM S L N
 - 3. The degree to which you need it Now..... VM S L N
- B. Listed below are six areas in which guidance and personnel service is done. Read the entire list and then check the degree of help you need in all six areas.
 - 1. Educational guidance--which covers the school-subject work and the abilities, interests, and needs of the individual pupils in these subjects..... VM S L N
 - 2. Vocational guidance--which comprises the plans of the pupil for earning a livelihood in accord with interest, needs, etc..... VM S L N

- 3. Social and Civic guidance--which gives the pupil an opportunity for achieving certain desirable aims and ideals in the fields of human relations both in and out of school..... VM S L N
- 4. Mental and Physical Health--which covers the hygienic aspects of mental and physical development, needs for proper growth, correctives, etc..... VM S L N
- 5. Leisure--recreational and avocational..... VM S L N
- 6. Personal guidance--which covers the pupils interests, attitudes, emotions, goals etc..... VM S L N

Section III

A. Listed below are typical needs and problems of Youth. Check the ones in which you feel you need some guidance or help for your fullest and best development while in college and after college.

- 1. More personal attention and interest from fellow students.... VM S L N
- 2. More appreciation from teachers and class mates..... VM S L N
- 3. More personal attention and interest from opposite sex-- this includes having dates..... VM S L N
- 4. More personal freedom from restrictions and supervision from the ^{College} ~~hall~~ and dormitory life..... VM S L N
- 5. More personal freedom from restraints and supervision from the home and family..... VM S L N
- 6. More practices in social situations to learn graciousness, poise, and social ease, etc..... VM S L N
- 7. More variety, change, and excitement..... VM S L N
- 8. More opportunities to acquire leisure time activities and the skill for participating in them..... VM S L N
- 9. More occasions for casual and normal contacts with the opposite sex on an informal basis without formal dating..... VM S L N
- 10. More opportunities to develop leadership and initiative..... VM S L N
- 11. More assistance in understanding myself and overcoming my personal handicaps such as inferiority, meager social background, stagefright, physical handicaps, emotional distresses, and many others..... VM S L N
- 12. More help and advise in meeting temporary problems such as illness, finances, death of member of family, conflicts with family, and with friends..... VM S L N

B. How many clubs and organizations are you a member?

School clubs..... _____
 Other than school organizations..... _____

C. Give the names of each

- | | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

D. Rate the phase of development in which you feel need of the most guidance:

- 1. Educational or intellectually..... VM S L N
- 2. Socially..... VM S L N
- 3. Physically..... VM S L N
- 4. Morally..... VM S L N
- 5. Emotionally..... VM S L N

Section IV

- A. Is marriage your first choice of a vocation after college?
 Answer yes or no..... VM S L N
- B. Excepting marriage what is your choice as a vocation dis-
 regarding any barriers or hindrances. Choice 1. _____
 Choice 2. _____
 Choice 3. _____
- C. Just when did you make your vocational choice? Was it
 while in high school, a college freshman, sophomore, junior,
 senior, or have you not yet decided what you want to do
 after college?..... _____
- D. Are you perfectly satisfied with your major field?
 Answer yes or no..... _____
- E. Mark the degree that you were influenced by the following
 reasons for selecting your college courses.
- | | |
|--|----------|
| 1. Independent self-decision..... | VM S L N |
| 2. Family influence..... | VM S L N |
| 3. Advice of high school principal or teacher..... | VM S L N |
| 4. Advice of college professors..... | VM S L N |
| 5. Advice of college advisory council..... | VM S L N |
| 6. Influence of fraternities, alumni, etc..... | VM S L N |
| 7. Influence of fellow students..... | VM S L N |
| 8. Influence of previous work..... | VM S L N |
| 9. Publicity of course given by the college..... | VM S L N |
| 10. To earn a good living..... | VM S L N |
| 11. Financial reasons..... | VM S L N |
| 12. For a snap course..... | VM S L N |
| 13. Because you liked the instructor..... | VM S L N |
| 14. Because the subject was required..... | VM S L N |

Section V

- A. Have you been given tests which would indicate the degree and
 likelihood of success in your chosen profession or major field?... _____
- B. Check the type of tests you have had since you entered college:
- | | |
|---|----------|
| 1. General intelligence..... | VM S L N |
| 2. Attitude tests..... | VM S L N |
| 3. Vocational interest tests..... | VM S L N |
| 4. Vocational aptitude and skill tests..... | VM S L N |
| 5. Personality tests..... | VM S L N |
| 6. Achievement tests..... | VM S L N |
| 7. Diagnostic tests..... | VM S L N |
- C. If you have no objections please give the name of the person you
 consider your best or intimate friend in the Hall.

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Total - page 302

Distribution of Students
Number of Students with
Guidance in Six Areas of
Serrill

- 1. Independent self-direction
- 2. Family influence
- 3. Advice of high school principal or teacher
- 4. Advice of college professors
- 5. Advice of college advisers, counselors, etc.
- 6. Influence of friends
- 7. Influence of fellow students
- 8. Influence of previous work
- 9. Faculty of course given by the college
- 10. To earn a good living
- 11. Personal interests
- 12. For a good course
- 13. Because you liked the instructor
- 14. Because the subject was required

Section V

- 1. General intelligence
- 2. Ability tests
- 3. Vocational Interest tests
- 4. Vocational aptitude and skill tests
- 5. Personality tests
- 6. Achievement tests
- 7. Diagnostic tests

If you have no objections please give the name of the person you consider your best or highest friend in the field.