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# The Correlation Between High School Performance Scores and Counseling

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The Correlation Between  
High School  
Performance Scores  
and Counseling  
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The Correlation Between High School  
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Educating the people of a society should remain of prime importance because it is a critical factor for its growth and survival. Recently, there has been increased attention related to the continuing decline of American education based upon outcomes of performance scores. In looking at this problem there are many factors which may be influencing the type of learning being executed in the schools today. One such contributor to the quality of education may be the level of stress the student experiences during his or her learning process, and the attitude they hold in the school environment. The purpose of this research is to show that one possible solution to lessen the stress level is to offer students school counseling. The counseling would help them succeed both academically and socially.

School Stress and Counseling. Elias's (1989) opinion of the situation is that schools must decrease stress caused from either a high expected level of achievement or the pressure to not fail. This overemphasis leaves some students with not only the stress of life, which is particularly high for the adolescent in puberty, but also anxiety to continually perform at unobtainable levels. These "psychological

casualties" are evident when observing statistics concerning suicide, substance abuse, delinquency, irresponsible sexual behavior, school failure and dropout among adolescents. According to Elias these statistics demonstrate how important the connection truly is between psychological status and human learning or performance. Elias maintains that up to 30% of students are severely affected by an overemphasis of academic achievement and a de-emphasis of healthy psychological development which interferes with their performance. Elias concludes that, "...the involvement of school psychologist...is important at all levels of the educational process if children's psycho-social well-being is to be nurtured along with their intellectual and cognitive growth"(Elias, 1989, pp. 404).

Further, Forman and O'Malley (1984) stated that social stressors which are related to social relationships with peers, interactions with teachers, and participation in classroom activities, are as significantly important as achievement stressors. Research was cited which shows highly anxious children exemplified more problem behavior, tend to be disliked by peers, have poorer self-concepts, and are lower in school achievement and aptitude. They believe that programs which lessen the school and social related stress can have a major influence on school performance (Forman & O'Malley, 1984).

Another study done by Hendrix, Sederberg, and Miller (1990) suggest that programs will foster success if they intervene on a personal level instead of being directly academically oriented. They found that identifying students who are at risk of alienation and giving them counseling which encouraged positive attitudes, and increased motivation for learning, fostered success. They suggest these types of interventions "...are more effective means of improving performance than the more negative incentives of failure under higher standards" (Hendrix, Sederberg, and Miller, 1990. pp. 129)

Counseling in schools could play a major role in achieving this goal of character development. Wynne and Walberg (1986) stress that for schools to fulfill their role in society, they should have both character development goals and academic learning goals included in the education process because they are inherently complementary. This evidence implies schools should focus on feelings and values, as well as emphasizing scholarly achievement (Wynne, & Walberg, 1986).

Furthermore, Lightfoot (1987) agrees with the crucial role of school counseling in students personal development. "Goodness" in schools, which is not only academic achievement but also the quality placed on human

relationships and moral tone, is a critical dimension in school excellence. She then suggests, this balance is "...the only way to rid our society of the troubling dissonance between our espoused values and our revealing practices" (Lightfoot, 1987, pp. 204).

Hence, the idea which needs to be evaluated is whether there is a correlation between such psycho social counseling and academic achievement scores. This research will suggest there are three types of data that support the existence of a positive correlation between psycho-social counseling and high performance scores. They are: a) values and performance scores b) attrition rate, and c) informal faculty contact and achievement.

Values and Performance Scores. The first of these reasons is based upon research done by Hanson and Ginsburg (1988). They found that many studies suggest students which rate themselves as hardworking, ambitious, and as having considerable control over their environment, do better in school than those who score low on these values. Therefore, they conducted an experiment examining the relationship between many different values, all stressing responsibility in high school students, and their achievement test scores. They were "considering the mechanisms through which values

potentially affect school outcomes...and testing the causal sequencing of the values and school outcome variables" (Hanson, & Ginsburg, 1988, pp. 335). The values examined were student's religious values, work ethics, and educational values, and the results were based on data collected from "High School and Beyond" (NCES, 1983).

Hanson and Ginsberg (1988) found that adolescent values did influence high school outcomes significantly and positively. For instance, white adolescents who score high on math achievement tests tend to have a strong sense of control over their lives, and hold high educational expectations. Also, values had at least twice as much importance in predicting levels of student performance than their family SES and were 40% to 50% more important in predicting changes in performance. They concluded by saying their findings support the suggestion that when students, their parents, and their peers believe in values and behaviors that rely on responsibility, students have a better chance of achieving success in high school. Values were found to have a direct effect on school outcomes (Hanson, & Ginsburg, 1988).

Instilling values of responsibility into students will move them to be accountable for their own learning experience. This literature suggest that if the counselors

support and teach responsible values, a students academic scores may be positively effected.

Attrition Rate. The second indirect reason believed to be supportive of psycho-social counseling and academic success encompasses the research done on student drop out rates. Pittman (1986) approached the importance of personal, social factors as potential means for reducing high school drop out rate.

Overall, his results showed that two thirds of the reasons students drop out are personal. This suggests that a lack of social integration of the students tends to be the main determinant of high school dropout. Furthermore, combining personal/affective (like "unhappy school experience" and "did not feel welcome"), and personal reasons with possible academic origins (like "lack of interest") indicated that almost one-half of the reasons which were given for dropping out of school had to do with the former student's personal relationship with the components of the school environment. They found only 36% (34 of 89) of these reasons were totally academically based. They concluded by supporting the idea that the "...level of academic performance, being one aspect of academic integration, would be expected to increase if there was an increase in the level of social integration" (Pittman, 1986, pp. 12).

Along with Pittman, other researchers have discovered similar results. Bearden, Spencer, and Moracco (1989), for example, were interested in describing the dropout phenomenon from the student's point of view. Their results are very interesting because the student's number one suggestion for reducing the dropout rate is for counselors to have more interaction with the student. They attribute this to the idea that students want someone to notice their efforts, or non efforts. Counselors should be aware that students leave psychologically long before the dropout actually transpires. They state that "...increased awareness of the relationship between cognition and affect ultimately benefits not only the potential dropout but also all students, by providing students with a rationale for their behavior" (Bearden, Spencer, & Moracco, 1989, pp. 117)

Another study which was done on the subject of the drop out rate (or student attrition), was by Mannan and Preusz (1980). This study was concerned with reducing the attrition rate and identified reasons for the drop out. They concluded from their data that individual differences, lack of academic integration, and the social system itself influenced the problem. One of their suggestions was similar to the role which a high school counselor can often perform. It is to have a "Student Development" course which

offers the students a constant base to share concerns regarding academic, social and career integrations. Such a program would help decrease student dropouts and hence increase school performance (Mannan, & Preusz, 1980).

Reduction of attrition was also investigated by Glennen and Baxley (1991). Although their study consisted of an experiment done at the college level, the results still reflect the importance of counseling on academic achievement. Here, an institution decided to combat the attrition rate through intrusive advising. The advising consisted of the advisor being actively concerned with the affairs of the students by having students come in for advising many times during a year instead of only once or twice. Their results showed a reduction in attrition from 66% to 48% during the 1981-92 year, and from 48% to 25% during the 1982-83 year. This intrusive system emphasizing individual attention also increased achievement levels (Glennen, & Baxley, 1991).

Attrition studies support that counseling will help improve academic achievement. In fact, students seem to have been negatively effected by a lack of counseling. Hence, if students believe that counseling would have helped them remain in school, then possibly counseling would improve students overall scores as well.

Informal Faculty Contact and Achievement. The third and last evidence used to support my hypothesis is based on studies having to do with student-faculty informal contact and achievement. Although the evidence is suggestive and not conclusive, it adds support to the idea that school performance will prosper if given a balance between the traditional learning process and a type of student personal counseling. Pascarella, Terenzini, and Hibel (1978) found that informal contact with faculty will make a change, or influence the students academic performance, and possibly their intellectual development.

Later, Pascarella (1980) found a positive association between extent and quality of student-faculty informal contact and students' academic achievement, and intellectual and personal development. This data may be confounded because of many other variables which could not be accounted for, such as peer influence or the "...initial perceptions of academic success which eventually lead students to seek contact with faculty beyond the classroom." Pascarella does conclude by saying the evidence is promising and suggests, "...that what transpires between students and faculty outside of class may have a measurable, and possibly, unique, positive impact on various facets of individual development during college" (Pascarella, 1980, pp. 558 & 571).

Informal faculty contact is an important factor to consider while observing a possible direct correlation between counseling and performance scores. Counseling and faculty informal contact seems to take on the same function in aiding the students during their schooling. Therefore, it is assumed counseling will have the same positive influence on students achievement as did the informal contact of faculty.

Summary. Successful performance in schools is a justified concern facing our society. Unfortunately, as the demands for academic excellence have increased, the value placed on the student's psychological well being has been neglected. A certain amount of stress which is created by this imbalance may be hindering strides towards high academic achievement. School counseling, which focuses on not only academic interest but also personal or social needs, may help lessen this stress, therefore positively influencing student's overall performance.

Values and performance scores, attrition rate, and informal faculty contact, are important evidence surrounding the topic of counseling's influence on education. This research supports the hypothesis that there is a significant correlation between counseling and academic achievement.

## Method

### Subjects

Seventy nine subjects took part in this experiment. The subjects were students in the Introduction to Psychology course from Southern Illinois University. The subjects were volunteering to participate in this study for extra credit. Subjects were assigned a subject number for coding purposes.

### Instrument

The instrument used to record the subject response was a questionnaire which I created. The questionnaire was first tested on volunteer psychology students to improve and finalize the questions for the experiment. The questionnaire was written based on questions pertinent to subjects high school performance scores and opinion of high school guidance counseling experiences. The 18 questions either had answer choices A through E, rating scales evaluating their high school counseling experience, or completing personal information.

The questions fall into one of five clusters (see appendix 1). The first category of questions (which include Q1, Q9, Q10, Q16, & Q17) ask for subject information about their high school, and for demographic information. The

second cluster (Q2, & Q8) deal with the reasons and amount of time spent using the guidance counselor. Cluster three (Q3, & Q4), include the subjects expectations of a guidance counselors responsibilities and actual motives of the counselor they experienced. The fourth category composed of all questions asking for subjects opinion of the effectiveness or quality of the counseling they received (these were Q5, Q6, Q7, & Q18). The last cluster, included questions of academic performance during highschool (Q11, Q12, Q13, Q14, & Q15). Each questionair was coded with subject numbers and the subjects sex and group number were added later to the scantron coding sheet.

#### Procedure

The experiment was conducted in Southern Illinois University classrooms. The subjects had a choice of participating on one of two nights which separated the subjects into group 1 or group 2. Each group (1 or 2) ranged in size from 30 to 40 subjects. An explanation was given to the groups concerning the nature of the study before they completed the questionair. The subjects were then instructed to record their answers directly on the corresponding subject numbered questionair. The subjects were also informed that talking and comparison of answers with other subjects was prohibited. Once the subject completed the questionair they were dismissed. The subject

answers were then transferred to a scantron coding sheet to be used in the computer analysis.

#### Results

The results are based on the scores of 79 subjects. Of the 79 subjects, 31.6% were male and 53.2% were female; another 15.2% of subjects did not record a gender. The average age of the subjects upon receiving their diploma was 17.5 years with a standard deviation .57. Subjects received their high school diploma between 2 and 9 years prior to taking the questionnaire, with most receiving their diploma between two and three years prior to the study.

Subjects were also asked about the high school they had attended. Private schools were attended by 9.9% of the subjects and 86.1% attended public schools. Subjects also indicated that 57% of their schools were in an urban setting, and 40.5% attended rural schools. The average class size of the subjects' last year of high school was 376.71 students with a standard deviation of 35.62.

Of the 78 subjects who recorded an answer, only 2 said that their school did not provide a guidance counselor. The amount of time subjects reported spending with the counselor ranged between 0 and 15 or more hours. The average amount of time the subjects used the counselor was between 4 and 5 hours. The reason 50.6% of these subjects reported using the counselor was because of a requirement in their school

policy. Responses to this question also indicated that 24.1% of the subjects were sent or encouraged to use the counselor, 49.4% of the subjects used the counselor for their own reasons, and 8.9% never used the counselor at all.

The subjects were asked to report their expectations of a counselor's responsibilities. Out of 78 subjects 89.9% reported it should include academic advising, 87.3% thought it should include career or college preparation, 51.9% answered it should include personal counseling, and 27.8% thought it should include disciplinary counseling. Subjects were also asked to judge the actual motives of the guidance counselor. 3.8% of subjects reported only personal or socially related counseling was given, another 3.8% of subjects reported the counseling was mostly personal, 17.7% found it was personal and academic, 39.2% of subjects said it was mostly academic, and 24.1% of subjects experienced counseling which was only academically oriented.

The next set of questions included ratings of the effectiveness of the counseling the subjects received. The subjects chose from a 5 point scale; 1 being very poor or very low and 5 being excellent or very high. The results indicated that the average of subjects' ratings of the effectiveness of personal or social counseling was 2.88 with a standard deviation of 1.21. Subjects average rating of the effectiveness of academic/career counseling was 3.32

with a standard deviation of 1.30. Subjects' rating of the guidance counselors care for students averaged 3.36 with a standard deviation of 1.34. The last question in the counseling evaluation cluster asked subjects to indicate their overall opinion of the help they received from the counseling. This question was scored as 1 being did not help, 2 - neutral/did not really do much to help, 3 - neutral, 4 - neutral/helped slightly, 5 - helped significantly. The average rating of those who responded to this question, and who had used a counselor, was 3.23 with a standard deviation of 1.66.

Another cluster of questions centered around the academic performance of the subject. The mean grade point average recorded from the subjects was a 3.04 with a standard deviation of .57. A second question asked for subject's overall grades during high school. The question was scored as 0 = F to D-, 1 = D+ to C-, 2 = C+ to B-, 3 = B+ to A-, and 4 = A to A+. The average rating was 2.55, which is basically a B grade, with a standard deviation of .75. Subjects were also asked their class rank for the last year they attended high school. The average class rank was in the 82nd percentile with a standard deviation of 23.41. The question about subjects' ACT scores gave a mean of 21.4 with a standard deviation of 3.69.

The inter-correlations of subjects responses to the

various questions dealing with counseling and academic performance are presented in Table 1.

Questions measuring subjects opinion of the effectiveness or quality of their experienced counseling, care given by counselor, and general helpfulness all significantly inter-correlated (see upper left quadrant of Table 1). Effectiveness of personal counseling had a .63 correlation with effectiveness of academic/career counseling, a .61 correlation with care given by counselor, and a .63 correlation with helpfulness of counseling. The effectiveness of academic/career counseling correlated .56 with care given by counselor and .66 with helpfulness of counseling. The correlation between care given by counselor and helpfulness of counseling was .59.

There was a significant correlation between the perceived motives of counselor and effectiveness of the personal counseling,  $-.26$ . This negative correlation shows that the closer the counselor's perceived motives to personal or social counseling, the more effective or better quality the personal or social counseling. The negative correlation also indicates that the closer the counselors perceived motives to academic or career counseling, the less effective or poorer quality of the personal or social counseling.

The correlation between academic/career counselor

perceived motives with the actual effectiveness or quality of the academic/career counseling,  $-.02$ , was not significant. Likewise, there were insignificant correlations between the motive question and the care given by the counselor ( $-.18$ ), helpfulness of counseling ( $-.05$ ), and time spent with the counselor ( $.06$ ). These correlations show that the motive of the counselor, and the effectiveness of personal counseling, are not linked with either genuine care or evaluations of the subjects experiences with the counselor. Time spent with a counselor also did not correlate significantly with any of the counselor effectiveness ratings except for care given by counselor,  $.29$ .

A second cluster of questions dealt with academic performance, and the inter-correlations of these questions are shown in the lower right quadrant of Table 1. Overall GPA had a  $.49$  correlation with ACT scores, a  $.85$  correlation with overall grades during high school, and a  $-.70$  correlation with the relative class rank of subjects. ACT correlated significantly,  $.56$  with overall grades during high school and  $-.42$  with relative class rank. Rank also was found to correlate significantly with overall grades during high school,  $-.76$ .

The major hypothesis of this experiment predicts significant correlations between the two different clusters

of questions dealing with evaluation of counselor effectiveness, and academic performance. Significant correlations between the first cluster, ratings of counseling, and the second cluster, academic performance, would have shown support for the hypothesis that a significant correlation exist between psycho-social counseling and academic performance. However, contrary to the hypothesis, no significant correlations exist between these two measuring clusters (see upper right quadrant of Table 1).

None of the counseling effectiveness questions correlated significantly with self reported academic performance. Furthermore, time spent with the counselor also did not correlate with any of the questions measuring academic performance. The only significant correlation was between the perceived motives of the counselor and overall grades during high school, .24. The correlation indicates that the closer the counselors motives to academic or career counseling, the higher the overall grades of the subject.

#### Discussion

The first results to be discussed are the characteristics of those who participated in this study. Most of the responding subjects were female whose average age upon receiving their high school diploma was 17.5. All subjects had received their diploma between 2 and 9 years

prior to the study, most having graduated between 2 and 3 years of answering the questionnaire. The importance of this outcome is that the subjects have had at least two years since they received counseling. In that time, they may have changed their original opinion of the counseling and forgotten significant events of their high school counseling experience. Perhaps the conclusions of this study would have been different if the subjects were given the questionnaire immediately upon receiving their high school diploma instead of two years later.

The results also indicated that most subjects received their diploma from a public city school. This accounts for the resulting large average class size of 371.88 students. It may also account for the reason that 97.5% of the schools provided a guidance counselor. Public schools are usually not only required to provide a guidance counselor, but often they make it mandatory for students to meet with the counselor once a year to schedule classes. This coincides with the results of the average time the subjects used the counselor, between 4 and 5 hours of their total time in high school. Therefore, the average four year student had spent a little over one hour with the guidance counselor a year; indicating the type of counseling received very likely involved scheduling of classes. This conclusion is supported by the results of the subjects' motive to use the

counselor, and also the perceived motive of the counselor. Most subjects responded that their reasons were because of school policy and that the counselors motives were academic (i.e. scheduling of classes).

When comparing the subjects expectations of what a counselors responsibilities should be with the perceived actual motives of the counselor, similar conclusions can be drawn. On the average, more subjects thought the counselor should be handling academic advising and career counseling. However, subjects also frequently expected the counselor to provide personal or social counseling. The actual motives the subjects perceived of the counselor were very highly academic, with only a small percentage being personal in nature. Once again, this supports the notion that the counselors for the most part only academically advise and schedule students classes, even though many students might expect to also get personal or social counseling.

Furthermore, when analyzing the results of the actual effectiveness of the counseling, several interesting factors are found. The question which asked about the quality or effectiveness of the personal counseling was rated on a 5 point scale with 5 being excellent, and 1 being very poor. The result, 2.88, indicates that the little personal counseling that was received was rated as slightly below satisfactory in quality and effectiveness. The most average

rating of the academic counseling on the same 5 point scale was slightly higher, a 3.32, meaning the academic counseling was satisfactory in quality and effectiveness. The helpfulness of the counseling was also rated as satisfactory with a 3.54, meaning that the overall helpfulness was, as many subjects responded, "okay".

Care given by the counselor was rated as 3.26 on a 5 point scale; as 5 being very high and 1 being very low. These ratings exemplify that even though the genuine care given by the counselor, the quality/effectiveness of the academic counseling, and overall helpfulness of counseling were all satisfactory, the quality/effectiveness of the personal counseling was below satisfactory for average students' standards. Schools may not be equipped to provide sufficient time for the guidance counselor to become invested in the personal and social lives of the student.

The academic performance scores of the subjects were reported as overall being above average. The reported grade point average was 3.04. The subjects reported their average grades during high school as B's. Relative class rank of the subjects were also in the B range, with the average rank of the students in the 82nd percentile. The ACT scores were above the national ACT average of 18. The result, 21.4, along with the other academic performance results, indicate that although counseling was only satisfactory, and the

majority of schools were large public and located in a city, the average academic achievement remained at a solid B.

The above average scores reflect the biased sample tested. The subjects were all college students who were probably in their second or third year of classes. This implies that the subjects tested were the students in high school who did well enough to not only be accepted into college, but also to remain in college. The sample tested probably did not include many below average high school students because below average high school students usually do not aspire to, or get accepted into college. Without responses from the below average high school students, the results of this study give a rather restricted view. Data from a high school population may give a different picture of counseling effectiveness and relationship to academic performance.

The questions dealing with the students' evaluation of their high school counseling and its effectiveness all inter-correlate significantly. It was judged that the more effective and better quality of the personal counseling, the more effective and better quality of the academic counseling. Furthermore, subjects overall opinion of the helpfulness of counseling correlated positively with ratings of both personal and academic counseling effectiveness. Each of these ratings of the counseling, whether it was

personal, academic, or overall helpfulness, was also significantly related to subjects ratings of counselors' genuine care. The consistency of responses within this cluster suggest that these questions in the survey are a reliable measurement of subjects' evaluation of their high school counseling experience.

The second cluster of questions about subjects' academic performance, were also significantly inter-correlated. These correlations show that subjects recorded their academic performance scores consistently across the different academic performance indicators. For example, if students recorded that their GPA was around a 2.9 on a 4.0 scale than they also recorded that their overall grades throughout high school were in the B range. Also, ACT scores were high for the subjects with higher grades.

The significant inter-correlations among the counseling effectiveness and among the academic performance ratings support that the survey should be a reliable measurement to test the hypothesis. Nonetheless, the correlations between these two clusters were insignificant. The results show that there is no significant correlation between effective personal or social counseling with any academic performance score measurement. Previously paralleled research discussed in the introduction hypothesized that a significant

correlation should have existed between the two clusters, and in fact one did not. Therefore, the question is raised as to why these two clusters did not significantly correlate.

There was also no significant correlation existing between the quality/effectiveness of academic counseling, or helpfulness of counseling with academic performance scores. Hence, it is possible that high quality or effectiveness of both personal/social or academic/career counseling has no relationship with high or low academic performance. As stated earlier, the insignificant relationships could be the result of the tested sample being biased.

The lack of evidence to support the hypothesis could also be due to the small amount of students who had received any personal/social counseling whatsoever. This was indicated by the subjects response to the perceived motives of the counselor. Relatively few subjects reported that they felt the counselor was interested in providing personal/social counseling. This suggests that the personal/social counseling was so rare that it could not have any significant relationship with academic performance. The majority of subjects recorded that the counselor's motives were academic/career oriented, and these answers correlated significantly in a negative direction with the rated effectiveness of personal/social counseling. These

results indicate that most students received academic counseling, and the little personal counseling which was received was therefore, considered less effective and poorer quality.

It is interesting that the closer the motives of the counselor to academic counseling, then the higher the overall grades during high school. This presents an interesting example of the motives of an educational system being purely academic. This one sided focus stresses academic performance and apparently quite successfully increases academic achievement.

Unfortunately, students who are more in need of helpful personal counseling may then suffer with counseling which is ineffective and low quality. This could possibly account for the lack of academic improvement and few college aspirations of the below average high school student.

Finally, results also show that no significant relationship exist between the quality/effectiveness and helpfulness of counseling (either personal or academic) with the amount of time the subject spent with the counselor. Time also had no significant correlation with any of the academic performance score measurements. It can be therefore reasoned that whether the student spent 15 hours or 4 hours with the counselor, the quality of counseling was not judged to increase, and academic scores were unaffected.

The one interesting correlation which did however exist, was between the amount of time subjects spent with the counselor, and the genuine care the subject received from the counselor. The more hours the subjects spent with the counselor, the more genuine care the subjects felt the counselor was giving.

In conclusion, the hypothesis of this study, finding a significant correlation between high school counseling and academic performance scores, was not supported. Many factors influenced the results of this study. One of the more obvious problems was the biased sampled population. Suggestions for further experimentation on the relationship of psycho-social counseling and academic performance scores, would be to randomly select high school students. This change would make it possible for below average students to participate in the study, and for there to be no great time lapse between subjects counseling experience and reporting of opinions. Furthermore, results may have been more reliable if the academic performance scores were more accurate and complete, instead of self reported.

Although the correlations of the hypothesis were inconclusive, other interesting significant correlations were discovered. First, the strong inter-correlations within the two clusters imply that the survey was a reliable measurement of opinions about experiences of guidance

counseling received during high school, and reported academic performance. Secondly, the significant correlations with the question of perceived motives of the counselor, and also time spent with counselor, raise important questions about the nature and effectiveness of high school guidance counseling in today's educational systems.

High School Guidance Counseling Survey  
(please circle appropriate answers)

1. Did your high school provide a student guidance counselor? Yes - A No - B
2. What were your reasons to use the guidance counselor? (circle all that apply):
  - A) required because of school policy.
  - B) sent or encouraged by a teacher, parent, or other authority figure.
  - C) chose to use counselor for own reasons
  - D) never used guidance counselor
  - E) other\_\_\_\_\_.
3. What is your opinion of what the guidance counselor should have been responsible for?(circle all that apply)
  - A) personal counseling
  - B) academic counseling and advising/scheduling
  - C) career counseling or college preparation
  - D) discipline problems
  - E) other\_\_\_\_\_.
4. What would you rank the guidance counselors motives closest to?(leave blank if never received counseling)
 

1	2	3	4	5
personal or social counseling				academic or career counseling
5. How would you rate the effectiveness or quality of the personal or social counseling?(leave blank if never received counseling)
 

1	2	3	4	5
very poor				excellent
6. How would you rate the effectiveness or quality of the academic or career counseling?(leave blank if never received counseling)
 

1	2	3	4	5
very poor				excellent
7. How would you rate the guidance counselors genuine care for you as?(leave blank if never received counseling)
 

1	2	3	4	5
very low				very high
8. How much overall time did you use the guidance counselor during your high school years?
  - A) Never used the guidance counselor
  - B) less than 1 hour
  - C) 1 to 4 hours
  - D) 5 to 14 hours
  - E) 15 or more hours
9. Was your school funded privately - A - or publicly - B?

10. Was your school setting urban - A - or rural - B ?
11. What was the last cumulative grade point average you received during high school? (please include out of what scale it is averaged from) \_\_\_\_\_.
12. What were your ACT and/or SAT scores? (if you have taken these college entrance exams) ACT \_\_\_\_\_ SAT \_\_\_\_\_
13. What were your grades closest to during your overall time in high school?
  - A) F - D-
  - B) D+ - C-
  - C) C+ - B-
  - D) B+ - A-
  - E) A - A+
14. What was your class rank for your last year of high school? \_\_\_\_\_.
15. Approximately how many students were in your graduating class or last year of high school? \_\_\_\_\_
16. What was your age when you received your high school diploma? \_\_\_\_\_
17. What year did you receive your high school diploma? \_\_\_\_\_
18. Please write how your general perception of your high school guidance counseling experience went.  
(Note: This was later scored as A) Did not help  
B) Did not really do much to help C) Neutral  
D) Helped slightly E) Helped significantly.)

	Academic Counseling Effectiveness/ Quality	Care Given By Counselor	Helpfulness of Counseling	Time Spent With Counselor	Perceived Motive of Counselor	GPA	ACT	Overall H.S. Grades	Class Rank
Personal Counseling Effectiveness	.63*	.61*	.63*	.20	-.26*	-.08	-.20	-.09	.02
Academic Counseling Effectiveness		.56*	.66*	.06	-.02	.05	.07	.08	-.03
Care Given By Counselor			.59*	.29*	-.18	.00	.10	.07	-.22
Helpfulness of Counseling				.05	-.05	-.04	-.06	.03	.02
Time Spent With Counselor					.06	.19	.08	.10	.10
Perceived Motive of Counselor						.05	.12	.24*	-.15
GPA							.49*	.85*	-.70*
ACT								.56*	-.42*
Overall H.S. Grades									-.76*

\* Significant Correlation at .05 level.

TABLE 1

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