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A Status Study of the Counseling Services Provided Fort Knox Armor School Students

Joseph Stith

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Stith,
Joseph H.

1977

A STATUS STUDY OF THE
COUNSELING SERVICES PROVIDED
FORT KNOX ARMOR SCHOOL STUDENTS

Specialist Project
Presented to
the Faculty of the
Department of Counselor Education
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
SPECIALIST IN EDUCATION

by
Joseph H. Stith
August, 1977

A STATUS STUDY OF THE
COUNSELING SERVICES PROVIDED
FORT KNOX ARMOR SCHOOL STUDENTS

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Rationale of the Study	3
Statement of the Problem	3
Purpose of the Study	4
Limitations of the Study	5
Definition of Terms	5
Review of Related Literature	8
II. DESIGN OF THE STUDY	26
Interviews	26
Observations	27
Survey Questionnaires	27
Data Analysis	29
III. COLLECTION AND INTERPRETATION OF DATA	31
Section I: Student Historical Background.	32
Section II: Collection and Interpretation of Data Obtained by Means of Interviews	35
Section III: Collection and Interpretation of Data Obtained by Means of Student Survey Questionnaire .	37
Section IV: Collection and Interpretation of Data Obtained by Means of Faculty Advisors/Sponsors Survey Questionnaire	56
Section V: Collection and Interpretation of Data by Means of Unit and Company Commander Survey Questionnaire	63

Section VI; Collection and Interpretation of Data by Means of Faculty Member Survey Questionnaire . . .	66
IV, SUMMARY, CONCLUSIONS, AND IMPLICATIONS OF THE STUDY	70
Summary	70
Conclusions of the Study	72
Implications of the Study	73
APPENDICES	75
Appendix A:	76
Appendix B:	79
Appendix C:	82
Appendix D:	85
Appendix E:	87
Appendix F:	89
BIBLIOGRAPHY	90

LIST OF TABLES

1.	Student Awareness of Counseling Services	39
2.	Student Understanding of the Role of Persons Who Perform Counseling Services	40
3.	Counseling Sessions	42
4.	Counseling Techniques Used	43
5.	Counseling Expertise	46
6.	Degree of Confidentiality Maintained	49
7.	Freedom to Approach Counselors	51
8.	Counseling Sessions by Faculty Advisors/Sponsors .	58
9.	Answers by Faculty Advisors/Sponsors Regarding Pertinent Questions Concerning Counseling Services	60
10.	Faculty Advisors/Sponsors Counseling Techniques .	61
11.	Answers by Unit and Company Commanders Regarding Pertinent Questions Concerning Counseling Services	64
12.	Unit and Company Commander Counseling Technique .	65
13.	Answers by Faculty Members Regarding Pertinent Questions Concerning Counseling Services	67
14.	Faculty Members Counseling Techniques	68

ABSTRACT

A STATUS STUDY OF THE COUNSELING SERVICES PROVIDED FORT KNOX
ARMOR SCHOOL STUDENTS

Joseph H. Stith

August 1977

Pages 93

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The purpose of this study was to analyze the counseling services provided by the Fort Knox Armor School to its students. Interviews and survey questionnaires were utilized to gather data for the study. Interviews were utilized to obtain information regarding the structure of the present counseling services program at the Fort Knox Armor School. Opinions regarding the present structure were two-fold:

1. The present counseling services are adequate
2. A counseling services program comparable to a modern educational institution does not exist

Survey questionnaires were given to five different Armor School student groups.

1. Armor Officer Basic (AOB)
2. Armor Officer Advanced Course (AOAC)
3. Advanced Non-Commissioned Officer's Course (ANCOC)
4. Turret Mechanic Course (TM)
5. Tract Vehicle Mechanic (TVM)

In addition, a survey questionnaire was given to:

1. Faculty Advisors and Faculty Sponsors
2. Unit and Company Commanders
3. Faculty members

The objectives of the study were:

1. To determine student awareness and utilization of the existing counseling services program
2. To determine counseling techniques used
3. To determine counselor expertise and knowledge
4. To determine degree of confidentiality maintained

The survey questionnaire was the main instrument used in gathering data regarding the objectives of the study.

Some general conclusions resulting from the study were:

1. Greater student understanding of the counselor role is necessary
2. Confidentiality and counselor expertise is affected by years of military service, military rank, and academic efficiency report
3. A booklet containing referral services should be available to those who perform counseling duties
4. Company Commanders and TAC NCO need to be more informed regarding student curriculum requirements and should be more visible in student training areas
5. A counselor training course is necessary for those who perform counseling duties
6. A full time certified counselor is necessary to provide leadership, continuity, and supervision for the counseling program

CHAPTER I

INTRODUCTION

The term counseling has been used to denote a wide range of procedures including the giving of advice, information and encouragement, test interpretation, and psychoanalysis. H. B. and A. C. English define counseling as a "relationship in which one person endeavors to help another to understand and to solve his adjustment problems."¹ A definition by Blocher seems to be more consistent with the modern concept of counseling:

Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior.²

Counseling is and should be a helping relationship. In providing a helping relationship, counselors give of their time, capacity to understand and listen, skill, knowledge, and interest. In short, those who engage in helping relationships draw upon themselves in ways that facilitate and enable others to obtain help in solving their problems and live a fuller life. A helping relationship should be created

¹H. B. and A. C. English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: David McKay Co., Inc., 1958). p. 127.

²Donald H. Blocher, Developmental Counseling (New York: The Ronald Press Company, 1966), p. 5.

and maintained whenever one person seeks or needs advice or help from another.

A person who helps or advises another is in many cases referred to as a counselor; e.g., educational counselor, financial counselor, vocational counselor. Wrenn offers the following description of the counselor's function:

"The function of the counselor in any setting is (a) to provide a relationship between counselor and counselee, the most prominent quality of which is that of mutual trust of each in the other; (b) to provide alternatives in selfunderstanding and in the courses of action open to the client; (c) to provide for some degree of intervention with the situation in which the client finds himself and with important others in the client's immediate life; (d) to provide leadership in developing a healthy psychological environment for his clients; and finally (e) to provide for improvement of the counseling process through constant individual self-criticism and (for some counselors) extensive attention to improvement of process through research."³

A person who receives help or advice from another is called a counselee or client. In addition many problems, such as drug and alcohol abuse, are common in society. Other problems are specific to the situation such as educational problems particular to a specific work environment. A counselor must be attuned to and aware of the types of problems common and specific to the clients he seeks to help.

³C. Gilbert Wrenn, "Crisis in Counseling: A Commentary and Contribution," in Counselor Development in American Society, ed. by John F. McGowan, (Washington, D.C. U.S. Department of Labor, 1965). p. 237.

Rationale of the Study

In today's society, with its pressures and problems, most academic institutions provide counseling services to their students. However, the quality of these services varies with the institution. Today's students, whether elementary, secondary, occupational, or graduate, have come to depend on the counseling services provided by the educational institution they attend. Counseling services then are a necessary and important part of an educational framework.

The Fort Knox Armor School, no less than any other educational institution, desires to provide the academic and personal counseling services that enable a student to fulfill his potential, both academic and personal. Therefore, a status study of these services is both an appropriate and meaningful undertaking.

Statement of the Problem

There has been considerable discussion among the Fort Knox Armor School faculty about the organization and quality of the counseling services provided the school's students. The organizational framework is not well understood by students and faculty members alike. The absence of a certified head counselor and counseling staff has resulted in charges that the counseling program lacks leadership, supervision, and the manpower to provide a meaningful and comprehensive program. This situation has produced a need for a study to determine the status of the

present counseling services program.

Purpose of the Study

The purpose of this study was to analyze the Fort Knox Armor School's counseling services. The general areas of concern of the study were the structure and framework of the existing counseling services, the counseling techniques used, and student awareness, confidence, and utilization of the existing services.

Today's students depend on and have a right to counseling services. By modern and progressive standards, counseling is not an added luxury or benefit; rather, it is an essential and integral part of an overall educational program. Today's students rely on the counseling services of the institution they attend. The students at the Fort Knox Armor School are no exception. Their academic, social, and military success depends to a degree on the quality and responsiveness of the school's counseling services program. It is imperative that these services be sufficient to meet these needs. Therefore, it appears that a study to analyze the counseling services provided the school's students is a necessary, meaningful, and worthwhile effort.

This study provides information that could be used to improve the present counseling program. Administrative personnel, instructors, and persons performing counselor functions may use this study in an effort to view the counseling services program from the student's viewpoint. In addition, other Department of Defense Services Schools could use this study as a

guide for similar studies of their counseling services program.

Limitations of the Study

This study analyzed the counseling services provided students during their enrollment in the Fort Knox Armor School. It was not concerned with the time before they arrived or after they graduated; i.e., counseling they received from the Army Recruiter, Basic Training Drill Instructor, ROTC Commander, or any other counseling services they might have received before or after their enrollment in the Armor School.

This study did not attempt to recommend detailed plans and procedures for creating a comprehensive counseling services program. However, general problem areas were noted and implications and recommendations for improvement were given.

Definition of Terms

1. Counseling: Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior
2. COUNSELEE: A person who receives help by counseling
3. Counselor: One who helps a student resolve his problem and achieve his maximum potential
4. Counseling Services: All of the functions the

counselor provides to the students

5. Armor Officer Basic Course (AOB): a course designed to prepare newly commissioned Armor officers for their first duty assignments. The students are selected from newly commissioned lieutenants from any source whose actual or anticipated assignment is to Armor units.

6. Armor Officer Advanced Course (AOAC): a course designed to prepare combat arms officers to command Armor or other combined arms units at company level and to serve in staff positions primarily at batalion and brigade level. Students are selected from Active Army, Reserve Component, or USMC officers in grade lieutenant or captain

7. Advanced Non-Commissioned Officer's Course (ANCOC): a course designed to prepare selected enlisted personnel for assignments as platoon sergeants in armor and armored cavalry units. Students are selected from members of the Active Army or of a reserve component who are Staff Sergeant. Their length of service must be in excess of seventeen years. They must be qualified in MOS 11E or 11D, have a MOS evaluation score of 100, be selected by Department of the Army, have ten months or more of active duty service remaining upon completion of the course, and have an interim SECRET security clearance

8. Missile Tank Turret Mechanic (MTTM): a course designed to train selected military and civilian personnel to perform maintenance on the tank turret systems of the M60A2 tank. The students are selected who have nine months

or more of active service remaining after the completion of the course

9. Tank Turret Mechanic (TTM): A course designed to train selected military and civilian personnel to perform maintenance on the tank turret systems of the M48A5, M60, and M60A1 tank. The students are selected who have nine months or more active service remaining after completion of the course

10. Sheridan Turret Mechanic (STM): a course designed to train selected military and civilian personnel to perform maintenance required on M551 AR AAV turret systems. The students are selected who have nine months or more active service remaining after the completion of the course

11. Track Vehicle Mechanic (TVM): a course designed to train military and civilian personnel to perform maintenance on track vehicles. The students are selected who have nine months of active duty remaining after the completion of the course

12. Faculty Advisor: a faculty member who orients, advises, and counsels assigned students of the AOAC courses.

13. Faculty Sponsor: a faculty member who orients, advises, and counsels assigned students who are taking the AOB course

14. Class Counselor: a faculty member appointed to each TVM class whose duties are to orient, advise, and counsel assigned students.

15. TAC Officer: officer assigned to either the AOAC or AOB classes, whose responsibilities are to supervise, lead, and counsel his respective classes

16. TAC NCO: non-commissioned officer assigned to either TVM, MTTM, TTM, STM, BNCOC, or ANCOC classes, whose responsibilities are to supervise, lead, and counsel his respective classes

Review of Related Literature

A review of the related literature revealed that specific literature regarding counseling services in an army service school does not exist. However, literature related to the role and duties of a counselor, program evaluation, military counseling programs, and military counselor duties does exist. The review of the literature will be presented under the following areas:

1. Counselor's role
2. Program evaluation
3. Military counseling programs
4. Military counselor duties

Counselor's Role

Richard D. May, guidance consultant for the Pennsylvania Department of Education, in his article entitled, "Guidance Program Evaluation-The Counselor's Role," gave the following guidelines for the role of a counselor in evaluating a guidance program:

As professional counselors, our main concern must be directed toward both individual and program

evaluation that will result in more efficient and higher quality services for kids.⁴

In addition, May presented three types of evaluation procedures for the counselor's use in evaluating a counseling program. These procedures were:

Type I Evaluation--Self-supervisor

Type II Evaluation--Technical Competency Evaluation

Type III Evaluation--Guidance Program Evaluation

Evaluation by the supervisor is conducted by listing ten to twelve functions that must be performed to have a quality guidance program. The counselor discusses these functions with his supervisor. Then he indicates to his supervisor that he desires to be evaluated in relation to these functions.⁵

Technical competency evaluation is characterized by self-examination and self-evaluation against pre-determined objectives.⁶

Guidance program evaluation can be conducted by following these general guidelines:

1. A systematic scheme for the collection and analysis of data
2. Development of program goals and specific program objectives
3. Strategies for implementation of specific program

⁴U.S. Department of Health, Education, and Welfare, National Institute of Education, Guidance Program Evaluation--The Counselor's Role, by Richard D. May, (Washington D.C.: Government Printing Office, 1975), pp. 1-9.

⁵Ibid., p. 4.

⁶Ibid., p. 6.

objectives

4. Sound and logical methods to assess program objectives⁷

May gives the following steps to be considered when a total guidance program is being developed or revised. They are:

1. Survey and list the needs of students, parents and teachers for guidance services plus the counselor's professional leadership concerns and guidance values

2. Develop either individually or by committee, a guidance philosophy unique to the program, broad program goals and specific program objectives

3. Establish specific objectives for each counselor

4. Organize realistic priorities. Present to school district administrators (Prepare to say "no." Have alternative suggestions for anticipated problem areas)

5. Evaluate your effectiveness as a counselor. Explore new delivery systems, determine school cycles, conduct individual time studies by function, video-tape and critique individual and group counseling sessions, etc.

6. Revise objectives, explore alternative methods and techniques for achieving objectives, discuss and gain cooperation of administration and teachers

7. Communication with other counselors and to the

⁷Ibid., p. 8.

public. Tell the world everything good you do.⁸

Leaverton determined that students and counselors differed regarding their perceptions of the counselor's role and function. The areas in which they differed were:

1. to provide a career's resource center in the school;
2. to deal with discipline problems;
3. to help parents develop realistic perceptions of their children's aptitudes, abilities, interests, and attitudes;
4. upon request, contribute pertinent information to faculty members concerning a client;
5. to explain to students and parents the guidance and counseling service of the school;
6. maintain up-to-date educational/occupational files readily available to students;
7. to work as a liaison (go-between) with teachers and parents;
8. to provide students and parents with information regarding referral to other specialists and community agencies; and
9. interpret test results to parents.⁹

The study revealed that 33 percent of the students

⁸Ibid., p. 9.

⁹W. W. Leaverton, "The Counselor's Role as Perceived by Students and Counselors" (unpublished Ph.D. dissertation, Colorado State University, 1976), p. 25.

did not understand the role and function of the counselor, and perceived the counselor as a disciplinarian.

Tesh discussed the proper relationship that should exist between counselor and teacher(s). This relationship is based on each understanding the roles of the counselor. The role of the counselor is not that of a disciplinarian, attendance officer, or file clerk. Rather the counselor's role is to provide an information service, a testing service, a counseling service, and an orientation service.¹⁰

Tesh points out that there is a proper way to refer students to a counselor. Phrases such as "Go to the guidance office" and "I want to see the counselor" are incorrect phraseology. These phrases are synonymous with the phrases "no supper tonight" and "wait till you father gets home." The correct phraseology for referring students to counselors is similar to the following:

1. "Would you like to talk with the counselor about it?"
2. "Do you think the guidance office might be of help?"
3. "Have you thought about sharing this with the counselor?"¹¹

The counselor's role if properly understood by

¹⁰B. Tesh, "What Can A Counselor Do," Today's Education, January, 1973, pp. 28-30.

¹¹Ibid., pp. 28-30.

teachers will provide the basic foundation for building a healthy counselor-teacher relationship.

Scott outlines eight characteristics of a good counselor. These are:

1. Have a real desire to help youngsters--not by giving advice but by working with the problems, fears, and hopes that all children have

2. Involve parents in some of their work. Alert them to any marked change in their child's behavior

3. See all students who ask for an appointment within a day of the request. The request is an appeal for help and should be answered

4. Meet with some students on a regular basis if their problems demand that much counseling, and, of course, if their time will permit

5. Confer with the parents, child, and teachers involved when a child has a problem. They should bring together all the people who might be able to solve or alleviate the problem.

6. Explain the purpose of special service schools and arrange for parents to visit them when a child with a physical, mental, or emotional handicap appears to be a candidate for special education.

7. Maintain an ongoing program that enables young people to explore careers and learn about different kinds of jobs

8. Interpret a child's test score for parents and

then discuss the possibilities of success or failure in academic subjects¹²

Program Evaluation

Breazeale conducted a study to indicate the extent to which each of the counseling services of the community colleges of the state of Tennessee approximated a model community college counseling service which was developed from current literature in the field of college counseling.

The researcher developed a questionnaire for each of the four groups in a college; administrators, faculty, counselors, and students.

The study revealed that the administrators as a group saw the counseling service as most like the model community college counseling service. The faculty group was second, followed by the counselors, followed by the students.

Based on study results, it was recommended that each community college attempt to clarify the role and expectations of the four group members with respect to counseling.¹³

Pine points to criticisms of school counseling programs. The following statements summarize these criticisms:

¹²R. J. Scott, "A Good Guidance Counselor Should," PTA Magazine, LXIX (January 1974) pp. 30-32.

¹³W. L. Breazeale, "A Study of Tennessee Community College Counseling Services" (unpublished Ed.D. dissertation, University of Tennessee, 1976) pp. 1-130.

1. Counselors isolate themselves from other school personnel and spend a disproportionate amount of time on the errant child and the child with special needs

2. Spend the bulk of their time in counseling activities and exclude consultation; are unwilling and unable to work as part of pupil personnel teams with specialists from other disciplines

3. Appear uninformed of new practices and developments in the field of guidance and counseling; are not effective in dealing with student unrest; are afraid to face up to questions of accountability

4. Meld readily into the establishment and are perceived by students as hypocrites, ineffectual, and maintainers of the status quo¹⁴

The conditions stated above have been leveled for various reasons. They are:

1. "Half-hearted" professional counselors
2. Counselors who lack the training and commitment to do the job
3. Disagreement as to what the job is
4. Job descriptions of counselors are defined by school principal or superintendent with little or no input from the counselor
5. Counselors who take on all residual adminis-

¹⁴G. J. Pine, "Quo Vadis School Counseling, Is It A Nice Field or an Essential Service?" Phi Delta Kappan, LVI (April 1975), 554-57.

trative, faculty, and secretarial tasks¹⁵

The profession is responding to the challenge to prove its value. The school counselor is beginning to function as an ombudsman and institutional change agent concerned with organizational development and the shaping and reformulation of the school curriculum, program, and organization. Counselors are attacking the problems of racism, sexism, and social injustice reflected in schools.¹⁶

What is needed at this time is evidence that the counselors are effectively meeting the needs of students, that school counseling works, and that it is an essential service and not a frill.¹⁷

Fogel stated that the principal problem of the investigator conducting a program survey or analysis is determining what to examine in order to understand the program. The theoretical base of this program evaluation approach involves some of the concepts embodied in systems analysis. The approach involves five steps: (1) identification and measurement of output, (2) determination of relevant program variables, (3) assessment of the effect of sub-program variables on output, (4) analysis of process variable components and output, and (5) analysis of input variable adequacy.

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

After completing these steps, the investigator should have an understanding of the program, and an overall view of the weaknesses that warrant more detailed review. Full information obtained in a systematic manner should allow him not only to make a decision as to whether the program warrants further review but also to determine the effectiveness of the program in terms of output achievement.¹⁸

The educational program audit (EPA), an administrative procedure devised by Drake, can be used voluntarily by any school district. Pioneered by Lessinger and Kruger, this technique is a tightly designed method of identifying the strengths and weaknesses of the entire instructional program. The audit is conducted by an independent specialist. The plan includes an analysis of the original program proposal, the needs assessment on which the program is based, and the instructional program management system including the program's goals and objectives. The audit also critiques the evaluation design, and includes sufficient sampling and observation of the instructional process and products to permit the auditor to develop a judgment of the effectiveness of the program in meeting its original purposes. Audit reports help the instructional supervisor or administrator make appropriate program improvements and show an entire staff how a program can be organized

¹⁸Richard Louis Fogel, "An Approach for Program Evaluation," Educational Technology, November, 1971, pp. 39-42.

for maximum results.¹⁹

Bee outlines a practical instrument that can serve as an adaptive and/or adoptive prototype for school evaluation. He suggests similar evaluation instruments could take a wide variety of forms ranging from interviews and conferences to check lists, questionnaires, rating scales, anecdotal records and observations. The basic purpose of school evaluation should be the increase of student learning. To achieve this end, evaluation must be both quantitative and qualitative. Bee gives the following guidelines for school evaluation:

1. State clearly the goals and objectives for the evaluation. What is the purpose and what is to be accomplished?
2. Decide who is going to conduct the evaluation. Should it be external, internal, or both?
3. Decide how much and what part of the school's total curriculum is to be evaluated
4. Make certain that the objectives of the evaluation are in some way measurable (data in some form can be collected)
5. Investigate possible methodologies which could be adopted or adapted in the evaluation process
6. Before collecting data, state clearly the

¹⁹E. Maylon Drake, "The Educational Program Audit. The School Administrator, American Association of School Administrators, Arlington, Virginia, July, 1973, pp, 19-20.

criteria acceptable to goal attainment. What do you want and what are you going to do with it?

7. Resolve the inevitable question of quality and quantity

8. Select and/or develop and apply process and instruments which provide the breadth and depth of evidence needed

9. Decide before the evaluation how the collected data will be used

10. Collect the data

11. Analyze and interpret the data

12. Set up open communication channels between the evaluators and local school staff regardless of whether or not staff members have been involved in the preceding evaluation process

13. Communicate and report the results in terms of improvement recommendations (strengths and weaknesses)²⁰

McQueen lists ten general trends which show the direction in which guidance and counseling are moving.

They are:

1. Team effort with use of paraprofessionals and other helpers including students, and use of technological and media aids

2. Use of the group approach

3. Experimentation with new procedures and

²⁰Clifford P. Bee, "Guidelines for Designing a School Evaluation," Educational Technology, May 1973, pp. 44-47.

techniques, such as behavior modification and reality therapy

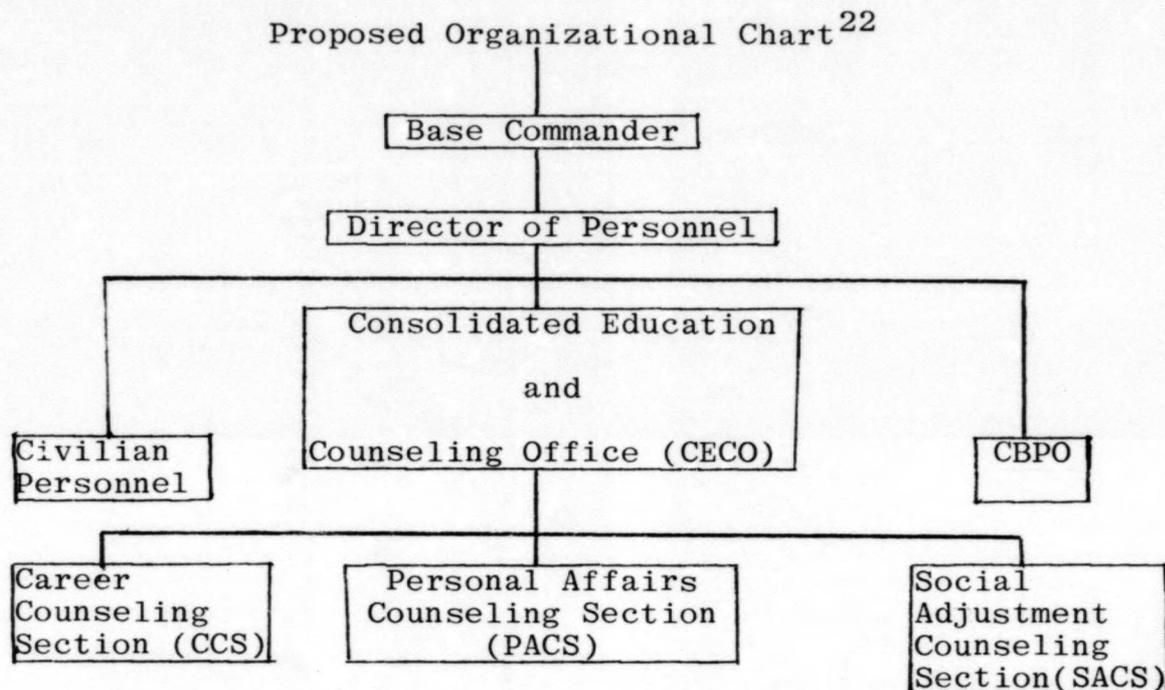
4. Use of both directive and nondirective counseling
5. More work with special groups, such as the disadvantaged
6. More parent guidance
7. More emphasis on guidance for students not going to college
8. Counseling in areas new to schools, such as drug education
9. Two-way help and sharing problems among students
10. Provision of more information about guidance and its services to students and the school staff²¹

Military Counseling Programs

Bingham conducted a research study, at Maxwell Air Force Base, entitled "An Integrated Base Level Counseling Program." This study addresses five base level activities whose main mission involves counseling. These activities are: the Education Services Office, Transition Unit, CIAC Unit, Personal Affairs Section, and Social Actions Office. Each of these activities provides an independent counseling service. There is no centralized control to foster cooper-

²¹Mildred McQueen, "Trends in Guidance and Counseling," SRA Research Report, (Parts I and II, 1972. p. 7.

ation and provide a unity of purpose for the base wide counseling effort. Bingham's study proposes a reorganization that would remove redundancies and provide an integrated counseling program. The proposed organization is outlined in the following chart:



Military Counselor's Duties

Sutton conducted a research study entitled, "Air Force Candidate Counseling in the Seventies." The principle objective of his study are:

- (1) "Analyze the present candidate counseling system to determine why today's candidates are not sufficiently motivated to complete an Academy education, (2) to investigate alternatives whereby motivation may be achieved, and (3) to propose a

²²U.S. Department of Health, Education, and Welfare, National Institute of Education, An Integrated Base Level Counseling Program, by Charles D. Bingham, Air Command and Staff College Research Study. Report Number 0285-74 (Washington, D.C.: Government Printing Office, 1974), pp.1-72.

program which is an effective alternative to the present program."²³

Sutton feels that some Air Force candidates fail to complete an Academy education because they are not sufficiently motivated when they enter the Academy. He feels that better pre-entry counseling and a better recruiting program would both screen non-motivated candidates while attracting other qualified candidates who are motivated toward the Academy. Sutton feels that a better counseling program during the candidates tenure at the Academy would also greatly increase the cadets' motivation. The present counseling program consists of the Academy Liaison Officer, the intercollegiate coach, the Academy graduates, and certain selected active duty Air Force officers. However, the individuals just mentioned are counselors only as an extra duty. Therefore, the time they spend as counselors must be spent wisely; and they must possess the counseling skills necessary to guide and motivate the Air Force Cadet. At present, no counseling training is available to these Air Force Academy counselors; and, it is for this reason that Sutton developed and outlined the following Counselor Training Program.

A five day training program using two or more hours a day could be broken down as the following outline suggests:

²³U.S. Department of Health, Education, and Welfare, National Institute of Education, Air Force Academy Candidate Counseling in the Seventies, by Thomas L. Sutton, Air Command and Staff College Research Study, Report Number 2650-74 (Washington, D.C.: Government Printing Office, 1974), pp. 1-87.

Day One: Effective Use of time:

1. Scheduling interviews, school visits, high school counselor discussions, etc.
2. Discuss the value of using time for effective counseling
 - a. Time is required to assimilate information
 - b. Time is required in sorting out personal goals and values
 - c. Time is required to make realistic decisions and commitments

Day Two: The importance of factual information and publicity in the counseling and recruiting role

1. Discuss the need for factual and timely information versus opinion, advice, generalities, etc.
2. Acquaint counselors with the information and publicity material that is available for their use
 - a. Brochures, movies, grassroots program, etc.
 - b. Educator Airlift, personal appearances, candidate exposure to actual Air Force life, etc.

Day Three: Basic counseling concepts

1. Acceptance of the individual
2. Personal sincerity or congruence
3. Developing empathy or empathic understanding
4. Becoming a professional
5. Developing the art of listening
6. Measuring and improving the quality of the

decision, the leadership potential, and the level of real commitment

Day Four: Structuring the counseling/recruiting session

1. Group counseling techniques
2. Individual counseling sessions
3. Keys to effective recruiting

Day Five: Role-playing, case studies, and summary²⁴

Waggener gives a framework that allows counseling to be approached in an orderly way. He also suggests ways for counselors to grow in their art, to evaluate their effectiveness, and to show the effects of good counseling on program implementation. In addition, he examines the specifics of military counseling. The following functional overview of the counseling procedures expected of a military counselor is listed:

1. Gathering information about the counselee
2. Gathering information for the counselee
3. Integrating the information about and for the counselee and presenting it to him
4. Helping the counselee digest the information and use it to make a decision
5. Helping the counselee implement his decision²⁵

Waggener defines counseling as a process that helps a person make good choices and decisions on which his future

²⁴Ibid., pp. 1-87.

²⁵Robert P. Waggener, Bill H. Arbes, and Richard W. Johns, Counselor Handbook for Military Counselors, Washington, D.C., Sept. 1972. p.1-1.

development and happiness depend. It is a process of gathering information about and for a client, arranging it, and then presenting it to him in a meaningful way so that he can make the appropriate decision and engage in those activities that will help him actualize his decision.²⁶

The review of the literature provided a background and point of reference regarding the role and duties of a counselor, techniques for program evaluation, information regarding military counseling programs, and guidelines for military counselors' duties.

²⁶Ibid.

CHAPTER II

DESIGN OF STUDY

Basically, three techniques were used to study the counseling services at the Fort Knox Armor School: interviews, observations, and survey questionnaires.

Interviews

Twenty individuals were interviewed regarding the counseling services at the school. All of these persons were working or had worked in one capacity or another at the school, or were present or past students. Each interview consisted of at least three general questions:

1. What structure exists to provide counseling to the Armor School student?
2. Is that structure sufficient?
3. If it is not sufficient, what concrete suggestions do you have for improvement?

Interviews were conducted by the writer over a one month period. Each separate interview was conducted during a forty-five minute period. Results of these interviews were used to construct the survey questionnaire and are given in narrative form in Chapter III of this study.

Observations

Data gathered by observation was a continual process utilized in all phases of the study. Special effort was made to observe student orientations to determine what information was provided students regarding available counseling services.

Survey Questionnaires

The basis for the study was a survey of students, faculty, and staff regarding the school's counseling services program.

The purpose of the survey was to gather data regarding the following objectives:

1. To determine student awareness and utilization of the existing counseling services program
2. To determine counseling techniques used
3. To determine counselor expertise and knowledge
4. To determine degree of confidentiality maintained

To conduct the survey, a questionnaire was developed based on the survey objectives and interview input from Armor School personnel; i.e., staff, faculty and students.

Once the survey questionnaire had been constructed, it was reviewed by Dr. Keith Baughman, Ed.D; Major Paul Funk, Ph.D; and Colonel Roland Tausch, Director of Training Developments, US Army Armor School. Their comments were reviewed and applicably inculcated into the questionnaire.

The questionnaire was given to a sampling of twenty

Armor School students representative of the various Fort Knox Armor School courses. This sampling was judged by the writer to be representative of the total student population of all the Fort Knox Armor School students. The purpose of this sampling was to provide feedback regarding clarity of the questionnaire. In addition, students were encouraged to make suggestions that would improve the questionnaire. Utilizing the sampling results, the final draft questionnaire was constructed.

Since the school's student enrollment ranges from students with varying degrees of grade school education to those with college degrees and from career military soldiers with 15-20 years military experience to new trainees with only 2-3 months military experience, the questionnaire was adjusted before administration to that particular course, student group, or school personnel surveyed.

The questionnaire was administered to the students in the officer courses; i.e., Armor Officer Advanced (AOAC) and Armor Officer Basic Course (AOB). It was given to twenty-five AOAC students and to thirty AOB students; and it contained eleven questions regarding counseling services and three biographical questions. A copy of this questionnaire may be found in Appendix A.

Next, the questionnaire was administered to the students in the Advanced Non-commissioned Officer's Course (ANCOC). It was administered to thirty-six students and contained sixteen questions regarding counseling services and

three biographical questions. A copy of this questionnaire may be found in Appendix B.

Also, the questionnaire was administered to the students in the skill courses: i.e., Track Vehicle Mechanic Course (TVM) and the Sheridan Turret Mechanic Course. It was given to thirty-six TVM students and fifteen Sheridan Turret Mechanic students. It contained sixteen questions regarding counseling services and no biographical questions. A copy of this questionnaire may be found in Appendix C.

The questionnaire was revised to accommodate administration to forty-three faculty advisors/faculty sponsors. It contained nine questions regarding counseling services. A copy of this questionnaire may be found in Appendix D.

Lastly, the questionnaire was adapted for administration to company and unit commanders, and staff and faculty personnel. It contained five questions regarding counseling services. The questionnaire was given to twenty-one company and unit commanders and ten staff and faculty personnel. A copy of these two questionnaires may be found in Appendices E and F.

Data Analysis

Data collected from these survey questionnaires provided the informational source on which this study was based. Tables, percentages, comparisons, and narrative descriptions of survey data were utilized for data presentation.

General comments regarding each table were given;

however, each specific aspect of each table was not commented upon unless that specific data was of pertinent value.

CHAPTER III

COLLECTION AND INTERPRETATION OF DATA

Data presented in this chapter are composed of all the information collected by means of interviews and survey questionnaires. Tables are utilized so that data can be presented in an understandable and logical manner. Percentages are used to further describe the data.

This chapter is divided into six sections:

Section I: Historical background data regarding students of the different Armor School courses

Section II: Collection and interpretation of data obtained by means of interviews

Section III: Collection and interpretation of data obtained by means of student survey questionnaires

Section IV: Collection and interpretation of data obtained by means of the faculty advisors/sponsor survey questionnaire

Section V: Collection and interpretation of data obtained by means of the unit and company commander survey questionnaire

Section VI: Collection and interpretation of data obtained by means of the faculty members survey questionnaire

Section I: Student Historical Background

There are five major Armor School courses: Armor Officer Basic Course (AOB), Armor Officer Advanced Course (AOAC), Advanced Non-commissioned Officer Course (ANCOC), Turret Mechanic Courses (TM), and Track Vehicle Mechanic Course (TVM).

To better understand the survey data presented in this chapter, background information particular to the major Armor School courses is necessary.

Armor Officer Basic (AOB)

Students attending the Armor Officer Basic Course have been on active duty only a few months. The purpose of the course is to provide a young officer with the basic leadership, management, and military command skills necessary to lead and command troops at the platoon and company level. The AOB students, for the most part, have college degrees and are capable of solving most of their problems on their own.

To aid an AOB student in his initial school adjustment and to provide guidance needed during his enrollment, TAC officers and faculty sponsors are assigned to classes. One TAC officer is assigned to each class and is responsible for the AOB student's military adjustment as well as being responsible for counseling the AOB student in the areas of personal, social, and academic problems. They provide guidance concerning personal and social problems, and aid in

military adjustment. These two chains provide counseling services to the AOB student.

Armor Officer Advance Course (AOAC)

The Armor Officer Advance Course student is an officer with an average of $6\frac{1}{2}$ years service on active duty, and who is knowledgeable of services common to most military posts. He is capable of finding help for most of his personal and financial problems. He has the traditional military chain of command (Company Commander, Battalion Commander, and Brigade Commander) for counselor assistance for personal, social and military related problems. In addition, when the AOAC student enrolls in the AOAC course, he is assigned a faculty advisor whose predominate responsibility is to provide academic counseling during the course. Each faculty advisor is assigned four to five students.

Advanced Non-Commissioned Officers Course (ANCOC)

The non-commissioned officers (NCO) who have had an average of 12.8 years of active duty are chosen to attend the Advanced Non-Commissioned Officers course (ANCOC) and, as with the AOAC student, they are knowledgeable of services common to military posts. Generally, most social, personal, and military adjustment problems of ANCOC students are met by existing services on post. They have their military chain of command with which they are very familiar with and accustomed to using. Their academic problems are handled by their faculty advisor and course instructor. The ANCOC

students have one faculty advisor per class and one TAC NCO per class of about 35-45 students. The faculty advisor provides social, academic, and military counseling. These two individuals work very closely and as a result are very familiar with each other's duties and responsibilities. Appointing one person as a full-time faculty advisor for 35-45 students is a new approach to provide advisors for the ANCOC students. Previously one advisor was appointed for every four or five students; however, the faculty advisor assignment was an extra duty and, as a result, some advisors never found the time to counsel their students. Interviews with an ANCOC faculty advisor and three ANCOC students revealed that all are pleased with this new approach. The students feel that the present situation allows and demands greater involvement between themselves and the faculty advisors than did the old program.

Track Vehicle Mechanic Course (TVM)
Turret Mechanic Courses (TM)

The Turret Mechanic Course (TM) and Track Vehicle Mechanic Course (TVM) students have been in the military two to three months. A large number of students taking these two courses have not graduated from high school and are not knowledgeable of personnel services common on military posts. Each class is assigned a TAC NCO who provides counseling regarding social and military adjustment procedures. A faculty member is assigned to each class to provide academic and educational counseling. Student orientations for TM and

TVM students are most important. During orientations, students are introduced to staff and faculty personnel and are provided an individual counseling session with a faculty member. During this session, care is taken to identify any personal, social, or military adjustment problem that the student might have. Every effort is made to solve any problem identified.

There are three turret mechanic courses, one for each of the three different tanks. The researcher only surveyed only the students of one of the courses, the Sheridan Turret Mechanic Course (STM). However, for purposes of this study this student group will be referred to as Turret Mechanics (TM).

Section II: Collection and Interpretation of Data Obtained by Means of Interviews

Interviews are very important means of obtaining information regarding any subject. The researcher can obtain first-hand and in-depth opinions concerning the area of his research. Three basic questions were covered in each interview:

1. What structure exists to provide counseling to the Armor School student?
2. Is that structure sufficient?
3. If it is not sufficient, what concrete suggestions do you have for improvement?

The answers to the above questions centered around the interpretation of the term "counseling." This inter-

pretation was split evenly into two modes of opinion. Fifty percent of the persons interviewed interpreted counseling to mean "a service provided to students through a structure containing a highly visible and well delineated counseling program with trained and certified counselors." For those with this interpretation of counseling, the Fort Knox Armor School's counseling program is wholly inadequate. Their recommendations for improvement begin with the creation and implementation of a counseling program similar to the counseling programs existing on modern college and university campuses; i.e., one that is highly visible and well delineated, staffed with trained certified guidance counselors.

The other 50 percent interviewed had an interpretation of counseling reflecting the traditional military concept. It is their belief that the students at the school have two adequate counseling structures. One is the military chain of command whose responsibility is to counsel the student soldier on any problem. The other counseling structure is the Armor School's chain of authority of Instructor, Branch Chief, Division Chief, and Department Director. Persons advocating the traditional military concept of counseling feel that no additional counseling structure should be developed. Their recommendations for improvement consist of exposing the persons involved in the two chains of authority or command to modern counseling techniques. This improvement could be accomplished by the dis-

tribution of guidance and counseling educational material, and by a counselor training course given to all who would have occasion to counsel students.

Thus from the persons interviewed, the opinion of the counseling services provided Armor School students ranged from adequate to inadequate. Several persons felt the program should be rebuilt and modernized to reflect current counseling services programs.

The fact that 50 percent of the persons interviewed recommended a counseling program staffed with certified counselors is a significant percentage. It reflects the growing opinion that at times student soldiers have a need to discuss feelings and problems with someone not in their direct chain of command.

Section III: Collection and Interpretation of Data Obtained by Means of Student Survey Questionnaires

Data presented in this section are composed of all the information collected on the three student survey questionnaires:

1. AOB/AOAC counseling survey questionnaire
2. ANCOC counseling survey questionnaire
3. TM/TVM counseling survey questionnaire

Data for each item on the questionnaires has been compiled and in most instances percentages are used to further describe the data. In addition, tables are utilized to enable the reader to more clearly understand the data.

The data will address the four objectives of this study.

They are:

1. To determine student awareness and utilization of the existing counseling services program
2. To determine counseling techniques used
3. To determine counselor expertise and knowledge
4. To determine degree of confidentiality maintained

Data from the AOB/AOAC, ANCOC, and TM/TVM questionnaires will be presented continuously, and will address the above objectives specifically. Data from the unit commander's, faculty advisor/faculty sponsor, and staff and faculty questionnaires will be presented separately and will address information pertinent to the group surveyed.

Student Awareness and Utilization of Counseling Services Program

Unless students are aware and utilize the services provided by a counseling program, that program is ineffectual. All counseling programs must ensure that students are informed and made aware of the counseling services available to them. To accomplish this, student orientations must explain the counseling program, role of perspective counselors, and procedures for obtaining counseling services. Tables 1, 2, and 3 illustrate data pertinent to student awareness and utilization of the Armor School counseling program.

Table 1 reveals that 80 percent of all students surveyed know the procedures available in the event a problem

TABLE I
STUDENT AWARENESS OF COUNSELING SERVICES

Student Group Responding					Response	
AOB	AOAC	ANCOC	TM	TVM	Yes	No
33					28(85%)	5(15%)
	25				20(80%)	5(20%)
		35			35(100%)	0
			17		8(48%)	9(52%)
				34	25(73%)	9(27%)
Total					116(80%)	28(20%)

or counseling need arises. Twenty percent did not know. The officer students AOB and AOAC were very similar in their response, 85 percent and 80 percent respectively. One hundred percent of the ANCOC students, 75 percent of the TVM students, and 43 percent of the TM students were knowledgeable about available counseling services. The TM and TVM students had the lowest percentage. However, they are the students newest to the military experience.

Table 2 reveals that 248 (74%) of the combined student responses understood the problem solving role of those persons who might perform counseling services. Fifty-four (15%) understood partially, and 39 (11%) did not understand.

The ANCOC student had the highest understanding of the role and function of the Company Commander (89%), Faculty Advisor (94%), and TACNCO (90%). This understanding and

TABLE 2

STUDENT UNDERSTANDING OF THE ROLE OF PERSONS
WHO PERFORM COUNSELING SERVICES

Question: Did you understand the type of problem that the persons listed below could be called on for help?

	Student Group Responding				Response		
	AOB	AOAC	ANCOC	TM TVM	Yes	Partially	No
Company Commander	30				24(89%)	2(3%)	4(8%)
Company Commander		24			15(67%)	7(29%)	2(4%)
Company Commander			36	15	34(94%)	1(3%)	1(3%)
Company Commander				30	11(74%)	2(13%)	2(13%)
Company Commander					22(70%)	7(23%)	1(7%)
Faculty Sponsor	30				13(43%)	8(27%)	9(30%)
Faculty Advisor		24			10(41%)	10(42%)	4(17%)
Faculty Advisor			35	12	33(94%)	2(6%)	0(0%)
Class Counselor				28	5(41%)	3(25%)	4(34%)
Class Counselor					11(40%)	10(36%)	7(24%)
TAC NCO			31	14	28(90%)	0(0%)	3(10%)
TAC NCO				32	12(86%)	1(7%)	1(7%)
TAC NCO					30(94%)	1(3%)	1(3%)
Total					248(74%)	54(15%)	39(11%)

awareness is possibly explained by the ANCOC student's many years in the military. An average of 90 percent of the ANCOC, TM, and TVM students indicated an understanding of the role of the TAC NCO. An average of 42 percent of the AOB, AOAC, TM, and TVM students indicated an understanding of the problem-solving roles of the Faculty Advisor, Faculty Sponsor, and Class Counselor. This is a significantly lower percentage than they indicated for the Company Commander and TAC NCO.

Table 3 reveals that 189 (57%) of all ANCOC, TM, and TVM students surveyed did not seek counseling. Fifty-three (25%) sought counseling once, thirty-four (10%) two times, thirteen (4%) three times, and twenty-five (8%) three or more times.

Specific data pertinent in table 3 represents the number of times the TM and TVM students sought counseling from the TAC NCO. Twenty-five percent of the TM students and twenty-seven percent of the TVM students sought counseling two times, twenty-five percent of the TM students and sixteen percent of the TVM students sought counseling three times, seven percent of the TM students and fourteen percent of the TVM students sought counseling three times or more. No other person was approached for counseling to this degree.

Counseling Technique Used

The type of counseling technique used by persons performing counseling duties at the Armor School encompassed

TABLE 3
COUNSELING SESSIONS

Question: How many times did you approach the following persons with a problem?

	Student Group Responding					Response			More Than 3X
	ANCOC	TM	TVM	None	Once	2X	3X		
Company Commander	29	16		27(90%)	1(5%)	1(5%)	0	0	
Company Commander			31	6(31%)	5(31%)	3(18%)	0	2(14%)	
Company Commander				16(51%)	9(30%)	4(13%)	0	2(7%)	
Faculty Advisor	29	11		22(76%)	3(10%)	4(14%)	0	0	
Class Counselor				8(77%)	2(18%)	1(5%)	0	0	
Class Counselor			27	22(81%)	1(4%)	1(4%)	2(7%)	1(4%)	
Instructor	27	12		22(81%)	3(11%)	2(8%)	0	0	
Instructor				10(83%)	2(17%)	0	0	0	
Instructor			27	14(51%)	11(41%)	3(4%)	1(2%)	1(2%)	
TAC NCO	29	16		23(80%)	4(14%)	2(6%)	0	0	
TAC NCO				4(25%)	3(18%)	4(25%)	4(25%)	1(7%)	
TAC NCO			34	5(14%)	9(27%)	9(27%)	6(16%)	5(14%)	
Total				189(57%)	53(25%)	34(10%)	13(4%)	12(4%)	

the gambit from authoritarian to client-centered. Student perception of the counseling technique used can be of utmost importance. Table 4 illustrates the type of counseling technique used as perceived by the different student groups.

TABLE 4
COUNSELING TECHNIQUES USED

Question: In the counseling you received, what counseling technique was used?				
Student Group	NO: Response	Authoritarian (Do it this way)	Directive (Give alternatives)	Client-Centered (Let you talk over problem)
AOB	28	4(14%)	14(50%)	10(36%)
AOAC	15	4(27%)	6(43%)	5(30%)
ANCOC	36	3(7%)	3(7%)	30(86%)
TM	13	1(8%)	8(62%)	4(30%)
TVM	36	2(6%)	25(69%)	9(25%)
Total	128	14(11%)	56(44%)	58(45%)

Table 4 reveals that fourteen (11%) of all students surveyed indicated that the counseling technique they used was authoritarian (do it this way), forty-six (44%) felt they used the "directive" technique, and fifty-eight (45%) felt they used the "client-centered" method.

As the data indicates, there is no clearly definable counseling technique. Eighty-six percent of the ANCOC students, those with ten or more years military experience, perceived the technique used to counsel them as client-

centered, while 62 and 69 percent of the TM/TVM perceived the counseling technique as predominately "directive," and the officer student experiencing all techniques with "directive" having the highest percent, 50 percent AOB, 43 percent AOAC. It is important to note that the counseling technique perceived by the student seemed to depend on the rank and years in service of that student. The older ANCOC student was unafraid of the military or educational chain of command and knew whom he could talk to and what he could say in regards to finding solutions to his problems; thus, the perception of the counseling technique was client-centered. The young TM/TVM student was unsure and probably hesitant to question or discuss the counseling advice given by those in the military or educational chain of command. Hence, he perceived the counseling technique "directive."

The officer student perceived the counseling technique as predominately "directive"; however, "client-centered" and "authoritative" received a higher percent than that given by the ANCOC or TM/TVM student. This percentage breakout is reflective of the officer tank structure in that the AOB/AOAC student probably encountered officers of varying counseling techniques and philosophy.

These data indicate that there is no predominate counseling technique in the Armor School. The technique used by persons performing a counseling function seems to be based on the students' years in service, student rank,

and counselor's counseling philosophy.

Counseling Expertise

It is accepted that a main aspect of an effective counseling program is the counseling expertise of the counselors. This expertise is demonstrated by the solution to client problems. Table 5 illustrates the counseling expertise of persons performing counseling functions as perceived by Armor School students.

Table 5 shows that 43 percent of all students surveyed did not seek advice. Of those who did, 60 percent felt that the various persons from whom they sought advice were "very knowledgeable," 38 percent felt the persons had "adequate knowledge" and 2 percent felt that those who gave advice "did not know what they should."

Specific data pertinent to Table 5 reveals that the TM students had the highest percentages in the "did not know what he should" category. Twenty-five percent of the TM students felt the company commander "did not know what he should," 19 percent felt the TAC NCO did not know what he should," and 7 percent felt the class counselor "did not know what he should." Fifteen percent of the AOCA students felt their faculty advisor "did not know what he should."

Degree of Confidentiality Maintained

Confidentiality is one of the most necessary attributes of a counselor and a counseling program. The effectiveness of any counseling program is dependent on

TABLE 5

COUNSELING EXPERTISE

Question: When called upon to give advice, did the persons listed below know what to do to solve the problem presented to him?

	Student Group Responding		Response			
	AOB	ANCOOC TM TVM	Very knowledgeable	Adequate knowledge	Did not know what he should	Not applicable
Company Commander	29		6(22%)	6(22%)	1(4%)	16(52%)
Company Commander	25		9(36%)	7(28%)	1(4%)	8(32%)
Company Commander	30		5(17%)	0	0	20(83%)
Company Commander		16	3(19%)	3(19%)	4(25%)	6(37%)
Company Commander		31	8(26%)	8(26%)	1(3%)	14(45%)
Course Instructor	28		10(49%)	6(22%)	0	16(52%)
Course Instructor	25		6(24%)	13(52%)	0	7(24%)
Course Instructor	30		11(33%)	3(10%)	0	16(57%)
Course Instructor		61	11(69%)	5(30%)	0	1(1%)
Course Instructor		31	14(45%)	9(30%)	2(5%)	6(20%)
Faculty Sponsor	28		3(11%)	5(17%)	0	20(72%)
Faculty Advisor	25		6(25%)	9(35%)	4(15%)	6(25%)
Faculty Advisor	32		10(76%)	3(11%)	0	19(53%)
Class Counselor		13	1(7%)	2(16%)	1(7%)	9(70%)
Class Counselor		30	4(13%)	6(20%)	3(10%)	17(67%)

TABLE 5--Continued

	Student Group Responding				Response			
	AOB	AOAC	ANCOC	TM TVM	Very know- ledgeable	Adequate knowledge	Did not know what he should	Not appli- cable
TAC NCO			30		10(76%)	3(10%)	0	17(60%)
TAC NCO			16		3(19%)	7(43%)	3(19%)	3(19%)
TAC NCO			33		29(88%)	4(12%)	0	0
Total					152(60%)	98(21%)	20(3%)	202(43%)
Total for student who sought advice					152(60%)	98(38%)	20(2%)	

the degree of confidentiality it maintains. Tables 6 and 7 illustrate the degree of confidentiality and freedom perceived by Armor School students towards the different persons who might counsel them.

Table 6 reveals that 67 percent of all students surveyed felt free to approach one of the persons performing counseling services and not worry about it being held against them. Ten percent did not feel free. Twenty-three percent were not sure.

Specific data of pertinent relevance are as follows:

1. ANCOC students perceived confidence and trust in those persons in which they discussed a problem
2. Eighty-six percent of the TVM students showed confidence in their TAC NCO, 51 percent in their instructor, 43 percent in both their class counselor and company commander
3. Seventy percent of the TM students showed confidence in their instructor, 56 percent in the TAC NCO, 18 percent in the class counselor, and 46 percent in the company commander

The experienced ANCOC was more confident and trustful of persons who provided counseling services. The young and "new to the Army" students were more distrustful.

AOB/AOAC students were not asked survey questions regarding confidentiality; however, comments by AOB/AOAC students indicated a reluctance to confide in their faculty advisor/sponsor. The faculty advisor or sponsor writes the

TABLE 6

DEGREE OF CONFIDENTIALITY MAINTAINED

Question: Did you feel that you could approach one of the persons listed below and now worry about it being held against you or told to another?

	Student Group Responding			Response		
	ANCOC	TM	TVM	Yes	No	Not Sure
Company Commander	32	15		28(87%)	1(3%)	3(10%)
Company Commander			34	7(46%)	5(33%)	3(21%)
Company Commander				16(43%)	8(23%)	10(31%)
Faculty Advisor	32	11		28(87%)	1(3%)	3(10%)
Class Counselor			31	2(18%)	0	9(82%)
Class Counselor				13(43%)	4(12%)	14(45%)
Instructor	32	14		27(85%)	1(3%)	4(12%)
Instructor			35	10(70%)	0	4(30%)
Instructor				18(51%)	4(12%)	13(37%)
TAC NCO	25	14		21(87%)	1(3%)	4(10%)
TAC NCO			35	8(56%)	4(30%)	2(14%)
TAC NCO				30(86%)	2(7%)	3(7%)
Total				208(67%)	31(10%)	72(23%)

Academic Efficiency Report (AER) of those AOB or AOAC students to which he is assigned. Some AOB/AOAC students did not confide in their advisor or sponsor for fear it would affect their AER.

Table 7 shows that 350 (72%) of all students surveyed were free to approach a person performing counseling services. Sixty-three (13%) were a little uneasy. Ten (5%) were afraid. Fifty-two (10%) responded in the non-applicable category.

The AOB and AOAC revealed the least freedom in approaching their faculty advisor and sponsor. Forty-one percent of the AOB and 64 percent of the AOAC felt free to approach their advisors and sponsors. This lower than average percentage reflects the advisor and sponsor's duty of writing the AOB and AOAC AER.

TABLE 7
FREEDOM TO APPROACH COUNSELORS

Question: If you had a problem, did you feel free to approach one of the persons listed below?

	Student Group Responding					Response			
	AOB	AOAC	ANCOC	TM	TVM	Very Free	Little Uneasy	Afraid	Not Applicable
Company Commander	29					15 (56%)	8 (27%)	0	4 (17%)
Company Commander		25				19 (79%)	3 (12%)	1 (4%)	2 (5%)
Company Commander			36			26 (72%)	1 (3%)	0	9 (25%)
Company Commander				14		9 (64%)	4 (29%)	1 (7%)	0
Company Commander					30	22 (81%)	7 (19%)	0	0
Faculty Sponsor	29					12 (41%)	5 (21%)	0	11 (38%)
Faculty Advisor		25				16 (64%)	5 (21%)	1 (4%)	3 (12%)
Faculty Advisor			36			26 (72%)	2 (8%)	0	7 (20%)
Class Counselor				11		8 (73%)	3 (27%)	0	0
Class Counselor					26	17 (65%)	5 (19%)	4 (16%)	0
Instructor	31					24 (78%)	2 (6%)	0	5 (16%)
Instructor		25				19 (79%)	4 (13%)	1 (4%)	1 (4%)
Instructor			35			31 (91%)	1 (3%)	0	2 (6%)
Instructor				16		13 (81%)	2 (13%)	1 (6%)	0
Instructor					32	26 (81%)	6 (19%)	0	0

TABLE 7--Continued

	Student Group Responding					Response			
	AOB	AOAC	ANCOC	TM	TVM	Very Free	Little Uneasy	Afraid	Not Applicable
TAC NCO			34			25(74%)	1(3%)	0	8(23%)
TAC NCO				15		12(80%)	2(15%)	1(5%)	0
TAC NCO					33	31(94%)	2(6%)	0	0
Total						350(72%)	63(13%)	10(5%)	52(10%)

Suggestions for Improvement of Armor School
Counseling Services Program

The survey questionnaire provided all students with the opportunity to make suggestions for improving the counseling services at the Armor School. While not every student responded to this opportunity, the following list of responses by student groups is provided.

Suggestions for Improvement by AOB Students

1. "None"
2. "Commander is excellent in handling student problems"
3. "I have none"
4. "Have a representative explain their job during the orientation week. If that is not practicable, then a list of these services, job description, location, time and phone number should be given in the AOB packet and mentioned in the AOB orientation. Any suggestions ask the Company Commander"
5. "More contact and more availability"
6. "Give a handout with people, problems, and telephone numbers to refer to in reference to a specific problem"

Suggestions for Improvement by AOAC Students

1. "Careful selection of advisors and a promise of non retribution of those seeking help"
2. "Faculty advisors should be more knowledgeable"

about the course"

3. "Provide faculty advisors who are available and who can or will assist the student. In the event of a hostile instructor or one who is very unprofessional, give the student someone to go to who is not in the instructor chain of command if the department director fails to do anything"

4. "The faculty advisor should require his students to meet with him at least once each month. Otherwise, he will probably never be aware of some of the problems that do pop up from time to time"

5. "Should be more coordination with each member of the counseling team understanding how he fits into what his role is"

6. "Give a more detailed class of what is available, why its available, where and when, at the beginning of the course and maybe another shorter briefing midway through"

7. "It should be made a requirement for all faculty advisors to have a least four if not more required meetings with the student or students that each advisor is responsible for. Possibly a couple of social function events since the advisor must write a report on each student"

8. "Excellent program overall"

9. "No comment"

10. "Publish a fact sheet and include all services available in the 'welcome packet'"

11. "Have advisors that are more serious"

12. "Get someone, or assign only those persons, who

will listen and seek means to assist the counselee"

13. "Don't worry about the services provided AOAC students. There are too many enlisted (ANCOC, TM, TVM) men who don't even know how to complain about services that they should be getting. This questionnaire is ridiculous, given to the wrong group of people, and should be provided to groups with real problems"

14. "Have somebody listen to the problems with the AOAC course and make an improvement. Most of the course covered areas that any professional officer should be aware of. I was bored during 75 percent of the course"

15. "Sufficient now"

16. "Advise students to stay close fo their family"

17. "No suggestions"

18. "Did not use many, but thought the ones available were adequate"

19. "The standard counseling services available throughout the Army were available. In addition, the faculty advisor provided another source"

Suggestions for Improvement by ANCOC Students

1. "I don't think any improvement could be made"
2. "TAC NCO is about all you need"

Suggestions for Improvement by TM/TVM Students

1. "None"
2. "Tell them a little more about it"
3. "The last week of schooling, the senior class

should report here in recovery at 5:00 AM for work and be off at 2:00 PM to prevent getting heated tempers. Plus, I feel they would learn more"

4. "No comments"
5. "Don't know of any right off hand"
6. "For one thing, I did not know any class counselors"
7. "Who is the class counselor?"
8. "Faster service"
9. "I think the counseling services offered to us could not be improved upon. Any problem I had were solved by the proper people"
10. "The counseling service for the school needs to make itself more aware to the students. Many students could do much better. Because some students have the desire to learn but due to knowledge being forced on them so fastly they soon pick up an attitude contrary to that which would enable to function better. The traditional 'well we'll see about it' is keeping everyone in a negative state of mind"

Section IV: Collection and Interpretation
of Data Obtained by Means of Faculty
Advisors/Sponsors Survey
Questionnaires

The Faculty Advisors are school staff or faculty members who are assigned 3 to 5 AOAC students per advisor to advise and counsel. The Faculty Sponsors are school staff or faculty members who are assigned 3 to 5 AOB students

per sponsor to advise and counsel. The Faculty Advisor/Sponsor program is the instrument used by the present counseling program to provide counseling services to officer students. However, the advisors and sponsors receive no formal counselor training. The creditability of the advisors and sponsors is undermined because they write the student's efficiency report and there is no mandatory requirement to meet or counsel students. Some advisors and sponsors require students to meet periodically with them, while other advisors and sponsors may never meet with their students unless a serious academic or personal problem arises. Tables 8 and 9 illustrate data pertinent to the faculty advisors and faculty sponsors survey.

Table 8 reveals that 3 percent of the advisors/sponsors did not counsel their students, 6 percent did so once, 32 percent did so twice, 20 percent did so three times, 6 percent did so four times, and 33 percent five times or more.

Five percent of the advisors/sponsors never initiated a counseling session with their students, 20 percent did so once, 10 percent did so twice, 36 percent did so three times, 10 percent did so four times, and 19 percent did so five or more times. The number of times the students initiated a counseling session correlated closely in some categories to the times the advisor and sponsors initiated a session. Nineteen percent of the students never initiated a counseling session, 20 percent did so once, 13 percent did

TABLE 8
COUNSELING SESSIONS BY FACULTY ADVISORS/SPONSORS

Question:	# Advisors/Sponsors Responding	Responses				
		None	1X	2X	3X	4X or more
On an Average						
How many times did you have a counseling session with one of your students?	38	1(3%)	2(6%)	12(32%)	8(20%)	2(6%) 13(33%)
How many times did you initiate a counseling session with one of your students?	41	2(5%)	8(20%)	4(10%)	14(36%)	4(10%) 9(19%)
How many times did a student initiate a counseling session with you?	38	8(19%)	8(20%)	6(13%)	7(15%)	1(3%) 8(20%)

so twice, 15 percent did so three times, 3 percent did so four times, 20 percent did so five or more times.

Table 9 shows that twenty (49%) of the advisors and sponsors felt the AOB/AOAC student should be required to meet with their advisor/sponsor a set number of times. Twenty-one (51%) felt they should not.

Thirty (73%) felt their role as an advisor or sponsor was sufficiently explained and understood by the students. Eleven (27%) felt it was not.

Seventeen (43%) of the advisor/sponsor encountered student problems that required them to refer the student to another person or agency. Twenty-two (57%) did not.

Twenty-nine (70%) felt they were sufficiently informed regarding their duties as an advisor or sponsor. Three (7%) felt they were not, and nine (23%) felt the information "could be better."

Table 10 illustrates the counseling techniques the Advisors and Sponsors used in their counseling sessions.

Table 10 reveals that four (9%) of the advisors and sponsors told students solutions to problems; ten (20%) offered/suggested to students possible alternatives, and twenty-nine (71%) let students explore causes of their problems. The data in Tables 4 and 10 are similar. In Table 4 11 percent of the students perceived the counseling technique as authoritarian. 44 percent felt the counselors gave alternatives, and 45 percent felt the counselors let students talk over their problems. In Table 10, 9 percent of the advisors/

TABLE 9

ANSWERS BY FACULTY ADVISORS/SPONSORS REGARDING PERTINENT
QUESTIONS CONCERNING COUNSELING SERVICES

Question	Number Responding	Response		Could be better
		Yes	No	
Do you feel that the AOB/AOAC students should be required to meet with their advisor/sponsor a set number of times?	41	20(49%)	21(51%)	-
Do you feel that your role as faculty advisor/sponsor is sufficiently explained to and understood by the students?	41	30(73%)	11(27%)	-
Did you encounter student problems that required you to refer the student to another person or agency?	39	17(43%)	22(57%)	-
Did you feel you are sufficiently informed regarding your duties as a faculty advisor or sponsor?	41	29(70%)	3(7%)	9(23%)

sponsors felt they used an authoritarian counseling technique, 20 percent felt they gave alternatives, and 71 percent felt they let the student explore the causes of their problems.

TABLE 10

FACULTY ADVISORS/SPONSORS COUNSELING TECHNIQUES

Question: What counseling technique did you use in a counseling session?

Number Advisor/Sponsor Responding	Told Students Solution to Problem	Offer/Suggest Possible Alternatives	Let Student Explore Causes of Problems
43	4(9%)	10(20%)	29(71%)

The faculty advisor and sponsors were requested to offer suggestions to improve the counseling services.

Suggestions of Improvement by Faculty Advisors/Sponsors

1. "Certainly getting more staff officers assigned to the Armor School to reduce the workload is far fetched. In view of the darkness in the tunnel I would suggest that the student ratio be reduced to 2 students (or even 1 student) per advisor. This may not solve the problem but then it would be a manageable problem"

2. "If the faculty advisor does his job and knows the professional services available, nothing more should be needed"

3. "None. Good sound system. One exception--

perhaps an awareness orientation to all faculty members of those counseling agencies available to respond to various problems"

4. "Allow formal POI (Program of Instruction) time to periodic counseling"

5. "I would be much more selective in picking advisors. Too many 'losers' are given advisees. I don't think 0-6s (Colonel) should be left out of the act either"

6. "Let the situation take its own course--after several years here I have found different groups of advisees to be entirely different. Some are social units in themselves, whereas others do not see each other nor desire to be forced into social functions prepared by the advisor"

7. "None"

8. "For the most part, AOAC students are grown men and have little need for someone to hold their hand. The entire idea/concept of counseling for AOAC should be reviewed with the thought in mind of eliminating it"

9. "Require instructors to notify advisors when students are giving presentations, etc. Eliminate requirement to write 'AER' academic report on student. Student is here to complete a course of instruction and this is what should be reported"

10. "Require the advisor to get off his butt and work with (meet) his students--many advisors fail to do even this and it is well known throughout the AOAC classes"

11. "Keep relations with students informal, see students frequently even if to just say hello, socialize as

often as possible, be willing to assist in any problem, and keep a close watch on the student's grades"

12. "When a student is counseling, the FA (Faculty Advisor) should be told of the meeting, its purpose, and the results thereof"

13. "Stress to advisors the importance of meeting with their students"

14. "The computer printouts (periodic) do not reflect the difficulties of each student. One of my advisees was discontinued for incomplete requirements but the printout did not show the problem except in the absence of certain entries"

Section V: Collection and Interpretation
of Data Obtained by Means of Unit and
Company Commander Survey
Questionnaire

Each student group at the Armor School is part of the School Brigade and as such is a member of a specific unit or company in that brigade. Each company has a commander who is responsible for commanding, leading, and administering to that company. Also, students with problems will have occasion to be counseled by their commander. Therefore, data about and from company commanders is necessary.

Table 11 reveals that five (24%) of the unit and company commanders felt their interaction with the students would be aided if they knew more about the student's course requirements. Two (10%) felt their interaction would not

TABLE 11

ANSWERS BY UNIT AND COMPANY COMMANDERS REGARDING
PERTINENT QUESTIONS CONCERNING
COUNSELING SERVICES

Questions	Number Responding	Helpful			
		Yes	No	Some Some	Some- time
Do you feel it would help you in dealing with your troops (students) if you knew more about the course curriculum they are taking and the course requirement they are responsible for?	21	5(24%)	2(10%)	14(66%)	-
Do you at times have troops (students) that have problems in which you do not know what agency to refer them?	22	1(5%)	16(77%)	-	5(18%)
Do you feel it is your job to counsel troops (students) about their academic problems?	21	11(51%)	10(49%)	-	-

be helped. Fourteen (66%) felt it would be helped some.

Only one (5%) of the unit and company commanders had a student with a problem in which he did not know what agency to refer the student. Sixteen (77%) knew where to refer students. Four (18%) sometimes did not know where to refer a student with a particular problem.

Table 12 gives the counseling technique used by the

TABLE 12
UNIT AND COMPANY COMMANDER
COUNSELING TECHNIQUE

Question: When counseling troops (students) what counseling techniques did you use?

Number Unit and Company Commanders Responding	Told Student Solution to Problem	Offer/ Suggest Alternatives	Let Student Explore Causes of Problem
20	6(30%)	7(35%)	7(35%)

unit and company commanders. Six (30%) told the student the solution to problems. The percentage in this category, which is higher than the same category in Tables 4 and 10, reflects a military discipline and chain of command mode of operation. Seven (35%) of the commanders offered alternatives, and 7 (35%) let students explore causes of their problems.

The unit and company commanders were requested to give in their opinion the greatest problem facing Armor School students. Their responses are as follows:

1. "Being away from home and most of the students are dropouts from school then they come here and back to school"
2. "Dental and medical physicals"
3. "Overseas assignments and future assignments. Dependent travel and housing in route overseas"

4. "Many troops not having an adequate educational background with which to deal with the adjustments from civilian to military life"
5. "Lack of preparation to take his place in the mainstream of military life"
6. "Students education level is too low"
7. "So many details after school"
8. "The instructor does not take enough time with the student"
9. "Details after duty hours"
10. "Not enough time for physical training"
11. "Immaturity"
12. "Lack of respect for leaders and army life"
13. "Immature"

Section VI: Collection and Interpretation
of Data Obtained by Means of Faculty
Survey Questionnaires

The heart of any educational institution is its instructors. In addition to their daily teaching requirements, instructors at the Armor School have occasion to counsel their students about various problems. Tables 13 and 14 illustrate responses by faculty members to pertinent questions concerning counseling services.

Table 13 reveals that 70 percent of the faculty members felt the TAC NCO "needs to be more visible in training areas." Thirty percent felt they should not.

Only 10 percent of the faculty members had students

TABLE 13
ANSWERS BY FACULTY MEMBERS REGARDING
PERTINENT QUESTIONS CONCERNING
COUNSELING SERVICES

Questions:	Number Faculty Responding	Response	
		Yes	No
Do you feel that the TAC NCO needs to be more visible in training areas?	10	7(70%)	3(30%)
Do you at this time have students that have problems in which you do not know what agency or place to refer them?	10	1(10%)	9(90%)
Do you feel it is your job to counsel students about their military problems?	10	5(50%)	5(50%)

with problems in which they did not know the appropriate referral agency. Ninety percent knew what agency to refer students.

The faculty members were evenly divided as to whether they should counsel students about military problems.

Table 14 gives the counseling technique utilized by the faculty members. Three (30%) offered alternatives. Seven (70%) let students explore causes of their problems. Data in this table are not that different from data in Tables 4 and 10 which deal with counseling techniques.

The faculty members were requested to give in their

TABLE 14
FACULTY MEMBERS COUNSELING TECHNIQUE

Question: When you counsel troops (students) what counseling technique do you use?

Number Faculty Members Responding	Tell Students Solution to Problems	Offer/Suggest Alternatives of Problems	Let Students Explore Causes of Problems
10	0	3(30%)	7(70%)

opinion the greatest problem facing Armor School students. Their responses are as follows:

1. "Poor course material and poor techniques by instructors"
2. "Educational level too low when they get here"
3. "In our case, lack of reading ability"
4. "Reading level"
5. "Poor student quality"
6. "Not prepared for the training"
7. "Details, do not have enough study time"
8. "Students cannot get adequate answers to their problems"
9. "Education"
10. "Newly enlisted personnel cannot read"

Data in this chapter focused on the objectives of the study. Information was solicited from various student groups, staff and faculty members, as well as unit and

company commanders. Suggestions for improving the counseling services and opinions as to the main problems facing the school's students were collected.

Utilizing the information contained in this chapter, conclusions and implications of the study are presented.

CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

Summary

The purpose of this study was to analyze the counseling services provided Fort Knox Armor School students. Interviews and survey questionnaires were conducted to gather data for the study.

Interviews with school personnel revealed a divided opinion regarding the school's counseling services. One group felt that the services were adequate while the other group believed that adequate services do not exist, and that a meaningful counseling services program must be developed.

Survey questionnaires were developed and administered to students of the different school courses as well as to faculty advisors, faculty sponsors, unit and company commanders, and faculty members. Objectives of the survey were to gather data regarding:

1. student awareness and utilization of the counseling services
2. counseling technique used
3. counselor expertise

4. confidentiality maintained

Survey questionnaire data reveals the following general information:

1. Seventy percent of the students are aware of the role of those persons who perform counseling functions

2. A predominant counseling technique does not exist, but depends on the counselor, student's rank, or years of student military service.

3. Counseling expertise varies depending on the student group and counselor surveyed

4. The confidentiality of the counseling program as perceived by the students depends to a great degree on the years of military experience of the student, military rank of the student or counselor, and the fact that the faculty advisor writes the student's academic efficiency report

5. The faculty advisors/sponsors, unit and company commanders, and faculty members are divided as to whether students should have a set number of counseling sessions. In addition, they revealed a need for a booklet containing a list of referral services.

6. Lastly, information was gathered in the form of suggestions for improving the counseling services and opinions as to the main problem of Armor School students. Many helpful suggestions and opinions were given.

Conclusions of the Study

Numerous conclusions can be obtained from this study. Some of the more pertinent ones are as follows:

1. The Armor School's counseling services program in no way parallels the counseling services provided in a modern civilian educational setting.

2. Years in military service and rank of the student affect the counseling technique utilized

3. Roles and counseling functions of those who perform counseling needs to be better understood and explained to the students

4. The level of counseling expertise varies among all persons performing counseling functions

5. The Academic Efficiency Report (AER) affects the freedom, confidentiality, and effectiveness of the AOAC's faculty advisors

6. Confidentiality of the counseling program must be improved

7. A booklet listing all referral agencies both on and off Fort Knox is necessary and all persons who are performing counseling functions should have a copy

8. Company commanders need to be more knowledgeable regarding the student curriculum requirements

9. Faculty advisors, sponsors, and class counselors should review the progress of each of their assigned students at regular intervals

10. TAC NCO should be more visible in the training

areas, and more knowledgeable regarding student curriculum requirements

11. In the absence of a fulltime counseling staff, persons who perform counseling functions should be exposed to modern counseling methods and techniques. This may necessitate a counseling training course

12. For the Fort Knox Armor School's counseling program to compare with a modern educational institution, a fulltime certified counseling staff must be developed

Implications of the Study

Based on the data presented in this study, the following pertinent implications are given:

1. The survey questionnaire used in this study could be used for other studies in similar situations

2. The administrative staff of the Armor School could use this study as an initial step in evaluating their counseling services

3. Faculty advisors, sponsors, unit and company commanders, and faculty members could use this study to evaluate their role and effectiveness as perceived by the students

4. Student orientations must be expanded to include information regarding the available counseling services and the role of persons performing counseling

5. The academic efficiency report should be evaluated as to whether the faculty advisor and sponsor are the

appropriate persons to complete such a report

6. A booklet containing a listing of referral services on and off Fort Knox should be developed and distributed to all persons who counsel

7. A counselor training course with a a minimum length of one to two weeks should be developed and attended by those who counsel

8. The TAC NCO and company commander should be required to attend student orientations and some students classes in order to become more knowledgeable regarding student curriculum requirements

9. Development of a counseling staff should be considered

APPENDICES

APPENDIX A

AOB/AOAC
COUNSELING SERVICES
SURVEY QUESTIONNAIRES

In order to study the counseling services of the Armor School, please answer, to the best of your ability, this short questionnaire of eleven questions.

You do not have to sign your name.

Please answer these biographic questions.

1. How much time do you have as a commissioned officer on active duty? _____
2. If applicable, how much command time do you have?
_____ months
3. Are you a college graduate YES / / NO / /

Please answer these counseling questions.

1. In the counseling you received, what counseling techniques were used?

AUTHORITARIAN <u>(Do it this way)</u>	DIRECTIVE <u>(Give Alternatives)</u>	CLIENT-CENTERED <u>(Lets client talk over problems)</u>
--	---	--

/ /

/ /

/ /

VERY
FREE

LITTLE
UNEASY

AFRAID

- | | | | |
|--|-----|-----|-----|
| 2. If you had a problem, did you feel free to approach your Company Commander? | / / | / / | / / |
| 3. If you had a problem, did you feel free to approach your Course Instructor? | / / | / / | / / |

- | | <u>VERY
FREE</u> | <u>LITTLE
UNEASY</u> | <u>AFRAID</u> | |
|---|-------------------------------------|-------------------------------|--|---------------------------------|
| 4. If you had a problem, did you feel free to approach your Faculty Advisor/Faculty Sponsor? | / / | / / | / / | |
| | <u>VERY
KNOWLEDGE-
ABLE</u> | <u>ADEQUATE
KNOWLEDGE</u> | <u>DID NOT
KNOW WHAT
HE SHOULD</u> | <u>NON
APPLI-
CABLE</u> |
| 5. When called upon to give advice, did your faculty advisor know what to do to solve the problem presented to him? | / / | / / | / / | / / |
| 6. When called upon to give advice, did your Company Commander know what to do to solve the problem presented to him? | / / | / / | / / | / / |
| 7. When called upon to give advice, did your instructor know what to do to solve the problem presented to him? | / / | / / | / / | / / |
| | | <u>YES</u> | <u>PARTIALLY</u> | <u>NO</u> |
| 8. Did you understand the type of problem that the Company Commander could be called on for help? | | / / | / / | / / |

- | | <u>YES</u> | <u>PARTIALLY</u> | <u>NO</u> |
|--|------------|------------------|-----------|
| 9. Did you understand the type of problem that the Faculty Advisor or Faculty Sponsor could be called on for help? | // | // | // |
| 10. Were you informed of the procedures available to you in the event a problem or counseling need arose? | | | |
| | YES // | | NO // |
| 11. Write down any suggestions you have to improve the counseling service offered to you. | | | |

APPENDIX B

ANCO
COUNSELING SERVICES
SURVEY QUESTIONNAIRE

In order to study the counseling services of the Armor School, please answer, to the best of your ability, this short questionnaire. You do not have to sign your name.

1. How much time do you have on active duty? _____
2. Are you a High School graduate? YES / / NO / /
3. Are you a GED graduate? YES / / NO / /

Please answer these counseling questions.

1. In the counseling you received, what counseling techniques were used?

<u>AUTHORITARIAN</u> (Do it this way)	<u>DIRECTIVE</u> (Give Alternatives)	<u>CLIENT-CENTERED</u> (Lets client talk over problems)
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/ /

/ /

/ /

2. Did you feel that you could approach the following persons with a problem and not worry about it being held against you?

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
Company Commander	/ /	/ /	/ /
Faculty Advisor	/ /	/ /	/ /
TAC NCO	/ /	/ /	/ /
Instructor	/ /	/ /	/ /

<u>VERY FREE</u>	<u>LITTLE UNEASY</u>	<u>AFRAID</u>	<u>NOT APPLICABLE</u>
------------------	----------------------	---------------	-----------------------

3. Did you feel free to approach your Faculty Advisor about a problem? / / / /

	<u>VERY FREE</u>	<u>LITTLE UNEASY</u>	<u>AFRAID</u>	<u>NON APPLI- CABLE</u>
4. Did you feel free to approach your Company Commander about a problem?	//	//	//	//
5. Did you feel free to approach your Instructors about a problem?	//	//	//	//
6. Did you feel free to approach your TAC NCO about a problem?	//	//	//	//
	<u>VERY KNOWLEDGE- ABLE</u>	<u>ADEQUATE KNOWLEDGE</u>	<u>DID NOT KNOW WHAT HE SHOULD</u>	<u>NON APPLI- CABLE</u>
7. When called upon to give advice, did your Faculty Sponsor know what to do to solve the problem presented to him?	//	//	//	//
8. When called upon to give advice, did your Company Commander know what to do to solve the problem presented to him?	//	//	//	//
9. When called upon to give advice, did your Instructor know what to do to solve the problem presented to him?	//	//	//	//
10. When called upon to give advice, did your TAC NCO know what to do to solve the problem presented to him?	//	//	//	//

- | | <u>YES</u> | <u>PARTIALLY</u> | <u>NO</u> |
|---|-------------|------------------|---------------------|
| 11. Did you understand the type of problem that the Company Commander could be called on for help? | // | // | // |
| 12. Did you understand the type of problem that the Faculty Advisor could be called on for help? | // | // | // |
| 13. Did you understand the type of problem that the TAC NCO could be called on for help? | // | // | // |
| 14. How many times did you approach the following persons with a problem? | | | |
| | <u>NONE</u> | <u>ONCE</u> | <u>2X</u> |
| | | | <u>3X</u> |
| | | | <u>MORE THAN 3X</u> |
| | | | <u>SPECIFY</u> |
| Company Commander | // | // | // |
| TAC NCO | // | // | // |
| Faculty Advisor | // | // | // |
| Instructor | // | // | // |
| 15. Were you informed of the procedures available to you in the event a problem or counseling need arose? | | | |
| YES | // | | |
| NO | | // | |
| 16. Write down any suggestions you have to improve the counseling service offered to you. | | | |

APPENDIX C

TM/TVM
COUNSELING SERVICES
SURVEY QUESTIONNAIRE

In order to study the counseling services of the Armor School, please answer, to the best of your ability, this short questionnaire. You do not have to sign your name.

Please answer these counseling questions.

1. In the counseling you received, what counseling techniques were used?

AUTHORITARIAN (Do it this way)	DIRECTIVE (Give Alternatives)	CLIENT-CENTERED (Lets client talk about problems)
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//

//

//

2. Did you feel that you could approach the following persons with a problem and not worry about it being held against you?

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
Company Commander	//	//	//
Class Counselor	//	//	//
TAC NCO	//	//	//
Instructor	//	//	//

VERY FREE

LITTLE UNEASY

AFRAID

NOT APPLICABLE

3. Did you feel free to approach your Class Counselor about a problem?

//

//

//

//

	<u>VERY FREE</u>	<u>LITTLE UNEASY</u>	<u>AFRAID</u>	<u>NOT APPLICABLE</u>
4. Did you feel free to approach your Company Commander about a problem?	//	//	//	//
5. Did you feel free to approach your Instructors about a problem?	//	//	//	//
6. Did you feel free to approach your TAC NCO about a problem?	//	//	//	//
	<u>VERY KNOWLEDGE- ABLE</u>	<u>ADEQUATE KNOWLEDGE</u>	<u>DID NOT KNOW WHAT HE SHOULD</u>	<u>NON APPLI- CABLE</u>
7. When called upon to give advice, did your Class Counselor know what to do to solve the problem presented to him?	//	//	//	//
8. When called upon to give advice, did your Company Commander know what to do to solve the problem presented to him?	//	//	//	//
9. When called upon to give advice, did your Instructor know what to do to solve the problem presented to him?	//	//	//	//

VERY KNOWLEDGE- ABLE	ADEQUATE KNOWLEDGE	DID NOT KNOW WHAT HE SHOULD	NON APPLI- CABLE
----------------------------	-----------------------	-----------------------------------	------------------------

10. When called upon to give advice, did your TAC NCO know what to do to solve the problem presented to him? // // // //
- YES PARTIALLY NO
11. Did you understand the type of problem that the Company Commander could be called on for help? // // //
12. Did you understand the type of problem that the Class Counselor could be called on for help? // // //
13. Did you understand the type of problem that the TAC NCO could be called on for help? // // //
14. How many times did you approach the following persons with a problem?
- | | <u>NONE</u> | <u>ONCE</u> | <u>2X</u> | <u>3X</u> | <u>MORE THAN 3X</u> | <u>SPECIFY</u> |
|-------------------|-------------|-------------|-----------|-----------|---------------------|----------------|
| Company Commander | // | // | // | // | // | _____ |
| TAC NCO | // | // | // | // | // | _____ |
| Instructor | // | // | // | // | // | _____ |
| Class Counselor | // | // | // | // | // | _____ |
15. Were you informed of the procedures available to you in the event a problem or counseling need arose?
- YES // NO //
16. Write down any suggestions you have to improve the counseling service offered to you.

APPENDIX D

FACULTY ADVISOR/SPONSOR
COUNSELING SERVICES
SURVEY QUESTIONNAIRE

In order to evaluate the counseling services of the Armor School, please answer, to the best of your ability, this short questionnaire.

1. On the average, how many times did you have an actual counseling session with an AOB/AOAC student?
None / / One / / 2 times / / 3 times / / 4 times / /
5 times / / More than 5 times / / SPECIFY: _____
2. How many times did you initiate a counseling session with one of your students?
None / / One / / 2 times / / 3 times / / 4 times / /
5 times / / More than 5 times / / SPECIFY: _____
3. How many times did students initiate a counseling session with you?
None / / One / / 2 times / / 3 times / / 4 times / /
5 times / / More than 5 times / / SPECIFY: _____
4. Do you feel that the AOB/AOAC student should be required to meet with their faculty advisor a set number of times?
Yes / / No / /
5. Do you feel your role as faculty advisor is sufficiently explained to and understood by the AOAC student?
Yes / / No / /

6. Do you feel you are sufficiently briefed on your duties as a faculty advisor?
Yes / / No / / Yes but could be better / /
7. Did you encounter student problems that required you to refer the student to another person or agency?
Yes / / No / /
8. What counseling technique did you use in the counseling session?
/ / Told the student the solutions to his problem
/ / Offer/suggest possible alternatives
/ / Let the student talk and explore possible causes and solutions to his problems
9. Would you enumerate any suggestions that would improve the guidance (counseling) services offered the AOAC student and/or students of other Armor School courses.

APPENDIX E

UNIT AND COMPANY COMMANDER COUNSELING
SERVICES SURVEY QUESTIONNAIRE

THIS QUESTIONNAIRE IS CONCERNED WITH THOSE TROOPS THAT YOU
COMMAND WHILE THEY ARE STUDENTS AT THE ARMOR SCHOOL

PLEASE ANSWER THE FOLLOWING 5 QUESTIONS

1. Do you feel it would help you in dealing with your
troops (students) if you knew more about the course
curriculum they are taking and the course requirements
they are responsible for?
 Yes, it would be helpful
 No, it would not be helpful
 Helpful some, but not to any great degree
2. Do you at times have troops (students) that have pro-
blems in which you do not know what agency to refer them?
 YES
 No
 Sometimes
3. Do you feel it is your job to counsel troops (students)
about their academic problems?
 Yes
 No
Explain _____

4. In your opinion what is the biggest problem facing the
Armor School student? _____

5, When you counsel troops (students) what counseling technique do you use?

___ Tell the student the solutions to his problem

___ Offer/suggest possible alternatives

___ Let the student talk and explore possible courses and solutions to his problems

APPENDIX F

FACULTY MEMBER COUNSELING
SURVEY QUESTIONNAIRE

THIS QUESTIONNAIRE IS CONCERNED WITH THOSE TROOPS (STUDENTS)
YOU INSTRUCT WHILE THEY ARE STUDENTS AT THE ARMOR SCHOOL

PLEASE ANSWER THE FOLLOWING 5 QUESTIONS

1. Do you feel that the TAC Off and TAC NCO need to be
more visible in training areas?

___ Yes

___ No

2. Do you at this time have students that have problems
in which you do not know what agency or place to
refer them?

___ Yes

___ No

3. Do you feel it is your job to counsel students about
their military problems?

___ Yes

___ No

4. In your opinion what is the biggest problem facing
Armor School students? _____

5. When you counsel students (troops) what counseling
techniques do you use?

___ Tell the student the solution to his problem

___ Offer/suggest possible alternatives

___ Let the student talk and explore possible causes
and solutions to his problems

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