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HOW COUNSELORS VIEW THE SERIOUSNESS OF  
SELECTED BEHAVIOR PROBLEMS OF THE CLASSROOM  
(TITLE)

BY

Gerald E. Marshall

B. S. in Education, Eastern Illinois University, 1966.

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
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CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

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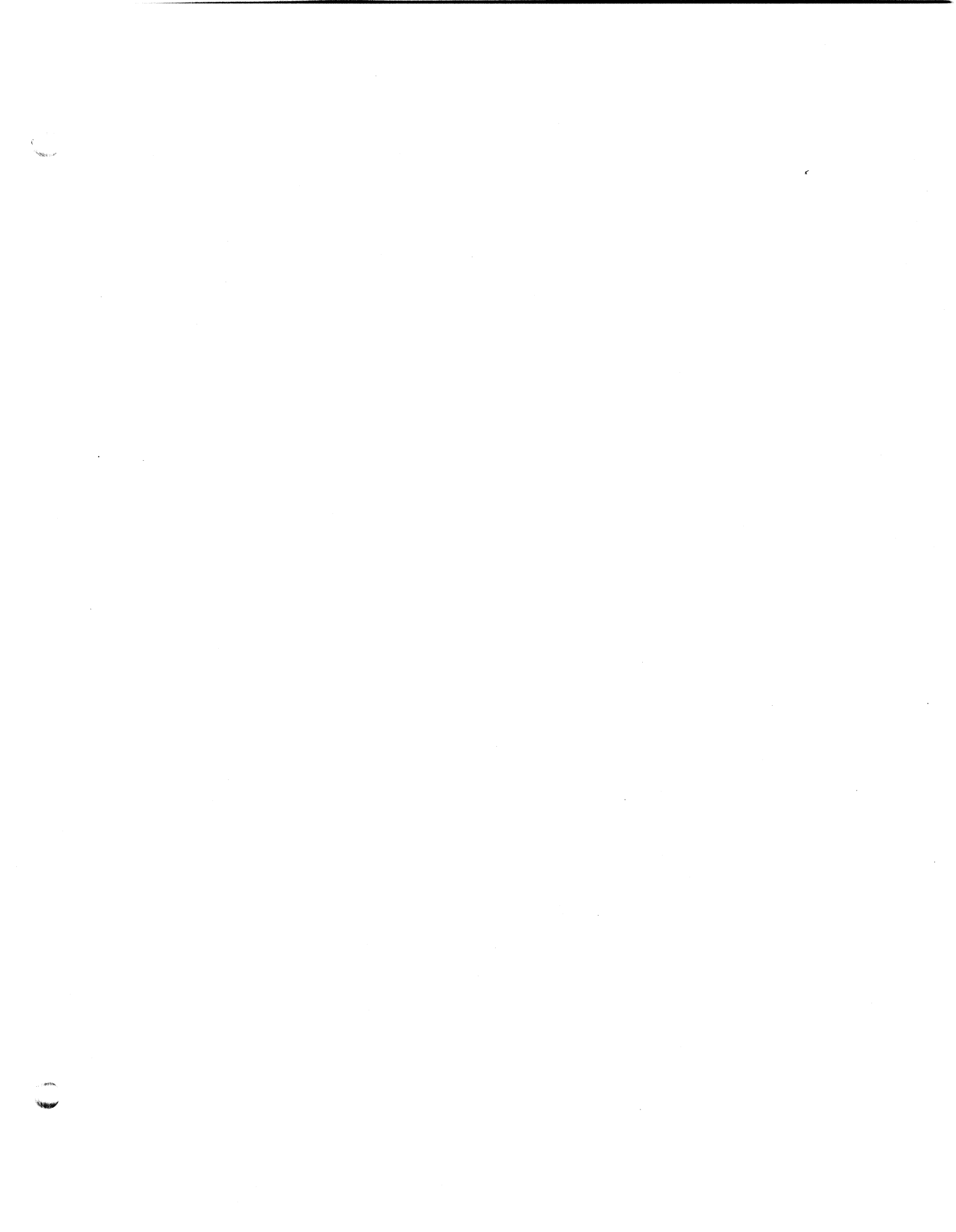
The writer wishes to thank Dr. Carl Green, my adviser, Dr. Curtis Garner and Dr. William Crane for their consideration and suggestions in writing this paper.

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## CHAPTER I

### INTRODUCTION

The basis for this study centers around the fact that the very existence of behavior problems is designated by personal or social attitudes. Society dictates social orders to its members, and those who deviate from the group's appropriate modes of behavior are classed as having behavior problems. The human problems or disorders which exist in children have a close proximity to social-pathological problems of the adult. "The very designation of undesirable conduct, and the attitudes toward the child in consequence of this become stimuli for the child and determinants of his behavior."<sup>1</sup> The individuals who are considered problems are behaving abnormally according to society. Actually, the behavior problems represent conflicts between the individual's behavior and social requirements for behavior. If the requirements of personal behavior did not differ from society's concepts of approved behavior, then we would not have behavior problems. The idea of "behavior" as it is used here is a socially-evaluated and socially-

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<sup>1</sup>E. K. Wickman, Children's Behavior and Teacher's Attitudes (New York, 1928), p. 4.

regularized product. In this idea we are confronted by the need for an organization to aid in the process of projecting to the youth the former responsibilities of the parent to elicit and develop in the progeny the mores, customs, and attitudes of society. The organization which has inherited this vital job is the educational system--more accurately, the teacher.

From the report of teachers on the occurrence of undesirable behavior in their pupils it appears that teachers are most aware of those problems which affect the child's application to school tasks. Teachers are more sensitive to overt types of behavior and aggressive personality traits than they are to the personal problems of children which do not interfere directly with the purpose of teaching. These findings are suggestive of the determinants of teacher's attitudes toward child behavior.

There are considerable differences in the individual sensitivities of teachers to behavior problems in their pupils. It is evident that any objective study of the behavior problems of a child must take into consideration the personal equation of the adult who declares the child's conduct unacceptable or difficult and who may be directly involved in the production of the behavior disorder.<sup>2</sup>

It is the teacher's own attitudes toward standards of behavior which are used to judge and to alter or compliment the attitudes of the students under their scrutiny.

The starting point of any discussion of a student's behavior disorders can be the way in which a parent or teacher designates the behavior problem in the child. At this point it can be said that the actual observance

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<sup>1</sup>Ibid., p. 50.

<sup>2</sup>Ibid.



of undesirable conduct becomes a stimulus for attitudes which are determinants of his behavior.

In more recent years have come various ideas and hypotheses for the existence of such behavior problems. Clinicians of all fields have offered solutions. Some deal with the child's present attitude as compared to the care he received as an infant. Too much consideration has always been placed on the child and the distress brought on by the behavior. Educators can not delude themselves as adults and teachers any longer by considering a student's behavior separately from the attitudes taken toward the conduct. One must consider these two together to be able to fully understand the intricacies of the situation.

The problem behavior as seen by the teacher is not always that behavior which mental hygienists would designate as being most detrimental to the life of the student. The counselor may be the individual whose position dictates a more dramatic realization of the influence misbehavior has on the life of the student. The teacher can be, and often is, concerned about the immediate effect of the conduct because of its effect on the class, whereas the counselor should be concerned with the effect of the present conduct on the student's life.

## NEED FOR THE STUDY

One of the purposes of counseling is to understand and to be able to recognize behaviors which are not in accord with what is known as "normal behavior." The counselor must be able to recognize behavior which deviates from the normal or that which clinicians and psychologists relate to us as being deviants from the approved normal.

In regard to a portion of selected problems from the list of behavior problems used in Stouffer's study, he states that the following problems cause the teacher the most irritation: "disobedience, impudence or rudeness, impertinence or defiance, disorderliness in class, profanity, smoking, masturbation, heterosexual activity, obscene notes and talk, and being unsocial or withdrawing."<sup>1</sup>

It would appear that these problems, all of which seem to represent an objective type of behavior, might be thought of as problems that outrage the teacher's moral sensitivities and authority or that frustrate their immediate teaching purposes. According to the ratings of the mental hygienists, however, only the "unsocial, withdrawing" behavior could, with reasonable certainty, be considered as representing a serious future to the school child's stability.<sup>2</sup>

In assessing the total picture of the attitude of teachers and those of mental hygienists toward the behavior problems of children, one cannot but wonder if there are not in conventional school practices certain things that aggravate and promote

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<sup>1</sup>George A. W. Stouffer Jr. Ed.d., "Behavior Problems of Children as Viewed by Teachers and Mental Hygienists," Mental Hygiene, XXXVI (April, 1952), p. 271-85.

<sup>2</sup>Ibid.

the development of behavior problems. It would appear that our present tradition-bound school, with its regimentation and its regimented teachers, of necessity fosters behavior that is pathological from a mental-hygiene point of view. If this is true, who is to accept the responsibility for the teacher's attitude? The teachers in question make the natural mistake - owing, no doubt, to practical schoolroom conditions - of evaluating children's behavior in terms of good order recognition of authority. On the other hand, the psychologist, the psychiatrist, and the psychiatric social worker think in terms of the effects of behavior in the long run. Teachers are expected to maintain reasonable order, and in doing this, at times make the mistake, from a mental-hygiene point of view, of favoring withdrawing behavior and ruthlessly suppressing overtly aggressive (symptomatic) behavior without thought of the consequences thereof.<sup>1</sup>

Stouffer stated later that data tend to support the idea that "eventual agreement or similarity of attitudes in the two professional groups" will come about.

In counseling individuals, one must understand their problems and be able to recognize them as such.

The counselor is a specialist in counseling pupils and helping teachers understand their pupils. He should be able to help teachers appraise a pupil's progress, intellectual potential and growth, social developments, and emotional adjustment. It also would be desirable for him to be able to help teachers diagnose learning problems and make plans for appropriate remedial instruction. He helps normal children solve their problems and identifies others who require more specialized treatment than he is qualified to give.<sup>2</sup>

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<sup>1</sup>Ibid., p. 284.

<sup>2</sup>Merle M. Ohlsen, Guidance Services in the Modern School (New York, 1964).

## PURPOSE OF THE STUDY

The aim of this study was to determine to what extent practicing counselors can recognize behavior that is not, according to clinicians and psychologists, characteristic of well-adjusted individuals. There was evidence from prior studies that teachers do not always recognize problem behavior in the students in their classrooms. "The majority of the items listed by teachers as undesirable represented what children do rather than what they fail to do."<sup>1</sup> Indeed they did not have the training to recognize it in the individuals they encountered in classroom situations. If the graduate preparation in counseling is adequate the counselor should have a closer understanding of the problems which youth have. Stouffer attributes the increase in teachers' ranking to better teacher training and the introduction of child development courses and psychology to the programs of teacher education. It may be noted that another study by George A. Pinckney substantiates Stouffer's hypothesis: "This data would tend to substantiate the hypothesis that psychology courses may play a significant role in the formation of teacher's attitudes toward childhood behavior problems."<sup>2</sup> Thus

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<sup>1</sup>Stouffer, p. 282.

<sup>2</sup>George A. Pinckney, "Changes in Student Teacher's Attitudes Toward Childhood Behavior Problems," Journal of Educational Psychology, LIII (Dec., 1962) p. 278.

this study was concerned with whether or not counselors recognize problem behavior more readily than do teachers. In stating the null hypothesis we would state that the counselors will rate lower on a correlation coefficient rating scale than do teachers of the classroom to mental hygienists in the evaluation of the fifty behavior problems of the classroom. The behavior problems that were used are those by Wickman and Stouffer in their study.

## PROCEDURE

The counselors were those who are full-time guidance counselors in Illinois schools as obtained from a random sampling of counselors obtained from the Directory Supplement - Illinois Secondary Teachers - Illinois Schools, 1966-1967, published by the Office of the Superintendent of Public Instruction.

The questionnaire was sent with the set of instructions given in Table X. The list was of fifty behavior problems used in E. K. Wickman and Stouffer's studies.

The teachers and mental hygienists were those who appeared in Stouffer's study done in 1952. The term "mental hygienist" includes psychologists, psychoanalysts, and psychological social workers.

A group of 210 practicing guidance counselors were selected at random throughout Illinois to rate selected behavior problems. The list of fifty selected items on the questionnaire was the same as that Wickman and Stouffer used and appears in Table I.

The counselors were asked to indicate the degree of seriousness of the behavior problems listed. The scale was made up of a continuum of five degrees from "not serious" to "gravely serious."

## TREATMENT OF DATA

The collection of data, by use of the questionnaire, required determining the rank order of the list of behavior

problems on the questionnaire. Out of the 210 questionnaires sent, 137 were received. Each question put in has a possible weighting of the behavior problems from one to five indicating the degree of seriousness from not serious to gravely serious. A total score for each behavior was determined by accumulating the respective numerical weightings of each question. This was accomplished by the I.B.M. 1620 computer in the Data Processing Center of Eastern Illinois University, and the results are shown in Tables V and VI. In Tables VII, VIII, and IX are the computations which determine the coefficient of rank correlation (rho) between the respective groups mentioned in each table. Table VIII is the comparison between counselors and mental hygienists. Tables VII and IX merely show the correlation between the test group (guidance counselors) and the teachers given two sets of instructions.

The rank order coefficient of correlation (rho) was obtained from Table VIII. The formula used was Spearman's coefficient of rank correlation.

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

The formula used to obtain the confidence limits of the coefficient of correlation was:

$$T_{.01} = \rho \sqrt{\frac{N-2}{1-\rho^2}}$$

These give the confidence limits at the 1% (.01) level.

$$\sqrt{\frac{T_{.01}^2}{T_{.01}^2 + N + 2}} \geq \rho \geq \sqrt{\frac{T_{.01}^2}{T_{.01}^2 + N - 2}}$$

## CHAPTER II

### REVIEW OF RELATED RESEARCH

Several previous studies have been made in this area. The work of two men is structurally parallel. First, E. K. Wickman, in his work, "Children's Behavior and Teacher's Attitudes," draws a comparison between teachers and mental hygienists as to how closely teachers view the seriousness of certain behavior problems of children in the classroom as compared to the way mental hygienists rank them. He found that on many items, the teacher's rankings were far different from those of the mental hygienists. The correlation between teachers and mental hygienists was-- .11. He was criticized for giving the teachers different instructions than he did the mental hygienists. He gave similar instructions to the teachers, and they did rank higher, but not appreciatively higher.

Stouffer in 1952 repeated the same experiment. He found that the teachers were closer to the ranking which mental hygienists set up than they were in 1928 in Wickman's study. Stouffer found that the correlation was .52, but when the writer computed the correlation of this same data, found it to be .58 for the form A. Form B giving the teachers the same instructions as were the counselors ranked



.61. This total increase from Wickman's study he attributed to better training on the part of the teachers. The addition of psychology courses in the teacher training program was largely responsible for this was another of Stouffer's explanations.

Several other studies have been made in this area. These studies are similar to Stouffer's, being based primarily on Wickman's terms.

The results of Yourman's study in 1932 confirmed Wickman's finding that teachers considered aggressive behavior and violations of moral standards as very serious problems. MacClenathan in 1934 found disagreement in behavior ratings by teachers and mothers in San Diego. Each group, however, rated as most serious those behavior problems that interfered most with the smooth functioning of the group's affairs. Laycock in 1934 reported that the ratings given by teachers of a western Canadian city to various children's behavior problems were in substantial agreement with those given by the teachers in the Wickman study.<sup>1</sup>

Mitchell in 1940-41 compared teachers' and mental hygienists' attitudes toward pupil behavior with Wickman's findings. The object of the study was to reveal possible changes in estimates of the seriousness of behavior problems by teachers and clinicians since Wickman's study and to find out whether teachers and mental hygienists had come closer together in their estimates. The results showed that mental hygienists had changed their ratings of some traits in the conservative direction and that teachers were somewhat closer to the mental hygienists, especially in their ratings of non-aggressive traits, than were the teachers in the Wickman study. For example, the teachers in 1940 considered behavior indicating that a child was unsocial, fearful, over-critical of others,

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<sup>1</sup>A. C. Miranne, Jr., "Teachers' Attitudes toward Behavior Problems of Children," Mental Hygiene, XLI (January, 1957), p. 5.

sullen, unhappy, resentful and easily discouraged more serious than had the Wickman teachers in 1926. On the whole Mitchell found that teachers had changed their attitudes more than had the mental hygienists. He found also that teachers had become more concerned about aggressive traits than the Wickman teachers had been. Nevertheless, it was clear that teachers and clinicians in 1940 still differed in their perception of behavior problems as well as in rating the degree of seriousness of these problems. Teachers continued to be more concerned with teaching conformity and respect for authority than with helping pupils meet their basic needs.<sup>1</sup>

Sparks in 1952 showed that varying amounts of experience had little effect on the attitudes of teachers toward behavior problems but that the amount of their education did affect ratings. Teachers with education beyond the bachelor's degree were closer to the clinicians in their appraisal of children's behavior than were teachers with less education.<sup>2</sup>

A. C. Miranne Jr. found primarily the same results as did Wickman. His rank order correlation was .22.

These are concerned with teachers' attitudes but the writer chose to compare with the highest correlation of this group of studies which was Stouffer's.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 5.

## CHAPTER III

### INTERPRETATION OF RESULTS

It has been believed that guidance counselors have a greater understanding of the problems of students and consider these problems differently than do teachers, as far as the degree of importance they ascribe to the student's life other than to the classroom. "Dr. Clovis Hirning (a part-time Psychiatric Consultant) conceives of the school counselor as the Watchdog of Mental Health in the school and as the guardian of individualization in education."<sup>1</sup> According to Ohlsen, they are specialists. From these concepts the writer would assume that mental hygienists would be best qualified to determine the relative importance of behavior problems in the school situation, and that guidance counselors would be qualified to assess those problems in a similar manner.

Thus, one would expect counselor's views of problems to approximate those of the clinicians at least as closely as would those of teachers.

However, the results of this study show in Table VIII

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<sup>1</sup>C. C. Dunsmoor, "Counselor--or What," Personnel & Guidance Journal, Oct. '64, p. 136.

that counselors' assessments of the seriousness of behavior problems are in less agreement with the criterion ratings from the mental hygienists than were perceptions of teachers in Stouffer's study.

Both rhos (.52 for teachers, as reported by Stouffer, and .48 for counselors) in this study were not significant at the .01 level.

The rho for counselors was not significantly smaller than that for Stouffers' correlation. It was noted earlier that when teachers in Stouffers' study were given the same instructions as the mental hygienists had been given, the coefficient of agreement was .61. This, of course, is even higher than the coefficient used in the comparison in the preceding paragraph.

The null hypothesis, that counselors would rank lower than teachers in a comparison of the two to mental hygienists in a rank order comparison of fifty behavior problems of Stouffer's study, is accepted or tenable.

## CONCLUSIONS

The conclusions from this study are these:

1. The counselors were not as able to note problem behavior as were teachers of Stouffer's study, to the mental hygienists of Stouffer's study.
2. The teachers of the previous study ranked closer to mental hygienists than did the counselors, meaning that Stouffer's teachers appear to be more able to recognize problem behavior according to Stouffer's mental hygienists than are counselors in this study.
3. It appears that some factors other than professional preparation are involved with the outcome of this study. If professional preparation was the cause of the low ranking, then it probably would not have been as low as it was since all people tested had teacher preparation and about ten per cent had not had actual teaching experience.

## RECOMMENDATIONS

1. A study similar to this one should be made in a few years to confirm or disprove the findings.
2. The criteria that administration use to evaluate counselors should be examined to determine if counselors are being used to counsel students or as administrative aids.
3. The motives of teachers who are entering the profession should be questioned. Do successful teachers or unsuccessful teachers most often enter the profession of counseling, and what are their respective motives for changing their fields? It could be that many counselors are unsuccessful teachers, and what type of counselors could or would unsuccessful teachers make?
4. Since it appeared that the counselors lacked psychological understanding of these problems, more psychology courses should be required of the guidance majors.
5. It is apparent that some thought should be given to counselor training apart from course work. Practical experience in counseling individuals in an area which should be dealt with, so the counselor becomes acquainted with locating behavior problems.

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APPENDIX



TABLE II

A RANK-ORDER COMPARISON OF THE RATINGS BY STOFFER'S  
TEACHERS (FORM A) AND MENTAL HYGIENISTS OF THE RELATIVE  
SERIOUSNESS OF 50 BEHAVIOR PROBLEMS OF CHILDREN

Teachers (Form A)	Mental Hygienists
1. Stealing	Unsocial, withdrawing
2. Cruelty, bullying	Unhappy, depressed
3. Heterosexual activity	Fearfulness
4. Truancy	Suspiciousness
5. Unhappy, depressed	Cruelty, bullying
6. Impertinence, defiance	Shyness
7. Destroying school material	Enuresis
8. Unreliableness	Resentfulness
9. Untruthfulness	Stealing
10. Disobedience	Sensitiveness
11. Resentfulness	Dreaminess
12. Temper tantrums	Nervousness
13. Unsocial, withdrawing	Suggestible
14. Obscene notes, talk	Overcritical of others
15. Nervousness	Easily discouraged
16. Cheating	Temper tantrums
17. Selfishness	Domineering
18. Quarrelsomeness	Truancy
19. Domineering	Physical coward
20. Lack of interest in work	Untruthfulness
21. Impudence, rudeness	Unreliableness
22. Easily discouraged	Destroying school materials
23. Suggestible	Sullenness
24. Fearfulness	Lack of interest in work

TABLE II--Continued

Teachers (Form A)	Mental Hygienists
25. Enuresis	Cheating
26. Masturbation	Selfishness
27. Laziness	Quarrelsomeness
28. Inattention	Heterosexual activity
29. Disorderliness in class	Restlessness
30. Sullenness	Inattention
31. Physical coward	Impertinence, defiance
32. Overcritical of others	Slovenly in personal appearance
33. Sensitiveness	Tattling
34. Carelessness in work	Obscene notes, talk
35. Shyness	Laziness
36. Suspiciousness	Stubbornness
37. Smoking	Attracting attention
38. Stubbornness	Thoughtlessness
39. Dreaminess	Imaginative lying
40. Profanity	Disobedience
41. Attracting attention	Carelessness in work
42. Slovenly in personal appearance	Masturbation
43. Restlessness	Impudence, rudeness
44. Tardiness	Inquisitiveness
45. Thoughtlessness	Disorderliness in class
46. Tattling	Tardiness
47. Inquisitiveness	Interrupting
48. Interrupting	Profanity
49. Imaginative lying	Smoking
50. Whispering	Whispering

TABLE III

A RANK-ORDER COMPARISON OF THE RATINGS BY STOFFER'S  
TEACHERS (FORM B) AND MENTAL HYGIENISTS OF THE RELATIVE  
SERIOUSNESS OF 50 BEHAVIOR PROBLEMS OF CHILDREN

Teachers (Form B)	Mental Hygienists
1. Unreliableness	Unsocial, withdrawing
2. Stealing	Unhappy, depressed
3. Unhappy, depressed	Fearfulness
4. Cruelty, bullying	Suspiciousness
5. Untruthfulness	Cruelty, bullying
6. Unsocial, withdrawing	Shyness
7. Truancy	Enuresis
8. Impertinence, defiance	Resentfulness
9. Cheating	Stealing
10. Easily discouraged	Sensitiveness
11. Resentfulness	Dreaminess
12. Destroying school material	Nervousness
13. Suggestible	Suggestible
14. Heterosexual activity	Overcritical of others
15. Domineering	Easily discouraged
16. Temper tantrums	Temper tantrums
17. Selfishness	Domineering
18. Nervousness	Truancy
19. Disobedience	Physical coward
20. Laziness	Untruthfulness
21. Impudence, rudeness	Unreliableness
22. Lack of interest in work	Destroying school material
23. Fearfulness	Sullenness
24. Sensitiveness	Lack of interest in work

TABLE III--Continued

Teachers (Form B)	Mental Hygienists
26. Masturbation	Selfishness
27. Overcritical of others	Quarrelsomeness
28. Quarrelsomeness	Heterosexual activity
29. Obscene notes, talk	Restlessness
30. Enuresis	Inattention
31. Slovenly in personal appearance	Impertinence, defiance
32. Sullenness	Tattling
33. Physical coward	Slovenly in personal appearance
34. Shyness	Obscene notes, talk
35. Suspiciousness	Laziness
36. Inattention	Stubbornness
37. Stubbornness	Attracting attention
38. Tardiness	Thoughtlessness
39. Disorderliness in class	Imaginative lying
40. Dreaminess	Disobedience
41. Thoughtlessness	Carelessness in work
42. Profanity	Masturbation
43. Attracting attention	Impudence, rudeness
44. Inquisitiveness	Inquisitiveness
45. Restlessness	Disorderliness in class
46. Imaginative lying	Tardiness
47. Tattling	Interrupting
48. Interrupting	Profanity
49. Smoking	Smoking
50. Whispering	Whispering

TABLE IV

A TABLE COMPARISON OF THE GROUPS  
AS THEY RANKED THE QUESTIONS

	X(I)	Y(I)	Z(I)	W(I)
	Teachers Group B	Test Group Counselors	Mental Hygienists	Teachers Group A
Unreliableness	1	15	21	8
Stealing	2	3	9	1
Unhappy, depressed	3	1	2	5
Cruelty, bullying	4	5	5	2
Untruthfulness	5	8.5	20	9
Unsocial, withdrawing	6	4	1	13
Truancy	7	2	18	4
Impertinence, defiance	8	26	31	6
Cheating	9	8.5	25	16
Easily discouraged	10	17	15	22
Resentfulness	11	12	8	11
Destroying school material	12	6.5	22	7
Suggestible	13	38	13	23
Heterosexual activity	14	39.5	28	3
Domineering	15	31	17	19
Temper tantrums	16	6.5	16	12
Selfishness	17	33.5	26	17
Nervousness	18	14	12	15
Disobedience	19	13	40	10
Laziness	20	24	35	27
Impudence, rudeness	21	11	43	21
Lack of interest in work	22	18.5	24	20
Fearfulness	23	20	3	24
Sensitiveness	24	42.5	10	33
Carelessness in work	25	41	41	34

TABLE IV--Continued

	X(I)	Y(I)	Z(I)	W(I)
	Teachers Group B	Test Group Counselors	Mental Hygienists	Teachers Group A
Masturbation	26	36	42	26
Overcritical of others	27	24	14	32
Quarrelsomeness	28	21	27	18
Obscene notes, talk	29	10	34	14
Enuresis	30	16	7	25
Slovenly in personal appearance	31	35	33	42
Sullenness	32	18.5	23	30
Physical coward	33	39.5	19	31
Shyness	34	37	6	35
Suspiciousness	35	27	4	36
Inattention	36	28	30	28
Stubbornness	37	42.5	36	38
Tardiness	38	29	46	44
Disorderliness in class	39	30	45	29
Dreaminess	40	33.5	11	39
Thoughtlessness	41	48	38	45
Profanity	42	22	48	40
Attracting attention	43	32	37	41
Inquisitiveness	44	50	44	47
Restlessness	45	46	29	43
Imaginative lying	46	24	39	39
Tattling	47	45	32	46
Interrupting	48	47	47	40
Smoking	49	44	49	37
Whispering	50	49	50	50

Using Spearman's coefficient of rank correlation

TABLE V

The number of times each hash on the questionnaire was marked and their total value, with each column having a varied rating from one to five (A=1, B=2, C=3, D=4, E=5).

EXECUTION QUES	A	B	C	D	E	VALUE
1	90	30	13	3	1	206
2	26	62	36	9	3	309
3	12	26	55	34	10	415
4	111	19	5	1	0	168
5	14	32	40	36	15	417
6	11	39	55	27	4	382
7	5	25	50	43	13	442
8	28	40	45	17	5	336
9	3	7	20	54	53	558
10	2	18	22	69	25	505
11	3	39	56	29	10	415
12	1	16	18	54	48	543
13	5	23	49	52	8	446
14	4	11	35	61	26	505
15	5	9	31	56	36	520
16	2	22	51	52	10	457
17	40	22	34	26	11	345
18	19	57	43	15	3	337
19	4	35	52	45	1	415
20	10	40	51	31	5	392
21	7	10	24	57	39	522
22	8	24	52	46	7	431
23	10	33	57	29	8	403
24	15	12	33	38	30	440
25	15	51	49	17	5	357

TABLE V--Continued

EXECUTION QUES	A	B	C	D	E	VALUE
26	6	29	44	50	8	436
27	40	38	33	18	8	327
28	22	57	47	10	1	322
29	80	23	21	9	0	225
30	16	57	40	19	2	336
31	31	33	25	31	15	371
32	9	34	48	35	10	411
33	4	32	44	45	11	435
34	3	25	51	42	15	449
35	4	42	68	20	2	382
36	6	37	65	27	1	388
37	24	51	48	11	2	324
38	4	8	24	50	50	542
39	8	34	48	37	9	413
40	17	44	47	24	1	347
41	16	58	41	15	6	345
42	4	28	49	46	9	436
43	7	46	63	16	4	372
44	2	15	56	50	13	465
45	14	31	57	31	3	386
46	2	16	23	53	41	520
47	2	13	28	39	54	538
48	3	15	33	59	25	493
49	3	27	53	43	10	438
50	8	41	53	29	5	390



TABLE VI

RANKING BY WEIGHT  
OF THE QUESTIONS ON THE QUESTIONNAIRE

QUES	VALUE	RANK	QUES	VALUE	RANK
9	558	1	39	413	26
12	543	2	32	411	27
38	542	3	23	403	28
47	538	4	20	392	29
21	522	5	50	390	30
15	520	6.5	36	388	31
46	520	6.5	45	386	32
10	505	8.5	6	382	33.5
14	505	8.5	35	382	33.5
48	493	10	43	372	35
44	465	11	31	371	36
16	457	12	25	357	37
34	449	13	40	347	38
13	446	14	17	345	39.5
7	442	15	41	345	39.5
24	440	16	18	337	41
49	438	17	8	336	42.5
26	436	18.5	30	336	42.5
42	436	18.5	27	327	44
33	435	20	37	324	45
22	431	21	28	322	46
5	417	22	2	309	47
3	415	24	29	225	48
11	415	24	1	206	49
19	415	24	4	168	50

TABLE VII

TEACHERS (FORM A) vs. TEST GROUP

EXECUTION				EXECUTION			
X(I)	Y(I)	D	D**2	X(I)	Y(I)	D	D**2
18.0	15.0	-7.0	49.00	26.0	36.0	-10.0	100.00
1.0	3.0	-2.0	4.00	32.0	24.0	8.0	64.00
5.0	1.0	4.0	16.00	18.0	21.0	-3.0	9.00
2.0	5.0	-3.0	9.00	14.0	10.0	4.0	16.00
9.0	8.5	.5	.25	25.00	16.0	9.0	81.00
13.0	4.0	9.0	81.00	42.0	35.0	7.0	49.00
4.0	2.0	2.0	4.00	30.0	18.0	11.5	132.25
6.0	26.0	-20.0	400.00	31.0	39.5	-8.5	72.25
16.0	8.5	7.5	56.25	35.0	37.0	-2.0	4.00
22.0	17.0	5.0	25.00	36.0	27.0	9.0	81.00
11.0	12.0	-1.0	1.00	28.0	28.0	0.0	0.00
7.0	6.5	.5	.25	38.0	42.5	-4.5	20.25
23.0	38.0	-15.0	225.00	44.0	29.0	15.0	225.00
3.0	39.5	-36.5	1332.25	29.0	30.0	-1.0	1.00
19.0	31.0	-12.0	144.00	39.0	33.5	5.5	30.25
12.0	6.5	5.5	30.25	45.0	48.0	-3.0	9.00
17.0	33.5	-16.5	272.25	40.0	22.0	18.0	324.00
15.0	14.0	1.0	1.00	41.0	32.0	9.0	81.00
10.0	13.0	-3.0	9.00	47.0	50.0	-3.0	9.00
27.0	24.0	3.0	9.00	43.0	46.0	-3.0	9.00
21.0	11.0	10.0	100.00	49.0	24.0	25.0	625.00
20.0	18.5	1.5	2.25	46.0	45.0	1.0	1.00
24.0	20.0	4.0	16.00	48.0	47.0	1.0	1.00
33.0	42.5	-9.5	90.25	37.0	44.0	-7.0	49.00
34.0	41.0	-7.0	49.00	50.0	49.0	1.0	1.00

SUM OF D\*\*2 = 4920.00

R = .7637

$$P = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

TABLE VIII

MENTAL HYGIENISTS vs. TEST GROUP

EXECUTION				EXECUTION			
X(I)	Y(I)	D	D**2	X(I)	Y(I)	D	D**2
21.0	15.0	6.0	36.00	42.0	36.0	6.0	36.00
9.0	3.0	6.0	36.00	14.0	24.0	-10.0	100.00
2.0	1.0	1.0	1.00	27.0	21.0	6.0	36.00
5.0	5.0	0.0	0.00	34.0	10.0	24.0	576.00
20.0	8.5	11.5	132.25	7.0	16.0	-9.0	81.00
1.0	4.0	-3.0	9.00	33.0	35.0	-2.0	4.00
18.0	2.0	16.0	256.00	23.0	18.5	4.5	20.25
31.0	26.0	5.0	25.00	19.0	39.5	-20.5	420.25
25.0	8.5	16.5	272.25	6.0	37.0	-31.0	961.00
15.0	17.0	-2.0	4.00	4.0	27.0	-23.0	529.00
8.0	12.0	-4.0	16.00	30.0	28.0	2.0	4.00
22.0	6.5	15.5	240.25	36.0	42.5	-6.5	42.25
13.0	38.0	-25.0	625.00	46.0	29.0	17.0	289.00
28.0	39.5	-11.5	132.25	45.0	30.0	15.0	225.00
17.0	31.0	-14.0	196.00	11.0	33.5	-22.5	506.25
16.0	6.5	9.5	90.25	38.0	48.0	10.0	100.00
26.0	33.5	-7.5	56.25	48.0	22.0	26.0	676.00
12.0	14.0	-2.0	4.00	37.0	32.0	5.0	35.00
40.0	13.0	27.0	729.00	44.0	50.0	-6.0	36.00
35.0	24.0	11.0	121.00	29.0	46.0	-17.0	289.00
43.0	11.0	32.0	1024.00	39.0	24.0	15.0	225.00
24.0	18.5	5.5	30.25	32.0	45.0	-13.0	169.00
3.0	20.0	-17.00	289.00	47.0	47.0	0.0	0.00
10.0	42.5	-32.0	1056.25	49.0	44.0	5.0	25.00
41.0	41.0	0.0	0.00	50.0	49.0	1.0	1.00

SUM OF D\*\*2 = 10757.00

R = .4834

TABLE IX

TEACHERS (FORM B) vs. TEST GROUP

EXECUTION				EXECUTION			
X(I)	Y(I)	D	D**2	X(I)	Y(I)	D	D**2
1.0	15.0	-14.0	196.00	26.0	36.0	-10.0	100.00
2.0	3.0	-1.0	1.00	27.0	24.0	3.0	9.00
3.0	1.0	2.0	4.00	28.0	21.0	7.0	49.00
4.0	5.0	-1.0	1.00	29.0	10.0	19.0	361.00
5.0	8.5	-3.5	12.25	30.0	16.0	14.0	196.00
6.0	4.0	2.0	4.00	31.0	35.0	-4.0	16.00
7.0	2.0	5.0	25.00	32.0	18.5	13.5	182.25
8.0	26.0	-18.0	324.00	33.0	39.5	-6.5	42.25
9.0	8.5	.5	.25	34.0	37.0	-3.0	9.00
10.0	17.0	-7.0	49.00	35.0	27.0	8.0	64.00
11.0	12.0	-1.0	1.00	36.0	28.0	8.0	64.00
12.0	6.5	5.5	30.25	37.0	42.5	-5.5	25.00
13.0	38.0	-25.0	625.00	38.0	29.0	9.0	81.00
14.0	39.5	-25.5	650.25	39.0	30.0	9.0	81.00
15.0	31.0	-16.0	256.00	40.0	33.5	6.5	42.25
16.0	6.5	9.5	90.25	41.0	48.0	-7.0	49.00
17.0	33.5	-16.5	272.25	42.0	22.0	20.0	400.00
18.0	14.0	4.0	16.00	43.0	32.0	11.0	121.00
19.0	13.0	6.0	36.00	44.0	50.0	-6.0	36.00
20.0	24.0	-4.0	16.00	45.0	46.0	-1.0	1.00
21.0	11.0	10.0	100.00	46.0	24.0	22.0	484.00
22.0	18.5	3.5	12.25	47.0	45.0	2.0	4.00
23.0	20.0	3.0	9.00	48.0	47.0	1.0	1.00
24.0	42.5	-18.5	342.25	49.0	44.0	5.0	25.00
25.0	41.0	-16.0	256.00	50.0	49.0	1.0	1.00

SUM OF D\*\*2 = 5778.00

R = .7225

TABLE X

██████████ Street  
Charleston, Ill.  
April 24, 1967

Dear Counselor:

The purpose of this questionnaire is to investigate the feelings of counselors toward selected student's behavior problems in the classroom. The problems are considered so because of their reoccurrence in the same individual. I am requesting you to rate these problems on a continuum or on a five-point scale between the extremes of "Not Serious" and "Gravely Serious." For example, if you were rating a term such as "Stealing," you may not believe it to be gravely serious but toward that end of the continuum, and you would mark it in this manner:

Not Serious					Gravely Serious	
	1.	===	===	===	===	===

The degree name will not appear above the line as it is in the example, but you are to answer as if they were in the position they are now in.

I am a graduate student at Eastern Illinois University majoring in Guidance and Counseling. I will consider the information that is sent to me as confidential and will be applying it only as it pertains to counselors as a group. If you would care to have a copy of the results, please enclose a note requesting so. I would appreciate a prompt reply.

Sincerely,

Gerald E. Marshall

Use a regular pencil to mark the answer spaces.

This is to determine how you, a counselor, feel about the degree of seriousness of the behaviors listed below. Mark these as you view them on a continuum from "not serious" to "gravely serious."

Not Serious \_\_\_\_\_ Gravely Serious  
1. === === === === ===

IDENTIFICATION NUMBER										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

- 1. Whispering 1
- 2. Interrupting 2
- 3. Imaginative lying 3
- 4. Inquisitiveness 4
- 5. Profanity 5
- 6. Dreaminess 6
- 7. Unreliableness 7
- 8. Sensitiveness 8
- 9. Unhappy, depressed 9
- 10. Untruthfulness 10
- 11. Laziness 11
- 12. Truancy 12
- 13. Nervousness 13
- 14. Cheating 14
- 15. Temper tantrums 15
- 16. Resentfulness 16
- 17. Heterosexual activity 17
- 18. Carelessness in work 18
- 19. Overcritical of others 19
- 20. Tardiness 20
- 21. Cruelty, bullying 21
- 22. Quarrelsomeness 22
- 23. Inattention 23
- 24. Enuresis 24
- 25. Shyness 25
- 26. Sullenness 26
- 27. Smoking 27
- 28. Restlessness 28
- 29. Thoughtfulness 29
- 30. Stubbornness 30
- 31
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- 40

List continued on Page 2.

Check the following:

Page 2

Yrs. experience as counselor \_\_\_\_\_  
 %: Male \_\_\_\_\_ Female \_\_\_\_\_  
 Yrs. of college education \_\_\_\_\_  
 Yrs. teaching other than counseling \_\_\_\_\_  
 Now counseling in -  
 H.S. \_\_\_\_\_ J.H.S. \_\_\_\_\_ Elem. \_\_\_\_\_

IDENTIFICATION NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

1. Masturbation
2. Suspiciousness
3. Fearfulness
4. Disobedience
5. Selfishness
6. Domineering
7. Tattling
8. Stealing
9. Impertinence
10. Suggestible
11. Physical coward
12. Lack of interest in work
13. Slovenly in appearance
14. Impudence, rudeness
15. Attracting attention
16. Destroying school material
17. Unsocial, withdrawing
18. Obscene notes, talk
19. Easily discouraged
20. Disorderliness in class

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