

THE ORIENTATION OF HIGH SCHOOL STUDENTS
TO THE GUIDANCE SERVICES

by

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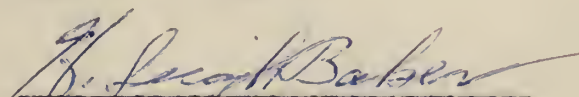
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INTRODUCTION

Guidance has become an accepted part of the school program. The majority of school administrators, staff and school board members agree on the need and usefulness of a guidance program in the overall educational process. The nature and meaning of guidance, as explained by Dr. H. Leigh Baker (3), is:

An educational process by which we assist individuals in the making of choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are inter-related, yet we should recognize these as educational, vocational, and personal-social in nature.

If the guidance program achieves the goal of helping the students resolve their educational, vocational, and personal-social problems, the students must understand the nature and objectives of the guidance program and be motivated to use this help at the time it is needed. Hatch (8, p. 216) sums up the problem this way:

Many counselors assume that because the role of counseling is perfectly clear to them that all counselees, teachers, and parents understand their function. This assumption is usually diametrically opposed to the facts. It behooves the counseling staff, with the assistance of the administrator, to provide necessary orientation to counseling for the groups to be served.

The growth and success of the guidance program will depend a great deal upon an understanding of the services offered by the person for whom the guidance program is set

up, the student body. Hatch (8, p. 149) says:

The growth of a program of guidance services depends to a large extent on the effectiveness of the interpretation to the pupils being served. . . . Little growth may be expected in the guidance program or any other aspect of the educational process if there is a continued tendency to perpetuate ignorance of the services available.

The problem of how the guidance program will be interpreted to the student body so they will use the guidance services when needed is a problem faced by guidance personnel. It is the attempt of this study to give some of the methods used to orientate the students to the guidance services in some of the Kansas high schools and evaluate the effectiveness of these methods.

Purpose of This Study

The purpose of this study was to obtain information concerning student orientation and interpretation of the guidance program so they would be motivated to use the guidance and counseling services available when they were needed. The three main points of this study were: (a) to find what methods were used to inform the student of the guidance services; (b) to find the relative effectiveness of those methods used; (c) to discover those methods, direct or indirect, which can be utilized to produce the desired student motivation.

Definitions

Guidance services. The term guidance services has many different meanings in different schools. In this study the writer used the term to mean those services offered the individual student. They are, basically, the services of orientation, information, counseling, placement, and self-understanding.

Orientation. Orientation is another widely used term which has many general meanings. In this study the term, orientation, will be used as defined by Good (6, p. 520) in the Dictionary of Education. He defined orientation as follows:

The process of making a person aware of such facts in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation.

Orientation was considered as it affected the students of the school and dealt with the guidance services, not overall school orientation. Student orientation may include a large group of activities, direct or indirect, which are used to interpret so as to motivate the student to use the guidance services when needed.

REVIEW OF THE LITERATURE

Need of Orientation

The need of an active orientation program for acquainting and interpreting the guidance services to students has been discussed by many writers in the field. Since counseling is one of the five services of guidance to the individual student, the methods of interpreting counseling will be considered as part of that guidance service.

Robinson (17, p. 36) puts the problem of student orientation of the guidance program this way: "Because it is the intent of student personnel programs to serve all students, many counselors wonder what to do about students who can benefit from counseling but who do not seek such help." If the counselors hope to serve and reach all of the students in a school there will be a need to acquaint the students with the services offered by the guidance department of the school. Before the guidance personnel of a school can serve the pupils of that school the students must know and understand the guidance program. Smith (19, p. 256) says, "The extent to which pupils will avail themselves of the counseling service depends in large measure upon their familiarity with its nature and purposes."

The previous statements indicate that all students will need the use of the guidance services in their school career and that there is a need for an orientation program which will reach all students in the school so they will be motivated to use the service when the time arises. Little and Chapman (13, p. 261) state that every pupil will at some time need the service of an organized guidance program.

The American educational system has been based upon the idea that the schools and services offered by the schools are for all. Therefore, it is important that the guidance personnel engage in an active program to bring to the attention of all students the services offered by the guidance program.

Another reason for having a guidance orientation program was expressed by Andrew and Willey (1, p. 300),

A guidance program once devised and put into operation will become static unless continuous interpretation is given to all people who are not actively engaged in guidance activities.

Without a program of orientation the guidance department will serve only one segment of the student body and not accomplish the goal of serving all students of the school. It will not grow with the added responsibility put on it by the school or that brought about by changing times and ways. Hatch (8, p. 149) points out, "The growth of a program of guidance services depends to a large extent on the effective-

ness of the interpretation to the pupils being served."

Another reason for having an active orientation program of the guidance services is to increase the self-referral or pupil-initiated type of guidance interviews. This is considered by most authorities to be the most preferable type of student interview because of the elements of motivation and confidence which facilitate the guidance work. Nelson (16, p. 171) concluded:

Pupils either seek interviews voluntarily or are summoned by a counselor, or are referred to him by another person. The consensus among educated personnel workers is that pupil-initiated counseling is ordinarily more effective than the other type. It is believed that an individual who not only shows a desire to solve his personal problems but also a certain amount of confidence in the ability of the counselor to help him is therefore more ready for, and more receptive to, counseling than is the individual who presents himself for an interview only because he is "called" or "sent". The self-referred counselee is in a frame of mind or state of motivation which increases the probability that he will benefit from whatever assistance a counselor can provide.

Nelson (16, p. 171) goes on to develop the idea of motivation and to tie it into the orientation program by saying:

Because it is desirable to have as much pupil-initiated counseling as possible, a counselor should do everything he can to encourage self-referral on the part of pupils. If he merely sits in his office and waits for clients to come to him, some, no doubt, will come. But he can do more than wait, he can stimulate pupil desire for counseling.

The purpose and need of the guidance orientation

program have been discussed as agreed upon by writers in the field of guidance and counseling. The next step in the review of the literature is to explore the methods which have been suggested to interpret the nature and meaning of counseling to the students so they will understand the services offered by the guidance program of the school.

Methods of Orientation

The methods and means of interpretation of the guidance services to individual students are many and varied. Three general approaches which have been commonly used to obtain clients are listed and evaluated by Robinson (17, p. 37):

Call Them In--Even if one is able to make clients come in doing so usually does little good. It is true that police and courts can reduce lawbreaking by fining or threatening to fine lawbreakers. . . . Many students may feel as if this is meddling, a counselor can be sure that a reputation for meddling will not lead others to seek that particular counselor when they are disturbed by problems.

Many counselors go through records and find the students who need help, this approach usually has little effect. Robinson (17, p. 39) goes on to give another method:

Maintain Good Relations--It is the advertised open-door policy. In informal ways the counselor lets people know what he and his services are like, he makes it easy for people to seek and find him, and he expects satisfied clients to tell others of the counseling service. The

counselor himself may use various methods to advertise his services: He can give talks before groups or classes in which reference is made to counseling service; interested persons can then judge whether they would like such an interview. School counselors may also teach regular classes and sponsor student activities in order to be on friendly terms with students without being labeled as clients. Finally, counselors should make sure that their services are listed in places (catalogues, information bureaus, and other special lists) where people might see this help.

This approach requires waiting until the clients feel sufficiently disturbed by his problems, but because the counselor is known and accessible the client is apt to look him up earlier.

Developing a Desire for Counseling--Some counselors want to help potential clients realize more quickly their need for counseling. Techniques such as the following have been used for this purpose:

- (a) A large group is given a test battery; when their individual test profiles are returned and explained, many are so challenged that they seek additional counsel.
- (b) . . .
- (c) Discussions which show that others have similar problems which they are willing to talk about brings about the idea of using the counselor to solve individual problems.
- (d) It is arranged that clients hear the informal testimony of successfully treated clients . . .
- (e) Through mental-hygiene or how-to-study courses. . .
- (f) Orientation lectures or courses are a universal characteristic of school programs. This method may be used to explain the guidance program. . . . Salesmanship can be used with a group that would fail completely if tried in an interview situation.

These techniques are not effective with all people, but they will expedite interest in counseling of individuals who are somewhat disturbed or on the verge of looking for help.

Of these three general groups, Robinson (17, p. 37) believes that the first one, call them in, has little value to help the student understand the services offered by the guidance department of a school although it is used as a standard method by many counselors.

The second approach which Robinson discusses, maintain good relations, is one which would be endorsed by the majority of workers in the field of guidance. This idea was summarized by a statement of Windle (24) in a report, Survey of Techniques Used in Publicizing Guidance Services. He reports:

I believe that the best way of acquainting the public with the activities of the guidance program is to operate a guidance program which meets the needs of pupils, parents, teachers, and the community. If such a program is in operation it will act as its own publicity agent to a considerable extent and will incite more people to avail themselves of the services. On the other hand, the finest formal publicity program will not promote the services if the guidance program is sub-standard. The best publicity is a good program. Working with individual pupils who need the services of the guidance department will do more to promote the guidance program than mass media directed to a group of people many of whom have no interest or need in the program because they will have no personal contact with the program in the natural course of events.

Windle (24), in this statement, does not rule out the need and value of a student guidance orientation program, but he does believe a good overall guidance program is needed before the orientation program and that the best method for orientation is a good guidance program.

Robinson's (17, p. 39) third general group deals with special techniques which can be used by the guidance personnel to publicize to students the ways in which they may use the guidance services when dealing with their own problems.

In addition to those techniques given by Robinson, Nelson (16, p. 172) gives techniques he believes are helpful in reaching high school students who will need the help of the guidance services:

One technique is to publicize counseling services widely and recurrently by means of talks before groups or through announcements in pupil handbooks, newspaper, bulletins and posters. Both oral and written announcements should be carefully phrased in order that pupils may not be given the impression that the counselor is either a fortune teller or a person who thinks he has "all the answers" or be led to believe that to see a counselor is a sign of weakness.

A counselor should take pains to make his services known not only to pupils themselves but to adults who have daily contacts with adolescents. If fellow staff members, parents and workers in community agencies understand the objectives of counseling and believe it to be worthwhile, they will tend to encourage young people to ask for interviews. Conversely, if they are not well informed concerning the aims of counseling and are not satisfied that it is of value, they will tend to be overtly or covertly indifferent or antagonistic and their attitudes may discourage pupils from going to a counselor voluntarily.

Another factor that has a bearing on the amount of pupil initiated counseling is the counselor's reputation. Pupils who think of him as a person who is friendly, trustworthy and helpful will be inclined to seek his assistance.

A desire for counseling can be stimulated through group guidance activities, test interpretation, vocational or educational. To stimulate pupil interest in counseling is, of course, not the only objective of group guidance, but it is an important one.

There are many approaches that can be used to bring about an increased understanding of the role of guidance. Andrew and Willey (1, p. 301) list those which they think are important in their book, Administration and Organization of the Guidance Program:

One useful technique in developing a readiness for counseling is to publicize guidance services widely and recurrently by talks before groups, by individual conferences, by oral and written announcements, and by use of group-guidance procedures. . . .

Group procedures may take the form of group interviews whereby the counselor may get acquainted by explaining his services, by orientating pupils to school or by using the occasion to collect data. . . .

It is common procedure for a member of a guidance staff to administer a battery of interest and aptitude tests to a group. Pupils are generally so interested in their own performance they can be easily encouraged to request interviews. . . .

Andrew and Willey (1, p. 302) give other methods which may be used to orientate students to the guidance program. They include:

- (a) Homeroom or other small group discussion
- (b) Talks to groups during Career Days, College Days or assemblies
- (c) School Handbook
- (d) Talks to Civic groups
- (e) Contacts at P T A
- (f) Mass communication, newspaper, radio, television, and bulletin boards.
- (g) Personal contact
- (h) Slide films and motion pictures
- (i) Graphic and pictorial material
- (j) Bulletins, letters, reports.

Another well known writer in the field of guidance is

Glenn E. Smith (19, p. 257). He writes the importance of making students aware of the nature and purposes of the guidance services by use of the following methods which he gives in his book, Principles and Practices of the Guidance Program:

Some of the devices which should be utilized in acquainting pupils with the aspects of counseling service are assemblies, handbooks, the school newspaper, bulletin boards, and posters, and the orientation plan regularly carried on in the school.

There has been a great deal written of the need of an active guidance orientation program and methods to carry out such an orientation program. There also have been many pages written on techniques which could be used, but there has been little research done on which methods have been used and how effective they have been. One study which was done along this line was by Windle (24) in a report, Survey of Techniques Used in Publicizing Guidance Services. This was a very general report with little statistical data to substantiate the statements made. No attempt was made to evaluate the methods or techniques reported.

Responsibility of Orientation

The question of who in the school organization has the primary responsibility of organizing and carrying out the student guidance orientation plan has been discussed by

many of the writers in the guidance field. This primary responsibility for developing a plan of orientation of the guidance program is misunderstood by some in the school organization and by some of the guidance personnel themselves. Hatch (3, p. 150) places this responsibility in the following statement:

The administrator, by virtue of his primary role in the administrative function, may be expected to provide the means of interpreting the services available to the student body and of interpreting activities to the lay citizens. It is also reasonable to assume that a complete interpretation program will require the assistance of many of the specialists, but the responsibility for providing the situations that will result in careful interpretation rests with the administrator. Guidance services will make an increased impact in direct proportion to the increased use of the services and the demand of the local citizenry for ever-improved activities.

The importance of the administrator in the development of a guidance program is such that it is safe to say that the effectiveness of a guidance program is equivalent to the effectiveness of the administrative leadership.

The administrator has the primary responsibility for developing the student guidance orientation program, but will, in many cases, call on the counselors in the guidance service to formulate and activate the program. The administrator will, in some cases, delegate the evaluation and continuation of this program to the counselor. Although the administrator does assign this responsibility, he still has the responsibility to see that those to whom the

responsibility was delegated have the necessary resources to carry out this responsibility.

SURVEY OF METHODS USED TO ORIENTATE HIGH SCHOOL
STUDENTS TO THE GUIDANCE AND COUNSELING
SERVICES AVAILABLE

The findings of this study are based on the data obtained from a survey of selected counselors of Kansas high schools. In presenting the information gathered from the survey, the information was combined to show the extent of orientation of high school students to the guidance services and to determine the methods used and their relative effectiveness in Kansas high schools.

The Method

A survey of the literature was made to determine the need of informing students of the guidance service so they would be motivated to use this service at a time when it was needed. Also, this brought out a list of methods or techniques which authorities suggested to use to accomplish this task. A questionnaire was developed from this material to encompass all the effects of the guidance orientation program.

A trial questionnaire was devised and given to a sample group of counselors to see if it yielded meaningful, significant, and understandable information. The trial respondents were encouraged to give constructive criticism

of the trial questionnaire. The comments of those who took it were carefully studied and the questionnaire was revised, based upon the information obtained from the trial run. The first section of the questionnaire consisted of general questions to identify and show the background of the person answering the questionnaire. These questions were designed to show a profile of the group answering the questionnaire.

The second part of the questionnaire was actually a list of techniques suggested in the literature as possible methods of orientating students to the nature and reason for the guidance services. These were grouped into eight general areas which were: written presentation, counselor's oral presentation, referral, testing program, student discussion, extra-class activities, guidance centered activities, and mass media means. The respondent was asked if he had used or was using this method in informing students about the guidance services in his school. If he had used or was using the given method he was asked to rate the effectiveness of that method. A five point rating scale was used with the following grades of effectiveness: (a) excellent, (b) good, (c) medium, (d) fair, (e) poor. Under each of the eight general sections an open blank was left to be used if the counselor had used any methods not listed in the questionnaire.

The third and last general section of the questionnaire consisted of questions for the respondent to give a general evaluation of the overall guidance orientation plan.

The Sample

The questionnaire was sent to selected guidance counselors in Kansas high schools which were listed in the 1961-62 Directory of Guidance Service Programs in Kansas Secondary Schools published by the State Department of Public Instruction. The counselors selected to take part in this study were employed in high schools which had approved guidance service programs under the National Defense and Education Act of 1958, Title V (a), met the standard qualifications as set up for approval under this act, and had at least two hours per day devoted to guidance work. There were 135 counselor positions representing 104 high schools in the State of Kansas in the 1961-62 school year meeting the above qualifications. Because of the cooperative programs in the state where one counselor served more than one school there were only 101 counselors surveyed.

On September 10, 1962, questionnaires were mailed to the 101 counselors representing the 104 high schools and the 135 counselor positions. A day by day tabulation of the returns was kept and after three weeks no more questionnaires

were received. A follow-up letter containing the same information was sent to those counselors who had not replied to the original questionnaire. After another three weeks a second follow-up was sent to the counselors who had not made a reply to the two previous questionnaires. Of the original 101 counselors sent questionnaires 96 eventually replied making a total response of 95.6 per cent.

The questionnaire used in the study, along with the related correspondence, may be found in the Appendix.

FINDINGS OF THIS SURVEY

Background of Counselors Surveyed

Table 1 shows that of the counselors who replied to this survey 72 per cent of them had been in their present school system between two and seven years, although the number of qualified counselors in Kansas high schools had increased in the past few years. Only 11 per cent of those replying were in their present school for their first year and 17 per cent had been in the school system over eight years.

Table 1. Number of years counselors have been in their present school system.

Years	Frequency	Percent
1	11	11
2-3	36	38
4-7	32	34
8-12	8	8
12 or more	<u>9</u>	<u>9</u>
Total	96	100

Of the counselors replying to the survey it is evident from Table 2 that 33 counselors (35 per cent) were doing both teaching and counseling in the schools they

served while 45 counselors (47 per cent) devoted their full time to guidance work either as counselors or as Director of the Guidance Program. Nine gave responses other than those listed, some of these positions were Student Council sponsor, Director of Secondary Education, and attendance officer. Psychology and Occupations were listed most frequently by the teacher-counselor as the subjects they taught.

Table 2. Counselor's position in the school organization plan.

Position	Frequency	Percent
Administrator	9	9
Teacher-Counselor	33	35
Full-time Counselor	38	40
Director of Guidance	7	7
Other	<u>9</u>	<u>9</u>
Total	96	100

The Use of and Responsibility for the Student Guidance Orientation Program

It was found in this survey that an active, organized student guidance orientation program was usually carried on by 92 per cent of the schools and that only six schools

seldom or never used such a program. Of the 96 counselors answering the questionnaire two failed to respond to the question. There is a summary of this practice in Table 3.

Table 3. The extent an organized plan of student guidance orientation was used by the counselor.

Extent Used	Frequency	Percent
Always	36	38
Most always	30	31
Sometimes	22	23
Seldom	4	4
Never	2	2
No response	<u>2</u>	<u>2</u>
Total	96	100

The delegation of responsibility for student guidance orientation by the school administrator differed from school to school. In Table 4 we see that the counselor or Director of Guidance in 79 per cent of the cases had been given this responsibility. In 11 per cent of the cases no one was delegated this responsibility. One responded that no one was given the responsibility, but the counselor assumed this duty.

Table 4. Responsibility for student guidance orientation delegated by administrator.

Given responsibility	Frequency	Percent
Principal	5	5
Counselor	73	76
Guidance committee	4	4
No one	10	11
Director of Guidance	3	3
Other	<u>1</u>	<u>1</u>
Total	96	100

Counselor's Written Presentation

The major purpose of this survey was to see if the methods and techniques given in the review of the literature were being used by counselors in Kansas high schools and to have the counselors report by the use of a rating scale their general effectiveness.

The first general area of methods was that of written presentations. Table 5 gives the frequency and percentage of the counselors who answered the questionnaire that had used these methods. Table 6 reports the evaluation of written presentation methods used expressed on a five point scale.

It was found that 88 of the counselors used the

bulletin board for written presentation. Of these 33 counselors 52 per cent rated this method as a good to excellent method of providing student guidance orientation and only three per cent rated it as having a poor effect on students. The school handbook ranked second as a method for presentation of written material with 69 counselors using this method. Of these 69 counselors 73 per cent rated this method as a medium to good method.

Table 5. Frequency and percentage of counselors who used written presentations.

Written Presentation	Frequency	Percent
Personal letter to student	18	19
School Handbook	69	72
Bulletin board	88	92
Assembly announcement	61	63
Personal letter to parent	52	54
Other	18	19
Total*		

*The totals of this table and those tables which follow will not be shown as those surveyed were given a choice of a "yes" or "no" answer for each method.

Of the 96 counselors in the survey only 18 used a personal letter to the student, while 52 used a personal letter to the student's parents. Only 22 per cent of these counselors ranked the personal letter to students as an

excellent method of informing students of guidance services, while 40 per cent of the 52 counselors sending letters to parents ranked this method as excellent.

Table 6. Evaluation by those who used written presentation expressed in percentage.

Written Presentation	Excellent	Good	Medium	Fair	Poor	No rank	Total
Personal letter to student	22	39	22	17	0	0	100
School Handbook	19	39	29	6	4	3	100
Bulletin board	13	39	34	11	3	0	100
Assembly announcement	16	41	33	7	3	0	100
Personal letter to parent	40	35	11	10	2	2	100
Other	33	67	0	0	0	0	100

Eighteen counselors used some other form of written presentation as a means of informing students of services offered by the guidance service. Some samples of these methods were classroom teacher announcements, reading of guidance material as part of English classes, and special class meetings. Of the 18 counselors who used some other method of written presentation 100 per cent ranked their method as good or excellent.

Counselor's Oral Presentation

A second general group of methods used to present to students the nature and means of the guidance service is through the counselor's oral presentation. In Table 7 and Table 8 the results of these general methods are presented. The counselor's personal relationship with students was used by 91 of the 96 counselors taking part in the survey as an informal technique of presenting to students the guidance services of the school. We see in Table 8 that of the 91 counselors using their personal relationship with students as a means of student guidance orientation 61 per cent ranked it as an excellent method and 35 per cent ranked it as a good method.

Table 7. Frequency and percentage of use of counselor's oral presentation.

Oral Presentation	Frequency	Percent
Assembly	50	52
Student organization meetings	49	51
Individual classes	83	86
Special class presentation	55	57
Teacher-Counselor's own class	33	34
Personal relationship with student	91	95
Other	18	19

It was interesting to note in Table 4 that of those counselors completing the questionnaire 33 held the position of teacher-counselor and that in Table 7, 33 counselors answering the questionnaire use teacher-counselor's own class as a method of orientating students to the school guidance program. It was rated as an excellent method by 33 per cent of these 33 counselors and 46 per cent ranked it as a good method. None of these 33 counselors ranked it as a poor method.

Table 8. Evaluation by those who used counselor's oral presentation expressed in percentage.

Oral Presentation	Excellent	Good	Medium	Fair	Poor	No rank	Total
Assembly	12	56	28	0	4	0	100
Student organi- zation meetings	10	43	39	8	0	0	100
Individual classes	39	40	19	2	0	0	100
Special class presentation	36	49	13	2	0	0	100
Teacher-Counse- lor's own class	33	46	15	6	0	0	100
Personal relation- ship with student	61	35	3	0	0	1	100
Other	50	33	11	6	0	0	100

In classes which dealt with the general subject of guidance and counseling such as Psychology, Sociology, and Mental Hygiene, 55 counselors (57 per cent) used them as a method of interpreting the guidance objectives and how these objectives could be utilized by the individual student as shown in Table 7. The related subjects classes were rated as a medium to excellent method of orientation by 98 per cent of those using it and only two per cent indicated it was a fair method.

The use of the school public address system was reported as another method of making oral presentation by two counselors answering the questionnaire. They both rated it as an excellent method of making short announcements about the guidance services. One of these counselors made the comment that the use of the public address system was a time saving method to reach all the students within the school. Another method reported by three counselors was the counselor being available in the halls. One such statement was, "Counselor be available in the halls to ask a student a question. Make it easy for the student to step up and get acquainted. Smile." This type of counselor action was reported as an excellent method of communicating to students the nature and purpose of the guidance program.

Referral

Sending or referring students to the school guidance service has long been a standard practice in many high schools. It was assumed that counselors had furthered the interest and service of the guidance program through interviews with pupils. The student can be referred to the guidance service by administrator, teacher, parents, other students, and by direct call-in from the counselor. Table 9 shows to what extent these methods are used by the high schools in the survey.

Table 9. Frequency and percentage of use of referral.

Referral	Frequency	Percent
Administrator	90	94
Teacher	94	98
Other students	63	66
Parents	82	85
Counselor	94	98
Others	42	44

The teacher referral and counselor call-in was reported to be used by 98 per cent of the 96 schools reporting. These methods were followed by administrator referral, parent referral, and other student referral in

that order. In Table 10 evaluation of the effectiveness of these methods is presented.

Table 10. Evaluation by those who used referral expressed in percentage.

Referral	Excellent	Good	Medium	Fair	Poor	No rank	Total
Administrator	18	40	23	15	3	1	100
Teacher	17	49	29	2	1	2	100
Other students	35	49	8	2	3	3	100
Parents	23	34	33	5	4	1	100
Counselor	18	44	26	7	3	2	100
Others	29	43	10	14	2	2	100

It is interesting to note that three per cent of those counselors reporting on teacher referral rated this method as fair or poor and 10 per cent of those using counselor call-in rated it as fair or poor. The use of referral by the administrator was rated as fair or poor by 18 per cent of the counselors using this as a method to communicate to students the nature of the guidance program. In the review of the literature Robinson (17, p. 37) stated, "Even if one is able to make clients come in doing so usually does little good." It is evident that the counselors surveyed did not agree with this statement from their rating of the effectiveness of these referral methods.

One of the most effective forms of communication reported in Table 10 was that of other student referral or "word of mouth". Of the 63 counselors rating this method 84 per cent rated it as good or excellent. This method would take the form of pupils talking about the program, pals, older brothers and sisters describing their experience with counseling and recommending it to other students.

In Table 9 referral by others, such as minister, physician, etc., was used by 44 per cent of the counselors taking part in the survey, the general effectiveness as reported in Table 10 was similar to the other types of referral.

Testing Program

A testing program in the school has been widely accepted by school administrators. There is in Kansas a state testing program which is financed by funds made available to the State Department of Public Instruction through the provisions of the National Defense and Education Act of 1958. In nearly all schools, students come into contact with the school guidance personnel when taking part in this testing program. The extent to which this contact is used by the counselors to familiarize students with functions of the guidance services is shown in Table 11.

Table 11. Frequency and percentage of use of testing program.

Testing Program	Frequency	Percent
Local school testing program	86	90
State testing program	91	95
Individual tests	81	84
Scholarship tests	91	95
Test interpretation (group)	53	55
Test interpretation (individual)	92	96
Other	1	1

Local school testing program, state testing program, scholarship tests, and individual tests were used by 84 per cent to 95 per cent of the counselors answering this survey to explain and interpret to students the services offered by the guidance program. In the area of test interpretation a difference was found in the use made of interpretation to groups and the use made of test interpretation individually. Test interpretation to groups was used as a means of student guidance orientation by 53 counselors (55 per cent) while test interpretation individually was used by 92 counselors (96 per cent) for this purpose.

The effectiveness of the four general types of testing programs was rated by 79 per cent to 87 per cent

of the counselors as good or excellent methods of student guidance orientation. This evaluation indicated that counselors reporting in this survey felt the giving of tests was an important means of presenting to students the nature and purposes of the guidance program. Table 12 gives the evaluation of testing programs and interpretation of tests.

Table 12. Evaluation by those who used testing programs expressed in percentage.

Testing Program	Excellent	Good	Medium	Fair	Poor	No rank	Total
Local school testing program	32	52	13	1	1	1	100
State testing program	35	47	12	4	1	1	100
Individual tests	43	44	9	1	0	3	100
Scholarship tests	35	44	12	6	0	3	100
Test interpretation (group)	17	40	28	11	0	4	100
Test interpretation (individual)	55	39	4	0	0	2	100
Other	100	0	0	0	0	0	100

It is reported in Table 12 that of the 92 counselors using test interpretation individually as a technique of student guidance orientation 55 per cent rated this method as excellent and 39 per cent rated it as good. Test

interpretation in groups was rated excellent by 17 per cent of the 53 counselors using it and 40 per cent rated it as good. This indicated the counselors surveyed showed a marked preference for test interpretation to the individual student as a means of informing him of the guidance services available.

Student Discussion

Student discussion has been recognized by some guidance personnel as a very important means of publicizing the guidance service in a high school. This informal "word of mouth" method is one that in many instances is not under the direct control of the guidance counselor, but, nevertheless, is taking place within the school. In the past few years many counselors have recognized the fact that "word of mouth" does take place in the school system and have tried to organize it in such a way as to make it an asset to the overall student guidance orientation program.

In Table 13 we observe that 55 of the 96 counselors contacted in this survey gave credit to the unorganized student discussion as a method that informs students of the guidance program, 58 per cent of the counselors gave the student's informal testimony as a means of helping to bring about student understanding of the guidance services and its offerings.

Table 13. Frequency and percentage of use of student discussion.

Student Discussion	Frequency	Percent
Organized (by counselor)	49	51
Unorganized (students in hall)	55	57
Student's informal testimony	56	58
Other	5	5

Those counselors who gave credit to student discussion methods rated them according to the information that appears in Table 14. The rating of the general effectiveness of unorganized student discussion by the 55 counselors who recognized this method was medium or good in 67 per cent of the responses, with an additional 15 per cent rating it as an excellent method. The rating of the student's informal testimony is similar with 65 per cent of the 56 counselors who recognized the method rating it as medium or good and an additional 27 per cent as excellent.

We see in Table 13 that about one-half or 51 per cent of the counselors in the survey organized some type of student discussion as a technique to inform students of the guidance service. Of the 49 counselors using this technique there was a variation of ratings. Table 14 shows 20 per cent rated it excellent, 49 per cent gave a good rating, and 29 per cent considered it had medium effectiveness.

Table 14. Evaluation by those who used student discussion expressed in percentage.

Student Discussion	Excellent	Good	Medium	Fair	Poor	No rank	Total
Organized (by counselor)	20	49	29	2	0	0	100
Unorganized (students in hall)	15	36	31	15	0	3	100
Student's informal testimony	27	36	29	3	2	3	100
Other	40	0	20	0	0	40	100

The information in Table 13 and Table 14 actually leaves doubt in the mind of the investigator as to the amount of student discussion about the guidance service which takes place by students and its implications of the student guidance orientation program of the school. There was not a clear-cut agreement about the part student discussion plays in the orientation program, and even of those counselors who recognized the informal student discussion taking place in the school there is not an acceptance of it being of value in the interpretation to students the nature and purpose of the guidance program.

Extra-Class Activities

The counselor is employed by the school for the primary purpose of working in the guidance service of the school and his main interest is expected to be in this field. Although this is true, the counselor does take part in other phases of the school program and contributes to the overall educational system. The extent to which he tries to explain and interpret the guidance program in other phases of the school program is shown in Table 15.

Table 15. Frequency and percentage of use of extra-class activities.

Extra-Class Activities	Frequency	Percent
How to Study courses	30	31
Counselor sponsored student organization	26	27
Counselor sponsored trips	32	33
Other	3	3

Table 15 indicates that of the counselors taking part in the survey, many either did not take part in these extra-class activities or did not use them as a means of interpreting to the students the nature and meaning of the guidance services. Only 31 per cent of the 96 counselors answering the questionnaire used "How to Study" courses as a method of

interpreting the guidance services, 27 per cent used counselor sponsored organizations, and 33 per cent used counselor sponsored field trips.

Of those counselors using the extra-class activities the ratings shown in Table 16 vary a great deal. Counselor sponsored field trips were used by 32 counselors and were rated good or excellent by 84 per cent of them, while 26 per cent of the 30 counselors who used "How to Study" courses rated them as medium to poor. In general, it has been shown that extra-class activities were used by only one-third of the counselors taking part in the survey.

Table 16. Evaluation by those who used extra-class activities expressed in percentage.

Extra-Class Activities	Excellent	Good	Medium	Fair	Poor	No rank	Total
How to Study courses	30	37	10	13	3	7	100
Counselor sponsor student organization	23	38	27	8	4	0	100
Counselor sponsored trips	31	53	10	6	0	0	100
Other	67	33	0	0	0	0	100

Guidance Centered Activities

In addition to individual counseling with students the guidance personnel of a school organize and direct a

variety of activities which are used to help facilitate the services of guidance, namely, information, orientation, and placement. In addition, these activities bring the student into direct contact with the school guidance service and bring about to some extent an understanding, either positive or negative, of the role the guidance program could play in the student's school career and life. The percentage and frequency of use by the 96 counselors surveyed are reported in Table 17.

Table 17. Frequency and percentage of use of guidance centered activities.

Guidance Centered Activities	Frequency	Percent
Guidance Course	30	31
Home-Room	31	32
Career Day	54	56
College Day	56	58
Freshman or Sophomore general orientation	74	77
Transfer student general orientation	55	57
School assembly for guidance (non-lecture, skits)	8	8
Special showing of guidance films	56	58
Other	5	5

Those guidance centered activities which are used most frequently are Freshman or Sophomore general orientation by 74 counselors, College Day by 56 counselors, and special showing of guidance films by 56 counselors. Those activities used less frequently were school assembly for guidance in eight schools, guidance courses such as occupational information used in 30 schools and home-rooms in 31 schools. The ratings of general effectiveness are tabulated in Table 18.

Table 18. Evaluation by those who used guidance centered activities expressed in percentage.

Guidance Centered Activities	Excellent	Good	Medium	Fair	Poor	No rank	Total
Guidance course	44	37	13	3	0	3	100
Home-room	16	36	19	23	3	3	100
Career Day	22	37	26	9	4	2	100
Freshman or Soph. general orientation	38	39	14	5	0	4	100
College Day	27	39	27	5	2	0	100
Transfer student general orien- tation	33	49	18	0	0	0	100
School assembly for guidance	13	63	12	0	0	12	100
Special showing of guidance films	14	50	20	9	2	5	100
Other	20	60	0	0	0	20	100

Freshman or Sophomore general orientation was rated good or excellent by 77 per cent of the 74 counselors using this method. The second most frequently used methods were College Day and special showing of films. Of the 56 counselors who used College Day 66 per cent rated it as good or excellent and 34 per cent rated it as medium to poor. Special showing of guidance films, which was also used by 56 counselors, was rated good to excellent by 64 per cent of the counselors and 31 per cent ranked this method as medium to poor. Of those activities used less frequently as methods of student guidance orientation, school assembly for guidance was used in eight schools and rated good or excellent by 76 per cent of the counselors responding. Guidance courses were used by 30 counselors; 44 per cent of them ranked this means as excellent and 37 per cent ranked it as good. Counselors from 31 schools used home-rooms; 36 per cent ranked them good while 45 per cent ranked them as a medium to poor method.

Of the five counselors who responded with other methods, two listed use of film strips, two listed guest speakers on careers, and one listed the use of college freshmen as guest speakers.

Mass Media

The last general section of techniques used as means to bring about an understanding on the part of the student of the guidance services so he will be motivated to use them when the need arises was that of mass media, such as newspapers, radio, and television. In many instances the counselor does not have direct control over these mass media, while in some cases the counselor can use these means as a method of student guidance orientation. Many times the material presented through these means is not directed in particular toward the student but toward the public in general, however, this does have some effect upon the student of the school. The frequency of use of mass media is sharply divided between high and low use as illustrated in Table 19.

Table 19. Frequency and percentage of use of mass media.

Mass Media	Frequency	Percent
School newspaper	85	89
Local newspaper	76	79
Area newspaper	33	34
Magazine	35	36
Radio	32	33
Television	29	30
Other	1	1

The leading method used by counselors in presenting understanding of the guidance service functions was through the school newspaper. School newspaper articles were used by 89 per cent of the 96 counselors and local newspaper articles were used by 79 per cent of the counselors. In the low use group were television, used or recognized by 30 per cent of the counselors; radio, as a method, was reported by 33 per cent of the counselors; area newspapers and magazine articles were reported as means of communications by 34 per cent and 36 per cent, respectively, of the counselors in the survey. Table 20 shows the ratings by counselors who used these methods as to the general effectiveness in interpreting the guidance service to the students.

Table 20. Evaluation by those who used mass media expressed in percentage.

Mass Media	Excellent	Good	Medium	Fair	Poor	No rank	Total
School newspaper	18	40	32	9	1	0	100
Local newspaper	14	33	40	12	1	0	100
Area newspaper	15	24	37	18	6	0	100
Magazine	11	37	29	17	6	0	100
Radio	16	25	34	22	3	0	100
Television	24	24	31	21	0	0	100
Other	100	0	0	0	0	0	100

The school newspaper was reported as a good method by 40 per cent of the counselors using it to explain their service, while 18 per cent reported it as excellent, showing a total of 58 per cent who consider the method good to excellent. A medium rating was given school newspapers by 32 per cent of these 85 counselors. The ratings given to the local newspaper were similar as shown in Table 20.

In the group of less frequently used mass media, television was listed as being used by 29 counselors, of whom 48 per cent rated it excellent to good and 52 per cent rated it medium or fair. This shows the counselors in this survey consider this method is less desirable. The rating of radio communications was similar to those given to television. It was interesting to note that magazine articles were used by 35 counselors and were rated as medium or good by 66 per cent of them, rated excellent by 11 per cent, with a fair to poor rating given by 23 per cent of the counselors.

Counselors' Evaluation of Student Orientation Program

The final phase of the survey dealt with the evaluation by the counselor of the need and adequacy of their own student guidance program and a list of the major problems of their student guidance orientation program in the form of an

open end question. In Table 21, 74 (77 per cent) of the 96 counselors surveyed reported they believed there was a need in their school for an active student guidance orientation program. Of the 96 counselors reporting eight stated that there was not a need for an active orientation program and 12 were undecided about the need of such a program. Over three-fourths of the counselors felt a definite need to explain the student guidance program to the student body of the school. We also note, in Table 21, that two per cent of the 96 counselors failed to respond to this question.

Table 21. Counselors' evaluation of the need for a student guidance orientation plan.

Orientation needed	Frequency	Percent
Yes	74	77
Undecided	12	13
No	8	8
No answer	<u>2</u>	<u>2</u>
Total	96	100

The counselors contacted appraised their own student guidance orientation program and this appraisal is expressed in Table 22. Thirty six counselors (38 per cent) stated that they were undecided about the sufficiency of their orientation program or felt that their present program did

not inform the students of the guidance services enough so the student would be motivated to use the service when the need arises, while 61 per cent indicated they felt their program did accomplish this purpose.

Table 22. Counselors' appraisal of the sufficiency of their student guidance orientation program.

Sufficient	Frequency	Percent
Yes	59	61
Undecided	21	22
No	15	16
No answer	<u>1</u>	<u>1</u>
Total	96	100

The major problems encountered by counselors varied a great deal from school to school. These problems were grouped into 11 general groups. It must be remembered that these problems were evaluated and grouped by the investigator and not by the counselors responding to the question. These 11 groups are listed in Table 23 which gives the frequency and percentage the problems were reported by the counselors surveyed. The problem listed the most frequently was lack of time, with 37 per cent of the 96 counselors mentioning this as a major problem. The time of both the student and counselor was reported in this general group. A sample of

Table 23. Frequency and percentage of counselors' major problems, if any, in guidance orientation.

Problem	Frequency	Percent
Lack of time	36	37
Lack of understanding by administrator and teachers	14	15
Having definite plan of orientation	5	5
Attempting to do too much orientation	3	3
Too many students to reach all	5	5
Lack of confidence in counselor by students	3	3
Lack of understanding of guidance	6	6
Lack of parent understanding	3	3
Lack of student motivation	1	1
Separating important from unimportant	1	1
None	7	8
No answer	<u>12</u>	<u>13</u>
Total	96	100

the statements made by the counselors answering this question follows:

Finding the time, without stealing it from others, for orientation activities after school starts.

Student time.

The major problem is finding the time to plan a program in our school. We are starting our second year with a guidance program and have established other projects higher on the priority list. We will have a program next year.

School day of student as well as counselor cluttered with all types and degrees of extra-curricular and extra-guidance activity.

Taking the time of the students. Everyone wants students for something. Classroom time is at a premium sometimes.

Probably a seeming lack of time to organize or to carry out a consistent program in this area. Very probably this is one of the most important things a counselor will ever accomplish, however.

Another area which troubled the counselors surveyed was lack of understanding of the guidance program on the part of the administrator and teaching staff. This was listed as a major problem by 15 per cent of the 96 counselors. A representative sample of these statements made were:

Probably an overall lack of understanding on the part of the faculty and administration as to the functions and purposes of a good guidance program.

Staff members who taught hundreds of years with no formal guidance program in the school.

Getting the administration sold on an orientation program of any kind.

Need has not been felt by administration, therefore sufficient time has not been allocated. Faculty also needs guidance orientation--would facilitate student orientation.

Getting administration interested in letting counselor do this.

Probably basic inadequacy of the administrators. Mine want to help but do not know how to effectively. More active leadership supporting guidance at faculty meetings might help, too.

It was stated by five per cent of the counselors that their major problem was having a definite plan of orientation. Another problem listed by five per cent of the counselors was that of too high a student-counselor ratio and, for this reason, a failure to reach all of the students. A lack of understanding of the guidance program by students was given as a major problem by six per cent of the 96 counselors. Listed below are representative statements made by the counselors on these and other problems which appeared to cause major concern.

To present to the students a clear and concrete picture of guidance, its services, and how it involves the totality of the student's educational, vocational, and personal experiences.

No serious ones. There is always a group of kids that you can't reach and you wonder if more orientation wouldn't help. Possibly it wouldn't change anything.

Developing responsibility in Senior level to register for tests and do research in career interest areas.

Planning to spot information at the time interest will be strongest.

You can have a plan--and you should--but student motivation is determined finally, in my opinion, by the ability of the counselors to be good counselors. The word gets around among the students--it better be the "good word".

It is almost impossible to reach every student in large city high schools. We are always so busy that we fail in some instances to report helpful information about students to their five or six teachers.

Getting all new students to attend at designated time.

Of the 96 counselors in the survey seven responded that they had no particular problems. A few of these responses were:

None, I think of at present.

I am new in Senior High, but I have found so far that most of the students know about the counseling program as they have been orientated in Junior High. My major problem is to find enough time.

No great particular problem. Being a six year high school we probably do not put sufficient emphasis on the few new ninth grade enrollees.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to obtain information concerning student orientation and interpretation of the guidance program so the students would be motivated to use the guidance and counseling services available when they were needed. The three major objectives of this study were:

1. To find what methods were used to inform the student of the guidance service.
2. To learn what counselors considered was the relative effectiveness of these methods.
3. To discover those methods, direct or indirect, which can be utilized to produce the desired student motivation.

A review of the literature revealed the following points about the need, responsibility, and methods or techniques to carry out a student guidance orientation program:

1. It is the intent of the guidance program to serve all the students in the school.
2. The extent to which students will use the guidance service is determined by their understanding of the nature and purposes of guidance.
3. The growth and effectiveness of the guidance program depends upon it being understood by those for whom it was organized.
4. Self-referral or student initiated type of guidance interviews are the most effective.
5. The per cent of self-referral will depend upon the interpretation to students of the principles and goals of guidance.

6. There are eight general methods or techniques of communicating to students the purposes and goals of guidance, they are: written presentations, counselor's oral presentations, referral, testing program, student discussion, extra-class activities, guidance centered activities, mass media.

7. The most effective method of student guidance orientation is an active and effective guidance program.

8. There has been a great deal written about the need of a student guidance orientation program and what methods or techniques may be used to carry out such a program, but little research has been done of the effectiveness of these methods or techniques.

9. The school administrator has the primary responsibility of interpreting to students the guidance program, but will, in many cases, delegate this responsibility to the guidance personnel.

From information obtained by a review of the literature, a questionnaire was developed. This questionnaire was sent to 101 counselors in Kansas high schools to determine the methods used to familiarize students of the guidance programs in these schools and to evaluate the general effectiveness of these methods. The following conclusions were reached as a result of the responses from 96 of the 101 counselors surveyed.

1. Seventy-two per cent of the counselors surveyed had been in their present position from two to seven years and 11 per cent were in their present position for the first year.

2. Of the counselors surveyed, 47 per cent spent their full time in guidance work and 35 per cent were teacher-counselors.

3. A program for orientating students to the guidance services was used in 92 per cent of the schools surveyed.

4. The responsibility of student guidance orientation was delegated by the administrator to the guidance personnel in 79 per cent of the schools.

5. Means used by two-thirds or more of the counselors taking part in the survey to orient students to the guidance services were:

- (a) School Handbook
- (b) Bulletin board
- (c) Individual classes
- (d) Personal relationship with students
- (e) Referral by administrator
- (f) Referral by teachers
- (g) Referral by other students
- (h) Referral by parents
- (i) Referral by counselor
- (j) Local school testing program
- (k) State testing program
- (l) Individual tests
- (m) Scholarship tests
- (n) Individual test interpretation
- (o) Freshman or Sophomore general orientation
- (p) School newspaper
- (q) Local newspapers

6. Means used by two-thirds or more of the counselors surveyed and rated by them as "excellent" or "good" in effectiveness by two-thirds or more of the counselors using such means were:

- (a) Individual classes
- (b) Personal relationship with students
- (c) Referral by teachers
- (d) Referral by other students
- (e) Local school testing program
- (f) State testing program
- (g) Individual tests
- (h) Scholarship tests
- (i) Individual test interpretation
- (j) Freshman or Sophomore general orientation

7. Means used by not more than one-third of the counselors surveyed for student guidance orientation were:

- (a) Personal letter to students
- (b) How to Study courses

- (c) Counselor sponsored student organization
- (d) Counselor sponsored trips
- (e) Guidance courses
- (f) Home-room
- (g) School assembly for guidance
- (h) Radio
- (i) Television

8. Means used by one-third or less of the counselors surveyed and rated as "excellent" or "good" by two-thirds or more of the counselors who used them as student guidance orientation were:

- (a) Personal letter to students
- (b) How to Study courses
- (c) Counselor sponsored trips
- (d) Guidance courses
- (e) School assembly for guidance

9. There were no means of student guidance orientation which were rated as fair or poor by one-third or more of the counselors surveyed.

10. Seventy-seven per cent of the counselors surveyed felt there was a need for a student guidance orientation plan in their own schools.

11. Sixty-one per cent of the counselors felt the students of their school received sufficient student guidance orientation.

12. The lack of time was listed as the major problem in guidance orientation by 37 per cent of the counselors surveyed.

13. The lack of understanding by the administration and staff was listed as the major problem in guidance orientation by 15 per cent of those counselors surveyed.

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APPENDIX

September 10, 1962
Mankato, Kansas

_____, High School
_____, Kansas

Dear _____:

A basic problem of the high school counselor today is how to motivate the student to use the counseling service available when he needs it. I am sure each of us has been faced with this problem at some time. For this reason the study "How Can High School Students Be Informed of the Guidance Services So They Will Be Motivated To Use It at the Time They Need It?" has been chosen for part of the work towards a Master's Degree at Kansas State University.

The purpose of this study is to:

1. Find what methods are now used to inform the student of the Guidance Services.
2. Find the relative effectiveness of these methods.
3. To discover those methods, direct or indirect, which can be utilized to produce the desired student motivation.

I am asking you to help me in this study by completing and returning the enclosed questionnaire. As one of the Kansas high school counselors meeting standard qualifications your experience will be of great help in improving practices in this area.

By computing the results of this questionnaire I hope to draw some definite conclusions which will be helpful to all of us in the guidance and counseling field. If you are interested in the results of this study please indicate this on the questionnaire.

Please accept my sincere appreciation for cooperating in this study.

Yours very truly,

Richard N. Elkins
Guidance Counselor
Mankato High School

October 1, 1962
Mankato, Kansas

High School
Kansas

Dear Counselor:

Several weeks ago I wrote you concerning a research study I am conducting at Kansas State University under the supervision of Dr. H. L. Baker. I know from my own experience that this is a very busy time of year and that possibly you may have overlooked my correspondence in the beginning of school rush and mail.

In some cases there may have been a change in personnel in the guidance program, however, it is important that I receive returns from all schools so I would like to have this questionnaire completed by a counselor from your school.

I have enclosed another questionnaire with accompanying letter for your convenience. I sincerely appreciate your cooperation in this matter.

Yours very truly,

Richard N. Elkins
Guidance Counselor
Mankato High School

October 21, 1962
Mankato, Kansas

Principal _____
_____ High School
_____, Kansas

Dear _____:

I am conducting a survey concerning guidance practices in Kansas high schools as part of the work towards a Master's Degree at Kansas State University. I would like to ask your help to complete this survey.

I have sent two questionnaires to the counselor at your school that was listed by the State Department of Education last year. I realize that it is possible that this counselor is no longer in your school so I would appreciate it if you would hand the enclosed questionnaire to your current guidance counselor to be filled out and returned to me.

It is important for this study to be valid that we have a report from all the schools originally contacted.

I will sincerely appreciate any assistance you can give me concerning this matter.

Yours very truly,

Richard N. Elkins
Guidance Counselor
Mankato High School

Name _____

HOW CAN HIGH SCHOOL STUDENTS BE INFORMED OF THE GUIDANCE SERVICES SO THEY WILL BE MOTIVATED TO USE IT AT THE TIME THEY NEED IT?

Check the answer which applies to your situation in the following questions.

1. How many years have you been in your present school position? (Count this year as a whole year)

<input type="checkbox"/> 1 year	<input type="checkbox"/> 8 - 12 years
<input type="checkbox"/> 2 - 3 years	<input type="checkbox"/> More than 12 years
<input type="checkbox"/> 4 - 7 years	

2. In terms of a 6 period day, how many periods are spent in guidance activities?

<input type="checkbox"/> 1 period	<input type="checkbox"/> 4 periods
<input type="checkbox"/> 2 periods	<input type="checkbox"/> 5 periods
<input type="checkbox"/> 3 periods	<input type="checkbox"/> 6 periods
	<input type="checkbox"/> Other _____

3. What in addition to counselor is your position in the school organization plan?

<input type="checkbox"/> Administrator	
<input type="checkbox"/> Teacher - Subject	_____
<input type="checkbox"/> Other	_____

4. What is your counselor-student ratio?

<input type="checkbox"/> 1-50 per hour	<input type="checkbox"/> 1-200 per hour
<input type="checkbox"/> 1-100 per hour	<input type="checkbox"/> Other _____
<input type="checkbox"/> 1-150 per hour	

5. To whom does the administrator designate the responsibility of student guidance orientation?

<input type="checkbox"/> Principal	<input type="checkbox"/> No one definitely
<input type="checkbox"/> Counselor	<input type="checkbox"/> Others _____
<input type="checkbox"/> Guidance Committee	

6. Do you use an organized plan for student-guidance orientation?

<input type="checkbox"/> Always	<input type="checkbox"/> Seldom
<input type="checkbox"/> Most Always	<input type="checkbox"/> Never
<input type="checkbox"/> Sometimes	

On the following pages are listed some of the methods used by guidance personnel in student-guidance orientation. The term "student-guidance orientation" in this study means to inform the student of the guidance services so he will be motivated to use them when the need arises.

If you use or have used the method mark "yes" and evaluate the general effectiveness of it by circling the number of your choice. If you have not used the method mark "no" and proceed to the next method.

Grades of Effectiveness:

1. Excellent
2. Good
3. Medium
4. Fair
5. Poor

		Excellent	Good	Medium	Fair	Poor
I.	Written Presentation					
1.	Personal letter to student	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>
2.	School Hand-book	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>
3.	Bulletin board	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>
4.	Assembly announcement	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>
5.	Personal letter to parent	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>
6.	Other _____	<u> </u> Yes <u> </u> No	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> <u>5</u>

II. Counselor's oral presentation in:

			Excellent	Good	Medium	Fair	Poor
7. Assembly	<u> </u> Yes <u> </u> No		1	2	3	4	5
8. Student organization meetings (Hi-Y, FFA, etc.)	<u> </u> Yes <u> </u> No		1	2	3	4	5
9. Individual classes	<u> </u> Yes <u> </u> No		1	2	3	4	5
10. Special class presentation (Psychology, Sociology, etc.)	<u> </u> Yes <u> </u> No		1	2	3	4	5
11. Teacher-Counselor's own class	<u> </u> Yes <u> </u> No		1	2	3	4	5
12. Personal relationship with student	<u> </u> Yes <u> </u> No		1	2	3	4	5
13. Other _____	<u> </u> Yes <u> </u> No		1	2	3	4	5

III. Referral

14. By administrator	<u> </u> Yes <u> </u> No		1	2	3	4	5
15. By teacher	<u> </u> Yes <u> </u> No		1	2	3	4	5
16. By other students	<u> </u> Yes <u> </u> No		1	2	3	4	5
17. By parents	<u> </u> Yes <u> </u> No		1	2	3	4	5
18. By counselor (call student in)	<u> </u> Yes <u> </u> No		1	2	3	4	5
19. By others	<u> </u> Yes <u> </u> No		1	2	3	4	5

IV. Testing Program

			Excellent	Good	Medium	Fair	Poor
20. Local school testing program	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
21. State testing program	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
22. Individual tests	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
23. Scholarship tests	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
24. Test Interpretation (group)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
25. Test Interpretation (individual)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
26. Other, _____	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

V. Student Discussion

27. Organized (by counselor or teacher)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
28. Unorganized (students in the hall)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
29. Student's informal testimony	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
30. Other, _____	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

VI. Extra-Class Activities

			Excellent	Good	Medium	Fair	Poor
31. "How to Study" courses	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
32. Counselor sponsored student organization	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
33. Counselor sponsored trips	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
34. Other, _____	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

VII. Guidance Centered Activities

35. Guidance Course (Occupational Information, etc.)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
36. Home-room	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
37. Career Day	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
38. College Day	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
39. Freshman general orientation	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
40. Transfer student general orientation	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
41. School assembly for guidance (non-lecture, skits)	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
42. Special showing of guidance films	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
43. Other, _____	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

VIII. Mass Media Means - In some instances the counselor will not have direct control over the information presented by mass media, however, I would like your opinion as to the effectiveness of it on the student guidance orientation in your school.

			Excellent	Good	Medium	Fair	Poor
44. School newspaper articles	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
45. Local newspaper articles	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
46. Area newspaper articles	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
47. Magazine articles	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
48. Radio presentations	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
49. Television	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
50. Other,	<u> </u> Yes <u> </u> No		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

51. Do you feel there is a need in your Guidance Program for an active student guidance orientation plan?

 Yes Undecided No

52. In your experience what have been the major problems, if any, in guidance orientation?

53. Do you feel that your students receive sufficient student guidance orientation to motivate them to use the guidance services when they are in need of them?

 Yes Undecided No

54. Would you like the results of this study? Yes No

THE ORIENTATION OF HIGH SCHOOL STUDENTS
TO THE GUIDANCE SERVICES

by

RICHARD NELSON ELKINS

B. S., Kansas State University, 1956

AN ABSTRACT OF A MASTER'S REPORT

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MASTER OF SCIENCE

Department of Education

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Approved by:

Major Professor

The three major objectives of this study were:

1. To find what methods were used to inform the student of the guidance services.
2. To learn what counselors considered was the relative effectiveness of these methods.
3. To discover those methods, direct or indirect, which can be utilized to produce the desired student motivation.

A questionnaire was sent to 101 counselors representing 104 Kansas high schools to determine the methods used to familiarize students of the guidance programs in these schools and to evaluate the general effectiveness of these programs. The counselors taking part in this survey were employed in high schools which had approved guidance service programs under the National Defense and Education Act of 1958, Title V (a), met the standard qualifications as set up for approval under this act, and had at least two hours per day devoted to guidance work. The following conclusions were reached as a result of the responses from 96 of the 101 counselors surveyed:

1. Seventy-two per cent of the counselors surveyed had been in their present position from two to seven years and 11 per cent were in their present position for the first year.
2. Of the counselors surveyed, 47 per cent spent their full time in guidance work and 35 per cent were teacher-counselors.
3. A program for orientating students to the guidance services was used in 92 per cent of the schools surveyed.

4. The responsibility of student guidance orientation was delegated by the administrator to the guidance personnel in 79 per cent of the schools.

5. Means used by two-thirds or more of the counselors taking part in the survey to orient students to the guidance services were:

- (a) School Hand-book
- (b) Bulletin board
- (c) Individual classes
- (d) Personal relationship with students
- (e) Referral by administrator
- (f) Referral by teachers
- (g) Referral by other students
- (h) Referral by parents
- (i) Referral by counselor
- (j) Local school testing program
- (k) State testing program
- (l) Individual tests
- (m) Scholarship tests
- (n) Individual test interpretation
- (o) Freshman or Sophomore general orientation
- (p) School newspaper
- (q) Local newspapers

6. Means used by two-thirds or more of the counselors surveyed and rated by them as "excellent" or "good" in effectiveness by two-thirds or more of the counselors using such means were:

- (a) Individual classes
- (b) Personal relationship with students
- (c) Referral by teachers
- (d) Referral by other students
- (e) Local school testing program
- (f) State testing program
- (g) Individual tests
- (h) Scholarship tests
- (i) Individual test interpretation
- (j) Freshman or Sophomore general orientation

7. Means used by not more than one-third of the counselors surveyed for student guidance orientation were:

- (a) Personal letter to students
- (b) How to Study courses

- (c) Counselor sponsored student organization
- (d) Counselor sponsored trips
- (e) Guidance courses
- (f) Home-room
- (g) School assembly for guidance
- (h) Radio
- (i) Television

8. Means used by one-third or less of the counselors surveyed and rated as "excellent" or "good" by two-thirds or more of the counselors who used them as student guidance orientation were:

- (a) Personal letter to students
- (b) How to Study courses
- (c) Counselor sponsored trips
- (d) Guidance courses
- (e) School assembly for guidance

9. There were no means of student guidance orientation which were rated as fair or poor by one-third or more of the counselors surveyed.

10. Seventy-seven per cent of the counselors surveyed felt there was a need for a student guidance orientation plan in their own schools.

11. Sixty-one per cent of the counselors felt the students of their school received sufficient student guidance orientation.

12. The lack of time was listed as the major problem in guidance orientation by 37 per cent of the counselors surveyed.

13. The lack of understanding by the administrator and staff was listed as the major problem in guidance orientation by 15 per cent of those counselors surveyed.