

THE EFFECTIVENESS OF SECONDARY SCHOOLS'
GUIDANCE SERVICES

by

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
ABSTRACT	1
INTRODUCTION	4
METHOD	12
Sampling	12
Respondents	13
Instrument	13
Procedure	14
RESULTS	16
DISCUSSION.	23
Rural Environments	23
Transitional Environments	28
Urban Environments	33
The Counselor Himself	36
CONCLUSION	41
APPENDIXES	43
A. Letter of Transmittal 1	43
B. Questionnaire	45
C. Total Frequencies	51
D. Total Percentages	58
E. Letter of Transmittal 2	62
F. Letter of Transmittal 3	64
BIBLIOGRAPHY	65

LIST OF TABLES

Table	Page
1. Socioeconomic Levels as seen by Respondents and Researcher	16
2. Respondents' Future Plans	17
3. Rankings of Persons Most Helpful in Aiding Respondents' with Their Future Plans	18
4. Where Respondents Turned for Help with Specific Problems	19
5. Likability of School Activities	21

ABSTRACT

It was the purpose of this study to measure the effectiveness of guidance services in terms of how well the counselor himself fulfills his role and others' expectations of his behavior. It was hypothesized that the use of guidance services in educational institutions reflects the school's environment; that more extensive services are found in urban schools due to larger monetary appropriations and greater access to community services, and yet more personal counseling and interest are found in rural schools due to a smaller ratio of students to counselors. In turn the role of the guidance counselor will be molded by the school's environment which in itself allows for differential interpretations of the professional aims and objectives of the counseling role as seen by principals, teachers, and students.

Urban schools, with their large, heterogeneous student populations, place heavy burdens on the guidance counselor both in terms of the large student to counselor ratio and the prodigious amount of paper work. These two factors are outgrowths of the sheer size of the urban schools and diminish the amount of time a counselor can give to an individual student. This results in the development of a sense of frustration in the student, giving rise to a feeling of dissatisfaction with the counselor's role in the school system. This dissatisfaction is

not offset by the advantages of the superior facilities, as compared to rural schools, present in urban schools.

The subjects were 680 high school seniors (326 males and 354 females) averaging seventeen years of age and drawn from nine central North Carolina high schools. The number of students from each school varied from sixty to ninety, depending on the method by which each school's administrator selected those students who were to participate. Those schools included in the study were selected on the basis of size and location in an effort to include small schools and large schools, rural schools and urban schools, and some transitional schools.

The data were collected by means of a 76-item objective questionnaire providing an additional space for the student's subjective comments. The results were compiled through the cross-sort procedures of the Tele Storage and Retrieval (Tsar) Computer program.

All hypotheses were supported through the results of the study. In addition however, it was found that great dissatisfaction with the counselor's role was evident not only in the heterogeneous urban environments, but also in the more homogeneous rural environments. The counselor's role was found to be academically oriented in all schools, but this orientation fluctuated according to the population at each school and how it approached education and its benefits. There are better physical facilities in the larger urban schools, but the perceived impersonality of the counselors turns students away nonetheless. In the rural schools the lack of materials proves disheartening to the students along

with the cliquish group that the counselor forms around him as he plays favorites.

INTRODUCTION

The educational system in our culture has been established "to make explicit those cultural values in which we are reared and then to lead the student to make choices which are as conscious and as wise as possible."¹ These choices, be they vocational, occupational, or educational, are means by which man desires to promote his acceptance in society and thereby rise on the social ladder. Paralleling this social ladder, today's industrialized society has given rise to an educational ladder that provides man with a legitimate means of social mobility. At various levels of this ladder, one must stop and evaluate the role that he wishes to take upon himself - a role that meets a necessity of our industrial society. He must meet the requirements for completing each step of his educational career along the way, and in so doing, ask himself - can I fulfill society's expectations of this particular position?

Like many other institutions in our society, the educational institution has begun to break down its functions and goals into many specialized positions. In this way, we have developed counseling roles designed to aid an individual in his own role selection. The counseling role involves, ideally, a ". . . process

¹Robert J. McNamara, "Guidance and Sociology," in The Interdisciplinary Roots of Guidance ed. by Thomas Hennessey (New York: Fordham University Press, 1966), pp. 51-75.

of helping individuals achieve the self-understanding and self-direction to make the maximum adjustment to school, home, and community."² To realize this self-understanding and self-direction is seemingly most important to those students in late adolescence who are beginning their drives and assertions for independence. With the possibilities open to them at the conclusion of their twelve years of study, they lay the foundations for their future roles - those roles fulfilling certain expectations and satisfying personal needs.

To comprehend these role expectations requires an interpreter in the form of another individual - one who knows those values and norms required of certain positions and roles. The counselor's role is now extended beyond the elements of self-understanding and self-direction. It entails freeing a "student from attitudes and values which inhibit the student's range of choice."³ The counselor must cut through to the values held by the individual and justify something as worth the seeking that an individual must exert. He must make explicit to the individual those cultural values in which he was reared and then assist him in making as wise a choice as possible. Such revelations and rephrasings of the student's cultural values becomes a manifest function of the counseling role. This function is one which is

²Frank W. Miller, Guidance Principles and Services (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961).

³Robert J. McNamara, Ibid., p. 57.

included in the philosophy of guidance and one about which every counselor is concerned. Only when one arrives in the role to face its less glorified aspects, such as transcript recordings, class registration, clerical work, will he confront those latent functions so often passed over in statements of guidance ideology.

The question of values has often proved baffling to counselors as to their effect on the actual advice and suggestions offered to the questioning individual. An official of the American Personnel and Guidance Association made this statement in regard to such questioning:

It has become increasingly clear that the counselor cannot and does not remain neutral in the face of the student's value conflicts. Even the counselors who believe most strongly in letting the student work out his own solutions have firm values of their own and cannot help communicating them. They communicate their values in what they do and don't do even if they never mention their beliefs verbally. Furthermore, we expect more and more of the counselor with reference to the needs of society. Just to accept the need for the full development of abilities in the interest of a stronger nation as well as the interest of the individual is a manifest expression of a social value. Because the counselor cannot escape dealing with values and expressing values in his own behavior, he must be clear about the nature of his own values and how they influence his relationships with other people.⁴

To understand one's own values as a counselor is of foremost importance before one can help the student see through his background his own cultural values and attitudes. These values

⁴C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association 1962), p. 62.

and attitudes then are affected by environmental factors which intervene and enhance those values and attitudes according to the particular setting. To know one's values and attitudes and how they are shaped by one's environment is to be able to make a proper role choice. To know whether a proper role choice is being made then, one must analyze more than the school setting and academic results of any given student. One must be aware of the intervening factors which contribute to the individual's composition.

To be a guidance counselor ideally entails many qualities - a combination of which is rare. An example of the philosophy in regards to basic personal qualities that characterize the effective counselor is found in the Guidance Services Handbook of the State Department of Public Instruction in North Carolina:

1. Belief in each individual, his inherent worth, his capacity for growth and change, and his ability to cope with life situations.
2. Commitment to individual human values. The counselor has concern for the individual whose feelings, values, goals, and success are important.
3. Alertness to the world. The counselor is interested in the world and in understanding man, the forces influencing his goals, and his progress in achieving them.
4. Open-mindedness. The counselor has respect for many kinds of interests, attitudes, and beliefs. He is receptive to new ideas and achievements.
5. Understanding of self. The counselor understands himself and how his work may be affected by his personal values, feelings, and needs.
6. Professional commitment. The counselor has a deep commitment to counseling as a profession and its role in helping individuals develop their potentialities.⁵

⁵From: "Statement Concerning the Counselor," March 1964 by the American Professional Guidance Association, Guidance Services Handbook, Division of Pupil Personnel Services, State Department of Public Instruction, Raleigh, N. C., August 1969, p. 31.

Surveying these qualities in a guidance counselor may be associated with the conviction that the counselor believes that he has a worthwhile contribution to make to students. He may be regarded as that interested person who will make a true effort to meet the objectives he sets for himself and those that are set for him by professional staffs and organizations. He may be regarded as that person who will aid a student in evaluating himself and his values in the attempt to establish his role in society.

As a further basis for this research, it is important to understand the primary objectives of guidance services in the school. Since this study was conducted in the state of North Carolina, it is this state's objectives that will be considered.

1. To provide the opportunity for individual and group counseling for all students.
2. To assist each individual in understanding himself and the world around him and in establishing a compatible relationship between himself and the world.
3. To assist the individual in developing positive views of himself and a sense of values which will enable him to be a contributing member of society.
4. To assist the individual in developing plans which involve educational and occupational choices.
5. To provide information about individual development, the world of work, and educational opportunities.
6. To coordinate the accumulation of meaningful information concerning students through such means as conferences with parents and students, test scores, personal data sheets, and records of past experiences.
7. To work cooperatively with community agencies whose services can promote the development of the individual.
8. To facilitate communication among those working with a student and increase respect for the confidential nature of information about individuals.
9. To provide orientation and articulation experiences from each educational level to the next and for entry into the world of work.⁶

⁶Guidance Services Handbook, Ibid., pp. 1-2.

On these foundations lay the essence of guidance services and their purported functions in the school systems of this state. According to the State Director of Pupil Personnel Services, an evaluation of such counseling services on the part of the students or counselors has not been executed in this state, and it was this evaluation that the researcher wished to examine. The effort was made to get the students' own evaluation of whatever guidance they had received, its effectiveness, its fulfillment of their expectations, and its failures as they see them.

To examine the counselor's effectiveness in terms of his professional expectations and objectives was also of concern. Does he fulfill his counseling role or is he typically engrossed in technicalities which tend toward neglect of the student himself? Is he a part of the school population performing its expectations or is he segregated from these expectations by other barriers? Does he reveal his services and objectives to the right people or does he screen these from the public's eye? How often does he actually play his role as expected of him by society?

To answer these questions and many others, this research was based on these hypotheses:

1. The use of guidance services in educational institutions reflects the school setting and environment.
 - a. More extensive services are extended by guidance centers in urban areas than in rural areas. Such an extension might be created by larger monetary appropriations or by increased access to community

services and agencies.

- b. Rural counselors demonstrate more interaction with individual students than do urban counselors.

More time for such individual counseling may be created by a smaller student to counselor ratio, and in turn, a lesser amount of paper work.

- 2. Roles of guidance counselors are contaminated by the school environment.

- a. More students and greater responsibilities of urban counselors creates an unconscious dilution of some roles as specified by guidance ideologies and philosophies. A lack of individual attention, as already noted, is an example.

- b. Fewer students and consequently, fewer responsibilities of rural counselors should allow these counselors to fulfill more nearly the aims and objectives of the guidance philosophy. However, it is hypothesized that because the counselor is not so busily counselor - oriented and because he lacks direct contact with other counselors, he will lose sight of his professional objectives.

- 3. Dissatisfaction with guidance services is most notable in those schools more heterogeneously populated, particularly the urban schools. In these environments there are more types of personalities to please - and to please everyone is difficult in any system.

4. Use of guidance services decreases with urbanization. More students and more responsibilities of the urban counselors dissuades individuals from seeking the personal treatment they are seeking.

METHOD

Sampling

This study was conducted in the central Piedmont of North Carolina - that area immediately surrounding the University of North Carolina at Greensboro. Twenty school district superintendents from ten surrounding counties were informed of the study (Appendix A) and asked to supply certain information related to the size and characteristics of the high schools (Grades 9-12 or 10-12) under their jurisdiction. On the basis of these descriptions and the superintendents' apparent interest and willingness to cooperate, nine schools were selected along a continuum of rural-urban environments.

It was up to the administrator, principal or counselor at each school to arrange for approximately 100 students from the twelfth grade level to participate in the actual study. The number of students involved varied from sixty to ninety at any one school. In the smaller schools the entire Senior class was involved - in the larger schools only a part. The situations in which the research was conducted varied, in the attempt to have a random sample, from individual classrooms to the school cafeteria, from homerooms to English classes, from "slow" classes to advanced placement classes. In those schools from which only a part of the Senior Class was involved, a more random selective process was used - either every Nth name or every other homeroom.

Respondents

Included in the study were 680 high school seniors - 326 males and 354 females. The modal respondent - from a range of under 17 to over 20 - was 17 years of age. He was Caucasian as compared with Negroes, Orientals, and American Indians. He was from an unbroken home, between the youngest and oldest child in the family, of the lower middle socioeconomic class, and with plans to continue his education after high school.

A more detailed description of the sample can be found in Appendix C by noting the frequencies of the sample's characteristics as a part of the complete instrument.

Instrument

A 77-item questionnaire was used in the implementation of the study (Appendix B). This consisted of 76 structured questions most of which were forced choice and one open-ended question allowing the students to express any other comments about their guidance services which they had not revealed in the objective part of the instrument. The questionnaire was constructed after examination of materials used by the Division of Pupil Personnel Services of the North Carolina State Department of Public Instruction. These materials included evaluation questionnaires about the guidance services which are administered to principals, teachers, students, and counselors themselves. Further aid was obtained from examining articles in various journals, as the Personnel and Guidance Journal, Journal of Counseling Psychology, and the American Journal of Sociology.

Using research guidelines as was exemplified in these journals, the questionnaire was compiled with the initial emphasis placed on formulating a description of the sample and the latter emphasis placed on the evaluation of guidance services.

Procedure

The questionnaire was presented to the students by the researcher herself, who on two occasions was assisted by an interested fellow student. Upon arrival at the schools the researcher met and talked with the guidance counselor and received further instructions as to where she was to administer the questionnaire. In most instances the counselor introduced the researcher to the high school students as a student at the University of North Carolina at Greensboro who was seeking their help in completion of course requirements. The counselor then left the room.

At this point the students were given brief instructions without being told the purpose of the study. It was felt that their knowledge of this fact might affect their responses and as little contamination of the data as possible was desired. As the students completed the questionnaire, the researcher circulated among them and answered their questions. Only procedural and clarification questions were answered, as the students' own interpretations were what was desired.

As the students finished, their questionnaires were collected and they were asked to sit quietly until everyone else had finished. The approximate time spent with the students at

each school was forty-five minutes. The total time spent at each school varied from two to four hours plus traveling time. This additional time was spent in conferences with the counselor and often, the administrative person through whom the original arrangements were made.

... the ... level ...

RESULTS

Appendixes C and D reveal the total frequencies and percentages, respectively, of the seventy-six items included on the questionnaire. The subjects, on the average, were 17 years of age and most have attended school in the same neighborhood or school district the major part of their lives. Their families varied in size and in terms of the parents' relationship were predominantly unbroken.

Relative to family background, the study revealed a cross-section of father's educational level, father's occupational level and family socioeconomic class. The subjects themselves tended to rank their family higher on the socioeconomic scale than their father's educational and occupational levels indicated. Thus the socioeconomic class rankings established by the researcher showed more lower middle and working class families and fewer upper middle class families.

Table 1
Class as Seen by Respondents as Compared to Class as Seen by Researcher

<u>Class</u>	<u>Respondents' Frequency</u>	<u>Researcher's Frequency</u>
Upper	18	0
Upper Middle	308	120
Lower Middle	199	278
Working	141	200
Lower	7	15
Father Dead*	-	63

*Category only for researcher. The researcher was unable to classify a family's class level if the father was dead, due to the omission from the instrument of a question which would indicate the mother's occupational and educational level.

A majority of the students indicate plans for continuing their education beyond high school, although a significant percentage indicate plans to begin working immediately. Table 2 presents these percentages as well as other plans of these students.

Table 2
Respondents' Future Plans

<u>Plans</u>	<u>Frequency</u>	<u>Percentage</u>
Vocational or Technical School	98	14.5
Community or Junior College	117	17.3
College or University	202	29.8
Work Fulltime	110	16.2
Armed Services	34	5.0
Work, then school	84	12.4
Other	33	4.9

In deciding what these plans are to be, students sought help from various people. They were most likely to turn to their parents first, to their friends second, and to their guidance counselor third. The other persons toward whom they looked in descending order are other (specified by most as "myself"), other relatives (besides the parents), teachers, ministers, and principals. Table 3 presents these total frequencies.

Table 3
Ranking of Persons Most Helpful in Aiding Subjects with Their Future Plans

Questions 22-29: Has anyone helped you to make up your mind about your post - high school plans? Assign 1 to the most helpful, 2 to the next, etc. It is not necessary to rank all eight (8) if you feel they have not all aided you in making your plans.

Possible Choices	1	2	3	4	5	6	7	8	T*	Rank
1. Principal	3	4	8	10	14	18	20	9	309	8
2. Parent	252	161	49	17	3	1	0	1	3538	1
3. Other relative	40	61	67	45	21	9	2	1	1490	5
4. Teacher	45	42	64	44	26	11	5	1	1406	6
5. Guidance Counselor	62	106	77	44	25	9	7	1	2062	3
6. Friend	81	114	102	52	21	8	2	0	2430	2
7. Minister	3	6	11	11	14	18	24	4	349	7
8. Other	173	27	14	4	4	0	1	9	1704	4

* Those ranked 1 were each given a score of 8, those second a score of 7, those third a score of 6, etc. The weighted frequency measures the number of times each person was included and the ranking which he received. All mentions were considered to be worthy of a score of some type.

When confronted with problems other than post - high school plans and yet still academically and educationally oriented, students seem to turn to their guidance counselors first, to their parents second, and to their teachers third. Others in descending order are friends, others, other relatives, principals, and ministers. Table 4 presents these total frequencies of first choices only and the total number of times these persons

were turned to for all problems.

Table 4
Where Respondents Turned to Find Help with Specific Problems

Questions 33-40: Who did I turn to first when I had one of the problems or questions listed below or who would I turn to if I had one of them?

Possible Choices	Question Numbers									Rank
	33	34	35	36	37	38	39	40	T*	
1. Principal	32	9	2	14	26	82	8	13	186	7
2. Parent	103	247	220	25	135	179	214	53	1176	2
3. Other relative	9	17	84	5	36	21	47	21	240	6
4. Teacher	178	32	5	265	55	95	43	44	717	3
5. Guidance Counselor	211	272	19	307	299	105	122	421	1756	1
6. Friend	92	36	184	9	45	62	131	34	593	4
7. Minister	2	2	82	3	14	25	7	3	138	8
8. Other	27	39	46	24	26	44	72	45	323	5

* Total Times Turned To

Key to Questions:

33. How I'm getting along here in school.
34. Decision about my future vocational and/or educational plans.
35. How I'm getting along with my family and how they get along with each other.
36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
37. Failure to realize the possibilities open to me as I finish high school.
38. Special problems or physical handicaps interfering with my school work.
39. Finding a job.
40. Finding a college or school beyond the high school level in which I can succeed.

Figures indicate that students will first turn to their guidance counselors when confronted with a particular academic problem. Examples of this lie in items 34, 36, 37, and 40. When the problem is more personal in nature, there is a greater tendency to turn to family members, as in items 35, 38, and 39. Thus, there is a difference in rankings when individual problems are considered.

Those questions measuring students' activities in school indicate that today's high school student enjoys activities ranging from meeting people to reading novels. The frequencies indicate very active and involved teenagers. The nine factors measure these capacities of the school's environment: achievement-motivation, intellectual orientation, political activism, cosmopolitan interests. The cosmopolitan interests were those most significantly noted as likable (items 44 and 46). Achievement - motivation interests were next in likability (items 41 and 48), followed by political activism (items 42, 45, 47, and 49) and finally, intellectual interests (item 43). Table 5 presents these activity factors of the students and the percentages in each category at each level of likability.

Table 5
Likability of School Activities

(Percentages)

	<u>Would Like</u>			<u>Would Dislike</u>		
	<u>Very</u>		<u>Only A</u>	<u>Only A</u>		<u>Very</u>
	<u>Much</u>	<u>Some</u>	<u>Little</u>	<u>Little</u>	<u>Some</u>	<u>Much</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
41. Organizing activities at school.	<u>36</u>	<u>41</u>	<u>14</u>	<u>4</u>	<u>3</u>	<u>2</u>
42. Killing time in the local hangout.	<u>16</u>	<u>28</u>	<u>22</u>	<u>8</u>	<u>7</u>	<u>19</u>
43. Reading novels.	<u>22</u>	<u>32</u>	<u>21</u>	<u>6</u>	<u>6</u>	<u>13</u>
44. Meeting people from other parts of the world.	<u>60</u>	<u>24</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>2</u>
45. Getting involved in a justifiable sit-in.	<u>20</u>	<u>32</u>	<u>17</u>	<u>12</u>	<u>8</u>	<u>21</u>
46. Doing things where I can meet people.	<u>67</u>	<u>23</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>1</u>
47. Sitting with friends at the local hangout.	<u>32</u>	<u>36</u>	<u>13</u>	<u>7</u>	<u>5</u>	<u>7</u>
48. Planning social activities for special events.	<u>36</u>	<u>35</u>	<u>19</u>	<u>4</u>	<u>3</u>	<u>3</u>
49. Participating in controversial student movements.	<u>20</u>	<u>26</u>	<u>20</u>	<u>10</u>	<u>9</u>	<u>15</u>

The last segment of the questionnaire was comprised of specific questions related to the guidance services in the schools. These revealed several patterns - the primary one being that approximately thirty per cent of the students do not use their counselor, do not trust him, and/or are often unaware of his services. Most students know a counselor (Item 50 - 97%) and have talked to him personally (Item 52 - 75%), but their visits to the guidance center end with this talk and do not extend to the informational files and catalogs located in the office - 61% of the students have not used these files in the guidance center (Item 60).

Appendixes C and D reveal the frequencies and percentages of these specific statements. Five of the twenty-seven statements reflected negative attitudes toward the guidance services, i.e., those concerning discussion of personal and social problems, use of educational and occupational files, lack of information in regard to post - high school opportunities, association of the counselor with the administration, and the need of more help in making post - high school plans. Many of the others showed a substantial percentage of negative responses of approximately 30%, to the point that these criticisms can not be ignored by the counselor. These will be discussed at a later point in this paper.

DISCUSSION

As was indicated in the procedural analysis of this paper, the nine schools included in this study were selected on the basis of a rural-urban continuum. This was done in anticipation of differential attitudes on the part of the students from different school environments. To a certain degree differences were evident and it is toward these that this paper will now direct its attention.

Rural Environments

Ruralville, Aggie High and Rural Mount are in the rural category, each school possessing only one full-time guidance counselor. The students are generally from lower middle and working class families which have been situated in their particular community most of the students' lives. Reflecting the immobility of these families is a stable family relationship with more than one child - larger families being characteristic of those classes lower on the socioeconomic scale. The parents generally have a lower educational level than their children currently have reached as most of the parents failed to complete high school. The modal response of the high school seniors for future plans was that of going to work fulltime. However, the majority indicate plans to continue their education in one way or another at some time in the future. School programs being followed are primarily vocational and/or general as compared to the college preparatory programs of

the more urban schools. This type of education is more typical of the rural schools as reported by the students. Their modal response of future plans was "I plan to go to work fulltime." Perhaps some speculation should be made in reference to the generally- and vocationally-oriented rural school programs. It has been noted in the researcher's college educational program that rural schools are not as attractive as the urban schools in terms of facilities and pay scales. Many educators then seek jobs in other areas with the rural areas receiving only those who are forced to teach there because of lack of a job elsewhere or those who are not as well qualified. Specialized persons are not available and therefore the rural schools must accept the more generally qualified teachers. This aspect of personnel may have contributed to a lack of college preparatory courses and special fields leading to higher education. Most of these rural students' fathers have reached this same level of the educational ladder, if this high; and as their children, the students may feel no need for higher education if they see their parents as living an acceptable life. Perhaps they are trapped in a rural setting without proper exposure to the industrialized and urbanized society.

When confronted with the question of post - high school plans, rural students, like transitional and urban students, most frequently turn to their parents. Being in contact with them most often will present more opportunities for such discussions and it follows that the students will value their opinions and advice since they are the ones who provide for them clothing, food, and shelter. Often living in isolated areas, these students possibly

have very limited contact with their peers during out-of-school hours, thus reducing the influence that they might have on such issues. This supposition may provide an answer to the fact that students turn to their counselor before their friends. While in the school the student wishes to take advantage of the professional helpers first before their friends - because this is perhaps the only opportunity they have of talking with trained counselors. The counselor has seen the "outside world" and is more knowledgeable about future opportunities. The students will then turn to their friends for peer approval and acceptance before that final step is made.

Due to the students' limited exposure to professionally trained persons, there tends to be more interaction and more identification with the counselor in the rural environment, and therefore more favorable attitudes are expressed by the students in Item 77 of the questionnaire as compared to those expressed by transitional and urban students.

Students at Ruralville express such opinions as:

I think that our guidance counselor has a personal interest in each student individually and has helped each one a great deal.

I believe that the guidance program here is good.

At Aggie High we find similar comments:

I think that the guidance program at our school is one that is very helpful to all the students here.

Ruralmount further substantiates the positive attitudes held toward the counselors:

Our guidance program is a good one, the counselor takes interest in the students and helps them.

However, this increased interaction and closer identification with the students on the part of the counselor has proved to be detrimental in some instances. Students at Ruralmount indicate that the counselor shows favoritism. All he likes is "to find out what is happening (gossip)." He "is interested in some of the students but not all of them." Similar attitudes of a lack of interest in some students were expressed at Aggie High:

My Guidance Counselor is reather nice but just don't have time to discuss with the low-class of people.⁷

These comments indicate a cliquish type of atmosphere in these rural schools. The counselor is genuinely concerned in students, but perhaps only in the upper middle class students or the in-crowd. Such a close identification with particular students on the part of the counselor is not standing up to his philosophy as one who "recognizes and respects the dignity, worth, and uniqueness of every individual."⁸

Another common criticism of the counseling services in the rural environment is a lack of informational materials. ". . . could be improved if provided with more room." "Needs more information on colleges." This lack often carries over to other areas of publications and periodicals available in the libraries. Reasons for such a deficit are several, but these should soon be overcome with time and additional appropriations. Such a deficit of materials is also reflective of other deficits in the school's activity range - such as a lack of interest in the controversial

⁷These statements are among those made by the respondents themselves in item 77 of the questionnaire.

⁸Guidance Services Handbook, Ibid., p. 1.

student movements due to ignorance of their goals and aims. In this respect, rural students have been too far removed from the center of such activity in the urban areas and larger schools and have yet to feel the impact of these pursuits. They are more concerned with those activities directly related to them in which they can participate now and things handed to them by their parents, teachers, and peers.

When faced with problems of various educational and occupational goals, who did the student turn to? In these rural areas he turned to the counselor first when he had these problems:

33. How I'm getting along here in school.
34. Decision about my future vocational and/or educational plans.
36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
37. Failure to realize the possibilities open to me as I finish high school.
39. Finding a job.
40. Finding a college or school beyond the high school level in which I can succeed.

These problems all concern the student as he is finishing high school and embarking on a new way of life. These were the type of problems in which he felt a professional counselor could help.

A brief analysis of the rural counselor reveals that he often lacks the appropriate materials in regards to higher education and occupations that students want. This may be eliminated with time, because these counselors are the least well-established and the most recently hired. It is also found that the counselor is often a person who is interested in individuals, but not all individuals. Those students from lower classes or from outside the in-crowd are not reached by the counselor because he lacks

interest in them. He does, however, have the time to show this interest; he has fewer students with which to work. If this attitude persists, the rural counselor will lose his effectiveness and students will begin turning elsewhere for nonprofessional help. Whether he ignores two or two hundred students, it does not matter. Those ignored may still turn away.

Transitional Environments

Mod, Peyton, and Conformity are transitional schools - moving from a rural environment into an urban environment. These schools have from one to two full-time counselors. When only one full-time counselor, a part-time counselor assists in the burdens of the job. The students are from working, lower middle and upper middle class families, as compared to the working and lower middle classes in rural schools and the lower middle and upper middle classes in urban schools, which also have been situated in their particular community most of the students' lives. In other words, the students have attended schools in the same school system most of their lives. As one moves from Mod to Conformity and more urban areas, there is an increase in family mobility, social status, and parents' educational level. In turn there is a greater percentage of students who have intentions of immediately pursuing their education after high school graduation.

In making their post - high school plans, like rural students, the transitional students turn first to their parents. This tendency is one which most students in this study had - to turn to the ones closest at hand. Contrary to the more rural student,

these transitional students turn to their friends second most often, and to their guidance counselor third. The reason for this seems hard to come by, but it is hypothesized that these students place more faith and trust in their better-educated parents, that peer group relationships are stronger in these areas, and that greater access to urban facilities is had. The transitional school counselor is more often bogged down in technical and secretarial tasks than is the counselor in either the rural or urban setting. The rural counselor has fewer students thus allowing him more time for students and the menial tasks. On the other hand, in each urban school in this study, the counselor had a secretarial assistant to lessen the burden of such time-consuming work. Caught somewhere in between is the transitional counselor who must perform both tasks with limited time, thus allowing less time for actual student counseling and attention. With this lack of time for actual individual and group counseling, counselors have found students turning first to other persons in their search for advice in making post - high school plans.

Because fewer students turn to the counselor, there are fewer problems with which they and the counselor are concerned.

Those problems discussed in this environment are:

33. How I'm getting along here in school.
34. Decision about my future vocational and/or educational plans.
36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
37. Failure to realize the possibilities open to me as I finish high school.
40. Finding a college or school beyond the high school level in which I can succeed.

These too follow the trend of making post - high school plans for the student - plans which often cannot be completed without help from the counselor in terms of transcripts and recommendations. A particular point of difference between rural and transitional students is the transitional student's lesser degree of reliance on the guidance counselor for help in locating a job. This is related to the area and the greater availability of jobs closer to urban areas. There are also more students continuing their education, possibly as a result of the increasing academic orientation to higher education through better trained and more specialized personnel in these schools - as compared to the rural schools.

Because the transitional counselor has more students with whom to work and, therefore, more clerical work to handle with usually no secretarial assistance, student attitudes toward him reflect a lack of attention. Again we notice a cliquing of the counselor with certain small groups of students, simply because he lacks the time to counsel all students as he should. When talking with the counselors at all schools, the researcher found more complaints from these transitional counselors about a lack of personal counseling time. Their complaints centered around excess paper work and correspondence, all of which were necessary, and a lack of free time just to sit down and talk with individuals.

Students at Mod were very verbose in their comments, many of which deserve mention. The attitudes vary, but all reflect very similar opinions and arguments.

Our counselor . . . tends to play favorites with her students on some points. At times she takes it upon herself to decide whether

you are qualified or whether you are interested in certain colleges or other post - graduate plans. This is dangerous for us and her for we tend to loose trust in the work she does for us especially with college transcripts.

The guidance counselor here doesn't seem to be interested in you and what's best for you. She doesn't really help you make up your mind, she more or less makes it up for you. . .

. . . is somewhat nosy and plans our future for us.

Peyton students expressed these same attitudes:

. . . they have a "they could care less" attitude.

The guidance counselor does not take a personal interest in the students. . . She seems "stand-offish" from the students. They do not have the time to adequately advize college bound students.

Attitudes at Conformity are likewise:

Our guidance department is inadequate . . . Sometimes if one goes to the guidance office, you are told that they don't have time for you.

Our guidance counselor practically rejects the students that are not honor students.

Cliquing is evident in all three transitional schools along with a lack of personal interest in every student and a lack of time to counsel every one who seeks help. To note these comments may be biased in one respect - those who hold very favorable attitudes did not write any additional comments on Item 77. Therefore, most of these comments are one-sided, yet they do reveal the shortcomings of the guidance services.

Favorable comments were nevertheless noted at all three schools:

The guidance department does a fair job. . .

I think we have a good guidance program. The counselors take a genuine interest in every student and are extremely helpful.

Our guidance program is very efficient and very helpful to many students.

So, at the transitional level, we again find a conflict with the counseling role as established by professional aims and objectives. The individual is not always recognized and respected.

An additional variable enters the study at this point - the black student. It is in the transitional school that the black student first appears in any substantial numbers, for he was rarely seen in the rural schools included in this study. To examine his concept of the guidance services offered is quite interesting and proves to be yet another conflict with professional aims and objectives. To exemplify this conflict the researcher made note of these comments by black students in the transitional schools.

The counselor makes the students feel they can't get any place with out an A average. He doesn't waste his time with students who have C & D averages. He is very rabish towards black students.

They do not have as much information on Black colleges in N. C. as they do on white colleges & universities.

Because really none of the Black students will go and talk to her she seems only interested in the white folks.

The guidance counselor at . . . _____ . . . is a normal southern white person. She talks in a manner that reflects her background. She lacks the knowledge to sit down and talk to people of the Black Race. She wears a false face, but her disguise is easily pierced. She has helped only a few Negroes at this School. I am not speaking from a militant view, but from that of being aware . . . She isn't a racist, but acts like a immature child.

The black student even feels discrimination and prejudice from someone who "recognizes and respects the dignity, worth, and uniqueness of every individual."⁹ This social system is not relating to the needs and characteristics of the teenagers whom it seeks to serve.

Urban Environments

Mixurbia, Urbanite and Industrial are large urban schools, each with three or four full-time guidance counselors. Predominantly from lower middle class families and an increasing number of upper middle class families, the students have experienced more mobility during their academic careers. Increasing numbers of fathers are more highly educated and even larger percentages of students plan to continue their education beyond high school - having oriented their high school programs toward college preparatory courses.

Parents were once again first on the list of aids in making post - high school plans, followed by friends and then by the guidance counselor. To consider why the counselor ranks third, one must consider the increased number of students he must counsel. Then one must consider the urban counselor's active role in various organizational meetings. Coming in contact with more fellow counselors in a school situation and being in systems characteristically containing more than one high school, the counselors reported to the researcher that much of their time was spent in planning and organizational meetings. Meeting with counselors from other schools in the system is the thing to do, or simply meeting with the other counselors in the individual

⁹Guidance Services Handbook, Ibid., p. 1.

school. All meetings require time - valuable time that they feel could more beneficially be applied toward individual students. The transitional and rural counselors, being in situations of lesser contact with their colleagues, report that they are not plagued with such meetings. Being right in the middle of things, and closer to some of their colleagues, as it were, presents more opportunities for the urban counselors to interact and therefore, more time is required. This in turn cuts down on the time that can be devoted to counseling. This is the foremost criticism offered by students - a counselor does not have the time necessary for counseling students. This in turn signifies to many a lack of interest in the student on the part of the counselor.

Although the urban counselor ranks third in terms of helping a student, he still confronts many problems. Because of the more heterogeneous student population in the large urban school, there are more types of problems with which the counselor is faced. Those revealed in this study, all related to academic progress, are:

33. How I'm getting along here in school.
34. Decision about my future vocational and/or educational plans.
36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
37. Failure to realize the possibilities open to me as I finish high school.
38. Special problems or physical handicaps interfering with my school work.
39. Finding a job.
40. Finding a college or school beyond the high school level in which I can succeed.

This greater variety of problems with which the counselor is faced is of course directly related to the larger and more

diversified student body. This size student population also tends, however, to create limited time for the counselors and often only half-hearted interest.

Guidance does the best it can with the limited time it has.

Perhaps because there are so many students, any counseling given is impersonal.

It is good, only there are many times when the counselor is not available.

I believe that all guidance counselors are willing to help the students. They will not come to the student and ask him if he needs assistance. It's the student's responsibility to take the initiative to begin a profitable relationship.

She is . . . Black counselor and does everything she can to help the black. She still doesn't discriminate against the whites, though.

It doesn't fit in with the lower class people.

Most of the people that work under the guidance program are too upper-di-up to really be concerned about the student.

The same problems found in the rural and transitional schools can be found in the urban schools, though on a larger scale. To examine the counselor's role in all situations reveals an almost impossible expectation that they live up to their aims and objectives.

In analyzing these three school settings and their effect on the counselor's services, indications are that counselors are used only for academic purposes. Evidence for this lies in Table 4, page 19. Here it is noted that the students are more concerned with their progress in school, their academic strengths and weaknesses, their future educational and/or vocational plans,

the possible opportunities available and where these opportunities are found in institutions of higher learning. This indeed is of primary importance in the counselor's role, but he is available for other services as well. The problem lies in the fact that between one-fourth and one-third of all high school students included in this study do not even use the counselor for the academic services he offers. Do they not know him?

The Counselor Himself

High School Seniors who were our respondents know their guidance counselor. The reasons for this may be several: (1) after three or four years in a school, students know "who's who;" (2) to apply for higher education often necessitates a conference with one's counselor in order to have the appropriate transcripts sent and recommendations written. At this point it seems logical to consider the fact that approximately 75% of those included in this study have gone beyond just knowing a guidance counselor at their school. They have talked to the counselor not only about their present academic progress and standing, but also in reference to their past and future educational achievements and/or failures; Items 52 and 55. Appendixes C and D note these frequencies and percentages in more detail. In addition, 82% feel that they could visit their counselor if the need arose; Item 57. Evidence, then, seems to indicate that there is a certain percentage of students who have felt that they have had no need of a guidance counselor up to this point in their academic career. Item 69 indicated an even larger percentage who have never visited their guidance center much less their counselor.

A large percentage of those visits paid to the guidance counselor are for the purpose of planning one's high school program: Item 53. In most of the schools included in this study, aiding students with these plans serves as a primary function of guidance services. Since course registration is necessary for all students, they must go through the guidance counselor to secure the necessary forms and approvals. In the case of many students as reported by them in Item 77, the only time they saw their counselor was during the period designated for registration purposes. This, too, accounts for a large percentage of students (Item 51) who have been called into the counselor's office for a talk - a talk about the program they would like to follow, be it college preparatory, commercial, vocational, or general. However, most students who have been called into the counselor's office have also returned on their own initiative: Item 64. This demonstrates an awareness on the students' part of some of the services that the counselor offers. Or perhaps the initial "invitation" of the counselor stifled the fears of the student as to the stigma that might be attached to one's going to school personnel for help.

The reasons for a return visit to the counselor vary - dependent on the rapport to some extent that has been established between the counselor and the student. From those counselors who play the role of a big brother or sister, a student will seek consolation or empathy in discussing a personal problem which is bothering him. There were three counselors in this study who exposed such a service to their students. It was their belief

that they served as that "somebody to talk to" who eased the student's anxieties and helped him adapt to the particular situation. For the majority of students however, this type of rapport is not established. There remains an element of distrust in the counselor as a member of the school's administration: Item 67.

It was shown that 54% of the students in this study maintained the idea that the counselor is part of the administration (Item 68), whereas most counselors included in this study consider themselves to be more on the same level as the teacher in terms of administrative powers. Perhaps this same 54% of the students however, also associates the teacher more with the administration than with the students. The question remains, "Are counselors concerned with students as individuals or as elements of the school system which must be dealt with in a procedural fashion?"

Before considering an answer to the question above, reference must be made to the services of the counselor as known by the student. Sixty-one per cent of the subjects have received an explanation of the guidance services at their schools from their counselor. Yet indications are that even this 61% do not take advantage of these services. As has already been pointed out, a majority of the subjects have come in contact with their counselor through course registration procedures - a necessity for all students. Approximately this same percentage is aware of the files on educational and occupational opportunities that are available for their information in the guidance center: Item 59. While 54% of the sample (Item 61) complain that they

do not have all the information they want and need about post - high school opportunities, only 39% of them (probably part of the other 46% in Item 61) have actually used the files available to them for seeking information and opportunities. This is only one area in which students fail to utilize the guidance services offered by their school.

Another important function of the guidance counselor, especially in today's society which places much emphasis on tests and their results, is the interpretation to the students of such test scores as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and various other aptitude and achievement tests. These can be interpreted most readily by someone who knows the test and the student. Such is the guidance counselor, and yet only 52% of the subjects have actually discussed test results with him in an effort to understand their significance: Item 56.

Consider these statements:

- 62. I feel at ease in the presence of my counselor.
- 66. My counselor seems to lack a real interest in me.
- 70. My counselor is usually available to talk to me when I go to see him.
- 71. My counselor is more interested in those students in the leading "group."
- 72. My counselor is interested in me as an individual.
- 73. My counselor takes a personal interest in students.

A negative trend in attitudes toward the counselor appeared in these statements. Counterbalancing this is a positive trend in attitudes revealed in Items 75 and 76.

- 75. My counselor has really helped me a lot in making my post - high school plans.
- 76. My counselor has provided me with information I might not have found out otherwise.

Although a significant percentage of the students feel no gains from the counseling services, the fact that 38% of the subjects consider the counselor as a real help in making their post - high school plans attests to their place in the school. Furthermore, the guidance counselor has provided a majority of the students with information they might not have found out otherwise. Their purposes are not failing as long as this percentage of students experiences benefits of some form or another - as long as the percentage of those students who have been discouraged decreases.

The significance of these figures proves promising in terms of what guidance centers are capable of doing. However, that thirty per cent of students who are not being reached by the counselors must be heeded. Their conceptions of the program must be clarified, for chances are that they are those that need the most help in terms of their future success and goals. They are most likely the ones who will misinterpret their values and place themselves in a role they can not fulfill and in which they can not meet society's expectations.

CONCLUSIONS

In reevaluating the hypotheses, the researcher finds support for each one.

1. The use of guidance services in educational institutions does reflect the school setting and environment. Large urban schools have greater numbers of students to counsel and thus a greater variety of problems than do rural schools. The rural counselors have fewer students allowing more time for interaction.

2. The roles of the guidance counselor are contaminated by the school environment and also reflect the school population. The large and impersonal high schools are characterized by impersonal counselors who do not have sufficient time to devote themselves to individual students. In this way they unconsciously delete some roles as specified by guidance ideologies and philosophies. A lack of individual attention is such an example. Rural counselors also are affected by their environments which do not allow them much contact with their colleagues. This lack of contact and communication with their colleagues creates a less counselor-oriented atmosphere, but no direct and specific evidence was revealed that indicated that the rural counselor loses sight of any of his professional objectives.

3. Dissatisfaction with guidance services is most notable in those schools more heterogeneously populated, particularly the urban schools. In these schools is found a large student population, and therefore, more types of personalities to please.

The difference may be shown in the fact that next to parents, rural students turned to their counselors first for help, whereas urban students turned to their friends or peer groups first, then to their counselor.

4. The use of guidance services decreases with urbanization. This hypothesis was also supported by the finding indicated above.

The hypotheses of this research were supported by the empirical data. Further pursuits of study into this data in a much more specific approach are planned. Efforts will be made to study the difference of socioeconomic class as a factor of attitudes toward counselors, the significance of race in such attitudes, and the consequences of individual schools' environments in molding the counselor's role.

APPENDIX A: Example of Original Letter Sent to Twenty
School Superintendents, October 1, 1970

Box _____
University of North Carolina
Greensboro, North Carolina 27412
October 1, 1970

Mr. _____
Superintendent
_____ School System
_____, North Carolina

Dear Mr. _____:

The University of North Carolina at Greensboro offers to some of its students the opportunity to participate in its Honors program in an effort to further their relations with faculty members and enhance their educational experiences. I have participated in this program for the past three years, and am currently engaged in my Senior honors work. This is comprised of an intensive, independent study in the field of my choosing - to be carried out in the form of a thesis paper.

Under the supervision of the Honors Council, a committee of interested faculty members, and several members of the State Department of Public Instruction, I am to carry out the project I have proposed to them. It is with this project in mind that I need your help. It is my intention to conduct a research study in the area of guidance and counseling services at the secondary level. I am presently formulating my specific goals, but basically, they are:

- 1) To evaluate the effectiveness of the guidance services offered in terms of what the student himself feels that he has gained from such services, i.e., advice and counsel about future educational and vocational plans.
- 2) To realize the awareness of the secondary student as to what guidance services are available at his specific school.
- 3) To examine the students' attitudes as to whether or not the program is student-oriented or administrative-oriented.

My concerns are primarily those related to a student's adaptation from high school to college or other objectives.

My measuring instrument will be in the form of an objective questionnaire, and I hope to work personally with the principal

APPENDIX A: (con't)

and counselors at those schools which I select. For the purpose of screening and selecting those schools from which I hope to take my sample, I would like to have a list of the high schools under your jurisdiction. I will assure you complete anonymity if one of your schools is selected, and the results of the study will be made available for your information and files. The general results of the completed study will be placed on file in the Department of Student Personnel Services in Raleigh.

Accompanying the list of the high schools in your district, I would also like to have the names of the principal and counselors in each school, the number of students at each grade level in each school, and any other information you might have in relation to the general socioeconomic conditions in your community, i.e., varying economic backgrounds, racial composition, etc. In consultation with Miss Kathryn Ray, State Director of Student Personnel Services, it was suggested that I approach this in such a manner as to include schools of a wide variety in terms of socioeconomic standards. Hopefully this will enable us to create a study of interest to many other concerned people across the state.

Any comments, ideas, or suggestions will also be appreciated as I can not carry out this project without your approval. If you have any questions in reference to my proposal, please do not hesitate to let me know. I hope to be hearing from you soon.

Sincerely,

Cheryl Mann

APPENDIX B: Instrument

The following questionnaire is related to your progress in school. It is being administered for the purpose of a study being conducted by an honors student at the University of North Carolina at Greensboro. Your responses will be strictly confidential, so please answer the questions objectively and honestly. Please check the appropriate blank, giving only one answer per question unless otherwise specified. Be realistic! Do not answer questions as they should be ideally, but as they actually apply to you!

1. School _____

2. Sex: _____ (1) Male
 _____ (2) Female

3. Age: _____ (1) Under 17
 _____ (2) 17
 _____ (3) 18
 _____ (4) 19
 _____ (5) 20 or over

4. Race: _____ (1) Caucasian
 _____ (2) Negro
 _____ (3) American Indian
 _____ (4) Oriental
 _____ (5) Other (Please specify) _____

5. This is the _____ (1) First year I have attended this school.
 _____ (2) Second
 _____ (3) Third
 _____ (4) Fourth

6. Number of years I have attended schools in this school system:
 _____ (1) Less than 1 year
 _____ (2) 1-2 years
 _____ (3) 3-4 years
 _____ (4) 5-6 years
 _____ (5) More than 6 years

7. Parents' Status: _____ (1) Married
 _____ (2) Divorced
 _____ (3) Separated
 _____ (4) Widowed
 _____ (5) Other (Please specify) _____

8. My family position is _____ (1) Only child
 _____ (2) Oldest child
 _____ (3) Between the oldest and youngest
 _____ (4) Youngest child

9-14. Please fill in blank with the appropriate figure:
 I have _____ brothers: _____ older and _____ younger.
 I have _____ sisters: _____ older and _____ younger.

Page Two

15. Father's educational level: (Check highest level completed)
- (1) Graduate professional training
 - (2) Standard college or university training
 - (3) Partial college training
 - (4) High school graduation
 - (5) Partial high school
 - (6) Junior high school (grades 7-9)
 - (7) Less than seven years of school.
16. In what place, business or organization does my father work?

17. My father's (my guardian's) occupation is (Be specific):

18. I am currently employed: (1) yes
 (2) no
19. If yes, my job is _____
20. In which socioeconomic class would you place your family:
- (1) Upper
 - (2) Upper middle
 - (3) Lower middle
 - (4) Working
 - (5) Lower
21. What do you plan to do your first year out of high school?
- (1) I plan to continue my education at a vocational or technical institute.
 - (2) I plan to continue my education at a community or junior college.
 - (3) I plan to continue my education at a college or university.
 - (4) I plan to go to work fulltime.
 - (5) I plan to enter the armed services.
 - (6) I plan to work for a while, and then go on to school.
 - (7) Other (Please specify) _____
- 22-29. Has anyone helped you to make up your mind about your post - high school plans? Assign 1 to the most helpful person, 2 to the next, etc. Be realistic. It is not necessary to rank all eight (8) if you feel that they have not all aided you in making your plans.
- (1) Principal
 - (2) Parent
 - (3) Other relative
 - (4) Teacher
 - (5) Guidance Counselor
 - (6) Friend
 - (7) Minister
 - (8) Other (Please specify) _____

30. If you plan to go to college, how long have you planned to do so?

- _____ (1) I do not plan to go to college.
- _____ (2) Less than one year.
- _____ (3) 1-2 years
- _____ (4) 3-4 years
- _____ (5) More than 4 years

31. What program are you taking in school?

- _____ (1) Vocational
- _____ (2) Commercial
- _____ (3) General
- _____ (4) College preparatory
- _____ (5) On-the-job training
- _____ (6) Other (Please specify) _____

32. How many of your friends plan to continue their education?

- _____ (1) Most
- _____ (2) Some
- _____ (3) Few
- _____ (4) None

Who did I turn to first when I had one of the problems or questions listed below or who would I turn to if I had one of them. Be realistic! Place the number of the correct answer in the blank preceding each statement.

- (1) Principal
- (2) Parent
- (3) Other relative
- (4) Teacher
- (5) Guidance Counselor
- (6) Friend
- (7) Minister
- (8) Other (Please specify)

- _____ 33. How I'm getting along here in school.
- _____ 34. Decision about my future vocational and/or educational plans.
- _____ 35. How I'm getting along with my family and how they get along with each other.
- _____ 36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
- _____ 37. Failure to realize the possibilities open to me as I finish high school.
- _____ 38. Special problems or physical handicaps interfering with my school work.
- _____ 39. Finding a job.
- _____ 40. Finding a college or school beyond the high school level in which I can succeed.

Page Four

With reference to each activity, check whether you would like it or dislike it and to what degree.

	<u>Would Like</u>			<u>Would Dislike</u>		
	Very Much	Some	Only a Little	Only a Little	Some	Very Much
	1	2	3	4	5	6
41. Organizing activities at school.	_____	_____	_____	_____	_____	_____
42. Killing time in the local hangout.	_____	_____	_____	_____	_____	_____
43. Reading novels.	_____	_____	_____	_____	_____	_____
44. Meeting people from other parts of the world.	_____	_____	_____	_____	_____	_____
45. Getting involved in a justifiable sit-in.	_____	_____	_____	_____	_____	_____
46. Doing things where I can meet people.	_____	_____	_____	_____	_____	_____
47. Sitting with friends at the local hangout.	_____	_____	_____	_____	_____	_____
48. Planning social activities for special events.	_____	_____	_____	_____	_____	_____
49. Participating in controversial student movements.	_____	_____	_____	_____	_____	_____

Check the appropriate blank in reference to each statement. Answer all statements.

Yes No

- ___ ___ 50. I know a guidance counselor at my school.
- ___ ___ 51. My counselor has called me into his office for a talk.
- ___ ___ 52. I have talked to a counselor about my past and present academic progress.
- ___ ___ 53. My counselor has assisted me in planning my high school program.
- ___ ___ 54. I have discussed personal and social problems with my counselor which have affected my educational progress.
- ___ ___ 55. My counselor has talked with me about my future educational and vocational plans.
- ___ ___ 56. I have discussed test results with my counselor in an effort to understand their significance (like vocational and achievement tests).
- ___ ___ 57. I can visit my counselor at any time when the need arises.
- ___ ___ 58. I have visited my counselor at my own initiative in his office to discuss a topic of concern to me.
- ___ ___ 59. I have access to materials which provide information which I need to know in reference to various occupations.
- ___ ___ 60. I have used the files on educational and career information in the counselor's office.

Page Five

Yes No

- — 61. I have all the information I want and need about post - high school opportunities (i.e., jobs, technical schools, colleges and universities, etc.).
- — 62. I feel at ease in the presence of my counselor.
- — 63. My counselor has explained his services to me and how I might benefit from them.
- — 64. I have visited my counselor both on my own initiative and at his request.
- — 65. My counselor has at some point discouraged me in terms of my vocational and academic goals.
- — 66. My counselor seems to lack a real interest in me.
- — 67. My counselor may want to help me, but I'm not so sure I can trust him.
- — 68. I associate my counselor more with the administration than with the students.
- — 69. I have never used or been to the guidance office at my school.
- — 70. My counselor is usually available to talk to me when I go to see him.
- — 71. My counselor is more interested in those students in the leading "group."
- — 72. My counselor is interested in me as an individual.
- — 73. My counselor takes a personal interest in students.
- — 74. My counselor is too busy to see me or give me enough time to talk to him.
- — 75. My counselor has really helped me a lot in making my post - high school plans.
- — 76. My counselor has provided me with information I might not have found out otherwise.
77. If you have any comments about your guidance program, please make them below. Thank you for your cooperation.

APPENDIX C: Total Frequencies

1. School _____
2. Sex: 326 (1) Male
354 (2) Female
0 No answer (N.A.)
3. Age: 8 (1) Under 17
372 (2) 17
246 (3) 18
43 (4) 19
9 (5) 20 or over
2 N. A.
4. Race: 479 (1) Caucasian
193 (2) Negro
2 (3) American Indian
3 (4) Oriental
2 (5) Other (Please Specify)
1 N. A.
5. This is the 26 (1) First year I have attended this school.
67 (2) Second
281 (3) Third
300 (4) Fourth
6 N.A.
6. Number of years I have attended schools in this school system:
22 (1) Less than 1 year
22 (2) 1-2 years
71 (3) 3-4 years
40 (4) 5-6 years
519 (5) More than 6 years
6 N. A.
7. Parents' Status: 549 (1) Married
33 (2) Divorced
30 (3) Separated
55 (4) Widowed
13 (5) Other
0 N. A.
8. My family position is 45 (1) Only child
197 (2) Oldest child
274 (3) Between the oldest and youngest
162 (4) Youngest child
2 N. A.
- 9-14. Please fill in blank with the appropriate figure:*
- I have _____ brothers: _____ older and _____ younger.
I have _____ sisters: _____ older and _____ younger.

* Frequencies not derived.

APPENDIX C: Page Two

15. Father's educational level:

51 (1) Graduate professional training
46 (2) Standard college or university training
55 (3) Partial college training
196 (4) High school graduation
113 (5) Partial high school
117 (6) Junior high school (grades 7-9)
88 (7) Less than seven years of school
14 N. A.

16-17. Socioeconomic class based on items 15, 16, and 17

63 Father dead
0 Upper class
120 Upper middle class
278 Lower middle class
200 Working class
15 Lower class
4 N. A.

18. I am currently employed: 274 (1) yes
401 (2) no
5 N. A.

19. If yes, my job is 204 (1) Of temporary nature
69 (2) Of permanent nature
1 N. A.

20. In which socioeconomic class would you place your family:

18 (1) Upper
308 (2) Upper middle
199 (3) Lower middle
141 (4) Working
7 (5) Lower
7 N. A.

21. What do you plan to do your first year out of high school?

98 (1) I plan to continue my education at a vocational or technical institute.
117 (2) I plan to continue my education at a community or junior college.
202 (3) I plan to continue my education at a college or university.
110 (4) I plan to go to work fulltime.
34 (5) I plan to enter the armed services.
84 (6) I plan to work for a while, and then go on to school.
33 (7) Other
2 N. A.

APPENDIX C: Page Three

22-29. Has anyone helped you to make up your mind about your post - high school plans? Assign 1 to the most helpful person, 2 to the next, etc. Be realistic. It is not necessary to rank all eight (8) if you feel that they have not all aided you in making your plans.

<u>3*</u>	(1) Principal
<u>252</u>	(2) Parent
<u>40</u>	(3) Other relative
<u>45</u>	(4) Teacher
<u>62</u>	(5) Guidance Counselor
<u>81</u>	(6) Friend
<u>3</u>	(7) Minister
<u>173</u>	(8) Other
<u>21</u>	N. A.

* Total First Choices - See Table C-1 for complete results.

30. If you plan to go to college, how long have you planned to do so?

<u>195</u>	(1) I do not plan to go to college.
<u>25</u>	(2) Less than one year
<u>161</u>	(3) 1-2 years
<u>181</u>	(4) 3-4 years
<u>107</u>	(5) More than 4 years
<u>11</u>	N. A.

31. What program are you taking in school?

<u>139</u>	(1) Vocational
<u>32</u>	(2) Commercial
<u>164</u>	(3) General
<u>253</u>	(4) College preparatory
<u>58</u>	(5) On-the-job training
<u>20</u>	(6) Other
<u>14</u>	N. A.

32. How many of your friends plan to continue their education?

<u>382</u>	(1) Most
<u>213</u>	(2) Some
<u>77</u>	(3) Few
<u>7</u>	(4) None
<u>1</u>	N. A.

Who did I turn to first when I had one of the problems or questions listed below or who would I turn to if I had one of them. Be realistic! Place the number of the correct answer in the blank preceding each statement.

- (1) Principal
- (2) Parent
- (3) Other relative
- (4) Teacher
- (5) Guidance Counselor
- (6) Friend
- (7) Minister
- (8) Other

33. How I'm getting along here in school.
 34. Decision about my future vocational and/or educational plans.
 35. How I'm getting along with my family and how they get along with each other.
 36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
 37. Failure to realize the possibilities open to me as I finish high school.
 38. Special problems or physical handicaps open to me as I finish high school.
 39. Finding a job.
 40. Finding a college or school beyond the high school level in which I can succeed.

*See Table C-2 for complete results.

With reference to each activity, check whether you would like it or dislike it and to what degree.

	Would Like			Would Dislike			N.A.
	Very Much	Some	Only A Little	Only A Little	Some	Very Much	
	1	2	3	4	5	6	
41. Organizing activities at school.	239	275	90	28	17	16	15
42. Killing time in the local hangout.	108	180	142	54	46	125	25
43. Reading novels.	147	207	140	38	42	84	22
44. Meeting people from other parts of the world.	399	156	69	21	6	13	16
45. Getting involved in a justifiable sit-in.	130	149	114	78	55	137	17
46. Doing things where I can meet people.	442	151	36	12	11	8	20
47. Sitting with friends at the local hangout.	208	235	88	47	36	43	23
48. Planning social activities for special events.	231	230	123	29	22	18	27
49. Participating in controversial student movements.	131	173	133	68	60	99	16

Check the appropriate blank in reference to each statement. Answer all questions.

Yes No

- 658 18 50. I know a guidance counselor at my school.
 491 186 51. My counselor has called me into his office for a talk.
 503 170 52. I have talked to a counselor about my past and present academic progress.
 409 266 53. My counselor has assisted me in planning my high school program.
 168 509 54. I have discussed personal and social problems with my counselor which have affected my educational progress.
 518 159 55. My counselor has talked with me about my future educational and vocational plans.

<u>Yes</u>	<u>No</u>	
<u>350</u>	<u>327</u>	56. I have discussed test results with my counselor in an effort to understand their significance (like vocational and achievement tests.)
<u>557</u>	<u>119</u>	57. I can visit my counselor at any time when the need arises.
<u>463</u>	<u>212</u>	58. I have visited my counselor at my own initiative in his office to discuss a topic of concern to me.
<u>524</u>	<u>154</u>	59. I have access to materials which provide information which I need to know in reference to various occupations.
<u>263</u>	<u>414</u>	60. I have used the files on educational and career information in the counselor's office.
<u>313</u>	<u>365</u>	61. I have all the information I want and need about post - high school opportunities (i.e., jobs, technical schools, colleges and universities, etc.).
<u>452</u>	<u>216</u>	62. I feel at ease in the presence of my counselor.
<u>409</u>	<u>261</u>	63. My counselor has explained his services to me and how I might benefit from them.
<u>443</u>	<u>228</u>	64. I have visited my counselor both on my own initiative and at his request.
<u>198</u>	<u>473</u>	65. My counselor has at some point discouraged me in terms of my vocational and academic goals.
<u>185</u>	<u>480</u>	66. My counselor seems to lack a real interest in me.
<u>164</u>	<u>498</u>	67. My counselor may want to help me, but I'm not so sure I can trust him.
<u>361</u>	<u>308</u>	68. I associate my counselor more with the administration than with the students.
<u>106</u>	<u>563</u>	69. I have never used or been to the guidance office at my school.
<u>470</u>	<u>195</u>	70. My counselor is usually available to talk to me when I go to see him.
<u>217</u>	<u>445</u>	71. My counselor is more interested in those students in the leading "group."
<u>443</u>	<u>219</u>	72. My counselor is interested in me as an individual.
<u>459</u>	<u>198</u>	73. My counselor takes a personal interest in students.
<u>94</u>	<u>571</u>	74. My counselor is too busy to see me or give me enough time to talk to him.
<u>254</u>	<u>412</u>	75. My counselor has really helped me a lot in making my post - high school plans.
<u>393</u>	<u>273</u>	76. My counselor has provided me with information I might not have found out otherwise.

TABLE C-1:

Questions 22-29: Has anyone helped you to make up your mind about your post - high school plans? Assign 1 to the most helpful, 2 to the next, etc. It is not necessary to rank all eight (8) if you feel that they have not all aided you in making your plans.

Possible Choices	Ranking								T*
	1	2	3	4	5	6	7	8	
(1) Principal	3	4	8	10	14	18	20	9	86
(2) Parent	252	161	49	17	3	1	0	1	484
(3) Other relative	40	61	67	45	21	9	2	1	246
(4) Teacher	45	42	64	44	26	11	5	1	238
(5) Guidance Counselor	62	106	77	44	25	9	7	1	331
(6) Friend	81	114	102	52	21	8	2	0	380
(7) Minister	3	6	11	11	14	18	24	4	191
(8) Other	173	27	14	4	4	0	1	9	232

* Total Number of Mentions

TABLE C-2:

Questions 33-40: Who did I turn to first when I had one of the problems listed below or who would I turn to if I had one of them?

Possible Choices	Question Numbers							
	33	34	35	36	37	38	39	40
1. Principal	32	9	2	14	26	82	8	13
2. Parent	103	247	220	25	135	179	214	53
3. Other relative	9	17	84	5	36	21	47	21
4. Teacher	178	32	5	265	55	95	43	44
5. Guidance Counselor	211	272	19	307	299	105	122	421
6. Friend	92	36	184	9	45	62	131	34
7. Minister	2	2	82	3	14	25	7	3
8. Other	27	39	46	24	26	44	72	45

Key to questions:

33. How I'm getting along here in school.
34. Decision about my future vocational and/or educational plans.
35. How I'm getting along with my family and how they get along with each other.
36. Finding out my strengths and weaknesses in terms of vocational and educational subjects.
37. Failure to realize the possibilities open to me as I finish high school.
38. Special problems or physical handicaps interfering with my school work.
39. Finding a job.
40. Finding a college or school beyond the high school level in which I can succeed.

APPENDIX D: Total Percentages

1. School _____
2. Sex: 48 (1) Male
52 (2) Female
3. Age: 1 (1) Under 17
55 (2) 17
37 (3) 18
6 (4) 19
1 (5) 20 or over
4. Race: 71 (1) Caucasian
28 (2) Negro
.3 (3) American Indian
.4 (4) Oriental
.3 (5) Other
5. This is the 4 (1) First year I have attended this school.
10 (2) Second
42 (3) Third
44 (4) Fourth
6. Number of years I have attended schools in this school system:
3 (1) Less than 1 year
3 (2) 1-2 years
11 (3) 3-4 years
6 (4) 5-6 years
77 (5) More than 6 years.
7. Parents' Status: 81 (1) Married
5 (2) Divorced
4 (3) Separated
8 (4) Widowed
2 (5) Other
8. My family position is 7 (1) Only child
29 (2) Oldest child
40 (3) Between the oldest and youngest
24 (4) Youngest child
- 9-14. Please fill in blank with the appropriate figure: (Not derived)
I have _____ brothers: _____ older and _____ younger.
I have _____ sisters: _____ older and _____ younger.
15. Father's educational level:
8 (1) Graduate professional training
7 (2) Standard college or university training
8 (3) Partial college training
30 (4) High school graduation
17 (5) Partial high school
18 (6) Junior high school (grades 7-9)
13 (7) Less than seven years of school.

APPENDIX D: Page Two

16-17. Socioeconomic class based on items 15, 16, and 17

<u>9</u>	Father dead
<u>0</u>	Upper class
<u>17</u>	Upper middle class
<u>42</u>	Lower middle class
<u>30</u>	Working class
<u>2</u>	Lower class

18. I am currently employed: 41 (1) yes
59 (2) no

19. If yes, my job is 75 (1) Of temporary nature
25 (2) Of permanent nature

20. In which socioeconomic class would you place your family?

<u>2</u>	(1) Upper
<u>46</u>	(2) Upper middle
<u>30</u>	(3) Lower middle
<u>21</u>	(4) Working
<u>1</u>	(5) Lower

21. What do you plan to do your first year out of high school?

<u>15</u>	(1) I plan to continue my education at a vocational or technical institute.
<u>17</u>	(2) I plan to continue my education at a community or junior college.
<u>30</u>	(3) I plan to continue my education at a college or university.
<u>16</u>	(4) I plan to go to work fulltime.
<u>5</u>	(5) I plan to enter the armed services.
<u>12</u>	(6) I plan to work for a while, and then go on to school.
<u>5</u>	(7) Other

22-29. Percentages not derived. See Table C-1 for frequencies.

30. If you plan to go to college, how long have you planned to do so?

<u>29</u>	(1) I do not plan to go to college.
<u>4</u>	(2) Less than one year
<u>24</u>	(3) 1-2 years
<u>27</u>	(4) 3-4 years
<u>16</u>	(5) More than 4 years.

31. What program are you taking in school?

<u>21</u>	(1) Vocational
<u>5</u>	(2) Commercial
<u>24</u>	(3) General
<u>38</u>	(4) College preparatory
<u>9</u>	(5) On-the-job training
<u>3</u>	(6) Other

32. How many of your friends plan to continue their education?

<u>56</u>	(1) Most
<u>32</u>	(2) Some
<u>11</u>	(3) Few
<u>1</u>	(4) None

APPENDIX D: Page Three

33-40: Percentages not derived. See Table C-2 for frequencies.

With reference to each activity, check whether you would like it or dislike it and to what degree.

	<u>Would Like</u>			<u>Would Dislike</u>		
	<u>Very</u>		<u>Only a</u>	<u>Only a</u>		<u>Very</u>
	<u>much</u>	<u>Some</u>	<u>Little</u>	<u>Little</u>	<u>Some</u>	<u>Much</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
41. Organizing activities at school.	<u>36</u>	<u>41</u>	<u>14</u>	<u>4</u>	<u>3</u>	<u>2</u>
42. Killing time in the local hangout.	<u>16</u>	<u>28</u>	<u>22</u>	<u>8</u>	<u>7</u>	<u>19</u>
43. Reading novels.	<u>22</u>	<u>32</u>	<u>21</u>	<u>6</u>	<u>6</u>	<u>13</u>
44. Meeting people from other parts of the world.	<u>60</u>	<u>24</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>2</u>
45. Getting involved in a justifiable sit-in.	<u>20</u>	<u>32</u>	<u>17</u>	<u>12</u>	<u>8</u>	<u>21</u>
46. Doing things where I can meet people.	<u>67</u>	<u>23</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>1</u>
47. Sitting with friends at the local hangout.	<u>32</u>	<u>36</u>	<u>13</u>	<u>7</u>	<u>5</u>	<u>7</u>
48. Planning social activities for special events.	<u>36</u>	<u>35</u>	<u>19</u>	<u>4</u>	<u>3</u>	<u>3</u>
49. Participating in controversial student movements.	<u>20</u>	<u>26</u>	<u>20</u>	<u>10</u>	<u>9</u>	<u>15</u>

Check the appropriate blank in reference to each statement.

Yes No

- 97 3 50. I know a guidance counselor at my school.
- 73 27 51. My counselor has called me into his office for a talk.
- 75 25 52. I have talked to a counselor about my past and present academic progress.
- 61 39 53. My counselor has assisted me in planning my high school program.
- 25 75 54. I have discussed personal and social problems with my counselor which have affected my educational progress.
- 76 24 55. My counselor has talked with me about my future educational and vocational plans.
- 52 48 56. I have discussed test results with my counselor in an effort to understand their significance (like vocational and achievement tests).
- 82 18 57. I can visit my counselor at any time when the need arises.
- 69 31 58. I have visited my counselor at my own initiative in his office to discuss a topic of concern to me.

APPENDIX D: Page Four

Yes No

- 77 23 59. I have access to materials which provide information which I need to know in reference to various occupations.
- 39 61 60. I have used the files on educational and career information in the counselor's office.
- 46 54 61. I have all the information I want and need about post-high school opportunities (i.e., jobs, technical schools, colleges and universities, etc.)
- 68 32 62. I feel at ease in the presence of my counselor.
- 61 39 63. My counselor has explained his services to me and how I might benefit from them.
- 66 34 64. I have visited my counselor both on my own initiative and at his request.
- 29 71 65. My counselor has at some point discouraged me in terms of my vocational and academic goals.
- 28 72 66. My counselor seems to lack a real interest in me.
- 25 75 67. My counselor may want to help me, but I'm not so sure I can trust him.
- 54 46 68. I associate my counselor more with the administration than with the students.
- 16 84 69. I have never used or been to the guidance office at my school.
- 71 29 70. My counselor is usually available to talk to me when I go to see him.
- 33 67 71. My counselor is more interested in those students in the leading "group."
- 67 33 72. My counselor is interested in me as an individual.
- 70 30 73. My counselor takes a personal interest in students.
- 14 86 74. My counselor is too busy to see me or give me enough time to talk to him.
- 38 62 75. My counselor has really helped me a lot in making my post - high school plans.
- 59 41 76. My counselor has provided me with information I might not have found out otherwise.

APPENDIX E: Example of Letter Sent to Those Officials Who
Had a School Involved in Actual Study, December 6, 1970

Box _____
University of North Carolina
Greensboro, North Carolina 27412
December 6, 1970

Mr. _____
Superintendent (Principal or Counselor)
_____ High School
_____, North Carolina

Dear Mr. _____:

I am currently in the process of carrying out the honors project which I proposed to you several weeks ago. As can be expected from any research amateur, many problems have arisen which have caused a delay. During this time I have analyzed the school systems which were under my consideration and have now selected those schools in which I hope to conduct the study. _____ High School is one of the schools which I wish to include.

If you will recall our earlier correspondence, you will remember that it is my intention to measure students' attitudes toward guidance and counseling services in their respective schools. The measuring instrument will be an objective questionnaire, a copy of which I have enclosed for your evaluation and criticism. The pre-test has been successfully completed and weaknesses in the instrument are being eliminated. The corrected questionnaire will be essentially the same as the one enclosed, and if you have any objections to any part of this form, please do not hesitate to let me know.

At this point, I can not give you a specific date as to when I would go to _____ High School and carry out the administration of my questionnaire. This is something we will have to work out together, and I am certainly open to a suggested date which would prove convenient to all involved. I will remind you that this study will include only seniors, the number from each school being approximately one hundred. This will probably mean involving approximately four classes, dependent of course on their size. The total administrative time of the instrument is thirty minutes at a maximum, and I would also like roughly the same amount of time made available for me to talk with the counselors themselves.

APPENDIX E: (con't)

If you have any further questions, please do not hesitate to call on me. I realize how hard it is to communicate on paper. Again, I want to thank you for your cooperation and look forward to talking with you again.

Sincerely,

Cheryl E. Mann

APPENDIX F: Notification of Individual School's Results

Box _____
University of North Carolina
Greensboro, North Carolina 27412
March 30, 1971

Mr. _____
Guidance Counselor
_____ High School
_____, North Carolina

Dear Mr. _____:

Enclosed are the results of my questionnaire related to the guidance counselor's effectiveness at the secondary level. Those figures you see are the frequencies of your specific school. I am now in the process of analyzing the completed data and writing my thesis paper. It will be sometime towards the end of May before this paper will be completed, and at that time I will forward a copy of it to you if you would like to see the final product of my year's study.

I hope that this data will prove beneficial to you as a counselor and that you will be as pleased as I was to see the actual results. I must admit that the results are more positive than I expected, but perhaps this is simply admitting that my ideas were more negative in the beginning. If you have any questions as to the interpretation of this information, please do not hesitate to write and inquire.

Again, I would like to thank you for your cooperation in the administration of the questionnaire at your school. I enjoyed visiting your school, enabling me to gain a broader insight into secondary schools in this part of North Carolina.

Sincerely,

Cheryl E. Mann

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