

THE ROLE OF GUIDANCE PERSONNEL IN KANSAS
AREA VOCATIONAL-TECHNICAL SCHOOLS AS
PERCEIVED BY AREA SCHOOL DIRECTORS
AND GUIDANCE PERSONNEL

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PREFACE

The purpose of this study was to examine the current status of guidance services in the 14 Kansas Area Vocational-Technical Schools. This was accomplished by identifying the guidance services currently being provided and then comparing the perceptions of area school directors and guidance personnel relative to what services they believed should be provided and which personnel they believed should provide the services.

I wish to express my appreciation to all who have given me assistance in the completion of this study.

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CHAPTER I

INTRODUCTION

The goal of the system should be to encourage the young people to want to 'do something' rather than 'be somebody'. The end product of the system of vocational guidance and vocational education should be a worker competent in whatever task he chooses, aware of his social and civic responsibilities, and confident of his ability to face the future (Rhodes, 1970, p. 163).

Vocational guidance is not a new concept in American education. Social reforms and increased industrialization in the United States in the early 1900's set the stage for the beginnings of vocational guidance. In 1909, approximately one out of 11 17-year olds graduated from high school. The average attainment of education was completion of the eighth grade. Most of those students who never returned to school after the eighth grade left the public school to earn a living in terrible working conditions. Those unfavorable conditions were addressed by Parsons in his book Choosing A Vocation published posthumously in 1909. That particular book and date are seen as the inception of vocational guidance as an organized effort in the United States (Ginzberg, 1971).

Guidance in America was first associated with the vocational aspect of education. This close relationship lasted for many years and was further strengthened by the foundation of the National Vocational Guidance Association in 1913 at Grand Rapids, Michigan.

Guidance continued to grow during the 35 years after its birth in 1909. The two world wars created a great demand for new testing techniques for determining talents, and for appropriate military placement of

armed forces personnel. During the 1920's there was an increase in research and development of testing techniques. Public school educators who looked for improved tools to determine the adequacy of placement within the school curricula and a means to evaluate the performance of the school turned to educational guidance for help. The depression of the 1930's pointed out the need for guidance, and such agencies as NYA, CCC, and USES, along with other federal, state, and local social agencies placed emphasis on the guidance of individuals (Farwell and Peters, 1960).

After World War II, guidance became more closely associated with comprehensive education and lost its close identity with vocational education and the industrial world. The National Vocational Guidance Association (NVGA) became a division of the American Personnel and Guidance Association when it came into existence in 1952 as a result of the combination of several personnel organizations. Many state departments of education provided positions of state guidance supervisors in a division of vocational education to emphasize their support for guidance work (Farwell and Peters, 1960). Many educators still display an inability to see guidance as the uniting bond for conventional high school programs and vocational education (Tolbert, 1974).

In 1958, the National Defense Education Act (NDEA) was passed to respond to criticism that American education was inferior to that in Russia. These complaints were prompted by the Russian launching of the first space satellite, Sputnik. The NDEA provided support for training counselors. It was during the 1960's that the perceptions of educational guidance personnel and vocational counselors started to converge again in relation to their views on vocational guidance (Evans and Herr, 1978).

The Manpower Development and Training Act of 1962 placed great emphasis on counseling and placement activities as major components of its program. Having even greater impact on guidance was the Vocational Education Act of 1963 and the Amendments of 1968. These two enactments reinforced the common needs of vocational education and vocational guidance which date back to the beginning of this century (Evans and Herr, 1978).

Opportunities for Kansas students seeking vocational training have been vastly enhanced by the Vocational Education Act of 1963. That act was responsible for the allocation of millions of dollars specifically for vocational education equipment and buildings. The schools designated by the 1963 act are to offer both high school and post-high-school work of less than college grade to students interested in preparing for agriculture, business occupations, trade training, health occupations, and technical work (Kimbrell and Vineyard, 1970).

Kansas has 14 vocational-technical school districts. The Kansas State Department of Education has been very supportive of vocational guidance in all of the area vocational-technical schools. Each school has a guidance program, but sometimes there are no clearly defined roles for people serving in vocational guidance capacities. In the area schools' 20 years of existence, many new responsibilities have been assigned to them and many changes have taken place requiring guidance personnel to accept duties that might not be in the best interest of the program.

Statement of the Problem

Students, educational personnel, and the public who support

educational services should understand thoroughly the guidance services available in the area vocational-technical schools in Kansas. Such understanding cannot be realized until a comprehensive role identification is established for the vocational guidance personnel in an area school. The area vocational-technical school concept has just completed its twentieth year as a separately recognized educational entity in Kansas. During those 20 years, guidance personnel and directors have not always maintained a clearly stated delineation of duties to be performed by vocational guidance personnel and how those duties complement the overall philosophy of their respective schools. Since a lack of information exists concerning the specific role of the area school guidance personnel, the problem is to obtain data which will define the current status of guidance personnel roles and guidance services of the Kansas Area Vocational-Technical Schools.

Need for the Study

There are several constraints common to all individuals in our society. Everyone who is able to attend school is compelled to do so for a specified number of years. Each individual must consider the type of work and life he wants to pursue, and make choices and decisions relative to those preferences. The individual's development must be related to the opportunities and options available to him. It is at this crucial point where educational and vocational guidance can be beneficial. Work, and the education and training needed for work, consume a great part of the individual's life and effort.

Hence, guidance directed toward assisting individuals to choose among different types of work and to prepare for work is a critical intervention to help them clarify their developmental experiences and the world of reality (Ginzberg, 1971, p. 5).

Only limited research has been conducted relating to the role identification of guidance personnel in area vocational-technical schools. A study of the vocational guidance services in Oklahoma area schools was conducted in 1979 and that study has been replicated in part by this particular research effort to evaluate the same questions as they relate to Kansas Area Vocational-Technical School guidance programs (Earnest, 1979). The original format of the Earnest study was followed closely by this study in an attempt to maintain a parallel research effort.

The information gained from this study should assist guidance personnel and directors of Kansas Area Vocational-Technical Schools in evaluating guidance programs to minimize duplication of effort by different school personnel and to develop and deliver the most comprehensive guidance program possible.

Purpose of the Study

The purpose of this study was to identify the guidance services presently available to Kansas Area Vocational-Technical School students; to identify the specific guidance services which area school guidance personnel and directors believe should be available; to identify who should be responsible for delivering these services; and to determine the relative amount of time guidance personnel spend on each of these services.

Research Questions

The following research questions were asked in this study:

1. What guidance services are now being offered by area vocational-

technical schools.

2. What services do the area vocational guidance personnel believe should be offered.

3. Whom do the area vocational guidance personnel believe should deliver these services.

4. What guidance services do the area vocational-technical school directors believe should be offered.

5. Whom do the area vocational-technical school directors believe should deliver these services.

6. Does a significant difference exist between the guidance personnel's and directors' perceptions of what guidance services should be offered.

7. Does a significant difference exist between the guidance personnel's and directors' perceptions regarding who should deliver the guidance services.

8. What is the relative amount of time guidance personnel spend on each of the guidance services.

Limitations

A limitation of this study would be that generalizations cannot accurately be made to other schools in other states or to other types of schools within the state of Kansas.

Assumptions

It was assumed that the respondents in this study were exacting and complete in the compilation of their guidance functions. It was also assumed that all the respondents had been in guidance personnel

positions long enough to list thoroughly all the guidance duties of the position and be able to accurately judge the amount of time required for the execution of those duties.

Definition of Terms

The following definition of terms were used in the study.

(1) Area Vocatinal-Techncial School (AVTS) - A public school which has been authorized by the vocational education division of a State Department of Education to provide instruction in the occupations (other than professional occupations) to those people who reside in the state, county, major city, or other designated geographic areas which are usually larger than one administrative unit (U.S. Department of Health, Education, and Welfare, 1974).

(2) Career Guidance - A process of structured intervention designed to help individuals take advantage of those educational and occupational opportunities available to them (Ginzberg, 1971). Career guidance and vocational guidance were often found to be used interchangeably in the literature.

(3) Counselor - A guidance coulselor who is certified for that position in a Kansas public school other than area vocational-technical schools by the Kansas Certification Unit (Kansas State Department of Education, 1979).

(4) Director - An administrator of a Kansas Area Vocational-Tech-nical School who is certified for that position by the Kansas Certifica-tion unit (Kansas State Department of Education, 1979).

(5) Guidance - That part of the educational process which is particularly concerned with helping individuals discover their needs,

evaluate their potentialities, develop life goals, formulate plans to realize those goals, and proceed to goal realization (Sinick, 1970).

(6) Guidance Personnel - Any employee in an area vocational-technical school whose primary responsibility is to perform guidance services which have been designated as functions of the guidance department or student services.

(7) Guidance Services - An action or function executed by any guidance personnel in an effort to assist in the development of the individual.

(8) Role - A composite of those functions or duties assigned to or accepted by any given staff member in the educational setting.

(9) Vocational Counselor - A guidance counselor who is certified for that position in a Kansas Area Vocational-Technical School by the Kansas Certification Unit (Kansas State Department of Education, 1979).

(10) Vocational Guidance - A process which helps the person develop and accept a picture of himself and his role in the world of work, compare this picture with reality, and to convert the picture into reality which brings satisfaction to himself and benefits society (Super, 1957).

CHAPTER II

REVIEW OF LITERATURE

This is a day and age where all people--particularly youth--want to do their thing, be their own person, and if they will it, it need not be a dream (Feingold, 1979, p. 5).

The purpose of this chapter is to examine summarily the research which has preceded the present study in an effort to establish some credible, logical, and historical bases from which to proceed. Limited research has been conducted relating specifically to the role of guidance personnel in area vocational-technical schools; therefore, research in vocational guidance and research in guidance personnel roles and training provided much of the background for this study. From examination and analysis of those two areas of previous research, the study attempts to synthesize the findings into a meaningful application to the area vocational-technical school guidance program.

This review will be presented in the four following sections: theories of vocational development, history of vocational guidance, role and functions of guidance, and the development of area vocational-technical schools in Kansas.

Theories of Vocational Development

Two contributing factors to the greatness of America have been the Judeo-Christian work ethic and our system of public education which have combined to create a literate populace. The future of our nation

depends partly on continuing the Judeo-Christian work ethic and providing jobs for all able-bodied citizens to share in that ethic. There is no way to maintain our present standard of living or reduce poverty other than by contributions to the economy made by people doing meaningful and productive work (Rhodes, 1970).

Psychologists have attempted to explain why people are workers. Early vocational psychologists were concerned with what people did, why they did it, how well they did it, and the kinds of satisfaction they received from doing work. In a work-oriented society, work occupies five to six days of every week for the majority of most peoples' lives. Today vocational psychology focuses on people as they think about careers, make occupational preparations, enter the world of work, pursue and change careers, and leave the world of work to enter retirement (Super, 1983).

Vocational counselors and psychologists doing studies in vocational guidance insist that the research must be closely tied to vocational development theories. An appropriate vocational development theory provides one means of organizing and integrating knowledge relating to vocational development. A theory contains a set of definitions and assumptions which are related. Theories serve as guides for research because they detail exactly the kinds of data to be included (Peters, 1966).

Theories of vocational development which will be discussed in this study are: trait-and-factor, developmental, decision, sociological, and, psychoanalytical.

Trait-and-Factor Theory

The trait-and-factor theory of vocational choice can be traced back to the beginning of the twentieth century. It is the oldest established theory associated with vocational decision-making. In 1909 Frank Parsons formulated the trait-and-factor theory which has continued to influence vocational guidance (Calhoun and Finch, 1976).

According to Parsons (1909), choosing a vocation wisely must involve three factors:

. . . (1) a clear understanding of yourself, your aptitudes, abilities, interests, resources; (2) a knowledge of the requirements and conditions of success, advantages, and disadvantages, compensation, opportunities, and prospects in different lines of work; and (3) true reasoning on the relations of these two groups of facts (p. 5).

Parsons relied on matching an individual's characteristics with job factors that are most suitable (Calhoun and Finch, 1976).

Developmental Theory

Those vocational psychologists who adhere to the development theory of vocational selection see vocational choice as the result of a developmental process rather than a single event in one's life. Vocational development is viewed as one aspect of individual development. Super (1957) classified vocational development into vocational life stages which he labeled growth, exploratory, establishment, maintenance, and decline stages. As an example of this theory, Super (1957) mentioned the four-year-old child who plays carpenter or storekeeper as being in a very early stage of career development; while the septuagenarian, who no longer teaches or does research but still attends scientific meetings or writes his autobiography, has arrived at a late

stage of vocational development.

Decision Theory

The decision theory of vocational choice is based on the premise that when an individual makes a choice certain things can happen. An assumption inherent in choosing a career is that the choice is made in an effort to maximize the person's gain while minimizing any loss. Even though the decision approaches have developed from an original base in economics, the gain or loss is not restricted to money but might be of anything of value to the individual. Choosing a particular occupation might make differences in the kinds of prestige, security, social mobility, and leisure activities available to the individual when compared to another choice of occupation (Evans and Herr, 1978).

Sociological Theory

The sociological theory of vocational decision-making indicates that a person's social class has a marked effect on job plans, job availability, and feelings of security about planning. Social institutions such as the family, home, and the occupation of one's parents seem to have a great influence on the occupational choice a person might make. Researchers using the sociological theory to approach their work see one's choice of occupation extending back into early family life (Tolbert, 1974).

Psychoanalytic Theory

The most recent major theory of vocational development is the psychoanalytic theory. Theorists who have conducted research in this

area see vocational choice as a specific subgoal in a continuous process and the particular choice is not synonymous with the end of that process. Another aspect of the theory is that after the individual makes a commitment, there is little chance for change unless radical external forces are exerted or psychotherapy is involved. An example of this theory is the physician who has gone through the time, energy, and expense of becoming a medical doctor, and who will not likely leave the profession but may specialize within the profession (Bordin, Nachmann, and Segel, 1970).

Another personality theorist was Holland (1966) who characterized people according to their resemblance to one or more personality types. The closer a person resembles a particular type, the greater the probability that he will show personal traits and behavior associated with that type. He assumed that a person's environment could be characterized by his resemblance to one or more model environments. His theory further assumed that when persons and environments are paired it leads to several outcomes that are predictable and understandable from the knowledge concerning personality types and environmental models. He listed the outcomes of such pairing as: "Vocational choice, vocational stability and achievement, personal stability, creative performance, and susceptibility to influence" (Holland, 1966, p. 9).

Roe (1956), an associate of Holland, also contributed research concerning personality theory and vocational choice. She used Maslow's hierarchy of basic needs as a foundation for her theory. According to her theory, man is able to meet those needs through his occupation. In our culture, the basic needs in the hierarchy can be obtained if the person has a job which provides money to secure those basic necessities

of life. She related personality and vocational choice with the higher levels of needs in Maslow's hierarchy and said that the relationship becomes less clear and less understood at the higher levels.

In other research conducted by Roe (1957) it was indicated that early interactions between children and their parents influence the development of basic attitudes, interests and capacities which will be expressed in adult life as personal relations, emotional reactions, activities, and vocational choices. Persons from rejecting homes may turn defensively to occupations that are non-person oriented. Individuals from accepting homes may have primary interests in person-oriented choices of occupation and they will not be defensive in their relationships.

History of Vocational Guidance

Vocational guidance resulted from efforts to deal with social and economic problems of the late nineteenth and early twentieth century. The United States was continuing to become more industrialized. The world economy had been slowed by several recessions and a major depression within a short number of years. Millions of immigrants had arrived in the United States hoping for a chance to get jobs and find financial security. Most had arrived with nothing more than a dream. Many spoke only their native language and did not quickly accept English as a language they could speak. European social customs and values were also difficult for the immigrants to leave behind. Immigrants and those native to the United States were not likely to go beyond the eighth grade in public schools. All of these social and economic factors were operating at the beginning of the twentieth

century. It was in those conditions that vocational guidance had its start.

Parsons (1909), a civic-minded lecturer and writer, founded the Vocational Bureau in Boston in 1908. His book, Choosing a Vocation, published posthumously in 1909, set forth his principles and methods of vocational guidance. Credit for originating vocational guidance as a social service is given to Parsons, and his efforts in 1908 fix a point in time which is considered to be the beginning of the guidance movement (Hutson, 1958).

Prior to World War I, applied psychologists working at the Carnegie Institute of Technology conducted research in ways and means of measuring vocationally significant mental traits. This research under the leadership of Walter Dill Scott and Walter V. Bingham led to the development of intelligence testing which was used by the military in World War I, and in schools and colleges immediately after the war (Paterson, 1960).

Following World War I, vocational guidance and vocational education grew apart from each other. In part, this separation was due to an unwillingness of the National Education Association (NEA) to accept vocational education and vocational guidance as parts of a unity. In 1918, the NEA adopted a craft emphasis rather than technical training in vocational education. They also adopted a concept of guidance for education rather than one of vocational guidance for jobs (Evans and Herr, 1978).

The depression of the 1930's saw vocational guidance play an important role in federal agencies such as the NYA, CCC, USES, and other social work agencies of federal, state, and local governments.

Those agencies placed emphasis on guidance of individuals. Counseling programs were seen as important parts of those agencies concerned with health, social, employment, and educational aspects of the millions affected by the depression.

During World War II, the military forces used the tools developed by vocational guidance research to test and place military personnel in positions for which they would be most nearly suited. After World War II, guidance grew further away from its association with vocational education and became more closely identified with the comprehensive high school (Tolbert, 1974).

The National Defense Education Act (NEDA) of 1958 gave a great deal of attention and financial support to guidance programs. During the 1960's new training programs were developed to deal with the out-of-work and out-of-school youth. The major emphasis in legislation and programs began to move from developing a competent person to developing technical skills and an individual's capabilities to choose and plan (Evans and Herr, 1978).

The Vocational Education Act of 1963 and the Amendments of 1968 all reaffirmed the need for vocational guidance to be integrated into vocational education.

During the 1970's there were few changes nationally in the direction taken by vocational guidance. For the most part it stayed on the course charted for it by the Vocational Education Act of 1963 and the Amendments of 1968. The Vocational Education Amendment of 1976 placed strong emphasis upon equalizing educational opportunities for all citizens, especially by eliminating sex role stereotyping and segregation of the handicapped. Another feature of this decade in

guidance was an emphasis on facilitating school-to-work transition (Halasz-Salster, 1979).

Role and Functions of Vocational Guidance

The high percentage of public schools in the United States which have guidance programs evidences the support which the public has granted to an educational program which is peculiar to American Schools. No other country shows such concern for the maximum development of the individual's total potentialities.

Perhaps a possible definition of guidance at all educational levels is a means of establishing a perspective for studying vocational guidance. The following statement made by Koos and edited by Hutson (1968) gives scope and classification to guidance.

It will help . . . to think of guidance under such categories as discipline, social conduct, and quality of work as adjustment, in the sense of effecting a better adjustment of the pupil to the school situation, and guidance under such categories as curriculum guidance, vocational guidance, placement, and follow-up as distribution, in the sense of distributing the pupils as advantageously as possible to the curriculum and vocational opportunities at hand

. . . I should like to emphasize the great desirability of our seeing that both these elements of adjustment and distribution are kept in the concept of guidance that should dominate the practices in guidance in our schools (p. 17).

Guidance, as defined above, has a clear relationship to the total task of education (Hutson, 1968).

Guidance is a partnership entered into by all members of the educational staff with the guidance counselor serving as that staff member who has the special training necessary for evaluating students, and directing guidance service activities.

Ginzberg (1971) distinguished between guidance and counseling. He

described guidance as including a wide variety and range of functions that are intended to help individuals make optimum use of their alternatives as they acquire education and pursue careers. Guidance functions employed to accomplish that goal are providing information and assisting in its interpretation, testing, and appraising individuals, counseling, placement, and follow-up. Ginzberg went on to say that counseling is a specialized function which is usually, but not always, part of the guidance program. He considered counseling to be a relationship between a trained counselor and a client for the purpose of clarifying the client's views about himself and his environment so that he may make meaningful and informed choices compatible to himself and his circumstances in those areas where choices are available to him.

Guidance, as it is known in the comprehensive high school, and vocational guidance, as it is identified with vocational education and career selection, each have a place in American education. No attempt is made to discredit one in favor of the other. Rather, an effort is made to show how these two American phenomena can work simultaneously and cooperatively to assist students to develop their potentialities. If either guidance effort fails to serve in the realization of that goal, there ceases to be a need for its existence.

The counseling profession has worked diligently to upgrade itself through membership participation in such organizations as the American Personnel and Guidance Association (APGA), American School Counselors Association (ASCA), Association for Counselor Education and Supervision (ACES), and the National Vocational Guidance Association (NVGA). These professional organizations for counselors have conducted extensive research in many areas of counseling and guidance and have established role clarification, standards, and ethics for the profession. Some of

the research conducted and positions taken by these organizations concerning role, standards, preparation, and ethics will be cited to help establish the counseling profession's perceptions of what counselors, counseling, and guidance should be.

The American School Counselor Association (1974) formulated a policy that established a role definition for the school counselor by identifying six major areas of responsibility: to the students; to the parent or guardian, to the school staff, to the community, to the profession, and to self.

1. The Counselor's Responsibility to the Students:
 - a. Demonstrates respect for the worth , dignity, and quality of the student's human rights.
 - b. Shows concern for and assists in the planning of the student's educational, career, personal, and social development.
 - c. Aids the student in self-evaluation, self-understanding, and self-direction, enabling him to make decisions consistent with his immediate and long-range goals.
 - d. Assists the student in developing healthy habits and positive attitudes and values.
 - e. Encourages the student to participate in appropriate school activities with a view toward increasing his effectiveness in personal and social activities.
 - f. Participates in the planning and designing of research that may result in beneficial effects to the counselee.
 - g. Assists the student in the development of an awareness of the world of work and in the utilization of the school and community resources to that end.
 - h. Helps the student to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programs.

- i. Encourages the student to plan and utilize leisure time activities and to increase his personal satisfaction.
 - j. Clearly indicates the conditions under which counseling is provided with respect to privileged communication.
 - k. Assists in the student's adjustment to senior high school, evaluate his academic progress, and reviews graduation requirements.
 - l. Makes referral to appropriate resources whenever his professional or role limitations limit his assistance.
 - m. Assists the student in understanding his strengths, weaknesses, interests, values, potentialities, and limitations.
2. The Counselor's Responsibility to the Parent or Guardian:
- a. Provides the parent/guardian with accurate information about school policies and procedures, course offerings, educational opportunities, course or program requirements, and resources that will contribute to the continuing development of the counselee.
 - b. Makes discreet and professional use of information shared during conferences.
 - c. Shares with the parent/guardian information and interprets pertinent data about the counselee's academic record and progress.
 - d. Assists the parent/guardian in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, personal-social development, and total school progress.
 - e. Interprets the guidance program of the school to the parent/guardian and familiarizes him with the guidance services available.
 - f. Involves himself and the school's guidance staff with parent/guardian groups.
 - g. Involves parent/guardian in the guidance activities of the school.
3. The Counselor's Responsibility to the Staff:
- a. Works with all members of the school staff by

providing appropriate information, materials, and consultative assistance in supporting teacher efforts to understand better the individuality of each pupil.

- b. Contributes to curriculum development and cooperates with administrators and teachers in the refinement of methods for individualized learning.
- c. Contributes to the development of a flexible curriculum to provide a meaningful education for each student.
- d. Acts as the coordinator in the school's program of student appraisal by accumulating meaningful information and interpreting this to students, parents, and the professional staff.
- e. Utilizes modern technology, techniques, and paraprofessional personnel to disseminate educational and career information.
- f. Assists in research related to pupil needs by conducting studies related to the improvement of educational programs and services.
- g. Assists students in planning programs of educational and vocational training consistent with their goals.
- h. Coordinates the use of services available beyond those he can provide by making appropriate referrals and by maintaining a cooperative working relationship with community specialists.
- i. Serves the school's program of public relations by participating in community groups and by furnishing information regarding the guidance programs to the communications media.
- j. Acts as a consultant to administrators, to teachers, and to significant others, sharing appropriate individual student data, identifying students with special needs, suggesting materials and procedures for a variety of group guidance experiences and participating in inservice training programs.
- k. Implements student articulation between the junior high school and high school and the high school and post-high school experiences.
- l. Accepts professional obligations related to school policies and programs.
- m. Participates in the planning, development, and evaluation of the guidance program.

4. The Counselor's Responsibility to the Community:

Has knowledge of such services as health clinics, planned parenthood clinics, volunteer programs, apprenticeship of labor organizations, Chamber of Commerce, and other community agencies.

5. The Counselor's Responsibility to His Profession:

- a. Has an understanding of his own personal characteristics and their effects on counseling relationships and personal-social encounters.
- b. Is aware of his level of professional competency and presents it accurately to others.
- c. Fosters the development and improvement of the counseling profession by assisting with appropriate research and participating in professional association activities at the local, state, and national level.
- d. Discusses with related professional associates (counselors, teachers, administrators) practices which may be implemented to strengthen and improve standards or conditions of employment.
- e. Prepares meaningful, objective, and succinct case reports for other professional personnel who are assisting the student.
- f. Discusses with other professionals situations related to his respective discipline in an effort to share unique understandings and to elicit recommendations to further assist the counselee.
- g. Enhances the image of counselors and of other related professionals by positive references in communicating with students, parents, and the community.
- h. Maintains constant effort to adhere to strict confidentiality of information concerning counselee and releases such information only upon the signed release of the counselee and/or parent/guardian.
- i. Becomes an active member of the American School Counselor Association and state and local counselor associations in order to enhance his professional growth.

6. The Counselor's Responsibility to Self:

- a. Maintain a strict adherence to the concept and practice

of confidentiality and recognizes the right to share such information only with a signed release.

- b. Be well informed on current theories, practices, developments, and trends.
- c. Use time primarily for guidance and counseling and constantly strive to reduce demands of clerical or administrative duties.
- d. Become a professional individual and, in so doing, develop and maintain a well-rounded educational, social, and professional attitude (pp. 380-386).

The lengthy role definition just presented was offered in its entirety as a means of establishing what the counselor's role and responsibilities are as perceived by the profession.

The American Personnel and Guidance Association Professional Preparation and Standards Committee (1974) issued the following policy statement concerning counselor preparation and role:

Counselor education programs do not prepare vocational counselors, or personal counselors, as such but prepare counselors who are qualified to deal with all these areas. All counseling deals with the total counselee. It is not possible to categorize his needs into educational, vocational, social, or emotional. Thus, in order to deal adequately with the vocational aspects (or any single aspect) of a counselee's development the counselor must also be prepared to recognize and deal with other aspects of his development (pp. 538-539).

The Association for Counselor Education and Supervision, representing counselor educators from colleges and universities, has been very active in its efforts to maintain high levels of standards for those educators who want to specialize in counseling. In a statement outlining standards for the degree program, the Association for Counselor Education and Supervision (1967) identified the following ten areas to be covered.

1. Philosophy and principles of guidance and pupil personnel services

2. Study of human characteristics and methods measuring them in individual appraisal
3. Theories of vocational development
4. Occupational and educational information
5. Theory and practice of counseling
6. Statistics and methods of research, independent research, and understanding data processing
7. Group counseling and guidance procedures.
8. Understanding and observing the American Personnel and Guidance Association Professional relationship and ethics
9. Guidance and pupil personnel services administration and organization
10. Supervised experience (Peters and Shertzer, 1969).

The standards set forth by the Association for Counselor Education and Supervision in 1967 still comprise the core of study which colleges and universities require in their counselor training programs.

Counselors who have completed such a training program should be prepared to perform the following duties.

1. Provide occupational and educational information to students to assist them in making meaningful and informed occupational choices.
2. Employ individual appraisal activities to assist students in selecting vocational programs for which they show an ability to benefit.
3. Help reduce sex bias, sex stereotyping, and sex discrimination in vocational programs.
4. Provide counseling services to assist students in their vocational programs.
5. Help prepare students to make the transition from vocational

programs to gainful employment by offering instruction in employability skills development.

6. Assist students with educational and job placement services.

7. Be involved in the follow-up studies of vocational students (Qualls, 1983).

In order to integrate the role of guidance into the whole curriculum it is important that the counselor know and deal with the guidance perceptions of the school administration. Several studies have been conducted concerning high school administrators' attitudes or perceptions of guidance.

An earlier study conducted by Sweeney (1966) recognized the importance of administrative support for guidance programs to exist and function effectively. From their positions as educational leaders of schools, administrators play an important part in providing budgetary allowances for guidance programs and in defining the role of the school counselor. Sweeney was concerned about possible differences in the ways in which administrators and counselors vary in their expectations of counselors' priorities. He surveyed 220 certified counselors and their administrators in the state of Ohio during the 1962-63 school year. The study (Sweeney, 1966) was designed to answer the following questions:

1. Do counselors and administrators assign similar priorities to various areas of school activities?
2. Do counselors and administrators identify similar types of attributes as necessary for the counselor to be effective in his role?
3. Do certain personal, educational, or experiential factors in the background of the counselors or administrators appear to be related to their perceptions of the counselor's role or his personal attributes (p. 845)?

Sweeney found that in respect to question number one, administration generally agreed on the duties to be performed by the counselors. There was a significant difference in agreement on only four areas of responsibility. On the second question, counselors and administrators ranked attributes for the counselor similarly. The administrators tended to place more emphasis on leadership than did the counselors. The researcher pointed out the corroborating findings in similar studies indicated that administrators often view counselors as quasi-administrators. The third question in the study revealed no particular personal, educational, or experiential factors in the background of counselors or administrators that would make significant differences in the ways they perceive the the role of the counselor.

The strict administrative definition of the counselor's role will depend in part upon the particular principal or administrator to whom the counselor is responsible. Herr and Scoffield (1983) indicated that research of administrators' perceptions of the counselor role showed a tendency for administrators to view counselors as key people in conducting staff development. The type of staff development may have nothing to do with student service functions but rather it might be concerned with a task such as helping the staff improve their report writing skills or some other staff developmental activity which the administrator feels to be important. Herr and Scoffield did not condemn such activities in the counselor's role; rather, they indicated that changes are taking place constantly in role expectation and counselors cannot escape change. The underlying forces causing shifts in roles, functions, and skills are associated with changes and circumstances in the larger society, of which education is only a part. They saw the

function of the counselor in staff development as helping the institution expand or improve the mental health of the constituents.

Staff development may be one way to gain greater acceptance of guidance by the teaching faculty. In order for guidance to truly become a team effort, teachers must feel they are actually involved. Pershing and Demetropolous (1981) stressed that teachers have much influence on students and that teacher involvement in guidance has not yet been achieved in practice. Their study indicated that a lack of research exists concerning the attitudes of teachers toward the function of career guidance. In an effort to determine teacher attitudes toward career guidance, they selected 248 vocational teachers who were given a list of 19 guidance activities. The teachers were to indicate the degree of importance they placed on each activity. They were also asked to indicate their judgment regarding the adequacy of present guidance systems in performing each of those activities. The major findings were that male teachers tended to consider present guidance systems more adequate than did female teachers, and teachers with the least teaching experience considered guidance activities more adequate than did those with more years of experience. Teachers serving in schools which employed counselors had a more favorable attitude toward the adequacy of guidance services than those teachers serving in schools without guidance services. Concerning the specific role of the counselor, the following activities were listed in order of importance, beginning with the most important.

1. Help students select curricula, programs, and classes
2. Help students understand themselves, their potentialities, their abilities, and their limitations.

3. Help students relate school work to occupational choice
4. Provide students with educational information and help them with educational plans
5. Help students gain job acquisition skills (This service received the same ranking as the one above)
6. Help all students with school and non-school problems
7. Prepare and present courses on careers and help students understand careers of the world-of-work
8. Maintain contacts with the public employment office, other community agencies, and employers regarding occupational opportunities for students.
9. Collect, evaluate, update, and distribute occupational and educational information and related materials
10. Recruit students for programs offered by the school
11. Hold parent conferences
12. Help students adjust to the school environment
13. Assess vocational interests and vocational maturity of the students
14. Initiate and coordinate cooperative educational plans
15. Organize all activities related to learning about occupations
16. Assess students' employment needs
17. Place students in part-time jobs
18. Conduct student and employer follow-up

Counselors are constantly being evaluated by the students and their parents. Very little research is available on the perceptions held by students and parents of the counselor role. However, a recent study was conducted in Connecticut to assess the role of the

secondary counselor and to seek recommendations for counselor education in the state colleges and universities. Parents of secondary school students, administrators, counselors, and members of the business community were surveyed to determine their perceptions of the counselor's role, and the preparation needed for the position. A summary of the findings indicated the following:

1. Counselors and administrators considered the following of greater importance than did parents or the business community:
 - a. Counseling
 - b. Parent help
 - c. Public relations
2. Parents and business community rated the following functions higher in importance:
 - a. Educational and occupational planning
 - b. Referral
3. Parents perceived counselor functions to include:
 - a. Assist students in course selection based on the individual's abilities and interests
 - b. Serve as ombudsman in cases of student-teacher conflict
 - c. Help improve student-teacher interaction and relationships
 - d. Help students select institutions of higher learning
 - e. Provide information regarding financial aid and scholarships
4. Members of the business community and parents indicated the following:
 - a. Counselors should provide career counseling and placement for non-college bound students

- b. Counselors should be knowledgeable about job requirements and opportunities
 - c. Counselors should help encourage students to develop a realistic perspective toward life and the world of work
5. Parents alone listed the following expectations of counselors:
- a. Assist students in course selection
 - b. Inform parents of problems encountered by students
 - c. Counselors should be interested in the students
 - d. Counselors should be able to provide effective individual counseling when needed (Ibrahim, Helms, and Thompson, 1983)

A study of Oklahoma Area Vocational-Technical School counselors' and administrators' perceptions of the vocational counselor's role was conducted in 1979. The major findings in summary were:

1. Those 88 guidance services which counselors and administrators consider to be important are being offered to Oklahoma area vocational-technical school students.
2. Administrators believe that those services being offered should continue to be offered.
3. Most administrators feel that consulting and coordinating guidance functions should be done by the counselor.
4. Administrators feel that guidance personnel should provide counseling in all areas of human development, not solely in vocational development.
5. Counselors feel that those guidance services being offered are the ones which should be offered.
6. Guidance personnel believe that functions dealing directly with students should be provided by the counselors.

7. Guidance personnel feel they should counsel with students in all phases of human development.

8. Counselors and administrators showed a difference in their opinions of who should deal with students concerning poor grades, appropriate educational placement, and attendance.

9. Less than two-thirds of counselors and administrators felt counselors should conduct tours and distribute brochures.

10. Counselors and administrators believe that interaction with business and industry should be the responsibility of someone other than counselors (Earnest, 1979).

Kansas Area Vocational-Technical Schools

The area vocational-technical school system was introduced in Kansas in 1964 as a result of the Vocational Act of 1963. The area schools were established to offer vocational-technical training to all persons who wanted, needed, and could profit from such training.

There are 14 area vocational-technical school centers in the state. Ten of the centers are under the jurisdiction of unified school districts and are responsible to the local school boards and their administrative officers. One area school is operated as a part of a community college. The remaining three area vocational-technical schools are termed Type II schools and are not under the direct control of a unified school district or community college. The Type II schools have no taxing authority and are considered to be contract schools to high schools and community colleges in their geographic areas. Type II schools are paid by the unified school districts and the community colleges according to the number of students they send to the area

vocational-technical schools. The Type II schools are governed by a board of control comprised of board members from each of the participating unified school districts and community colleges.

In all of the area vocational-technical schools, high school juniors and seniors from participating high schools may attend on a three hour per day basis. Community college students may attend three hours or six hours per day. Credits received by high school and community college students are used by their home schools as credits toward graduation. Upon graduation, students receive a certificate from the vocational division of the Kansas State Department of Education and a set of credentials indicating the number of clock hours spent in each area of study and the degree of proficiency attained.

High school students do not pay any tuition costs. Those costs are paid by their home high schools. Community college students pay their local college tuition and the college reimburses the area vocational-technical school for educational costs.

The Kansas Area Vocational-Technical Schools are provided to offer courses in practically any occupational field. Each school must offer at least five different occupational fields. Not all schools are able to offer all of the occupational fields, which means that some schools have to specialize in particular programs for cost effectiveness. The programs are available to persons without regard to high school completion. The main objective of the schools is to provide training that leads to immediate employment (Kansas State Department of Education, 1981).

Summary

Four areas were examined in the review of the literature: theories of vocational development, history of vocational guidance, role and functions of vocational guidance, and the development of area vocational-technical schools in Kansas. They were necessarily examined separately but they must be seen as integral parts of a meaningful educational concept. The synthesis of these four areas provides a foundation from which this study will proceed.

Choosing a career and preparing for that career are two decisions which influence the individual's life in many ways. Financial, social, and personal factors must be considered because those aspects of a person's life are going to be directly affected by occupational choice. Trained, responsible guidance personnel should be available to assist students as they make career and educational decisions. Student services are most effective when they are coordinated to help students at critical decision-making points. Such coordination can only be attained through planning. Designations of what services will be offered, when and by whom must be made (Puelo, 1983).

As early as 1908, Americans interested in helping people make knowledgeable career choices began to lay the foundation for vocational guidance. Vocational guidance, as it is now practiced in the United States, has undergone many changes because of social, economic, and educational factors that have affected vocational decision-making since 1908. From a strictly pragmatic approach which attempted to fit a person's capabilities to a single job in which the person was doomed

to spend a lifetime, vocational guidance has evolved into a practice that considers the total individual as he prepares to make vocational choices. Qualls (1983) illustrated this evaluation well when he stated:

Vocational guidance can make a difference in young people's lives; if all members of the vocational guidance team communicate, plan, and work together, young people will achieve the potential they represent (p. 97).

CHAPTER III

METHODOLOGY

But the fundamental question that outranks all the others is the question of adaptation--the question of uniting, so far as may be possible, the best abilities of the developed man with the daily work he has to do (Parsons, 1909, p. 13).

The purpose of this study was to identify the guidance services presently available to Kansas Area Vocational-Technical School students; to identify the specific guidance services which area school guidance personnel and directors believe should be available; to identify whom they believe should be responsible for delivering these services; and to determine the relative amount of time guidance personnel spend on each of these services. The partnership between vocational education and vocational guidance has been considered important by teachers, counselors, students, administrators, and tax payers who have supported the concept. However, one danger that does exist is for fragmentation to occur. Marland (1974) warns that education has a strong tendency to allow parts to separate from one another and to divide the entire enterprise against itself.

To avoid fragmentation and to further cement the relationship between vocational guidance and vocational education, Rhodes (1970, p. 23) suggests that, "guidance must lose itself within the program."

This study was conducted to reveal the relationship which exists between vocational guidance and vocational education in Kansas Area

Vocational-Technical Schools. This chapter was provided to describe the procedures used for population selection, instrumentation, and data collection and analysis.

Identification of the Population

The population used in this study consisted of one guidance personnel representative and the director from each of the 14 area vocational-technical school districts in Kansas. Those districts were: Central Kansas AVTS; Cowley County AVTS; Flint Hills AVTS; Kansas City AVTS; Kaw AVTS; Liberal AVTS; Manhattan AVTS; Northeast Kansas AVTS; North Central Kansas AVTS; Northwest Kansas AVTS; Salina AVTS; Southeast Kansas AVTS; Southwest Kansas AVTS; and Wichita AVTS.

Instrumentation

The Delphi Technique

Delphi is a technique designed to gain opinions from a group with the goal of formulating a group response. Delphi replaces direct confrontation and debate by creating a carefully planned, anonymous, orderly program of sequential individual interrogations which are usually carried out through a questionnaire. Feedback obtained from the respondents is interspersed with the questionnaires (Brown, Cochran, and Dalkey, 1969).

The Delphi technique originated at Rand Corporation in 1948. Rand produced 14 documents between 1948 and 1963 concerning the fundamentals of the Delphi technique. Researchers such as Dalkey, Gorda, Helmer, and Kaplan helped establish the Delphi technique as a research tool in its early years. Since 1963, Delphi studies have been conducted by

corporations, governments, and universities in the United States, Europe, Japan, and the Soviet Union (Sackman, 1975).

The rationale for the procedures of eliciting and refining group judgments in the Delphi technique is principally that two heads are better than one when the problem is one which is lacking in exact knowledge. There are three features in the Delphi: (1) opinions of the group are obtained anonymously by sending questionnaires to individuals of the group; (2) interaction is brought about by systematically conducting several interactions and carefully controlling feedback between rounds; and (3) the group opinion is determined as a composite of individual opinions on the final round. These features help reduce the biasing effects of dominant individuals, irrelevant communications, and pressure from the group for the individual to conform (Dalkey, 1969).

The Delphi method is usually fast, inexpensive, easily understood and can be used wherever expert opinion is believed to exist (Sackman, 1975).

The Delphi technique was originally used to forecast or predict events and their probable time of occurring. The technique has been expanded as a means of arriving at a consensus concerning desired events or outcomes. The Delphi technique has served to validate teaching competencies, to analyze career education content and to clarify educational objectives (Parker and Taylor, 1980).

The forecasting ability of the Delphi technique mentioned in the preceding paragraph has been questioned by some researchers. Weaver (1971) said that although the Delphi was originally designed as a forecasting tool, it shows more promise in education as a method for studying about the future; as an educational tool to force people to

think more critically about the future than they would normally; and as a planning tool to determine priorities held by members of groups.

The Delphi technique used in this study employed four steps.

1. The guidance personnel were asked to list guidance services provided by their schools in 12 areas.

2. The statements were reworded and ordered to eliminate repetition and misunderstanding and to create an opinionnaire.

3. A new list containing all of the different guidance services offered in Kansas Area Vocational-Technical Schools was returned to area school guidance personnel and directors asking them to indicate who should be responsible for delivering each guidance service:

(a) guidance personnel, (b) other school personnel, (c) outside school personnel, and (d) not be provided.

4. The guidance personnel were asked to complete another instrument indicating the amount of time spent on each guidance service:

(a) great amount of time, (b) moderate time, (c) little time, and (d) no time.

The Delphi technique was used but there was no plan to obtain a consensus of the group. The information solicited by this study was what services exist; what services should exist; and who should deliver these services. A reason for only going through the second round was an effort to maintain interest in the study by the participants, and not to lose participation due to an over-burdening of repetitious requests to complete more research instruments. It was also carried only through the second round to conform to the study conducted by Earnest (1979) at Oklahoma State University, which this study was attempting to replicate in Kansas. The instrument used in the Earnest

study was modified slightly to make it applicable for use with this study. Only round number one of the Earnest instrument was used by this study.

The Delphi technique was used to develop an opinionnaire. After the broad areas of counseling services were enumerated, the total responses were reviewed for repetition and a listing was made containing the guidance services indicated by the guidance personnel as those being offered.

First Mailing

The first mailing, Appendix A, contained Correspondence I and a letter of explanation seeking the guidance personnels' cooperation in the research. Also included was a request from the appropriate personnel at the Kansas State Department of Education who were interested in having the research conducted. In Correspondence I, the guidance personnel were asked to itemize those particular guidance services offered by their schools. Eleven broad areas were provided for them in which to place their services. A twelfth area was offered labeled "Others" in which the guidance personnel could include guidance services which did not readily fit the preceding 11 categories.

Processing Responses

Responses from the first mailing were reworded and ordered in an opinionnaire to be sent out in the second mailing. The responses from the first mailing had been assigned to the following 12 categories:

<u>Areas of Guidance Services</u>	<u>Number of Services for Each Area</u>
1. Counseling	10
2. Testing	7
3. Recruiting	14
4. Support Services to the Home High School	5
5. Consultation	8
6. Visitations to Business and Industry	6
7. Inservice	5
8. Placement and Follow-up	5
9. Public Relations	6
10. Research and Evaluation	5
11. Financial Aid	7
12. Other	5

Second Mailing

The second mailing, Appendix A, consisted of Correspondence II and a letter explaining the details of completing the opinionnaire. Also, included was a letter from the Guidance Division of the Kansas State Department of Education outlining the importance of the research to area vocational-technical schools. Counselors and directors received Correspondence II and were asked to consider each guidance service listed and indicate which one of the following should be responsible for delivering each of the services: (1) guidance personnel, (2) other school personnel, (3) outside school personnel, or (4) not be provided. In addition, guidance personnel were asked to complete another instrument showing the relative amount of time spent on each guidance service.

Four time options were given for each guidance service: (1) great deal of time, (2) moderate time, (3) little time, and (4) no time.

Statistical Treatment of Data

The returned data were subjected to statistical treatment to give meaningful answers to the eight research questions asked earlier in the study. Since the responses to Correspondence I were only from the guidance personnel and the responses were a listing of their own duties, there are no other data with which to make comparisons. In Correspondence II, guidance personnel and directors were asked to indicate their choices concerning who should deliver guidance services. These responses created two sets of data which could be compared to see if a relationship existed. Such data would be nominal. According to Siegel (1956) when data from two independent samples are ordinal or nominal, the Chi-square test may be used to determine if a significant difference exists in responses from these two groups. Siegel also stated that if there are fewer than five expected frequencies in each cell, the Fisher Exact Probability test should be used. These statistical treatments were conducted on the data at the Oklahoma State University Computer Center.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This study was conducted to identify guidance services presently being provided in Kansas Area Vocational-Technical Schools, to identify the particular guidance services that personnel consider should be provided, and to identify who should be responsible for delivering those services. A modified Delphi approach was employed to obtain information which culminated in the development of an opinionnaire. The resultant opinionnaire was mailed to each of the 14 Kansas Area Vocational-Technical School directors and to the chief guidance personnel in the 14 area schools to obtain information pertinent to the eight research questions stated in Chapter I.

As was mentioned in Chapter I, this study attempted to replicate the research conducted by Earnest in the Oklahoma Area Vocational-Technical Schools (Earnest, 1979). However, due to the information obtained from Correspondence I, the final opinionnaire contained many items which differed rather markedly from those in the Earnest study. These differences resulted from principles inherent in the use of the Delphi technique to gather data which requires the researcher to rely on the experts being questioned to provide information peculiar to that particular study. By closely observing the Delphi requirement in

constructing the opinionnaire for this study, it was impossible to use most of the opinionnaire items employed by Earnest. Otherwise, this study attempted to parallel, when possible, the format, research design, objectives and table presentations used in the Earnest study. The results obtained from the opinionnaire are offered in this chapter.

Opinionnaire Return Rates

A total of 28 people were selected to participate in this study. They served as directors or guidance personnel in the 14 Kansas Area Vocational-Technical Schools. In Correspondence I, only the 14 guidance personnel were surveyed because they were the experts who could identify the guidance services being offered in their respective schools. Directors were not included in Correspondence I because they did not have the expert knowledge required by the Delphi approach to research to identify specifically and exactly what guidance services were actually in operation in their schools. The returns for the guidance personnel surveyed in Correspondence I are shown in Table I. All guidance personnel participating in this phase of the study were requested to return Correspondence I by December 15, 1984.

In early September, 1984, all of the Kansas Area Vocational-Technical School guidance personnel attended an annual meeting for the purpose of discussing vocational guidance concerns affecting the group. During the meeting there was an opportunity to explain the purpose of this study to the group members and to determine their willingness to participate. Also attending the meeting was a representative from the Kansas State Department of Education who was serving as a program specialist in the division of vocational guidance and the counseling.

TABLE I
NUMBER AND PERCENTAGES OF PARTICIPANT
RETURNS ON CORRESPONDENCE I

Groups	Number Sent	Total Response	Percentage
Guidance Personnel	14	14	100

This representative requested the group's assistance in the study. It was therefore not necessary to send any follow-up letters to obtain complete cooperation from the guidance personnel participating in this study.

Table II shows the returns for both groups responding to Correspondence II, the second step in the study. Those participating in the study were asked to return Correspondence II by March 8, 1985. Total cooperation in returning the opinionnaire was achieved without using a follow-up letter. The program specialist from the Kansas State Department of Education wrote a cover letter requesting the cooperation of all Kansas Area Vocational-Technical School directors and guidance personnel in the study. A copy of that letter is found in Appendix C. Approximately one week before March 8, two guidance personnel and one director had not returned the opinionnaire. A telephone call was placed to each to inquire if further explanation of the opinionnaire were needed. During the telephone conversations it was discovered that the director had simply misplaced the opinionnaire and the two guidance personnel stated they had not received their copies of the instrument. Within the following week the two guidance personnel completed and returned new copies of the opinionnaire and the director returned the misplaced copy.

Results of the Data Relating To

Each Research Question

Results of the data relating to the eight research questions asked in this study are offered in the following materials.

1. What guidance services are now being offered by area vocational-

TABLE II
NUMBERS AND PERCENTAGES OF PARTICIPANT
RETURNS ON CORRESPONDENCE II

Groups	Number Sent	Total Response	Percentage
Directors	14	14	100
Guidance Personnel	<u>14</u>	<u>14</u>	<u>100</u>
Total	28	28	100

technical schools?

To gather data which would answer this question, a Delphi approach was employed which was designed to obtain information from guidance personnel, who most likely could identify guidance services being offered. A total of 83 guidance services in 12 separate categories of vocational guidance and counseling were cited by guidance personnel as presently being offered in Kansas Area Vocational-Technical Schools. Each service which was listed by guidance personnel in Correspondence I, even if it were listed only once, was retained to be used later as an item in the opinionnaire. This was done in an effort to determine the extent to which guidance personnel were delivering each of the services even though some might seem unusual as guidance services. It was determined that a few of the services mentioned by the guidance personnel were not commonly found in other schools. Services listed most often by guidance personnel were those related to various types of counseling, admissions duties, and financial aid administration. All of the 83 guidance services listed by guidance personnel in Correspondence I are found in Table III.

2. What services do the area vocational-technical school counselors believe should be offered?

Guidance personnel were asked to furnish data that would answer this question by responding to an opinionnaire that was developed from information received in the returned instrument used in Correspondence I. The opinionnaire (Correspondence II, Appendix A) asked guidance personnel to indicate who should be responsible for delivering each of the 83 guidance services listed or whether the service should even be provided. By making a choice of columns 1, 2, or 3 guidance personnel

TABLE III
 FREQUENCY DISTRIBUTIONS OF DIRECTORS' AND
 GUIDANCE PERSONNELS' RESPONSES ON
 CORRESPONDENCE II

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
1. Provide vocational planning for secondary students	Directors	11	0	3	0
	Guid. Pers.	12	0	2	0
2. Provide educational counseling for students relating to grades or other criteria of performance and achievement	Directors	11	3	0	0
	Guid. Pers.	13	1	0	0
3. Help students who are experiencing attendance problems to improve attendance	Directors	10	4	0	0
	Guid. Pers.	12	2	0	0
4. Provide vocational planning for post-secondary students	Directors	14	0	0	0
	Guid. Pers.	14	0	0	0
5. Provide personal counseling for post-secondary students	Directors	13	0	1	0
	Guid. Pers.	12	0	2	0
6. Offer career guidance to any interested person	Directors	11	1	1	1
	Guid. Pers.	14	0	0	0
7. Provide personal counseling for secondary students	Directors	9	1	4	0
	Guid. Pers.	9	1	3	1
8. Counsel potential drop-outs	Directors	14	0	0	0
	Guid. Pers.	14	0	0	0
9. Make referrals to other agencies such as mental health centers, job corps, or vocational rehabilitation	Directors	12	1	1	0
	Guid. Pers.	14	0	0	0
10. Offer group counseling in such areas as social adjustment or career selection	Directors	10	0	2	0
	Guid. Pers.	11	2	1	0
11. Administer and/or interpret appropriate standardized tests to students and prospective students	Directors	11	1	1	1
	Guid. Pers.	13	0	1	0

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
12. Maintain and be responsible for scores from achievement, interest and aptitude tests administered by the students' home high school	Directors	8	2	2	2
	Guid. Pers.	13	0	1	0
13. Review records of students or prospective students for vocational counseling purposes	Directors	13	1	0	0
	Guid. Pers.	14	0	0	0
14. Participate in developing student remediation plans in such areas as reading or math	Directors	4	9	1	0
	Guid. Pers.	6	8	0	0
15. Refer students to other agencies for further evaluation (state or local)	Directors	13	0	1	0
	Guid. Pers.	13	0	1	0
16. Assist home high schools in testing and assessment of students	Directors	9	2	1	2
	Guid. Pers.	10	1	2	1
17. Give GED tests	Directors	1	3	7	3
	Guid. Pers.	2	3	7	2
18. Develop audiovisual presentations, brochures, radio and TV spot announcements, and advertisements	Directors	4	8	1	1
	Guid. Pers.	5	9	0	0
19. Visit area high school counselors	Directors	12	0	0	2
	Guid. Pers.	12	2	0	0
20. Attend career planning conferences	Directors	13	0	0	1
	Guid. Pers.	12	2	0	0
21. Offer telephone information about vocational program offerings	Directors	9	4	1	0
	Guid. Pers.	13	1	0	0
22. Build displays for shopping malls or other public areas	Directors	3	8	3	0
	Guid. Pers.	2	10	1	1
23. Conduct tours of vocational shops and classes	Directors	12	1	1	0
	Guid. Pers.	9	5	0	0
24. Make vocational education presentations to high school classes	Directors	14	0	0	0
	Guid. Pers.	12	2	0	0

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
25. Produce mass mailings for promotional purposes	Directors	4	8	2	0
	Guid. Pers.	12	2	0	0
26. Attend high school counselor workshops	Directors	4	8	2	0
	Guid. Pers.	12	1	1	0
27. Conduct pre-enrollment open house for informational purposes	Directors	9	4	1	0
	Guid. Pers.	8	5	0	1
28. Sponsor booths at fairs, live-stock shows and conventions	Directors	7	5	2	0
	Guid. Pers.	8	6	0	0
29. Enroll day students	Directors	10	4	0	0
	Guid. Pers.	11	3	0	0
30. Enroll evening students	Directors	5	8	1	0
	Guid. Pers.	4	10	0	0
31. Enroll high school students in AVTS classes	Directors	11	3	0	0
	Guid. Pers.	8	3	3	0
32. Coordinate grade and attendance reporting from the AVTS to the home high school	Directors	10	3	1	0
	Guid. Pers.	6	8	0	0
33. Assist home high school personnel to mutually work with students having difficulties	Directors	12	1	1	0
	Guid. Pers.	13	1	0	0
34. Serve as resource person for career education classes in high schools	Directors	10	4	0	0
	Guid. Pers.	13	1	0	0
35. Participate in developing IEPs for high school special education students	Directors	6	4	1	3
	Guid. Pers.	6	4	3	1
36. Coordinate career exploration activities to give high school or junior high school students highly supervised hands-on experience with some AVTS equipment	Directors	3	8	0	3
	Guid. Pers.	4	8	1	1

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
37. Help AVTS instructors understand students' needs and limitations in areas of academics, physical handicaps, or interpersonal difficulties	Directors	13	1	0	0
	Guid. Pers.	13	1	0	0
38. Provide test scores or other information that teachers might utilize in designing their curriculum	Directors	9	2	1	2
	Guid. Pers.	13	1	0	0
39. Coordinate schedules for students who need to leave regular classrooms for remediation purposes	Directors	1	12	1	0
	Guid. Pers.	6	8	0	0
40. Consult and assist parents who have asked for help in working with thier child	Directors	13	0	1	0
	Guid. Pers.	14	0	0	0
41. Participate in parent-teacher conferences	Directors	10	2	1	1
	Guid. Pers.	12	2	0	0
42. Participate in student-teacher conferences	Directors	11	2	1	0
	Guid. Pers.	12	1	0	1
43. Coordinate and consult with representatives of other agencies to help students in the school	Directors	12	2	0	0
	Guid. Pers.	12	1	0	1
44. Consult with instructors who desire alternatives or further information from the counselor's expertise	Directors	14	0	0	0
	Guid. Pers.	13	1	0	0
45. Coordinate field trips to businesses and industries	Directors	2	11	1	0
	Guid. Pers.	0	14	0	0
46. Conduct on-site surveys of businesses and industries to determine need for workers	Directors	3	10	1	0
	Guid. Pers.	3	10	1	0

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
47. Arrange special courses for particular businesses or industries	Directors	0	13	0	1
	Guid. Pers.	3	11	0	0
48. Make presentations to businesses and industries	Directors	5	9	0	0
	Guid. Pers.	7	7	0	0
49. Solicit materials or used equipment donations from businesses or industries	Directors	1	13	0	0
	Guid. Pers.	2	12	0	0
50. Serve on advisory boards with representatives of businesses and industries	Directors	5	8	0	1
	Guid. Pers.	8	6	0	0
51. Conduct informational meetings to inform faculty of ways to help students through drug/alcohol awareness programs	Directors	6	5	1	2
	Guid. Pers.	6	5	2	3
52. Arrange guest speakers for inservice meetings	Directors	1	13	0	0
	Guid. Pers.	1	13	0	0
53. Make presentations to inform entire staff of purposes, functions and objectives of the guidance office	Directors	12	2	0	0
	Guid. Pers.	13	0	0	1
54. Work with faculty to improve student evaluation procedures	Directors	7	7	0	0
	Guid. Pers.	9	5	0	0
55. Assist faculty in observing and improving interpersonal relationship skills	Directors	10	4	0	0
	Guid. Pers.	8	6	0	0
56. Assist faculty in placing students in employment upon completion of program	Directors	10	4	0	0
	Guid. Pers.	7	7	0	0
57. Help secure part-time employment for students attending vocational-technical classes	Directors	7	7	0	0
	Guid. Pers.	6	8	0	0
58. Coordinate on-the-job training programs with businesses and industries	Directors	2	12	0	0
	Guid. Pers.	1	13	0	0

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
59. Obtain follow-up information on former students and graduates	Directors	10	4	0	0
	Guid. Pers.	9	5	0	0
60. Compile and submit follow-up information to State Department of Education	Directors	9	5	0	0
	Guid. Pers.	8	6	0	0
61. Coordinate institutional evaluations which are conducted by Kansas AVTS as required by the State Department of Education	Directors	2	12	0	0
	Guid. Pers.	1	13	0	0
62. Coordinate North Central evaluations of the AVTS	Directors	1	10	0	3
	Guid. Pers.	1	12	0	1
63. Participate in evaluation of programs for improvement or deletion purposes	Directors	3	10	0	3
	Guid. Pers.	6	8	0	0
64. Conduct need surveys for implementing new programs	Directors	4	10	0	0
	Guid. Pers.	2	12	0	0
65. Compile statistics and develop predictive information	Directors	2	12	0	0
	Guid. Pers.	6	7	0	1
66. Conduct surveys of student interests, characteristics, and attitudes	Directors	12	2	0	0
	Guid. Pers.	11	3	0	0
67. Serve as official public information officer for the school	Directors	4	9	1	0
	Guid. Pers.	4	10	0	0
68. Serve as editor of the school newspaper	Directors	0	13	0	1
	Guid. Pers.	1	11	1	1
69. Sponsor the yearbook	Directors	0	0	0	5
	Guid. Pers.	1	9	0	4
70. Serve as main representative of school to address civic organizations or other groups	Directors	1	13	0	0
	Guid. Pers.	2	12	0	0

TABLE III (Continued)

Services	Respondents	Services To Be Provided By			
		1*	2*	3*	4*
71. Coordinate open house activities	Directors	1	13	0	0
	Guid. Pers.	3	11	0	0
72. Serve as director of financial aid for the AVTS	Directors	7	7	0	0
	Guid. Pers.	6	8	0	0
73. Provide information to interested persons regarding financial aid	Directors	11	3	0	0
	Guid. Pers.	8	6	0	0
74. Be responsible for record keeping and reporting relative to financial aid	Directors	5	9	0	0
	Guid. Pers.	6	8	0	0
75. Coordinate scholarship activities of the school	Directors	6	6	0	2
	Guid. Pers.	7	6	0	1
76. Disburse financial aid awards to students	Directors	6	8	0	0
	Guid. Pers.	5	9	0	0
77. Provide financial counseling to students	Directors	9	5	0	0
	Guid. Pers.	9	5	0	0
78. Coordinate with other agencies such as JTPA, VA, etc. for purposes of assisting students to obtain financial aid	Directors	6	8	0	0
	Guid. Pers.	9	5	0	0
79. Teach classes on job readiness	Directors	5	9	0	0
	Guid. Pers.	2	12	0	0
80. Assume registrar's duties	Directors	3	9	0	2
	Guid. Pers.	2	11	0	1
81. Be responsible for dorms	Directors	1	4	1	8
	Guid. Pers.	1	8	1	4
82. Coordinate student activities and intramural sports	Directors	1	6	1	6
	Guid. Pers.	2	9	1	2
83. Assist in personnel selection and evaluation	Directors	1	12	0	1
	Guid. Pers.	2	10	0	2

*1 Guidance Personnel

*2 Other School Personnel

*3 Outside Personnel

*4 Not to be Provided

indicted they wanted the guidance service to be provided, but if they chose column four they indicated that the service should not be provided in their schools. The opinionnaire also indicated whom guidance personnel believed should be responsible for delivering the various guidance services. Table III reveals that a majority of the guidance personnel desired each of the guidance services to be offered in their schools.

For each of the guidance services listed it was found that guidance personnel were very supportive in the retention of those services. A compilation of 83 guidance services chosen by 14 guidance personnel created a possibility of 1,162 tallies (14 x 83) in column four, "Not to be Provided". However, there was a total of 31 tallies registered in column four by guidance personnel which represented only 2.67 percent of that group's possible tallies.

Two guidance services were identified by four guidance personnel as services which should not be provided. Those services were: (1) sponsor the yearbook, and (2) be responsible for dorms.

3. Whom do area vocational-technical school counselors believe should deliver these services?

In Correspondence II, guidance personnel were requested to indicate whom they believed should be responsible for delivering each of the guidance services. Table III reveals their reactions to this question. A majority of the guidance personnel identified 44 services which they believed their profession should deliver. A majority of that group also identified 27 other guidance services which they believed should be provided by other personnel within their schools. Of the 83 possible guidance services, guidance personnel indicated that 86 percent of those services should be provided by someone within their schools.

Guidance personnel indicated, as shown in Table IV, that guidance services which pertained to student contact and interaction such as counseling, assessment, providing information, and consulting were more important than such functions as dorm supervision, financial aid administration and yearbook sponsorship. The responses from a majority of guidance personnel showed they were more interested in doing things with students than they were in conducting school business. The first six items in Table IV which were mentioned by 100 percent of the guidance personnel as being their responsibility were all directly related to counseling activities.

4. What guidance services do the area school directors believe should be offered?

Area school directors were asked in Correspondence II to indicate which guidance services should be provided and who should be responsible for delivering each of those services. By choosing columns 1, 2, or 3, directors indicated that they desired the services to be offered in their schools. However, if they marked column four it indicated that they did not want the service to be offered in their schools. Table III shows that most directors wanted to have the 83 guidance services provided in their schools. Only one of the listed services, responsibility for dorms, was chosen by a majority of the directors as a service which they felt should not be provided in their schools.

In Table III, the directors showed strong support for continuation of services. To exemplify the strength of that support, directors had a potential of 1,162 tallies which could have been listed in column four, "Not to be Provided." However, there were 54 tallies in column four of Table III which represented only 4.65 percent of the possible

TABLE IV
 A LISTING OF GUIDANCE SERVICES WHICH
 50 PERCENT OF GUIDANCE PERSONNEL
 INDICATED THEY SHOULD PROVIDE

Services	Percentages
1. Providing vocational planning for post-secondary students	100.0
2. Offer career guidance to any interested person	100.0
3. Counsel potential dropouts	100.0
4. Make referrals to other agencies	100.0
5. Review records of students or prospective students for vocational counseling purposes	100.0
6. Consult with and assist parents who have asked for help in working with their child	100.0
7. Provide educational counseling for students relating to grades or other criteria of performance and achievement	92.9
8. Administer and/or interpret appropriate standardized tests to students and prospective students	92.9
9. Refer students to other agencies for further evaluation	92.9
10. Assist home high school personnel to mutually work with students having difficulties	92.9
11. Serve as resource person for career education classes in high schools	92.9
12. Help AVTS instructors understand students' needs and limitations in areas of academics, physical handicaps or interpersonal difficulties	92.9
13. Provide test scores or other information that teachers might utilize in designing their curriculums	92.9
14. Consult with instructors who desire alternatives or further information from the counselor's expertise	92.9
15. Make presentations to inform entire staff of purpose, functions, and objectives of the guidance office	92.9

TABLE IV (Continued)

Services	Percentages
16. Provide vocational planning for secondary students	85.7
17. Help students who are experiencing attendance problems to improve attendance	85.7
18. Provide personal counseling for post-secondary students	85.7
19. Visit area high school counselors	85.7
20. Attend career planning conferences	85.7
21. Offer telephone information about vocational program offerings	85.7
22. Make vocational education presentations to high school classes	85.7
23. Attend high school counselor workshops	85.7
24. Participate in student-teacher conferences	85.7
25. Coordinate and consult with representatives of other agencies	85.7
26. Offer group counseling in areas such as social adjustment or career selection	78.6
27. Enroll day students	78.6
28. Conduct surveys of student interests, characteristics, and attitudes	78.6
29. Assist home high schools in testing and assessment of students when requested	71.4
30. Participate in parent-teacher conferences	71.4
31. Provide personal counseling for secondary students	64.3
32. Conduct tours of vocational shops and classes	64.3
33. Work with faculty to improve student evaluation procedures	64.3
34. Obtain follow-up information on former students and graduates	64.3

TABLE IV (Continued)

Services	Percentages
35. Provide financial counseling to students	64.3
36. Coordinate with other agencies for purposes of assisting students to obtain financial aid	64.3
37. Maintain and be responsible for scores from achievement, interest and aptitude tests administered by the student's home high school	57.1
38. Conduct pre-enrollment open house for informational purposes	57.1
39. Sponsor booths at fairs, livestock shows, and conventions	57.1
40. Enroll high school students in AVTS classes	57.1
41. Serve on advisory boards with representatives of businesses and industries	57.1
42. Assist faculty in observing and improving interpersonal relationship skills	57.1
43. Compile and submit follow-up information to State Department of Education	57.1
44. Provide information to interested persons regarding financial aid	57.1

tallies which shows that a small number of the directors chose to eliminate presently offered services. This is a slightly higher centage of tallies than those registered by guidance personnel (2.67 percent) but still indicates that both directors and guidance personnel are in favor of maintaining present guidance services.

5. Whom do the area school directors believe should deliver these services?

In Correspondence II, area school directors were asked to indicate whom they believe should be responsible for delivering the 83 different guidance services. Table III contains their responses which show that a majority of the directors chose 42 guidance services which they believe should be delivered by guidance personnel. A majority of the directors indicated that they wanted someone within their schools to provide all of the remaining guidance services except responsibility for dorms, which was chosen by a majority of the directors as a service not to be provided.

In Table V is a listing of the guidance services which a majority of the directors believed to be the responsibility of guidance personnel. Those activities related to counseling, consulting, and assessment were most often mentioned as being the areas for which directors intended guidance personnel to take responsibility. Financial aid administration, clerical activities, and public relations did not seem to be priority items for guidance personnel to conduct, according to the directors.

6. Does a significant difference exist between the guidance personnels' and directors' perceptions of what guidance services should be offered?

After applying the Chi-Square or Fisher Exact Probability Test to

TABLE V
 A LISTING OF GUIDANCE SERVICES WHICH A MAJORITY OF
 DIRECTORS INDICATED SHOULD BE PROVIDED
 BY GUIDANCE PERSONNEL

Services	Percentage
1. Provide vocational planning for post-secondary students	100.0
2. Counsel potential drop-outs	100.0
3. Make vocational education presentations to high school classes	100.0
4. Consult with instructors who desire alternatives or further information from the counselor's expertise	100.0
5. Provide personal counseling for post-secondary students	92.9
6. Review records of students or prospective students for vocational counseling purposes	92.9
7. Refer students to other agencies for further evaluation	92.9
8. Attend career planning conferences	92.9
9. Help AVTS instructors understand students' needs and limitations in areas of academics, physical handicaps, or interpersonal difficulties	92.9
10. Consult and assist parents who have asked for help in working with their child	92.9
11. Make referrals to other agencies	85.7
12. Visit area high school counselors	85.7
13. Conduct tours of vocational shops and classes	85.7
14. Assist home high school personnel to work mutually with students having difficulties	85.7
15. Coordinate and consult with representatives of other agencies to help students in the school setting	85.7

TABLE V (Continued)

Services	Percentage
16. Make presentations to inform entire staff of purposes, functions, and objectives of the guidance office	85.7
17. Conduct surveys of student interests, characteristics, and attitudes	85.7
18. Provide educational counseling for students relating to grades or other criteria of performance and achievement	78.6
19. Provide vocational planning for secondary students	78.6
20. Offer career guidance to any interested person	78.6
21. Administer and/or interpret appropriate standardized tests to students and prospective students	78.6
22. Enroll high school students in AVTS classes	78.6
23. Participate in student-teacher conferences	78.6
24. Provide information to interested persons regarding financial aid	78.6
25. Help students who are experiencing attendance problems to improve attendance	71.4
26. Offer group counseling in areas such as social adjustment or career selection	71.4
27. Attend high school counselor workshops	71.4
28. Enroll day students	71.4
29. Coordinate grade and attendance reporting from the AVTS to the home high school	71.4
30. Serve as resource person for career education classes in high schools	71.4
31. Participate in parent-teacher conferences	71.4
32. Assist faculty in observing and improving inter-personal relationship skills	71.4

TABLE V (Continued)

Services	Percentages
33. Assist faculty in placing students in employment upon completion of program	71.4
34. Obtain follow-up information on former students and graduates	71.4
35. Provide personal counseling for secondary students	64.3
36. Assist home high schools in testing and assessment of students when requested	64.3
37. Offer telephone information about vocational program offerings	64.3
38. Conduct pre-enrollment open house for informational purposes	64.3
39. Provide test scores or other information that teachers might utilize in designing their curriculums	64.3
40. Compile and submit follow-up information to State Department of Education	64.3
41. Provide financial counseling to students	64.3
42. Maintain and be responsible for scores from achievement, interest, and aptitude tests administered by the student's home high school	57.1

the data, it was determined that there was no significant difference between guidance personnels' and directors' perceptions regarding what guidance services should be offered in Kansas Area Vocational-Technical Schools.

7. Does a significant difference exist between the guidance personnels' and directors' perceptions regarding who should deliver the guidance services?

No significant difference could be determined between the perceptions held by guidance personnel and directors concerning who should deliver guidance services in Kansas Area Vocational-Technical Schools. The Fisher Exact Probability Test or Chi-Square was applied to the data to test for significant difference between the two groups.

8. Does an observable difference exist between the counselors' and directors' perceptions of who is responsible for each guidance service compared with the amount of time guidance personnel spend in each service?

A comparison between perceived responsibility for performing a guidance service and the amount of time spent in performing that service necessitated the use of another instrument. The instrument constructed for that purpose (Correspondence II, Appendix A) requested that guidance personnel indicate the relative amount of time they spend delivering each guidance service. Shown in Table VI are comparisons made between perceived responsibility for guidance service delivery and the relative amount of time guidance personnel said they spend delivering those services. To differentiate the relative amounts of time guidance personnel devote to the various guidance services, the following identifiers were employed in the extreme

right-hand column in Table VI: (1) those services in which 25 percent or more of the guidance personnel spend no time are labeled (O); (2) those services in which 75 percent or more of the guidance personnel spend little or moderate amount of time are labeled (M); (3) those services in which 25 percent or more of the guidance personnel spend a great deal of time are labeled (G).

Shown in Table VII are guidance services which 25 percent or more of the guidance personnel selected as being those which require a great deal of their time. Included in these 14 guidance services were 12 services which directors and guidance personnel identified as being the responsibility of guidance personnel to perform.

When comparing the guidance services which directors and guidance personnel agree should be performed by guidance personnel with the amount of time guidance personnel claim they spend performing those services, there are a few variances. Some lack of agreement seems to exist between what guidance personnel indicate they spend a moderate or great deal of time performing, and the percentage of directors and guidance personnel who selected that service to be performed by guidance personnel. There were only three items which evidenced this lack of agreement, and a more detailed study of those items follows.

(18) Develop audiovisual presentations, brochures, radio and television spot announcements, and advertisement.

There were 25 percent of the guidance personnel who indicated they spend a great deal of time performing this service. However, six percent of the guidance personnel and 71 percent of the directors felt that the service should be performed by someone other than guidance personnel.

TABLE VI
COMPARISON OF GUIDANCE SERVICES AND GUIDANCE PERSONNELS' TIME

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
1. Provide vocational planning for secondary students	78.6	85.7	92.9	M
2. Provide educational counseling for students relating to grades or other criteria of performance and achievement	78.6	92.9	100	M
3. Help students who are experiencing attendance problems to improve attendance	71.4	85.7	92.9	G
4. Provide vocational planning for post-secondary students	100	100	92.9	G
5. Provide personal counseling for post-secondary students	92.9	85.7	100	G
6. Offer career guidance to any interested person	78.6	100	100	G
7. Provide personal counseling for secondary students	64.3	64.3	85.7	M
8. Counsel potential drop-outs	100	100	100	M
9. Make referrals to other agencies such as mental health centers, job corps, or vocational rehabilitation	85.7	100	100	M

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
10. Offer group counseling in areas such as social adjustment or career selection	71.4	78.6	71.4	0
11. Administer and/or interpret appropriate standardized tests to students and prospective students	78.6	92.9	100	M
12. Maintain and be responsible for scores from achievement, interest and aptitude tests administered by the student's home high school	57.1	57.1	50.0	0
13. Review records of students or prospective students for vocational counseling purposes	92.9	100	92.9	M
14. Participate in developing student remediation plans in such areas as reading or math	28.6	42.9	78.6	-
15. Refer students to other agencies for further evaluation (state or local)	92.9	92.9	92.9	M
16. Assist home high schools in testing and assessment of students when requested	64.3	71.4	71.4	0
17. Give GED tests	7.1	14.3	28.6	0
18. Develop audiovisual presentations, brochures, radio and TV spot announcements, and advertisements	28.6	35.7	64.3	0

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
19. Visit area high school counselors	85.7	85.7	100	G
20. Attend career planning conferences	92.9	85.7	92.9	M
21. Offer telephone information about vocational program offerings	64.3	85.7	100	G
22. Build displays for shopping malls or other public areas	21.4	14.3	64.3	O
23. Conduct tours of vocational shops and classes	85.7	64.3	85.7	G
24. Make vocational education presentations to high school classes	100	85.7	92.9	G
25. Produce mass mailings for promotional purposes	28.6	21.4	71.4	-
26. Attend high school counselor workshops	71.4	85.7	92.9	M
27. Conduct pre-enrollment open house for informational purposes	64.3	37.1	78.6	-
28. Sponsor booths at fairs, livestock shows, and conventions	50.0	57.1	64.3	O
29. Enroll day students	71.4	78.6	92.9	G
30. Enroll evening students	35.7	28.6	64.3	O

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
31. Enroll high school students in AVTS classes	78.6	57.1	100	G
32. Coordinate grade and attendance reporting from the AVTS to the home high school	71.4	42.9	71.4	0
33. Assist home high school personnel to work mutually with students having difficulties	85.7	92.9	100	M
34. Serve as resource person for career education classes in high schools	71.4	92.9	78.6	-
35. Participate in developing IEP's for high school special education students	42.9	42.9	50.0	0
36. Coordinate career exploration activities to give high school or junior high school students highly supervised hands-on experience with some AVTS equipment	21.4	28.6	35.7	0
37. Help AVTS instructors understand students' needs and limitations in areas of academics, physical handicaps, or interpersonal difficulties	92.9	92.9	100	M
38. Provide test scores or other information that teachers might utilize in designing their curriculums	64.3	92.9	92.9	M

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
39. Coordinate schedules for students who need to leave regular classrooms for remediation purposes	7.1	42.9	57.1	0
40. Consult with and assist parents who have asked for help in working with their child	92.9	100	100	M
41. Participate in parent-teacher conferences	71.4	71.4	78.6	M
42. Participate in student-teacher conferences	78.6	85.7	92.9	M
43. Coordinate and consult with representatives of other agencies such as court services, mental health centers, etc. to help students in the school setting	85.7	85.7	100	M
44. Consult with instructors who desire alternatives or further information from the counselor's expertise	100	92.9	85.7	M
45. Coordinate field trips to businesses and industries	14.3	0	28.6	0
46. Conduct on-site surveys of businesses and industries to determine need for workers	21.4	21.4	35.7	0
47. Arrange special courses for particular businesses or industries	0	21.4	42.9	0

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
48. Make presentations to businesses and industries	35.7	50.0	71.4	0
49. Solicit material or used equipment donations from businesses and industries	7.1	14.3	28.6	0
50. Serve on advisory boards with representatives of business and industry	35.7	57.1	78.6	-
51. Conduct informational meetings to inform faculty of ways to help students through drug/alcohol awareness programs	42.9	35.7	42.9	0
52. Arrange guest speakers for in-service meetings	7.1	7.1	28.6	0
53. Make presentations to inform entire staff of purposes, functions, and objectives of the guidance office	85.7	92.9	92.9	M
54. Work with faculty to improve student evaluation procedures	50.0	64.3	85.7	M
55. Assist faculty in placing students in employment upon completion of program	71.4	50.0	92.9	M
56. Assist faculty in observing and improving interpersonal relationship skills	71.4	57.1	64.3	M

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
57. Help secure part-time employment for students attending vocational-technical classes	50.0	42.9	78.6	-
58. Coordinate on-the-job training programs with businesses and industries	14.3	7.1	50.0	0
59. Obtain follow-up information on former students and graduates	71.4	64.3	92.9	G
60. Compile and submit follow-up information to State Department of Education	63.3	57.1	85.7	-
61. Coordinate institutional evaluations which are conducted by Kansas AVTS as required by the State Department of Education	14.3	7.1	71.4	0
62. Coordinate North Central Evaluations of the AVTS	7.1	7.1	50.0	0
63. Participate in evaluation of programs for improvement or deletion purposes	21.4	42.9	78.6	M
64. Conduct need surveys for implementing new programs	28.6	14.3	50.0	0
65. Compile statistics and develop predictive information	14.3	42.9	64.3	0
66. Conduct surveys of student interests, characteristics, and attitudes	85.7	78.6	78.6	-

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
67. Serve as official public information officer for the school	28.6	28.6	57.1	0
68. Serve as editor of the school newspaper	0	7.1	21.4	0
69. Sponsor the yearbook	0	0	7.1	0
70. Serve as main representative of school to address civic organizations or other groups	7.1	14.3	71.4	0
71. Coordinate open house activities	7.1	21.4	71.4	0
72. Serve as director of financial aid for the AVTS	50.0	42.0	64.3	0
73. Provide information to interested persons regarding financial aid	78.6	57.1	100	G
74. Be responsible for record keeping and reporting relative to financial aid	35.7	42.9	78.6	G
75. Coordinate scholarship activities of the school	42.9	50.0	78.6	-
76. Disburse financial aid awards to students	42.9	35.7	78.6	G
77. Provide financial counseling to students	64.3	64.3	100	G
78. Coordinate with other agencies such as JTPA, VA, etc. for purposes of assisting students to obtain financial aid	42.9	64.3	100	M

TABLE VI (Continued)

Guidance Services	Percentage of Directors	Percentage of Guid. Pers.	Time	**
79. Teach classes on job readiness	35.7	14.3	28.6	0
80. Assume registrar's duties	21.4	14.3	64.3	0
81. Be responsible for dorms	7.1	7.1	28.6	0
82. Coordinate student activities and intramural sports	7.1	14.3	21.4	0
83. Assist in personnel selection and evaluation	7.1	14.3	35.7	0

** (G) 25 percent or more indicated they spent a great deal of time performing this service.
 (M) 75 percent or more indicated they spent a little to moderate amount of time performing this service.
 (O) 25 percent or more indicated they spent no time performing this service.

Column Headings

Percentage of Directors responding "Guidance Personnel"
 Percentage of Guidance Personnel responding "Guidance Personnel"
 Percentage of Guidance Personnel spending time on this service

TABLE VII

A LISTING OF SERVICES THAT REQUIRE "A GREAT DEAL OF
TIME" AS IDENTIFIED BY 25 PERCENT OR MORE
OF THE GUIDANCE PERSONNEL

-
1. Help students who are experiencing attendance problems to improve
 2. Provide vocational planning for post-secondary students
 3. Provide personal counseling for post-secondary students
 4. Offer career guidance to any interested person
 5. Visit area high school counselors
 6. Conduct tours of vocational shops and classes
 7. Make vocational education presentations to high school classes
 8. Enroll day students
 9. Enroll high school students in AVTS classes
 10. Obtain follow-up information on former students and graduates
 11. Provide information to interested persons regarding financial aid
 12. Be responsible for record-keeping and reporting relative to financial aid
 13. Disburse financial aid awards to students
 14. Provide financial counseling to students
-

(25) Produce mass mailings for promotional purposes.

While 25 percent of the guidance personnel said they spend a great deal of time performing this guidance service, 79 percent of the guidance personnel and 71 percent of the directors indicated that someone else should deliver this service.

(61) Coordinate institutional evaluations which are conducted by Kansas AVTS as required by the State Department of Education.

Although only seven percent of the guidance personnel and 14 percent of the directors indicated that guidance personnel should be responsible for this service, 50 percent of the guidance personnel said they were spending from moderate to a great deal of time doing such work.

(72) Serve as director of financial aid for the AVTS.

Even though 57 percent of the guidance personnel and 50 percent of the directors indicated that someone other than guidance personnel should perform this service, more than 25 percent of the guidance personnel said they spend a great deal of time performing this guidance service.

(74) Be responsible for record-keeping and reporting relative to financial aid

Even though 64 percent of the guidance personnel spend a moderate amount to a great deal of time serving in this capacity, only 42 percent of the guidance personnel and 35 percent of the directors indicated that guidance personnel should be responsible for delivering this service.

(76) Disburse financial aid awards to students.

There were 64 percent of the guidance personnel and 57 percent of the directors who indicated that someone other than guidance personnel should deliver this service, but 35 percent of the guidance personnel responded that they spend a great deal of time delivering this service.

(80) Assume registrar's duties.

At least 25 percent of the guidance personnel said they spend a great deal of time performing this service, while 79 percent of the guidance personnel and 64 percent of the directors chose someone other than guidance personnel to deliver this service.

There were 57 guidance services which 50 percent or more of the guidance personnel marked as those which require either a little amount or a moderate amount of their time (Table VIII). Of those 57 services, eight were chosen for further examination because of a seeming lack of agreement between the two groups of participants.

(14) Participates in developing student remediation plans
in such areas as reading or math.

Although 57 percent of the guidance personnel and 71 percent of the directors chose someone other than guidance personnel to perform this service, 71 percent of the guidance personnel indicated they were spending at least a little time performing it.

(22) Build displays for shopping malls or other public areas.

While 86 percent of the guidance personnel and 79 percent of the directors indicated a preference of someone other than guidance personnel to deliver this service, 50 percent of the guidance personnel were spending from a little to a moderate amount of time carrying out this service.

TABLE VIII

A LISTING OF SERVICES THAT REQUIRE LITTLE TO MODERATE TIME
AS IDENTIFIED BY 75 PERCENT OR MORE OF THE
GUIDANCE PERSONNEL

1. Provide vocational planning for secondary students
2. Provide educational counseling for students relating to grades or other criteria of performance and achievement
3. Provide personal counseling for secondary students
4. Counsel potential drop-outs
5. Make referrals to other agencies such as mental health centers, job corps or vocational rehabilitation
6. Administer and/or interpret appropriate standardized tests to students and prospective students
7. Review records of students or prospective students for vocational counseling purposes
8. Refer students to other agencies for further evaluation
9. Attend career planning conferences
10. Attend high school counselor workshops
11. Assist home high school personnel to work mutually with students having difficulties
12. Help AVTS instructors understand students' needs and limitations in areas of academics, physical handicaps, or interpersonal difficulties
13. Provide test scores or other information that teachers might utilize in designing their curriculums.
14. Consult with and assist parents who have asked for help in working with their child
15. Participate in parent-teacher conferences
16. Participate in student-teacher conferences
17. Coordinate and consult with representatives of other agencies such as court services, mental health centers, etc. to help students in the school setting

TABLE VIII (Continued)

-
18. Consult with instructors who desire alternatives or further information from the counselor's expertise
 19. Make presentations to inform entire staff of purposes, functions, and objectives of the guidance office
 20. Work with faculty to improve student evaluation procedures
 21. Assist faculty in observing and improving interpersonal relationship skills
 22. Assist faculty in placing students in employment upon completion of program
 23. Participate in evaluation of programs for improvement or deletion purposes
 24. Coordinate with other agencies such as JTPA, VA, etc. for purposes of assisting students to obtain financial aid
-

- (50) Serve on advisory boards with representatives of businesses and industries.

There were ten (71 percent) of the guidance personnel spending a little to a moderate amount of time in this service, but 64 percent of the directors and nearly one-half (43 percent) of the guidance personnel said that someone other than guidance personnel should be responsible for the service.

- (61) Coordinate institutional evaluations which are conducted by Kansas AVTS as required by the State Department of Education.

Even though 86 percent of the directors and guidance personnel wanted someone other than guidance personnel to perform this service, 57 percent of the guidance personnel said they were spending at least a little amount of time conducting such a service.

- (64) Conduct need surveys for implementing new programs.

There were seven (50 percent) of the guidance personnel who said they were spending from a little to a moderate amount of time providing this service, but 86 percent of the guidance personnel and 71 percent of the directors showed a desire to have someone else conduct the service.

- (65) Compile statistics and develop predictive information.

Over one-half (64 percent) of the guidance personnel indicated they were spending at least a little time delivering this service, while 86 percent of the directors and 57 percent of the guidance personnel indicated that someone else should perform the service.

- (70) Serve as main representative of the school to address civic organizations or other groups.

There were 93 percent of the directors and 86 percent of the guidance personnel who chose someone other than the guidance personnel to conduct this service, but 64 percent of the guidance personnel said they were spending from a little to a moderate amount of time providing this service.

(71) Coordinate open house activities.

Over one-half (57 percent) of the guidance personnel said they devote from a little to a moderate amount of time performing this service, but 93 percent of the directors and 79 percent of the guidance personnel indicated someone else should perform this service.

At least 25 percent or more of the guidance personnel identified 37 guidance services in which they spend no time (Table IX). Within those 37 services only three stood out as deserving further examination.

(28) Sponsor booths at fairs, livestock shows, and conventions.

Even though 36 percent of the guidance personnel said they spend no time in this service, 57 percent of the guidance personnel and 50 percent of the directors indicated this to be the job of the guidance personnel.

(55) Assist faculty in observing and improving interpersonal relationship skills.

There were 71 percent of the directors and 57 percent of the guidance personnel who indicated that they believe that guidance personnel should perform this service, but 25 percent of the guidance personnel said they spend no time doing so.

(72) Serve as director of financial aid for the AVTS.

While over one-third (36 percent) of the guidance personnel said they spend no time performing this service there were 50 percent of the

TABLE IX

A LISTING OF SERVICES THAT REQUIRE NO TIME AS IDENTIFIED BY
25 PERCENT OR MORE OF THE GUIDANCE PERSONNEL

-
1. Offer group counseling in areas such as social adjustment or career selection
 2. Maintain and be responsible for scores from achievement, interest, and aptitude tests administered by the students' home high school
 3. Assist home high schools in testing and assessment of students when requested
 4. Give GED tests
 5. Develop audiovisual presentations, brochures, radio and TV spot announcements, and advertisements
 6. Build displays for shopping malls or other public areas
 7. Sponsor booths at fairs, livestock shows, and conventions
 8. Enroll evening students
 9. Coordinate grade and attendance reporting from the AVTS to the home high school
 10. Participate in developing IEP's for high school special education students
 11. Coordinate career exploration activities to give high school or junior high school students highly supervised hands-on experience with some AVTS equipment
 12. Coordinate schedules for students who need to leave regular classrooms for remediation purposes
 13. Coordinate field trips to businesses and industries
 14. Conduct on-site surveys of businesses and industries to determine need for workers
 15. Arrange special courses for particular businesses or industries
 16. Make presentations to businesses and industries
 17. Solicit material or used equipment donations from businesses or industries

TABLE IX (Continued)

-
18. Conduct informational meetings to inform faculty of ways to help students through drug/alcohol awareness programs
 19. Arrange guest speakers for in-service meetings
 20. Coordinate on-the-job training programs with businesses and industries
 21. Coordinate institutional evaluations which are conducted by Kansas AVTS as required by the State Department of Education
 22. Coordinate North Central Evaluations of the AVTS
 23. Conduct need surveys for implementing new programs
 24. Compile statistics and develop predictive information
 25. Serve as official public information officer of the school
 26. Serve as editor of the school newspaper
 27. Sponsor the yearbook
 28. Serve as main representative of school to address civic organizations or other groups
 29. Coordinate open house activities
 30. Serve as director of financial aid for the AVTS
 31. Teach classes on job readiness
 32. Assume registrar's duties
 33. Be responsible for dorms
 34. Coordinate student activities and intramural sports
 35. Assist in personnel selection and evaluation
-

directors and 43 percent of the guidance personnel who indicated that guidance personnel should be responsible for performing this service.

Summary

The data and the analysis of the data were presented in this chapter. There were 83 guidance services identified as those presently being performed in Kansas Area Vocational-Technical Schools. Of the guidance services listed, there were none which a majority of the total school personnel surveyed indicated should be eliminated.

Statistical treatment of the data indicated that directors and guidance personnel were in agreement concerning who should deliver each of the 83 guidance services. In a few instances it was found that guidance personnel were spending considerable time delivering services identified by directors and/or guidance personnel as being services which should be the responsibility of someone other than guidance personnel.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was trinary in nature: (1) to determine guidance services presently being provided by Kansas Area Vocational-Technical Schools, (2) to identify the particular guidance services which area school directors and guidance personnel believe should be provided, and (3) to designate who should be responsible for delivering those guidance services. People who were currently involved as guidance personnel in the 14 area vocational-technical schools were asked to participate in Correspondence I, a modified Delphi instrument. Correspondence I was submitted only to guidance personnel because the Delphi technique stipulates that initial information obtained by such a process must come from a "group of experts". Since guidance personnel are those who work most closely with guidance services, it seemed they should be the ones to identify what services were currently being provided in their schools. In Correspondence I, guidance personnel identified 83 guidance services.

Correspondence II was an opinionnaire developed from the information obtained in Correspondence I. Directors and guidance personnel were asked to give their opinions in Correspondence II concerning what guidance services should be offered and who should be responsible for the services. In addition, guidance personnel were asked to indicate

in a second instrument the relative amount of time they spend delivering each of the 83 services. Information obtained from directors and guidance personnel was used to answer the following eight research questions which were established earlier in this study.

What guidance services are now being offered by area vocational-technical schools?

The responses provided by guidance personnel in Correspondence I established 83 guidance services presently being provided in some or all of the Kansas Area Vocational-Technical Schools.

What services do the area vocational-technical school guidance personnel believe should be offered?

According to the responses obtained in Correspondence II, guidance personnel indicated that all of the 83 guidance services should be offered. There were two services, yearbook and dorm responsibilities, which were identified by four guidance personnel as being services that should not be provided. However, even in these two services a majority of the guidance personnel believed they should be provided.

Whom do the area guidance personnel believe should deliver these services?

In Correspondence II, guidance personnel had the opportunity to give their opinions concerning whom they believe should be responsible for delivering each of the 83 guidance services. A frequency distribution of their resources lists 44 guidance services which were identified by a majority of guidance personnel as services for which they should be responsible.

Does a significant difference exist between the guidance personnels' and directors' perceptions of what guidance

services should be offered?

No significant differences could be found between the two groups concerning their perceptions of what guidance services should be offered. Each of the 83 services was statistically treated by applying either the Chi-Square method or the Fisher Exact Probability Test according to the number of counts in each cell.

Does a significant difference exist between the guidance personnels' and directors' perceptions regarding whom should deliver the guidance services?

There are no significant differences between the two groups regarding whom should be responsible for delivering the services. Results obtained from applying the Chi-Square method of statistical treatment failed to show any significant difference at the .01 or .05 level of confidence.

What is the relative amount of time guidance personnel spend on each of the guidance services?

Guidance services and relative time spent in performing those services were compared. Due to the data being classified as "relative amounts", no attempt was made to apply a statistical analysis to the time elements. The information was obtained in an effort to determine approximate amounts of time guidance personnel spend delivering those services compared with their responses assigning responsibility for service delivery.

Conclusions

All conclusions developed and presented in this chapter result from the study of a particular population, Kansas Area Vocational-

Technical School directors and guidance personnel. It is recommended that no attempt be made to generalize these results to other populations.

1. An analysis of the data provided by guidance personnel in Correspondence I leads to the conclusion that the 83 guidance services they identified are those services presently being provided to students in Kansas Area Vocational-Technical Schools.

2. Based on data provided by guidance personnel for research question number two, it can be concluded that a majority of the group believes each guidance service presently being offered is of importance and should be maintained.

3. An analysis of the data provided for research question number three indicates that guidance personnel feel that they should assume the primary responsibility of delivering 44 of the 83 guidance services being provided. It may be concluded that guidance personnel believe they should maintain control in delivering a majority of the guidance services.

4. Another conclusion based on an analysis of data provided for research question number three is that not more than 25 percent of the guidance personnel selected two services which they believe their group should not provide:

(69) Sponsor the yearbook

(81) Be responsible for dorms

Both of the services rejected by 25 percent of the guidance personnel require knowledge, training, or experience not ordinarily within the purview of their professional training.

5. Based on an analysis of the data provided for research question

number four, a majority of the area vocational-technical school directors indicated that all but one of the 83 guidance services currently being provided should be continued. The one service which a majority, 57.1 percent, believe should not be a service was:

(81) Be responsible for dorms

Two other services which directors rejected by 35.7 percent and 42.9 percent respectively were:

(69) Sponsor the yearbook

(82) Coordinate student activities and intramural sports

6. An analysis of the data provided for research question number five shows that directors do not differ significantly from guidance personnel relative to whom they believe should be responsible for delivering the services.

7. Another conclusion related to the analysis of the data provided for research question number five is that a majority of the directors chose guidance personnel to be responsible for delivering slightly over one-half, 50.6 percent, of the guidance services.

8. Based on an analysis of the data, it may be concluded that directors and guidance personnel agree with information offered by experts in the review of the literature relative to the types of guidance activities which should receive high priority. Directors and guidance personnel placed great emphasis on those services which involved direct contact with students:

(1) Counseling

(2) Assessment

(3) Recruitment

9. An analysis of the data leads to the conclusion that directors and guidance personnel place rather low priority on those areas which tend to be either clerical or administrative in nature. Services dealing with coordination with businesses and industries, and those relating to research and evaluation, were two broad areas which both groups indicated should be the responsibility of persons other than guidance personnel.

10. Another conclusion which may be made from analyzing the data is that although directors and guidance personnel agree that someone else should perform services which are clerical or administrative in nature, guidance personnel are spending time providing those very services. Inconsistencies were noted concerning whom directors and guidance personnel chose to deliver a service, and the percentage of guidance personnel who said they spend time providing those services. Following is a discussion of some of those inconsistencies:

- (14) Participate in developing remediation plans in such areas as reading or math

Although only 28.6 percent of the directors and 42.9 percent of the guidance personnel felt this should be the responsibility of guidance personnel, 78.6 percent of the guidance personnel were spending time providing this service.

- (25) Produce mass mailings for promotional purposes

Only 28.6 percent of the directors and 21.4 percent of the guidance personnel chose guidance personnel to perform this service; however, almost three-fourths, 71.4 percent, of the guidance personnel spend time providing that service.

- (61) Coordinate institutional evaluations which are conducted by

Kansas AVTS as required by the State Department of Education.

While only 14.3 percent of the directors and 7.1 percent of the guidance personnel indicated guidance personnel should be responsible for this service, 71.4 percent of the guidance personnel responded that they were spending time performing this service.

(62) Coordinate North Central evaluations of the AVTS

A small percentage, 7.1 percent, of both directors and guidance personnel chose guidance personnel to be responsible for delivering this service, but 50 percent of the guidance personnel said they were spending time coordinating such evaluations.

(70) Serve as main representative of school to address
civic organizations or other groups

Although only one director and two guidance personnel indicated guidance personnel should be responsible for this service, 71.4 percent of the guidance personnel responded that they were spending time conducting the service.

(71) Coordinate open house activities

Only 7.1 percent of the directors and 21.4 percent of the guidance personnel chose guidance personnel to perform this service, but it was found that 71.4 percent of the guidance personnel were using their time to conduct open houses.

(78) Coordinate with other agencies such as JTPA, VA, etc.
for purposes of assisting students to obtain financial
aid

While only 42.9 percent of the directors and 64.3 percent of the guidance personnel believe this should be the responsibility of guidance personnel, 100 percent of the guidance personnel admitted they

were spending some time performing such coordination activities.

11. Based on the data provided, it can be concluded that services concerning the relationship between the area school and businesses and industry are considered to be the responsibility of persons other than guidance personnel according to the responses from both directors and guidance personnel.

12. Information provided by directors and guidance personnel indicate that neither group believes guidance personnel should spend a great deal of time performing student financial aid duties. However, it can be concluded that guidance personnel are greatly involved in delivering that area of guidance services.

Recommendations

Several recommendations were formulated as a result of this study and are presented in the following material.

1. In approximately five years a similar study should again be conducted in Kansas Area Vocational-Technical Schools to determine whether changes have occurred in the services examined in this study. When such a study is conducted, there should be an effort to determine whether directors have formerly been guidance personnel. This would help in determining the effects of former orientation on their perceptions as directors.

2. A similar study should be conducted involving vocational counselor educators and practicing guidance personnel working in Kansas Area Vocational-Technical Schools. Such a study should indicate what relationship exists between the guidance services studied in vocational counselor education programs and the services which

vocational counselors feel are important in their work.

3. Greater coordination is needed between directors and guidance personnel in establishing job descriptions for guidance personnel and developing goals for the guidance programs. There was no significant difference between the perceptions held by directors and guidance personnel relative to the services which guidance personnel should perform. However, large percentages of guidance personnel indicated they were spending time performing services which both groups agreed should not be performed by guidance personnel.

4. Guidance personnel should make every effort to establish priorities for the guidance program so that time, funds, and expertise are used most wisely. If a service may be equally well performed by some other person, then it should be transferred to the appropriate person or department to allow maximum utilization of guidance personnel in performing those services peculiar to their training and experience.

5. A brief study should be conducted in each area vocational-technical school to compare the perceptions held by guidance personnel with those held by other faculty members relative to the responsibilities or services of the guidance department. Such a study might reveal ways in which other faculty members could offer suggestions, materials, knowledge, or other assistance which would more nearly maximize guidance efforts of each school.

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APPENDIX A

INSTRUMENTS

CORRESPONDENCE I
IDENTIFICATION OF GUIDANCE FUNCTIONS

In the space to the right of each heading please list those specific functions provided by your school.

- **EXAMPLE:** Testing and Assessment:
1. Administer the DAT, and Kuder Interest Inventory to students.
 2. Interpret the results of aptitude and/or interest inventories to individuals or in small groups.

COUNSELING:
SECONDARY
ADULT
ENROLLED
PROSPECTIVE

TESTING
AND
ASSESSMENT

RECRUITING

SUPPORT
SERVICES TO
HOME HIGH
SCHOOLS

CONSULTATION
WITH:
TEACHERS
PARENTS
STUDENTS

VISITATIONS
WITH BUSINESS
AND INDUSTRY

INSERVICE
EDUCATION

PLACEMENT
AND
FOLLOW-UP

RESEARCH
AND
EVALUATION

PUBLIC
RELATIONS

FINANCIAL
AID

OTHER

IF THERE ARE FUNCTIONS WHICH DO NOT APPROPRIATELY APPLY
TO ANY OF THE ABOVE AREAS, PLEASE LIST THEM BELOW.

PLEASE RETURN THIS CORRESPONDENCE IN THE ENCLOSED ENVELOPE

**INSTRUCTIONS FOR COMPLETING
CORRESPONDENCE 2**

THIS INSTRUMENT IS A COMPOSITE LISTING OF FUNCTIONS PERFORMED BY PERSONS RESPONSIBLE FOR DELIVERING GUIDANCE SERVICES IN KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS.

PLEASE CONSIDER EACH FUNCTION AND INDICATE WITH A CHECK MARK (✓) IN THE APPROPRIATE COLUMN TO DESIGNATE WHETHER THE FUNCTION SHOULD:

1. BE PROVIDED BY SCHOOL GUIDANCE PERSONNEL.
2. BE PROVIDED BY OTHER SCHOOL PERSONNEL.
3. BE PROVIDED BY PERSONS OUTSIDE OF YOUR SCHOOL.
4. NOT BE PROVIDED.

	(1)	(2)	(3)	(4)
1. PROVIDE VOCATIONAL PLANNING FOR SECONDARY STUDENTS				
2. PROVIDE EDUCATIONAL COUNSELING FOR STUDENTS RELATING TO GRADES OR OTHER CRITERIA OF PERFORMANCE AND ACHIEVEMENT				
3. HELP STUDENTS WHO ARE EXPERIENCING ATTENDANCE PROBLEMS TO IMPROVE ATTENDANCE				
4. PROVIDE VOCATIONAL PLANNING FOR POST-SECONDARY STUDENTS				
5. PROVIDE PERSONAL COUNSELING FOR POST-SECONDARY STUDENTS				
6. OFFER CAREER GUIDANCE TO ANY INTERESTED PERSON				
7. PROVIDE PERSONAL COUNSELING FOR SECONDARY STUDENTS				
8. COUNSEL POTENTIAL DROP-OUTS				
9. MAKE REFERRALS TO OTHER AGENCIES SUCH AS MENTAL HEALTH CENTERS, JOB CORPS OR VOCATIONAL REHABILITATION				
10. OFFER GROUP COUNSELING IN SUCH AREAS AS SOCIAL ADJUSTMENT OR CAREER SELECTION				
11. ADMINISTER AND/OR INTERPRET APPROPRIATE STANDARDIZED TESTS TO STUDENTS AND PROSPECTIVE STUDENTS				
12. MAINTAIN AND BE RESPONSIBLE FOR SCORES FROM ACHIEVEMENT, INTEREST AND APTITUDE TESTS ADMINISTERED BY THE STUDENT'S HOME HIGH SCHOOL				
13. REVIEW RECORDS OF STUDENTS OR PROSPECTIVE STUDENTS FOR VOCATIONAL COUNSELING PURPOSES				

INSTRUCTIONS FOR COMPLETING
CORRESPONDENCE 2

THIS INSTRUMENT IS A COMPOSITE LISTING OF FUNCTIONS PERFORMED BY PERSONS RESPONSIBLE FOR DELIVERING GUIDANCE SERVICES IN KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS.

PLEASE CONSIDER EACH FUNCTION AND PLACE A CHECK MARK (✓) IN THE APPROPRIATE COLUMN. TIME SPENT REFERS TO THE RELATIVE TIME YOU SPEND ON ONE FUNCTION AS COMPARED TO OTHERS. PLEASE CHECK EVERY FUNCTION.

1. GREAT DEAL OF TIME.
2. MODERATE AMOUNT OF TIME.
3. LITTLE TIME.
4. NO TIME.

	(1)	(2)	(3)	(4)
1. PROVIDE VOCATIONAL PLANNING FOR SECONDARY STUDENTS				
2. PROVIDE EDUCATIONAL COUNSELING FOR STUDENTS RELATING TO GRADES OR OTHER CRITERIA OF PERFORMANCE AND ACHIEVEMENT				
3. HELP STUDENTS WHO ARE EXPERIENCING ATTENDANCE PROBLEMS TO IMPROVE ATTENDANCE				
4. PROVIDE VOCATIONAL PLANNING FOR POST-SECONDARY STUDENTS				
5. PROVIDE PERSONAL COUNSELING FOR POST-SECONDARY STUDENTS				
6. OFFER CAREER GUIDANCE TO ANY INTERESTED PERSON				
7. PROVIDE PERSONAL COUNSELING FOR SECONDARY STUDENTS				
8. COUNSEL POTENTIAL DROP-OUTS				
9. MAKE REFERRALS TO OTHER AGENCIES SUCH AS MENTAL HEALTH CENTERS, JOB CORPS OR VOCATIONAL REHABILITATION				
10. OFFER GROUP COUNSELING IN SUCH AREAS AS SOCIAL ADJUSTMENT OR CAREER SELECTION				
11. ADMINISTER AND/OR INTERPRET APPROPRIATE STANDARDIZED TESTS TO STUDENTS AND PROSPECTIVE STUDENTS				
12. MAINTAIN AND BE RESPONSIBLE FOR SCORES FROM ACHIEVEMENT, INTEREST AND APTITUDE TESTS ADMINISTERED BY THE STUDENT'S HOME HIGH SCHOOL				
13. REVIEW RECORDS OF STUDENTS OR PROSPECTIVE STUDENTS FOR VOCATIONAL COUNSELING PURPOSES				

- 1. GREAT DEAL OF TIME.
- 2. MODERATE AMOUNT OF TIME.
- 3. LITTLE TIME.
- 4. NO TIME.

	(1)	(2)	(3)	(4)
68. SERVE AS EDITOR OF THE SCHOOL NEWSPAPER				
69. SPONSOR THE YEARBOOK				
70. SERVE AS MAIN REPRESENTATIVE OF SCHOOL TO ADDRESS CIVIC ORGANIZATIONS OR OTHER GROUPS				
71. COORDINATE OPEN HOUSE ACTIVITIES				
72. SERVE AS DIRECTOR OF FINANCIAL AID FOR THE AVTS				
73. PROVIDE INFORMATION TO INTERESTED PERSONS REGARDING FINANCIAL AID				
74. BE RESPONSIBLE FOR RECORD KEEPING AND REPORTING RELATIVE TO FINANCIAL AID				
75. COORDINATE SCHOLARSHIP ACTIVITIES OF THE SCHOOL				
76. DISBURSE FINANCIAL AID AWARDS TO STUDENTS				
77. PROVIDE FINANCIAL COUNSELING TO STUDENTS				
78. COORDINATE WITH OTHER AGENCIES SUCH AS JTPA, VA, ETC. FOR PURPOSES OF ASSISTING STUDENTS TO OBTAIN FINANCIAL AID				
79. TEACH CLASSES ON JOB READINESS				
80. ASSUME REGISTRAR'S DUTIES				
81. BE RESPONSIBLE FOR DORMS				
82. COORDINATE STUDENT ACTIVITIES AND INTRAMURAL SPORTS				
83. ASSIST IN PERSONNEL SELECTION AND EVALUATION				

APPENDIX B

RAW DATA

TABLE X
 FREQUENCY DISTRIBUTION OF RELATIVE TIME SPENT ON
 SERVICES AS IDENTIFIED BY GUIDANCE PERSONNEL

GUIDANCE SERVICES	GREAT DEAL OF TIME	MODERATE AMOUNT OF TIME	LITTLE TIME	NO TIME
1. PROVIDE VOCATIONAL PLANNING FOR SECONDARY STUDENTS	1	8	4	1
2. PROVIDE EDUCATIONAL COUNSELING FOR STUDENTS RELATING TO GRADES OR OTHER CRITERIA OF PERFORMANCE AND ACHIEVEMENT	0	8	6	0
3. HELP STUDENTS WHO ARE EXPERIENCING ATTENDANCE PROBLEMS TO IMPROVE ATTENDANCE	4	5	4	1
4. PROVIDE VOCATIONAL PLANNING FOR POST-SECONDARY STUDENTS	6	4	3	1
5. PROVIDE PERSONAL COUNSELING FOR POST-SECONDARY STUDENTS	4	6	4	0
6. OFFER CAREER GUIDANCE TO ANY INTERESTED PERSON	4	8	2	0
7. PROVIDE PERSONAL COUNSELING FOR SECONDARY STUDENTS	0	5	7	2
8. COUNSEL POTENTIAL DROP-OUTS	1	6	7	0
9. MAKE REFERRALS TO OTHER AGENCIES SUCH AS MENTAL HEALTH CENTERS, JOB CORPS OR VOCATIONAL REHABILITATION	0	3	11	0
10. OFFER GROUP COUNSELING IN SUCH AREAS AS SOCIAL ADJUSTMENT OR CAREER SELECTION	0	3	7	4
11. ADMINISTER AND/OR INTERPRET APPROPRIATE STANDARDIZED TESTS TO STUDENTS AND PROSPECTIVE STUDENTS	2	4	8	0
12. MAINTAIN AND BE RESPONSIBLE FOR SCORES FROM ACHIEVEMENT, INTEREST AND APTITUDE TESTS ADMINISTERED BY THE STUDENT'S HOME HIGH SCHOOL	0	2	5	7
13. REVIEW RECORDS OF STUDENTS OR PROSPECTIVE STUDENTS FOR VOCATIONAL COUNSELING PURPOSES	1	4	8	1

TABLE X (Continued)

	GREAT DEAL	MODERATE	LITTLE	NO TIME
14. PARTICIPATE IN DEVELOPING STUDENT REMEDIATION PLANS IN SUCH AREAS AS READING OR MATH	1	0	10	3
15. REFER STUDENTS TO OTHER AGENCIES FOR FURTHER EVALUATION (STATE OR LOCAL)	0	0	13	1
16. ASSIST HOME HIGH SCHOOLS IN TESTING AND ASSESSMENT OF STUDENTS WHEN REQUESTED	0	1	9	4
17. GIVE GED TESTS	2	1	1	10
18. DEVELOP AUDIO-VISUAL PRESENTATIONS, BROCHURES, RADIO AND TV SPOT ANNOUNCEMENTS, AND ADVERTISEMENTS	4	3	2	5
19. VISIT AREA HIGH SCHOOL COUNSELORS	6	5	3	0
20. ATTEND CAREER PLANNING CONFERENCES	2	7	4	1
21. OFFER TELEPHONE INFORMATION ABOUT VOCATIONAL PROGRAM OFFERINGS	7	5	2	0
22. BUILD DISPLAYS FOR SHOPPING MALLS OR OTHER PUBLIC AREAS	2	3	4	5
23. CONDUCT TOURS OF VOCATIONAL SHOPS AND CLASSES	7	4	1	2
24. MAKE VOCATIONAL EDUCATION PRESENTATIONS TO HIGH SCHOOL CLASSES	4	6	3	1
25. PRODUCE MASS MAILINGS FOR PROMOTIONAL PURPOSES	4	4	2	4
26. ATTEND HIGH SCHOOL COUNSELOR WORKSHOPS	0	4	9	1
27. CONDUCT PRE-ENROLLMENT OPEN HOUSE FOR INFORMATIONAL PURPOSES	1	4	6	3
28. SPONSOR BOOTHS AT FAIRS, LIVESTOCK SHOWS AND CONVENTIONS	0	4	5	5
29. ENROLL DAY STUDENTS	8	4	1	1
30. ENROLL EVENING STUDENTS	3	3	3	5
31. ENROLL HIGH SCHOOL STUDENTS IN AVTS CLASSES	4	6	4	0
32. COORDINATE GRADE AND ATTENDANCE REPORTING FROM THE AVTS TO THE HOME HIGH SCHOOL	1	5	4	4
33. ASSIST HOME HIGH SCHOOL PERSONNEL TO MUTUALLY WORK WITH STUDENTS HAVING DIFFICULTIES	1	6	7	0

TABLE X (Continued)

	GREAT DEAL	MODERATE	LITTLE	NO TIME
34. SERVE AS RESOURCE PERSON FOR CAREER EDUCATION CLASSES IN HIGH SCHOOLS	1	5	5	3
35. PARTICIPATE IN DEVELOPING IEP'S FOR HIGH SCHOOL SPECIAL EDUCATION STUDENTS	0	0	7	7
36. COORDINATE CAREER EXPLORATION ACTIVITIES TO GIVE HIGH SCHOOL OR JUNIOR HIGH SCHOOL STUDENTS HIGHLY SUPERVISED HANDS-ON EXPERIENCE WITH SOME AVTS EQUIPMENT	0	1	4	9
37. HELP AVTS INSTRUCTORS UNDERSTAND STUDENTS' NEEDS AND LIMITATIONS IN AREAS OF ACADEMICS, PHYSICAL HANDICAPS, OR INTERPERSONAL DIFFICULTIES	2	5	7	0
38. PROVIDE TEST SCORES OR OTHER INFORMATION THAT TEACHERS MIGHT UTILIZE IN DESIGNING THEIR CURRICULUMS	0	3	10	1
39. COORDINATE SCHEDULES FOR STUDENTS WHO NEED TO LEAVE REGULAR CLASSROOMS FOR REMEDIATION PURPOSES	0	2	6	6
40. CONSULT AND ASSIST PARENTS WHO HAVE ASKED FOR HELP IN WORKING WITH THEIR CHILD	0	4	10	0
41. PARTICIPATE IN PARENT-TEACHER CONFERENCES	0	0	11	3
42. PARTICIPATE IN STUDENT-TEACHER CONFERENCES	0	4	9	1
43. COORDINATE AND CONSULT WITH REPRESENTATIVES OF OTHER AGENCIES SUCH AS COURT SERVICES, MENTAL HEALTH CENTERS, ETC. TO HELP STUDENTS IN THE SCHOOL SETTING	0	1	13	0
44. CONSULT WITH INSTRUCTORS WHO DESIRE ALTERNATIVES OR FURTHER INFORMATION FROM THE COUNSELOR'S EXPERTISE	0	6	6	2
45. COORDINATE FIELD TRIPS TO BUSINESSES AND INDUSTRIES	0	0	4	10
46. CONDUCT ON-SITE SURVEYS OF BUSINESSES AND INDUSTRIES TO DETERMINE NEED FOR WORKERS	1	1	3	9
47. ARRANGE SPECIAL COURSES FOR PARTICULAR BUSINESSES OR INDUSTRIES	1	3	2	8
48. MAKE PRESENTATIONS TO BUSINESSES AND INDUSTRIES	0	2	8	4
49. SOLICIT MATERIAL OR USED EQUIPMENT DONATIONS FROM BUSINESSES OR INDUSTRIES	0	0	4	10
50. SERVE ON ADVISORY BOARDS WITH REPRESENTATIVES OF BUSINESSES AND INDUSTRIES	1	2	8	3

TABLE X (Continued)

	GREAT DEAL	MODERATE	LITTLE	NO TIME
51. CONDUCT INFORMATIONAL MEETINGS TO INFORM FACULTY OF WAYS TO HELP STUDENTS THROUGH DRUG/ALCOLHOL AWARENESS PROGRAMS	0	1	5	8
52. ARRANGE GUEST SPEAKERS FOR IN-SERVICE MEETINGS	0	0	4	10
53. MAKE PRESENTATIONS TO INFORM ENTIRE STAFF OF PURPOSES, FUNCTIONS AND OBJECTIVES OF THE GUIDANCE OFFICE	0	0	13	1
54. WORK WITH FACULTY TO IMPROVE STUDENT EVALUATION PROCEDURES	0	1	11	2
55. ASSIST FACULTY IN OBSERVING AND IMPROVING INTERPERSONAL RELATIONSHIP SKILLS	0	0	9	5
56. ASSIST FACULTY IN PLACING STUDENTS IN EMPLOYMENT UPON COMPLETION OF PROGRAM	2	4	7	1
57. HELP SECURE PART-TIME EMPLOYMENT FOR STUDENTS ATTENDING VOCATIONAL-TECHNICAL CLASSES	2	1	8	3
58. COORDINATE ON-THE-JOB TRAINING PROGRAMS WITH BUSINESSES AND INDUSTRIES	2	3	2	7
59. OBTAIN FOLLOW UP INFORMATION ON FORMER STUDENTS AND GRADUATES	5	4	4	1
60. COMPILE AND SUBMIT FOLLOW-UP INFORMATION TO STATE DEPARTMENT OF EDUCATION	3	6	3	2
61. COORDINATE INSTITUTIONAL EVALUATIONS WHICH ARE CONDUCTED BY KANSAS AVTS AS REQUIRED BY THE STATE DEPARTMENT OF EDUCATION	2	5	3	4
62. COORDINATE NORTH CENTRAL EVALUATIONS OF THE AVTS	1	5	1	7
63. PARTICIPATE IN EVALUATION OF PROGRAMS FOR IMPROVEMENT OR DELETION PURPOSES	0	2	9	3
64. CONDUCT NEED SURVEYS FOR IMPLEMENTING NEW PROGRAMS	0	3	4	7
65. COMPILE STATISTICS AND DEVELOP PREDICTIVE INFORMATION	0	0	9	5
66. CONDUCT SURVEYS OF STUDENT INTERESTS, CHARACTERISTICS, AND ATTITUDES	1	0	10	3
67. SERVE AS OFFICIAL PUBLIC INFORMATION OFFICER FOR THE SCHOOL	2	4	2	6

TABLE X (Continued)

	GREAT DEAL	MODERATE	LITTLE	NO TIME
68. SERVE AS EDITOR OF THE SCHOOL NEWSPAPER	1	1	1	11
69. SPONSOR THE YEARBOOK	0	1	0	13
70. SERVE AS MAIN REPRESENTATIVE OF SCHOOL TO ADDRESS CIVIC ORGANIZATIONS OR OTHER GROUPS	1	2	7	4
71. COORDINATE OPEN HOUSE ACTIVITIES	2	2	6	4
72. SERVE AS DIRECTOR OF FINANCIAL AID FOR THE AVTS	6	3	0	5
73. PROVIDE INFORMATION TO INTERESTED PERSONS REGARDING FINANCIAL AID	7	5	2	0
74. BE RESPONSIBLE FOR RECORD KEEPING AND REPORTING RELATIVE TO FINANCIAL AID	7	2	2	3
75. COORDINATE SCHOLARSHIP ACTIVITIES OF THE SCHOOL	3	5	3	3
76. DISBURSE FINANCIAL AID AWARDS TO STUDENTS	5	3	3	3
77. PROVIDE FINANCIAL COUNSELING TO STUDENTS	6	4	4	0
78. COORDINATE WITH OTHER AGENCIES SUCH AS JTPA, VA, ETC. FOR PURPOSES OF ASSISTING STUDENTS TO OBTAIN FINANCIAL AID	3	6	5	0
79. TEACH CLASSES ON JOB READINESS	1	1	2	10
80. ASSUME REGISTRAR'S DUTIES	4	1	4	5
81. BE RESPONSIBLE FOR DORMS	1	1	2	10
82. COORDINATE STUDENT ACTIVITIES AND INTRAMURAL SPORTS	0	2	1	11
83. ASSIST IN PERSONNEL SELECTION AND EVALUATION	0	2	3	9

APPENDIX C

LETTERS TO PARTICIPANTS



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

5 November 1984

TO AVTS Administrators and Counselors

FROM *CH* Cheryl Henderson, Specialist
Vocational Guidance and Counseling
Vocational and Postsecondary Education

RESEARCH PROJECT

It has come to my attention that one of our own is working on a PhD in Occupational and Adult Education. We all should be pleased that Al Buffington is seeking to increase his expertise, which will be a boost for his counseling duties at Southeast Kansas AVTS, Coffeyville.

As part of his degree program, Al is conducting a research study relating to vocational guidance. The study will be used to determine present and desired functions of guidance staff in Kansas Area Vocational-Technical Schools. Having reviewed the content and design, I believe this study will provide us with useful data on guidance in our AVTS system.

I would like to encourage each of you to participate at whatever level you deem appropriate. Not only to assist one of our own but to assist in making the results truly reflective of our AVTS system.

pab

Lear

As a graduate student in Occupational and Adult Education at Oklahoma State University I am conducting a research study relating to vocational guidance. The study is designed to determine guidance functions presently being offered or perhaps desired in Kansas Area Vocational Technical schools. Directors, counselors and other personnel directly involved in guidance programs in each of the fourteen area schools are being asked to supply information for this study.

Your assistance in this study will be greatly appreciated because you possess the knowledge concerning what is being done or should be done. A group of local counselors completed the enclosed survey in an average of thirty minutes. Please take approximately thirty minutes of your time and briefly write in the guidance functions your school provides or that you feel should be provided in the twelve categories.

A list of statements will be compiled from the area school counselors' responses to the enclosed correspondence and mailed back to the counselors and administrators. Administrators will be requested to rate the importance of the functions, whereas the counselors will be requested to rate the importance of each function and also indicate the relative amount of time spent on each function.

After compiling the responses obtained in the second correspondence sent to counselors and administrators, a list of guidance functions ranked by priority will be returned to all participants in the area schools for their own information.

I request your help in this effort to obtain a research base we can use to perhaps strengthen our guidance programs in all of the area schools in Kansas. Please complete the attached instrument and return it in the self-addressed stamped envelope. Thank you for your assistance in this study.

Sincerely,

Al Buffington

February 5, 1985

Dear

Thank you for completing the earlier part of the survey which gave Kansas Area Vocational-Technical School counselors an opportunity to state what guidance functions they perform or would like to see performed in their respective schools. Your response was excellent and I appreciate the time and effort you spent in the first correspondence.

Correspondence 2 contains the functions which counselors indicated were presently being performed or should be performed. There are two parts to the attached instrument. On one you are asked to indicate who should provide the guidance functions. On the other part of the instrument you are asked to indicate the relative amount of time you spend on each function. Keep in mind that time spent does not imply the importance of the function; some functions simply require less time than others and for some you may not be required to spend any time.

Please complete the attached instrument and enclose it in the envelope in which it came by March 8th. A self-addressed label and postage are included. Thank you for your time and effort involved in this project. Your response is greatly appreciated and extremely important in making this research possible.

A copy of the results of this research study will be sent to you when the project is completed.

Sincerely,

Al Buffington

February 5, 1985

Dear

Earlier in this school year the counselors from the Kansas Area Vocational-Technical Schools identified 83 specific guidance functions which were being performed in their schools. In an effort to help the Area Vocational-Technical Schools in Kansas deliver the best guidance services to the greatest number of people in the most effective manner, I am asking for your help in this research project. As Directors of AVT Schools you help make guidance services to students possible by your continuing support of vocational guidance at the administrative level.

The attached instrument is a composite of the guidance functions being carried out in the AVT schools in Kansas. Indicate whom you believe should be responsible for delivering the functions listed. Please complete the instrument and return it in the enclosed envelope by March 8th.

Your assistance in completing this research will be greatly appreciated and will contribute to the effort of making vocational guidance services more effective in all of the Kansas AVT Schools.

A copy of the results of this research study will be sent to you when the project is completed.

Sincerely,

Al Buffington

VITA 2

Alfred B. Buffington

Candidate for the Degree of

Doctor of Education

Thesis: THE ROLE OF GUIDANCE PERSONNEL IN KANSAS AREA VOCATIONAL-
TECHNICAL SCHOOLS AS PERCEIVED BY AREA SCHOOL DIRECTORS
AND GUIDANCE PERSONNEL

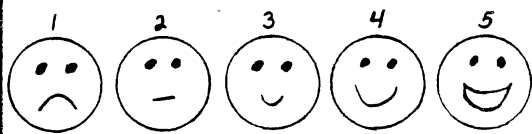
Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Oswego, Kansas, August 11, 1941, the son
of Alfred O. and Elida L. Buffington.

Education: Graduated from Field Kindley Memorial High School,
Coffeyville, Kansas, in May, 1959; received Associate of Arts
degree from Coffeyville Community College in May, 1961;
received Bachelor of Arts degree in Languages and Literature
from Pittsburg State University in May, 1963; received Master
of Science degree from Emporia State University in May, 1968;
received Education Specialist degree from Pittsburg State
University in July, 1972; completed requirements for the
Doctor of Education degree at Oklahoma State University in
July, 1985.

Professional Experience: Junior High School English Teacher,
Topeka, Kansas, August, 1963 to June, 1966; Middle School
Counselor, Coffeyville, Kansas, August, 1966 to July, 1972;
Middle School Principal, August, 1972 to July, 1977; Coordin-
ator of Student Services, Southeast Kansas Area Vocational-
Technical School, Coffeyville, Kansas, January, 1978 to
Present.



CHILD'S ID _____

SERIES _____ DATE _____

CARD NO.	EVALUATOR'S RATING	CHILD'S RATING
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Rating Sheet

2

VITA

Barbara Anne Brucken

Candidate for the Degree of

Doctor of Philosophy

Dissertation: THE RELATIONSHIP OF SELF-CONCEPT AND HUMOR PERCEPTION
WITH SOCIAL PERCEPTION IN LEARNING DISABLED CHILDREN

Major Field: Applied Behavioral Studies
Specialization: Counseling Psychology

Biographical:

Personal: Born in Dayton, Ohio, October 21, 1941

Education: Graduated from Julienne High School, Dayton, Ohio, in May, 1959; received Associate of Applied Science in Mental Health Technology degree from Sinclair Community College, Dayton, Ohio, in June, 1977; received Bachelor of Arts in Psychology degree from University of Dayton, Dayton, Ohio, in April, 1979; received Master of Science in Community Counseling degree from Oklahoma State University, in December, 1981; completed requirements for the Doctor of Philosophy degree in Applied Behavioral Studies, specialization - Counseling Psychology at Oklahoma State University in December, 1985.

Professional Experience: Counselor, South Community Mental Health Center, Dayton, Ohio, January, 1977 - December, 1978; Special Populations Practicum, Oklahoma State University, January, 1981 - December, 1982; Teaching Assistant, Oklahoma State University, January, 1981 - May, 1984; Advanced Practicum, Stillwater Mental Health Clinic, Stillwater, Oklahoma, September, 1982 - May, 1984; Psychological Intern, Ulster County Mental Health Service, Kingston, New York, July, 1984 - June, 1985; Psychological Associate, Bi-State Mental Health Foundation, Ponca City, Oklahoma, July, 1985 - December, 1985.