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A STUDY OF SECONDARY SCHOOL CLASSROOM  
TEACHERS' ROLES IN GUIDANCE

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A STUDY OF SECONDARY SCHOOL CLASSROOM  
TEACHERS' ROLES IN GUIDANCE

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# A STUDY OF THE SECONDARY SCHOOL CLASSROOM TEACHERS' ROLES IN GUIDANCE PROGRAMS

## CHAPTER I

### INTRODUCTION

#### Background and Need for the Study

Organized guidance programs for secondary schools are a product of the twentieth century. Reed writes about the beginning of the guidance movement and the sociological and psychological factors present to warrant development and expansion of guidance programs.<sup>1</sup> Those who concern themselves with school guidance programs are aware of the increase in the number of these programs since the Russians launched the now famous satellite in 1957. This increase was prompted by the United States Federal Government giving support to school guidance programs by the passage of the National Defense Education Act of 1958. In effect, changes in society have produced the need for professional guidance and the assistance it can offer to youth.

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<sup>1</sup>Anna Y. Reed, Guidance and Personnel Services in Education (Ithaca, New York: Cornell University Press, 1944), pp. 1-29.

Since the growth of school guidance programs has been rapid, the number of persons trained for specific duties such as directors of these programs, as school counselors, and teacher counselors has increased equally as rapidly. The public secondary schools in the State of Oklahoma shared in this growth.

In 1959, a report to the Oklahoma State Department of Education from the Director of the Division of Guidance and Counseling pointed out that the number of school counselors and teacher counselors increased rapidly after the National Defense Education Act of 1958. Even the organization of the Division of Guidance and Counseling was a direct result of this Act.<sup>1</sup> The two functions of this Division are to explain to the public school the criteria necessary for approval of a guidance program and to assist the schools in meeting these criteria. The report states, "In the 1958-59 school year a total of sixty-seven (67) schools met the criteria as outlined in our State Plan."<sup>2</sup>

The following list reports the number of counselor certificates issued in Oklahoma from July 1, 1955, through August 7, 1959.<sup>3</sup>

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<sup>1</sup>A Report to the Oklahoma State Department of Education prepared by the Director of the Division of Guidance and Counseling, August 26, 1959, p. 1. (mimeographed.)

<sup>2</sup>Ibid., p. 2.

<sup>3</sup>Ibid., p. 3.

## Counselor Certificates Issued in the State of Oklahoma

July 1, 1955 to July 1, 1956		Total
School counselor	8	8
July 1, 1956 to July 1, 1957		
School counselor	10	
Teacher counselor	2	12
July 1, 1957 to July 1, 1958		
School counselor	14	
Teacher counselor	4	18
July 1, 1958 through Jan. 15, 1959		
School counselor	9	
Teacher counselor	2	11
January 15, 1959 to July 1, 1959		
School counselor	76	
Teacher counselor	62	138
July 1, 1959 through August 7, 1959		
School counselor	16	
Teacher counselor	7	<u>23</u>
Total		210

During the school year of 1960-61, there were three hundred and nine persons who had one of the four types of counselor certificates issued by the Oklahoma State Department of Education. These persons were employed in some capacity as guidance personnel in Oklahoma schools.<sup>1</sup> The types of certificates held by these persons were standard school counselor, provisional school counselor, standard

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<sup>1</sup>As listed in the official records of the State Department of Education, Division of Guidance and Counseling, Oklahoma City, Oklahoma, 1961.

teacher counselor, and temporary teacher counselor.<sup>1</sup> The differences among the certificates are in the type and degree of educational training, previous work experience, and in the amount of time spent in counseling activities during each day.<sup>2</sup>

The growth in the number of guidance programs has involved not only the persons trained for guidance duties, but also the administrative personnel, the classroom teachers, the students, and the parents. Guidance precluded the fact that some insight, cooperation, and participation on the part of administrative and teaching personnel were necessary for success. Hymphreys and Traxler place emphasis on the necessity for administrative, instructional, and guidance services to have equally important places in the total educational program.<sup>3</sup>

While the guidance-trained personnel were organizing and administering programs of guidance in the secondary schools, the administrative and teaching personnel were having to examine their respective roles in these programs. It was important that these roles be defined as objectively as possible, thus making available to both groups the

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<sup>1</sup>Ibid.

<sup>2</sup>Oklahoma State Department of Education, Teacher Education and Certification Handbook (Oklahoma City: State of Oklahoma, 1957), pp. 43-44.

<sup>3</sup>J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 371.

knowledge of these roles. Evidence supports the idea that a more smoothly operating guidance and educational program will result when these roles are known. Strauss writes concerning the effect of understanding roles upon the success of relationships among persons, and, therefore, upon organizations of which they are a part.

Insofar as there is agreement among role-players on what classes of acts go with what classes of persons, there are smoothly functioning relationships among them. Insofar as there is misunderstanding as to what class of acts properly goes with what categories of persons, then role relationships are disturbed. . . . Persons new to any role system must always learn . . . what are real roles, or informal organizations, as over against the officially promulgated formal organization.<sup>1</sup>

Dunsmoor and Miller give support to the need for knowledge of roles as described by Strauss.

All members of the school staff have important responsibilities in the development and carrying on of the guidance program. Careful delineation and delegation of the various guidance functions to be performed by each guidance worker are thus essential. Unless there is this clarification of function and assignment, there is very likely to be duplication of duties and the development of misunderstandings among members of the staff.<sup>2</sup>

With this in mind, evidence of research of secondary classroom teachers' opinions of their roles in guidance was sought. No data resulting from controlled experimentation

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<sup>1</sup>Anselm L. Strauss, "The Learning of Roles and of Concepts as Twin Processes," The Journal of Genetic Psychology, LXXXIII (June, 1956), p. 211.

<sup>2</sup>Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pennsylvania: International Textbook Co., 1949), p. 27.

of secondary classroom teachers' opinions of their roles in guidance could be found, either in Oklahoma or elsewhere.

It appears that to improve guidance programs in Oklahoma it is essential that the classroom teacher have additional knowledge of his guidance roles based on data obtained from experimentally controlled conditions. This data should be of value to the Oklahoma State Department of Education; to administrative, guidance, and teaching personnel of secondary schools; to those engaged in training persons to become school counselors, school principals, and teachers; and to those preparing to become school counselors, principals, and teachers. Secondary school personnel in states other than Oklahoma may find value in such data.

This suggests a problem in secondary school guidance programs which will receive treatment in the study. This problem is to determine the extent of agreement among principals, counselors, and teachers of the classroom teachers' roles in guidance. A review of related literature will help formulate certain points of view concerning teachers' roles in guidance.

#### Review of Related Literature

Texts, in the area of guidance at the secondary school level, devote some discussion to the roles which the various writers state the classroom teacher should perform in the guidance services. This discussion ranges from a brief mention of teachers' roles to entire books on this

subject. Strang entitles a text The Role of the Teacher in Personnel Work and recognizes the teacher as vital to personnel work. Since guidance services are a part of personnel work, Strang discusses duties of the classroom teacher in the guidance programs.<sup>1</sup>

Roeber, Smith, and Erickson suggest definite roles the classroom teacher should perform. They write, "The following teacher functions indicate the definitive nature of teacher participation in the guidance services":

1. They cooperate with the school's administrator(s) and counselor in carrying out those policies which are considered essential to the proper development of guidance services.
2. They provide a psychological climate conducive to the fullest development of each pupil, thereby placing pupils at appropriate development tasks.
3. They integrate occupational and educational informational into their respective subjects.
4. They study pupils in order to learn and record pertinent facts about their interests, aptitudes, behavior patterns, goals, values, and the socioeconomic status of the family. These understandings become the basis for providing appropriate learning experiences for each pupil.
5. They refer pupils with adjustment and planning problems to the counselor.<sup>2</sup>

Warters states, "No writer in the current literature . . . seems to think that personnel work should be wholly

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<sup>1</sup>Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1953).

<sup>2</sup>Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Co., Inc., 1955), p. 31.

the function of specialists."<sup>1</sup>

Traxler devotes a chapter to teachers' roles in guidance. He writes, "All teachers carry on guidance and will continue inevitably to do so."<sup>2</sup> Also,

If participation in a guidance program seems to be just another routine responsibility added to an already heavy load, enthusiasm for the program will naturally be lacking among the teaching staff. A teacher can be expected to contribute wholeheartedly to such a program if the relationship of guidance to the job already being done is clearly understood.<sup>3</sup>

Cox and Duff entitle a chapter "Guidance Role of the Classroom Teacher" in their book and discuss the need for the teacher to know as much as possible about his students in order to better guide them.<sup>4</sup>

Germane and Germane write, "Let it not be inferred that the regular classroom teacher plays a minor role in personnel work. For after all the subject-matter teacher holds the key position in student personnel work."<sup>5</sup>

More emphasis on teacher participation in the

<sup>1</sup>Jane Warters, Highschool Personnel Work Today (New York: Harper and Bros., 1945), p. 308.

<sup>2</sup>Arthur E. Traxler, Techniques of Guidance (New York: Harper and Bros., 1945), p. 308.

<sup>3</sup>Ibid.

<sup>4</sup>Phillip Cox and John C. Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1938), pp. 72-95.

<sup>5</sup>Charles E. Germane and Edith G. Germane, Personnel Work in High School (New York: Silver Burdett Co., 1941), p. 61.

guidance program is given by Smith. He states that the teacher is indispensable to the guidance program and that his professional leadership is needed.<sup>1</sup>

Humphreys and Traxler list eleven specific tasks of teachers for the guidance services and emphasize that the teacher and the specialist are partners in the guidance services.<sup>2</sup>

Articles concerning viewpoints about classroom teachers' guidance roles furnish helpful information on this subject. Weitz writes that the classroom teacher performs most of the major guidance services, even when the school employs a trained professional school counselor.<sup>3</sup> He defends the idea that the teacher is the only one in the strategic position to

- (1) collect data necessary to diagnosis
- (2) provide learning experiences essential to the acquisition of behavior required to meet those needs, and
- (3) evaluate the outcomes of guidance in terms of pupil adjustment.<sup>4</sup>

McCabe points out that "the greatest opportunity for guidance is to be found in daily pupil-teacher

<sup>1</sup>Glenn E. Smith, Counseling in the Secondary School (New York: The Macmillan Co., 1951), p. 19.

<sup>2</sup>Humphreys and Traxler, op. cit., pp. 398-99.

<sup>3</sup>Henry Weitz, "Instruction and Guidance in Education," Educational Forum, XIX (January, 1955), p. 169.

<sup>4</sup>Ibid.

interactions."<sup>1</sup>

Numerous articles contain similar titles and generally contain support for the various roles already mentioned. Among these are: Kaback, "Role of the Teacher in a School Guidance Program";<sup>2</sup> Sister Mary Agnes, "Role of the Classroom Teacher in Guidance";<sup>3</sup> Harris, "The Teacher's Role in Guidance";<sup>4</sup> and, Leonard "Classroom Teacher Looks at Guidance."<sup>5</sup>

Agreement with other writers on the teachers' position in guidance is given by a committee authorized by the Oklahoma Curriculum Improvement Commission "to study the needs of guidance and counseling services in the schools of Oklahoma."<sup>6</sup> In the publication resulting from the committee's work this statement is found. "The

<sup>1</sup>G. E. McCabe, "Guidance in the Classroom: A Series of Hypotheses," Educational Administration and Supervision, XLIV (July, 1958), p. 217.

<sup>2</sup>Goldie R. Kaback, "Role of the Teacher in a School Guidance Program," Education, LXXV (March, 1955), pp. 466-70.

<sup>3</sup>Sister Mary Agnes, "Role of the Classroom Teacher in Guidance," National Catholic Education Association Bulletin, LV (August, 1958), pp. 212-15.

<sup>4</sup>Janet D. Harris, "The Teacher's Role in Guidance," Education, LXXIX (February, 1959), pp. 352-56.

<sup>5</sup>Dorothy Leonard, "Classroom Teacher Looks at Guidance," Education, LXXV (March, 1955), pp. 446-49.

<sup>6</sup>State of Oklahoma, Department of Education, A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools Grades K-12 (Oklahoma City: State of Oklahoma Curriculum Improvement Commission, 1961), p. iv.

classroom teacher is a key person in the fulfillment of the guidance program."<sup>1</sup> Also, "An effective guidance program is usually the result of an informed and effective classroom teacher."<sup>2</sup>

Twelve specific responsibilities, or roles, of the classroom teacher in guidance are proposed by this Committee. These are:

1. Be Especially Alert to Special Problems Which Are Significant Deviations from a Social or Personal Nature: . . .
2. Aid in the Adjustment of Individual Pupils: . . .
3. Integrate Occupational and Educational Information Into His or Her Respective Subject-Matter Teaching Field: . . .
4. Participate in the Planning and Development of the Guidance Program and Its Evaluation: . . .
5. Encourage Students to Avail Themselves of the Facilities of the Guidance Program: . . .
6. Arrange Necessary Conferences with Parents, Teachers, and Staff Members: . . .
7. Assist in Keeping the Cumulative Records Current: . . .
8. Possess or Develop the Ability to Properly Administer Group Tests of General Ability, Achievement, Aptitude, and Personality: . . .
9. Possess or Develop the Ability to Properly Read and Interpret Standardized Test Scores: . . .
10. Be Alert to the Use of the Facilities of the Community Agencies That May Assist in Reaching the Objectives of the Guidance Program: . . .
11. Classroom Teachers Should Develop a Sensitivity Toward Non-Intellectual Factors, Emotional Clashes Over School Marks or Homework, the Making of Inner Drive or Motivations, and the Effects of Physical Handicaps: . . .
12. The Classroom Teacher Should Help the Student Develop and Maintain an Adequate Emotional Adjustment Toward School: . . .<sup>3</sup>

It is evident from this review of related literature

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<sup>1</sup>Ibid., p. 25.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., pp. 25-27.

that writers in this area feel that teachers have roles to perform in the guidance program. These roles, however, have been defined for the teacher by writers, college teachers, and administrative personnel concerned with guidance. While this cannot be conceived to be entirely erroneous, it should be of value to know if there is a statistically significant difference in the opinions held by teachers as to their roles in the guidance program and those held by school counselors and principals.

From a study to determine the opinions of teachers' roles in guidance, other important data could also be obtained relative to teachers' roles in guidance. The purpose of the study and the statement of the problem is presented in Chapter II. The chapter will define the terms, state the delimitations, method of research, and sources of data.

The findings and interpretations of the data will be given in Chapter III. The summary, conclusions, and recommendations will be reported in the concluding chapter.

## CHAPTER II

### THE PROBLEM AND PROCEDURE

As was stated earlier, no research has been done to obtain the opinions of Oklahoma secondary school teachers concerning their guidance roles. The purpose of this study was to obtain these opinions in order to further clarify and delineate roles teachers perform for guidance programs. In addition, the opinions of Oklahoma secondary principals and secondary school counselors concerning teachers' guidance roles were obtained. This was done in order to make comparisons of the opinions held among the three groups.

#### The Problem

The problem was to determine to what extent the defined guidance roles of the classroom teacher in selected Oklahoma secondary schools were accepted as actual guidance roles of the teacher by the principal, the counselor, and the teacher. It was determined if there were statistically significant differences in these opinions among the three groups.

A second problem was to determine if certain factors present among the teachers caused statistically significant differences in their opinions of guidance roles. These factors were: teaching area, years taught, sex, credit hours of guidance courses, age, and response to the opinionnaire only after a follow-up.

A third problem was to determine if teachers had statistically significant differences in opinions among five guidance areas. These areas were (1) Teaching and its guidance-related aspects; (2) Cumulative records, measuring instruments, and evaluative techniques; (3) Student orientation, placement, and follow-up; (4) Student counseling; and, (5) Research and teacher participation in guidance activities outside the classroom.

The answers to these problems were found by testing the following null hypotheses:

1.  $H_0$ : There was no statistically significant difference among teachers', counselors', and principals' opinions of teachers' roles in guidance.

1.1.  $H_0$ : There was no statistically significant difference between principals' and teachers' opinions of teachers' roles in guidance.

1.2.  $H_0$ : There was no statistically significant difference between counselors' and teachers' opinions of teachers' roles in guidance.

1.3.  $H_0$ : There was no statistically significant

difference between principals' and counselors' opinions of teachers' roles in guidance.

2.  $H_0$ : There was no statistically significant difference between teachers' opinions of academic and non-academic teaching areas concerning their roles in guidance.

3.  $H_0$ : There was no statistically significant difference between teachers' opinions of those teachers who have taught less than five years and those who have taught five years or more concerning their roles in guidance.

4.  $H_0$ : There was no statistically significant difference between teachers' opinions who are male and female concerning their roles in guidance.

5.  $H_0$ : There was no statistically significant difference between teachers' opinions who have six or more credit hours in guidance courses and those who have less than six credit hours in guidance courses concerning their roles in guidance.

5.1.  $H_0$ : There was no statistically significant difference between teachers' opinions who have ten or more credit hours in guidance courses and those who have less than ten credit hours in guidance courses concerning their roles in guidance.

6.  $H_0$ : There was no statistically significant difference between teachers' opinions who are less than forty years of age and teachers forty years of age and older concerning their roles in guidance.

7.  $H_0$ : There was no statistically significant difference between teachers' opinions who replied after a follow-up and who replied without a follow-up concerning their roles in guidance.

8.  $H_0$ : There was no statistically significant difference in teachers' opinions of their roles in guidance among the five guidance areas. These areas are listed on page 14.

8.1.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and with cumulative records, measuring instruments, and evaluative techniques.

8.2.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and in student orientation, placement, and follow-up.

8.3.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and student counseling.

8.4.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and research and teacher participation in guidance activities outside the classroom.

8.5.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and student orientation, placement, and follow-up.

8.6.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and student counseling.

8.7.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and research and teacher participation in guidance activities outside the classroom.

8.8.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in student orientation, placement, and follow-up and student counseling.

8.9.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in student orientation, placement, and follow-up and research and teacher participation in guidance activities outside the classroom.

8.10.  $H_0$ : There was no statistically significant difference between teachers' opinions of their roles in guidance in student counseling and research and teacher

participation in guidance activities outside the classroom.

#### Definition of Terms

For the purpose of the study the following definitions were used:

"Secondary school" was used to designate any one of thirty-eight public Oklahoma schools which have any combination of grades seven through twelve and employ a school counselor.

"School counselor" was used to designate that person who possessed either a valid Oklahoma standard or provisional school counselor certificate and whose guidance activities required minimally six hours each school day in a guidance program approved by the Oklahoma State Department of Education.

"Principal" was used to designate that person who served as the chief administrative official in one of the secondary schools.

"Teacher" was used to designate that person who taught in an academic or nonacademic area minimally four hours each day in a secondary school, or one, such as the librarian, who provided library service for four or more hours each school day.

"Approved guidance program" was used to designate that secondary school guidance program which had received approval from the Oklahoma State Department of Education by meeting its stated qualifications. These qualifications

are stated in a paper entitled "A State Plan for Guidance, Counseling, and Testing under Sections 501-504(a), inclusive, Title V of P. L. 85-864, and amended January 27, 1941."

These qualifications relate to the securing of information about students, the orientation of students, the counseling of students, the placement of students, the dissemination of information to the appropriate persons, and to the analysis of information to evaluate the student and the guidance program.<sup>1</sup> Also, for state approval, the school must have an Oklahoma certificated school counselor or teacher counselor. The counselor-student ratio must be such that one school hour per day is available for the first two-hundred enrolled secondary school students.<sup>2</sup> Work space essential for guidance and counseling activities, including conferences with students and filing of test results and other significant information for each individual student is another requirement for state approval.<sup>3</sup> Storage space and library facilities which are adequate to carry out the guidance activities are required.<sup>4</sup> Finally, the guidance and counseling activities must be interrelated with the total educational program of the school.<sup>5</sup>

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<sup>1</sup>As reported in "A State Plan for Guidance, Counseling, and Testing under Sections 501-504(a), inclusive, Title V of P. L. 85-864, and amended January 27, 1961," paragraph 5.2. (mimeographed.)

<sup>2</sup>Ibid., paragraph 5.5.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

"Opinion" was used to designate that extent of agreement by principals, school counselors, and teachers with the statement of roles listed on the instrument.

"Opinionnaire" or "instrument" was used to designate the sixty-six item check-list sheet developed and used to secure the opinions of the teachers, principals, and school counselors of teachers' roles in guidance.

"Role" was used to designate teachers' duties or responsibilities in the guidance program as developed through a study of related literature.

"Guidance program" or "guidance" was used to designate those activities in the secondary school for which the school counselor had primary responsibility. This in no way implied that the responsibility was entirely that of the school counselor. Without cooperative performance by teachers of their roles in the guidance program, the school counselor's primary responsibilities would become essentially impossible.

"Guidance area" was used to designate any of five major activity fields of guidance programs which involved the school counselor and teacher. These were: (1) teaching and its guidance-related aspects; (2) cumulative records, measuring instruments, and evaluative techniques; (3) student orientation, placement, and follow-up; (4) student counseling; and, (5) research and teacher participation in guidance activities outside the classroom.

"Academic teaching area" was used to designate any

or all subjects taught in the secondary schools pertaining to language arts, social studies, math, science, and foreign languages.

"Non-academic teaching and service areas" were used to designate any or all subjects taught or service provided in the secondary schools pertaining to fine arts, physical education, commercial, vocational, or the librarian.

#### Delimitation of the Study

The study was based upon data received from three groups of persons employed in Oklahoma public schools only. These groups were: (1) secondary school counselors who possessed either an Oklahoma standard or provisional school counselor certificate and whose guidance activities required minimally six hours each day in an approved guidance program by the Oklahoma State Department of Education; (2) secondary school principals who worked in each school where the aforementioned counselors were employed; and, (3) secondary school classroom teachers and librarians, selected by definition, stratification, and randomization, from the same schools where the aforementioned school counselors and principals were employed.

Group three was divided into nine teaching areas and one service area. In order to qualify for a teaching area a teacher must have taught the subject area mentioned at least four hours each day of normal school activities. These areas were: (1) math; (2) science; (3) language arts;

(4) social studies; (5) foreign language; (6) commerce; (7) vocational; (8) fine arts; and (9) physical education. The one service area was that provided by a full-time librarian.

The study was limited to the guidance roles of secondary school classroom teachers which were listed or discussed in professional literature only. In order to be designated as a role, it must have appeared in at least one professional source. While philosophical concepts and attitudes which, if possessed by teachers, would be conducive to promoting better guidance programs were mentioned frequently in the literature, no attempt was made to put these directly into statements of roles. However, to the degree that concepts and attitudes were basic to the decision of one's opinion concerning a role, this type of literature was fundamentally underlying each statement of role.

#### The Procedures

The survey method<sup>1</sup> of research was used to gather data regarding current opinions. A check sheet form of opinionnaire was used as the instrument to secure responses of opinion from teachers, school counselors, and principals. Regular techniques of library research were used in order to discover what teacher roles in guidance could be

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<sup>1</sup>Carter V. Good, Avril S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

identified. Also, library research was used to find literature related to the present study.

Statements of roles were determined after a careful study of textbooks, handbooks, and periodical articles concerned with this topic. Approximately thirty-five pieces of professional literature were used.<sup>1</sup> To qualify as a role, a statement must have been listed by at least one source in such a way that it conveyed the idea of a role. The literature yielded sixty-six statements that could be defined as roles. These were put into the form of a check sheet. They were reviewed and examined by qualified professors and graduate students and certain suggestions concerning improvement of wording and format followed. Certain criticism hinged on the idea that some of the roles were not necessarily guidance roles. However, since these had been listed in the literature to be guidance roles of the teachers, they were retained.

The opinionnaire contained sixty-six items numbered from one to sixty.<sup>2</sup> Item number one had seven sub-items. No other number had sub-items. There were five defined guidance areas in the instrument. These were listed on page 14. No separate division was given to any guidance area in the instrument. This was done to insure that the

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<sup>1</sup>See Bibliography beginning on page 85.

<sup>2</sup>See Appendix C, page 90.

respondent did not react to an area heading in a biased manner. Table 1 reports the item numbers on the instrument for each guidance area.

#### Sources of Data

The data for the study were derived from the responses to the opinionnaire. The items on the instrument were statements of teachers' roles in guidance taken from educational literature. The data were obtained from teachers, principals, and school counselors in thirty-eight Oklahoma public secondary schools. These school counselors' names were obtained from the records of the Oklahoma State Department of Education, Division of Guidance and Counseling.<sup>1</sup> Principals' and teachers' names employed in the secondary schools were obtained from the Oklahoma State Department of Education, Division of Certification.<sup>2</sup>

The respondents were directed to indicate their agreement on each item by checking any of four degrees of agreement along a horizontal scale in a space appropriately labeled. These four degrees were: (1) strongly agree; (2) agree; (3) disagree; and (4) strongly disagree. If the respondents had no opinion concerning an item, they were

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<sup>1</sup>As listed in the official records of the Oklahoma State Department of Education, Division of Guidance and Counseling, Oklahoma City, 1961.

<sup>2</sup>As listed in the official records of the Oklahoma State Department of Education, Division of Certification, Oklahoma City, 1961.

TABLE 1

ITEM NUMBERS ON THE OPINIONNAIRE  
FOR FIVE GUIDANCE AREAS

AREA I* Item Numbers	AREA II** Item Numbers	AREA III*** Item Numbers	AREA IV***** Item Numbers	AREA V***** Item Numbers
10-11-	1a-1b-1c-	3- 4-16-22-	2-12-20-30-	5- 6- 9-14-
13-17-	1d-13-1f-	28-35-39-42-	33-41-50-55.	15-18-26-27-
21-23-	1g- 7- 8-	48-51-53.		38-43-54.
24-31-	19-25-29-			
32-34-	37-40-44-			
36-45-	49-59.			
46-47-				
52-56-				
57-58-				
60.				
Total 19	Total 17	Total 11	Total 8	Total 11
Total Number 66				

\*Teaching and its guidance-related aspects.

\*\*Cumulative records, measuring instruments, and evaluative techniques.

\*\*\*Student orientation, placement, and follow-up.

\*\*\*\*Student counseling.

\*\*\*\*\*Research and teacher participation in guidance activities outside the classroom.

directed to place a check in a space labeled "no opinion." This was done to ascertain roles about which teachers had no opinion.

In addition to the sixty-six items, the instrument was designed so that each respondent reported certain information desired for identification purposes and use in the study. This information was name, school in which employed, sex, age, number of years as a teacher, and total credit hours in guidance courses.

Qualified professors reviewed the instrument as to format and statements of roles before it was put into final form.

### The Population

The names of school counselors who were included in this study were obtained from the Oklahoma State Department of Education, Division of Guidance and Counseling.<sup>1</sup> The names of principals and teachers were obtained from the Oklahoma State Department of Education, Division of Certification.<sup>2</sup>

The number of schools meeting the operational definition of secondary school was thirty-eight. The number

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<sup>1</sup>As listed in the official records of the Oklahoma State Department of Education, Division of Guidance and Counseling, op. cit.

<sup>2</sup>As listed in the official records of the Oklahoma State Department of Education, Division of Certification, op. cit.

of school counselors in these schools was sixty-two. The number of principals in these schools was thirty-six (two junior and two senior high schools were organized so that one principal served both schools). The number of teachers in these schools was 1,384. Because the latter number was too large to handle economically and efficiently, a stratified random sample was selected.

This technique is a recognized procedure and was supported by authorities, among those Garrett, who wrote:

Stratified . . . sampling is a technique designed to insure representativeness and avoid bias by use of a modified random sampling method. This scheme is applicable when the population is composed of sub-groups or strata of different sizes, so that a representative sample must contain individuals drawn from each category or stratum in accordance with the sizes of the sub-groups. Within each stratum or sub-group the sampling is random--or as nearly so as possible.<sup>1</sup>

Nine teaching areas and one service area were used. These areas are listed on page 28. Representativeness was insured by drawing individuals from each area in accordance with the per cent of teachers or librarians in the area to the total number of teachers or librarians. The per cent was converted to a whole number, multiplied by two, and used as the number of teachers or librarians for the respective area. This was done to insure a sample large enough to make statistical comparisons. A table of random numbers was

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1953), p. 205.

used to select each teacher and librarian in his respective area.

TABLE 2

NUMBER OF TEACHERS OR LIBRARIANS IN THE THIRTY EIGHT PARTICIPATING SCHOOLS, PER CENT OF TEACHERS OR LIBRARIANS FOR EACH SUBJECT OR SERVICE AREA TO TOTAL, AND NUMBER OF TEACHERS AND LIBRARIANS SELECTED FOR EACH SUBJECT OR SERVICE AREA

Subject or Service Area	Total No. of Teachers or Librarians	Per Cent of Teachers or Librarians for Each Area to the Total Number	No. of Teachers or Librarians Selected for Area
Science	128	9.2	18
Math	191	13.8	27
Language Arts	270	19.4	38
Social Studies	189	13.7	27
Foreign Languages	61	4.5	9
Commercial	108	7.7	15
Vocational	203	14.7	29
Fine Arts	97	7.1	14
Librarians	38	2.7	5
TOTAL	1384	100.0	196

Table 2 reports the teaching and service areas, the number in each teaching or service area, the per cent of

each teaching or service area in comparison to the total number of teachers or librarians, and the number of teachers or librarians selected for each area.

Table 3 reports the cities in which participating schools in the study are located, the names of the schools in each city, and the number of teachers selected from each school.

#### The Method of Securing and Scoring the Responses

A letter of introduction and requesting participating in the study was mailed March 11, 1961, from Mr. Herschel Melton, Director of the Oklahoma Division of Guidance and Counseling to the two-hundred and ninety-four persons selected for the study. These were the principals, school counselors, and teachers. A copy of the letter is included as Appendix A.\*

The instrument was mailed March 14, 1961, along with a letter of further explanation to the same persons who received the introductory letter.

One hundred and ninety-one persons returned the completed instrument by March 27, 1961. Follow-up postcards were mailed on March 27, 1961, to the remaining one hundred and three who had not responded. A copy of the postcard is in Appendix B.\*\* Forty-one instruments

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\*See Appendix A, page 88.

\*\*See Appendix B, page 89.

TABLE 3

## SCHOOLS BY CITY WITH THE NUMBER OF PERSONS SELECTED FROM EACH SCHOOL

City	School	No. of Principals	No. of School Counselors	No. of Teachers and Librarians Selected	Total Selected
Ada	Ada High	1	1	2	4
Ada	Ada Junior	1	1	2	4
Blackwell	Blackwell High	1	1	1	3
Chickasha	Chickasha High	1	2	2	5
El Reno	El Reno High	1	1	2	4
Lawton	Lawton High	1	3	7	11
Lawton	Lawton Tomlinson Junior	1	1	7	9
Midwest City	Midwest City High	1	2	9	12
Norman	Norman High	1	2	8	11
Norman	Norman Central Junior	1	1	2	4
Oklahoma City	Capitol Hill High	1	2	9	12
Oklahoma City	Capitol Hill Junior	1	1	5	7

TABLE 3--Continued

City	School	No. of Principals	No. of School Counselors	No. of Teachers and Librarians Selected	Total Selected
Oklahoma City	Central High	1	3	3	7
Oklahoma City	Grant High	1	2	6	9
Oklahoma City	Grant Junior	0*	1	1	2
Oklahoma City	Harding High	1	3	6	10
Oklahoma City	Jackson Junior	1	1	6	8
Oklahoma City	Marshall High	1	2	5	8
Oklahoma City	Moon Junior	1	2	5	8
Oklahoma City	Roosevelt Junior	1	1	4	6
Oklahoma City	Southeast High	1	2	4	7
Oklahoma City	Taft Junior	1	3	3	7
Ponca City	Ponca City High	1	2	4	7
Putnam City	Putnam City High	1	2	6	9

\*Also served as principal in a senior high used in the study.

TABLE 3--Continued

City	School	No. of Principals	No. of School Counselors	No. of Teachers and Librarians Selected	Total Selected
Putnam City	Putnam City Junior	1	1	7	9
Shawnee	Shawnee High	1	1	5	7
Tahlequah	Tahlequah High	1	1	5	7
Tulsa	Bell Junior	1	1	2	4
Tulsa	Central High	1	1	13	15
Tulsa	Clinton Junior	1	1	13	15
Tulsa	Edison High	1	1	9	11
Tulsa	Edison Junior	0*	3	5	8
Tulsa	McLain High	1	3	5	9
Tulsa	Monroe Junior	1	1	3	5
Tulsa	Hale High	1	1	3	5
Tulsa	Rogers High	1	2	10	13

\*Also served as principal in a senior high used in the study.

TABLE 3--Continued

City	School	No. of Principals	No. of School Counselors	No. of Teachers and Librarians Selected	Total Selected
Tulsa	Roosevelt Junior	1	1	1	3
Tulsa	Webster High	1	2	6	9
TOTALS: Cities, 13; Schools, 38; Principals, 36; School Counselors, 62; Teachers, 196; Total, 294.					

were received after the follow-up card.

Personal contacts secured an additional fifty-five completed instruments. The contacts were made in person with the potential respondent at his school. The purpose of the study was again explained and the person left alone to complete the instrument. A second contact was made either the same day or the following day to collect the completed instrument.

, Five teachers, one librarian, and one principal did not respond. At least ninety-five per cent of the teachers of each teaching area returned a completed instrument. Four of five, or eighty per cent, of the librarians returned completed instruments.

Table 4 reports the number of each group selected, the number of instruments received from each group, the per cent received from each group, and the total number and per cent received from all groups.

A raw score was derived for each instrument and used in the ranking procedure as discussed later in the treatment of data. The raw score was the algebraic sum of the responses to the sixty-six items. An item score was determined by assigning a value of two to a "strongly agree" response, a value of one to an "agree" response, a value of minus one to a "disagree" response, a value of minus two to a "strongly disagree" response, and zero to a "no opinion" response.

TABLE 4

NUMBER OF INSTRUMENTS MAILED AND NUMBER AND  
PER CENT OF INSTRUMENTS RETURNED

Position	No. Mailed	No. Returned	Per Cent Returned
Principals	36	35	97
Counselors	62	62	100
Teachers and Librarians	196	190	97
Total	294	287	98

Treatment of the Data

A nonparametric statistical technique was used to test each hypothesis. This technique was used because of the kinds of groups selected for the study. Each group was independent of the other. Siegel wrote about nonparametric statistical tests:

A nonparametric statistical test is a test whose model does not specify conditions about the parameters of the population from which the sample was drawn. Certain assumptions are associated with most nonparametric statistical tests, i.e., that the observations are independent and that the variable under study has underlying continuity, but these assumptions are fewer and much weaker than those associated with parametric tests. Moreover, non-parametric tests do not require measurement so strong as that required for the parametric tests; most nonparametric tests apply to data in an ordinal scale, and some apply also to data in a nominal scale.<sup>1</sup>

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<sup>1</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), p. 31.

To test the hypotheses, two tests were employed. The first, Krushal-Wallis one-way analysis of variance by ranks, was a test for deciding whether k independent samples were from different populations.<sup>1</sup> This technique tested the null hypothesis that the k samples came from the same population or from identical populations with respect to averages. It required ordinal measurement of the variable under consideration.<sup>2</sup> The second, Mann-Whitney U Test, was used to test whether two independent groups had been drawn from the same population.<sup>3</sup>

The Krushal-Wallis technique was used to determine if principals, counselors, and teachers were actually different populations in regard to the opinions held by each group concerning teachers' roles in guidance. It was also used to determine if teachers' opinions about their roles in guidance differed among the five guidance areas.

The Mann-Whitney technique was used to test the hypotheses that sex, number of credit hours of guidance courses, number of years of teaching experience, being a teacher of an academic teaching area, and being a group whose instruments were received after a follow-up, caused a statistically significant difference in opinions of teachers about their roles in guidance. In addition, the

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<sup>1</sup>Ibid., p. 184.

<sup>2</sup>Ibid., pp. 184-85.

<sup>3</sup>Ibid., p. 116.

technique was used to determine if statistically significant differences in opinions existed between counselors and principals, between counselors and teachers, and between principals and teachers concerning teachers' roles in guidance. The latter use of the test was to be used only if the Krushal-Wallis technique indicated statistically significant difference in opinions existed among principals, counselors, and teachers concerning teachers' roles in guidance.

Also, if statistically significant differences of teachers' opinions existed among the guidance areas, this technique was to be employed to determine between what areas actual statistically significant differences existed.

With both techniques, the data were placed in ordinal scales with the raw scores ranked from the lowest to the highest. The lowest score received the rank of one. Normal calculation of the formulas was then employed.

Chapter III will present the data concerning each hypothesis and point out those which are accepted and rejected. Interpretations of the data will also be made.

### CHAPTER III

#### FINDINGS AND INTERPRETATION OF THE DATA

The method of presenting the data is to list the null hypothesis which was tested, the statistical technique used to test the hypothesis, the calculated H, U, or z value of each hypothesis, and the acceptance or rejection of the hypothesis. In each case, the statistical significance level was set at .05. These data are shown in Table 5.

The interpretation of the data includes a statement of the findings of the statistical significance level and its meaning. Also, a statement is made regarding this meaning relative to teachers' roles in guidance.

The major thesis of this study was to ascertain if statistical differences of opinions existed among principals, counselors, and teachers concerning teachers' roles in guidance. Null hypothesis 1 stated that there was no statistically significant difference among teachers', principals', and counselors' opinions of teachers' roles in guidance. By the use of the Krushal-Wallis one-way analysis of variance, the value of H was 274. This was statistically significant at the .05 level of confidence; therefore, the

hypothesis was rejected. It can be stated with confidence that at the time the opinions were expressed to the items on the instrument, actual differences of opinions of teachers' roles in guidance existed among the three groups participating in the study. This evidence suggested that there was no complete agreement as to what the teachers' roles were in the guidance program.

TABLE 5

THE CALCULATED H, U, OR z VALUES FOR THE NULL HYPOTHESES

Null Hypothesis	H Value	U Value	z Value
1	274*		
1.1		3404	4.9*
1.2		2033	3.6*
1.3		1099	.10
2		4611	.24
3		3799	.89
4		4761	.70
5		3927.5	.37
5.1		2561.5	.10
6		5250	2.00*
7		4248	.89
8	212*		
8.1		238*	
8.2		174*	
8.3		113*	
8.4		166*	
8.5		110*	
8.6		69*	
8.7		105*	
8.8		36*	
8.9		52*	
8.10		38*	

\*Significant at the .05 level of confidence.

Because this difference was present among the three groups, it was necessary to determine between which pairs of groups statistical differences existed. Null hypothesis 1.1 stated that there was no statistically significant difference between principals' and teachers' opinions of teachers' roles in guidance. The Mann-Whitney U value was 3404 with a z value of 4.9. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. The z value indicated that the raw scores of the principals were statistically higher than those of the teachers. This meant that the principals' opinions were such that they wanted teachers to perform more duties or roles in the guidance programs than the teachers actually thought were their duties to perform.

Null hypothesis 1.2 stated that there was no statistically significant difference between counselors' and teachers' opinions of teachers' roles in guidance. The value of U was 2033 and the value of z was 3.6, as determined by the Mann-Whitney technique. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. This meant that the counselors' opinions, like those of the principals, were such that they wanted teachers to perform more duties or roles in the guidance programs than the teachers actually thought were their duties to perform.

Null hypothesis 1.3 stated that there was no statistically significant difference between principals' and

counselors' opinions of teachers' roles in guidance. The Mann-Whitney U value was 1099 with a z value of .10. This was not significant at the .05 level of confidence; therefore, this hypothesis was accepted. This indicated that the opinions held by the principals and counselors were similar. The principals' and counselors' opinions were such to indicate that they expected more participation from teachers in the guidance programs than the teachers' opinions indicated they felt they should participate.

Several minor theses in this study were concerned with discovering if statistical differences existed between teachers when certain factors were held constant.

The first hypothesis tested between teachers was concerned with whether the teachers were in a non-academic area or in an academic area. Null hypothesis 2 stated that there was no statistically significant difference between teachers' opinions of academic and non-academic teaching areas concerning their roles in guidance. The value of U was 4611 and the value of z was .24, as determined by the Mann-Whitney technique. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. The conclusion was that there were no statistically significant differences between these two groups. Informal statements by teachers, principals, and counselors to the effect that teachers of certain subjects were more "guidance minded" than teachers of other subjects was not borne out by

these findings.

Null hypothesis 3 stated that there was no statistically significant difference between teachers' opinions of those teachers who had taught less than five years and those who had taught five years or more concerning their roles in guidance. The U value was 3799 and the z value was .89, as determined by the Mann-Whitney technique. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. Teachers who were relatively new members of the teaching profession accepted equally as many duties or roles in the guidance program as did those who had been teaching for five years or more.

Null hypothesis 4 stated that there was no statistically significant difference between teachers' opinions who were male and female concerning their roles in guidance. The Mann-Whitney U value was 4761 and the z value was .70. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. As a result of these findings, it can be stated that sex of the teacher made no difference in the way each replied to the items on the instrument. This tended to refute the idea that one sex was more "guidance minded" than the other.

Null hypothesis 5 stated that there was no statistically significant difference between teachers' opinions who had six or more credit hours in guidance courses and those who had less than six credit hours in guidance courses

concerning their roles in guidance. The Mann-Whitney U value was 3927.5 and the value of  $z$  was .37. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. This indicated that six credit hours in guidance did not cause teachers to have statistically significant differences in opinions of their roles in guidance programs from those who had fewer than six hours.

Null hypothesis 5.1 stated that there was no statistically significant difference between teachers' opinions who had ten or more credit hours in guidance courses and those who had less than ten credit hours in guidance courses concerning their roles in guidance. The Mann-Whitney U value was 2561.5 and the value of  $z$  was .10. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. Both hypothesis and 5 and 5.1 were accepted. Therefore, it could be questioned if there is value in offering teachers more than one course relating to school guidance programs and their roles in these programs. These roles may be learned in other courses or experiences.

Null hypothesis 6 stated that there was no statistically significant difference between teachers' opinions who were less than forty years of age and teachers forty years of age and older concerning their roles in guidance. The Mann-Whitney U value was 5250 with a  $z$  value of 2.00. This was significant at the .05 level of confidence; therefore,

the hypothesis was rejected. This finding indicated that statistically significant differences in opinions existed when age was a factor. The higher raw scores were made by teachers under forty years of age. It can be said that teachers participating in this study who were under forty years of age felt more favorably toward their roles in guidance than those forty years of age and older.

Null hypothesis 7 stated that there was no statistically significant difference between teachers' opinions who replied after a follow-up and who replied without a follow-up concerning their roles in guidance. The Mann-Whitney U value was 4248 and the z value was .89. This was not significant at the .05 level of confidence; therefore, the hypothesis was accepted. This finding indicated that no statistically significant differences in opinions existed between these two groups. If those respondents who replied after a follow-up were consciously or unconsciously negative in their attitude toward the instrument or toward replying to it, this was not in evidence in the scores.

Null hypothesis 8 stated that there was no statistically significant difference in teachers' opinions of their roles in guidance among the five guidance areas. These areas were (1) teaching and its guidance-related aspects; (2) cumulative records, measuring instruments, and evaluative techniques; (3) student orientation, placement, and follow-up; (4) student counseling; and, (5) research and teacher

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participation in guidance activities outside the classroom. The Krushal-Wallis value of  $H$  was 212. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. This finding indicated that teachers' opinions were statistically different among the five areas.

In order to determine between which pairs of areas statistically significant differences existed, a null hypothesis was stated that no statistically significant difference existed between the teachers' opinions of their roles in guidance between the possible interactions. These null hypotheses of interactions follow.

Null hypothesis 8.1 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and with cumulative records, measuring instruments, and evaluative techniques. The Mann-Whitney  $U$  value was 238. Since the  $N$  in each area was between 9 and 20, no  $z$  value was needed. The  $U$  value was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area I and Area II were significantly different statistically.

Null hypothesis 8.2 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and in student orientation, placement, and follow-up. The Mann-Whitney  $U$  value was 174. This was

significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area I and Area III were significantly different statistically.

Null hypothesis 8.3 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and in student counseling. The Mann-Whitney U value was 113. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area I and Area IV were significantly different statistically.

Null hypothesis 8.4 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in teaching and its guidance-related aspects and in research and teacher participation in guidance activities outside the classroom. The Mann-Whitney U value was 166. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area I and Area V were significantly different statistically.

Null hypothesis 8.5 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and in student orientation, placement, and follow-up. The Mann-Whitney U value was 110. This was significant at the .05 level of

confidence; therefore, the hypothesis was rejected.

Teachers' opinions between Area II and Area III were significantly different statistically.

Null hypothesis 8.6 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and in student counseling. The Mann-Whitney U value was 69. This was significant at the .05 level of confidence; therefore the hypothesis was rejected. Teachers' opinions between Area II and Area IV were significantly different statistically.

Null hypothesis 8.7 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance with cumulative records, measuring instruments, and evaluative techniques and in research and teacher participation in guidance activities outside the classroom. The Mann-Whitney value of U was 105. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area II and Area V were significantly different statistically.

Null hypothesis 8.8 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in student orientation, placement, and follow-up and in student counseling. The Mann-Whitney value of U was 36. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers'

opinions between Area III and Area IV were significantly different statistically.

Null hypothesis 8.9 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in student orientation, placement, and follow-up and in research and teacher participation in guidance activities outside the classroom. The Mann-Whitney value of U was 52. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area III and Area V were significantly different statistically.

Null hypothesis 8.10 stated that there was no statistically significant difference between teachers' opinions of their roles in guidance in student counseling and in research and teacher participation in guidance activities outside the classroom. The Mann-Whitney value of U was 38. This was significant at the .05 level of confidence; therefore, the hypothesis was rejected. Teachers' opinions between Area IV and Area V were significantly different statistically.

The findings from null hypothesis 8 and its ten sub-hypotheses indicated that the teachers participating in the study had opinions which were significantly different statistically among the five guidance areas. This meant that these teachers felt that their roles in guidance were different from guidance area to guidance area. The raw

scores of the teachers for these five areas indicated that the highest scores were in Area I, teaching and its guidance-related aspects, and the lowest scores were in Area III, student orientation, placement, and follow-up, and Area V, research and teacher participation in guidance activities outside the classroom.

The per cent of responses by the principals, counselors, and teachers for each of the four degrees of opinion or to the "no opinion" response for the sixty-six items by guidance area is reported in Tables 6, 7, and 8. Reference to these tables was necessary to make the following interpretations.

Some items received a "disagree" or "strongly disagree" response by twenty per cent or more of the principals, counselors, or teachers. That is, one person of five of each respective group disagreed or strongly disagreed with the item as it pertained to the guidance role of the teacher. Twenty per cent was selected because it was desired to point out all items which received a considerable disagreement. Only items of disagreement and items receiving ten per cent responses of "no opinion" were listed. Conversely, the other items received an agreement response at least eighty per cent of the time and were not listed.

In this study, it was more important to ascertain those roles about which the groups either disagreed or had no opinion. This was so because the statements of roles were all positive

TABLE 6

PER CENT OF RESPONSES BY THIRTY-FIVE PRINCIPALS  
FOR EACH OF THE POSSIBLE FIVE RESPONSES FOR THE  
SIXTY-SIX ITEMS BY GUIDANCE AREA

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
Area I*						
Item						
10	60	40	0	0	0	100
11	29	54	11	6	0	100
13	29	51	20	0	0	100
17	49	51	0	0	0	100
21	20	80	0	0	0	100
23	49	51	0	0	0	100
24	34	66	0	0	0	100
31	74	26	0	0	0	100
32	54	46	0	0	0	100
34	66	34	0	0	0	100
36	63	34	0	0	0	100
45	43	54	3	0	0	100
46	46	54	0	0	0	100
47	43	54	3	0	0	100
52	17	74	6	0	3	100
56	57	53	0	0	0	100
57	57	53	0	0	0	100
58	6	29	54	11	0	100
60	57	34	6	0	3	100

## Area II

1a	69	31	0	0	0	100
1b	60	40	0	0	0	100
1c	71	29	0	0	0	100
1d	51	49	0	0	0	100
1e	66	34	0	0	0	100
1f	54	46	0	0	0	100
1g	69	31	0	0	0	100
7	31	46	17	6	0	100
8	54	46	0	0	0	100

\*The guidance areas are listed on page 14.

TABLE 6--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
19	37	52	11	0	0	100
25	23	43	26	8	0	100
29	3	23	48	23	3	100
37	36	32	32	0	0	100
40	46	48	6	0	0	100
44	31	54	9	3	3	100
49	23	60	17	0	0	100
59	11	20	52	14	3	100
Area III						
3	11	57	29	3	0	100
4	6	51	34	9	0	100
16	20	71	9	0	0	100
22	9	60	31	0	0	100
28	34	57	9	0	0	100
35	48	43	6	3	0	100
39	66	34	0	0	0	100
42	11	54	29	6	0	100
48	26	45	26	3	0	100
51	9	43	34	11	3	100
53	32	54	11	3	0	100
Area IV						
2	9	68	14	9	0	100
12	20	51	23	3	3	100
20	43	51	6	0	0	100
30	9	51	34	6	0	100
33	71	29	0	0	0	100
41	31	63	6	0	0	100
50	3	11	69	17	0	100
55	26	51	20	3	0	100
Area V						
5	54	46	0	0	0	100
6	49	48	3	0	0	100
9	71	26	3	0	0	100

TABLE 6--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
14	17	66	14	3	0	100
15	23	57	20	0	0	100
18	28	60	9	3	0	100
26	11	60	26	3	0	100
27	66	34	0	0	0	100
38	37	60	3	0	0	100
43	37	63	0	0	0	100
54	20	60	11	9	0	100

TABLE 7

PER CENT OF RESPONSES BY SIXTY-TWO COUNSELORS FOR  
EACH OF THE POSSIBLE FIVE RESPONSES FOR THE  
SIXTY-SIX ITEMS BY GUIDANCE AREA

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
Area I*						
Item						
10	50	47	3	0	0	100
11	32	50	15	3	0	100
13	39	48	9	2	2	100
17	43	55	0	0	2	100
21	31	66	3	0	0	100
23	66	34	0	0	0	100
24	38	58	0	2	2	100
31	66	34	0	0	0	100
32	63	37	0	0	0	100
34	69	31	0	0	0	100
36	50	40	8	2	0	100
45	42	54	0	0	4	100

\*The guidance areas are listed on page 14.

TABLE 7--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
46	53	47	0	0	0	100
47	36	56	5	0	3	100
52	16	78	3	0	3	100
56	56	42	0	0	2	100
57	58	40	2	0	0	100
58	3	21	50	15	11	100
60	50	50	0	0	0	100

## Area II

1a	66	34	0	0	0	100
1b	61	39	0	0	0	100
1c	73	27	0	0	0	100
1d	61	39	0	0	0	100
1e	60	40	0	0	0	100
1f	48	52	0	0	0	100
1g	76	24	0	0	0	100
7	19	57	18	3	3	100
8	58	40	2	0	0	100
19	35	56	5	2	2	100
25	18	50	27	3	2	100
29	2	13	54	26	5	100
37	39	27	29	3	2	100
40	37	42	11	5	5	100
44	34	64	0	0	2	100
49	18	70	6	0	6	100
59	5	40	35	15	5	100

## Area III

3	8	53	33	3	3	100
4	5	49	29	11	6	100
16	34	61	5	0	0	100
22	18	48	26	2	6	100
28	31	56	11	0	2	100
35	27	63	6	2	2	100
39	51	47	0	0	2	100
42	11	55	26	0	8	100
48	21	48	24	2	5	100
51	8	32	53	5	2	100

TABLE 7--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
53	32	58	8	2	0	100
Area IV						
2	32	45	10	10	3	100
12	32	52	11	5	0	100
20	26	72	2	0	0	100
30	6	44	40	7	3	100
33	82	18	0	0	0	100
41	32	47	19	2	0	100
50	6	21	42	28	3	100
55	19	53	20	2	6	100
Area V						
5	52	48	0	0	0	100
6	53	40	7	0	0	100
9	56	42	2	0	0	100
14	15	60	15	2	8	100
15	29	57	11	3	0	100
18	34	55	9	2	0	100
26	14	52	23	3	8	100
27	68	30	2	0	0	100
38	47	50	0	0	3	100
43	50	48	0	0	2	100
54	14	53	26	5	2	100

in nature, i.e., they had been classified by writers as being roles for teachers to perform in guidance.

The areas and items disagreed or strongly disagreed to by twenty per cent or more of the teachers, principals, or counselors follow. A statement relative to the items is also given.

TABLE 8

PER CENT OF RESPONSES BY ONE-HUNDRED AND NINETY TEACHERS  
FOR EACH OF THE POSSIBLE FIVE RESPONSES FOR THE SIXTY-  
SIX ITEMS BY GUIDANCE AREA

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
Area I*						
Item						
10	33	58	7	1	1	100
11	15	54	20	3	8	100
13	35	46	15	1	3	100
17	37	60	1	1	1	100
21	20	65	7	2	6	100
23	31	63	3	1	2	100
24	31	62	6	0	1	100
31	60	39	0	0	1	100
32	40	57	2	0	1	100
34	50	48	1	1	0	100
36	38	55	4	0	3	100
45	25	65	7	0	3	100
46	48	50	1	0	1	100
47	28	64	4	0	4	100
52	16	70	7	4	3	100
56	40	52	5	1	2	100
57	46	51	2	0	1	100
58	4	16	51	18	11	100
60	39	55	3	1	2	100

## Area II

1a	46	48	4	1	1	100
1b	36	61	2	1	0	100
1c	33	62	2	1	2	100
1d	25	65	5	1	4	100
1e	29	65	4	1	1	100
1f	19	59	14	3	5	100
1g	36	60	1	1	2	100
7	12	44	27	8	9	100
8	25	68	3	1	3	100
19	19	54	8	6	13	100

\*The guidance areas are listed on page 14.

TABLE 8--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
25	9	49	27	10	5	100
29	1	12	46	32	9	100
37	37	40	14	5	4	100
40	13	55	19	3	10	100
44	11	52	20	4	13	100
49	9	56	21	4	13	100
59	4	35	38	15	8	100

## Area III

3	15	51	21	6	7	100
4	3	22	48	16	11	100
16	28	59	7	2	4	100
22	13	49	21	3	14	100
28	20	56	14	4	6	100
35	22	59	11	3	5	100
39	41	58	1	0	1	100
42	9	49	24	4	14	100
48	32	52	9	2	5	100
51	3	28	41	14	14	100
53	7	64	18	6	5	100

## Area IV

2	26	46	20	5	3	100
12	31	43	18	5	3	100
20	39	53	4	2	2	100
30	8	49	29	11	3	100
33	56	40	3	1	0	100
41	23	61	10	2	5	100
50	3	14	47	28	8	100
55	14	72	7	2	5	100

## Area V

5	29	65	3	1	2	100
6	35	56	6	1	2	100
9	23	54	17	3	3	100
14	5	39	30	8	18	100

TABLE 8--Continued

	Per Cent Strongly Agree	Per Cent Agree	Per Cent Disagree	Per Cent Strongly Disagree	Per Cent No Opinion	Total Per Cent
15	11	47	26	5	11	100
18	13	54	20	7	6	100
26	9	48	25	6	12	100
27	46	53	1	0	0	100
38	19	53	15	2	11	100
43	18	65	11	1	5	100
54	8	47	28	11	6	100

Area I--Teaching and Its Guidance-Related Aspects.

Item 11. Twenty-three per cent of the teachers disagreed or strongly disagreed that the teacher should critically evaluate the achievement tests used in his classes in relation to the guidance possibilities of each test. This indicated that some teachers felt that either they cannot critically evaluate the tests or that evaluation was unnecessary for guidance purposes. Some might have felt that the tests were not for guidance purposes, but only for measuring the achievement of students.

Item 13. Twenty per cent of the principals disagreed that the teacher should repeatedly point out the occupational and vocational values of his subjects to his students. Since only twenty per cent of the principals responded with disagreement, this tended to indicate that teachers and counselors accepted this as a guidance role for teachers.

Eighty per cent of the principals also accepted this as a guidance role of teachers.

Item 58. Sixty-five per cent of the principals, sixty-five per cent of the counselors, and sixty-nine per cent of the teachers either disagreed or strongly disagreed that the teacher should plan each student's studies according to the student's occupational choice. This was considerable evidence to indicate that the three groups shared the opinion that the teacher should not plan students' studies by their occupational choice.

In summary for Area I, most items were accepted by the three groups as guidance roles of teachers. There appeared to be general acceptance of teachers' roles in guidance in conjunction with actual teaching. Additional training for teachers in the area of standardized testing may be in evidence from Item 11.

Area II--Cumulative Records, Measuring Instruments, and Evaluative Techniques.

Item 7. Twenty-three per cent of the principals, twenty-one per cent of the counselors, and thirty-five per cent of the teachers either disagreed or strongly disagreed that the teacher should gather and record information which would be helpful to other staff members in assisting them to guide their students in making wise choices, setting up plans, and making interpretations. Reasons for such disagreement may pertain to lack of knowledge of what was

important to gather and record, the time involved in gathering and recording, the misuse of this data, or a feeling that other staff members did not want or need this data.

Item 25. Thirty-four per cent of the principals, thirty per cent of the counselors, and thirty-seven per cent of the teachers either disagreed or strongly disagreed that the teacher should administer standardized subject-matter achievement tests to students in his classes as a part of the guidance testing program. The most frequent arguments to negate this statement of role were that the teacher was not trained to administer these tests and that achievement tests were not a part of the guidance testing program but a part of the teacher's process of evaluation. The per cent of disagreements by each group indicated that this role was not clarified.

Item 29. Seventy-one per cent of the principals, eighty per cent of the counselors, and seventy-eight per cent of the teachers either disagreed or strongly disagreed that the classroom teacher, rather than the school counselor, should interpret the results of a standardized achievement test in either group or individual discussions. These high per cents of disagreement pointed out that the groups felt the counselor should make these interpretations to the students. The reason for this seemed to be that many teachers were not trained to interpret these test results.

Item 37. Thirty-two per cent of the principals and thirty-two per cent of the counselors either disagreed or strongly disagreed that the classroom teacher should receive the results of all standardized tests administered to students in his school. Some principals and counselors seemed to feel that the teacher should not receive test results unless the students were in his class. A higher per cent of the teachers wanted all the test scores.

Item 40. Twenty-two per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should record anecdotal data about significant student behavior and forward this to the proper office for entry into student's cumulative record. Since only the group of teachers entered the twenty per cent or more level of disagreement, this indicated that principals and counselors felt the teachers should perform this role. Some teachers may have felt that factors such as time, lack of knowledge of what to report, or the failure to use the data made this an undesirable role.

Item 44. Twenty-four per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should use such instruments as the autobiography, sociogram, and/or questionnaire to gather information about his students. Again, as in item forty, only teachers entered the twenty per cent or more level of disagreement. The same factors of time, lack of knowledge of the

instruments, or the failure to use the data may have made this an undesirable role for these teachers.

Item 49. Twenty-five per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should share the responsibility for developing the kinds of students records and data to be kept. There was a possibility that some teachers felt that they did not have to do this because it was administrative in nature. Also, they may not have wanted to participate in this duty because they too infrequently used the data.

Item 59. Sixty-six per cent of the principals, fifty per cent of the counselors, and fifty-three per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should receive only the results of standardized tests administered to students in his classes. The responses to this role indicated that the teachers should have received more than just the test results of their students. They may have wanted the results of all students' tests along with interpretative data.

In summary for Area II, it appeared that there was general disagreement concerning teachers' roles in guidance as they related to cumulative records, measuring instruments, and evaluative techniques.

Area III--Student Orientation, Placement,  
and Follow-Up.

Item 3. Thirty-two per cent of the principals, thirty-six per cent of the counselors and twenty-seven per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should assist his students with job or college applications. These responses indicated that some of each of the groups felt that this was not a role of the teacher. It would be of value to know what the responses would have been if the statement would have pertained to assisting students with only college application instead of both job and college applications.

Item 4. Forty-three per cent of the principals, forty per cent of the counselors, and sixty-four per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should share the responsibility of following up drop-outs from school to see if these students' needs have been satisfied. The high per cent of disagreement by the three groups pointed out that many did not think the teacher should share this responsibility. This may have resulted from the fact that this practice had not been accepted too widely in secondary schools.

Item 22. Thirty-one per cent of the principals, twenty-eight per cent of the counselors, and twenty-four per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should periodically

follow up graduates who have taken his subject to evaluate the value of his subject for each. The groups' responses indicated that the idea of follow-up of students by teacher was not completely accepted as a role for the teachers. Since no time was allotted for this role, it could be considered unusual that such a large per cent of each group agreed that it was a teacher's role in guidance. There may be value in investigating the possibility of conducting research in the follow-up of students to see if teaching and curriculum changes could result.

Item 42. Eighty-three per cent of the principals, twenty-six per cent of the counselors, and twenty-eight per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should have knowledge of some opportunities for local employment for his students who desire and need employment. The principals were in strong disagreement while the counselors and teacher accepted the role for the teachers to a greater extent. Still, the disagreement was high enough by all groups to raise questions about teachers' roles relating to the item.

Item 48. Twenty-nine per cent of the principals and twenty-six per cent of the counselors either disagreed or strongly disagreed that the classroom teacher should provide sufficient college orientation for his students who plan to attend college to enable them to better know the demands of college. The teachers accepted this as a teacher's

role in guidance to a greater extent than the principals and counselors. The teacher may have seen this as a need to help his students be more successful in college, thereby reflecting on the teacher as being a "good teacher."

Item 51. Thirty-five per cent of the principals, fifty-eight per cent of the counselors, and fifty-five per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should be prepared to assist his students in arranging for job interviews. The high per cent of disagreement indicated that this has not been generally accepted by these three groups as a teacher's role in guidance.

Item 53. Twenty-four per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should assist in the orientation of students and parents to the methods of operation of the guidance services in his school. Since only the teachers reached the twenty per cent level of disagreement, there may have been conflict in certain guidance programs in secondary schools when teachers were asked to cooperate in providing this orientation.

In summary for Area III, it appeared that there was general disagreement concerning teachers' roles in guidance as they relate to student orientation, placement, and follow-up.

#### Area IV--Student Counseling.

Item 2. Twenty-three per cent of the principals, 3

twenty per cent of the counselors, and twenty-five per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should avoid situations in which lengthy and involved counseling is indicated. Since teachers generally did not have training which qualified them to do lengthy and involved counseling, it was of value to note that certain counselors indicated that the teachers should not avoid this type of counseling situation. This fact, and the fact that certain principals and teachers also felt that involved counseling is a role of the teacher, may be related to a general statement which is frequently read and heard that the teacher can sometimes counsel the student better than the counselor.

Item 12. Twenty-six per cent of the principals and twenty-three per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should refer pupils with personal adjustment problems to the counselor rather than try to handle them himself. The counselors tended to agree that the teachers should refer these pupils. However, some principals' and teachers' responses indicated that the teachers' role was to do this counseling personally. This may have reflected the newness of the position of school counselors with the accompanying thought by the teacher that he has done the counseling previous to the arrival of the school counselor, so why should he not continue to do so.

Item 30. Fifty-seven per cent of the principals,

forty-seven per cent of the counselors, and seventy-eight per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should attempt to work with some types of students' problems which are not subject-matter centered rather than referring the students to the school counselor. The responses on item twelve and this item indicated that the teachers' role in guidance may have been centered around advisement with subject-matter problems more than with other problems.

Item 41. Twenty-one per cent of the counselors either disagreed or strongly disagreed that the classroom teacher should initiate counseling with a student when he discovers that the student is in need of counseling. Certain theories of counseling state that a counseling situation should not, or cannot, occur until the client, or student, is aware of his need for counseling. Only a small per cent of the counselors disagreed with this item. Principals and teachers tended to agree that the teacher should initiate counseling when the teacher, instead of the student, recognized this need. This may have reflected the urgency felt on the part of teachers, principals, and most counselors to solve the student's problem before the student was either aware of his problem or wanted to work toward a solution of his problem.

Item 50. Eighty-six per cent of the principals, seventy per cent of the counselors, and seventy-five per cent

of the teachers either disagreed or strongly disagreed that the classroom teachers' referral of a student to the school counselor for reasons other than providing the student with information should be only with the approval and permission of the student being referred. The high per cent of responses of disagreement indicated that the three groups tended to reject this as a guidance role of teachers. Secondary schools generally have a written or unwritten rule that a teacher may send a student to the counselor whenever the teacher so desires, or whenever the counselor asks to see the student. This seemed to violate the guidance-oriented idea that counseling can only occur when the student desires it and is ready for it to occur.

Item 55. Twenty-three per cent of the principals and twenty-two per cent of the counselors either disagreed or strongly disagreed that the classroom teacher should make suggestions, give advice, or identify alternatives for meeting problems unrelated to subject matter for students who express a need for such to the teacher. Teachers tended to have opinions that it was their guidance role to offer advice or work with problems unrelated to subject matter. The responses to items twelve, thirty, and fifty-five indicated that there was general confusion as to what the teacher's role in counseling actually was.

In summary for Area IV, it appeared that general disagreement existed concerning the teachers' roles in

student counseling. The teachers' opinions were such to indicate that they wanted to do more counseling than good guidance theory would permit them to do.

Area V--Research and Teacher Participation in  
Guidance Activities Outside the  
Classroom.

Item 9. Twenty per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should think of himself as a key figure in the school guidance program. The per cent only reached twenty for teachers. This indicated that some teachers did not accept a key position in guidance. These teachers may have thought of the guidance personnel as "key" persons and of themselves as "secondary" persons in the scheme of guidance. The counselors and principals tended to feel that the teacher should have thought of himself as a key person in the guidance program.

Item 14. Thirty-eight per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should participate in policy formulation concerning follow-up studies of former students. This pointed out that some teachers did not desire, or did not have time, to become involved in this type of activity. The benefits of such participation may not have been shown to all teachers.

Item 15. Twenty per cent of the principals and thirty-one per cent of the teachers either disagreed or

strongly disagreed that the classroom teacher should assist in conducting evaluation and research needed for continuous development and improvement of the guidance services. The counselors' responses indicated that they desired this to be a guidance role of the teachers more than the principals and teachers accepted it as a role. The benefits of such assistance may not have been shown to all the principals and teachers.

Item 18. Twenty-seven per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should share the responsibility of interpreting the guidance program to the parents and community. Some teachers may not have accepted this as a guidance role due to the factor of time or lack of knowledge of what was expected in this role. Another possible explanation of the disagreement by the teachers was that they did not understand the functions of the guidance program sufficiently to interpret it.

Item 26. Twenty-nine per cent of the principals, twenty-six per cent of the counselors, and thirty-one per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should inform other teachers about the educational, vocational, or social needs of his students. These responses indicated some hesitancy to accept this as a guidance role of teachers. This may have been related to the often heard statement that teachers

do not professionally accept this information and would use it for other than constructive purposes.

Item 54. Twenty per cent of the principals, thirty-one per cent of the counselors, and twenty-nine per cent of the teachers either disagreed or strongly disagreed that the classroom teacher should assist in administering and interpreting the standardized tests used in his school. The teachers' lack of training in this area may have accounted for these responses. It would be of value to discover what the responses would be if the word "interpreting" were omitted from the item.

In summary for Area V, it appeared that several statements of teachers' roles in guidance relating to research and participation in guidance activities outside the classroom were not accepted by the three groups.

The summary for the five areas is:

1. Nineteen items to which at least twenty per cent of the principals responded with a disagree or strongly disagree opinion.
2. Eighteen items to which at least twenty per cent of the counselors responded with a disagree or strongly disagree opinion.
3. Twenty-three items to which at least twenty per cent of the teachers responded with a disagree or strongly disagree opinion.

The findings indicated that Area I received the

fewest "disagree" or "strongly disagree" responses. Proportionately, Area IV received the most "disagree" or "strongly disagree" responses. Altogether, the responses to the items pointed out that the guidance roles of teachers were not known, agreed to, or understood.

The next procedure was to tabulate the "no opinion" responses. This was necessary to determine those roles about which members of the three groups had no opinion. This knowledge permitted a more thorough understanding of how the groups reacted to the roles of teachers in guidance.

Teachers used the "no opinion" response more frequently than did the principals or counselors. Of a possible 18,942 responses by the three groups, there were 728 "no opinion" responses. This represented three per cent of the 18,942 responses. The principals' total response of "no opinion" was .4 per cent, the counselors' one per cent, and the teachers' three per cent.

There were thirteen items to which at least ten per cent of the responses by the teachers were "no opinion." These items, by guidance area, were:

Area I--Teaching and Its Guidance-Related Aspects.

Item 11. The classroom teacher should critically evaluate the achievement tests used in his classes in relation to the guidance possibilities of each test.

Area II--Cumulative Records, Measuring Instruments,  
and Evaluative Techniques.

Item 19. The classroom teacher should inform the counselor about questions which appear on a standardized test which experience indicates are not valid.

Item 40. The classroom teacher should record anecdotal data about significant student behavior and forward this to the proper office for entry into the student's cumulative record.

Item 44. The classroom teacher should use such instruments as the autobiography, sociogram, and/or questionnaire to gather information about his students.

Item 49. The classroom teacher should share the responsibility for developing the kinds of student records and data to be kept.

Area III--Student Orientation, Placement, and Follow-Up.

Item 4. The classroom teacher should share the responsibility of following up drop-outs from school to see if these students' needs have been satisfied.

Item 22. The classroom teacher should periodically follow up graduates who have taken his subject to evaluate the value of his subject for each.

Item 42. The classroom teacher should have knowledge of some opportunities for local employment for his students who desire and need employment.

Item 51. The classroom teacher should be prepared

to assist his students in arranging for job interviews.

#### Area IV--Student Counseling.

No items in area IV received as much as ten per cent response of "no opinion" by the teachers.

#### Area V--Research and Teacher Participation in Guidance Activities Outside the Classroom.

Item 14. The classroom teacher should participate in policy formulation concerning follow-up studies of former students.

Item 15. The classroom teacher should assist in conducting evaluation and research needed for continuous development and improvement of the guidance services.

Item 26. The classroom teacher should inform other teachers about the educational, vocational, or social needs of his students.

Item 38. The classroom teacher, if he has had no guidance-related courses or has not attended workshops related to guidance, should enroll in or participate in this type of course.

There was only one item to which at least ten per cent of the responses by the counselors was "no opinion." This was in Area I, Teaching and Its Guidance-Related Aspects, Item 58. This item stated that the classroom teacher should plan each student's studies according to the student's occupational choice.

No items received ten per cent of the responses of "no opinion" by the principals. No more than one principal responded "no opinion" on any item.

The teachers' "no opinion" responses clustered mainly in three guidance areas. These were Area II, Area III, and Area V. These responses indicated that teachers need additional education and clarification of their roles in these three areas.

In summary, it can be pointed out that teachers' opinions indicated that they either did not accept the guidance roles which have been described as being their guidance roles, or did not understand these roles and therefore did not accept them. Principals and counselors were more highly opinionated persons concerning teachers' roles in guidance. The evidence of these findings indicated that the principals and counselors thought the teacher should perform more roles in the guidance program than the teachers thought they should perform. Inevitably, when this conflict of role exists, some potential in operating a guidance program is lost.

Chapter IV will summarize the study, draw conclusions, and make recommendations.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The concern of this study was to secure data, which when presented and interpreted, would add knowledge of teachers' roles in guidance services in Oklahoma public secondary schools.

A review of studies and of the related literature revealed no data which resulted from controlled experimentation about the subject. The relative newness of guidance programs in secondary schools in Oklahoma provided the environment in which, without careful and judicious planning, roles of teachers in guidance services could become nebulous--if they had not already. This study seemed necessary to discover the opinions of certain principals, school counselors, and teachers in regard to teachers' roles in guidance. These opinions could serve as a basis for further clarification of teachers' roles in guidance.

The major purpose of this study was to determine if differences of opinion existed among principals, school counselors, and classroom teachers in thirty-eight Oklahoma

public secondary schools.

A second purpose was to ascertain certain information concerning the opinions of classroom teachers about their roles in guidance. Seven groups of the one hundred and ninety teachers were set up to enable a comparison between groups on certain variables. The groups of teachers formed were (1) those who taught in a nonacademic area and those who taught in an academic area; (2) those who taught less than five years and those who taught five or more years; (3) those who were male and those who were female; (4) those who had six or more credit hours in guidance courses and those who had fewer than six credit hours in guidance courses; (5) those who had ten or more credit hours in guidance courses and those who had fewer than ten; (6) those who were less than forty years of age and those who were forty years of age and older; and, (7) those who replied after a follow-up and those who replied without a follow-up.

A third purpose was to discover if the one hundred and ninety teachers had different opinions concerning five guidance areas which were contained in the instrument used to secure the opinions. These five guidance areas were (1) teaching and its guidance-related aspects; (2) cumulative records, measuring instruments, and evaluative techniques; (3) student orientation, placement, and follow-up; (4) student counseling; and, (5) research and teacher

participation in guidance activities outside the classroom.

These three purposes constituted the problem and were made into null hypotheses.

Library resources were used to formulate the sixty-six statements of teachers' roles in guidance. These items were highly representative of the literature available concerning teachers' roles in guidance. The printed copy of the instrument, preceded by a letter of introduction of the study, was mailed to thirty-six principals, sixty-two counselors, and one hundred and ninety teachers in thirty-eight public secondary schools in Oklahoma. The criterion for inclusion of a school in the sample was that the school must have had one or more school counselors with a provisional or standard school counselor certificate who were employed for guidance activities six hours each normal school day. The principals of such schools were asked to participate, as well as one hundred and ninety teachers who were selected by definition, stratification, and randomization. Instruments were returned by ninety-eight per cent of the total population chosen for the study.

Statistical techniques were used to test eight null hypotheses. Three hypotheses had a total of fourteen secondary null hypotheses. Altogether, twenty-two null hypotheses were tested by the Krushal-Wallis one-way analysis of variance or the Mann-Whitney U-Test.

The per cent of principals, counselors, and teachers

who replied to the four degrees of opinion or to the "no opinion" response to the sixty-six items by guidance area was reported in table form. Those items which received a cumulative twenty per cent "disagree" and "strongly disagree" responses were also listed. The "no opinion" responses were tabulated to ascertain those items which received ten per cent of the respective group's responses. These were then reported.

Each null hypothesis was tested by the appropriate technique. The .05 level of significance was established as the level of rejection of the null hypothesis.

The findings so determined were:

1. That the principals, counselors, and teachers used in this study had statistically significant difference in opinions at the time they were secured concerning teachers' roles in guidance as indicated by responses to the items on the instrument.

2. That the principals and teachers had statistically significant difference in opinions regarding teachers' roles in guidance. The results showed that the principals' scores on the instrument were significantly higher than the scores of the teachers.

3. That the counselors and teachers had statistically significant difference in opinions regarding teachers' roles in guidance. The results showed that the counselors' scores on the instrument were significantly higher than

the scores of the teachers.

4. That the principals and counselors had similar opinions regarding teachers' roles in guidance.

5. That teachers of non academic teaching areas had similar opinions as those of academic teachers areas regarding teachers' roles in guidance.

6. That teachers who had taught fewer than five years had similar opinions as those who had taught five years or more regarding teachers' roles in guidance.

7. That male and female teachers had similar opinions regarding teachers' roles in guidance.

8. That teachers who had six or more credit hours in guidance courses had similar opinions to those who had fewer than six credit hours in guidance regarding teachers' roles in guidance.

9. That teachers who had ten or more credit hours in guidance courses had similar opinions to those who had fewer than ten credit hours in guidance regarding teachers' roles in guidance.

10. That teachers who were less than forty years of age had statistically significant difference in opinions from the opinions of teachers forty years of age and older concerning teachers' roles in guidance. The results showed that teachers under forty years of age made scores on the instrument significantly higher than did teachers forty years of age and older.

11. That teachers who replied to the items on the instrument only after a follow-up had similar opinions to those who replied without a follow-up regarding teachers' roles in guidance.

12. That the teachers had statistically significant differences of opinions among the five guidance areas.

13. That the teachers' opinions of their roles in guidance differed statistically between each possible interaction of the guidance areas. These statistical differences were between these guidance areas:

Area I, teaching and its guidance-related aspects, and Area II, cumulative records, measuring instruments, and evaluative techniques.

Area I, teaching and its guidance-related aspects, and Area III, student orientation, placement, and follow-up.

Area I, teaching and its guidance-related aspects, and Area IV, student counseling.

Area I, teaching and its guidance-related aspects, and Area V, research and teacher participation in guidance activities outside the classroom.

Area II, cumulative records, measuring instruments, and evaluative techniques, and Area III, student orientation, placement, and follow-up.

Area II, cumulative records, measuring instruments, and evaluative techniques, and Area IV, student counseling.

Area II, cumulative records, measuring instruments,

and evaluative techniques, and Area V, research and teacher participation in guidance activities outside the classroom.

Area III, student orientation, placement, and follow-up, and Area IV, student counseling.

Area IV, student counseling, and Area V, research and teacher participation in guidance activities outside the classroom.

In reviewing the findings of the item responses it was determined that there were nineteen items to which at least twenty per cent of the principals responded with a "disagree" or "strongly disagree" opinion. There were eighteen items to which at least twenty per cent of the counselors responded with a "disagree" or "strongly disagree" opinion. There were twenty-three items to which at least twenty per cent of the teachers responded with a "disagree" or "strongly disagree" opinion.

The "no opinion" response received three per cent of the total responses. There were thirteen items which received as much as ten per cent "no opinion" responses by the teachers. Only one item received as much as ten per cent of the "no opinion" responses by the counselors. No items received as much as ten per cent "no opinion" response by the principals.

Certain factors could have caused these disagreements and lack of opinion. These factors may have been:

- (1) The relative newness of guidance programs;
- (2) The lack

of time provided for teachers to perform guidance roles;  
(3) The failure of research to delineate teachers' guidance roles; (4) The non-recognition by teachers of the services provided by guidance programs.

### Conclusions

As a result of the findings of the study, the following conclusions were made.

1. That educative processes have failed to provide a thorough knowledge and understanding of the guidance roles of teachers in secondary schools in Oklahoma.
2. That certain school guidance programs in Oklahoma may have lost some of their efficiency in providing guidance services because of the lack of understanding of and agreement on teachers' roles in guidance.
3. That the services generally provided by school guidance programs in Oklahoma have not been clarified as distinct services which seem to be necessary for the total functioning of the program.

### Recommendations

The following recommendations seem appropriate as a result of the findings and conclusions of the study.

1. That continued improvement be made in communicative efforts concerning the school guidance programs to enable classroom teachers to more fully understand their roles in the program. This may be done by each secondary

school having a written statement of philosophy underlying its guidance program, a careful description of the services this program provides, and the responsibilities of all staff members in the execution of these services. These statements of philosophy and description of responsibilities should receive attention and clarification during in-service training sessions.

School counselors should be encouraged to use a communicative follow-up with the teacher, or teachers, concerning a particular guidance-related problem in which both the counselor and teacher, or teachers, are involved. The teacher deserves to be well informed of his relationship with the school counselor in assisting the student in arriving at a satisfactory solution to his, the student's, problem.

After teachers have performed any guidance-related function, it appears that communication between the school counselor and teacher regarding action taken as a result of the teacher's function should enhance the position of guidance programs. The total communicative processes intra school appear to be weak between the divisions of counselors and teachers.

2. That colleges preparing students to become teachers require all teacher candidates to have minimally one unit in a course which has as its purpose the clarification of services of school guidance programs, the methods

of performing these services, and what is known about the roles each teacher should perform for these programs.

3. That continued efforts be made to further delineate the roles of teachers in guidance.

4. That a study be made which correlates the findings of this study with the actual roles performed by the teachers in guidance programs.

5. That a study be made which will determine the opinions of principals, counselors, and teachers of teachers' roles in guidance in Oklahoma secondary schools in which guidance programs exist, but are directed by either teacher-counselors or part time school counselors.

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APPENDIX A

**State Department of Education**

OLIVER HODGE, SUPERINTENDENT

E. H. McDONALD, ASST. SUPERINTENDENT

**Oklahoma City, Oklahoma**

March 8, 1961

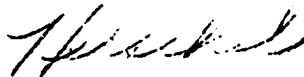
Dear

The Guidance and Counseling Division of the Oklahoma State Department of Education is cooperating with a project presently underway at The University of Oklahoma concerning the roles of secondary school classroom teachers in the guidance program. This research is being conducted by Mr. R. Paul Johnson under the direction of Dr. F. F. Gaither. This should add considerably to our knowledge of the secondary classroom teachers' roles in the guidance program in our state.

A carefully screened population has been statistically selected. You are included in this group, and your reply will contribute considerably to the success of the study. Soon you will receive further information concerning how you are being asked to participate in this research. Your immediate cooperation will be very helpful; therefore, we will be grateful if you will reply to the information requested within seven days after having received this data from Mr. Johnson.

Thank you for your cooperation.

Sincerely,



Herschel Melton, Director  
Guidance and Counseling

HM:dw

APPENDIX B

March 27, 1961

Dear

Recently you received a copy of an opinionnaire concerning secondary school classroom teachers' roles in guidance. As of this date, your copy has not been received in my office. It would be appreciated if this would be filled in and returned as quickly as possible in order for this study to be successful. It is necessary that complete returns are received for this particular study.

If you have misplaced the opinionnaire and desire another, please check on the attached card, list your name and school, and send the card by return mail. Another will be sent to you immediately. Thank you.

Sincerely,

R. Paul Johnson

Please send to me a copy of the opinionnaire concerning teachers' roles in guidance so it may be completed and returned.

Name \_\_\_\_\_

School \_\_\_\_\_

OPINIONS OF SELECTED SECONDARY SCHOOL COUNSELORS, PRINCIPALS, AND CLASSROOM TEACHERS  
IN OKLAHOMA CONCERNING THE ROLES OF SECONDARY CLASSROOM TEACHERS IN GUIDANCE

*With the Cooperation of the Guidance and Counseling Division  
of the Oklahoma State Department of Education*

Dear

Recently you received a letter from Mr. Herschel Melton of the Guidance and Counseling Division of the Oklahoma State Department of Education which informed you about this project. The following paragraphs will briefly outline this more fully and describe how you are being asked to participate.

This study is being made to determine the opinions of three groups of persons concerning the roles of secondary classroom teachers in the school guidance services. These groups are (1) school counselors who now have an Oklahoma Standard or Provisional School Counselor certificate and are employed as full-time guidance personnel; (2) secondary school principals who are administrators in the same schools as the aforementioned school counselors; and, (3) selected secondary classroom teachers who also work in the same schools as the aforementioned school counselors.

You have been selected to participate in this study. Because of the method of selection, it is essential that your responses be secured. Your name will not be identified in any way with your responses. You are asked to place your name in the Personal Data section on this page so that it can be ascertained whose replies have been received.

As requested by Mr. Melton, it will be appreciated if this completed opinionnaire will be returned within seven (7) days in the stamped self-addressed envelope which is enclosed.

The directions, information blanks, and opinionnaire follow. These have been prepared for your convenience in furnishing the necessary information. You should carefully follow the directions.

Sincerely yours,

*R. Paul Johnson*  
R. Paul Johnson  
The University of Oklahoma

APPENDIX C

PERSONAL DATA

DIRECTIONS: Please circle or supply the requested information as accurately as possible.

1. Name \_\_\_\_\_.
2. School in which employed \_\_\_\_\_.
3. Sex: M F
4. Age: 20-29; 30-39; 40-49; 50-59; 60-69.
5. Position: Principal; Classroom Teacher; School Counselor.
6. Enrollment of the school in which you work \_\_\_\_\_. Circle the grade levels from which this total is composed: 7th 8th 9th 10th 11th 12th.
7. Total years of experience as a secondary school principal \_\_\_\_; as a secondary school classroom teacher \_\_\_\_; as a school counselor with a provisional or standard counselor certificate \_\_\_\_.
8. If presently you are a secondary classroom teacher, in what area of specialization is your teaching certificate? \_\_\_\_\_. What subject(s) do you presently teach? \_\_\_\_\_.
9. Highest degree received: Bachelors; Masters; Masters plus \_\_\_\_\_ hours; Ph.D.; Ed.D.; Other \_\_\_\_\_.
10. Total number of credit hours, both undergraduate and graduate, in specific guidance courses: 0; 2-5; 6-9; 10-13; 14-17; 18 or more hours. Please list the names of these courses as accurately as possible (not the course number).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# A BRIEF EXPLANATION OF THE INSTRUMENT

Certain high school principals, high school counselors, and high school classroom teachers will each respond to the following items. These items are designed to secure your opinion of the high school classroom teacher's role in the guidance services. Your opinion will also help in the definition of the role of the high school classroom teacher in the guidance services.

**DIRECTIONS:** If you are a classroom teacher, respond as if you were in the position of the classroom teacher in each item. If you are a principal or a school counselor, respond as you think the item pertains to any or all high school classroom teachers' role in the guidance services.

At the end of each item are five boxes. At the top are the letters SA (strongly agree), A (agree), D (disagree), SD (strongly disagree), and NO (no opinion). You are to place a check (✓) in the box in which describes what you think is the classroom teacher's role for the guidance services for each item. If you have no opinion about the item, place a check in the box for "no opinion".

**IMPORTANT:** DO NOT OMIT ANY ITEM.

**EXAMPLES:**

- X. The classroom teacher should provide ten minutes of each class period for announcements from the school counselor. . . . .
- Y. The classroom teacher should report behavior problems to the principal rather than to the school counselor . . . . .

SA	A	D	SD	NO
			✓	
	✓			

**ITEM**

1. The classroom teacher should study his students through the use of:

- standardized test scores . . .
- home environment information.
- cumulative records. . . . .
- health records. . . . .
- interests . . . . .
- extracurricular activities. .
- growth in achievement records

SA	A	D	SD	NO

2. The classroom teacher should avoid situations in which lengthy and involved counseling is indicated . . . . .
3. The classroom teacher should assist his students with job or college applications.
4. The classroom teacher should share the responsibility of following up drop-outs from school to see if these students' needs have been satisfied . . . . .
5. The classroom teacher should become acquainted with some of the more recent principles and practices of guidance services . . . . .
6. The classroom teacher should assist in curricula study in order to discover if the curricula is accomplishing the purpose for which it was established. . . .
7. The classroom teacher should gather and record information which would be helpful to other staff members in assisting them to guide their students in making wise choices, setting up plans, and making interpretations. . . . .
8. The classroom teacher should use the cumulative data of each of his students in order to better provide for the fulfillment of the needs of each . . . . .
9. The classroom teacher should think of himself as a key figure in the school guidance program . . . . .
10. The classroom teacher should help acquaint each pupil in his classes with the school and its total program. . . . .
11. The classroom teacher should critically evaluate the achievement tests used in his classes in relation to the guidance possibilities of each test . . . . .
12. The classroom teacher should refer pupils with personal adjustment problems to the counselor rather than try to handle them himself . . . . .
13. The classroom teacher should repeatedly point out the occupational and vocational values of his subjects to his students . . . . .
14. The classroom teacher should participate in policy formulation concerning follow-up studies of former students. . . . .


15. The classroom teacher should assist in conducting evaluation and research needed for continuous development and improvement of the guidance services. . . .
16. The classroom teacher should have materials concerning the educational and vocational uses of his courses available for guidance purposes. . . . .
17. The classroom teacher should give some special attention to students who need to overcome certain habits or improve attitudes . . . . .
18. The classroom teacher should share the responsibility of interpreting the guidance program to the parents and community . . . . .
19. The classroom teacher should inform the counselor about questions which appear on a standardized test which experience indicates are not valid . . . . .
20. The classroom teacher should discuss a student's personal problem if he or she comes to the teacher for this purpose . . . . .
21. The classroom teacher should assist the student in utilizing appropriate activities in order to satisfy his individual needs . . . . .
22. The classroom teacher should periodically follow up graduates who have taken his subject to evaluate the value of his subject for each . . . . .
23. The classroom teacher should learn how the school's guidance service may augment his teaching. . . . .
24. The classroom teacher should study the effect of his courses on the students in relation to the needs of each student. . . . .
25. The classroom teacher should administer standardized subject-matter achievement tests to students in his classes as a part of the guidance testing program .
26. The classroom teacher should inform other teachers about the educational, vocational, or social needs of his students . . . . .

SA	A	D	SD	NO



39. The classroom teacher should assist in orienting his students to the use of the library and the advantages it offers for his particular subject . . . . .
40. The classroom teacher should record anecdotal data about significant student behavior and forward this to the proper office for entry into the student's cumulative record . . . . .
41. The classroom teacher should initiate counseling with a student when he discovers that the student is in need of counseling . . . . .
42. The classroom teacher should have knowledge of some opportunities for local employment for his students who desire and need employment. . . . .
43. The classroom teacher should meet periodically with the other classroom teachers and the counselor to discuss guidance-related problems . . . . .
44. The classroom teacher should use such instruments as the autobiography, sociogram, and/or questionnaire to gather information about his students. . . . .
45. The classroom teacher should enhance group morale in his classes by planning and using interesting group activities. . . . .
46. The classroom teacher should assist his students in the development and practice of a wholesome life philosophy . . . . .
47. The classroom teacher should help his students analyze their own strengths and weaknesses. . . . .
48. The classroom teacher should provide sufficient college orientation for his students who plan to attend college in order to enable them to better know the demands of college. . . . .
49. The classroom teacher should share the responsibility for developing the kinds of student records and data to be kept. . . . .

50. The classroom teacher's referral of a student to the school counselor for reasons other than providing the student with information should be only with the approval and permission of the student being referred . . . . .
51. The classroom teacher should be prepared to assist his students in arranging for job interviews. . . . .
52. The classroom teacher should assist his students in understanding the implications of economic and social problems . . . . .
53. The classroom teacher should assist in the orientation of students and parents to the methods of operation of the guidance services in his school. . . . .
54. The classroom teacher should assist in administering and interpreting the standardized tests used in his school . . . . .
55. The classroom teacher should make suggestions, give advice, or identify alternatives for meeting problems unrelated to subject matter for students who express a need for such to the teacher . . . . .
56. The classroom teacher should organize his classes so as to make the most effective use of the talents of each student. . . . .
57. The classroom teacher should assist his students in establishing goals for themselves by clearly setting forth the objectives of his courses . . . . .
58. The classroom teacher should plan each student's studies according to the student's occupational choice . . . . .
59. The classroom teacher should receive only the results of standardized tests administered to students in his classes . . . . .
60. The classroom teacher should provide a democratic climate in his classroom in order to encourage group interaction . . . . .
