



1963

## An Analysis of Types of Guidance and Counseling Services Performed by Selected Secondary School Classroom Teachers in the Public Schools of Kentucky

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AN ANALYSIS OF TYPES OF GUIDANCE AND COUNSELING  
SERVICES PERFORMED BY SELECTED SECONDARY  
SCHOOL CLASSROOM TEACHERS IN THE  
PUBLIC SCHOOLS OF KENTUCKY

by

Thomas Valentine Busse

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts

January

1963

## LIFE

Thomas V. Busse was born in Covington, Kentucky, February 14, 1941.

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

It seems that the more mechanized a society becomes, the more functions the school is forced to take over. Formerly a boy worked with his father; life was slower and more peaceful. If the boy had problems, he could talk them over with his father; or, because most were not pressing, he could allow the problems to "think themselves out."

If the modern youngster is going to lead a respectable and useful life, he needs help. The burden heavily falls, by default, to the schools.

#### I. FOCUS ON GUIDANCE AND COUNSELING AT THE PRESENT TIME

In many quarters there has been a recognition of the problems created by recent sociological changes. The National Defense Education Act of 1958 focused America's attention upon the school counselor.

A majority of the states have specific qualifications for

counselors.<sup>1</sup> In some schools, counselors are an established part of the staff.

The NDEA has as one of its basic tenets the utilization of all the national manpower.<sup>2</sup> It is said that we cannot afford to waste the talents of a large percentage of our future citizens; we must endeavor to help them choose the position for which they are best qualified.

Only one phase of counseling and guidance was considered in this study, that of teacher counseling and guidance.

The teacher's participation can take one of two basic forms: If there is no counselor available in the school, then it is either the teacher or no one. If there are full-time counselors available, the teacher can help by working with the counselors in the total guidance program. Gordon expresses the latter idea:

. . . courses in human development and educational psychology and other pre-service and in-service courses help equip the teacher with certain fundamental concepts and skills that should enable him to serve as a major member of the guidance and mental hygiene team.<sup>3</sup>

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<sup>1</sup>Royce E. Brewster, Guidance Workers Certification Requirements, (Washington: U.S. Government Printing Office, 1960).

<sup>2</sup>National Defense Education Act of 1958, Title I - General Provisions. Findings and Declaration of Policy. Section 101.

<sup>3</sup>Ira J. Gordon, The Teacher as a Guidance Worker, (New York: Harper and Brothers, 1956), 8.

## II. STATEMENT OF THE PROBLEM

The purpose of this study was to discover the degree to which public secondary classroom teachers in Kentucky participate in guidance and counseling services, and the types of services they perform. Also to discover what factors, such as academic background, school organization, and place of employment, affect and/or effect the amount of teacher participation in guidance and counseling.

The method used was a questionnaire given to selected public secondary classroom teachers in Kentucky.

## III. DEFINITION OF TEACHER GUIDANCE AND COUNSELING

The term, itself, implies that a teacher counselor is a teacher functioning as a counselor. The difficulty occurs in discovering what a counselor is, that is, what is counseling?

Pepinsky and Pepinsky define counseling as:

. . . a process by which help is given, referred to as counseling. Here client and counselor interact in an interview or a series of interviews. The interaction is private, e.g., not open to public scrutiny or review, and the function of the interaction is to help the client change his behavior so that he may obtain a satisfactory resolution of his needs. We speak of "a process" because there are many possible ways of helping clients, and we shall be concerned chiefly with the counseling interview.<sup>4</sup>

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<sup>4</sup>Harold B. Pepinsky and Pauline N. Pepinsky, Counseling Theory and Practice, (New York: Ronald, 1954), 3.

Leona Tyler defines:

. . . counseling as the process through which individuals are enabled to make good choices and thus improve their relationships to the world and to their fellow men, as they set the pattern for their own unique patterns of development . . . .<sup>5</sup>

Wrenn feels that:

Counseling is a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger, or less mature, or more troubled of the two is aided to a self-determined resolution of his problem.<sup>6</sup>

Smith defines counseling as:

. . . essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan, or adjustment which he needs to make.<sup>7</sup>

Carl Rogers states that counseling is:

. . . the process by which the structure of the self is relaxed in the safety of the relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self.<sup>8</sup>

Three points are common to each of these definitions: the process is between two persons; a change must come about in the client; the aim or end of counseling is self help.

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<sup>5</sup>Leona E. Tyler, The Work of the Counselor, Second edition, (New York: Appleton-Century-Crofts, 1961), 13.

<sup>6</sup>C. Gilbert Wrenn, Student Personnel Work in College, (New York: Ronald, 1951), 59.

<sup>7</sup>Glenn E. Smith, Counseling in the Secondary School, (New York: Macmillan, 1955), 156.

<sup>8</sup>Carl R. Rogers, "Client-Centered Psychotherapy," Scientific American, 187 (November 1952), 70.

Utilizing these three as the basis for a definition: Counseling is a process occurring between two persons, a counselor and a counselee, in which a change is brought about in the client so that he may better be capable of making decisions for himself.

Putting this into a usable format for the questionnaire, counseling was delineated thus: "You meet with individual students for the purpose of discussing their problems in an average week." "(Do not include helping students in an academic tutoring session, etc. (sic)"

Guidance was not formally defined in the questionnaire. The teacher's participation in guidance was derived from question X, which shows participation in each of several specific guidance functions.

For purposes of interpretation, guidance was operationally defined as participation in any of ten separate guidance functions. These ten functions were: supply information (scholarship, vocational, et cetera); administer guidance and/or counseling tests; make referrals; give assignments with guidance in mind; individual counseling; schedule planning with students; cocurricular activities; keep a personal file on each of your students; parental conferences about student difficulties; group guidance classes.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. GENERAL LITERATURE ON THE SUBJECT

Many of the articles published on the subject of teacher guidance and counseling are a recounting of the author's personal experiences. Some of the literature might be called action research. Representative of this type are Carleton (1951), Chase (1950), Long (1958), McKean (1958), and Walter (1961).

Strang in several of her books has emphasized the importance of the teacher in personnel work. Representative of these are (1940), (1953). Strang holds that teachers have a major role to play in the guidance of students. She has been one of the pioneers in emphasizing the dual role of the school: academic training and personal development.

Williamson and Hahn (1940) stressed the supporting role of the teacher in the total guidance program. Teachers serve primarily as information-gatherers for more skilled personnel. The authors state that many teachers can never be successful counselors because of their temperaments. Teachers ought to be chosen on the basis of personality as well as intelligence.

Hamrin (1947), (1950) emphasizes that the teacher has a major role to play in the guidance program. But teacher counseling, as such, is largely ignored. The author emphasizes that the teacher must be careful not to overstep his competence in the helping of students.

Arbuckle (1950), (1957), (1961), (1962) was one of the leaders in emphasizing the role of the teacher counselor. He believes that a teacher can function effectively as a counselor, only if his students do not perceive him as an evaluator and disciplinarian. Arbuckle has always held that the teacher can function effectively as a counselor; but recently he has placed more emphasis on the limitations affecting the classroom teacher in a counselor's role. Likewise, in his more recent works, he has stressed the total guidance program, rather than the role of the classroom teacher.

Of the other books published in the area of teacher guidance and counseling, none gives any previously unpublished research. Most relate the author's experiences and conclusions as an outline for the reader's future action. Cox and Duff (1948), Dunsmoor and Miller (1949), Gordon (1956), Morris (1952), and Patterson (1962) are representative of books on the subject.

## II. TEACHER VERSUS THE FULL-TIME COUNSELOR

Most of the authors favor the view that the classroom teacher supplements the counselor, as well as functioning in a positive way to prevent mental illness, rather than cure it. Dunsmoor and Miller phrased it:

Thus teachers should place their major emphasis upon the positive approach of anticipating and preventing maladjustment, rather than upon curative measures for maladjustments already developed.<sup>1</sup>

Agnes (1958) and Freer (1962) are among others emphasizing this as the function of the classroom teacher.

## III. LACK OF TIME TO COUNSEL ON PART OF TEACHER

The majority of the writers feel that the teacher does not have enough time to counsel. Patterson, after discussing all the clerical duties, service duties, and so forth that a teacher is burdened with, concludes: "It appears to be inconsistent to continue to insist on teachers functioning as counselors under such conditions."<sup>2</sup>

Although most writers are not quite so dogmatic, almost

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<sup>1</sup>Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers, (Scranton, Pa: International Textbook Co., 1949), 66.

<sup>2</sup>C.H. Patterson, Counseling and Guidance in Schools, (New York: Harper and Brothers, 1962), 89.



all see the difficulty involved.

One approach to give the teacher more time is the Morgan, or double subject, plan. A teacher will teach a block of two subjects, for example, English and history, to a group of students in the morning and a similar double period to a different group in the afternoon. In addition he may teach one other class.

This teacher will be given the pupils in one of his two blocks as his counselees. It is felt that he will get to know his students better if he has fewer.<sup>3</sup>

#### IV. RESEARCH STUDIES ON TEACHER COUNSELING

Klopp studied the types and frequencies of senior high school guidance problems brought to a school counselor by the students.<sup>4</sup>

This study was not of counseling by the classroom teacher, but it does have implications as to the types of problems to be expected by the teacher.

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<sup>3</sup>G.M. Inlow, "Give Classroom Teacher More Time for Guidance," Nation's Schools, 57 (February 1956), 63-64.

<sup>4</sup>Donald S. Klopp, Types and frequencies of senior high school guidance problems: their implications for the training of counselors. Unpublished Doctor's Dissertation, New York University, New York, 1952.

The results were: problems connected with school failure, 24.5%; vocational placement, 21.4%; college entrance, 20.6%; adjustment to school work other than failure, 10.2%; home and family, 7.3%; sex and personal-psychological relations, 6.6%; social-recreational problems, 3.3%; military service, 2.8%; health, 2.6%; other problems, 0.7%.

Koile and Treat investigated the characteristics of student-oriented teachers.<sup>5</sup> The participating teachers were divided into two groups on the basis of several discriminatory items: Whether the teacher was selected willingly or volunteered for teacher-counselor's duties, homeroom advisor, class advisor, or sponsor of a student activity. Whether the teacher was primarily interested in the students as persons or as learners of a particular subject. All of the participating teachers were employed on a regular basis.

The two groups were then compared. Koile and Treat found that:

Women with the BA degree are more student-oriented than men.

Women with the MA degree are less student-oriented than men.

Teachers of vocational subjects tend to be more student-oriented in their interests than teachers of broad subject

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<sup>5</sup>E.A. Koile and C.L. Treat, "Identifying student-oriented teachers; Professional activity inventory for teachers," Personnel and Guidance Journal, 40 (December 1961), 344-8.

matter fields.

Student oriented interests are associated with years of teaching experience.

Teachers, who have taught from eleven to twenty years appeared to more student-oriented than were those in younger and older experience groupings.

Age of the teacher was not significant.

Type of school, that is junior or senior high school, was not significant.

Size of school is not significantly related to interest in students. (Small schools did not participate.)

Sex of the teacher was not significant by itself.

Norton made a study of the number of problems, as well as type, brought to selected teachers who kept records for a single month.<sup>6</sup>

Norton found a definite correlation between the number of problems brought by the students, and the guidance training of the teacher. No other correlation was found relating to the number of problems brought to a teacher. The order of frequency of the types of problems was: highest: non-school related

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<sup>6</sup>Stanley K. Norton, Guidance problems encountered in certain high schools in Michigan: their types, frequencies, and implications for teacher training. Unpublished Doctor's Dissertation, University of Michigan, Ann Arbor, 1948.

problems; second: school related problems; last: post school problems.

Stewart made a study of certain factors influencing classroom teacher participation in and attitude toward the guidance program in the State of Washington.<sup>7</sup> He did not investigate counseling by the classroom teacher, as such, although it is a part of guidance as considered in his study. Stewart did not investigate types of guidance or counseling, nor the degree to which they are used.

Stewart found that:

Female teachers had significantly higher mean participation scores than had male teachers.

Married men and married women had significantly higher mean participation scores than single men and single women.

Teachers with secondary teaching experience had significantly higher mean participation scores than those with elementary experience.

Teachers working in the junior high schools had significantly higher mean participation scores than those in the senior high schools.

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<sup>7</sup>James A. Stewart, Study of certain factors influencing classroom teacher participation in and attitude toward the guidance program in the State of Washington. Unpublished Doctor's Dissertation, The University of Washington, Seattle, 1958.

Teachers with graduate degrees had significantly higher mean participation scores than did teachers without graduate degrees.

Senior high school social science teachers had significantly higher mean participation scores than had senior high mathematics teachers.

Physical education and health teachers had significantly higher mean participation scores than senior mathematics teachers.

Senior high language arts teachers had higher mean participation scores than teachers of senior high mathematics, senior high science or industrial arts and home economics.

Stewart concluded from his study that a positive correlation between attitude-toward-guidance scores and participation in guidance scores existed.

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## CHAPTER III

### THE SAMPLING SURVEY

#### I. STRATIFIED SAMPLING OF KENTUCKY TEACHERS

The Directory of Public Secondary Day Schools 1958-1959 was used to obtain the names of the high schools as well as the number of teachers.<sup>1</sup> The 1958-59 edition was the latest available at the time of the sampling in January, 1962.

This directory was used in preference to the Kentucky Public School Directory 1960-61 as the latter does not include any school with less than eight teachers.<sup>2</sup>

It was desired that only teachers in the last four years of high school (ninth, tenth, eleventh, and twelfth grades) should participate in the survey.

First, those high schools, which were only junior high schools, were excluded. This omitted ninth grade teachers in

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<sup>1</sup>Leah W. Ramsey, Directory of Public Secondary Day Schools, (Washington: U.S. Dept. of Health, Education, and Welfare, 1961).

<sup>2</sup>Kentucky School Directory 1960-61, (Frankfort, Ky: Dept. of Education, Commonwealth of Ky., 1961).



junior high schools.

Certain high schools include both junior and senior levels. The questionnaire specified that it be given only to teachers in the ninth grade and above. Anyone not teaching at this level was eliminated by his response to question G. (question G reveals the grade or grades taught).

Next the schools were divided into two groups: those in cities of 20,000 or more people, and those with mailing addresses in cities of less than 20,000 population (1960 census).<sup>3</sup>

This basis was used because in Kentucky almost all of the county high schools (which are usually rural) are located in small cities. It is impossible to tell, with certitude, which schools are urban and which are rural.

In this division, credit was not given to any of the combined schools (junior and senior high) for their seventh and eighth grade teachers in the listings. Therefore, if a six year high school had sixty teachers, it was credited with four sixths of sixty or forty teachers. Likewise a six year school with ten teachers was given six teachers for sampling purposes. Since there are proportionately more teachers at the seventh and eighth grade levels than at the ninth, tenth, eleventh, and

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<sup>3</sup>New Rand McNally Pocket World Atlas, (New York: Pocket Books, Inc., 1961).

twelfth grades, the fraction of a teacher was always dropped.

This weighting was done in order to give equal representation in the sampling to those teachers in both the 20,000 plus city schools and the less than 20,000 rural schools.

Then each school was assigned a number. In the rural, there were 379 schools and 4,325 teachers; in the city, there were 31 schools and exactly 1,000 teachers. Thus, about nineteen per cent of the teachers were tallied in the 20,000 plus class.

In the original request to the principals, about 1,000 teachers were desired. By the use of random sampling tables, schools were chosen until a total of 181 teachers in the 20,000 plus class and 781 teachers in the less than 20,000 were selected.<sup>4</sup> This was as close to the population proportion of 190 to 810 that the random sampling approximated.

After this stratified sampling, each of the principals or head teachers (in the smaller high schools) was sent a letter asking if he would distribute the questionnaire to his teachers.<sup>5</sup> There was a post card enclosed for him to signify his answer as

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<sup>4</sup>Herbert Arkin, and Raymond R. Colton, Tables for Statisticians, (New York: Barnes and Noble, 1950).

<sup>5</sup>For copy of questionnaire, see appendix V.  
For copy of letter to principals, see Appendix VI.

well as the number of teachers in his school.<sup>6</sup>

Then the questionnaires were sent to the cooperating principals for distribution to their teachers. The questionnaires were accompanied by a covering letter as well as a stamped envelope addressed to the author at Loyola University, Chicago.<sup>7</sup>

Thus, it was not intended that the principals would handle the completed questionnaires.

## II. POPULATION SAMPLED

All Kentucky public senior high classroom teachers, as well as those teachers in the ninth to twelfth grades in the combined junior-senior high schools were included in the sample population. The teachers had to be full-time teachers. The questionnaires were sent to the teachers between March and May, 1962.

## III. RESPONSE TO THE SURVEY

### Response to the Pilot Survey

Seventy questionnaires (preliminary) and covering letters were sent to Chicago high school teachers in early January 1962. This version of the questionnaire was tested so as to eliminate

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<sup>6</sup>For a copy of the post card, see appendix VII.

<sup>7</sup>For a copy of the letter to the teachers, see appendix VIII.

any ambiguities or other difficulties that might have been incorporated into the questionnaire.

Out of the total of seventy sent, four were returned by the post office because of incorrect addresses. Of the remaining sixty six, thirty or forty five per cent of the teachers returned completed questionnaires.

No attempt at a follow-up was made since the percentage of response was unimportant as such. Rather, the comments and corrections of the respondents were desired.

#### Response to the Request for Cooperation to the Principals

A request was sent to the principals of the randomly selected high schools to distribute the questionnaires to their teachers. These requests included a covering letter, as well as a post card to indicate their cooperation.<sup>8</sup>

The requests were sent to 170 randomly sampled schools. Sixty four or thirty eight per cent of the principals agreed to forward the questionnaires to their teachers.

A followup letter was sent; but it appeared to have very little effect on the response. Only one school agreed to participate after the follow-up was sent.

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<sup>8</sup>For a copy of the letter to the principals, see appendix VI. For a copy of the post card, see appendix VII.

### Representativeness of Cooperating Schools

Applying a test for goodness of fit on number of teachers in each of the cooperating schools as compared with all the public schools in Kentucky, chi square is 2.314, with three degrees of freedom, .50  $p$  .70.<sup>9</sup>

This is not sufficient to cause a rejection of the null hypothesis: There is no difference between the sample and the true population.

Therefore the conclusion is drawn that the sample is representative of Kentucky public high schools.

### Response from the Teachers

The teachers were forwarded the questionnaires and covering letters by their principals.<sup>10</sup> The number of teachers was 1094. Completed questionnaires were returned by 561 or 51% of the teachers. Ten were returned by a principal, who said he did not give the questionnaires to his teachers. The 561 teachers included 36 teachers who either were part-time or did not teach in the ninth through twelfth grades. This made 525 usable responses.

A follow-up letter to the cooperating principals to be

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<sup>9</sup>See appendix IV for the calculations.

<sup>10</sup>For a copy of the questionnaire, see appendix V.

forwarded to the teachers produced no further results.

Since there are 5,325 teachers in the total population, the sample has approximately one completed questionnaire for every ten teachers.

#### Other Comments

Two of the high schools asked to participate indicated that they could not because they were presently engaged in accrediting procedures for the Southern Association; two other schools declined to participate because their teachers "do little or no guidance."

## CHAPTER IV

### RESULTS OF THE SURVEY

#### I. TOTAL TABULATION FOR EACH QUESTION

From Table I it is evident that the majority of teachers responding to the survey hold bachelor's degrees, although a significant number have received the master's. Very few teachers have not attained the bachelor's; none has received the doctorate.

TABLE I

#### TOTAL UNIVERSITY WORK

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	Teachers Number	Indicating %
1. 0-32 semester credit hours	0	0.0%
2. 33-64	0	0.0%
3. 65-96	3	0.6%
4. 97-128	7	1.3%
5. 128 plus, but no degree	9	1.7%
6. Bachelor's degree	348	66.4%
7. Master's degree	121	23.0%
8. Master's and 24 post-graduate hours	33	6.3%
9. Ph.D. or Ed.D.	0	0.0%
Blank	4	0.8%

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Table II shows that almost all of the teachers responding to the questionnaire are fully qualified, and hold standard Kentucky teaching certificates.

TABLE II  
FULLY QUALIFIED TEACHERS

You are a fully qualified teacher (that is: not an emergency teacher)	Teachers Indicating	
	Number	%
Yes	504	96.0%
No	14	2.7%
Blank	7	1.3%

Table III indicates that the majority of the responding teachers received their undergraduate education in a large public college. A fair number attended a small private college.

TABLE III  
WHERE RECEIVED UNDERGRADUATE EDUCATION

	Teachers Indicating	
	Number	%
1. Small public college (under 1,000 students)	55	10.5%
2. Large public college (1,000 plus)	314	59.8%
3. Small private college	99	18.9%
4. Large private college	24	4.6%
Mixed	21	4.0%
Blank	12	2.3%



It is evident from Table IV that slightly over one half of the teachers responding have had at least one course in guidance and/or counseling. Very few teachers have had over twelve semester credit hours of guidance and/or counseling.

TABLE IV  
CREDIT HOURS OF GUIDANCE AND/OR COUNSELING

Semester Credit hours	Teachers Indicating	
	Number	%
1. None	203	38.7%
2. 1-6	151	28.8%
3. 7-12	110	21.0%
4. 13-17	16	3.0%
5. 18-24	13	2.5%
6. 25 or more	4	0.8%
Blank	28	5.3%

From Table V, about two thirds of the responding teachers have taught at least five years. Approximately one third have taught fifteen or more years.

TABLE V  
NUMBER OF YEARS TAUGHT

Number of years taught full-time (include the present year)	Teachers Number	Indicating %
1. None	3	0.6%
2. 1 year	57	10.9%
3. 2-4 years	121	23.0%
4. 5-14 years	178	33.9%
5. 15 plus	166	31.6%
Blank	0	0.0%

Table VI shows that most teachers have a mixed grade level schedule of teaching. Only about one of every five teachers instructs at a single grade level.

TABLE VI  
LEVEL AT WHICH TEACHING

	Teachers Number	Indicating %
1. 9th grade	48	9.1%
2. 10th grade	31	5.9%
3. 11th grade	12	2.3%
4. 12th grade	22	4.2%
Mixed	405	77.1%
Blank	7	1.3%

From Table VII, it is evident that no particular teaching field is disproportionately represented. Each of the major subject fields is well represented.

TABLE VII  
SUBJECT TAUGHT

	Teachers Number	Indicating %
1. Social studies	72	13.7%
2. Science and/or math	127	24.2%
3. English and/or foreign languages	111	21.2%
4. Vocational	57	10.9%
5. Business subjects	44	8.4%
Physical education and/or health	24	4.6%
Music	18	3.4%
Home economics	13	2.5%
Mixture	54	10.3%
Other (no specification)	3	0.6%
Blank	2	0.4%

From Table VIII, slightly over one half of the teachers have read at least one book on guidance and/or counseling in the past year. About one of every fifteen teachers read five or more books on guidance and/or counseling in the previous year.

TABLE VIII

## BOOKS READ IN LAST YEAR ON GUIDANCE AND/OR COUNSELING

	Teachers Number	Indicating %
1. None	232	44.2%
2. 1 book	126	24.0%
3. 2-4 books	116	22.1%
4. 5 books plus	36	6.9%
Blank	15	2.9%

Table IX indicates that approximately three of every four teachers attend church weekly.

TABLE IX

## CHURCH ATTENDANCE

Do you attend church weekly?	Teachers Number	Indicating %
1. Yes	391	74.5%
2. No	129	24.6%
Blank	5	0.9%

Table X shows that about an equal number of men and women replied to the questionnaire.

TABLE X

## SEX

	Teachers	Indicating
	Number	%
1. Men	246	46.9%
2. Women	279	53.2%
Blank	0	0.0%

It is evident from Table XI that the ages of the teachers are well distributed, with no age group predominating.

TABLE XI

## AGE

	Teachers	Indicating
	Number	%
1. 25 years old and under	97	18.5%
2. 26-35 years old	178	33.9%
3. 36-55 years old	186	35.4%
4. 56 years old and over	62	11.8%
Blank	2	0.4%

From Table XII, about four of every five teachers responding were married. Very few were either widowed or divorced.

TABLE XII  
MARITAL STATUS

	Teachers Number	Indicating %
1. Single	105	20.0%
2. Married	397	75.6%
3. Divorced	11	2.1%
4. Widowed	12	2.3%
Blank	0	0.0%

Virtually all the schools represented, from Table XIII, were coeducational.

TABLE XIII  
TYPE OF SCHOOL, COEDUCATIONAL, ET CETERA

Your School Is:	Teachers Number	Indicating %
1. All boy	1	0.2%
2. All girl	0	0.0%
3. Coeducational	524	99.8%
Blank	0	0.0%

From Table XIV it is evident that about one half of the teachers instruct students from rural neighborhoods. About one third teach pupils predominately from an urban-suburban

neighborhood. The remainder teach a combination of students from rural, and from urban-suburban neighborhoods.

TABLE XIV  
TYPE OF SCHOOL, RURAL, URBAN, ET CETERA

A Majority of the students are from:	Teachers Indicating Number	%
1. Urban-suburban neighborhood	161	30.7%
2. Rural	276	52.6%
3. About equal (1) and (2)	79	15.0%
4. Blank	9	1.7%

Table XV shows that a majority of the students taught by the responding teachers are middle class. But a fair number are in the lower socio-economic class.

TABLE XV  
SOCIO-ECONOMIC STATUS OF STUDENTS

The socio-economic status of a majority of the students is:	Teachers Indicating Number	%
1. Lower class	83	15.8%
2. Middle class	381	72.6%
3. Upper class	6	1.1%
No majority (over 50%)	44	8.4%
Blank	11	2.1%

From Table XVI, four of every five schools have less than 1,000 pupils. About one half of the schools have less than 500 students.

TABLE XVI  
SIZE OF SCHOOL TAUGHT AT

Number of students	Teachers Number	Indicating %
1. 1-199	30	5.7%
2. 200-499	214	40.8%
3. 500-999	149	28.4%
4. 1,000 and over	120	22.9%
Blank	12	2.3%

Table XVII shows that most schools give a general education, as opposed to a vocational education or a college preparatory education. A few of the schools were primarily college preparatory.



TABLE XVII  
TYPE OF SCHOOL, COLLEGE PREPARATORY, ET CETERA

School is primarily:	Teachers Number	Indicating %
1. College preparatory	49	9.3%
2. Vocational education	3	0.6%
3. General education	344	65.5%
Combination	123	23.4%
Blank	6	1.1%

From Table XVIII, it is evident that about one half of all the teachers indicate their school has a full-time qualified counselor. About three of every four teachers state their school has either a full or part-time qualified counselor.

TABLE XVIII  
SCHOOL HAS QUALIFIED COUNSELOR

Full-time counselor	Teachers Number	Indicating %
1. Yes	240	45.7%
2. No	195	37.2%
Blank	90	17.2%
Part-time or full-time counselor		
1. Yes	408	77.8%
2. No	113	21.6%
Blank	4	0.8%

From Table XIX, somewhat over half of the responding teachers were assigned a certain group of students to guide.

TABLE XIX  
ASSIGNED STUDENTS TO GUIDE

Assigned a certain group of students to guide.	Teachers Number	Indicating %
1. Yes	298	56.8%
2. No	218	41.5%
Blank	9	1.7%

Table XX shows that very few teachers have an interview schedule where each of their pupils comes in to see them every so often.

TABLE XX  
HAVE AN INTERVIEW SCHEDULE

Do you as a teacher have an interview schedule where each of your pupils comes in to see you every so often?	Teachers Number	Indicating %
1. Yes	60	11.4%
2. No	459	87.5%
Blank	6	1.1%

### Summary of the Total Tabulation of Each Question

From Tables I to XX, the "typical"<sup>1</sup> teacher who responded to the questionnaire holds a bachelor's degree, is fully qualified, graduated from a large public college, has taken at least one course in guidance and/or counseling, has taught at least five years, teaches a mixed grade level schedule, may teach any subject, has read at least one book on guidance and/or counseling in the past year, attends church weekly, is between twenty six and fifty five years of age, is married, teaches in a coeducational, rural school, which has less than one thousand pupils. The school gives a general education to students from middle class homes. The "typical" teacher is assigned a group of students to guide, although he does not have a schedule where each of his pupils comes in to see him. He or she teaches in a school with at least one full or part-time qualified counselor.

## II. FREQUENCY OF TYPES OF GUIDANCE

In question X, types of guidance participated in, there were 447 usable returns out of the 525 possible. Twenty one teachers left the question blank; fifty seven others misinterpreted the question so that their answers were not scorable.

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<sup>1</sup>Typical is operationally defined as: Applicable to 50% or more of the sample concerned.

Number of Teachers Choosing Each Guidance Function As Most Participated In

From Table XXI, routine guidance duties ranked highest. Thus, supplying guidance information, keeping a personal file on each student, and giving assignments with guidance in mind ranked highest.

The relatively more difficult functions, such as individual counseling, cocurricular activity moderator, and parental conferences were rated highest only about one half as much.

It should be remembered that the results in Table XXI can be misleading because of the small number of teachers involved.

Frequency of Each Guidance Function

From Table XXII, on page 38, supplying guidance information was the most participated in of all the guidance functions. The median indicates that the responding teachers supply guidance information "sometimes." Likewise, the median for giving assignments with guidance in mind was "sometimes."

The median of the responding teachers for schedule planning with students was "sometimes." Although the median for keeping a personal file on each student was halfway between "almost never" and "sometimes," a significant number of teachers indicated that they never keep a personal file on each student.

The median of the responding teachers was "almost never" for

TABLE XXI  
 NUMBER OF TEACHERS CHOOSING EACH GUIDANCE FUNCTION  
 AS MOST PARTICIPATED IN

	Number	%
Supplying information (scholarship, vocational, et cetera)	38	8.5%
Keep a personal file on each of your students	35	7.8%
Give assignments with guidance in mind	33	7.4%
Make referrals . . .	23	5.2%
You hold group guidance classes	20	4.8%
Individual counseling	16	3.6%
Schedule planning with students	15	3.4%
Cocurricular activities (moderator, et cetera)	13	2.9%
Parental conferences about student difficulties	5	1.1%
Administer guidance and/or counseling tests	4	0.9%
Other	3	0.7%
Mixed (Two or more choices tied for highest)	242	54.1%
Blank	0	0.0%

TABLE XXII

## FREQUENCY OF EACH GUIDANCE FUNCTION

*Weighted Score		Number of Teachers Making Each Choice					Blank
		Never 1	Almost Never 2	Some- times 3	Freq. 4	Very Freq. 5	
769	Supplying guidance information	45	62	165	75	38	62
660	Give assignments with guidance in mind	80	69	130	53	43	72
603	Schedule planning with students	78	75	107	62	32	93
580	Keep personal file on each student	145	29	53	39	82	99
545	Individual counseling	85	73	115	46	26	102
522	Parental conferences	81	99	124	41	13	89
505	Hold group guidance classes	118	62	87	35	41	104
488	Cocurricular activities	92	66	84	46	29	130
	Make referrals to:						
	Principal,						
457	Administrator	67	64	113	41	11	151
410	Counselor	83	48	100	34	15	167
220	Nurse or doctor	118	58	47	16	5	203
68	Psychologist	175	21	9	8	1	233
271	Administer guidance tests	170	60	70	13	8	126

Thirty three other guidance functions were listed.

Samples:

Temperance programs  
FHA work  
PTA panels  
On farm supervision

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\* Weighted score: Determined by giving four points for every teacher choosing very frequently, three for frequently, two for sometimes, one for almost never, and zero for never.

parental conferences. Group guidance classes had a median of "almost never." The median lies midway between "almost never" and "sometimes" for the teacher's participation in cocurricular activities.

Also from Table XXII, on page 38, referrals are made usually to either the principal or the counselor. Medical referrals do exist, although the highest number of responding teachers indicate that they never give a medical referral. From the response to referrals to psychologists, it is evident that very few teachers ever refer students to a psychologist. The median for administering guidance tests is "never."

From the number of blanks on the various parts of question X, types of guidance participated in, it appears that many persons did not understand the format of the question. This format revealed no difficulty in the pilot survey. Many of these blanks were probably caused by teachers leaving a blank instead of circling "never." In the instances of referral to nurse, doctor, and psychologist, this is almost certainly the cause. Likewise some persons probably thought that it would be too much work to fill out this part of the questionnaire. Other teachers appeared to have circled only those items in which they participate, neglecting to circle "never" on the remaining parts.

### III. FACTORS RELATED TO PARTICIPATION IN GUIDANCE SERVICES

Many factors were selected as being possibly related to the classroom teacher's participation in guidance services. For each of these possible relationships, a null hypothesis was formed. The results are shown in Table XXIII.

For example, the relationship between the length of a teacher's education and his degree of participation in guidance services was considered. A null hypothesis was constructed: "There is no relationship between the length of a teacher's education and his participation in guidance services." In this case a chi square of 5.069 was found, for three degrees of freedom,  $.10 < p < .20$ . This is not sufficient to cause a rejection of the null hypothesis; thus there is no significant relationship between the education of a teacher and his participation in guidance services.<sup>2</sup>

This same procedure was used for each of the other factors in Table XXIII. Those having a significant relationship with guidance participation by the classroom teacher were:

#### Books Read in Last Year on Guidance and/or Counseling

Whether there is a relationship between the number of guidance and/or counseling books read in the last year and

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<sup>2</sup>See appendix I for a sample of this type of calculation.



TABLE XXIII

RELATIONSHIP OF VARIOUS FACTORS TO PARTICIPATION  
IN GUIDANCE SERVICES

Factor	Degrees of Freedom	Relationship to Participation in Guidance (Chi Square)*	Significance
I.)			
Total university work	3	5.069	.10 < p < .20
Semester hours of guidance and/or counseling	3	8.897	.02 < p < .05
Number of years taught	3	4.258	.20 < p < .30
Level at which teaching	3	4.013	.20 < p < .30
Books read in last year on guidance and/or counseling	3	19.124	p < .001
Church attendance	1	1.298	.20 < p < .30
Sex of teacher	1	4.097	.02 < p < .05
Age of teacher	3	8.794	.02 < p < .05
Marital status of teacher	2	11.681	.001 < p < .01
Students--urban-suburban, rural	2	0.965	.50 < p < .70
Students--socio-economic status	3	2.413	.30 < p < .50
Size of school taught at	6	1.363	.70 < p < .80
College prep, vocational, general education	2	0.865	.50 < p < .70
School has full-time or part-time qualified counselor(s)	1	0.233	.50 < p < .70
Teacher assigned a group of students to guide	1	49.186	p < .001
Teacher has an interview schedule for each pupil to see him	1	11.869	p < .001

\*For example of calculations for part I, see appendix I.  
For example of calculations for part II, see appendix II.

## TABLE XXIII

## CONTINUED

RELATIONSHIP OF VARIOUS FACTORS TO PARTICIPATION  
IN GUIDANCE SERVICES

Factor	Degrees of Freedom	Relationship to Participation in Guidance (Chi Square)	Significance
II.)			
Subject taught:			
1.) Social studies	1	0.006	.90 < p < .95
2.) Math/science	1	3.201	.05 < p < .10
3.) English, languages, journalism, speech	1	0.075	.70 < p < .80
4.) Vocational, and home economics	1	4.720	.02 < p < .05
5.) Business subjects	1	1.058	.30 < p < .50
Where received undergraduate education			
1.) Small public college	1	4.885	.02 < p < .05
2.) Large public college	1	1.718	.10 < p < .20
3.) Small private college	1	0.262	.50 < p < .70
4.) Large private college	1	1.362	.20 < p < .30

participation in guidance services. Chi square is 19.124, with three degrees of freedom,  $p < .001$ . This means that there is less than one chance in one thousand that this result may have been achieved by chance. The result is highly significant; it can be safely concluded that a significant relationship exists between the number of guidance and/or counseling books read and participation in guidance services.

#### Assigned Students to Guide

Whether the teacher is assigned a certain group of students to guide. Chi square is 49.186, with one degree of freedom,  $p < .001$ . Thus, there is a highly significant relationship between the teacher being assigned a certain group of students to guide and his participation in guidance services.

#### Have an Interview Schedule

Whether the teacher has an interview schedule where each of his pupils comes in to see him every so often. Chi square is 11.869, with one degree of freedom,  $p < .001$ . A significant relationship exists between this factor and participation in guidance services.

#### Marital Status of the Teacher

Chi square is 11.681, with two degrees of freedom,  $.001 < p < .01$ . Married teachers participated in guidance services to a greater degree than did single teachers. This

difference is significant at the one per cent level.

#### Age of the Teacher

Chi square is 8.794, with three degrees of freedom,  $.02 < p < .05$ . This is significant at the five per cent level. Teachers, twenty six to fifty five years of age, participated significantly more in guidance services than did teachers under twenty six or over fifty five years of age.

#### Sex of the Teacher

Chi square is 4.097, with one degree of freedom,  $.02 < p < .05$ . Women participate significantly more in guidance services than men.

#### Semester Credit Hours of Guidance and Counseling

Chi square is 8.897, with three degrees of freedom,  $.02 < p < .05$ . In general, the more credit hours of guidance and/or counseling a teacher has, the more he participates in guidance services. This relationship is significant at the five per cent level. However, the greatest participation is shown by those who have had only one or two courses (one to six credits) in guidance and/or counseling.

#### Vocational and Home Economics Teachers

Vocational and home economics teachers did significantly more guidance than the teachers sampled as a group. Chi square is 4.720, with one degree of freedom. This is significant at

the five per cent level.<sup>3</sup>

#### Where Received Undergraduate Education

Teachers, who were graduates of small public colleges (under 1,000 students), participated significantly more in guidance services than did the other teachers sampled as a group. Chi square is 4.885, with one degree of freedom. This is significant at the five per cent level.

#### Other Factors

The total education of the teacher, the number of years taught, the grade level at which teaching, church attendance, home background of the students: socio-economic, urban-rural, size of school taught at, type of education in the school, and whether the school has either a full-time or part-time qualified counselor, did not prove to be significantly related to the classroom teacher's participation in guidance services.

#### IV. FREQUENCY OF COUNSELING

In the questionnaire counseling was operationally defined:

You meet with individual students for the purpose of discussing their problems in an average week.

(Do not include helping students in an academic tutoring session, etc. (sic))

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<sup>3</sup>See appendix II for a sample of this type of calculation.

From Table XXIV, very few teachers do any significant amount of counseling. Almost half never do any counseling.

TABLE XXIV  
FREQUENCY OF COUNSELING

	Teachers Number	Indicating %
No Counseling	222	44.1%
0-1 hour per school week	164	32.5%
1-3 hours per school week	92	18.5%
4-7 hours per school week	21	4.1%
8 hours or more per school week	4	0.8%
Blank	22	

#### V. FREQUENCY OF TYPES OF PROBLEMS MET IN COUNSELING

For Tables XXV, page 47, and XXVI, page 49, concerning types of problems met by the classroom teachers in their counseling, only the 281 teachers who indicated they did some counseling were used. Those who indicated no counseling (there were 222), and those who left the frequency of counseling question blank (there were 22) were eliminated from participation.

#### Number of Teachers Choosing Each Type of Problem as Most Frequent in Their Counseling

From Table XXV, educational problems were most often met,

TABLE XXV  
 NUMBER OF TEACHERS CHOOSING EACH TYPE OF PROBLEM  
 AS MOST FREQUENTLY MET IN THEIR COUNSELING

	Number	%
Educational problems	37	13.2%
Attitude problems	26	9.3%
Occupational problems	16	5.7%
Social (group) problems	12	4.3%
Personal problems (theft, drink, sex, et cetera)	10	3.6%
Home and family problems	8	2.8%
Health problems	6	2.1%
Moral and religious problems	4	1.4%
Other	0	0.0%
Mixed (Two or more choices tied for highest)	146	52.0%
Blank	16	5.7%

then attitude problems. Moral and religious problems occurred less frequently than any other type.

Occupational, group, personal, family, and health problems completed the average to lower frequency problems.

It should be remembered that the results in a table, such as Table XXV, can be misleading because of the small number of teachers involved.

#### Frequency of Each Type of Problem Met in Counseling

From the weighted scores of Table XXVI, it is evident that attitude problems are the most frequent of all the problems encountered by the teacher-counselor. A significant number of teachers indicate that this type of problem is met at least "frequently." Few teachers classify this type of problem in either the "never" or the "almost never" categories.

Educational problems are a close second. The highest number of teachers meet this type "sometimes;" a significant number indicate that educational problems come up "frequently."

Social or group problems are indicated as being met "sometimes" by the greatest number of teachers. A significant number of teachers state that this type is "almost never" encountered.

Moral and religious problems are indicated as "sometimes" by the largest number of teachers; slightly fewer circled "almost never."



TABLE XXVI  
TYPES OF PROBLEMS MET IN COUNSELING

* Weighted Score	1 Never	2 Almost	3 Some- times	4 Freq.	5 Very Freq.	6 Almost Always	Blank
% of total counseling time	0%	1-10%	11-35%	36-65%	66-90%	91%+	
666 Attitude problems	15	37	81	53	35	16	44
644 Educational problems	9	43	88	70	23	9	39
571 Social (group) problems	25	58	76	39	21	12	50
523 Moral and religious problems	43	54	60	33	22	8	61
522 Personal problems	41	69	52	37	19	12	51
522 Occupational problems	24	74	82	42	11	6	42
484 Home and family problems	56	56	60	23	17	11	58
438 Health problems	61	67	52	21	13	6	61
Other (Economic)			1				

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\*Weighted score: Arrived at by giving five points for every teacher choosing almost always, four for very frequently, three for frequently, two for sometimes, one for almost never, zero for never, and two for every blank to attempt to minimize their influence. This was done for each of the types of problems.

Personal problems, such as theft, drink, and sex, show the heaviest concentration at "almost never" with a fair number circling at least "sometimes."

Occupational problems show the greatest preponderance of teachers at "sometimes;" but an almost equal number have indicated that they "almost never" meet occupational problems in their counseling.

Home and family problems show an almost equal number of teachers indicating "never," "almost never," and "sometimes."

Health problems indicate a majority of the teachers choosing either "never" or "almost never."

These different categories of problems overlap, as some of the responding teachers pointed out. An attitude problem underlies many and diverse surface problems. Many personal problems have repercussions in the social area.

But still it must be noted that most difficulties show themselves primarily in one area, that is in one type of problem.

## VI. FACTORS RELATED TO PARTICIPATION IN COUNSELING

For each of the possible relationships in Table XXVII, a null hypothesis was constructed. Thus, to discover whether there is any significant relationship between the length of education of a teacher and his participation in counseling, a null hypothesis was formed: "There is no significant

TABLE XXVII

RELATIONSHIP OF VARIOUS FACTORS TO PARTICIPATION  
IN COUNSELING

Factor	Degrees of Freedom	Relationship to Participation in Counseling (Chi Square) <sup>1</sup>	Significance
I.)			
* Total university work	6	8.679	.10 < p < .20
* Semester hours of guidance and/or counseling	6	17.049	.001 < p < .01
Number of years taught	3	3.295	.30 < p < .50
Level at which teaching	3	2.051	.50 < p < .70
Books read in last year on guidance and/or counseling	3	33.636	p < .001
Church attendance	1	0.074	.70 < p < .80
Sex of teacher	1	1.062	.30 < p < .50
Age of teacher	3	5.067	.10 < p < .20
Marital status of teacher	2	0.134	.90 < p < .95
Students--urban-suburban, rural	2	1.432	.30 < p < .50
Students--socio-economic status	3	0.456	.90 < p < .95
* Size of school taught at	6	12.333	.05 < p < .10

<sup>1</sup>For example of calculations for part I, see appendix I, except for those factors that are starred (\*), where see appendix III. (The 2xk table was used in all cases except those where chi square appeared to be significant after the first calculation, in which case a 4xk table was used incorporating the expected frequency method in place of the Brandt-Snedecor.)

For example of calculations for part II, see appendix II.

## TABLE XXVII

## CONTINUED

RELATIONSHIP OF VARIOUS FACTORS TO PARTICIPATION  
IN COUNSELING

Factor	Degrees of Freedom	Relationship to Participation in Counseling (Chi Square)	Significance
I.)			
College prep, vocational, general education primarily	2	1.767	.30 < p < .50
School has full-time or part-time qualified counselor(s)	1	0.777	.30 < p < .50
* Teacher assigned a group of students to guide	3	20.273	p < .001
* Teacher has an interview schedule for each pupil to see him	3	73.115	p < .001
II.)			
Subject taught:			
1.) Social studies	2	6.575	.02 < p < .05
2.) Math/science	2	9.737	.001 < p < .01
3.) English, languages, journalism, speech	2	0.634	.70 < p < .80
4.) Vocational, and home economics	2	18.672	p < .001
5.) Business subjects	2	8.885	.01 < p < .02
Where received undergraduate education			
1.) Small public college	2	0.353	.80 < p < .90
2.) Large public college	2	1.308	.50 < p < .70
3.) Small private college	2	0.061	.95 < p < .98
4.) Large private college	1	0.254	.50 < p < .70

relationship between the length of education of a teacher and his participation in counseling."

Calculating chi square, 8.679 was found; for six degrees of freedom,  $.10 < p < .20$ . This is not sufficient to cause a rejection of the null hypothesis; there is no significant relationship between the length of education of a teacher and his participation in counseling.<sup>4</sup>

In Table XXVII, pages 51 and 52, several factors had a significant relationship with the teacher's participation in counseling:

#### Assigned Students to Guide

Whether the teacher was assigned a certain group of students to guide. Chi square is 20.273, with three degrees of freedom,  $p < .001$ . A significant relationship exists between this factor and the amount of counseling done by the classroom teacher.

#### Have an Interview Schedule

Whether the teacher has an interview schedule where each of his pupils comes in to see him every so often. Chi square is 73.115, with three degrees of freedom,  $p < .001$ . The null hypothesis is rejected; there is a very significant relationship between the presence of an interview schedule and the amount of

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<sup>4</sup>For examples of both methods used to calculate chi square, see appendix I and appendix II.

counseling done.

#### Books Read in Last Year on Guidance and/or Counseling

Chi square is 33.636, with three degrees of freedom,  $p < .001$ . Therefore a significant relationship exists between the amount of counseling done by the classroom teacher and the number of books he reads on guidance and/or counseling.

#### Semester Credit Hours of Guidance and/or Counseling

Chi square is 17.049, with six degrees of freedom,  $.001 < p < .01$ . Therefore a significant relationship exists between a teacher's training in guidance and counseling and his participation in counseling.

#### Social Studies Teachers

Teachers of social studies do significantly more counseling than all other teachers as a whole. Chi square is 6.575, with two degrees of freedom; this is significant at the five per cent level.

#### Vocational and Home Economics Teachers

Teachers of vocational subjects and home economics do significantly more counseling than the teachers sampled as a whole. Chi square is 18.672, with two degrees of freedom; this is significant at greater than the .001 level of significance.

### Mathematics and Science Teachers

Teachers of mathematics and the sciences do significantly less counseling than the teachers as a group. Chi square is 9.737, with two degrees of freedom; this is significant at the one per cent level of significance.

### Teachers of Business Subjects

Teachers of business subjects do significantly less counseling than do the teachers sampled as a group. Chi square is 8.885, with two degrees of freedom; this is significant at the two per cent level.

### Other Factors

The size of the school taught at almost had a significant relationship with the amount of counseling done by the classroom teacher. Chi square is 12.333, with six degrees of freedom,  $.05 < p < .10$ . A chi square of 12.592 would have made the size of schools significant at the five per cent level.

The total education of the teacher, the number of years taught, the grade level at which teaching, church attendance, sex, age, and marital status of the teacher, home background of students: socio-economic, urban-rural, type of education in the school, and whether the school has either a full or part-time qualified counselor, did not prove to be significantly related to participation in counseling by the classroom teacher.

VII. REASONS FOR NOT COUNSELING OR SERVING MORE  
FULLY AS A COUNSELOR

Table XXVIII gives two primary reasons for not counseling or serving more fully as a counselor: first, a good counselor is available, and second, the teacher is too busy ("Not enough time," "Too much other work"). Several other reasons received support: The teacher is never asked to; the teacher does not feel professionally qualified.

Other reasons, such as "Don't (sic) feel it is the place of the classroom teacher," "Don't (sic) feel personality is adaptable to counseling students," "Don't (sic) care to," and "Personal dangers and consequences," seemed to have little affect upon the teacher's participation in counseling.

Difficulties Encountered Because of Counseling

Table XXIX, on page 58, shows that few teachers ever encounter trouble on account of their counseling. Eleven teachers reported difficulties with parents; five with the students themselves; and four with school administrators.



TABLE XXVIII  
REASONS FOR NOT COUNSELING OR SERVING MORE  
FULLY AS A COUNSELOR

	Number of Teachers Choosing	% of Total Reasons
No reasons--serve to my fullest within reasonable limits	135	
Good counselor available	157	26.1%
Not enough time	150	24.9%
Never asked to	86	14.3%
Too much other work	84	13.9%
Do not feel professionally qualified	83	13.8%
Do not feel it is the place of the classroom teacher	11	1.8%
Do not feel personality is adaptable to counseling students	7	1.2%
Do not care to	6	1.0%
Personal dangers and consequences	4	0.7%
Other (Several teachers commented: "No place to counsel.")	15	2.5%
Blank	17	

Note: On this question (V), the teacher could choose more than one possible reason, unless he chose "No reasons...." If a person circled "No reasons" and some other choice(s), the "No reasons" choice was ignored, since it is clear the teacher had changed his original decision.

TABLE XXIX

## DIFFICULTIES ENCOUNTERED BECAUSE OF COUNSELING

	Number of Teachers indicating	%
No--Never got into any difficulties	487	92.8%
Yes, with parents	11	2.1%
Yes, with students	5	1.0%
Yes, with school administrators	4	0.8%
Other (see comments)	1	0.2%
Yes, with civil authorities	0	0.0%
Yes, with school board	0	0.0%
Leaving blank	17	3.2%

Note: It must be remembered that on question U, 222 teachers indicated that they did no counseling.

## CHAPTER V

### SUMMARY, LIMITATIONS, AND CONCLUSIONS

#### I. SUMMARY

##### Statement of the Problem

The purpose of this study was to discover the degree to which public secondary classroom teachers in Kentucky participate in guidance and counseling services, and the types of services they perform. Also to find out what factors, such as academic background, private preparation, experience, personal background, school organization, and place of employment, affect and/or effect the amount of teacher participation in guidance and counseling.

The method used was a questionnaire given to selected public secondary classroom teachers in Kentucky.

##### The Sampling Survey

Requests to participate were sent to 170 randomly stratified schools. Sixty four or 37.6% agreed to forward the questionnaires to their teachers. These sixty four schools were found to be representative of all Kentucky public secondary

schools by applying a chi square goodness of fit test on the number of teachers in each of the cooperating schools as compared with all the public schools in Kentucky.

Then 1,094 questionnaires were sent to the teachers. Completed returns were received from 561 or 51.3% of the teachers. This 561 included 36 persons who either taught part-time, or did not teach in grades nine to twelve.

#### "Typical" Teacher Who Responded

The "typical"<sup>1</sup> teacher who responded to the questionnaire holds a bachelor's degree, is fully qualified, graduated from a large public college, has taken at least one course in guidance and/or counseling, has taught at least five years, teaches a mixed grade level schedule, may teach any subject, has read at least one book on guidance and/or counseling in the past year, attends church weekly, is between twenty six and fifty five years of age, is married, teaches in a coeducational, rural school, which has less than one thousand pupils. The school gives a general education to students from middle class homes. The "typical" teacher is assigned a group of students to guide, although he does not have a schedule where each of his pupils comes in to see him. He or she teaches in a school with at

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<sup>1</sup>Typical is operationally defined as: Applicable to 50% or more of the sample concerned.

least one full or part-time qualified counselor.

Results:

Guidance. Most teachers participate "sometimes" in routine guidance functions such as supplying vocational or scholarship information, giving assignments with guidance in mind, and schedule planning with students.

The greatest number of teachers never administer guidance tests; few keep a personal file on each student; likewise, most teachers hold group guidance classes "almost never."

Parental conference participation had a median of "almost never." Cocurricular activities showed a median midway between "almost never" and "sometimes." Referrals are mainly to the school administrator or the school counselor.

Participation in guidance services has a significant relationship with the age, sex, and marital status of the teacher, as well as semester credit hours of guidance and/or counseling, the number of books read in the last year on guidance and/or counseling, whether the teacher is assigned a certain group of students to guide, and whether he has an interview schedule for each pupil to come in to see him every so often.

Women, middle-aged, and married persons did significantly more guidance than their counterparts. Teachers of vocational subjects and home economics, as well as graduates of small public colleges participated in guidance services significantly more

than the total group of teachers sampled.

The total education of the teacher, the number of years taught, the level of grade at which teaching, church attendance, home background of the students: socio-economic, or urban-rural, size of school taught at, type of education in the school, and whether the school has either a full or part-time qualified counselor, did not prove to be significantly related to the classroom teacher's participation in guidance services.

Counseling. Less than one of every four teachers (23.4%) did more than one hour of counseling per school week. Almost half never did any counseling whatever. Only one out of a hundred (0.8%) indicated that he counseled eight hours or more per school week.<sup>2</sup>

Those teachers, who did some counseling, indicated that attitude problems were the most prevalent, with educational problems a close second. Social or group problems were also high. Moral and religious, personal, and occupational problems followed, each being almost equally frequent. Home and family, and health problems were encountered least.

The amount of counseling done by the classroom teacher has a significant relationship with semester credit hours of

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<sup>2</sup>Counseling was operationally defined as: "You meet with individual students for the purpose of discussing their problems in an average week. (Do not include helping students in an academic tutoring session, etc. (sic))"

guidance and/or counseling, books read in last year on guidance and/or counseling, whether the teacher is assigned a certain group of students to guide, and whether he has an interview schedule where each pupil is seen every so often.

Teachers of social studies, vocational subjects and home economics did significantly more counseling than the other teachers as a group. But mathematics and science teachers, as well as teachers of business subjects did significantly less counseling than the other teachers as a group. The size of the school taught in was almost significant, with the teachers in small schools doing more counseling.

The total education of the teacher, the number of years taught, the grade level at which teaching, church attendance, sex, age, and marital status of the teacher, home background of the students: socio-economic, and urban-rural, type of education in the school, and whether the school has either a full or part-time qualified counselor, did not prove to be significantly related to the classroom teacher's participation in counseling.

Difficulties in Counseling. Various reasons were given by the teachers for not counseling, or not counseling more fully within reasonable limits. Most often mentioned were: "Not enough time," and "Good counselor available." Other reasons checked frequently were: "Never asked to," and "Don't (sic) feel professionally qualified."

Difficulties were encountered on account of their counseling by less than five per cent of the total number of responding teachers. But it should be recalled that almost half of the total number of teachers never do any counseling whatever. These difficulties were mostly with parents, although some occurred with school administrators and the students themselves. No difficulties with civil authorities or school boards were reported.

Guidance-minded Teacher. The typical guidance-minded teacher is a woman between twenty six and fifty five years of age, teaching either vocational subjects or home economics. She has taken several courses in guidance and/or counseling; in the past year she has read several books on the same subject. She is assigned a group of students to guide; and she has an interview schedule where each pupil comes in to see her for counseling every so often.

Counseling-minded Teacher. The typical teacher, who does the most counseling, is difficult to describe and categorize. He or she teaches in a small school, that is 500 pupils or less. He or she teaches either in the social sciences, or in vocational subjects and/or home economics. The teacher has read several books in the guidance counseling field in the past year; and has taken three or four courses in guidance and/or counseling.



Other factors did not prove to be significantly or closely related to participation in guidance or counseling.

## II. LIMITATIONS

1. Although the directions on the questionnaire were tested by a pilot survey, it is possible that they were not understood by some of the respondents.
2. The teacher may believe that he is doing something more often than he really is. Particularly is this true when the teacher is asked to judge himself.
3. The teacher may hesitate to reveal certain facts about himself, or about others, for fear of bad publicity.
4. The percentage of questionnaires returned leaves some doubt as to the validity of the results; but chi square showed the sample to be very representative of the total population.
5. The terms used may not have been clear to everyone. For example, "a qualified full-time counselor" may not mean the same thing to everyone.
6. The persons, who returned the questionnaires, are more likely to be those who participate in, and are interested in guidance, than those who care little about guidance.
7. The teachers, who participate most frequently in guidance and counseling, are not necessarily those who make the greatest contribution to the personal development of the students.

8. Certain guidance functions may be impossible to perform in a given school because of a lack of resources, et cetera.

9. Chi square results always include the possibility that no cause and effect relationship exists, but merely a coincidental relationship for any given factor.

10. The Commonwealth of Kentucky may not be representative of most states of the Union; thus the applicability of the results may be limited.

### III. RECOMMENDATIONS

#### For the Classroom Teacher

Most guidance functions are performed by the classroom teacher "sometimes." If the teacher tried to do everything well, he would have no time for anything.

Much guidance participation by the teacher is involuntary, that is, it must be done. Guidance by the classroom teacher will remain stopgap until he has sufficient time.

From the factors which related significantly with guidance and counseling participation, it might be suggested that, if the teacher wanted to do more guidance and counseling, he should take a course or two in the field. But it is probably true that the teachers taking courses are those who would participate frequently anyway.

From the frequencies of various problems, the teacher should realize that the student's attitude is at the heart of many of his problems. This indicates that the teacher must work with the underlying difficulties in order to help the student.

Likewise, the teacher should have some knowledge of vocational, as well as educational information to be able to serve as a resource person for the students.

The teacher rarely encounters any personal difficulties in his counseling; he should, however, use discretion so as not to offend the community's sense of propriety and morality.

#### For the High School Administrator

Much, if not most, of the guidance in a school is done by the classroom teacher. His task would be made easier if guidance responsibilities were put on an organized basis.

Both guidance and counseling will remain stopgap until the teacher has sufficient time. Also the teacher must have some place where he can meet the students on a private basis.

More guidance and counseling, quantitatively, would be done if the teachers were assigned a group of students to guide.

The administrator might give an inservice course in guidance; but then there remains the question of whether the teachers would participate, regardless of the course. That is, will the course have any real affect upon teacher participation?

The nearly significant relationship between participation in counseling and the size of the school indicates that, if the principal could arrange more personal contact between the teachers and the students, more counseling would be done.

Educational and vocational information should be made readily available to the teachers.

If possible, give the teachers, or at least those who show interest, and are qualified, time off from their service duties so that these teachers will have time to counsel.

#### For the Teacher-Training College

Since the typical teacher participates in guidance and counseling, possibly every future teacher should have a course in guidance.

Attitude problems seem to underlie many of the other categories of student problems; the college teacher should stress that the teacher's goal is to change these underlying attitude patterns.

The future teacher should also have some familiarity with educational and vocational source materials, as well as some knowledge of the vocational fields himself.

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## APPENDIX I

SAMPLE OF THE BRANDT-SNEDECOR FORMULA FOR CALCULATING  
CHI SQUARE

Question A to Question U

	No counseling a	Some counseling b	Total a & b	Ratio $p = \frac{a}{a+b}$	$ap = \frac{a^2}{a+b}$
No degree	6	12	18	.33333333	2.00000000
Bachelor's degree	161	175	336	.47916666	77.14583226
Master's degree	41	75	116	.35344827	14.49137907
Master's and 24 post- graduate hours	11	18	29	.37931034	4.17241374
	219 Na	280 Nb	499 Na&Nb	.43887775 $\frac{Na}{Na&Nb} = \bar{p}$	96.11422725 Na $\bar{p}$

$$q = (1 - \bar{p})$$

$$q = .56112225$$

$$\chi^2 = \frac{(ap) - Na \bar{p}}{\bar{p} q}$$

$$\chi^2 = \frac{97.80962507 - 96.11422725}{.246264071}$$

$$\chi^2 = 6.88447$$

Number of degrees of freedom = 3

Results:  $.05 < p < .10$

## APPENDIX II

SAMPLE OF CHI SQUARE COMPARING ONE GROUP OF TEACHERS  
WITH ALL THE OTHER TEACHERS SAMPLED

Question	X	
	1	2
	Participated in at least one guidance function, frequently (that is: circled at least on 4 or 5 on question X)	Did not participate in at least one guidance function, frequently (that is: did not circle a 4 or 5 on question X)
	Actual frequencies $f_o$	
H. Vocational and home economics teachers sampled	50	18
All other teachers sampled	258	174
	Expected frequencies $f_e$	
1	41.9	26.1
2	266.1	165.9
	$\frac{(f_o - f_e)^2}{f_e}$	
1	.247	.396
2	1.570	2.513
	$X^2 = \frac{(f_o - f_e)^2}{f_e} = 4.726$	

Degrees of freedom = 1  
Significance:  $.02 < p < .05$

## APPENDIX III

SAMPLE OF CHI SQUARE CALCULATIONS USING  
EXPECTED FREQUENCIES METHOD

		Amount of Counseling Done per Week				
		1 None	2 0-1 hour	3 1-3 hours	4 4 hours plus	
Total number of semester credit hours of guidance and/or counseling	1	None	107	Actual frequencies $f_o$		
			64	28	5	
	2	1-6 hours	59	52	33	8
	3	7 plus hours	44	40	27	11
		Expected frequencies $f_e$				
	1		89.6	66.6	37.6	10.2
	2		66.8	49.6	28.0	7.6
	3		53.6	39.8	22.4	6.1
		$\frac{(f_o - f_e)^2}{f_e}$				
	1		3.379	0.101	2.452	2.647
	2		0.910	0.116	0.893	0.021
	3		1.649	0.001	0.946	3.934

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e} = 17.049$$

Degrees of freedom = 6

Significance:  $.001 < p < .01$

## APPENDIX IV

CHI SQUARE CALCULATIONS SHOWING REPRESENTATIVENESS  
OF THE SIXTY FOUR SCHOOLS PARTICIPATING  
IN THE SURVEY

	Number of teachers in each school				Totals
	1-10	11-20	21-30	31 plus	
All Kentucky public high schools <sup>1</sup>	114 29.9%	146 38.3%	61 16.0%	60 15.7%	381 99.9%

Schools participating in survey	Actual frequencies $f_o$				Totals
	1-10	11-20	21-30	31 plus	
	23 35.9%	26 40.6%	8 12.5%	7 10.9%	64 99.9%

Expected frequencies $f_e$			
19.1	24.5	10.2	10.1

$\frac{(f_o - f_e)^2}{f_e}$			
0.796	0.092	0.475	0.951

$$\chi^2 = \frac{(f_o - f_e)^2}{f_e} = 2.314$$

Degrees of freedom = 3  
Significance:  $.50 < p < .70$

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<sup>1</sup>Source: Kentucky School Directory 1961-62, (Frankfort, Ky: Department of Education, Commonwealth of Kentucky, 1961).



COPY OF QUESTIONNAIRE SENT TO KENTUCKY CLASSROOM TEACHERS

TEACHER GUIDANCE AND COUNSELING

Please circle number of appropriate response.

- A. Total university work:
- |                               |  |
|-------------------------------|--|
| 1. 0-32 semester credit hours | 6. Bachelor's degree                   |
| 2. 33-64                      | 7. Master's degree                     |
| 3. 65-96                      | 8. Master's and 24 post-graduate hours |
| 4. 97-128                     | 9. Ph.D. or Ed.D.                      |
| 5. 128 plus, but no degree    |  |
- B. You are a fully qualified teacher (that is: not an emergency teacher).
- |        |       |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|
- C. You received your undergraduate education in a:
- |  |
|--|
| 1. Small public college (under 1,000 students) |
| 2. Large public college (1,000 plus)           |
| 3. Small private college                       |
| 4. Large private college                       |
- D. Total number of semester credit hours of guidance and/or counseling:
- |         |               |
|---------|---------------|
| 1. None | 4. 13-17      |
| 2. 1-6  | 5. 18-24      |
| 3. 7-12 | 6. 25 or more |
- E. You are:
- |                     |                      |
|---------------------|----------------------|
| 1. Fulltime teacher | 2. Part-time teacher |
|---------------------|----------------------|
- F. Number of years taught full-time (include the present year):
- |              |               |
|--------------|---------------|
| 1. None      | 4. 5-14 years |
| 2. 1 year    | 5. 15 plus    |
| 3. 2-4 years |               |
- G. Level of teaching: (this year). If necessary, circle combination.
- |               |               |
|---------------|---------------|
| 1. 9th grade  | 3. 11th grade |
| 2. 10th grade | 4. 12th grade |
- H. Subject taught:
- |                                     |                      |
|-------------------------------------|----------------------|
| 1. Social Studies                   | 4. Vocational        |
| 2. Science and/or Math              | 5. Business Subjects |
| 3. English and/or Foreign Languages | 6. Other _____       |
- I. Books read in last year on guidance and/or counseling:
- |           |               |
|-----------|---------------|
| 1. None   | 3. 2-4 books  |
| 2. 1 book | 4. 5 and over |
- J. Do you attend church weekly?
- |        |       |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|
- K. You are:
- |        |          |
|--------|----------|
| 1. Man | 2. Woman |
|--------|----------|
- L. Your age:
- |                 |                |
|-----------------|----------------|
| 1. 25 and under | 3. 36-55       |
| 2. 26-35 years  | 4. 56 and over |
- M. You are:
- |            |             |
|------------|-------------|
| 1. Single  | 3. Divorced |
| 2. Married | 4. Widowed  |

- N. Your school is:
- |             |         |
|-------------|---------|
| 1. All boy  | 3. Coed |
| 2. All girl |         |
- O-1. You enroll the majority of your students from:
- |                                |                            |
|--------------------------------|----------------------------|
| 1. Urban-suburban neighborhood | 3. About equal (1) and (2) |
| 2. Rural                       |                            |
- O-2. The social-economic status of the majority of your students is:
- |                 |                           |
|-----------------|---------------------------|
| 1. Lower class  | 3. Upper class            |
| 2. Middle class | 4. No majority (over 50%) |
- P. Size of school (number of students):
- |            |                   |
|------------|-------------------|
| 1. 1-199   | 3. 500-999        |
| 2. 200-499 | 4. 1,000 and over |
- Q. Your school is primarily: (Combination--circle appropriate numbers)
- |                         |                      |
|-------------------------|----------------------|
| 1. College preparatory  | 3. General education |
| 2. Vocational education |                      |
- R. Does your school have qualified counselor(s):
- |            |        |       |                |
|------------|--------|-------|----------------|
| Full-time: | 1. Yes | 2. No | How many _____ |
| Part-time: | 3. Yes | 4. No | How many _____ |
- S. Are you assigned a certain group of your students to guide?
- |              |       |
|--------------|-------|
| 1. Yes _____ | 2. No |
|--------------|-------|
- If yes, please explain briefly, for example: Homeroom teacher
- T. Do you as a teacher have an interview schedule where each of your pupils comes in to see you?
- |                    |       |
|--------------------|-------|
| 1. Yes             | 2. No |
| 3. How often _____ |       |
- U. You meet with individual students for the purpose of discussing their problems in an average week: (Counseling)  
(Do not include helping students in an academic tutoring session, etc.)
- |                             |                    |
|-----------------------------|--------------------|
| 1. Not at all               | 4. 4-7 hours       |
| 2. 0-1 hour per school week | 5. 8 hours or more |
| 3. 1-3 hours                |                    |
- V. For what reason or reasons do you not serve as a counselor, or serve more fully as a counselor: (Circle as many as needed)
- |   |  |
|---|--|
| 1. No reasons--serve to my fullest within reasonable limits   | 5. Personal dangers and consequences   |
| 2. Don't feel personality is adaptable to counseling students | 6. Don't feel professionally qualified |
| 3. Don't feel it is the place of the classroom teacher        | 7. Don't care to                       |
| 4. Good counselor available                                   | 8. Too much other work                 |
|   | 9. Not enough time                     |
|   | 10. Never asked to                     |
|   | 11. Other _____                        |
- W. Have you ever gotten into any difficulty because of your counseling; with whom?
- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. No                              | 5. Yes, with civil authorities |
| 2. Yes, with parents               | 6. Yes, with school board      |
| 3. Yes, with students              | 7. Yes, other _____            |
| 4. Yes, with school administrators |                                |
- Would you care to explain? \_\_\_\_\_

## COPY OF LETTER TO PRINCIPALS

Loyola University  
Lewis Towers  
820 North Michigan  
Chicago 11, Illinois

Dear Principal,

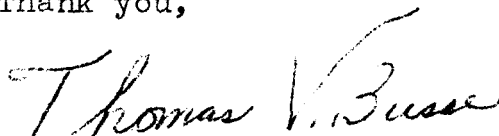
As an administrator you no doubt are familiar with the role that your teachers play in guiding students. You are aware too, of the need for research in determining the content of a future teacher's education.

We are undertaking a survey of the guidance and counseling performed in Kentucky by the classroom teacher. This survey will indicate the extent to which a guidance course would be applied by the teacher. Also which aspects of guidance such a course should stress. For example, should the educational problems or the personal problems of students be stressed more heavily?

But to reach every classroom teacher your cooperation is needed. Will you forward to each member of your senior high school staff (9th to 12th grade) an envelope containing a questionnaire and a letter explaining the survey? There will be a stamped envelope with each so that the questionnaires can be returned without taking any more of your valuable time.

Please take just a moment to check the enclosed post card.

Thank you,



Thomas V. Busse  
Fellow, Department of  
Education



## APPENDIX VII

## POST CARD TO BE RETURNED BY PRINCIPALS

Mr. Busse:

I will distribute the questionnaires  
to my senior high teachers.

There are (number of) \_\_\_\_\_ teachers in  
grades 9 to 12 in my school.

I (would) (would not) mind if the name  
of the school were included so as to compare  
schools, anonymously of course.

\_\_\_\_\_  
(signed)

Name of School

\_\_\_\_\_

## APPENDIX VIII

## COVERING LETTER TO CLASSROOM TEACHERS

## TEACHER GUIDANCE AND COUNSELING

Loyola University  
Lewis Towers  
820 North Michigan  
Chicago 11, Illinois

To the Classroom Teacher:

Although there are numerous demands on your time, will you take a few minutes for a task which may be of significance in the education of future teachers?

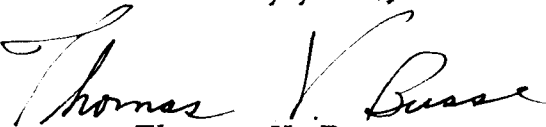
This survey will indicate how useful guidance courses can be; also what a college guidance course should stress. For example, should the educational problems or the personal problems of students be stressed more heavily in guidance?

The questionnaire aims to discover how much and what types of guidance are performed by the senior high school teacher (9th to 12th grade); as well as what problems are encountered most frequently in teacher-counseling.

Please fill out the enclosed questionnaire at your earliest convenience. (In previous trials it has taken about ten minutes.) You can appreciate how important it is that every questionnaire be returned.

Thanking you for your cooperation, I am

Sincerely yours,

  
Thomas V. Busse

P.S. If you would like a summary of the findings, please fill out the enclosed mailing label and return it, either with the questionnaire or at some later time.

You may of course answer anonymously.

APPROVAL SHEET

The thesis submitted by Thomas Valentine Busse has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

January 29, 1963  
Date

Samuel T. McCoy  
Signature of Adviser