

TEACHER OPINIONS AS TO THEIR RELATIONS
TO THE GUIDANCE FUNCTIONS OF A SCHOOL

by

CHARLES KEITH ELLISON

B. S., Kansas State University, 1960

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree


MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

Approved by:



Major Professor

11
3-6-57
1943
E. W. W.
C. R.

TABLE OF CONTENTS

INTRODUCTION.....	1
Purpose of the Study.....	1
Method of Investigation.....	2
Limits of the Study.....	4
THE SCHOOL AND GUIDANCE SERVICES PROGRAM.....	5
The School.....	5
The Guidance Services Program.....	5
PRESENTATION OF FINDINGS.....	10
The Guidance Function.....	10
Teachers' Opinions of the Guidance Function.....	11
Teachers' Role in Giving Information to Other Staff Members.....	13
Teachers Use the Guidance Services.....	20
Teachers' Role in Informing Students.....	31
CONCLUSIONS AND RECOMMENDATIONS.....	43
ACKNOWLEDGMENTS.....	46
BIBLIOGRAPHY.....	47
APPENDIX.....	50

LIST OF TABLES

TABLE	PAGE
I. TEACHER CONCEPTS OF THE GUIDANCE FUNCTIONS OF THE SCHOOL.....	12
II. INFORMATION TEACHERS GIVE TO COUNSELORS UPON REQUEST.....	14
III. TYPE OF INFORMATION GIVEN TO OTHER TEACHERS.....	16
IV. INFORMATION TEACHERS RECEIVED FROM COUNSELORS UPON REQUEST.....	22
V. REASON FOR TEACHER USE OF CUMULATIVE RECORD.....	24
VI. THE REASONS TEACHERS WANTED TO KNOW ABOUT THE ABILITY OF STUDENTS.....	27
VII. NUMBER OF COLLEGE HOURS TEACHERS HAVE IN GUIDANCE AND/OR PSYCHOLOGY.....	33
VIII. WAYS IN WHICH TEACHERS USED ORIENTATION.....	35
IX. THE WAYS TEACHERS FEEL THEY HELP WITH OCCUPATIONAL INFORMATION.....	37
X. REASONS WHY TEACHERS COUNSEL WITH STUDENTS.....	41

INTRODUCTION

Many people are of the opinion that the counseling begins in the home with the parents doing the counseling. Some consider this to be a false impression. Parents were found to be too limited in ability, lacking in an objective approach and too emotionally involved to be of much assistance in the counseling program of the school (Hamrin 7).

It was found that the teacher is the first person to give real counseling to the youngster. The teacher was found to be in the very best position to perform this service. He is in contact with the student every day. He can observe the student and see the reasons for the student to change his behavior. He can see the abilities and interests of each student in his classes. He can also see the relationships the students have with their peers and with the adults in the school situation. With all of the material the teacher gathers, through his observations, he can plan work in such a way so as to help the students solve their problems (Matthewson 18).

Purpose of the Study

The purpose of this survey was to obtain information pertaining to teacher participation in the guidance services in Atchison High School. The writer wanted to know how much each teacher felt he participated in the program.

The writer also wanted to gather information concerning teacher's opinion as to how they felt the guidance services were of benefit to

them and how they felt they contributed to the guidance service.

Method of Investigation

The first phase of this problem was to make a survey of the literature concerning teacher participation in the school guidance program. The writer wanted to know what the authorities said the teachers should contribute to the guidance services.

After the literature was studied, the writer constructed a list of questions from information found in the readings. These questions were formed with three headings in mind. These were:

1. teacher's role in giving information to other staff members;
2. teachers use of the guidance services;
3. teacher's role in informing students.

The open-end question was used. This was to draw as much as possible from the teachers own opinion. Because this was a survey of teacher opinion, the writer felt this was the best type of question to use.

The first arrangement of questions were given to a group of graduate students in the summer of 1962. These students gave their opinions as to the construction and revisions in the questions. After rearrangement, the writer used the questions in a personal interview with five teachers in the school in which the survey was to be made. The interview method was chosen in order to make the answers as valid as possible.

After the writer had interviewed the sample group, he felt that he was using a great deal of the teacher's time as well as his own. The shortest of the initial interviews took twenty minutes and the longest about forty-five minutes. The rest required more than a half an hour.

In an attempt to reduce the time it took to interview each teacher, the writer next handed a list of questions to each of five teachers. It was explained to them that he was in the process of acquiring information for a master's report and that it would be a great help to him if they would give ten or fifteen minutes of their time to answer the questions. It was stressed that they write their own opinion's when answering the questions. They were also told that the writer would be available if they had any problem in understanding the questions.

Some of the teachers had fears about who might see the end product. They were assured that after tabulation of their answers, that no one would be able to recognize how any one person answered any one question.

Upon comparing the two groups of answers, the writer could see no difference in them. Therefore, a list of questions was handed to each of the other teachers in the school. Although a few of the teachers took more time in answering the questions than was asked of them, most used the prescribed time.

Limits of the Study

At the time the survey was made there were 49 teachers in the school. However, only the 44 full-time teachers were included in the study. The full-time teachers were those who taught five classes each day.

The teachers were permitted to keep the question sheet as long as they wanted to. Most returned the sheet, with their answers, in a very few days. Although some had to be reminded, all 44 teachers returned their answers.

All of the teachers in the survey were quite willing to give their answers reflecting their opinions. Information was gathered from the teachers in only the one school because the writer was not interested in forming generalizations applicable to schools in general but wished to study the school in which he worked.

THE SCHOOL AND GUIDANCE SERVICES PROGRAM

The School

Atchison High School is located in northeast Kansas in the city of Atchison, a first-class city with a population of approximately 12,500 persons. The school enrollment at the time the survey was made was 960 students. This included grades seven through twelve.

When this survey was made there were 49 teachers, two study hall teachers, three counselors, and two principals.

Two of the counselors were full-time and the third taught one class and counseled five hours a day. The two full-time counselors held master's degrees in guidance and the third was in the process of writing his thesis.

All but five of the teachers taught five hours a day and had one hour for a planning period. Those that did not teach a full day were in the classroom one, two, or three periods a day.

The Guidance Services Program

The counselors were in charge of all pre-enrollment of all students. They also counseled the students who had personal problems, scholastic problems and problems of educational and occupational choice. The counselor and the principal combined their efforts when students were to be referred to sources outside of the school.

The counselor had the authority to call students from class for interviews when necessary. However, this procedure was avoided as much

as possible and students were generally contacted during the period they had study hall.

The counseling offices were located at one end of the school building. There were three offices with an outer office. The outer office housed the secretary who was a student and worked only in the afternoon. This outer office also housed the occupational information file.

Most of the occupational information was found in the outer office of the counselor. The remainder was found in the classrooms of the ninth grade social studies teachers and in the library. That found in the library consisted of books on occupations.

The reception room contained occupational briefs and two file cabinets with occupational information. The occupational materials consisted largely of the following: SRA Occupational Briefs, Cronical Press Vocational Guidance Manuals, Occupational Outlook Summaries, and materials published by various professional and industrial organizations. Some of the materials were out-of-date and of questionable value.

There was no specific evidence to indicate how frequently the occupational information materials were used. When a student wanted to use material, he signed his name on a piece of paper and when he returned the information the paper was destroyed.

All ninth grade students used the occupational information quite extensively. This group had a unit in occupational exploration. The counselors felt that the files were also used a great deal by all of the students above the ninth grade level.

The cumulative record was located in the outer office of the principal. The records were maintained by the principal's secretary, the guidance student-secretary and the registrar. The nurse too, often inserted information about student's health.

The permanent record included the following information: student's name, address, date of birth, place of birth, and church membership; parent's names, education and occupation; number of siblings in the family and their ages. The records also contained test profile sheets, elementary school attendance, school attended, teachers comments and standardized test results.

There was also an office locator card for each student in the school. This card was filled in when the student enrolled in the fall. It contained the student's name, grade, home address, age and class schedule, parent's name, address, and phone number. This card also provided information about student's vocational choice, whether he was working, if he wanted to work during the school year and about his leisure time activities.

The school testing program was under the general direction of the counselors. They administered all standardized tests except special reading tests which were given by the reading specialist, and the Kuder Preference Record-Vocational and the Kuder Preference Record-Personal which were given by the ninth grade social studies teachers. The tests which were graded locally were scored by the counselors or by the student secretary who worked in the guidance office.

The seventh grade students were given three tests. The Hennon-Nelson Test of Mental Ability was given in September, the Iowa Silent Reading test in November, and the Advanced Iowa Algebra Aptitude test in January. The math test was used along with teacher recommendations for selection of students who were to be given the opportunity to enroll in Algebra I in the eighth grade.

The eighth grade students took the Iowa Silent Reading test in November, the Atchison Science Aptitude test in January and May and the Iowa Algebra Aptitude test in January. All three of these tests were used with teacher recommendations for grouping students in Math, Science, and English classes in the ninth grade.

The ninth grade students were given the Kuhlman-Finch Mental Ability test in September, the Differential Aptitude Test in October, and the Kuder Preference Record-Personal and the Kuder Preference Record-Vocational in December and January.

The tenth grade students were given the California Test of Mental Maturity in November.

The eleventh grade was given the Otis Mental Ability Test in September, the National Merit Scholarship Test in March and the Preliminary Scholastic Aptitude Test in October. For the latter two tests the school paid half and the student paid half of the cost.

The Strong Vocational Interest Blank was the only test that was given to all of the twelfth grade students. If they wished to do so they could take the College Entrance Board Test and the American College Test.

These two tests were administered at testing centers other than the local high school.

The cost of these two tests was five dollars and four dollars respectively. The student paid the full fee. Also, the student could have the results of the College Entrance Board Test sent to any college of his choice.

PRESENTATION OF FINDINGS

The Guidance Function

The services which are provided by the guidance program in a school are brought out quite well in the list given by Roeber, Smith and Erickson (23).

1. Choice of courses and subjects
2. Adjustments to the school situation, such as establishing a feeling of belonging and personal worth
3. Evaluating personal assets and limitations in relation to the requirements of the opportunity
4. Placement in part-time and vocational jobs, or other situations that give promise of furthering the pupil's long-range plans
5. Home and environmental problems
6. Learning problems
7. Problems requiring referral to community agencies or specialists for assistance not available through the school's guidance program
8. Follow-up of the pupil to determine progress in a prior placement
9. Underachieving in school subject(s)
10. Evaluation of physical, mental, emotional and attitudinal handicaps in relation to pupil's opportunities, plans, and adjustments
11. Recreational needs and opportunities
12. Listening: giving a pupil an opportunity to "let off steam"
13. Selection of a vocation, exploratory opportunity, or an extraclass activity that may offer needed development or adjustive experiences
14. Lack of interest in specific class or subject-matter areas, particularly when the subject in question is germane to preparation in the pupil's chosen vocational area
15. Inadequate or excessive participation in extraclass activities
16. Wide discrepancy between a pupil's ambitions and his apparent abilities
17. Inadequate information about occupational and educational opportunities and requirements
18. Deficiencies in study skills
19. Adjustment needs growing out of feelings of inferiority, inadequate social skills and deviate behavior

20. Financial problems that present obstacles to otherwise realistic plans
21. Problems leading to dropping out of school
22. College and trade school scholarships, loan funds and other similar educational benefits
23. Encouraging pupils in their development of special abilities

Teachers' Opinions of the Guidance Function

The teachers opinion of the guidance function in the school was quite varied. Table I presents the ideas that the instructional staff of the school had relative to the guidance function of the school.

TABLE I

TEACHER CONCEPTS OF GUIDANCE FUNCTION OF THE SCHOOL

Teacher opinion	Number of teachers giving this answer	Percent
To guide or help students	24	54.5
Testing	19	43.1
Educational placement	16	36.3
Occupational placement	15	34.0
Counsel with students	11	25.0
College data	5	11.3
Help teachers	4	9.0
Enroll students	3	6.8
Give advice	3	6.8
Discipline	2	4.5
Work with parents	2	4.5
Psychotherapy	2	4.5
Don't know	1	2.2
Give information to students	1	2.2
Total number of teachers	44	
Total number of responses	108	

Of the 44 teachers from which information was obtained, over half or 54 percent felt that the guidance function was to guide or help the students. Two of the teachers had the feeling that the counselor's job was to give advice to the students and two thought that the function was to carry out the discipline of the school. One teacher had no idea what the job of the guidance program was and one teacher felt that one of the functions was to carry out psychotherapy.

Many teachers gave just one function of what they felt was the number one job of guidance, but a number of teachers gave two functions and some of them gave three or four.

Teachers Role in Giving Information to Other Staff Members

It was brought out by many writers, in the guidance field, that one of the roles the teachers play in the guidance program is to give the counselor information about students (Froehlich 4 and Jones 14). Of all of the people on the school staff, the teacher is best situated to observe the day to day changes of student behavior. The teacher is the one person who knows if the student is working, if he has reading problems or if he has been assigned to a remedial class when he should be in an average or even an accelerated group. The teacher is the one person who the counselor can come to in order to obtain the information he needs. This information can be acquired in no other way than from teacher observation (Matthewson 18 and Jones 15).

Table II shows the type of information the teachers felt they gave to the counselor.

TABLE II

INFORMATION TEACHERS GIVE TO COUNSELORS UPON REQUEST

Information given	Number of teachers giving information	Percent
For grouping	8	18.1
About student progress	6	13.6
National Honor Society	6	13.6
Student attitude	6	13.6
For part-time work	4	9.0
About reading skills	4	9.0
Outline of subject	2	4.5
Anecdotal information	1	2.2
About student with emotional problems	1	2.2
Total number giving information to counselor	38	86.3
Total number from whom information was requested by counselor	31	70.4
Total number reporting	44	100.0

Of the 44 teachers questioned about giving information to the counselor, 38 or 86.3 percent of them had given information. Of those giving a positive response, eight had informed him about grouping of students. It can be seen on Table II that this was the most sought after information and it was given by only 18.1 percent of the teachers questioned.

If the question which the surveyed teachers answered for the writer, had not been limited to the information they had given to the counselor "in the last month or two," the positive responses would probably have been very close to, if not, one hundred percent.

Counselors are not the only members of the school staff who give information to teachers. Teachers also share their knowledge, about students, with each other. Jones (14) and others (13) and (8) also share this idea.

If a teacher is having difficulty with a student he is as likely to ask another teacher about that student as he is to ask the counselor or to check the cumulative record. Many times this is the quickest way to get to the source of the problem. Teachers are more apt to know the students better than the counselor because of the many hours they are in contact with them.

Table III gives a picture of the information given to teachers by other teachers about their students. Some of the teachers gave information more than once and some gave it about more than one particular problem.

TABLE III

TYPE OF INFORMATION GIVEN TO OTHER TEACHERS

Type of information given	Number of teachers giving information	Percent
Grades and progress	20	45.4
Behavior and class attitude	12	27.2
Student work habits	6	13.6
Student health	3	6.8
Family background	1	2.2
Reading ability	1	2.2
Concerning employment	1	2.2
About student with emotional problem	1	2.2
Student ability	1	2.2
Total number who have given information	33	75.0
Total number reporting	44	100.0

As shown in Table III, 75.0 percent of the teachers gave other teachers information about students. Most of the information was given about student grades and progress. Teachers wanted to know how students were getting along in some other class and compare the progress to the work being accomplished in their own class.

Some of the teachers wanted the information in order to see if the students needed pushed a bit harder or to see if a student was loafing.

When the teachers were asked how they might be of further assistance to the guidance department, they gave a great variety of answers. The writer felt that the best way to present this material would be to list the answer just as the teachers gave it to him.

When answering the question, "In what additional ways do you feel that you might contribute to the program?", the teachers gave the following answers.

"Frankly, I do not know, but I am willing to help in any capacity that will bring about better learning and teaching."

"More career information in class. More counseling, especially with poor students."

"I feel that I do contribute to the program. Possibly I could ask the guidance departments help by testing those students interested in shorthand and clerical work with aptitude tests in shorthand and general clerical aptitude tests."

"By more use of the test results."

"I could spend more time reading the cumulative file."

"By attempting to develop a positive attitude toward the program."

"By ordering or furnishing materials of my area for their reference and occupational files."

"Better understanding of test results, and a better understanding of the overall guidance program in the grades right on through high school."

"Closer check on students records and individual cases discussed with guidance counselor."

"Give them my wholehearted cooperation--anytime they need me, I'll always be happy to help them."

"I don't contribute."

"Off hand I can't think of any contributions I might make."

"I might confer more often with the counselors and give them some of the information that I have about some students."

"By keeping small files on students to pass on to other teachers certain information."

"I could give more thought to the needs of the individual students and suggest visits to the guidance office."

"Just by helping the guidance workers."

"I cannot think of any other ways to help. Here we are not asked to help. But I think I could help each student more if I were given a time-saving sort of compiled information record about each student. Next year I am going to have each student fill out a questionnaire at the beginning of the year to which I can add certain facts that have already been compiled by guidance department and then I will have at-hand some of the important facts about each student."

"Refer more juniors and seniors to the guidance office for counseling on education and vocational plans. I could also make better use of guidance facilities such as testing results."

"None."

"None."

"None."

"Be better informed on evaluating procedures."

"Ask not what the guidance department can do for you, but what you can do for the guidance department."

"Work more closely with the guidance department."

"By continuing to inform them of ability of students so they can place them efficiently."

"Arrange a special time for general discussion on progress of students under special observation."

"I think if I could have conferences with more of my students about their work, I would be doing all I could do and teach too."

"Don't know."

"Don't know."

"A freer discussion of student problems and more occupational information."

"I don't know."

"I suppose we should refer students to counselors more often. Also if we had more work in guidance we would be better able to use their records."

"By making more written notations on the students permanent records so they would be available to other teachers."

"Probably might be able to contribute a little information concerning a student now and then if I were certain that it would be treated as confidential information rather than passed on as choice lounge gossip. If students trust their counselors they will eventually give them the information they need--if not--perhaps they have good reason to with-hold their confidences and I surely don't plan to betray such confidences as happen to come my way."

"Provide any information I have about a particular student that might help in determining his interests, aptitude or ability."

"I don't know."

"I feel that during the past 23 years I have picked up a few things that the counselors could use but they feel that they are the only ones that know anything about counseling."

"Don't know."

"I do not feel with the setup of the guidance period it is difficult to work much on this after three in the afternoon."

"Seek more information and help from guidance department."

"Organize homeroom period better."

"Don't know."

"I feel that the classroom teacher and the guidance center do not exchange information either formally or informally as much as is needed to be most helpful to the student."

"Don't know."

Teachers Use the Guidance Services

Although the teachers help in the guidance services of the school they are also helped. It would be a very difficult thing to surmise as to who gets the most benefit from the program Froehlich (4).

As mentioned before, the teacher gives the counselor the information gained from observation. The teacher also gets information from the guidance services. This information helps him be a better teacher in that it helps him better understand his students.

Andrew and Willey (1, p. 278) state:

No guidance program can be successful without the support of teachers. If teachers do not feel the guidance services are meeting the needs of pupils, they will not refer their pupils to counselors nor accept suggestions from guidance specialists.

The guidance services help the teacher better understand the meaning of test results, help him with the cumulative record, and help him find special occupational and educational information for his students. These were just a few of the ways in which the teachers were found to benefit from the guidance services of the school.

Table IV shows the type of information the teachers requested and received from the counselors.

TABLE IV

INFORMATION TEACHERS RECEIVED FROM COUNSELORS UPON REQUEST

Information Received	Number of teachers getting information	Percent
Student ability	9	20.4
Test scores	7	15.9
Family background	5	11.3
Attitude in previous classes	4	9.0
Explain test scores	4	9.0
To help students with problems	3	6.8
Information not in cumulative record	2	4.5
Placement	2	4.5
Personal	2	4.5
Cumulative record	1	2.2
Art schools	1	2.2
Student progress	1	2.2
Scholarships	1	2.2
Job qualifications	1	2.2
Previous work accomplished	1	2.2
Reason for behavior	1	2.2
Get advice about student	1	2.2
Total number requesting information	39	88.6
Total number getting information	34	77.2
Total number reporting	44	100.0

Table IV shows that 39 teachers or 88.6 percent of the teaching staff of the school requested information from the counselors. Of those requesting information, 34 were satisfied with the information they received. It also shows that all but five of the teachers interviewed asked the counselor for information. The most sought after information was that concerning student ability.

Jones (15) brought out the idea that the cumulative record contains a great deal of information that should be very helpful to the teacher when gathering information about his students. The writer covered this area in order to find out if the teachers in the survey used the cumulative record and for what reason.

Table V shows the reasons given by the teachers surveyed for their use of the cumulative record.

TABLE V

REASON FOR TEACHER USE OF CUMULATIVE RECORD

Reason for use of record	Number of times record used	Percent
To find student ability	13	29.3
Test scores	11	25.0
Student health	7	15.9
Student I.Q.	3	6.8
Past progress of student	3	6.8
Past grades	3	6.8
For better understanding of student	2	4.5
To see teacher comment	2	4.5
For family background	2	4.5
See if student is working to capacity	1	2.2
Instructional purposes	1	2.2
Class placement	1	2.2
Job placement	1	2.2
Check study habits	1	2.2
Total number using file	40	90.9
Total number of reasons for use	51	
Total number reporting	44	100.0

As shown in Table V, health reports, test scores and the ability of students were the most sought after types of information contained in the cumulative record. The I.Q. score could have been tabulated under test score, but because the teachers gave their answers to the question in this manner, the writer felt it best to be exact in the tabulation.

Table V also shows that 40 responses or 90.9 percent of the teachers surveyed had used the cumulative record to get information.

The writer asked the teachers if they knew where the cumulative record was stored. All 44 teachers knew where it was located.

The writer also asked the teachers to give their opinion as to the convenience of the cumulative record. Forty-one of them felt it was convenient and only three felt it was not. One teacher felt that the most convenient location would be in his classroom.

Jones, (15, p. 21) when he is referring to the teacher says:

He should be able and willing to recognize his own limitations and, when necessary, to refer the student to the counselor or someone else who may be better qualified to help him.

Johnston, Peters, and Evraiff (13) bolster this point when they bring out the idea that the counselor has the training and the experience to deal with those problems that the teachers refer to him.

The writer wanted to know how many of the teachers used the counseling services of the school. It was found that 21 teachers had referred students to the counselor and 23 had not. This was 45.4 and 54.6 percent respectively of those teachers contacted.

Not all of the referrals were for deep-seated, emotional problems. Some of the reasons teachers sent students to the counselor's office were: behavior, class change, scholastic problems, and for information about occupations. Reasons were not asked for when the teachers were contacted, but a few volunteered the information.

It was the consensus of the writer that all teachers should want to know about the ability of their students. Frohlich (4) varified this idea.

If a teacher is going to plan and work with his subject in such a way so as to be most beneficial to all of his students, both as a group and individually, he should know about the ability of his students.

If the student seems to be having a great deal of difficulty, the teacher should want to know if this pupil is just lazy or if he is slow. When the teacher gets the ability level of this student he can use the correct procedure to either stimulate the underachiever or to give the student less and easier work in hopes that the slow student will be able to gain some success.

Table VI gives the reasons why the teachers felt they wanted to know about the ability of their students.

TABLE VI

THE REASONS TEACHERS WANTED TO KNOW ABOUT THE ABILITY OF STUDENTS

Reason for which information wanted	Number of teachers wanting information	Percent
To evaluate student progress	21	47.7
Instructional purposes	12	27.2
To know what to expect	3	6.8
Reason for class attitude	2	4.5
See if student is scholarship material	1	2.2
Placement	1	2.2
See why student is not working to ability	1	2.2
See if student has ability to stay in honor class	1	2.2
To correlate grades	1	2.2
Total number wanting information	42	95.4
Total number reporting	44	100.0

As can be seen in Table VI, 95.4 percent of the teachers wanted to know about the ability of their students. Fifty percent of those wanting the information were interested in evaluating student progress. They wanted to know if the students were working up to their capacities.

The two teachers who did desire information about the abilities of their students felt that in two weeks after classes started they would know their students' abilities from personal contacts.

The 42 teachers who were interested in getting information about the abilities of their students used three methods to obtain the information. Eight of them went to the counselor, 26 of them used the cumulative record, eight of them used both of these methods, and two of them made inquiries of other teachers.

When the teachers answered the question, "In what additional ways do you think the guidance program might help you?", they gave quite an array of comments. The writer felt these answers could be best presented if they were printed exactly as the teachers wrote them.

The teachers gave the following answers to the questions.

"Choose pupils or students more carefully for reading classes."

"I think the guidance program has more good values than I use properly now."

"I am not sure. However, we are all seeking a little higher quality in our students. Our students must be employable."

"Class size and grouping."

"I would like to know the reading scores of my students."

"By furnishing material on college and job requirements for specialized areas."

"By knowing the goals, objectives and course content of our area a more effective counseling job could be achieved. Up to date information of jobs in any area is needed."

"I have been very happy with the help from our guidance program and have always been given aid when I ask for it. It has been a great deal of help to me in my eight years in this school."

"Perhaps individual conferences with teachers of students that need assistance, either classroom or of more case worker in helping students adjust to society."

"I feel that the guidance department might help the teacher more if the counselors would point out physical or mental handicaps at the very beginning of the school year. Sometimes it takes a few weeks to get through all of the personal files--if we knew of a bad ear, or eye to begin with, it might make things easier for the student."

"Encourage students in enrolling in different fields. A job which they have succeeded in very well."

"Well satisfied."

"They might give me the results of their testing. If a child has a particular problem I would appreciate knowing about it."

"Provide certain information regarding students that is not to be kept in confidence. Health, past performance, etc."

"None."

"Helping to evaluate students."

"The guidance program should compile short summary files for each student and place it in my hands. This file should summarize several of the main criterion such as I.Q., parents occupation, teacher opinions, reading ability, results of achievement and interest tests and many others. These could be put up in brief on separate paper as in booklet form. They could be duplicated and left with each teacher for regular use or left for periods of time. Present files are so conglomerated--contains old and unorganized materials, etc. I feel that all this information should be compiled and summarized for quick use. Secondly, I believe that special pertinent forms should be given so that teachers can make comments, recommendations, reports on attitudes, etc., regularly each semester at least. I feel that a history along fundamental lines should be kept of each student."

"The guidance program could help me by not discouraging better students from taking _____. They should print the results of their testing programs so that each teacher could have them for references."

"They have never failed to come through on any request."

"Group low ability students together."

"No comment."

"Do a better job of evaluating students. Enrolling students because they are interested in my class, not because no one else wants them. Most guidance personal and administrators have the mistaken conception that students that are slow or problems in other classes fit in with shop classes. (Sort of the dumping grounds of the school.) But this is not true. Industrial arts classes more than the rest, need the exceptional child."

"Get better guidance films."

"Work more closely with the teachers."

"None."

"Better follow-up on individual counseling."

"I suggest the counselors have their conferences with students during their free periods and avoid taking them out of classes unless it is an emergency. When the student comes to the class fifteen or twenty minutes late, he disrupts the class."

"No comment."

"Emphasize to students the value of taking some kind of communication course whether they go to college or not."

"A closer cooperation in regard to student selection."

"Senior high students acquiring occupations."

"Don't know."

"By giving me information on certain tests administered to students under my direction--compiling it on an easy form so I don't have to look up individually."

"Stop telling reasonably bright students that they would be wasting their time in _____."

"Encourage more students to participate in the activities of the school."

"I don't know."

"We need to work together--they have no idea whatsoever what is going on. They never visit classes, seldom are at school events. The head of the department never comes. He has no interest whatsoever in _____."

"Guide a few more intelligent students my way."

"Since they have the job of enrolling students I think it would help if they consulted the teacher on the students they were putting in fast and slow classes."

"Report back to teacher on how and why to deal with students--pertinent material should be reported back to teachers involved. They might have in-service training and have a closer tie-in with teachers."

"Quit showing guidance films and limit homeroom to what is necessary."

"None."

"Might give me a list of test scores."

"None."

Teachers Role in Informing Students

The writer felt that he should know how much preparation each teacher had in guidance and psychology. It was felt that with this knowledge the counselor would know which teachers could be expected to have a guidance point of view. Smith (24, p. 19) states:

In general, teachers rarely have the competencies of a leader in the guidance program. This inevitable fact is understandable, when one recalls that the functions of the classroom teachers and, also, their professional training is seldom planned to provide such skills. Obviously, this difference in the nature of professional training of teachers and counselors is not one of level of training but rather of differences in the objectives of the training. The counselor obtains his training with the expectation that he will use it in the capacity of a specialized guidance worker; the teacher expects to be a classroom teacher. It is to be hoped that eventually every teacher will have injected into his program of training a sufficient degree of work in the field of guidance to make him a readily effective participant in the guidance program. Few would dispute the important role which teachers must play in any effective guidance program.

The question about teacher preparation was limited to that considered as being above the basic courses of general psychology, educational psychology one and educational psychology two.

The data with regard to the number of college hours above those considered as basic, are shown in Table VII.

TABLE VII

NUMBER OF COLLEGE HOURS TEACHERS HAVE IN GUIDANCE AND/OR PSYCHOLOGY

Number of hours	Number of teachers	Percent
Master of Science in Guidance plus twelve hours	1	2.2
Master of Science in Guidance	1	2.2
Forty-eight hours in psychiatric social work	1	2.2
Thirty hours	1	2.2
Twenty-four hours	1	2.2
Eighteen hours	1	2.2
Twelve hours	2	4.5
Nine hours	2	4.5
Six hours	9	20.4
Three hours	8	18.1
Zero hours	16	36.3
Total number of responses	44	100.0

As Table VII shows, there were only 16 teachers or 36.3 percent of the staff that had no preparation in guidance or psychology over that required to gain a teaching certificate. This was the group that either had no idea what the guidance function was or thought it should carry out the discipline of the school. This was shown in Table I.

It was also found that 19 teachers or 32.6 percent of the staff had at least six hours of guidance or psychology. Two teachers held masters degrees in guidance and one teacher with 30 graduate hours in guidance and psychology, had been a counselor, for five years, in New York.

The classroom teacher was responsible, in many ways, for the orientation of students. The counselor met all new students in either groups or individually, depending on how they were entering the school. The students were then left to the responsibility of the teacher.

Johnson, Busocker and Bowman (12) feel that the seventh grade students coming into a new situation are apt to look upon the Junior High School as a monstrous thing, but with the help of an understanding teacher the youngster will feel right at home in a very short time.

In the school, where this survey was made, the seventh grade social studies classes had a special unit to acquaint the new students with the school.

Table VIII presents the ways in which the teachers felt they carried out orientation in the school.

TABLE VIII

WAYS IN WHICH TEACHERS USED ORIENTATION

Ways orientation was used	Number using orientation	Percent
Introduction to work	15	34.0
Seventh graders into the school	3	6.8
Enrollment	3	6.8
New students into the school	2	4.5
Establish a new subject	1	2.2
For school work program	1	2.2
Ninth graders into the school	1	2.2
Total number who felt they used orientation	25	56.8
Total number of responses	44	100.0

It can be seen in Table VIII, that most of the teachers that thought they took part in orientation, said that they used it to introduce their students to their class. It would be very difficult for a teacher to start a new year without some sort of explanation about the work to be covered. The writer felt the 44.2 percent of the teachers who said they took no part in orientation, were not thinking too clearly when they gave their answer to the question.

It also seemed strange that more teachers did not mention their assistance to the freshman coming into the school. Although most freshman had been in the school for two years, there were those who had entered from country and parochial schools.

This oversight on the part of the teachers might be credited to the data shown in Table VII, page 33, which concerns teacher preparation in guidance. Those teachers probably did not recognize these things as part of the orientation because of their lack of training in guidance.

Both Jones (14) and Froehlich (4) agree to the fact that one of the guidance functions that the teacher can carry out is the passing on of occupational information to the student. Whereas all teachers have an occupation, they should be able to give students some information leading to that occupation.

The teachers feelings as to how they helped in passing on occupational information to the students is shown in Table IX.

TABLE IX

THE WAYS TEACHERS FEEL THEY HELP WITH OCCUPATIONAL INFORMATION

The way teachers feel they help	Number of responses	Percent
Stress subject field	10	22.7
Give information about other fields	7	15.9
Study a unit on occupations	4	9.4
Talk about college requirements	3	6.8
Teach trade and industries	2	4.5
Keep them informed about job openings in office practice	2	4.5
Train students for an occupation (Typing and Wood Shop)	2	4.5
Have films on occupations	2	4.5
Get information from guidance office for students	1	2.2
Tell students where to find occupational information	1	2.2
Tell them about teaching	1	2.2
Give them information about scholarships	1	2.2
Make a follow-up study after a study of occupations	1	2.2
Total number of responses	37	84.0
Total number of teachers who give occupational information	32	72.7
Total number of teachers responding to question	44	100.0

As shown in Table IX, 72.7 percent of the teachers felt that they helped, in one way or another, to pass occupational information to the students. The majority of those who felt they passed on occupational information said that they stressed vocational possibilities in their own teaching field.

Although there was a Future Teachers of America club in the school, only one response designated that information had been given about teaching as an occupation. Also, the teachers did not mention the occupational exploration possibilities in the educational films that most of them viewed throughout the year.

In regards to the question about occupational information, the writer asked the teachers what other ways they felt they might help in giving the students occupational information. Only seven teachers responded to this part of the question. Their answers were as follows:

"I could give more career information in class lectures."

"Might help by burning the outdated information in the guidance office."

"I might keep a list of available jobs."

"Could give a list of occupations pertaining to my field."

"I could do more in literature."

"I could keep closer contact with the guidance department."

"I could use the bulletin board to give occupational information to the students."

Another function of guidance was found to be the giving of information to potential employers. Andrew and Willey (1, p. 249) make the statement that:

The placement of students will require the service of an individual who can establish friendly and cordial relationships between students and prospective employers. This individual may be a teacher or a counselor....

It has been brought out by both Roeber (23) and Smith (24) that many employers go to the counselor for information concerning students, but it would be expected that some employers would go to the people for whom the students had worked, the teacher.

When questioned on this aspect of the guidance services, the teachers were almost equally divided as to whether they had or had not given information to potential employers. Of the 44 teachers questioned, 21 or 45.4 percent had and 23 or 54.6 percent had not been contacted by employers. Those who had been questioned, by potential employers, were senior high teachers and most of them taught subjects such as shop, typing, bookkeeping and salesmanship. The ones not in those specific subject fields were in charge of the trade and industries in the school.

Jones (15, p. 21) brings out one aspect about the teacher who counsels. He says:

At one time or another every teacher has pupils come to him with problems relating to out-of-school, family, or religious difficulties. It is quite natural for students to seek help on such problems; the teacher has, or should have, close contact with students, for he meets them much more frequently than the counselor.

Counseling is one of the basic functions of guidance. Froehlich (4, p. 16) says:

Counseling provides a relationship in which the individual is stipulated to evaluate himself and his opportunities, to choose a feasible course of action to accept responsibility, for his choice, and to initiate a course of action in line with his choice.

Gordon (5) and Johnston, Peters and Evriaff (13) feel that as long as the teacher knows his limit and upon reaching that limit refers the counselor to the school counselor, problems will not arise that the teacher cannot contend with. The teacher should not attempt to counsel students that have deep-seated problems.

Table X shows the reasons stated by the teachers as to why they counseled with students.

TABLE X

REASONS WHY TEACHERS COUNSEL WITH STUDENTS

Reason for counseling	Number of teachers who counsel	Percent
Problems with grades	13	29.3
Behavior problems	13	29.3
Personal problems	11	25.0
Occupation	10	22.7
College	5	11.3
Social problems	4	9.4
Choosing course of study	4	9.4
Scholarships	1	2.2
Total number of teachers counseling	38	86.3
Total number of reasons	61	
Total number of teachers responding	44	100.0

As brought out in Table X, many of the teachers who counseled with students counseled for more than one problem. Most cases were concerned with scholastic and behavior problems. There were 29.3 percent in each of these two problem areas. Personal problem areas followed close behind with 25 percent.

There was a total of 86.3 percent of the teachers who felt they counseled with students.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this report was to gain information pertaining to teacher participation in the guidance services in Atchison High School. The writer wanted to know how each teacher thought he participated in the program.

The writer also wanted to gather information concerning teacher's opinions as to how they felt the guidance services were of benefit to them and how they felt they contributed to the guidance services.

A list of questions was constructed from information found in the literature. These questions were formed with three headings in mind.

These were:

1. teacher's role in giving information to other staff members;
2. teachers use of the guidance services;
3. teacher's role in informing students.

After the questions were formed, the writer gave them to each of the 44 full-time teachers in the school. With the questions, the teachers were given an oral explanation of what was wanted from them.

The following conclusions were reached from the answers the teachers gave to the questions.

1. About 57 percent of the teachers felt they helped with orientation of students.
2. Fifty-nine percent of the teachers used the cumulative record to find out about student ability.
3. Many teachers wanted the counselors to give them lists of information that they could get from the cumulative record.

4. Some teachers wanted the counselors to carry out jobs that they were already doing.
5. Eleven teachers had no opinion as to how they could be of more help to the guidance program.
6. About 73 percent of the teachers gave occupational information to students.
7. Eighty-six percent of the teachers counseled with pupils.
8. One teacher, or 2.2 percent of the teachers surveyed, did not have an idea what the guidance function was.
9. It was found that 86.3 percent of the teachers gave information to the counselor.
10. The counselors had requested information from 70.4 percent of the teachers.
11. It was found that 75 percent of the teachers gave information to other teachers.
12. Thirty-nine teachers had requested information from the counselors.
13. Forty teachers used the cumulative record.
14. Ninety-five percent of the teachers wanted to know about student ability.
15. More teachers did not help with orientation because of lack of training in guidance.
16. More senior high teachers gave employers information than did junior high teachers.

The following recommendations are based on the findings of the study. They do not apply to schools in general but are related to the school in which the study was made.

The in-service training program in the school should be increased. This program should include work in the following areas.

1. Since only 57 percent of the teachers reported they felt they helped with the orientation, more attention should be given by the principal and guidance counselors to helping teachers understand this particular guidance function and how they may participate in the school's orientation program.
2. Since only fifty-nine percent of the teachers reported they used the cumulative record to find the ability of their students, they should be informed as to the contents and use of the guidance records.
3. The teachers should be informed as to the services the counselors perform.
4. The teachers should be informed as to how they might be of more help to the guidance program of the school.
5. Since there were 27 percent of the teachers who reported they did not give occupational information to students the counselors should help them see more ways in which they might provide this information through their teaching.
6. Teachers should be helped in understanding and performing their role in counseling students.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. H. Leigh Baker, Professor of Education and Consultant in Guidance Services, Kansas State University, for his guidance and valuable assistance in the completion of this report.

The writer also wishes to express appreciation for the help given him by the teachers of Atchison High School. Without their help the information in this paper could never have been gathered and compiled.

BIBLIOGRAPHY

1. Andrew, Dean C., and Roy DeVerl Willey.
Administration and Organization of the Guidance Program.
New York: Harper and Brothers, 1958.
2. Arbuckle, Dugald S.
Guidance and Counseling in the Classroom. Boston: Allyn
and Bacon, 1957.
3. Berdie, Ralph F.
"The Counselor and His Manpower Responsibilities," The
Personnel and Guidance Journal, 38: 458-464, February, 1960.
4. Froehlich, Clifford P.
Guidance Services in Schools. New York: McGraw-Hill, 1958.
5. Gardner, Paul L.
"What The Counselor Is Not," The School Counselor, 7: 47-55,
March, 1960.
6. Gorden, Ire J.
The Teacher as a Guidance Worker. New York: Harper and
Brothers, 1960.
7. Hamrin, Shirley A.
Chats With Teachers About Counseling. Bloomington, Illinois:
McKnight and McKnight, 1950.
8. Hatch, Raymond N. and Buford Steffle.
Administration of Guidance Services. Englewood Cliffs, New Jersey:
Prentice Hall, 1958.
9. Hitchcock, William L.
"Counselors Feel They Should," The Personnel and Guidance Journal,
32: 72-74, October, 1953.
10. Hutson, Percival W.
The Guidance Function in Education, New York: Appaletion-Century-
Cofts, 1958.
11. Jerold, William W.
"The Educational Delemma-Guidance Without Counseling," The
Bulletin of The National Association of Secondary-School
Principals, 46: 92-96, November, 1962.

12. Johnson, Maurtz Jr., William E. Busocker and Fred Q. Bowman Jr.
Junior High School Guidance. New York: Harper and Brothers, 1961.
13. Johnston, Edgar G., Mildred Peters and William Evraiff.
The Role of the Teacher in Guidance. Englewood Cliffs, New Jersey: Prentice-Hall, 1959.
14. Jones, Arthur J.
Principles of Guidance and Pupil Personnel Work. New York: McGraw-Hill, 1951.
15. Jones, Arthur J.
Principles of Guidance, Fifth Edition, New York: McGraw-Hill, 1962.
16. Knapp, Dale L.
"The Counselors Responsibility in Role Definition," The Personnel and Guidance Journal, 40: 48-50, September, 1961.
17. Long, Robert L.
"Guidance: A Coordinated Plan," The Bulletin of The National Association of Secondary-School Principals, 45: 48-52, May, 1961.
18. Matthewson, Robert H.
Guidance Policies and Practice. New York: Harper and Brothers, 1955.
19. McCleery, Robert L.
"Who Should Counsel in the Schools," The School Counselor, 7: 18-19, October, 1959.
20. Nugent, Frank A.
"Effective Use of High School Counselors in Disciplinary Situations," The Bulletin of The National Association of Secondary-School Principals, 46: 48-51, November, 1962.
21. O'Donnell, Robert J.
"Guidance and Discipline-Never the Twain," The Bulletin of The National Association of Secondary-School Principals, 46: 51-53, November, 1962.
22. Reinmuth, Charles M.
"Vocational Guidance and The Teacher of Bookkeeping," Business Education Forum, 16: 24, November, 1961.

23. Roeber, Edward C., Glenn E. Smith and Clifford E. Erickson.
Organization and Administration of Guidance Services. New York: McGraw-Hill, 1955.
24. Smith, Glenn E.
Counseling in the Secondary School. New York: The Macmillan Company, 1955.
25. Strang, Ruth.
The Role of the Teacher in Personnel Work. New York: Bureau of Publications, Teachers College, Columbia University, 1953.
26. Weitz, Henry.
"Creating A Climate For Accepting Guidance Services," The Personnel and Guidance Journal, 38: 190-104, November, 1959.
27. Zern, Franklin R.
"The Role of the School Board Members, Superintendent, Principal, and Classroom Teacher in an Effective, Well-Integrated Guidance Program," The Bulletin of The National Association of Secondary-School Principals, 43: 88-101, December, 1959.

APPENDIX

Your opinion is the thing that I want.

1. What is your concept or idea of the guidance functions in the school?
2. Have you had any courses in the guidance area or in psychology other than the general courses? What courses?
3. Have you given the counselor any information in the last month or two? What type of information? Did he come to you for the information?
4. Have you ever gone to the counselor for information about students? What information were you seeking? Did you get the information you were looking for?
5. Have you ever wanted to know about the ability of your students? Why did you want this information? How did you get this information?
6. Where is the cumulative record filed? Is it convenient to you? Have you ever used the cumulative record? For what reason? Did you find the information you were seeking?
7. Have you given any other teachers information about students in the last month or two? What type of information?
8. Do you take part in any of the orientation activities of the school? What part?
9. Do you feel that you help in the occupational information program of the school? In what way? In what additional ways might you help?
10. Have any potential employers ever come to you for information about students?
11. Do you ever counsel with students? For what reasons?
12. Have you referred any students to the counselor for assistance in the last month or two?
13. In what additional ways do you think the guidance program might help you?
14. In what additional ways do you feel that you might contribute to the program?

TEACHER OPINIONS AS TO THEIR RELATIONS
TO THE GUIDANCE FUNCTIONS OF A SCHOOL

by

CHARLES KEITH ELLISON

B. S., Kansas State University, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

TEACHER OPINIONS AS TO THEIR RELATIONS
TO THE GUIDANCE FUNCTIONS OF A SCHOOL

The purpose of this report was to gain information pertaining to teacher participation in the guidance services in Atchison High School. The writer wanted to know how each teacher thought he participated in the program.

The writer also wanted to gather information concerning the Atchison High School teacher's opinions as to how they felt the guidance services were of benefit to them and how they contributed to the guidance services.

A list of questions was constructed from information found in the literature. These questions were formed with three headings in mind:

1. Teacher's role in giving information to other staff members.
2. Teachers use of the guidance services.
3. Teacher's role in informing students.

After the questions were formed the writer gave them to each of the 44 full-time teachers in the school. With the questions, the teachers were given an oral explanation of what was wanted from them.

The following conclusions were reached from the answers the teachers gave to the questions.

1. About 57 percent of the teachers felt they helped with orientation of students.
2. Fifty-nine percent of the teachers used the cumulative record to find out about student ability.
3. Many teachers wanted the counselors to give them lists of information that they could get from the cumulative record.

4. Some teachers wanted the counselors to perform services that they were already performing.
5. Eleven teachers had no opinion as to how they could be of more help to the guidance program.
6. About 73 percent of the teachers gave occupational information to students.
7. Eighty-six percent of the teachers counseled with pupils.
8. One teacher, or 2.2 percent of the teachers surveyed, did not have an idea what the guidance function was.
9. It was found that 86.3 percent of the teachers gave information to the counselor.
10. The counselors had requested information from 70.4 percent of the teachers.
11. It was found that 75 percent of the teachers gave information to other teachers.
12. Thirty-nine teachers had requested information from the counselors.
13. Forty of the 44 teachers used the cumulative record.
14. Ninety-five percent of the teachers wanted to know about student ability.
15. More teachers did not help with orientation because of lack of training in guidance.
16. More senior high teachers gave employers information than did junior high teachers.

The following recommendations are based on the findings of the study. They do not apply to schools in general but are related to the school in which the study was made.

The in-service training program in the school should be increased.

This program should include work in the following areas:

1. Since only 57 percent of the teachers reported they felt they helped with the orientation, more attention should be given by the principal and guidance counselors to helping teachers understand this particular guidance function and how they may participate in the school's orientation program.
2. Since only fifty-nine percent of the teachers reported they used the cumulative record to find the ability of their students, they should be informed as to the contents and use of the guidance records.
3. The teachers should be informed as to the services the counselors perform.
4. The teachers should be informed as to how they might be of more help to the guidance program of the school.
5. Since there were 27 percent of the teachers who reported they did not give occupational information to students the counselors should help them see more ways in which they might provide this information through their teaching.
6. Teachers should be helped in understanding and performing their role in counseling students.