

A STUDY OF TEACHER PARTICIPATION AND ATTITUDES
REGARDING THE GUIDANCE SERVICES IN
TWO NEBRASKA HIGH SCHOOLS

by

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INTRODUCTION

The purpose of this report is twofold. First, because the teacher is expected to assume a role in the guidance services, what responsibilities can and should she be delegated in the various areas of the program? In order to attempt to answer this question, the writer proposes to examine the opinions of several authorities in the field of guidance, concerning the role of the teacher as a participant in the guidance services.

Secondly, and more significant perhaps, is the problem of whether or not teachers are assuming a role in the guidance services. In partial answer to this question, the writer will present information gained from personal interviews with teachers who are at present teaching in two central Nebraska high schools with a student population of 900 to 1100 students. Both of these schools have established guidance programs. In order that these two schools remain anonymous they will be referred to as schools number I and II.

Though this report will not show the writer's time, preparation and techniques in finding teachers' attitudes, knowledge, and experience with the guidance services, it should be born in mind by the reader, that the experience of meeting and interviewing educators was the most valuable knowledge gained in preparing this report.

HOW TEACHERS CAN PARTICIPATE IN THE GUIDANCE SERVICES

It is now recognized that good teaching can only result from an effective program of guidance services, and that a program of guidance services will only come about as the teaching staff provides a healthy emotional climate.¹

Before any person can properly function in a specific capacity, that person must possess the necessary qualities and opportunities to do so. In connection with the guidance services, teachers have certain very essential qualifications which can be used profitably and advantageously. First, teachers are trained in the development of certain skills in handling students and their problems. Most states now demand a college degree with a minimum of 18 hours in the field of education in order to teach on the secondary level. All states have minimum accreditation standards for all teachers regardless of the grade level taught. Teachers, therefore, ought to be in a position to realize the aims and goals of education and in turn should be cognizant of the motives and purposes behind the guidance program.

Secondly, the position a teacher holds as an instructor precludes a certain level of intelligence above the normal. A profession such as teaching requires such standards as to eliminate the subnormal in intelligence, thus giving into the hands of guidance personnel, mentally capable individuals.

¹ Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, pp. 150-151.

Thirdly, it is highly probable that the teacher possesses certain personal characteristics that are component with good teaching. It may well be said of good teachers that they have well rounded, well adjusted personal traits which make them of value in the teaching field. Hatch and Stefflre say the personal traits such as patience, tact, sense of humor, capacity for empathy, emotional stability, and positive outlook are but a few of the personal characteristics teachers generally possess.² These authors are careful to point out that these characteristics are of definite value to the guidance people if they can be utilized.

The personality of the teacher is an integral part of any plan of guidance. It is the factor which largely determines success or failure in work with individual students.³

Finally, a teacher can be expected to possess qualities of leadership which enable her to plan as well as direct her daily activities. Lloyd and Elaine Cook state that if a person examines the problem of teacher leadership in the school he will find that teachers fill five major roles depending on personal and circumstantial variables. The five roles are enumerated as: traditional researcher; participant observer; research consultant; action researcher; and project director.⁴

A teacher must be a leader among men in detecting, report-

² Loc. cit.

³ Ruth Strang, The Role of the Teacher in Personnel Work, p. 68.

⁴ Lloyd and Elaine Cook, School Problems in Human Relations, pp. 280-285.

ing, and helping to correct social maladjustments within her school situation.

Thus the classroom teacher is, to use a military phrase, the first line of defense. Her immediate continuing contact with pupils enables her to observe them more frequently and under a greater variety of conditions than other staff members. If her observations are accurate, she will be able to spot maladjustments before they have a chance to become chronic or serious.⁵

Hatch and Dressel express the opinion of guidance people when they say,

The teacher of the secondary school plays a vital role in the successful operation of a program of the guidance services. The teacher is in a strategic position to collect vital information about each student and is in control of the major portion of a student's school environment.⁶

If it is certain that teachers can potentially fill needed positions in the guidance services, we may then concern ourselves with a more detailed account of how they may serve in each of the five areas of guidance.

The Role of the Teacher in the Student Inventory Service

The teacher more than any of the other school personnel has opportunity to observe students within the class room situation as well as in the many and varied extra-class activities. She is often called upon to observe the student's home relationship as well as developing particular acquaintances within and without the school situation. She further has the opportunity to

⁵ Clifford P. Froehlich, Guidance Services in Schools, p. 262.

⁶ Raymond N. Hatch and Paul L. Dressel, Guidance Services in the Secondary School, p. 19.

observe the same student over a period of time under varying situations. Because of this more than casual relationship with her students, the teacher can be called upon to make ratings of the students in her class or extra-class activities. She must be taught, however, to avoid as much as possible the so called 'halo effect'. That is, she must not generalize that a particular student possesses equally like characteristics judging from one set of circumstances.⁷

In-service training must point-up the problems of observing and picking out significant information pertinent to the situation at hand and not merely reporting information to the counselor. Planned training will also instruct the teacher how to record accurately, concisely, and meaningfully significant information as well as how to communicate this information to the counselor. The problem of communication is one of the greatest difficulties in the reporting of information. Further, the teacher must learn how to interpret behavior in its true light. In-service training should reveal the needs and values of such methods as time sampling, anecdotal records, discussion methods with groups and individuals.

The teacher can secure both the personal data sheet and a personal autobiography from each pupil. Perhaps the English teacher could require the autobiography for a theme during a ninth grade English course. This information could then be utilized by the counselor, provided the information was of value.

⁷ Lee J. Cronbach, Essentials of Psychological Testing, p. 397.

For this reason the teacher and the counselor must work together in the gathering of all information. Froehlich says concerning the gaining of information from the autobiography,

When the English teachers assign the task of writing an autobiography, they should keep in mind its dual purpose. From the English teacher's point of view, writing an autobiography may be a better assignment if the students are not furnished an outline. But from the guidance angle, the outline is essential.⁸

Following the writing of the autobiography, the teacher would be in an excellent position to gain further valuable information stemming from the written theme.

Along this same line, questionnaires and data blanks could provide more information about the student. Many times the sympathetic teacher could help devise and obtain this information within her class if she knew what information was needed. It is quite obvious that this gathering of information must be done in conjunction with the counseling office if it is to be of importance and duplication avoided.

It must always be born in mind that material that is collected must be purposeful. Teachers are already overloaded with duties and should never be asked to function as mere secretaries or recorders of needless information. If a teacher is requested to obtain information, she has the right to know why and how that information is to be used. Pity the counselor who asks for useless information and then in turn is found out by the

⁸ Clifford P. Froehlich, Guidance Services in Smaller Schools, p. 170.

teacher who was asked to gather the material. It is also extremely unfair to demand a certain type of information from a teacher and then regard this information as inferior to that of another teacher purely on the basis of the type of information asked for in the beginning.

The Teacher's Role in the Information Service

There are primarily three types of information given through the guidance services, namely: occupational, educational, and personal. Every teacher has an occupation and should know that field of work. Further, the teacher very likely knows of other types of occupations. Even further, the teacher has ready access to information about occupations. This possession of a wealth of information is of utmost value to the counselor because it gives him first hand access to information he either knows nothing about or has little time to investigate. The teacher can be of great value as a possessor of occupational information and if she is properly instructed, can use this information to her advantage as well as the advantage of the counselor.

The classroom teacher can utilize information to his advantage in teaching any subject. Occupational information, for instance, is an important aid to motivating some pupils who ask, "How do you ever use that information or skill?" And the teacher who can show an application in the world of work can answer such a question. . . . In a culture of increased leisure time, this may be vital to the mental health of the nation.⁹

⁹ Edward C. Roeber, Glenn E. Smith, Clifford E. Erickson, Organization and Administration of Guidance Services, p. 194.

The counselor has the obligation of letting the teacher know what information he needs as well as helping the teacher know what type of information she should train herself to give. The teacher can be used in a survey, community research project, observation, or in compiling information for ready use. In light of her education and special training she is to be considered a valuable resource person.

Every teacher will also possess information about training programs that are available. Many teachers will still be in school seeking further training and degrees, giving them definite first hand knowledge of various campuses and curriculums. The counselor, by adding up the total information of the teaching staff, can synthesize a tremendous amount of educational material. More fundamentally, he must encourage his teaching staff to disseminate this information to the students. The industrial arts instructor can most likely give information concerning skill training programs in various institutions, while the commercial teacher may well know of business courses that are available to high school graduates. Hoppock, though he feels occupations ought to be taught by a trained counselor, realizes the importance of teachers in this area.

In lieu of a course in occupations, some schools ask all teachers to include in their other courses some consideration of occupations in which these courses are useful. When well done by a teacher who wants to do it, this kind of teaching may have a real value.¹⁰

Finally, the teacher is a director of social activities

10 Robert Hoppock, Occupational Information, p. 197.

within the school curriculum. Along this line the teacher can plan visitations to industries, social agencies, clubs, etc.. She can utilize her courses as well as extra-class activities for purposeful social activities.

It must be remembered, however, that even though this wealth of service from the teacher is available, it is none-the-less, valueless unless use is made of it. Therefore, the counselor must plan to train the teacher as to what is useful and needed in connection with the guidance services.

The Role of the Teacher in the Counseling Service

The major aim of counseling is that of assisting an individual to self-understanding and through this self-understanding to a self-realization involving an awareness and acceptance of social responsibility.¹¹

Most guidance programs attempt to involve the classroom teacher in counseling activities. There is much that a teacher can accomplish in line with this service, including; reporting of information to the counselor; focusing instruction on student needs; modifying classroom relationships with certain students; exploiting friendly contacts with individual students; becoming an expert in certain types of vocational information and college requirements.

Whether or not all of the teachers undertake specific counseling assignments, it is apparent that the teaching staff can play a vital role in the counseling service because, in the broadest sense, one would have to admit that all teachers do

¹¹ Hatch and Dressel, op. cit., p. 109.

some counseling. Most teachers, however, do not have the psychological background, the knowledge of testing techniques and statistics, the knowledge and experience in counseling techniques, nor the interest required for counseling with any but the simpler problem situations. The foregoing reasons point out that it is fallacious to assume that proper counseling techniques can be carried on without the services of the professional counselor. At least one qualified person should be available to co-ordinate the counseling efforts of teachers and to deal with all but the routine counseling situations. This is primarily a question of degree in which effective counseling can be done by an untrained person without doing serious harm rather than helping the student. The teacher must be taught that though all teachers do counsel with students, not all persons are, in the strict sense, qualified to counsel problem cases. Here, it seems to the writer, is one of the most important functions of in-service training programs.

From the foregoing, it should be clear that the teacher plays a role as a counselor, but perhaps more particularly as the person who detects maladjustment and refers the student to the counselor who has the necessary skills and tools to cope with the situation, or else is intelligent enough to refer the patient to a specialist. This referral function of the teacher is beyond estimate in value and unless properly cultivated can be and often is, lost to the counselor.

Finally, the teacher can work with the counselor in his selection and control of experimental subjects. If the teacher understands the purposes of the counselor, she can so devise her

talents and time to be of use. We speak here concerning teachers reporting such matters as satisfaction of the clientele, improvement of grades, adherence to plans, and behavioristic changes. Teaching experience, for example, is so important in counseling, that most states require it before a counselor can be certified.¹²

The Role of the Teacher in Placement and Follow-up

Placement and follow-up have two aspects: within the school situation; and outside the school. Though the placement program should be centralized to facilitate its work, teachers play their definite role by having assigned duties. When teachers know and disseminate information about the school curriculum, the school extra-class activities, and the world of work, they become placement personnel.¹³ Certain teachers can be utilized because of their special interest and talents to not only work at placing students, but to conduct follow-up studies of drop outs and graduates. The chosen persons must have knowledge and wide acquaintance with the people of the community; work experience other than teaching; acceptance by the other staff members and students; familiarity with the school plant; and a knowledge of the child labor laws.

Teachers generally can be utilized in making job and student surveys and reporting such information to the counselor. The teachers can also find and report such information as job choice

¹² Leona E. Tyler, The Work of the Counselor, pp. 263-264

¹³ Clifford P. Froehlich, Guidance Services in Smaller Schools, pp. 226-256.

and satisfaction of students with whom they are personally acquainted.

The Teacher's Role in the Evaluation Service

Present practices need to be identified and recognized, or the more enthusiastic teachers may assume the attitude that the work they have done is considered of no consequence and withdraw from activity in the new plans. . . . A school staff or student body which does not recognize a need for guidance services will not assist in the formulation of the program or participate in the final product If guidance activities are to be accepted by the entire staff, they must be understood and appreciated by both line and staff members. The best work and thinking of those with staff responsibilities will go for naught if uninformed persons veto the proposed action.¹⁴

Teachers who are properly instructed can be of valuable assistance in a follow-up study, a case conference, a series of teachers' meetings on the "What" and more particularly the "Why" of guidance services. They can be called upon to analyze the present services and compile the results of their evaluation study. This in turn will tend to improve the already existing program.

Hoppock points out that all teachers should evaluate their teaching, and we may infer their work in the guidance services when he says, "Teachers often fear evaluation sometimes with good reason, because the results may be influenced more by the prejudices of the evaluation than by the quality of the teaching."¹⁵ If an evaluation study should be used for condemnation or for the forcing of action from a teacher or group of teachers, more harm than good would only result. It seems necessary, therefore,

¹⁴ Hatch and Dressel, op. cit., p. 19.

¹⁵ Hoppock, op. cit., p. 333.

to include all teachers in the planning and execution of an evaluation study.

The staff must be included in the planning of the guidance services as well as be given responsibility in carrying out the policies of such services. Bayles, from the University of Kansas, speaks of this when he says,

We propose that democracy should be defined as equality of opportunity to participate in making group decisions and equality of obligation to participate in carrying them out, once they are made and until they are revised or rescinded.¹⁶

The importance of having teachers participate in the development of administrative and pedagogical policies cannot be overemphasized. This practice dignifies the status of the teacher, gives her a sense of belonging and security, and humanizes the relationship between the supervisor and the staff.¹⁷

It must always be remembered that the primary responsibility of the classroom teacher is to teach well. Teachers should be responsible, however, for carrying out those aspects of the guidance program which are an inherent part of effective instruction. Since teachers are often uncertain or unaware of their guidance responsibilities, and counselors are equally remiss in recognizing the teacher's role, some of the available resource for better schools is lost.¹⁸

16 Ernest E. Bayles, Education for Democracy, p. 6.

17 American Association of School Administrators, Public Relations for America's Schools, p. 160.

18 Hatch and Stefflre, op. cit., p. 153.

SURVEY OF HOW TEACHERS ARE PARTICIPATING IN THE GUIDANCE SERVICES

Purpose of the Survey

In order to establish first hand knowledge of whether the guidance services were being understood and accepted by teachers, the writer felt it expedient to personally question the teachers of two secondary schools of approximately equal size where guidance programs were in operation. Such an opportunity afforded itself in the central area of Nebraska, where two schools with a student population of approximately 1,000 each were located. Each of these schools had had a guidance program for several years.

With the help of Dr. H. Leigh Baker, Professor of Education and Consultant in Guidance Services at Kansas State College, and Dr. D. F. Showalter, Acting Head of the Department of Psychology at Kansas State College, a survey was devised for the purpose of comparing teacher relation to the guidance services in these four areas:

1. What do the teachers know about the work the counselor is doing?
2. What are the teachers doing about student guidance?
3. What do the teachers need in the way of guidance services?
4. How do the teachers feel about the present guidance program and the personnel behind it?

Setting Up the Survey

At the outset it was realized that teachers who were of more permanent standing in the school system were to be contacted by the surveyor. For this reason, teachers who were not in the school system the year previous were eliminated. Those teachers who had at least one year acquaintance with the guidance department of the school were to be contacted personally to insure the greatest degree of honesty and completeness of answers.

Both the surveyor and the person surveyed placed their attention on the same question at the same time by means of cards on which the questions were asked. The person surveyed was given a series of cards on which each question and the possible choice of answers were written. Thus the person surveyed was asked to answer all questions orally while the surveyor marked the questionnaire. The person surveyed was assured that his or her answers would remain anonymous. The writer felt that, for the most part, the teachers who were interviewed were very fair and honest. This is, of course, merely subjective conjecture on the part of the writer. All miscellaneous comments made by the person surveyed were recorded and can be seen in the tables of this report.

The actual questions of the survey were so arranged as not to create antagonism on the part of the teacher at the beginning of the interview. All threatening questions concerning feelings and moods were placed toward the end of the survey in

the hope that by mutual acquaintance between the surveyor and teacher, a more favorable rapport would be established. This would, in turn, lend itself to a more complete and accurate choice of answers. Responses were encouraged on all questions; however, the person surveyed was not in any sense pressured to answer any question for fear that false choices would be made.

The questions of the survey were so devised as to require that the teacher read them completely before making an answer. The possible choice of answers were so arranged as to have no definite order for the purpose of discouraging the identical answering of all questions. Some of the questions were progressive and required a completion of one train of thought over a series of questions. For example, the teacher was asked when she had received any unsolicited information from the guidance department, and then in the next question was asked if she knew the meaning and purpose of this information, then what she did with this information, and finally, how she felt about this information. Also, if a teacher answered a question with a statement such as, "I haven't thought about this before," the question was asked, "Why?" In this manner it was felt that more complete answers would be gained. Each survey took approximately thirty minutes, depending on the rapidity of the teacher's answers and understanding of the material in the survey.

The survey was given a dry run by the writer taking sample questions to approximately 15 teachers, who were on the campus of Kansas State College during the summer of 1958, in order to determine whether or not the questions and answers were

clearly understood and also to receive other possible answers. After this dry run, the survey was tabulated to see if the questions were discriminatory.

In consideration of the amount of time available for making this survey, two other surveyors were trained in the matter of methods and purposes of this survey. By securing these other surveyors all of the teachers seen were contacted in far less time, thus allowing for no loss of interest on the teacher's part. This also curbed, to some extent, the possibility of teachers talking over the answers of the survey the Monday following the Saturday on which they were surveyed. The writer chose his wife and a college student at Hastings College to help in this way.

Administering the Survey

The next step was to send out a letter of introduction to all permanent teachers in the two Nebrasks high schools. Lists of names were secured from the school principals previously. Included in the letter of introduction was a postal card which was to be returned (see Appendix). This postal card asked when would be the most convenient time for the teacher to be surveyed. Fifty per cent of the cards were returned from School I while 58 per cent of the cards were returned from School II. None-the-less, it was determined to see every teacher if possible.

Thirty-four out of a total of 41 employed teachers, had taught in School I the year previous. Thirty-two of these 34

teachers were interviewed. One of the teachers not seen was extremely antagonistic, while the other could not be contacted because of a change of address.

Forty, out of a total of 49 employed teachers, had taught in School II the year previous. Thirty-six of these 40 teachers were interviewed.

In all, 70 teachers answered the questionnaire. Percentage wise, 94 per cent of the rehired teachers in School I were contacted, while 90 per cent of the rehired teachers in School II were contacted.

All teachers would have been contacted except for the fact that by pressing them the results of the survey were being affected. For example, an increasingly higher percentage of the teachers began to complain about the survey itself and answered "no" to the question whether or not they would like to see the results of the survey. Several comments were, "Many of these points are an insult to a teacher's intelligence." "I just hate to do this for I do not have time. I told you I had absolutely no time to put on it at home. You did not do as I told you to do, I asked if I could meet you at school." It was impossible for the writer, who is also a school teacher, to meet this teacher during school time. In lieu of this, the remaining teachers were not pressed to be seen for fear that a warping of opinion would develop. The writer feels, however, that a high level of confidence was achieved by seeing personally over 90 per cent of all teachers in each school system.

A parallel survey was devised for the counselors of each

school to see how they would score in relation to the teachers. The survey questions paralleled the questions of the teacher's survey. (See Appendix). In the Appendix of this report questions used on both the teacher and counselor forms are presented.

RECOMMENDATIONS AND CONCLUSIONS

In order to clarify the findings of the previously mentioned survey, the writer has included in this report, a list of 17 tables. It must be remembered, however, that though a high percentage of teachers was surveyed in both School I and School II, the total percentage of teachers surveyed in all Nebraska Class IV secondary schools would be extremely small. The reader must not generalize from the results of this study that similar conditions are necessarily universally true.

A final note of caution seems to be in order here. The observations of this survey are to be used as criteria and not as predictors. The writer feels that empirical studies of their validity would be unwise and fruitless. On the assumption that the logical validity of this study has not been distorted by errors in measurement, the following conclusions seem reasonable.

What the Teachers Knew About the Work the Counselor Was Doing

The highest percentage of teachers in School I and School II agreed that the guidance services were established to:

- a. help the student adjust
- b. help the student get a job or go on to school
- c. make school work more meaningful

The least often reasons for the establishment of the guidance services were:

- a. to find out everybody's business
- b. keeping track of graduates and drop outs

The writer felt that both schools had little to do with the follow-up of graduates and drop outs. This was reflected in teacher response as to what the guidance services were meant to accomplish. Counselors in both schools agreed with this opinion (Table 13).¹

The highest percentage of teachers in School I and School II gave their students vocational and educational information in class if it came up. This incidental method of disseminating information seems to the writer unsatisfactory, but the second highest percentage of teachers gave vocational and educational information to their students with the co-operation of the guidance people (Table 9).

What the Teachers Did About Student Guidance

The highest percentage of teachers in School I and School II asked to see the counselor's records if they wanted to find out about the general abilities of their students (Table 2).

The main reason teachers in School I and School II sent students to the counselor was to have the student's curriculum changed. A personal adjustment problem was the second most often reason students were sent to counselors. (Table 3).

¹ All Tables in the Appendix.

Twice the percentage of teachers in School I said that they had not sent any students to the counselor as School II. This fact seems to be significant when coupled with the fact that a higher percentage of teachers in School I also reacted with a "didn't care" attitude when they received their last unsolicited information from the guidance counselor. This could, however, be an error in sampling. It is possible that the last information received from the guidance counselors happened to be of little value (Tables 3 and 7).

A higher percentage of teachers in School II received their last unsolicited information from the guidance people with enthusiasm and were using the information then, while in School I, the highest percentage of teachers received their last unsolicited information with a "didn't care" feeling and were planning to use the information at a later date. Again this could have been an error in the sample of information the teachers happened to have received (Tables 7 and 8).

The highest percentage of teachers chose to counsel with students and only a small percent felt that they were too busy to take part in the guidance services. Yet, the highest percentage of teachers in School I were doing something other than what they would choose to do in helping to plan and evaluate the guidance services (Tables 11 and 12).

School I and School II both gave the guidance counselors little written or systematic information. This seems to the writer to be an unsatisfactory condition that could be remedied by a program of in-service training (Table 17).

What the Teachers Needed in the Way of Guidance Services

Teachers in both School I and School II felt they knew more about the scholastic abilities of their students and least about the economic status, personal problems, and interests and hobbies of their students.² This lack of understanding on the part of teachers points up a definite need for guidance counselors to inform the teachers and train the teachers how to inform themselves (Table 1).

The highest percentage of teachers in School I and School II felt that the guidance people could best help them by:

- a. giving me more information about my students
- b. giving me more intensified in-service training (Table 15).

Teachers in School I and School II did not think the counselors should take care of their problem students. However, a rather high percentage of teachers in School I and School II felt the guidance services should help with discipline cases. (Tables 13 and 15)

How the Teachers Felt About the Guidance Program*

A fair number of teachers in School I felt that they would like to change some of the head personnel in the guidance department.

A high percentage of teachers in School I felt that:

- a. teachers were confused as to what was being accomplished
- b. too much work was put on busy teachers

² H. Leigh Baker, High School Teachers' Knowledge of Their Pupils.

* Lists of actual complaints can be seen in Tables 14 and 16.

A fair number of teachers in both School I and School II felt that they were not included in the planning of the guidance services (Table 16).

The highest percentage of teachers in School II felt they had no complaints about the guidance program (Table 16).

General Comments

Both School I and School II counselors were active in sending out information to the teachers. Eighty-three per cent of the teachers in School I had received unsolicited information from the guidance counselors within the last month, while in School II 88 per cent of the teachers had received information from the guidance counselors.

In both School I and School II over 85 per cent of the teachers were certain as to the meaning and purpose of the last information received from the guidance counselors.

Teachers in School I responded to the question, "If you had personal or family problems, would you go to a professional counselor?" in this manner:

43 per cent yes 40 per cent maybe 17 per cent no

School II responded in this manner:

41 per cent yes 20 per cent maybe 39 per cent no

Eighty-one per cent of the teachers in School I said they would like to see the results of the survey, while 93 per cent of the teachers in School II said they would like to see the results.

The counselors of both School I and School II were generally aware of the failings of their guidance programs (see Appendix - counselor form).

General Conclusions*

The writer considers that the following conclusions are valid:

1. Teachers who had no criticism of the guidance program also did or knew little about it.
2. If a person is to be delegated responsibility, he must have the means and authority to carry it out.
3. A guidance program is no better than the personnel behind it.
4. A major failing of both guidance programs was that too much emphasis was placed on the fast learner getting into a profession at the expense of a more varied course of study.
5. In-service training was a major lack in both programs.

* These conclusions are based on comments the teachers were asked to make at the end of the survey.

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APPENDIX

Table 1. Responses of teachers in two Nebraska class IV secondary schools concerning what they felt they knew about their students.*

Question	Possible answers	School I (% of times chosen)			School II (% of times chosen)		
		1st:	2nd:	3rd:	1st:	2nd:	3rd:
If an F.B.I. agent were to ask you about hiring a particular student you had in one of your classes, what information would you feel most qualified to give him? (list 3 in most likely order)	student's scholastic ability	43%	20%	0%	57%	17%	8%
	student's attitudes	27%	52%	15%	17%	40%	26%
	student's personality	7%	8%	42%	14%	13%	19%
	student's vocational and educational interest	0%	4%	23%	3%	17%	12%
	student's homelife	10%	0%	4%	3%	0%	12%
	student's interests and hobbies	3%	8%	12%	0%	0%	15%
	personal problems of the student	0%	4%	4%	0%	0%	4%
	student's associates and enemies	0%	4%	0%	0%	10%	4%
	economic status of the student	0%	0%	0%	0%	0%	0%
	other	10%	0%	0%	6%	3%	0%

* percentages figured to the nearest number

Table 2. Responses of teachers in two Nebraska class IV secondary schools showing how they find out the general abilities of their students.*

Question	: Possible answers	School I			School II		
		(% of times chosen)			(% of times chosen)		
		1st:	2nd:	3rd:	1st:	2nd:	3rd:
If you wanted to know about the general abilities of all the students in your class, how would you obtain this information? (list in order the 3 most likely ways)	ask to see the office records**	68%	14%	4%	6%	29%	11%
	ask to see the counselor's records	21%	10%	4%	73%	20%	4%
	observe the student in daily activities	0%	29%	20%	9%	29%	26%
	test the students	0%	14%	20%	3%	13%	22%
	ask a counselor	4%	4%	32%	3%	3%	4%
	ask the principal	0%	11%	8%	0%	0%	0%
	ask other teachers	0%	10%	8%	0%	3%	22%
	figure it out from previous grades	0%	4%	4%	0%	3%	4%
	ask each student	0%	0%	0%	3%	0%	0%
	other ways	7%	4%	0%	3%	0%	3%

* percentages figured to the nearest number

** office records and counselor's records are the same in School I

Table 3. Responses of teachers in two Nebraska class IV secondary schools showing why they sent students to the counselor.*

Question	Possible answers	School I (% of times chosen)			School II (% of times chosen)		
		1st	2nd	3rd	1st	2nd	3rd
For what reasons have you sent students to the counselor during this and last year? (list in order of frequency the 3 most often cases)	I haven't sent any	39%	2%	1%	16%	0%	0%
	to change the student's curriculum	26%	21%	14%	38%	36%	8%
	a personal adjustment problem	10%	28%	28%	9%	14%	59%
	to gain further information about the student	6%	21%	0%	6%	14%	0%
	to do my duty as a teacher	3%	7%	0%	0%	9%	0%
	the student requested to be sent	0%	0%	14%	22%	14%	8%
	because of a discipline problem	6%	7%	0%	0%	5%	8%
	other reasons**	10%	14%	43%	9%	8%	17%

* percentages figured to the nearest number

** School I--"I sent the student to the assistant principal."

"I send students to the counselor if he requests that they be sent."

School II--"I recently sent a boy because he was not working to capacity."

"I have the better students in my classes, so I send misplaced students to the counselor as a general rule."

Table 4. Responses of teachers in two Nebraska class IV secondary schools showing why they counseled students.*

Question	Possible answers	School I (% of times chosen)			School II (% of times chosen)		
		1st:	2nd:	3rd:	1st:	2nd:	3rd:
In the last year or so in what situations have you counseled with students? (list in order the 3 most often cases)	when students needed discipline	33%	7%	15%	31%	14%	5%
	when students were failing in my class	13%	36%	15%	34%	40%	14%
	when other students requested it	0%	7%	7%	0%	4%	14%
	informally as I happened to be with the student	27%	14%	11%	10%	10%	9%
	as a part of my routine with each student	7%	11%	22%	20%	4%	14%
	to work out personal problems	7%	11%	19%	0%	7%	0%
	I leave this to the counselors	3%	0%	0%	0%	0%	9%
	when parents request it	3%	7%	7%	0%	4%	8%
	when other students request it	0%	7%	7%	0%	4%	14%
	when the student requests it	3%	7%	4%	0%	7%	18%
	other	7%	0%	0%	5%	10%	9%

* percentages figured to the nearest number

Table 5. What teachers did with the information gained from counseling with students.*

Question	Possible answers	School I : (% of times chosen)	School II (% of times chosen)
What did you do with the information you found out from your last counseling situation?	talked it over with the counselors	30%	31%
	confidentially kept it in my head	18%	21%
	talked only with the student about it	16%	21%
	made a record of it for the principal	10%	3%
	filed it in my own records	2%	11%
	discussed it with the other teachers	8%	7%
	am planning to keep the information until I find out more	2%	3%
	other**	14%	3%

* percentages figured to the nearest number

** School I--"If not serious I face it myself and never discuss it with other teachers--only with the counselor."

"I often talk it over with the principal or assistant principal."

"This does not affect me because I am not a counselor."

School II--"I contact the parents."

"We talk about college plans and financial troubles."

Table 6. What teachers generally do with information gained from counseling with students.*

Question	Possible answers	School I (% of times chosen)	School II (% of times chosen)
What do you generally do with information gained from counseling with your students?	talk it over with the counselors	26%	30%
	talk only with the student about it	17%	18%
	confidentially keep it in my head	17%	18%
	discuss it with other teachers	17%	4%
	file it in my own records	6%	21%
	make record of it for the principal	11%	5%
	keep the information until I find out more	3%	4%
	other	3%	0%

* percentages figured to the nearest number

Table 7. Teacher reaction to information received from the guidance department.*

Question	Possible answers	School I : (% of times : chosen)	School II : (% of times : chosen)
What was your reaction to the last information you received from the guidance people?	received it with enthusiasm	19%	40%
	didn't care	33%	0%
	felt it was as important as any other unsolicited material	11%	14%
	wished more of this kind of thing would reach me	0%	21%
	knew it would be routine procedure	0%	14%
	it was useless to me	11%	0%
	I can't remember how I felt right now	4%	3%
	confused as to the meaning of it	0%	4%
	other**	22%	4%

* percentages figured to the nearest number

** School I--"I felt it was important for the development of the guidance program."

"I received it with fair enthusiasm."

"Excess baggage--program has been imposed upon us and is not efficient."

"It was something to acquaint us with the program."

School II--"The information was helpful concerning my students."

Table 8. What teachers did with information received from the guidance department.*

Question	Possible answers	School I	School II
		(% of times chosen)	(% of times chosen)
What did you do with the information you last received from the guidance people?	am using the information now	29%	62%
	read it and filed it away for future use	32%	16%
	am planning to use the information later	18%	8%
	read it carefully because I felt I should	0%	8%
	other**	21%	6%

* percentages figured to the nearest number

** School I--"Attended meeting to discuss unsatisfactory students--nothing was accomplished."

"Kept information in my mind."

"I returned the information because it was a questionnaire."

"Used it and gave it back to the guidance people."

"Pupil changed classes."

"It is now on the bulletin board."

School II--"Am not using it in my department."

"It was useless to me."

Table 9. How teachers generally give their students vocational and educational information.*

Question	Possible answers	School I : (% of times chosen)	School II : (% of times chosen)
What have you found to be the best way to give your students vocational and educational information?	while I teach if it comes up	33%	34%
	in cooperation with the guidance people	30%	27%
	informally (after class; in the halls; etc.)	20%	23%
	I let the counselors do it	5%	7%
	by sponsoring extra-class activities	3%	7%
	by testing	2%	2%
	other	7%	0%

Table 10. Showing whether teachers would seek professional counseling help.*

Question	Possible answers	School I : (% of times chosen)	School II : (% of times chosen)
If you had personal or family problems, would you go to a professional counselor?	Yes	43%	41%
	Maybe	40%	20%
	No	17%	39%

* percentages figured to the nearest number

Table 11. What teachers would like to do in planning and evaluating the guidance services.*

Question	Possible answers	School I	School II
		(% of times chosen)	(% of times chosen)
What would you like to do in planning and evaluating the guidance services?	counsel with students	33%	26%
	help on a follow-up study of graduates	16%	24%
	serve on a committee	11%	5%
	secretarial work	11%	3%
	plan social life	0%	12%
	nothing	3%	8%
	help in any way	11%	0%
	make home visits	5%	4%
	keep anecdotal records	0%	10%
	help on a survey	5%	4%
	give vocational and educational information	5%	0%
	work on a case study	0%	4%

Table 12. What teachers are doing in comparison with what they would like to do.**

Question	Possible answers	School I	School II
		(% of times chosen)	(% of times chosen)
What are you now doing in planning and evaluating the guidance services?	Doing what you want	33%	56%
	Doing nothing	20%	11%
	Doing something	47%	33%
	other		

* percentages figured to the nearest number

** percentages figured by comparing tables 11 and 12

Table 13. What teachers think the guidance services are meant to accomplish.*

Question	Possible answers	School I	School II
		(% of times chosen)	(% of times chosen)
Which of these do you think the guidance services are really meant to accomplish?	help student adjust	20%	18%
	help students get a job or go on to school	16%	15%
	make school work more meaningful	15%	17%
	keep records for future help	13%	16%
	help with discipline cases	12%	6%
	I don't know	0%	12%
	keep students in school	11%	0%
	help the superintendent and principal	6%	4%
	keep track of graduates	4%	4%
	take load off teachers	1%	2%
	get established as being necessary	1%	2%
	make the community happy	0%	2%
	please parents and school board	0%	1%
	find out everybody's business	0%	0%
	other	1%	1%

* percentages figured to nearest number

Table 14. Complaints teachers feel other teachers have about the guidance services.*

Question	Possible answers	School I :(% of times : chosen)	School II :(% of times : chosen)
Which of these complaints do other teachers have about the guidance services?	there are none	15%	30%
	teachers are confused	17%	8%
	too much work put on busy teachers	17%	6%
	don't include teachers	12%	10%
	teachers can't see purpose of it all	12%	6%
	department keeps us in the dark	5%	6%
	counselors are in with administration	5%	2%
	not enough students see the counselor	0%	8%
	it's a waste of time	5%	4%
	they don't care enough to complain	3%	4%
	counselors are big shots	3%	4%
	other complaints**	6%	12%

* percentages figured to nearest number

** School I--"Counselors should do more directing."

"How do we use the information we already have?"

"Counselors don't work hard enough."

"Guidance personnel is inadequate."

"Counselors should not be burdened with so much secretarial work."

School II--"I object to this question--it's my business!"

"Better students are pushed into educational fields."

"Counselors don't pay enough attention to the slow learners."

"Give me some bright learners as well as poor ones."

Table 15. Teachers opinions as to how the guidance people could best help them.*

Question	Possible answers	School I :(% of times : chosen)	School II :(% of times : chosen)
How could the guidance program best help you?	by giving me more information about my students	42%	34%
	by giving more intensified in-service training	15%	19%
	by keeping records open for my use	6%	13%
	by better planning so that the school program is not so disturbed	15%	4%
	by letting me have a part in it	6%	6%
	by getting slow learners out of my class	6%	4%
	by the counselors telling me what's going on	6%	4%
	by letting me know why information is needed	2%	6%
	by taking care of my problem students	0%	4%
	other	2%	8%

* percentages figured to nearest number

Table 16. How teachers would like to change the guidance program.*

Question	Possible answers	School I :(% of times : chosen)	School II :(% of times : chosen)
If you had your honest to goodness way, what about the guidance program would you like to change?	some of the head personnel	13%	0%
	the superior feeling of guidance people	6%	10%
	taking students out of my classes	3%	3%
	locking up on important information	3%	3%
	the gathering of useless information	3%	3%
	being forced to attend lectures on guidance	3%	3%
	other	69%	78%

* percentages figured to nearest number

** School I--"There is a lack of teacher guidance on how to use the information already gathered."
 "Guidance person is not actually a guidance person."
 "Guidance materials are here but not being used."
 "We need to expand our program and improve it."
 "I am not close enough to the guidance people or program to know."
 "Depends on the counselor--what kind of a man he is."
 "We need more counselor planning of student's curriculum."
 "The counselors need more time and help."
 "Students should be allowed to take the courses they are interested in."

School II--

"We need more counselors."
 "The guidance counselors should be more informed about vocational opportunities."
 "Counselors stress academic subjects too much."
 "The guidance people need more time."

Table 17. Information teachers have given the guidance counselors.*

Question	Possible answers	: School I :(% of times : chosen)	: School II :(% of times : chosen)
What information have you given the guidance counselor in the last two months?	informal oral information	28%	26%
	information about problem cases in my class	19%	21%
	grade reports	16%	21%
	information about morale and attitudes of the students	10%	14%
	none	17%	0%
	information about social activities of the students	4%	5%
	report on extra-class activities I sponsor	2%	5%
	systematic written reports	0%	1%
	committee reports	0%	1%
	a guidance sheet	0%	1%
	other	5%	5%

* percentages figured to nearest number



KERMIT E. BELAU,
SUPERINTENDENT

ROSELAND PUBLIC SCHOOLS
ROSELAND, NEBRASKA

Dear Fellow Teacher,

In connection with my master's degree I am planning to make a survey of _____. In order to make my survey complete I will need to have an interview with you personally. Would you please check the enclosed card to let me know when it would be most convenient for you to have me see you.

It is imperative to this study that I have 100% recovery of my cards. I appreciate your cooperation in this matter.

Sincerely,

Bert Hayenga
Social Studies
Teacher

THIS SIDE OF CARD IS FOR ADDRESS



Bert Hayenga
% Roseland Public Schools
Roseland, Nebraska

Check BELOW the most convenient time and place
for me to see you.

Saturday Nov. 1	_____	Morning	_____	Afternoon	_____
Saturday Nov. 8	_____	Morning	_____	Afternoon	_____
Saturday Nov. 15	_____	Morning	_____	Afternoon	_____

At home _____ At school _____

Signed _____



GUIDANCE SERVICES QUESTIONNAIRE
(Teacher Form)

1. If you wanted to know about the general abilities of all the students in your class, how would you obtain this information? (list in order the 3 most likely ways)

- | | | |
|--|--|---|
| <input type="checkbox"/> ask each student | <input type="checkbox"/> ask the principal | <input type="checkbox"/> ask to see the counselor's rec- |
| <input type="checkbox"/> ask to see the office records | <input type="checkbox"/> ask each student's parents | <input type="checkbox"/> observe each student in daily activities |
| <input type="checkbox"/> ask other teachers | <input type="checkbox"/> test the students | <input type="checkbox"/> figure it out from previous grades |
| * <input type="checkbox"/> I really don't know off-hand (Why?) | <input type="checkbox"/> ask other students | <input type="checkbox"/> other ways (How?) |
| <input type="checkbox"/> ask a counselor | * <input type="checkbox"/> it's not important (Why?) | |

2. For what reasons have you sent students to the counselor during this and last year? (list 3 in order of frequency)

- | | | |
|--|---|---|
| <input type="checkbox"/> to change the student's curriculum | <input type="checkbox"/> the student requested to be sent | <input type="checkbox"/> a personal adjustment problem |
| <input type="checkbox"/> to gain further information about the student | <input type="checkbox"/> other students requested it | <input type="checkbox"/> to help the counselor by giving him business |
| <input type="checkbox"/> because of a discipline problem | <input type="checkbox"/> to do my duty as a teacher | <input type="checkbox"/> other reasons (What others?) |
| | <input type="checkbox"/> I haven't sent any | |

3. What would you like to do in planning and evaluating the guidance services?

- | | | |
|---|--|--|
| <input type="checkbox"/> secretarial work (like score and record tests) | <input type="checkbox"/> counsel with students | <input type="checkbox"/> make home visits |
| <input type="checkbox"/> help in a follow-up study of graduates and drop outs | <input type="checkbox"/> help on a survey of some sort | <input type="checkbox"/> keep anecdotal records |
| <input type="checkbox"/> serve on a guidance committee | <input type="checkbox"/> work on a case study | <input type="checkbox"/> plan social activities |
| <input type="checkbox"/> nothing because I am too busy already | <input type="checkbox"/> help train other teachers for guidance work | <input type="checkbox"/> give vocational and educational information |
| * <input type="checkbox"/> other (What?) | <input type="checkbox"/> keep attendance records | * <input type="checkbox"/> I never thought to much about it (Why?) |
| | * <input type="checkbox"/> help in any way I can (Any particular way?) | |

4. On the previous question circle what you are now doing in planning and evaluating the guidance services.

5. When was the last time you received unsolicited information from the guidance department?

- | | | |
|---|---|--|
| <input type="checkbox"/> I haven't received any | <input type="checkbox"/> two weeks ago | <input type="checkbox"/> sometime last year |
| <input type="checkbox"/> this week | <input type="checkbox"/> one month ago | <input type="checkbox"/> can't remember off-hand |
| <input type="checkbox"/> last week | <input type="checkbox"/> two months ago | * <input type="checkbox"/> other (What?) |
| | <input type="checkbox"/> longer than two months ago | |

6. Did you know why you were given this information?

- | | | |
|------------------------------------|---|----------------------------------|
| <input type="checkbox"/> partially | <input type="checkbox"/> I haven't the slightest idea | <input type="checkbox"/> certain |
|------------------------------------|---|----------------------------------|

7. What was your reaction to this information?

- | | | |
|---|---|--|
| <input type="checkbox"/> confused as to the meaning of it | <input type="checkbox"/> considered it another time consuming burden | <input type="checkbox"/> it was useless to me |
| <input type="checkbox"/> received with enthusiasm | <input type="checkbox"/> felt it was as important as other unsolicited material | <input type="checkbox"/> knew it routine procedure |
| <input type="checkbox"/> didn't care | <input type="checkbox"/> I can't remember how I felt right now | <input type="checkbox"/> felt the guidance department sends out too much stuff |
| <input type="checkbox"/> wished more of this kind of thing would reach me | | * <input type="checkbox"/> other (What?) |

8. What did you do with this information?

- | | | |
|---|---|--|
| <input type="checkbox"/> put it in the waste-basket | <input type="checkbox"/> read it carefully because I should | <input type="checkbox"/> can't remember what I did with it now |
| <input type="checkbox"/> am using the information now | <input type="checkbox"/> read it like I do most other unsolicited information | <input type="checkbox"/> gave it to someone else |
| <input type="checkbox"/> read it and filed it away for future use | <input type="checkbox"/> as planning to use the information later | * <input type="checkbox"/> other (What?) |

9. If you had your honest-to-goodness way, what about the guidance program would you like to change? (list as many as you want)

- | | | |
|---|--|---|
| <input type="checkbox"/> taking students out of my classes | <input type="checkbox"/> the locking up of important information | <input type="checkbox"/> the gathering of useless information |
| <input type="checkbox"/> having to keep records | <input type="checkbox"/> some of the head personnel of the guidance department | <input type="checkbox"/> the superior feeling the guidance personnel seem to have |
| <input type="checkbox"/> I don't see the value of being forced to attend lectures on guidance | <input type="checkbox"/> the secretiveness of the guidance personnel | * <input type="checkbox"/> other (What?) |

0. What information have you given the guidance-counselor(s) in the last two months?

- | | | |
|---|--|---|
| <input type="checkbox"/> none | <input type="checkbox"/> grade reports | <input type="checkbox"/> report on extra-class activity I sponsor |
| <input type="checkbox"/> a guidance sheet | <input type="checkbox"/> committee reports | <input type="checkbox"/> information on moral and attitudes of the students |
| <input type="checkbox"/> informal oral information | <input type="checkbox"/> systematic written reports | <input type="checkbox"/> information about problem cases in my class |
| <input type="checkbox"/> reports on community opportunities and attitudes | <input type="checkbox"/> information about social activities of the students | * <input type="checkbox"/> other (What?) |

1. What have you found to be the best way to give your students vocational and educational information?

- | | | |
|---|--|--|
| <input type="checkbox"/> I let the counselor(s) do it | <input type="checkbox"/> make students keep a career notebook informally (after class; in the halls; etc.) | <input type="checkbox"/> by sponsoring extra-class activities |
| <input type="checkbox"/> while I teach if it comes up | | <input type="checkbox"/> giving tests |
| <input type="checkbox"/> I don't try to give any | | <input type="checkbox"/> in cooperation with the guidance people |
| | | * <input type="checkbox"/> other (How?) |

12. In the last year or so in what situations have you counseled with students?
(list in order the 3 most often cases)

- | | | |
|--|---|--|
| <input type="checkbox"/> when students needed discipline | <input type="checkbox"/> when the student himself requested it | <input type="checkbox"/> I leave this to the counselor(s) |
| <input type="checkbox"/> when students are failing in my class | <input type="checkbox"/> I don't remember | <input type="checkbox"/> as a part of my routine with each student in my class |
| <input type="checkbox"/> when other students requested it | <input type="checkbox"/> when I was told to informally (when I and the student happened to be together in the halls etc.) | <input type="checkbox"/> other (What?) |
| <input type="checkbox"/> when a student's parents requested it | | <input type="checkbox"/> to work out personal problems |

13. What did you do with the information you found out from your last counseling situation?

- | | | |
|--|--|--|
| <input type="checkbox"/> confidentially kept it in my head | <input type="checkbox"/> talked it over with the counselor(s) | <input type="checkbox"/> forgot about it |
| <input type="checkbox"/> made a record of it for the principal | <input type="checkbox"/> filed it in my own records | <input type="checkbox"/> found out nothing important so reported nothing |
| <input type="checkbox"/> am planning to keep the information until I find out more | <input type="checkbox"/> prepared it for a faculty report | <input type="checkbox"/> can't remember now |
| <input type="checkbox"/> discussed it with other teachers | <input type="checkbox"/> talked only with the student about it | <input type="checkbox"/> other (What?) |

14. On the previous question circle what you generally do.

15. If an F.B.I. agent were to ask you about hiring a particular student you had in one of your classes, what information would you feel most qualified to give him? (list 3 in most likely order)

- | | | |
|---|---|---|
| <input type="checkbox"/> student's homelife | <input type="checkbox"/> student's associates and enemies | <input type="checkbox"/> student's attitudes |
| <input type="checkbox"/> student's scholastic ability | <input type="checkbox"/> student's interests and hobbies | <input type="checkbox"/> personal problems of the student |
| <input type="checkbox"/> very little | <input type="checkbox"/> economic status of the student | <input type="checkbox"/> I have no idea |
| <input type="checkbox"/> student's vocational interests | | <input type="checkbox"/> student's personality |
| <input type="checkbox"/> student's educational goals | | <input type="checkbox"/> other (What?) |

16. Which of these do you think the guidance services are really meant to accomplish.
(list as many as you please)

- | | | |
|---|--|---|
| <input type="checkbox"/> keep records for future help | <input type="checkbox"/> find out everyone's business | <input type="checkbox"/> get established as necessary |
| <input type="checkbox"/> help students get a job or go on to school | <input type="checkbox"/> help students adjust | <input type="checkbox"/> take the load off the teachers |
| <input type="checkbox"/> I don't exactly know | <input type="checkbox"/> help the superintendent and principal | <input type="checkbox"/> make the community happy |
| <input type="checkbox"/> keep students in school | <input type="checkbox"/> make school work more meaningful for students | <input type="checkbox"/> keep track of graduates |
| <input type="checkbox"/> please the parents and school board | <input type="checkbox"/> help with discipline cases | <input type="checkbox"/> other (What?) |

17. Regardless of how you answered on question 16, which ones do you think are being accomplished through the guidance-services.

18. If you had personal or family problems, would you go to a professional counselor?

☐ yes

☐ maybe

☐ no

19. Which of these complaints do other teachers have about the guidance services.

- | | | |
|--|--|--|
| <input type="checkbox"/> there are none that I know of | <input type="checkbox"/> counselor(s) are big shots | <input type="checkbox"/> they don't include most teachers in planning |
| <input type="checkbox"/> they don't care enough to complain | <input type="checkbox"/> the department wants information but keeps us in the dark | <input type="checkbox"/> the counselor(s) are in with the administration |
| <input type="checkbox"/> teachers are confused as to what is being accomplished | <input type="checkbox"/> teachers can't see the purpose of it all | <input type="checkbox"/> counseling is an easy way to get out of the classroom |
| <input type="checkbox"/> too much extra work put on busy teachers | <input type="checkbox"/> not enough student's go to see the counselor(s) | <input type="checkbox"/> it's a waste of time |
| <input type="checkbox"/> the counselor(s) are trying too hard to be "good Jones" | <input type="checkbox"/> don't need a counselor | * <input type="checkbox"/> other complaints (What?) |

20. On question 19 circle the ones with which you agree.

21. How could the guidance program best help you? (list as many as you please)

- | | | |
|--|---|--|
| <input type="checkbox"/> by keeping out of my business | <input type="checkbox"/> by getting slow learners out of my class | <input type="checkbox"/> by giving more intensified in-service-training |
| <input type="checkbox"/> by the counselor(s) telling what's going on | <input type="checkbox"/> I don't know | <input type="checkbox"/> by letting me know why information is needed |
| <input type="checkbox"/> by giving me more information about my students | <input type="checkbox"/> by letting me have a part in it | <input type="checkbox"/> by better planning so that the school program is not so disturbed |
| <input type="checkbox"/> by taking care of my problem students | <input type="checkbox"/> by keeping the records open for my use | |
| | * <input type="checkbox"/> other (What?) | |

22. Would you like to see the results of this survey? ☐ yes ☐ no

23. Do you have any other comments?

GUIDANCE SERVICES QUESTIONNAIRE
(Counselor Form)

1. How do the teachers in your school usually find out about the general abilities of students in their classes? (list in order the 3 most likely ways)

<input type="checkbox"/> ask each student	<input type="checkbox"/> ask the principal	<input type="checkbox"/> ask to see the counselor's rec-
<u>2</u> <input type="checkbox"/> ask to see the office records	<input type="checkbox"/> ask each student's parents	<input type="checkbox"/> observe the student in daily activities
<u>3</u> <input type="checkbox"/> ask other teachers	<input type="checkbox"/> test the students	<input type="checkbox"/> figure it out from previous grades
* <input type="checkbox"/> I really don't know off-hand (Why?)	<input type="checkbox"/> ask other students	<input type="checkbox"/> it's not important (Why?)
<input type="checkbox"/> ask a counselor	* <input type="checkbox"/> other ways (How?)	

2. For what reasons have teachers sent students to you for counseling during this and last year? (list 3 in order of frequency)

<u>3</u> <input type="checkbox"/> to change the student's curriculum	<input type="checkbox"/> the student requested to be sent	<u>1</u> <input type="checkbox"/> I (we) requested it to help me out by giving me business
<input type="checkbox"/> to gain further information about the student because of discipline problems	<u>2</u> <input type="checkbox"/> a personal adjustment problem	<input type="checkbox"/> as a part of general routine
	<input type="checkbox"/> unknown reasons	<input type="checkbox"/> other reasons (What others?)
	<input type="checkbox"/> as a result of a personal conference with the teacher	

3. How much do you use your teachers in planning and evaluating the guidance program?

<u>1</u> <input type="checkbox"/> I (we) use all of the teachers	<input type="checkbox"/> I (we) use all of the teachers who are trained in the guidance field	<input type="checkbox"/> I (we) use all of the teachers who volunteer help
<input type="checkbox"/> I (we) use all of the teachers who are properly trained	<u>1</u> <input type="checkbox"/> I (we) use a select and trusted few teachers	<input type="checkbox"/> I (we) use those teachers who seem to have desirable personalities
		* <input type="checkbox"/> other (What?)

4. How well do you think your teachers are informed about the nature and purposes of the guidance services.

☐ very well informed 1 ☐ rather poorly informed ☐ fairly well informed

5. Which ones of these complaints do you feel your teachers have concerning the guidance program. (list as many as you want)

<u>1</u> <input type="checkbox"/> taking students out of my classes	<input type="checkbox"/> the locking up of important information	<u>1</u> <input type="checkbox"/> the gathering of useless information
<input type="checkbox"/> having to keep records	<u>1</u> <input type="checkbox"/> some of the head personnel in the guidance department	<input type="checkbox"/> the superior feeling the guidance personnel seem to have
<input type="checkbox"/> I see no value in being forced to attend lectures on guidance	<input type="checkbox"/> the secretiveness of the guidance personnel	<u>2</u> <input type="checkbox"/> too much extra work put on busy teachers
<u>1</u> <input type="checkbox"/> they don't include me	<u>1</u> <input type="checkbox"/> counseling is an easy way to get out of the classroom	<input type="checkbox"/> there are none that I know of
<u>2</u> <input type="checkbox"/> not enough student's go to see the counselor(s)		* <u>1</u> <input type="checkbox"/> other complaints (What?)
<input type="checkbox"/> a guidance program is not needed		

6. On question number 5 circle the complaints you feel are justified.

7. If you were to ask your teachers, "What do you think the guidance services are actually accomplishing?", which ones of the following do you suppose they would pick? (list as many as you want)

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> keeping records for future help | <input checked="" type="checkbox"/> finding out everyone's business | <input type="checkbox"/> getting established as necessary |
| <input checked="" type="checkbox"/> helping students get a job or go on to school | <input checked="" type="checkbox"/> helping students adjust | <input type="checkbox"/> taking the load off the teachers |
| <input checked="" type="checkbox"/> helping to keep students in school | <input checked="" type="checkbox"/> helping the superintendent and principal | <input type="checkbox"/> making the community happy |
| <input type="checkbox"/> pleasing parents and school board | <input checked="" type="checkbox"/> making school more meaningful for students | <input type="checkbox"/> keeping track of graduates and drop outs |
| <input type="checkbox"/> causing confusion in the school | <input checked="" type="checkbox"/> helping the new teachers get acquainted | <input type="checkbox"/> helping with discipline cases |
| | <input checked="" type="checkbox"/> fitting the student to a more suitable curriculum | <input type="checkbox"/> other (What?) |

8. How could the guidance program best help the teachers? (list as many as you please)

- | | | |
|---|--|---|
| <input type="checkbox"/> by keeping out of their business | <input checked="" type="checkbox"/> by taking slow learners out of faster groups | <input type="checkbox"/> by giving more intensified in-service-training <i>(teachers don't want it)</i> |
| <input type="checkbox"/> by telling the teachers what's going on | <input type="checkbox"/> I don't know | <input checked="" type="checkbox"/> by letting the teachers know why information from them is needed |
| <input checked="" type="checkbox"/> by giving out more information about the students | <input type="checkbox"/> by letting the teachers have more of a part in it | <input type="checkbox"/> other (What?) |
| <input type="checkbox"/> by better planning so the school program is not so interrupted | <input checked="" type="checkbox"/> by keeping records available for teacher use | |
| | <input type="checkbox"/> by making the teachers feel more needed | |

9. Do you feel most of your teachers would seek professional counseling if they had personal or family problems?

- ☐ yes (most would) ☐ a fair number would ☒ no (very few would)

10. What kind of an in-service-training program would you say your school has for teachers in the field of guidance?

- ☐ a top notch one ☐ a fairly good one ☒ we could stand a lot of improvement

11. Would you like to see the results of this survey? ☒ yes ☐ no

12. Do you have any other comments?

Those involved in planning guidance activities have different views. Too many conflicting administrative views.

GUIDANCE SERVICES QUESTIONNAIRE

(Counselor Form)

1. How do the teachers in your school usually find out about the general abilities of students in their classes? (list in order the 3 most likely ways)

<u>ask each student</u>	<u>ask the principal</u>	<u>ask to see the counselor's records</u>
<u>ask to see the office records</u>	<u>ask each student's parents</u>	<u>observe the student in daily activities</u>
<u>ask other teachers</u>	<u>test the students</u>	<u>figure it out from previous grades</u>
<u>* I really don't know off-hand (Why?)</u>	<u>ask other students</u>	<u>other ways (How?)</u>
<u>ask a counselor</u>	<u>* it's not important (Why?)</u>	

2. For what reasons have teachers sent students to you for counseling during this and last year? (list 3 in order of frequency)

<u>to change the student's curriculum</u>	<u>3 the student requested to be sent</u>	<u>I (we) requested it to help me out by giving me business as a part of general routine</u>
<u>to gain further information about the student because of discipline problems</u>	<u>2 a personal adjustment problem</u>	<u>other reasons (What others?)</u>
	<u>unknown reasons</u>	<u>study habits</u>
	<u>as a result of a personal conference with the teacher</u>	

3. How much do you use your teachers in planning and evaluating the guidance program?

<u>I (we) use all of the teachers</u>	<u>I (we) use all of the teachers who are trained in the guidance field</u>	<u>I (we) use all of the teachers who volunteer help</u>
<u>1 I (we) use all of the teachers who are properly trained</u>	<u>I (we) use a select and trusted few teachers</u>	<u>I (we) use those teachers who seem to have desirable personalities</u>
<u>emphasis and need established by teachers</u>		<u>* 1 other (What?)</u>
		<u>in work shop teachers were asked needs they fed in class work</u>

4. How well do you think your teachers are informed about the nature and purposes of the guidance services.

1 very well informed rather poorly informed fairly well informed

5. Which ones of these complaints do you feel your teachers have concerning the guidance program. (list as many as you want)

<u>taking students out of my classes</u>	<u>the locking up of important information</u>	<u>1 the gathering of useless information</u>
<u>having to keep records</u>	<u>some of the head personnel in the guidance department</u>	<u>the superior feeling the guidance personnel seem to have</u>
<u>I see no value in being forced to attend lectures on guidance</u>	<u>the secretiveness of the guidance personnel</u>	<u>too much extra work put on busy teachers</u>
<u>they don't include me</u>	<u>counseling is an easy way to get out of the classroom</u>	<u>there are none that I know of</u>
<u>not enough student's go to see the counselor(s)</u>		<u>* other complaints (What?)</u>
<u>a guidance program is not needed</u>		

6. On question number 5 circle the complaints you feel are justified.

7. If you were to ask your teachers, "What do you think the guidance services are actually accomplishing?", which ones of the following do you suppose they would pick? (list as many as you want)

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> keeping records for future help | <input type="checkbox"/> finding out everyone's business | <input type="checkbox"/> getting established as necessary |
| <input checked="" type="checkbox"/> helping students get a job or go on to school | <input checked="" type="checkbox"/> helping students adjust | <input type="checkbox"/> taking the load off the teachers |
| <input type="checkbox"/> helping to keep students in school | <input type="checkbox"/> helping the superintendent and principal | <input type="checkbox"/> making the community happy |
| <input checked="" type="checkbox"/> pleasing parents and school board | <input type="checkbox"/> making school more meaningful for students | <input type="checkbox"/> keeping track of graduates and drop outs |
| <input type="checkbox"/> causing confusion in the school | <input type="checkbox"/> helping the new teachers get acquainted | <input type="checkbox"/> helping with discipline cases |
| | <input checked="" type="checkbox"/> fitting the student to a more suitable curriculum | |

* ☒ other (What?)
study habits

8. How could the guidance program best help the teachers? (list as many as you please)

- | | | |
|--|---|---|
| <input type="checkbox"/> by keeping out of their business | <input checked="" type="checkbox"/> by taking slow learners out of faster groups | <input checked="" type="checkbox"/> by giving more intensified in-service training |
| <input type="checkbox"/> by telling the teachers what's going on | <input type="checkbox"/> I don't know | |
| <input checked="" type="checkbox"/> by giving out more information about the students | <input checked="" type="checkbox"/> by letting the teachers have more of a part in it | <input checked="" type="checkbox"/> by letting the teachers know why information from them is needed |
| <input checked="" type="checkbox"/> by better planning so the school program is not so interrupted | <input checked="" type="checkbox"/> by keeping records available for teacher use | |
| | <input checked="" type="checkbox"/> by making the teachers feel more needed | * <input checked="" type="checkbox"/> other (What?)
<i>by giving students information about study habits</i> |

9. Do you feel most of your teachers would seek professional counseling if they had personal or family problems?

- | | | |
|---|---|--|
| <input type="checkbox"/> yes (most would) | <input checked="" type="checkbox"/> a fair number would | <input type="checkbox"/> no (very few would) |
|---|---|--|

10. What kind of an in-service-training program would you say your school has for teachers in the field of guidance?

- | | | |
|--|--|---|
| <input type="checkbox"/> a top notch one | <input type="checkbox"/> a fairly good one | <input checked="" type="checkbox"/> we could stand a lot of improvement |
|--|--|---|

11. Would you like to see the results of this survey? ☒ yes ☐ no

12. Do you have any other comments?

The program is expanding. We do much work in educational planning. We are weakest on vocational guidance.

A STUDY OF TEACHER PARTICIPATION AND ATTITUDES
REGARDING THE GUIDANCE SERVICES IN
TWO NEBRASKA HIGH SCHOOLS

by

Lubertus Henry Hayenga

B. A., Sterling College, 1949

B. D., Faith Theological Seminary, 1952

A MASTER'S REPORT
(Abstract)

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1959

A STUDY OF TEACHER PARTICIPATION AND ATTITUDES IN THE GUIDANCE SERVICES

I. Purpose of the Study

- A. To learn what teachers knew about the work the counselor was doing.
- B. To find out what teachers did about student guidance.
- C. To determine what teachers needed in the way of guidance services.
- D. To probe into the feelings teachers had concerning the guidance program and the personnel behind it.

II. Procedure

A survey questionnaire was devised to gain information from teachers in the four areas listed above. To assure the greatest degree of honesty and accuracy, every teacher surveyed was contacted personally and assured that her responses would remain confidential.

III. Scope

Seventy teachers, or over 90 per cent of the rehired teachers in two central Nebraska high schools with a student population of over 900, were interviewed. Both schools had had guidance programs for several years, and only those teachers who had been in each school system at least one year previous were questioned.

IV. Findings

What Teachers Knew About the Work the Counselor Was Doing

The highest percentage of teachers in both schools felt the guidance services were established to help the student adjust, while a small percentage felt the guidance services were established to keep track of graduates.

Vocational and educational information was not disseminated in cooperation with the guidance personnel, but only on an incidental basis.

What Did the Teachers Do About Student Guidance

Twice the percentage of teachers in School I had not sent any students to the counselor.

A significantly higher percentage of teachers in School II received their last unsolicited information from the guidance people with enthusiasm.

Teachers in both schools gave the counselors little written or systematic information.

Curriculum change was the most common reason for sending students to the counselor.

The highest percentage of teachers in both schools were doing something other than what they would choose in helping with the guidance program.

What Teachers Needed In the Way of Guidance

Teachers felt they knew more about the scholastic ability of their students and least about economic status, personal problems, and interests and hobbies.

The highest percentage of teachers in both schools felt the guidance services could best help them by: "giving me more information about my students", "giving me more intensified in-service training".

More teachers in School I felt the guidance people should help with discipline cases.

How Teachers Felt About the Guidance Program

A fair number of teachers in School I wanted to change some of the head guidance personnel.

A high percentage of teachers in School I felt that: teachers were confused as to what was being accomplished; there was too much work put on already busy teachers.