

A STUDY OF OKLAHOMA AREA VOCATIONAL-TECHNICAL
SCHOOL ADMINISTRATORS' AND GUIDANCE PRO-
FESSIONALS' PERCEPTIONS OF GUIDANCE
FUNCTIONS IN AREA SCHOOLS

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CHAPTER I

INTRODUCTION

We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee decides about his opportunities as we are what he decides about himself in relation to these opportunities. We don't want to make people do things - we want to let them find ways of doing things. We aren't as interested in the something they become as the someone they become (Hoyt, 1965, p. 1).

Career guidance in America has deep roots. It emerged shortly after the turn of the century as a part of a progressive social reform movement. Growing out of concern about the destructive conditions of city and industrial life, the plight of the large masses of immigrants concentrated in ghettos and the lack of a school curriculum that enabled youth to cope successfully with the industrial world, vocational guidance was closely allied with vocational education. Representatives from labor, industry, and the settlement-house movement, working together in the National Society for the Promotion of Industrial Education (NSPIE) were instrumental in identifying the need for reform and promoting the concept of vocational guidance in the schools. The NSPIE was the moving force in the organization of the National Vocational Guidance Association (NVGA), formed to introduce the concept of vocational or career guidance to schools throughout the country (Tolbert, 1974).

During the intervening decades, career guidance lost the legacy of the social reform movement and its position as an essential part of vocational education. A separation developed between guidance on the one hand, and vocational education and the industrial world on the other. Guidance became almost completely identified with education. Educators, by and large, failed to comprehend the unitary nature of guidance and vocational education. The loss of identity stemming from this early split still has not been completely remedied (Tolbert, 1974).

In recent years as educators and guidance professionals have recognized the unitary nature of guidance and vocational education, they have stressed a "coming together" of the factions that have separated guidance and vocational education in the past. It is almost impossible to neatly compartmentalize individuals and their problems into vocational, educational, or personal-social categories. Problems which appear to be vocational in nature have a way of overflowing into training (educational) and personality (personal-social) areas, and a real danger lies in a tendency on the part of school guidance workers to stress that with which they are most familiar, curricular and college guidance areas, and to neglect that which is not their "natural interest", the vocational area. The fact remains that educators need to see career guidance as a logical, practical core around which to integrate activities pointed toward the development of the "total person" (Peters and Hansen, 1966).

In Oklahoma today there are 22 area vocational-technical school districts. There are people in each of these districts responsible for guidance activities in their schools, but frequently they are faced with other responsibilities in addition to their guidance functions.

In some instances, guidance professionals in area vocational-technical schools are asked to serve as multi-purpose professionals leaving them little time for designing and implementing guidance activities and programs for students in their schools.

Statement of the Problem

It is considered important that the public have a clear understanding of guidance services offered by area vocational-technical schools in the state of Oklahoma. For this reason, it is necessary to identify the guidance professional's responsibilities in an area school guidance program. It is also necessary to understand the philosophy of the educational institution in which the guidance professional works and to know the priorities identified by each administrator. At present, this knowledge and understanding of area school guidance services is lacking, and research in this area needs to be conducted. Precisely stated, the problem is: What guidance functions are available to students through an area school guidance program; what guidance functions should be provided for area school students; and who is responsible for providing these services?

Need for the Study

The choice of work is one of the most important decisions a person makes. It determines, to a large extent, how time will be spent, who will be chosen as friends, what attitudes and values will be adopted, where one will reside, and what lifestyle will be adopted. A job provides an identity for the individual. As important as this choice of work is, it is often made with little thought or assistance.

Now more than any time in the past, career planning with students needs to be done carefully, thoughtfully, and with the help of all possible resources. Guidance professionals need to acquaint students with available guidance services in order to insure students maximum opportunities in becoming aware of, exploring, and participating in many different kinds of career activities and experiences (Tolbert, 1974).

A minimal amount of research has been conducted concerning the identification of guidance functions in area vocational-technical schools and the identification of whose responsibility it is to provide such functions. The information gathered by this study should be valuable to educators in the area schools and feeder high schools so that effective guidance services can be provided with little overlap and maximum cooperation. The information should also allow students the opportunity to see what guidance functions are provided in their schools. Finally, the study should give institutional decision-makers a clearer concept of guidance functions presently provided students in area vocational-technical schools and give them insight into the needs of students in counselor education programs.

Purpose of the Study

The purpose of this study is to determine guidance functions currently being provided by area vocational-technical schools, to identify the guidance functions that area vocational-technical school administrators and guidance professionals believe should be provided, and to determine who should be responsible for providing these functions.

Research Questions

The following research questions were asked in this study:

1. What guidance functions are currently being provided by area vocational-technical schools?
2. What functions do administrators in area vocational-technical schools believe should be provided?
3. Whom do these administrators believe should provide these functions?
4. What functions do guidance professionals in area vocational-technical schools feel should be provided?
5. Whom do these guidance professionals believe should provide these functions?
6. Is there a significant difference among the two groups as to their perceptions of what functions should be provided and by whom they should be provided?
7. Is there an observable difference among the groups as to their perceptions of who is responsible for each function compared with the amount of time spent by guidance professionals in each function?

CHAPTER II

REVIEW OF LITERATURE

Man's mind stretched to a new idea never goes back to its original dimensions (Holmes, 1961, p. 80).

The purpose of this literature review is to provide background information to lay a foundation on which to build ideas and reasoning and to seek out similar existing research. Large quantities of background information concerning career guidance were found, but existing research dealing specifically with guidance programs in area schools was limited. However, other related research findings were located dealing with counselor roles and counselor training programs that will be most useful in this study.

This review is divided into the following sections: theories of career/vocational development, history and development of career guidance, scope and functions of career guidance, and the development of area vocational-technical schools in Oklahoma.

Theories of Career Development

Work has always had the potential of meeting more than economic needs in man. It can also meet man's social and psychological needs among which are social interaction, a sense of personal dignity, identification, and human relationships. The current restlessness in American society suggests that the social and psychological potentialities

of work are not recognized by large numbers of people. In view of the apparent alienation among the young and the not so young, it seems reasonable to conclude that many individuals have not been assisted to view work as having personal relevance, as being critical to their way of life, or as being a consistent vehicle for self-fulfillment (Herr and Cramer, 1972).

Theory and research to explain career development are, in reality, a "search for the psychological meaning of vocationally relevant acts and of work itself in the human experience" (Herr and Cramer, 1972, p. 28).

The rationale for career guidance and for continuing research into career development implies that work is fundamental to feelings about oneself which are positive rather than negative. In addition, virtually any analysis of human development indicates that access to work, particularly access in ways which maximize freedom of choice, is critical to the ability to move effectively from adolescence to adulthood (Herr and Cramer, 1972).

The approaches which describe vocational development or some aspect of it have been classified in a number of ways. Each of the attempts at classification highlight the factors or emphasis which distinguish one theory or research effort from another. The various categories are not mutually exclusive or independent but combine to explain behavior and choices (Herr and Cramer, 1972).

Theories of career development to be briefly discussed in this paper are: trait and factor, economic, sociological, psychoanalytic, and developmental.

Trait-and-Factor Theory

The trait-and-factor approach is not so much focused on development but on identifying and describing the factors by which people differ and the degree to which these factors are important in learning or in job performance.

Trait-and-factor approaches to career development assume that occupational choice is primarily a function of matching the person's profile of characteristics with that set of occupational or educational requirements most closely related to it (Evans and Herr, 1978).

Economic Theory

The decision-making theories of career development are economic in origin. They are based on Keynesian economic theory with the assumption being that one chooses a career or economic goal which will maximize his/her gain and minimize his/her loss. Several decision theorists (Siegel, Suppes and Davidson, 1957) describe the process of making a decision between uncertain outcomes as requiring reconciliation of several general factors: the relative valuing of the outcomes, the cost of attaining the outcomes, and probability that each outcome may occur (Herr and Cramer, 1972).

Sociological Theory

A sociological view of career development suggests that the narrowness or the breadth of the individual's culture or social class boundaries has much to do with the choices a person is likely to consider, make, or implement.

Lipsett (1962) has argued that counselors must understand the implications for a particular individual of the following social factors as they interact with career development: social class membership, home influences, school and community influences, pressure groups, and role perception.

The important concern is that the factors identified by Lipsett (1962) operate directly or indirectly in the lives of every person. The degree to which they operate as determinants or constraints in development and choice can be assessed only in the individual case.

Psychoanalytic Theory

The major comprehensive statement of a psychoanalytic career development theory is of recent origin and grew out of three basic studies by Bordin, Nachman, and Segal (1963). The major elements of the framework of this theory are as follows:

1. There is continuity in human development.
2. Instinctual sources of gratification are the same for the complex adult behavior as for the simpler behavior of infancy.
3. The individual's pattern of needs is determined in the first six years although it may be modified somewhat during his lifetime.
4. The occupation one seeks is determined by the needs developed in the first six years (p. 108).

Developmental Theory

The developmental approaches changed the focus of concern from occupational choice as an act to occupational choice as a process. In so doing, it became obvious that choice was not confined to a certain

period of life. Indeed, people focusing on the process of career development began to see it as having roots in the early life of the child extending throughout one's life span and changing in response to institutional and social pressures (Evans and Herr, 1978).

Ginzberg and his colleagues laid the base for career conceptions of career development as a longitudinal process. Closely related to his early work is the continuing work of Donald Super.

The key construct which weaves throughout Super's research and theory is the importance of the development and implementation of the self-concept. The assumption is that the individual chooses an occupation which will allow him/her to function in a way that is consistent with a self-picture. Indeed there is some evidence that occupational choice is made in some cases not only to affirm but to actualize an ideal self-concept (Evans and Herr, 1978).

History of Career Guidance

Career guidance in America began to appear as a part of the social reform efforts generated by the problems of economic and personal welfare during the middle stage of the Industrial Revolution. This was a period of heavy immigration and a time when adequate education for children and effective use of human potential in our rapidly growing industrial complex were becoming social imperatives.

As practiced in American schools, organized career guidance was originated by Frank Parsons and described in the posthumous publication of his book, Choosing a Vocation, in 1909. In the 1890 decade Parsons began counseling underprivileged youth in Boston, and his methods, as described in his book, consisted of three categories of techniques

(Peters and Hansen, 1966).

1. A joint and cooperative analysis of the individual's capabilities, interests, and temperament.
2. The student's study of occupational opportunities, requirements, and employment statistics.
3. A joint and cooperative comparison of these two sets of information (p. 229).

These categories defined the elements of what has been known since as trait-and-factor approach to career guidance.

In the early 1900's a separation between guidance and vocational education surfaced. The separation was due partially to the unwillingness of the National Education Association (NEA) to view vocational education and guidance as parts of a unity. In 1918 the NEA accepted a craft rather than a technical training emphasis in vocational education and a conception of guidance for education rather than a conception of career guidance for jobs.

Through the 1930's, 1940's, and 1950's career guidance gradually became the province of school counselors whose functions tended to change as various educational trends came into prominence. Career guidance was the school counselor's responsibility but by no means the central focus of their activity (Evans and Herr, 1978).

Most of the economic and social events during the 1940's and 1950's tended to turn counselors away from career guidance and toward educational guidance. With the return of thousands of veterans on the GI Bill to higher education and with the belief among many that a college education was a sure pathway to dignity and affluence, educational guidance prospered. After the Russian launching of Sputnik in 1957, the National Defense Education Act was passed to provide support for

and training of counselors to identify and nurture the gifted and talented. Perceived manpower needs for scientifically educated people caused school counselors to move further toward an educational rather than an occupational focus.

The early 1960's saw a wealth of anti-poverty programs focused upon the occupational preparation of the disadvantaged, the out-of-school and out-of-work youth, the unemployed and the underemployed. Many of these programs failed because they tended to focus on the needs of the labor market instead of the needs of the individual. As this realization dawned upon decision-makers and legislators emphasis in legislation and in program operation began to shift from a performance based orientation to an affective frame of reference.

The trends of the 1970's have been to reaffirm the reciprocal needs of vocational education and guidance for each other. Current emphasis in career guidance includes a growing conceptual base in vocational development theory underlying career guidance practice, developmental activities focused upon assisting students and adults clarify and plan for self-understanding, the interaction of educational and occupational choices, and the implications of these for a range of life options (Evans and Herr, 1978).

Scope and Function of Career Guidance

The American educational system revolves around the belief that each child possesses intrinsic worth and inherent and inalienable rights. Schools in all societies are concerned with the transmission of cultural heritages and with the socialization of youth, but in the United States there is added emphasis on the individual and his/her

needs and desires. Guidance in schools is an American phenomenon, and is a unique and integral part of the total school program.

Guidance has been defined as that part of pupil personnel services - and therefore of elementary and secondary education - aimed at maximal development of individual potentialities through devoting schoolwide assistance to youth in the personal problems, choices, and decisions each must face as he/she moves toward maturity (Herr and Cramer, 1972).

Guidance is the function of every member of the educational team, but the responsibility for leadership is one of the primary functions of the counselor. The school counselor or guidance professional is the person in the school who has special training for assessing the needs of students and for planning appropriate guidance activities in the educational, vocational, and personal-social domains.

Career guidance is a fusion of educational and vocational concerns for assisting students to locate themselves vocationally in the future and at the same time to make effective use of present educational experiences connected to such further choices (Herr and Cramer, 1972, p. 3).

Career guidance does not preclude the personal. Locating oneself vocationally in the future must be preceded by a person coming to terms with his/her own values and life purposes, with his/her personal characteristics, both strengths and limitations. In reality, nothing is more personal than choosing the way to spend one's life.

Virtually no one in education advocates restricting the processes of a guidance program to career guidance. Nevertheless, the career aspects of a guidance program are vital to its success and deserve a central place in the perspective of counselors and guidance professionals.

The literature reviewed in this section concerning the scope and functions of career guidance will illustrate the close relationship between guidance, career guidance, and vocational education and the mutual benefits each offers the others.

Between 1972 and present there has been a revitalized interest in career guidance on the part of both counselors and vocational educators. The 1973 Position Paper on Career Development, jointly developed by the American Vocational Association and the National Vocational Guidance Association, clearly described career development as a longitudinal process and encouraged the inclusion of career guidance throughout a student's schooling (Hohenshil and Ryan, 1977).

In 1974 the membership of the American School Counselor Association clarified the role or function of the school counselor by identifying six major areas of responsibility: the counselor's responsibility to the students, to the parent or guardian, to the school staff, to the community, to the profession, and to self.

1. Counselor's Responsibility to the Student

- a. Demonstrates respect for the worth, dignity, and quality of the student's rights.
- b. Shows concern for and assists in the planning of the student's educational, career, personal, and social development.
- c. Aids student in self-evaluation, self-understanding, and self-direction enabling him to make decisions consistent with his immediate and long range goals.
- d. Encourages the student to participate in a variety of school activities with a view toward increasing his effectiveness in personal and social activities.
- e. Assists the student in understanding his strengths weaknesses, interests, values, potentialities, and limitations.
- f. Assists the student in developing an awareness of the world of work and in the utilization of the school and community resources to that end.

- g. Helps the student acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programs.
- h. Encourages the student to plan and utilize leisure time activities to increase his personal satisfaction.
- i. Clearly indicates the conditions under which counseling is provided with respect to confidentiality.
- j. Assists in the student's school adjustment and aids in evaluating his academic progress.
- k. Makes referral to appropriate resources whenever his professional limitations restrict his assistance.

2. Counselor's Responsibility to Parent or Guardian

- a. Provides the parent/guardian with accurate information about school, policies and procedures, course offerings, and educational and career opportunities.
- b. Makes discreet and professional use of information shared during conferences.
- c. Interprets pertinent data about the student'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 groups.
- g. Involves the parent/guardian in the guidance activities within the school.

3. 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 teachers' efforts to understand better the individuality of each pupil.
- b. Contributes to the development of a flexible curriculum to provide a meaningful education for each student.
- c. Acts as coordinator in the school's program of student appraisal.
- d. Utilizes modern technology, techniques, and paraprofessional personnel to disseminate educational and career information.
- e. Assists in research related to pupil needs.

- f. Assists students in planning programs of educational and vocational training consistent with their goals.
- g. 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.
- h. Serves the school's program of public relations by furnishing information regarding the guidance programs to interested persons and groups.
- i. Implements student articulation between the junior high or middle school and high school and the high school and post-high school experiences.
- j. Participates in the planning, development, and evaluation of the guidance program.

4. Counselor's Responsibility to the Community

- a. Know about current programs in the community such as health clinics, planned parenthood clinics, volunteer programs, cooperative programs, apprenticeships of labor organizations, etc.
- b. Coordinate community speakers in the classrooms.

5. Counselor's Responsibility to the Profession

- a. Has an understanding of his/her personal characteristics and their effects on relationships with students.
- b. Is aware of his level of professional competency and presents it accurately to others.
- c. Continues to develop professional competence and maintains an awareness of contemporary trends.
- d. Discusses with other related professionals practices which may be implemented to strengthen and improve standards or conditions of employment.
- e. Prepares meaningful, objective case reports for other professional personnel who are assisting the student.
- f. Maintains constant effort to adhere to strict confidentiality of information concerning counselees.

6. Counselor's Responsibility to Self

- a. Maintain a strict adherence to the concept and practice of confidentiality.
- 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 (pp. 380-386).

The American Personnel and Guidance Association's 1975 position paper, Career Guidance: Role and Functions of Counseling and Guidance Personnel Practitioners in Career Education, reaffirmed the importance of career guidance and suggested that counselors will have to change some of their traditional practices if effective career guidance programs are to become a reality (Hohenshil and Ryan, 1977).

In April, 1967, the Association for Counselor Education and Supervision (ACES) formally adopted a position paper that supported the development and implementation of comprehensive career guidance programs at the earliest possible date. The ACES paper stated that if counselors are to assume and maintain leadership positions in the delivery of career guidance to all persons, they must possess certain competencies in the area of career guidance (Hohenshil and Ryan, 1977).

ACES contends that counselors should be able to provide the following guidance functions:

1. Translate knowledge about career and human development theory into developmental career guidance techniques.
2. Identify sources of career information and share these resources with students, teachers, administrators, and parents.
3. Administer career and self-assessment strategies and interpret the results to individuals to use in decision-making.
4. Provide individual and group counseling in career planning.
5. Share career decision-making processes with students so that they may utilize these processes in their personal career development.
6. Coordinate job placement services and assist students seek, acquire, and maintain employment.

7. Address the needs of special groups (women, minorities, handicapped, disadvantaged) and assist them in gaining necessary skills for employment.
8. Explore with students the roles that lifestyle and leisure play in career development and assist them to select and prepare for occupations which coincide with their preferences.
9. Consult with teachers, parents, peers, as they deliver career guidance services to students.
10. Exhibit the skills necessary to assist individuals to understand the interrelatedness of their career decision and life roles.
11. Evaluate techniques to acquire evidence of the effectiveness of the career guidance programs (Hohenshil and Ryan, 1977, p. 41).

Drier, Gysbers, and Pritchard (1978) in "Education Digest" make several comments concerning the counselor's function in a career guidance program. They feel counselors need to turn to many sources, procedures, and techniques to help the learner raise and answer questions, acquire the skills to better understand himself/herself, cope with the world, and be a better decision-maker. While there is a flood of guidance materials on the market, these authors feel the greatest amount of quality resources has not been tapped. They feel it is the counselor's responsibility to identify and extensively use the material, human, facilitative, and organizational resources in their institution and community. Finally, they see counselors as needing to be concerned with the progress and problems students are having in their transition. Counselors need to design priorities and resources so they can provide personal communication with students during the first year or two after graduation.

Tolbert (1974) lists eight areas in which the counselor is responsible for guidance functions in a career guidance program: counseling,

both individual and group, group guidance and orientation, testing and assessment, occupational, social, and social-personal information, consultation with teachers, parents, and pupils, in-service education, placement, and research and evaluation. These functions are carried out or supervised by the counselor, but it is apparent that there are areas of overlap and other professionals can also make a significant contribution to the career guidance program.

Herr and Cramer (1972) categorize guidance functions into three grade categories - elementary, junior high or middle school, and high school. They see high school guidance functions as consisting of:

1. Assisting students in developing an awareness of their need for more specific implementation of their career purposes.
2. Supporting students in developing more specific plans for implementing their career purposes.
3. Assisting students as they execute plans to qualify for entry-level jobs by taking appropriate courses at the high school level, by on-the-job training, or by pursuing further training in college or post-secondary vocational education leading toward qualifications for some cluster of occupations (p. 193).

Herr and Cramer (1972) feel career guidance activities at any level must take each student from where he/she is in coping with developmental tasks integral to vocational development and lead him/her to the creation and achievement of a set of specific preferences and plans to implement them. This, indeed, is the worth of any career guidance program.

Huston (1968) in his book, The Guidance Function in Education, shares what he believes to be the prime functions of a distributive guidance program.

1. To Acquaint Pupils with the Educational and Vocational Opportunities of the World

The concept of freedom to choose is a prized privilege of American life, and choice cannot be intelligently made unless one has seen the full array from which a choice is to be made. Dewey's challenge to education addresses this guidance function, 'to make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society.'

2. To Acquaint Pupils with Their Own Powers, Interests, and Limitations

The need to involve themselves in a wide range of experiences to learn what they like to do, what they have the ability to do, and what they do not like to do or cannot do. Hopefully, if students' school experiences are rich, vivid, and life-like, they will learn much about themselves and about the world.

3. To Keep the School Fully and Continuously Acquainted with Educational and Vocational Opportunities

If the school is to play a positive part in pupils' choices, it must know and reflect what the world is made of in terms of educational and vocational opportunities. If the college-preparatory tradition is in control, the school reflects largely the white-collar and professional occupations. To avoid this narrow view of the vocational spectrum, it is necessary that the school offer students the opportunity to learn in a life-like facility with proper equipment, a relevant curriculum, and a wise and broadly experienced faculty.

4. To Acquaint the School with Pupils' Powers, Interests, and Limitations

If the school is to assist pupils in their choices, it should be a close observer of reactions to experiences which test and reveal them. To know the pupils, the school must build up cumulative records of their reactions through the years so as to have capital for aiding students in interpreting their potentialities for different types of education and vocations.

5. To Help Students at Times of Selection

In the early days of the guidance movement, attention was focused primarily on the time of decision, but as the guidance function has come to be seen more clearly, it has become evident that the largest contribution to

students at time of selection and decision comes through increased attention to the other functions (pp. 177-180).

A clear concept of the guidance functions provided by school counselors is necessary for the professional identity of counselors. With this in mind, a recent study investigated differences between the attitudes of parents and students toward the role of the junior and senior high guidance counselors. Ideal role expectations were compared to what was perceived as being accomplished in the areas of personal and emotional counseling, college advising, vocational advising, program scheduling, testing, teaching, and disciplining. Items on which significant differences existed between expectations and perceptions of students and parents were primarily in counseling, college advising, and vocational advising (Mason, 1975).

Under vocational advising, the following areas were examined:

1. Helping students find part-time work while they are still in school.
2. Helping students get working papers.
3. Helping non-college bound students to find jobs.
4. Introducing students to possible employers.

In each of these four areas the parents and the students expected more from guidance counselors than they perceived as being delivered (Mason, 1975).

A study in Colorado recently explored and analyzed the perceptions of students and counselors as to the expected counselor's role. Population for the study was all of the counselors and students in Colorado public high schools, with the sample interviewed being 15 counselors and 75 students, all of whom were randomly selected.

An in-depth personal interview instrument was developed for the purpose of collecting data which would determine (1) the perceptions of the students and counselors and (2) why the perception differences (if any) existed (Leaverton, 1976).

The five primary responsibilities of the counselor as indicated by the students interviewed in this study were:

1. Personal Counseling - 86 percent
2. Career Counseling - 74 percent
3. Scheduling - 70 percent
4. College Preparation - 44 percent
5. Financial Aid - 35 percent

The five primary responsibilities assigned to the counselors as indicated by counselors were:

1. Personal Counseling - 83 percent
2. Administer and interpret IQ and aptitude tests - 58 percent
3. Scheduling - 54 percent
4. Career Counseling - 50 percent
5. Record keeping - 30 percent

Further results of the study showed that the students perceived they were not getting much vocational counseling and the counselors perceived they were. The counselors viewed the service provided as career planning and the students viewed it as making a choice of colleges (Leaverton, 1976).

In looking specifically at career guidance programs in area vocational-technical schools, one must recognize the number of problems created for students and school personnel in attempting to coordinate academic and vocational curricula (Palmo, 1976). Two very important

concerns were addressed in this study: (1) Coordination of the educational experiences between the vo-tech school and the home (academic) school; (2) Determination of which guidance professional is responsible for assisting students having academic, career, social, or personal difficulties (Palmo, 1976).

The seriousness of these concerns is compounded by the fact that the majority of students attend vocational-technical schools for half a day and attend classes in their home high schools the other half of the day. This type of scheduling severely limits the students' chances of establishing a significant relationship with a counselor at either location. In addition, the vocational-technical counselor has been designated as the career counseling specialist, creating a separation between counseling activities labeled career and those labeled personal. This arbitrary separation of the vocational-technical counselor's functions into career and personal categories is inconsistent with reality.

Through a study conducted in 1975, a vocational-technical school counselor kept a log of daily activities and contacts with students, teachers, administrators, other staff, parents, employers and social agencies. A total of 1,637 contacts with students were made over the year with an average of 180 contacts per month. Following is a list which shows the type of student problems presented to the counselor during these contacts:

<u>Problem</u>	<u>Number of Contacts</u>
Personal problems	414
Academic problems	400
Career exploration (exploration of new areas or careers; post-high school career inquiries; job requests)	362
Shop-related problems	300

<u>Problem</u>	<u>Number of Contacts</u>
Conferences (student-parent; student-teacher; student-administration; student and other adult)	99
Absenteeism	62
Total	1,637

(Palmo, 1967, p. 171).

Results of this study showed the counseling needs of vo-tech students often go beyond career counseling and it is impossible for the counselor to consider only one aspect of the individual's life.

In an article, "Career Education: Challenges for Counselors", Kenneth Hoyt (1975) spoke about the changing role and function of counselors. He challenged counselors to become action-oriented - spending less time collecting standardized test score data and more time implementing performance evaluation measures, spending less time talking with students about part-time work and more time helping them find it, spending less time helping students gain admission to college and more time helping students decide what they plan to do after college.

Hoyt also challenged counselors to endorse and enter into collaborative efforts of career guidance. He feels it is a function of the counselor to be actively seeking to help teachers discover and infuse career implications of their subject matter into the teaching-learning process. Hoyt feels counselors should encourage and coordinate the use of resource persons from the business-labor-professional-government community in the classroom. He recommends parents being utilized in the career guidance program by exposing youth to work values, by exemplifying good work habits and by assisting youth in career decision making. In short, counselors, in Hoyt's opinion, will gain most if, instead of proclaiming career guidance as their unique role and

function, they share their expertise with all others involved in career guidance activities.

Oklahoma Area Vocational-Technical Schools

Area vocational-technical schools are established to provide training for people to have a saleable skill. These schools should meet the needs of business, industry, and agriculture. The training should be for all persons who want training, need it, and can profit from it.

The concept of area vocational-technical schools became a reality with the enactment of the Vocational Act of 1963. The Oklahoma State Board of Vocational and Technical Education designated the first five area vocational-technical centers. An amendment to the State Constitution was voted by the people of Oklahoma in May, 1966, which provided for the formation of area vocational-technical school districts. This amendment allows school districts to band together to form a new unit of government called the area district. This new district elects a board of education and votes a levy for operational purposes, shared with State and Federal funds. Provision is also made in the amendment for the new district to vote bonds for constructing buildings and equipment, with matching funds from the State and Federal governments.

The area school concept is completely democratic. Its purpose is to offer quality, up-to-date vocational-technical education through local initiative, financing, and control.

High school students must meet the eligibility requirements for the specific vocational or technical program of studies in which they desire to enroll. Students who are residents of the area district may attend

on a cost-free basis. Students living in neighboring school districts, independent or dependent, not a part of the area school district, must pay a tuition.

High school students attending an area school must spend one-half day in the area school and one-half day in the home high school. The students are counted as attending a full day at the home high school.

Credits earned in the area vocational-technical school apply toward high school graduation and may apply toward college entrance requirements.

Full-time adult students attend classes in the area school all day. The majority of part-time adult classes are usually held during the evening hours.

The area school concept maintains that it can provide training in any trade below professional level, for which a need exists and employment is available, within commuting distance of almost every resident of the State of Oklahoma (Oklahoma State Department of Vocational and Technical Education, 1975).

Summary

In this review of literature four separate areas were explored: theories of career/vocational development, history and development of career guidance, scope and functions of career guidance, and the development of area vocational-technical schools in Oklahoma. These areas are interrelated and very important as they deal with the most precious of all existing resources, that of human resources.

Careers are of central importance in peoples' lives. They can satisfy their physical, social, and psychological needs and serve as

an avenue for self-fulfillment. Theory and research dealing with career development are attempts to understand the relationship that work has with one's feelings about self, others, and the world around him/her.

A critically important part of career development is career guidance, and like any other movement in education, career guidance has experienced some growing pains since its inception in the public schools in the early 1900's. Early on, a separation between guidance and vocational education surfaced, and for many years career guidance was not an important focus of public school guidance programs. The trends of the 1970's seem to indicate a rejection of this unnatural separation between guidance and vocational education, and career guidance is being emphasized as an important part of any and all guidance programs.

With approximately two million youth currently out of school in America, with almost 20 percent of the adult population in the United States "functionally incompetent", and with the current rates of career change (seven changes during a 20-year-old person's remaining time spent in the labor market), career guidance does seem to be requiring and receiving an increased emphasis in school guidance programs (Sweeney and Shafe, 1978).

Just as career guidance cannot logically be separated from guidance, personal and social counseling cannot be separated from career counseling. Considering a choice of careers definitely has social and personal implications just as choosing a certain lifestyle and a certain group of friends has vocational implications.

In recent years the scope and function of career guidance has broadened from one concerned with matching person and job to one which has a significant psychological content. It blends the personal,

educational, and vocational aspects of career guidance into a unified whole. Most importantly, it emphasizes self-understanding and self-acceptance as the basis upon which to evaluate the occupational and educational alternatives available to the individual.

Career guidance is a necessary part of guidance today. At a time in the United States when there seems to be more problems than solutions and more questions than answers, people must be encouraged and assisted to find personal satisfaction and fulfillment in their career choices.

CHAPTER III

METHODOLOGY

It seems to me that this separateness of individuals the right of each individual to utilize his experience in his own way and to discover his own meanings in it - this is one of the most priceless potentialities of life (Rogers, 1967, p. 55).

The purpose of this study was to determine guidance functions currently being provided by area vocational-technical schools, to identify guidance functions that area vocational-technical school administrators and guidance professionals believe should be provided, and to determine who should be responsible for providing these functions.

Vocational guidance and vocational education have had a strong interrelationship since the beginning of this century. That relationship has been based on the assumption that vocational guidance could help people make wise occupational choices and that vocational education could help them prepare for what they had chosen. Both vocational guidance and vocational education have become increasingly professionalized and dependent upon their own technologies. In the process the original partnership has suffered from periodic growing pains (Evans and Herr, 1978).

The thrust of this study was to examine the partnership of career guidance and vocational education in Oklahoma area vocational-technical schools. The purpose of this chapter was to define terms, list assumptions, and describe the procedures for population selection, instrumentation, and data collection and analysis.

Definitions

Counselor - A guidance professional certificated through the State Department of Education in accordance with their certification requirements (State Department of Education, 1978-79).

Feeder High School - High school which sends students to an area vocational-technical school.

Guidance - The part of pupil personnel services aimed at maximum development of individual potentialities through devoting assistance to youth in the personal problems, choices, and decisions each must face as he/she moves toward maturity (Herr and Cramer, 1972).

Guidance Function - An action contributing to the development of the individual, provided by guidance personnel within a particular school.

Career Guidance - The process of helping a person to develop and accept an integrated and adequate picture of himself/herself and of his/her role in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself/herself and benefit to society (Herr and Cramer, 1972).

Guidance Professional - The person in an area vocational-technical school responsible for guidance activities offered by the school.

Assumptions

In this study, for purposes of numerical analysis, assumptions were made that the data obtained from Correspondence II (Appendix A) on the first instrument dealing with guidance functions was nominal and that the data obtained from Correspondence II (Appendix A) on the second instrument dealing with time spent was ordinal.

Identification of the Population

The study has as its population administrators and guidance professionals in Oklahoma area vocational-technical schools. Administrators and at least one person responsible for guidance services were selected from each of the 21 area school districts: Northeast Oklahoma AVTS; Oklahoma Northwest AVTS; Southern Oklahoma AVTS; Tri-County AVTS; Western Oklahoma AVTS; Canadian Valley AVTS; Central Oklahoma AVTS; Red River AVTS; O. T. Autry AVTS; Caddo-Kiowa AVTS; Kiamichi AVTS; Great Plains AVTS; Mid-Del AVTS; Indian Capital AVTS; Moore-Norman AVTS; Foster Estes AVTS; Pioneer AVTS; Gordon Cooper AVTS; Indian Meridian AVTS; Tulsa County AVTS; Mid-America AVTS. Of the people selected from the area school districts, 28 participants were from administrative services and 25 were from guidance services.

Instrumentation

The DELPHI Technique

DELPHI is a written communication process providing for a meeting of the minds. Through the use of carefully designed communications, the DELPHI technique elicits individualized responses which form the basis of feedback information to other participants by way of successive communicative rounds.

The DELPHI technique was pioneered by RAND Corporation in Santa Monica, California, in the late 1940's. Olaf Helmer, senior mathematician, and his colleagues used the technique in the early 1950's in a classified project to reach a convergent opinion about a potential defense problem identified by the Air Force (Dalkey and Helmer, 1963).

One of the first studies in education to use the DELPHI technique was "Innovation in Education" conducted in 1966 by the Institute of Government and Public Affairs at UCLA. This pilot project was designed to generate some useful perspectives for thinkable changes in American education. The results of the study indicated that the DELPHI technique held promise in educational planning (Aldelson, Alkin, Carey and Helmer, 1967).

DELPHI, popular with industry forecasters, has come under severe criticism from Dr. Marvin Centron, President of Forecasting International Ltd. Dr. Centron feels when you ask people what they think, you end up with several subjective opinions which have little relevance to forecasting. He also criticized DELPHI forecasters for calling upon the same community of people to participate in forecasts.

Industry representatives, on the other hand, boost DELPHI. Milkovich et al. (1972) in professional manpower forecasting for a large national retail organization compared the results generated by conventional regression-based models with the results generated by the DELPHI technique and compared both against the criterion of actual experience. The forecasts generated by the DELPHI technique were closer to the firm's "true demand" for buyers than any of the more conventional projections.

Campbell (1968) at the University of California at Los Angeles used the DELPHI technique with two graduate business seminars. All participants were requested to make forecasts on 16 different economic indicators. The DELPHI groups participated in a series of four questionnaires over a six-week period. The DELPHI groups made better forecasts in 13 of the 16 economic indicators.

The general DELPHI procedure is to ask a selected group of participants to answer a question with their own ideas. These ideas are collected by the investigator and combined to eliminate repetition and/or reworded for clarity. The revised statements are sent to the participants again for their rating for agreement. The mean responses are computed by the investigator and the items are ranked and again returned to the participants for their agreement of the overall rankings. This process is continued until a group consensus is reached (Brooks, 1974).

The modified DELPHI technique used in this study consisted of four steps:

1. The participants were asked to list guidance functions provided by their schools in 11 different areas.
2. The statements were reworded and combined to eliminate repetition and ambiguity to produce an opinionnaire.
3. A revised list containing a composite listing of functions which are performed by persons responsible for guidance services in Oklahoma area schools was returned to participants asking them to rate who is responsible for each function:
(1) guidance personnel, (2) other school personnel, (3) outside personnel, and (4) not be provided.
4. The guidance professionals were asked to fill out an additional instrument identifying the amount of time spent on each guidance function: (1) great deal of time, (2) moderate time, (3) little time, and (4) no time.

The modified DELPHI technique in this study was carried only two rounds because it was not the intent of the study to reach group

consensus. Instead, it was the purpose to determine guidance functions currently being provided by area vocational-technical schools, what functions administrators and guidance professionals believe should be provided, and who is responsible for each function.

Traditionally, the DELPHI and modifications of it have been used for long-range forecasting, but more and more, they are beginning to be used to collect ideas and opinions from participants in an unbiased, unpressured environment.

The opinionnaires used in this study were developed by using the modified DELPHI technique. Participants responded to the initial task; their responses were compiled and edited; an instrument of their own design was redistributed for further input. A more detailed look at how this technique generated the opinionnaires will be outlined in the following paragraphs.

First Mailing

The first mailing, Appendix A, contained Correspondence I and an explanatory letter asking for the selected participants' cooperation in the project. Correspondence I was a two-page instrument asking participants to list the specific guidance functions provided by their school. As was determined from the literature, ten major areas of career guidance were identified in Correspondence I, and participants could place their responses in any of these ten categories or in the additional category "Others".

Processing Responses

When necessary, responses were combined or reworded to eliminate redundancy and ambiguity. The resulting opinionnaires contained 88 initial responses from administrators and guidance professionals concerning guidance functions offered in area vocational-technical schools in Oklahoma. A breakdown of the responses in each area shows:

<u>Areas of Guidance Functions</u>	<u>Functions Provided</u>
(1) Consultation	13
(2) Counseling	13
(3) Public Relations	10
(4) Recruiting	10
(5) Placement	8
(6) Support Services to Home High Schools	7
(7) Testing	6
(8) Inservice	6
(9) Others	6
(10) Research	5
(11) Visitation to Business and Industry	4

Second Mailing

The second mailing, Appendix A, contained Correspondence II and an explanatory letter including a sincere thanks for participants' cooperation in completing and returning Correspondence I. In the second correspondence, administrators were asked to consider each function listed and indicate whether it should be provided by: (1) a person responsible for guidance services in your school, (2) someone in your school other than those responsible for guidance services, (3) someone outside your school, or (4) not be provided.

Guidance professionals were asked to complete this same instrument and an additional instrument indicating the relative amount of time

spent in each guidance function. Directions for this instrument emphasized "time spent" means the "relative time spent" on the function, compared with the time spent on other guidance functions. There were four time options listed for each function: (1) great deal of time, (2) moderate time, (3) little time, and (4) no time.

Statistical Treatment of Data

The statistical treatment of the data was relied on to provide the answer to the seven research questions. These questions were asking what guidance functions are provided, what should be provided, who should provide them, and is there any difference among groups as to their perceptions of who should provide them? To accomplish the matching of statistical tests to the characteristics of this data certain underlying assumptions had to be met. Since nominal and ordinal data were involved it required the use of a nonparametric statistic. Responses on Correspondence I were used to identify what guidance functions were being provided in Oklahoma area vocational-technical schools. A frequency distribution was computed on the responses to Correspondence II for the purpose of identifying what functions administrators and guidance professionals believe should be provided. The statistical test used to check the difference between groups was X^2 or Fisher Exact Probability Test.

When the data of research consists of frequencies in discrete categories, X^2 or the Fisher test may be used to determine the significance of differences between two independent groups (Siegel, 1956). An additional question under examination was did the two groups differ with respect to some characteristic and therefore with respect to the

relative frequency with which group members fall in several categories. To answer this question, the number of cases for each group which fall in the various categories was counted, and the proportion of cases from the other group (Seigel, 1956).

Chi Square requires that the expected frequencies in each cell should not be too small. If the smallest expected frequency was less than five, the Fisher Exact Probability Test was used. The Fisher Exact Probability Test is a nonparametric technique for analyzing discrete data when the two independent samples are small in size. It is used when the scores from the two independent random samples all fall into one or the other of two mutually exclusive classes. The exact probability of the observed occurrence is found by taking the ratio of the product of the factorials of the four marginal totals to the product of the cell frequencies multiplied by N factorial (Seigel, 1956).

Limitations

A limitation of this study was that administrators and guidance professionals could not be compared on a one-to-one (same school) basis. When discrepancies in responses were noted among administrators and guidance professionals, it would have been helpful to examine the responses of an administrator and a guidance professional from the same school to see if the discrepancy was significant.

Another limitation of this study would be that any generalizations, apart from this population sampled, cannot accurately be made to other populations.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time (Eliot, 1958, p. 145).

The purpose of this study was to determine guidance functions currently being provided by area vocational-technical schools, to identify the guidance functions that area vocational-technical school administrators and guidance professionals believe should be provided, and to determine who should be responsible for providing these functions. This was accomplished by using a modified DELPHI technique to generate items for two opinionnaires. The opinionnaires were then sent to area school administrators and guidance professionals for the purpose of gaining information relevant to the seven research questions contained in this study. The results are presented in this chapter. Chapter V is devoted to the summary, conclusions, and recommendations of the data presented in this chapter.

The Participants' Return Rates

This study involved 53 people selected because of their position as an administrator or guidance professional in an Oklahoma area vocational-technical school. Table I shows the returns for each group

participating in the initial phase of the study, Correspondence I. Respondents were asked to return Correspondence I by March 1, 1979.

TABLE I
NUMBER AND PERCENTAGES OF PARTICIPANT
RETURNS ON CORRESPONDENCE I

Groups	Number Sent	Total Response	Percentage
Administrators	25	15	60
Guidance Professionals	28	19	68
Overall	53	34	64

Table II shows the returns for each group participating in the second phase of the study, Correspondence II. Respondents were asked to return Correspondence II by April 15, 1979.

A follow-up letter was not sent following Correspondence I or II in hopes that participants responding would be genuinely interested in the study and not merely responding because they felt obligated to do so.

It should be noted there was an increase in each group's response rates from Correspondence I to Correspondence II. Responses from administrators increased .04, responses from guidance professionals increased .11, and responses overall increased .08. Hopefully, these increases can be attributed to participants seeing merit in the study

and wanting to contribute by expressing their beliefs and observations concerning area school guidance.

TABLE II
NUMBER AND PERCENTAGES OF PARTICIPANT
RETURNS ON CORRESPONDENCE II

Groups	Number Sent	Total Response	Percentage
Administrators	25	16	64
Guidance Professionals	28	22	79
Overall	53	38	72

Results of the Data Pertaining
to Each Research Question

Results of the data pertaining to the seven research questions asked in this study are presented in the following paragraphs:

1. What guidance functions are currently being provided by area vocational-technical schools?

In order to satisfy this question, the modified DELPHI technique was used to gather information from administrators and guidance professionals about guidance functions currently being provided by area schools. There were 88 functions in 11 different areas of guidance listed by respondents as functions that are currently being provided by

area vocational-technical schools. Table III provides a listing of these 88 functions.

2. What functions do administrators in area vocational-technical schools believe should be provided?

To obtain the necessary data to answer this question, administrators were asked to respond to an opinionnaire (Correspondence II, Appendix A). In this opinionnaire administrators indicated which guidance functions they felt should be provided and whose responsibility it was to provide them. It can be seen by examining Table III that the vast majority of administrators felt each of the 88 functions should be provided in an area school guidance program. The greatest number of administrators that felt any one function should not be provided was three, with the majority believing each function should be provided by guidance or other school personnel.

3. Whom do administrators believe should provide these functions?

In order to respond to this question, administrators were asked in Correspondence II to indicate whom they felt should be responsible for each function. Their responses are shown in Table III. There were 47 functions identified by a majority of administrators to be functions for which guidance personnel in area schools should be responsible. These functions are shown in Table IV. The remaining 41 functions were identified by administrators as functions to be provided by other school personnel. A majority of administrators felt each function should be provided by someone within the area vocational-technical school.

4. What functions do guidance professionals in area vocational-technical schools feel should be provided?

TABLE III

FREQUENCY DISTRIBUTION OF ADMINISTRATORS' AND
GUIDANCE PROFESSIONALS' RESPONSES ON
CORRESPONDENCE II

Functions	Respondents	Functions To Be Provided By							
		1 Guidance Personnel	2 Other School Personnel	3 Outside Personnel	4 Not To Be Provided	5 Guidance & Other School Personnel	6 Guidance & Outside Personnel	7 Other School & Outside Personnel	8 Guidance, Other School, Outside Personnel
1. Provide counseling for secondary students in vocational planning	Administrator	13		2		1			
	Guidance Prof.	20		1					1
2. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.**	Administrator	9	3	3		1			
	Guidance Prof.	20				1			1
3. Provide counseling for secondary students experiencing personal problems**	Administrator	11	1	3		1			
	Guidance Prof.	20					1		1

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
4. Work with secondary students experiencing attendance problems	Administrator	8	4			2	1		1
	Guidance Prof.	10	8			3			1
5. Provide appropriate counseling for adult students	Administrator	14	1	1					
	Guidance Prof.	14	7						1
6. Provide financial aid counseling	Administrator	8	8						
	Guidance Prof.	13	8			1			
7. Share VIEW materials with vocational classes	Administrator	5	7	2	2				
	Guidance Prof.	12	4	3	1	1			
8. Refer students for outside professional help when necessary	Administrator	11	2	2			1		
	Guidance Prof.	19	1			1	1		
9. Assist prospective students in the area of career guidance	Administrator	12		3		1			
	Guidance Prof.	21							1
10. Counsel and offer assistance to potential dropouts	Administrator	11	1	1		2	1		
	Guidance Prof.	20				1			1
11. Provide information about vo-tech to dropouts	Administrator	7	7	1			1		
	Guidance Prof.	17	2	2		1			
12. Provide information to adults about additional training	Administrator	9	6			1			
	Guidance Prof.	11	10				1		

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
13. Offer group counseling on importance of attitudes	Administrator	12	2	1				1	
	Guidance Prof.	14	4	2	1				1
14. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, and WAIS)	Administrator	10	4	2					
	Guidance Prof.	17	1	3		1			
15. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high schools	Administrator	8	4	4					
	Guidance Prof.	10	3	4	5				
16. Review past records of student's achievements and aptitudes to gain valuable background information	Administrator	13	1	2					
	Guidance Prof.	18			1				1
17. Write individual prescriptions for students in the learning resource centers	Administrator	3	10	2		1			
	Guidance Prof.	16	1			3		1	
18. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Evaluation Center, Regional Guidance Center)**	Administrator	11	1	4					
	Guidance Prof.	18	1			3			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
19. Assist feeder schools in testing and assessment when they request services	Administrator	12	3	1					
	Guidance Prof.	16	1		5				
20. Create slide presentations, advertisements, brochures, radio and TV spots announcing vocational programs	Administrator	5	10			1			
	Guidance Prof.	5	15			2			
21. Visit feeder schools and speak to students about programs in vo-tech (slide presentations, assemblies, class meetings, etc.)	Administrator	9	5			2			
	Guidance Prof.	15	3			4			
22. Escort visitors through shops and classrooms	Administrator	5	6			3			
	Guidance Prof.	6	8			6			
23. Initiate forums in feeder high schools designed to familiarize students with programs available at vo-tech	Administrator	10	4			2			
	Guidance Prof.	13	5		1	3			
24. Work with agencies such as Voc Rehab, CETA, Veterans, BIA to develop awareness of training opportunities available at vo-tech	Administrator	7	8			1			
	Guidance Prof.	9	10			3			
25. Coordinate summer orientation program for area junior high schools	Administrator	3	12			1			
	Guidance Prof.	7	11		2	2			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
26. Invite all accepted new students to visit their classes for the following year	Administrator	8	7		1				
	Guidance Prof.	12	6		2	1			
27. Enroll day students	Administrator	12	4						
	Guidance Prof.	15	6			1			
28. Enroll evening students	Administrator	4	10			1			
	Guidance Prof.	2	18			2			
29. Host visiting prospective students to brief them on program, answer questions, etc.	Administrator	11	4	1					
	Guidance Prof.	14	5			3			
30. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems	Administrator	15				1			
	Guidance Prof.	19	3						
31. Aid in career education programs by assisting with career days, making available a career mobile unit, etc.	Administrator	9	5			1			1
	Guidance Prof.	13	5	1		3			
32. Compile daily attendance reports	Administrator	3	12	1					
	Guidance Prof.		22						
33. Work with home high school counselors on individual student problems	Administrator	13	2			1			
	Guidance Prof.	18	1			3			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
34. Work with home high schools to enroll students	Administrator	12	3			1			
	Guidance Prof.	17	3			2			
35. Supervise return of grades and credits to registrar of home high schools	Administrator	5	11						
	Guidance Prof.	2	19			1			
36. Provide brochures and individual class outlines to home high school principals and counselors	Administrator	7	8			1			
	Guidance Prof.	9	8	1		3			
37. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students	Administrator	13	2		1				
	Guidance Prof.	19	1		2				
38. Assist teachers in understanding individual differences so that classroom activities will be more vital to students	Administrator	11	5						
	Guidance Prof.	19	1		1	1			
39. Cooperate with staff in organizing guidance activities that are correlated with classwork	Administrator	14	1					1	
	Guidance Prof.	19	2		1				
40. Participate in parent-teacher conferences	Administrator	12	1			3			
	Guidance Prof.	16	2		1	3			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
41. Consult local high school counselors and principals concerning student opportunities and student progress	Administrator	13	2						
	Guidance Prof.	14	5			3			
42. Consult with instructor on student problems	Administrator	13	2			1			
	Guidance Prof.	19	1			2			
43. Consult with resource professionals in order to best serve handicapped students	Administrator	7	6			2			
	Guidance Prof.	13	7			2			
44. Work with students and teachers in youth organizations	Administrator	3	12				1		
	Guidance Prof.	6	15		1				
45. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services**	Administrator	11	5						
	Guidance Prof.	18	1			3			
46. Supervise orientation of new students	Administrator	7	8				1		
	Guidance Prof.	11	3				3		
47. Work with parents in explaining enrollment procedures, class offerings, and course requirements	Administrator	13	1	1		1			
	Guidance Prof.	15	4			3			
48. Consult and cooperate with parents on personal problems of students	Administrator	10	2			3		1	
	Guidance Prof.	16	3			3			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
49. Refer students to community agencies when their services are needed	Administrator	13	3						
	Guidance Prof.	17	3			2			
50. Meet and visit with business and industry concerning vo-tech programs and job placement	Administrator	2	13			1			
	Guidance Prof.	3	14			3			
51. Coordinate field trips into the community	Administrator	1	15						
	Guidance Prof.	1	19			2			
52. Participate on advisory committees with representatives from business and industry	Administrator	4	12						
	Guidance Prof.	4	12			5			
53. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors	Administrator	4	11			1			
	Guidance Prof.	8	9	1		4			
54. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)	Administrator	15				1			
	Guidance Prof.	20	1			1			
55. Work with State Department of Education staff to improve quality of guidance programs offered in area schools	Administrator	16							
	Guidance Prof.	18	1	1		1			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
56. Provide inservice to home high school counselors concerning opportunities for students at vo-tech	Administrator	12	1		1	1			
	Guidance Prof.	15	6			1			
57. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.	Administrator	11	4						1
	Guidance Prof.	16	5			1			
58. Provide instructors with information about tests and financial aids during inservice training	Administrator	10	4			1			
	Guidance Prof.	14	7			1			
59. Attend weekly guidance staffings at area school	Administrator	12		1	3				
	Guidance Prof.	11	2	1	5				
60. Aid teachers in placing students in gainful employment	Administrator	8	7					1	
	Guidance Prof.	12	8			2			
61. Assist in securing follow-up information telling where each student works	Administrator	6	9			1			
	Guidance Prof.	8	12			2			
62. Arrange for work-study opportunities for adults and secondary students	Administrator	3	11	1		1			
	Guidance Prof.	4	15			2			
63. Aid students in finding part-time or permanent employment	Administrator	5	10			1			
	Guidance Prof.	8	10			4			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
64. Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education	Administrator	5	11						
	Guidance Prof.	6	13			3			
65. Analyze follow-up and student status reports	Administrator	4	12						
	Guidance Prof.	3	12			5			
66. Serve as liaison between business and industry and individual instructors concerning employment opportunities	Administrator	3	12			1			
	Guidance Prof.	6	14			2			
67. Maintain job advertisement bulletin board	Administrator	5	11						
	Guidance Prof.	7	13		1	1			
68. Conduct research for area school purposes	Administrator		15	1					
	Guidance Prof.	3	14	3		1			
69. Analyze local and state follow-up information as a means for evaluating programs	Administrator	2	13	1					
	Guidance Prof.	4	11	1	1	4			
70. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins	Administrator	1	12	1				2	
	Guidance Prof.	5	9	1	1	5			
71. Provide statistics needed by other researchers in vocational education	Administrator	2	12	2					
	Guidance Prof.	3	12	2		3			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
72. Read and stay abreast of new methods and techniques in vocational guidance	Administrator	15				1			
	Guidance Prof.	18	1			3			
73. Participate in open house	Administrator	13	1			2			
	Guidance Prof.	15	2			4			1
74. Develop news articles, radio spots, displays and exhibits concerning vo-tech	Administrator		14			2			
	Guidance Prof.	3	18			1			
75. Assist with school brochures	Administrator	10	3			3			
	Guidance Prof.	8	11			3			
76. Answer letters of inquiry regarding vo-tech classes	Administrator	5	8			3			
	Guidance Prof.	13	4			5			
77. Present civic group programs	Administrator	8	6			2			
	Guidance Prof.	6	7			9			
78. Develop vo-tech newsletters to be sent to graduates, parents, business and industry, community leaders, etc.	Administrator	1	14		1				
	Guidance Prof.	3	15			4			
79. Visit home high schools, mid-highs, and junior highs to gain rapport with administrators and guidance personnel	Administrator	13	2			1			
	Guidance Prof.	15	1			6			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
80. Locate students and assist them in presenting programs to home high schools and civic clubs	Administrator	6	8		1	1			
	Guidance Prof.	11	9	1					
81. Participate in workshops with youth sponsored by community agencies	Administrator	8	4		2	2			
	Guidance Prof.	8	7	1	2	2			
82. Plan and develop activities for national vo-tech week	Administrator	3	10			3			
	Guidance Prof.	4	12			5			
83. Distribute BEDG and CETA funds and keep appropriate records for both	Administrator	1	15						
	Guidance Prof.	2	20						
84. Coordinate pilot projects with State Department of Institution, Social, And Rehabilitative Services	Administrator	2	13		1				
	Guidance Prof.	2	17			2			
85. Plan, prepare, and distribute night class brochures for adult part-time programs	Administrator	1	14			1			
	Guidance Prof.	1	20			1			
86. Invite resource people to speak to students	Administrator	3	13						
	Guidance Prof.	7	11			4			

TABLE III (Continued)

Functions	Respondents	Functions To Be Provided By*							
		1	2	3	4	5	6	7	8
87. Aid in supervising adult night classes	Administrator	3	12			1			
	Guidance Prof.	4	15			3			
88. Assume responsibility for Registrar work	Administrator	2	13			1			
	Guidance Prof.	1	20			1			

*(1) Guidance Personnel, (2) Other School Personnel, (3) Outside Personnel, (4) Not To Be Provided, (5) Guidance Personnel and Other School Personnel, (6) Guidance Personnel and Outside Personnel, (7) Other School Personnel and Outside Personnel, and (8) Guidance Personnel, Other School Personnel, Outside Personnel

**P < 0.05

TABLE IV
A LISTING OF FUNCTIONS WHICH A MAJORITY OF
ADMINISTRATORS INDICATED SHOULD BE
PROVIDED BY GUIDANCE PERSONNEL

Functions	Percentage
1. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems	100.0
2. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)	100.0
3. Work with State Department of Education staff to improve quality of guidance programs offered in area schools	100.0
4. Read and stay abreast of new methods and techniques in vocational education	100.0
5. Cooperate with staff in organizing guidance activities that are correlated with classwork	93.8
6. Participate in parent-teacher conferences	93.8
7. Participate in open house	93.8
8. Provide counseling for secondary students in vocational planning	87.5
9. Counsel and offer assistance to potential dropouts	87.5
10. Provide appropriate counseling for adult students	87.5
11. Work with home high school counselors on individual student problems	87.5
12. Consult with instructor on student problems	87.5
13. Work with parents in explaining enrollment procedures, class offerings, and course requirements	87.5
14. Consult and cooperate with parents on personal problems of students	87.5
15. Visit home high schools, mid-highs, and junior highs to gain rapport with administrators and guidance personnel	87.5
16. Consult local high school counselors and principals concerning student opportunities and student progress	86.7

TABLE IV (Continued)

Functions	Percentage
17. Provide inservice to home high school counselors concerning opportunities for students at vo-tech	86.7
18. Review past records of student's achievements and aptitudes to gain valuable background information	81.3
19. Assist prospective students in the area of career guidance	81.3
20. Work with home high schools to enroll students	81.3
21. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students	81.3
22. Refer students to community agencies when their services are needed	81.3
23. Assist with school brochures	81.3
24. Provide counseling for secondary students experiencing personal problems	75.0
25. Work with secondary students experiencing attendance problems	75.0
26. Refer students for outside professional help when necessary	75.0
27. Aid students in finding part-time or permanent employment	75.0
28. Assist feeder schools in testing and assessment when they request services	75.0
29. Initiate forums in feeder high schools designed to familiarize students with programs available at vo-tech	75.0
30. Enroll day students	75.0
31. Attend weekly guidance staffings at area school	75.0
32. Provide instructors with information about tests and financial aids during inservice trainings	73.3

TABLE IV (Continued)

Functions	Percentage
33. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Evaluation Center, Regional Guidance Center)	68.8
34. Visit feeder schools and speak to students about programs in vo-tech (slide presentations, assemblies, class meetings, etc.)	68.8
35. Host visiting prospective students to brief them on program, answer questions, etc.	68.8
36. Assist teachers in understanding individual differences so that classroom activities will be more vital to students	68.8
37. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services	68.8
38. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.	68.8
39. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.	62.5
40. Provide information to adults about additional training	62.5
41. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)	62.5
42. Aid in career education programs by assisting with career days, making available a career mobile unit, etc.	62.5
43. Present civic group programs	62.5
44. Participate in workshops with youth sponsored by community agencies	62.5
45. Consult with resource professionals in order to best serve handicapped students	60.0
46. Escort visitors through shops and classrooms	57.1
47. Aid teachers in placing students in gainful employment	56.3

To obtain the necessary data to answer this question, guidance professionals were asked to respond to an opinionnaire (Correspondence II, Appendix A). In this opinionnaire guidance professionals indicated which guidance functions they felt should be provided and whose responsibility it should be to provide them. By examining Table III it is evident that the majority of guidance professionals also felt each of the 88 functions should be provided. Three functions were identified by five guidance professionals as a function that should not be provided. The three functions were: (1) maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high school, (2) attend weekly guidance staffings at area schools, and (3) assist feeder schools in testing and assessment when they request services.

5. Whom do guidance professionals believe should provide these functions?

To satisfy this question, guidance professionals were asked in Correspondence II to indicate whom they felt should be responsible for each function. Their responses are contained in Table III. There were 56 functions identified by a majority of guidance professionals to be functions for which they should be responsible. At least 75 percent of the guidance professionals identified 32 functions for which they should be responsible. These functions are shown in Table V. The 32 functions that were not seen as functions of area school guidance personnel were seen as functions to be provided by other school personnel.

6. Is there a significant difference among the two groups as to their perceptions of what functions should be provided and by whom they should be provided?

TABLE V
 A LISTING OF FUNCTIONS WHICH 75 PERCENT OF
 GUIDANCE PROFESSIONALS INDICATED
 THEY SHOULD PROVIDE

Functions	Percentage
1. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.	100.0
2. Provide counseling for secondary students experiencing personal problems	100.0
3. Assist prospective students in the area of career guidance	100.0
4. Counsel and offer assistance to potential dropouts	100.0
5. Provide counseling for secondary students in vocational planning	95.5
6. Refer students for outside professional help when necessary	95.5
7. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Evaluation Center, Regional Guidance Center)	95.5
8. Work with home high school counselors on individual student problems	95.5
9. Consult with instructor on student problems	95.5
10. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services	95.5
11. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)	95.5
12. Read and stay abreast of new methods and techniques in vocational guidance	95.5
13. Visit home high schools, mid-highs, and junior highs to gain valuable background information	95.5
14. Review past records of student's achievements and aptitudes to gain valuable background information	95.0

TABLE V (Continued)

Functions	Percentage
15. Assist teachers in understanding individual differences so that classroom activities will be more vital to students	90.9
16. Participate in open house	90.9
17. Work with State Department of Education staff to improve quality of guidance programs offered in area schools	90.5
18. Visit feeder schools and speak to students about programs in vo-tech (slide presentations, assemblies, class meetings, etc.)	86.4
19. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems	86.4
20. Work with home high schools to enroll students	86.4
21. Provide information to teachers about test scores, social, economic, and clutural backgrounds of students	86.4
22. Cooperate with staff in organizing guidance activities that are correlated with classwork	86.4
23. Participate in parent-teacher conferences	86.4
24. Consult and cooperate with parents on personal problems of students	86.4
25. Refer students to community agencies when their services are needed	86.4
26. Provide information about vo-tech to dropouts	81.8
27. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)	81.8
28. Work with parents in explaining enrollment procedures, class offerings, course requirements	81.8
29. Answer letters of inquiry regarding vo-tech classes	81.8
30. Host visiting prospective students to brief them on program, answer questions, etc.	77.3

TABLE V (Continued)

Functions	Percentage
31. Consult local high school counselors and principals concerning student opportunities and student progress	77.3
32. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.	77.3

There are no significant differences between groups relative to which guidance functions should be provided. Both administrators and counselors indicated each of the 88 functions should be provided. In order to determine if there was a significant difference among groups as to who should be responsible for each function, the X^2 test for independent samples was performed on all the functions. If the smallest cell frequency on any one function was less than five, the Fisher Exact Probability was used.

A significant difference at the 0.05 level among the groups was found for four of the 88 functions. The functions were as follows and accompanying each function is a brief discussion as to where the difference was significant.

- (2) Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc. $P = 0.003$

The majority of administrators rated this function as guidance personnels' responsibility, but six administrators felt it should be provided by other school personnel or outside personnel. All guidance professionals felt it was their responsibility or a shared function.

- (3) Provide counseling for secondary students experiencing attendance problems. $P = 0.02$

A majority of both administrators and guidance professionals felt this function should be provided by guidance personnel, but the possibility for disagreement was evident among administrators. Four administrators identified this function as one that should be provided by other school or outside personnel; whereas all guidance professionals felt it should be provided by guidance personnel.

- (18) Refer students to other agencies for further evaluation
(Resource Learning Center, Rehab, Evaluation Center, Regional
Guidance Center). $P = 0.038$

Even though the majority of administrators and guidance professionals agreed this function should be provided by guidance personnel, the possibility for another answer is significant. Five administrators and one guidance professional felt it should be provided by other school or outside personnel. Three guidance professionals saw it as a shared responsibility.

- (45) Disseminate information concerning scholarships, educational opportunities, vocational information, and community services.
 $P = 0.038$

Again, the majority of administrators and guidance professionals agreed this function should be provided by guidance personnel, but five administrators viewed this as the responsibility of other school personnel. One guidance professional identified it as a function of other school personnel, while three felt it was a shared responsibility.

7. Is there an observable difference among the groups as to their perceptions of who is responsible for each function compared with the amount of time spent by guidance professionals in each function?

In order to obtain data that would allow a comparison of function and time to be made, the guidance professionals were asked to complete a second instrument. This instrument (Correspondence II, Appendix A) asked guidance professionals to indicate the relative amount of time they spent on each function. Table VI compares guidance functions and

guidance personnels' time. For the purpose of examining apparent differences in function vs. time, Table VI has been coded in three ways: (1) all functions requiring much time by 25 percent or more guidance professionals have been identified by a (-), (2) all functions requiring moderate plus much time by 50 percent or more guidance professionals (excluding the 25 percent who said much time) have been identified by a (0), and (3) all functions requiring no time by 25 percent or more guidance professionals have been identified by a (✓).

There were 19 functions identified by 25 percent or more of the guidance professionals as ones requiring much time (Table VII). Out of those 19 functions, 11 were found to be congruent with administrators' and guidance professionals' feelings that guidance personnel should spend time in that function. By looking at the amount of time spent by guidance personnel in each function and the percentage of administrators or guidance professionals that actually felt the function as the guidance professional's responsibility, seven functions seemed to merit further consideration. These functions contained the largest discrepancies between function and time and will be discussed individually.

(4) Work with secondary students experiencing attendance problems.

All (100 percent) guidance professionals indicated they spent time in this function, with 15 out of 21 indicating they spent moderate to much time in this function. Yet, 25 percent of the administrators and 36 percent of the guidance professionals felt this function should be provided by someone other than the guidance staff.

(21) Visit feeder schools and speak to students about programs in vo-tech.

TABLE VI

COMPARISON OF GUIDANCE FUNCTIONS AND
GUIDANCE PROFESSIONALS' TIME

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
1. Provide counseling for secondary students in vocational planning	87.5	95.5	95.2	-
2. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.	62.5	100.0	100.0	0
3. Provide counseling for secondary students experiencing personal problems	75.0	100.0	100.0	-
4. Work with secondary students experiencing attendance problems	75.0	63.6	100.0	-
5. Provide appropriate counseling for adult students	87.5	68.2	81.8	
6. Provide financial aid counseling	50.0	63.6	76.2	
7. Share VIEW materials with vocational classes	31.3	61.9	54.5	✓
8. Refer students for outside professional help when necessary	75.0	95.5	95.5	
9. Assist prospective students in the area of career guidance	81.3	100.0	95.5	-

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
10. Counsel and offer assistance to potential dropouts	87.5	100.0	95.5	-
11. Provide information about vo-tech to dropouts	50.0	81.8	90.5	0
12. Provide information to adults about additional training	62.5	54.5	81.0	
13. Offer group counseling on importance of attitudes	75.0	68.2	68.2	✓
14. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)	62.5	81.8	86.4	-
15. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high school	50.0	45.5	61.9	✓
16. Review past records of student's achievements and aptitudes to gain valuable background information	81.3	95.0	90.9	
17. Write individual prescriptions for students in the learning resource centers	25.0	14.3	47.6	✓
18. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Evaluation Center, Regional Guidance Center)	68.8	95.5	95.5	

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
19. Assist feeder schools in testing and assessment when they request services	75.0	72.7	72.7	✓
20. Create slide presentations, advertisements, brochures, radio and TV spots announcing vocational programs	37.5	31.8	85.7	
21. Visit feeder schools and speak to students about programs in vo-tech (slide presentations, assemblies, class meetings, etc.)	68.8	86.4	100.0	-
22. Escort visitors through shops and classrooms	57.1	60.0	100.0	-
23. Initiate forums in feeder high schools designed to familiarize students with programs available at vo-tech	75.0	72.7	90.9	-
24. Work with agencies such as Voc Rehab, CETA, Veterans, BIA to develop awareness of training opportunities available at vo-tech	50.0	54.5	85.7	
25. Coordinate summer orientation program for area junior high schools	25.0	40.9	54.5	✓
26. Invite all accepted new students to visit their classes for the following year	50.0	61.9	95.4	0

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
27. Enroll day students	75.0	72.7	90.9	-
28. Enroll evening students	33.3	18.2	57.9	✓
29. Host visiting prospective students to brief them on programs, answer questions, etc.	68.8	77.3	95.5	-
30. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems	100.0	86.4	95.4	-
31. Aid in career education programs by assisting with career days, making available a career mobile unit, etc.	62.5	72.7	90.9	0
32. Compile daily attendance reports	18.8	0.0	40.0	✓
33. Work with home high school counselors on individual student problems	87.5	95.5	100.0	0
34. Work with home high schools to enroll students	81.3	86.4	95.5	-
35. Supervises return of grades and credits to registrar of home high school	31.3	13.6	61.9	✓

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
36. Provide brochures and individual class outlines to home high school principals and counselors	50.0	57.1	95.5	-
37. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students	81.3	86.4	90.9	0
38. Assist teachers in understanding individual differences so that classroom activities will be more vital to students	68.8	90.9	95.5	0
39. Cooperate with staff in organizing guidance activities that are correlated with classwork	93.8	86.4	95.5	
40. Participate in parent-teacher conferences	93.8	86.4	100.0	
41. Consult local high school counselors and principals concerning student opportunities and student progress	86.7	77.3	100.0	0
42. Consult with instructor on student problems	87.5	95.5	100.0	-
43. Consult with resource professionals in order to best serve handicapped students	60.0	68.2	90.5	

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
44. Work with students and teachers in youth organizations	25.0	27.3	72.7	✓
45. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services	68.8	95.5	100.0	0
46. Supervise orientation of new students	50.0	63.6	95.5	0
47. Work with parents in explaining enrollment procedures, class offerings, course requirements	87.5	81.8	100.0	0
48. Consult and cooperate with parents on personal problems of students	87.5	86.4	95.5	-
49. Refer students to community agencies when their services are needed	81.3	86.4	95.5	
50. Meet and visit with business and industry concerning vo-tech programs and job placement	18.8	30.0	76.2	
51. Coordinate field trips into the community	6.3	13.6	54.5	✓
52. Participate on advisory committees with representatives from business and industry	25.0	42.9	81.0	

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
53. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors	31.3	54.5	71.4	✓
54. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)	100.0	95.5	95.5	0
55. Work with State Department of Education staff to improve quality of guidance programs offered in area schools	100.0	90.5	95.2	
56. Provide inservice to home high school counselors concerning opportunities for students at vo-tech	86.7	72.7	90.9	0
57. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.	68.8	77.3	95.5	0
58. Provide instructors with information about tests and financial aids during inservice trainings	73.7	68.2	81.8	
59. Attend weekly guidance staffings at area school	75.0	57.9	50.0	✓
60. Aid teachers in placing students in gainful employment	56.3	63.6	81.8	

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
61. Assist in securing follow-up information telling where each student works	43.8	45.5	85.7	
62. Arrange for work-study opportunities for adults and secondary students	25.0	28.6	66.7	✓
63. Aid students in finding part-time or permanent employment	37.5	54.5	85.8	
64. Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education	31.3	40.9	77.3	0
65. Analyze follow-up and student status reports	25.0	40.0	76.2	0
66. Serve as liaison between business and industry and individual instructors concerning employment opportunities	25.0	36.4	66.7	✓
67. Maintain job advertisement bulletin board	31.3	36.4	52.4	✓
68. Conduct research for area school purposes	0.0	19.0	57.1	0
69. Analyze local and state follow-up information as a means for evaluating programs	12.5	38.1	61.9	✓

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
70. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins	18.8	47.6	70.0	✓
71. Provide statistics needed by other researchers in vocational education	12.5	30.0	85.0	
72. Read and stay abreast of new methods and techniques in vocational education	100.0	95.5	95.5	0
73. Participate in open house	93.8	90.9	100.0	-
74. Develop news articles, radio spots, displays and exhibits concerning vo-tech	12.5	18.2	95.2	0
75. Assist with school brochures	81.3	50.0	100.0	-
76. Answer letters of inquiry regarding vo-tech classes	50.0	81.8	100.0	0
77. Present civic group programs	62.5	68.2	95.5	0
78. Develop vo-tech newsletters to be sent to graduates, parents, business and industry, community leaders, etc.	6.3	31.8	66.7	✓

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
79. Visit home high schools, mid-highs, and junior highs to gain rapport with administrators and guidance personnel	87.5	95.5	100.0	-
80. Locate students and assist them in presenting programs to home high schools and civic clubs	43.8	52.4	85.7	
81. Participate in workshops with youth sponsored by community agencies	62.5	50.0	71.4	✓
82. Plan and develop activities for National Vo-Tech Week	37.5	42.9	95.5	
83. Distribute BEDG and CETA funds and keep records for both	6.3	9.1	47.6	✓
84. Coordinate pilot projects with State Department of Institution, Social, and Rehabilitative Services	12.5	19.0	33.3	✓
85. Plan, prepare, and distribute night class brochures for adult part-time programs	12.5	9.1	47.6	✓
86. Invite resource people to speak to students	18.8	50.0	68.2	✓

TABLE VI (Continued)

Functions	Percentage of Administrators Responding "Guidance Function"	Percentage of Guidance Prof. Responding "Guidance Function"	Percentage of Guidance Prof. Spending Time On This Function	*
87. Aid in supervising adult night classes	25.0	81.8	52.4	✓
88. Assume responsibility for registrar work	18.8	9.1	42.9	✓

*(-) 25 percent or more indicated they spent much time in this function

(0) 50 percent or more indicated they spent moderate plus much time in this function (excludes 25 percent who said they spent much time)

(✓) 25 percent or more indicated they spent no time in this function

TABLE VII

A LISTING OF FUNCTIONS THAT REQUIRE "MUCH TIME" AS IDENTIFIED BY 25 PERCENT OR MORE OF THE GUIDANCE PROFESSIONALS

Functions
1. Provide counseling for secondary students in vocational planning
2. Provide counseling for secondary students experiencing personal problems
3. Work with secondary students experiencing attendance problems
4. Assist prospective students in the area of career guidance*
5. Counsel and offer assistance to potential dropouts
6. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)
7. Visit feeder schools and speak to students about program in vo-tech (slide presentations, assemblies, class meetings, etc.)*
8. Escort visitors through shops and classrooms*
9. Initiate forums in feeder high schools designed to familiarize students with programs available at vo-tech
10. Enroll day students*
11. Host visiting prospective students to brief them on program, answer questions, etc.*
12. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems
13. Work with home high schools to enroll students
14. Provide brochures and individual class outlines to home high school principals and counselors*
15. Consult with instructor on student problems
16. Consult and cooperate with parents on personal problems of students
17. Participate in open house
18. Assist with school brochures*
19. Visit home high schools, mid-highs, and junior highs to gain rapport with administrators and guidance personnel

*Largest discrepancies between function and time

There was 31 percent of the administrators who felt this function should be provided by someone other than guidance professionals; yet 100 percent of the guidance professionals spent time in this function, with 20 out of 21 indicating they spent moderate to much time in this function.

(22) Escort visitors through shops and classrooms.

All (100 percent) guidance professionals spent time in this function, with 18 indicating they spent moderate to much time. At the same time, only 57 percent of administrators and 60 percent of the guidance professionals felt it should be provided by guidance personnel.

(27) Enroll day students.

There were 25 percent of the administrators and 27 percent of the guidance professionals who felt this function should be provided by other school personnel; yet, 19 out of 21 guidance professionals spent moderate to much time in this function.

(29) Host visiting prospective students to brief them on programs, answer questions, etc.

There were 31 percent of the administrators and 23 percent of the guidance professionals who felt this function should be provided by other school personnel; however, nine guidance professionals indicated they spent much time in this function, with ten additional guidance professionals indicating they spent moderate time in this function.

(36) Provide brochures and individual class outlines to home high school principals and counselors

Only 50 percent of the administrators and 57 percent of the guidance professionals felt this was a function of guidance personnel; yet, 16 out of 22 guidance professionals spent moderate to much time in this function.

(75) Assist with school brochures.

There was 81 percent of the administrators who felt this was a function of guidance personnel, while only 50 percent of the guidance professionals felt this same way; however, 14 guidance professionals indicated they spent moderate to much time in this function.

There were 20 functions which were identified by 50 percent or more of the guidance professionals as ones requiring moderate to much time (Table VIII). Out of these 20 functions, eight seemed to merit further consideration. A discussion of these functions and their discrepancies follows:

(2) Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.

Of the administrators, 62 percent felt this function should be provided by guidance personnel, while 100 percent of guidance professionals felt it was their responsibility. There were 14 guidance professionals who spent moderate to much time in this function, so it appears the disagreement in this case is between administrators and guidance professionals concerning who should provide this function.

(11) Provide information about vo-tech to dropouts.

Of the administrators, 50 percent felt this function should be provided by someone other than guidance personnel; yet, 12 guidance professionals indicated they spent moderate to much time in this function.

(45) Disseminate information concerning scholarships, educational opportunities, vocational information, and community services.

Of the guidance professionals, 95 percent felt this function to be their responsibility; yet, ten spent very little time in this area.

TABLE VIII

A LISTING OF FUNCTIONS THAT REQUIRE "MODERATE TO MUCH TIME" AS IDENTIFIED BY 50 PERCENT OR MORE OF THE GUIDANCE PROFESSIONALS

Functions
1. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.*
2. Provide information about vo-tech to dropouts*
3. Invite all accepted new students to visit their classes for the following year
4. Aid in career education programs by assisting with career days, making available a career mobile unit, etc.
5. Work with home high school counselors on individual student problems
6. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students
7. Assist teachers in understanding individual differences so that classroom activities will be more vital to students
8. Consult local high school counselors and principals concerning student opportunities and student progress
9. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services*
10. Supervise orientation of new students*
11. Work with parents in explaining enrollment procedures, class offerings, course requirements
12. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)
13. Provide inservice to home high school counselors concerning opportunities for students at vo-tech
14. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.
15. Keep an accurate and up-to-date file on all student data submitted to State Department of Vo-Tech Education*

TABLE VIII (Continued)

Functions
16. Analyze follow-up and student status reports*
17. Read and stay abreast of new methods and techniques in vocational guidance
18. Develop news articles, radio spots, displays and exhibits concerning vo-tech*
19. Answer letters of inquiry regarding vo-tech classes*
20. Present civic group programs

*Largest discrepancies between function and time

(46) Supervise orientation of new students.

Only 50 percent of the administrators and 64 percent of the guidance professionals saw this as a function of guidance personnel; however, 16 out of 22 guidance professionals indicated they spent moderate to much time in this function.

(64) Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education.

Over two-thirds of the administrators (68.7 percent) and just under two-thirds of the guidance professionals (59 percent) felt this function should be provided by someone other than guidance personnel; yet, 13 out of 22 guidance professionals spent moderate to much time in this function.

(65) Analyze follow-up and student status reports.

Only 25 percent of administrators and 40 percent of the guidance professionals saw this as a function of guidance personnel while ten guidance professionals indicated they spent moderate time in this function.

(74) Develop news articles, radio spots, displays and exhibits concerning vo-tech.

There were 13 percent of administrators and 18 percent of guidance professionals who felt this function should be provided by guidance professionals, while 12 guidance professionals indicated they spent moderate to much time in this function.

(76) Answer letters of inquiry regarding vo-tech classes.

Of the administrators, 50 percent felt this function should be provided by other school personnel; yet, 17 guidance professionals indicated they spent moderate to much time in this function.

There were 26 functions identified by 25 percent or more of the guidance professionals as functions in which they spent no time (Table IX). Out of these 26 functions, ten seemed to merit further consideration. Each of these ten will be discussed individually.

(7) Share VIEW materials with vocational classes.

Over two-thirds of the administrators felt this function was not the guidance professional's responsibility; yet, almost two-thirds of the guidance professionals thought it was their responsibility. Time spent in this function seemed to favor the administrative response as only four guidance professionals spent moderate to much time in this function, with 18 spending little or no time in this function.

(32) Compile daily attendance reports.

Of the administrators, 19 percent felt the guidance professionals should provide this function, but none of the guidance professionals felt this was their responsibility; even though guidance personnel were unanimous in their response, eight spent some time in this function.

(35) Supervises return of grades and credits to registrar of home high school.

The percentage of administrators who felt this to be a function of the guidance personnel was 31, and the percentage of guidance professionals who felt this was their responsibility was 14. However, nine guidance professionals indicated they spent moderate to much time in this function.

(44) Work with students and teachers in youth organizations.

Approximately three-fourths of the administrators and guidance professionals felt this function should be provided by someone other than guidance personnel; still, eight guidance professionals spent

TABLE IX

A LISTING OF FUNCTIONS THAT REQUIRE "NO TIME"
AS IDENTIFIED BY 25 PERCENT OR MORE
OF THE GUIDANCE PROFESSIONALS

Functions
1. Share VIEW materials with vocational classes*
2. Offer group counseling on importance of attitudes
3. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high school
4. Write individual prescriptions for students in the learning resource center.
5. Assist feeder schools in testing and assessment when they request services
6. Coordinate summer orientation program for area junior high schools
7. Enroll evening students
8. Compile daily attendance reports*
9. Supervises return of grades and credits to registrar of home high schools*
10. Work with students and teachers in youth organizations*
11. Coordinate field trips into the community
12. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors
13. Attend weekly guidance staffings at area school*
14. Arrange for work-study opportunities for adults and secondary students
15. Serve as liaison between business and industry and individual instructors concerning employment opportunities
16. Maintain job advertisement bulletin board
17. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins*

TABLE IX (Continued)

Functions

18. Analyze local and state follow-up information as a means for evaluating programs*
19. Develop vo-tech newsletters to be sent to graduates, parents, business and industry, community leaders, etc.
20. Participate in workshops with youth sponsored by community agencies
21. Distribute BEDG and CETA funds and keep appropriate records for both*
22. Coordinate pilot projects with State Department of Institution, Social and Rehabilitative Services
23. Plan, prepare, and distribute night class brochures for adult part-time programs
24. Invite resource people to speak to students
25. Aid in supervising adult night classes
26. Assume responsibility for registrar work

*Largest discrepancies between function and time

moderate to much time in this function, with another eight spending at least a little time in this function.

(59) Attend weekly guidance staffings at area schools.

Even though 75 percent of the administrators and 60 percent of the guidance professionals felt this was a function of guidance personnel, 11 guidance professionals indicated they spent no time in this area.

(69) Analyze local and state follow-up information as a means for evaluating programs.

There were 13 percent of the administrators and 38 percent of the guidance professionals who felt this function was the responsibility of guidance personnel, while six guidance professionals indicated they spent moderate time in this function and seven additional guidance professionals indicated they spent little time in this area.

(70) Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins.

Only 18 percent of the administrators felt this was a function of guidance personnel; yet, seven guidance professionals indicated they spent moderate to much time in this area.

(78) Develop vo-tech newsletters to be sent to graduates, parents, business and industry, community leaders, etc.

There were eight guidance professionals who indicated they spent moderate to much time in this function; yet 94 percent of the administrators and 68 percent of the guidance professionals felt this function should be provided by other school personnel.

(83) Distribute BEDG and CETA funds and keep appropriate records for both.

Less than ten percent of the administrators and guidance professionals felt this was a function of guidance personnel; however, 29 percent of the guidance professionals indicated they spent moderate to much time in this function.

(88) Assume responsibility for registrar work.

Only 19 percent of the administrators and nine percent of the guidance professionals felt this to be a function of guidance personnel; yet, eight (38 percent) guidance professionals indicated they spent moderate to much time in this function.

Summary

This chapter presented the data and the analysis of the data. It was found that there are 88 guidance functions currently being provided by guidance personnel, and/or other school personnel, and/or outside personnel. It was also found that administrators and guidance professionals feel these guidance functions should continue to be provided in Oklahoma area vocational-technical schools.

The statistical tests revealed that for four of the 88 functions, a significant difference did exist between the groups' identifications of who was responsible for providing each function. There were also differences noted and discussed when comparing persons responsible for each function and the amount of time spent by guidance personnel in each function.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Ideas are clean. They soar in the serene supernal. I can take them out and look at them, they fit in books, they lead me down that narrow way. And in the morning they are there. Ideas are straight . . . But the world is round and a messy mortal is my friend . . . Come walk with me in the mud . . . (Prather, 1970, p. 145).

The purpose of this study was, first, to determine guidance functions currently being provided by area vocational-technical schools; second, to identify the guidance functions that area school administrators and guidance professionals believe should be provided; and third, to determine who should be responsible for providing these functions. A modified DELPHI Technique, Correspondence I, was utilized to solicit from participants identification of guidance functions that are currently being provided in area schools. They responded by identifying 88 functions, and these were used in Correspondence II, an opinionnaire asking administrators and guidance professionals who should provide each of the 88 functions. In addition, guidance professionals were asked in Correspondence II to fill out a second opinionnaire asking them to rate relative time spent in each function. To fulfill the purpose of this study the following seven research questions were formulated and acknowledged.

1. What guidance functions are currently being provided by area vocational-technical schools?

Participants responses to Correspondence I answered this question as 88 functions were listed as guidance functions currently being provided in area vocational-technical schools. These functions are contained in Table III.

2. What functions do administrators in area vocational-technical schools believe should be provided?

The results showed that administrators felt each of the 88 functions should be provided. The greatest number of administrators that felt any one function should not be provided was three, with the majority believing each function to be a necessary part of an area school guidance program.

3. Whom do these administrators believe should provide these functions?

Administrators were asked in Correspondence II to indicate whom they felt should be responsible for each function. They could choose from (1) guidance personnel, (2) other school personnel, (3) outside personnel, (4) not be provided, (5) guidance personnel and other school personnel, (6) guidance personnel and outside personnel, (7) other school personnel and outside personnel, and (8) guidance personnel, other school personnel and outside personnel. Their responses are contained in Table III. In 11 areas of guidance there were 47 functions identified by a majority of administrators to be functions for which guidance personnel in area vocational-technical schools should be responsible (Table IV). These functions were distributed in the 11 areas as follows:

<u>Areas</u>	<u>Functions</u>
(1) Counseling	10
(2) Testing	4
(3) Recruiting	5
(4) Support Services	4
(5) Consultation	11
(6) Visitations	0
(7) Inservice	6
(8) Placement	2
(9) Research	2
(10) Public Relations	4
(11) Others	9

4. What functions do guidance professionals in area vocational-technical schools feel should be provided?

From the results obtained in Correspondence II, it was found that guidance professionals felt each of the 88 functions should be provided. There were three functions, two dealing with testing and one dealing with weekly guidance staffings, identified by five guidance professionals as functions that should not be provided, but the majority felt each function should be provided.

5. Whom do these guidance professionals believe should provide these functions?

Results for this question were provided by guidance professionals completing an opinionnaire in Correspondence II. Their responses are contained in Table III. There were 56 functions identified by a majority of guidance professionals to be functions for which they should be responsible (Table V). These functions were distributed in the 11 areas of guidance as follows:

<u>Areas</u>	<u>Functions</u>
(1) Counseling	13
(2) Testing	4
(3) Recruiting	7
(4) Support Services	5
(5) Consultation	12

<u>Areas</u>	<u>Functions</u>
(6) Visitations	1
(7) Inservice	6
(8) Placement	2
(9) Research	1
(10) Public Relations	5
(11) Others	0

6. Is there a significant difference among the two groups as to their perceptions of what functions should be provided and by whom they should be provided?

There are no significant differences among groups relative to which guidance functions should be provided, as both administrators and guidance professionals indicated all of the 88 functions should be provided. Results obtained by the Fisher Exact Probability Test showed a significant difference at the 0.05 level between the groups for four of the 88 functions. The functions were:

- (2) Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.
 - (3) Provide counseling for secondary students experiencing attendance problems
 - (18) Refer students to other agencies for further evaluation (Resource Learning Center, Regional Guidance Center)
 - (45) Disseminate information concerning scholarships, educational opportunities, vocational information, and community services.
7. Is there an observable difference among groups as to their perceptions of who is responsible for each function compared with the amount of time spent by guidance professionals in each function?

Functions and time are compared in Table VI with a summary of these results in the following three tables. Table VII shows all

functions requiring much time by 25 percent or more of the guidance professionals in Oklahoma area schools; Table VIII shows all functions requiring moderate to much time by 50 percent or more of the guidance professionals in Oklahoma area schools; and Table IX shows all functions requiring no time by 25 percent or more of the guidance professionals in Oklahoma area schools. Function and time comparisons worthy of further examination are starred in each of these three tables.

Conclusions

The conclusions reported in this chapter were based upon the population studied and cannot be generalized to other populations.

1. Based on data analyzed for research question number one, the conclusion would be that the 88 functions listed by administrators and guidance professionals in Correspondence I are the guidance functions currently being provided in Oklahoma area vocational-technical schools.

2. The data analyzed for research question number two indicates that administrators believe each of the guidance functions currently being provided in area schools should continue to be provided.

3. Based on data analyzed for research question number three, it would be concluded that administrators feel the consulting and coordinating functions of guidance are ones that should definitely be provided by guidance personnel. Out of the seven functions where more than 90 percent of the administrators felt the functions should be provided by guidance personnel, five functions deal with consultation and coordination of programs. Not one of these seven functions deals with direct interaction with students.

4. Based on information in Table IV, it may be concluded that administrators do agree a function of guidance personnel in area schools is to provide counseling in all areas of human development, not solely in vocational or career development.

5. An analysis of results also shows the functions that administrators identified as functions of guidance personnel in an area school are congruent with functions of the guidance professional as seen by the experts in the review of literature. Possible exceptions might be:

(22) Assist with school brochures

(43) Present civic group programs

(46) Escort visitors through shops and classrooms

6. A conclusion based on the results of research question number four is that guidance professionals believe each of the guidance functions currently being provided are ones that should be included in an area school guidance program.

7. Based on the data analyzed for research question number five it would be concluded that guidance professionals felt functions dealing directly with students were ones that should be provided by guidance personnel. Out of 13 functions where more than 95 percent of the guidance professionals felt the functions should be provided by guidance personnel, eight involve direct contact with students in counseling situations.

8. Results from Table V lead one to conclude guidance professionals recognize the need to counsel with students in all phases of human development - personal-social, educational and vocational. All (100 percent) guidance professionals felt educational, personal, and career counseling were functions that should be provided by guidance personnel

in area schools.

9. An analysis of results shows the functions identified by guidance professionals as ones for which they should be responsible are congruent with the function of the counselor as seen through a review of the literature. Functions that are currently identified by a majority of guidance professionals as their responsibility but that might just as easily be handled by someone else are:

- (42) Present civic group programs
- (46) Supervise orientation of new students
- (49) Escort visitors through shops and classrooms
- (56) Locate students and assist them in presenting programs to home high schools and civic clubs.

10. The data analyzed for research question number six indicates a difference in whom administrators and guidance professionals feel should be responsible for a function in four specific instances.

- (2) Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.

All guidance professionals felt this was their responsibility, but six administrators felt it should be provided by other school or outside personnel. The difference between groups concerning this function was significant at the 0.05 level. $P = 0.003$.

- (3) Provide counseling for secondary students experiencing attendance problems.

Again, all guidance professionals felt this to be their responsibility, whereas four administrators felt this function should be provided by other school or outside personnel. An accurate conclusion would be that the majority of guidance professionals and administrators

felt this to be a function of guidance personnel, but there was a significant difference between groups. $P = 0.02$. Administrators would be most likely to view this function as one to be provided by someone other than guidance personnel.

(18) Refer students to other agencies for further evaluation.

It can be concluded there is a significant difference of opinions concerning who is responsible for this function. $P = 0.038$.

(45) Disseminate information concerning scholarships, educational opportunities, vocational information and community services.

From the scattering of responses on this function, it can be concluded that respondents felt this function could be provided by more than just one professional in the area school. $P = 0.038$.

11. In examining the data for research question number seven several inconsistencies concerning time and function were noticed. Conclusions regarding these functions will be noted.

(a) Less than two-thirds of the administrators and guidance professionals felt escorting visitors through shops and classrooms was a responsibility of guidance personnel; still 100 percent of the guidance professionals indicated they spent much to moderate time in this area. One can conclude area schools need additional personnel in the area of public relations or the possibility exists that students could very effectively handle this responsibility.

(b) Only 50 percent of the administrators and 57 percent of the guidance professionals felt providing brochures and individual class outlines to high school principals and counselors was a function of guidance personnel. Yet, 16 out of 22 guidance

professionals spent moderate to much time in this function.

It can be concluded that someone skilled in area school curriculum would be a logical choice to assume the leadership in this area.

- (c) Half of the administrators felt answering letters of inquiry regarding vo-tech classes to be a function of guidance personnel; while 17 guidance professionals indicated they spent moderate to much time in this function. There was 81 percent of the counselors who felt this function to be their responsibility. The 50 percent of the administrators that felt this function could be provided by other school personnel are very perceptive in realizing this function could be more promptly handled by a secretary or clerk whose major duty is one of communicating by mail.

- (d) Administrators and guidance professionals do not agree on whose responsibility it is to share VIEW materials with vocational classes. Less than one-third of the administrators felt this to be a function of guidance personnel, while almost two-thirds of the guidance professionals felt it was their responsibility. Still another dimension is that only four guidance professionals spent moderate time in this function, while 18 spent little or no time. It can be concluded that time is not a clear understanding as to whom should share VIEW materials with students in vocational classes.

12. Functions dealing with interaction with business and industry were consistently identified not to be functions of guidance personnel.

It can be concluded that administrators and guidance professionals felt this contact should be handled by someone other than guidance personnel. The experts in the literature would disagree as it is stressed that a major function of the counselor in an effective career guidance program is to coordinate community involvement.

13. Another area in which the results seem somewhat confusing is that of placement. In the review of literature placement is discussed as a very important part of the guidance program, one in which the guidance professional supports a student through a critical transitional process. Yet, when indicating how much time is spent in functions dealing with placement, guidance professionals indicated they spent little time in this area. It can be concluded that there is a need for clarity in this area, "Should placement be considered the final step in the process of career guidance?" or "Should placement be the function of someone other than the guidance professional?"

Recommendations

The following recommendations are presented as a result of this study:

1. A parallel study should be done with secondary guidance counselors identifying guidance functions in public high schools and personnel responsible for these functions. This could set the stage for complementary role functions and lead to a better understanding of the total guidance program.
2. Administrators and guidance professionals in each area school should cooperatively develop the expectations of and goals for the guidance program in their school.

3. Even though there was agreement between groups in this study as to what guidance functions should be provided in an area school, every effort should be made to enhance the congruence between administrators' and guidance professionals' perceptions of guidance functions so that students would have the opportunity to experience maximum benefits from the area school guidance program.
4. The advantage of community involvement in a career guidance program should be thoroughly explored by guidance professionals. Based on the results of this study, it is recommended that interaction with the community should be an important part of any career guidance program and that guidance personnel should be directly involved with people in the community as these people can offer students a "real look" at the working world.

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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 & Assessment:
1. Administer the GATBY, Strong Vocational or Kuder Interest Inventory to students.
 2. Interpret the results of aptitude and/or interest inventories for students in small group settings.
-

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

OTHER

IF THERE ARE FUNCTIONS WHICH DO NOT APPROPRIATELY
FIT ANY OF THE AREAS ABOVE, PLEASE LIST THOSE
BELOW.

PLEASE RETURN THIS CORRESPONDENCE IN THE ENCLOSED ENVELOPE BY MARCH 1ST

CORRESPONDENCE II

INSTRUCTIONS FOR COMPLETING THIS INSTRUMENT

This instrument consists of a composite listing of guidance functions provided in Oklahoma Area Vocational Technical Schools.

As someone who is responsible for providing guidance services in your school please examine the list and indicate the relative amount of time you spend on each function.

Please indicate the guidance functions for which you are responsible in your school by placing a check mark (✓) in the appropriate TIME SPENT column. Time spent means the Relative Time you spend on the function you are rating, compared with the time you spend on other guidance functions. It does not imply the importance of the function in your job. Some very important tasks take little time while some unimportant ones require a lot of time. Please check every item.

	Amount of Time:			
	(1) Great deal of time	(2) Moderate time	(3) Little time	(4) No time
1. Provide counseling for secondary students in vocational planning				
2. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc...				
3. Provide counseling for secondary students experiencing personal problems				
4. Work with secondary students experiencing attendance problems				
5. Provide appropriate counseling for adult students				
6. Provide financial aid counseling				
7. Share VIEW materials with vocational classes				
8. Refer students for outside professional help when necessary				
9. Assist prospective students in the area of career guidance				
10. Counsel and offer assistance to potential drop outs				
11. Provide information about Vo-Tech to drop outs				
12. Provide information to adults about additional training				
13. Offer group counseling on importance of attitudes				
1. Administrator and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)				
2. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high schools				
3. Review past records of student's achievements and aptitudes to gain valuable background information				
4. Write individual prescriptions for students in the learning resource center:				
5. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Eval. Center, Regional Guidance Center)				
6. Assist feeder schools in testing and assessment when they request services				
1. Create slide presentations, advertisements, brochures, radio and TV spots announcing vocational programs				
2. Visit feeder schools and speak to students about programs in Vo-Tech (slide presentations, assemblies, class meetings, etc...				

	Amount of Time:			
	(1) Great deal of time	(2) Moderate time	(3) Little time	(4) No time
3. Escort visitors through shops and classrooms				
4. Initiate forums in feeder high schools designed to familiarize students with programs available at Vo-Tech				
5. Work with agencies such as Voc Rehab., CETA, Veterans, BIA to develop awareness of training opportunities available at Vo-Tech				
6. Coordinate summer orientation program for area jr. high schools				
7. Invite all accepted new students to visit their classes for the following year				
8. Enroll day students				
9. Enroll evening students				
10. Host visiting prospective students to brief them on programs, answer questions, etc...				
1. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems				
2. Aid in Career Education programs by assisting with Career Days, making available a Career Mobile Unit, etc...				
3. Compile daily attendance reports				
4. Work with home high school counselors on individual student problems				
5. Work with home high schools to enroll students				
6. Supervises return of grades and credits to registrar of home high school				
7. Provide brochures and individual class outlines to home high school principals and counselors				
1. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students				
2. Assist teachers in understanding individual differences so that classroom activities will be more vital to students				
3. Cooperate with staff in organizing guidance activities that are correlated with classwork				
4. Participate in parent-teacher conferences				
5. Consult local high school counselors and principals concerning student opportunities and student progress				
6. Consult with instructor on student problems				
7. Consult with resource professionals in order to best serve handicapped students				
8. Work with students and teachers in youth organizations				
9. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services				
10. Supervise orientation of new students				
11. Work with parents in explaining enrollment procedures, class offerings, course requirements				
12. Consult and cooperate with parents on personal problems of students				
13. Refer students to community agencies when their services are needed				
1. Meet and visit with business and industry concerning vo-tech programs and job placement				

	Amount of Time:			
	(1) Great deal of time	(2) Moderate time	(3) Little time	(4) No time
2. Coordinate field trips into the community				
3. Participate on advisory committees with representatives from business and industry				
4. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors				
1. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc...)				
2. Work with State Department of Education staff to improve quality of guidance programs offered in area schools				
3. Provide inservice to home high school counselors concerning opportunities for students at vo-tech				
4. Provide inservices to teachers dealing with student problems, student attitudes, decision-making skills for students, etc...				
5. Provide instructors with information about tests and financial aids during inservice trainings				
6. Attend weekly guidance staffings at area school				
1. Aid teachers in placing students in gainful employment				
2. Assist in securing follow-up information telling where each student works				
3. Arrange for work-study opportunities for adults and secondary students				
4. Aid students in finding part-time or permanent employment				
5. Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education				
6. Analyze follow-up and student status reports				
7. Serve as liaison between business and industry and individual instructors concerning employment opportunities				
8. Maintain job advertisement bulletin board				
1. Conduct research for Area school purposes				
2. Analyze local and state follow-up information as a means for evaluating programs				
3. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins				
4. Provide statistics needed by other researchers in Vocational Education				
5. Read and stay abreast of new methods and techniques in Vocational Guidance				
1. Participate in Open House				
2. Develop news articles, radio spots, displays and exhibits concerning Vo-Tech				
3. Assist with school brochures				
4. Answer letters of inquiry regarding Vo-Tech classes				
5. Present Civic Group programs				
6. Develop Vo-Tech Newsletters to be sent to graduates, parents, business and industry, community leaders, etc...				

	Amount of Time:			
	(1) Great deal of time	(2) Moderate time	(3) Little time	(4) No time
7. Visit home high schools, mid-highs, and jr. highs to gain rapport with administratives and guidance personnel				
8. Locate students and assist them in presenting programs to home high schools and civic clubs				
9. Participate in workshops with youth sponsored by community agencies				
10. Plan and develop activities for National Vo-Tech Week				
1. Distribute BEDG and CETA funds and keep appropriate records for both				
2. Coordinate Pilot Projects with State Department of Institution, Social, and Rehabilitative services				
3. Plan, prepare, and distribute night class brochures for adult part time programs				
4. Invite resource people to speak to students				
5. Aid in supervising adult night classes				
6. Assume responsibility for Registrar work				

**INSTRUCTIONS FOR COMPLETING
CORRESPONDENCE #2**

This instrument contains a composite listing of functions which are performed by persons responsible for providing guidance services in Oklahoma Area Vocational-Technical Schools.

Please consider each function and indicate whether it should:

1. Be provided by a person responsible for guidance services in your school.
2. Be provided by someone in your school other than those responsible for guidance services.
3. Be provided by someone outside of your school.
4. Not be provided.

	Function To: (1) Be provided by guidance personnel (2) Be provided by other school personnel (3) Be provided by outside personnel (4) Not be provided			
1. Provide counseling for secondary students in vocational planning				
2. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc...				
3. Provide counseling for secondary students experiencing personal problems				
4. Work with secondary students experiencing attendance problems				
5. Provide appropriate counseling for adult students				
6. Provide financial aid counseling				
7. Share VIEW materials with vocational classes				
8. Refer students for outside professional help when necessary				
9. Assist prospective students in the area of career guidance				
10. Counsel and offer assistance to potential drop outs				
11. Provide information about Vo-Tech to drop outs				
12. Provide information to adults about additional training				
13. Offer group counseling on importance of attitudes				
1. Administrator and/or Interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)				
2. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high schools				
3. Review past records of student's achievements and aptitudes to gain valuable background information				
4. Write individual prescriptions for students in the learning resource centers				
5. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Eval. Center, Regional Guidance Center)				
6. Assist feeder schools in testing and assessment when they request services				
1. Create slide presentations, advertisements, brochures, radio and TV spots announcing vocational programs				
2. Visit feeder schools and speak to students about programs in Vo-Tech (slide presentations, assemblies, class meetings, etc...)				

	Function To:			
	(1) Be provided by guidance personnel	(2) Be provided by other school personnel	(3) Be provided by outside personnel	(4) Not be provided
3. Escort visitors through shops and classrooms				
4. Initiate forums in feeder high schools designed to familiarize students with programs available at Vo-Tech				
5. Work with agencies such as Voc Rehab., CETA, Veterans, BIA to develop awareness of training opportunities available at Vo-Tech				
6. Coordinate summer orientation program for area jr. high schools				
7. Invite all accepted new students to visit their classes for the following year				
8. Enroll day students				
9. Enroll evening students				
10. Host visiting prospective students to brief them on programs, answer questions, etc...				
1. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems				
2. Aid in Career Education programs by assisting with Career Days, making available a Career Mobile Unit, etc...				
3. Compile daily attendance reports				
4. Work with home high school counselors on individual student problems				
5. Work with home high schools to enroll students				
6. Supervises return of grades and credits to registrar of home high school				
7. Provide brochures and individual class outlines to home high school principals and counselors				
1. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students				
2. Assist teachers in understanding individual differences so that classroom activities will be more vital to students				
3. Cooperate with staff in organizing guidance activities that are correlated with classwork				
4. Participate in parent-teacher conferences				
5. Consult local high school counselors and principals concerning student opportunities and student progress				
6. Consult with instructor on student problems				
7. Consult with resource professionals in order to best serve handicapped students				
8. Work with students and teachers in youth organizations				
9. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services				
10. Supervise orientation of new students				
11. Work with prents in explaining enrollment procedures, class offerings, course requirements				
12. Consult and cooperate with parents on personal problems of students				
13. Refer students to community agencies when their services are needed				

	Function To:			
	(1) Be provided by guidance personnel	(2) Be provided by other school personnel	(3) Be provided by outside personnel	(4) Not be provided
1. Meet and visit with business and industry concerning vo-tech programs and job placement.				
2. Coordinate field trips into the community				
3. Participate on advisory committees with representatives from business and industry				
4. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors				
1. Attend meetings, workshops, and conferences pertaining to counseling (OPCA, APGA, OVA, OVGA, etc...)				
2. Work with State Department of Education staff to improve quality of guidance programs offered in area schools				
3. Provide inservice to home high school counselors concerning opportunities for students at vo-tech				
4. Provide inservices to teachers dealing with student problems, student attitudes, decision-making skills for students, etc...				
5. Provide instructors with information about tests and financial aids during inservice trainings				
6. Attend weekly guidance staffings at area school				
1. Aid teachers in placing students in gainful employment				
2. Assist in securing follow-up information telling where each student works				
3. Arrange for work-study opportunities for adults and secondary students				
4. Aid students in finding part-time or permanent employment				
5. Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education				
6. Analyze follow-up and student status reports				
7. Serve as liaison between business and industry and individual instructors concerning employment opportunities				
8. Maintain job advertisement bulletin board				
1. Conduct research for Area school purposes				
2. Analyze local and state follow-up information as a means for evaluating programs				
3. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins				
4. Provide statistics needed by other researchers in Vocational Education				
5. Read and stay abreast of new methods and techniques in Vocational Guidance				
1. Participate in Open House				
2. Develop news articles, radio spots, displays and exhibits concerning Vo-Tech				
3. Assist with school brochures				
4. Answer letters of inquiry regarding Vo-Tech classes				
5. Present Civic Group programs				
6. Develop Vo-Tech Newsletters to be sent to graduates, parents, business and industry, community leaders, etc...				

	Function To: (1) Be provided by guidance personnel (2) Be provided by other school personnel (3) Be provided by outside personnel (4) Not be provided			
7. Visit home high schools, mid-highs, and jr. highs to gain rapport with administratives and guidance personnel				
8. Locate students and assist them in presenting programs to home high schools and civic clubs				
9. Participate in workshops with youth sponsored by community agencies				
10. Plan and develop activities for National Vo-Tech Week				
1. Distribute BEDG and CETA funds and keep appropriate records for both				
2. Coordinate Pilot Projects with State Department of Institution, Social, and Rehabilitative services				
3. Plan, prepare, and distribute night class brochures for adult part time programs				
4. Invite resource people to speak to students				
5. Aid in supervising adult night classes				
6. Assume responsibility for Registrar work				

APPENDIX B

RAW DATA

TABLE X
 FREQUENCY DISTRIBUTION OF RELATIVE TIME
 SPENT ON FUNCTIONS AS IDENTIFIED
 BY GUIDANCE PROFESSIONALS

Functions	Relative Time Spent on Functions*						
	1	2	3	4	5	6	7
1. Provide counseling for secondary students in vocational education	9	10	1	1			
2. Provide counseling for students in educational areas such as poor grades, appropriate educational placement, etc.	5	9	6		1		
3. Provide counseling for secondary students experiencing personal problems	8	7	7				
4. Work with secondary students experiencing attendance problems	7	8	6				
5. Provide appropriate counseling for adult students	10	8	4				
6. Provide financial aid counseling	2	8	6	5			
7. Share VIEW materials with vocational classes	1	3	8	10			
8. Refer students for outside professional help when necessary	3	5	13	1			
9. Assist prospective students in the area of career guidance	10	11		1			
10. Counsel and offer assistance to potential dropouts	8	9	4	1			
11. Provide information about vo-tech to dropouts	3	9	7	2			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
12. Provide information to adults about additional training	1	9	7	4			
13. Offer group counseling on importance of attitudes	4	3	8	7			
14. Administer and/or interpret appropriate tests to secondary students and adults (GATBY, NELSON READING, SRA MATH, CAT TEST, WISC, WAIS)	8	2	9	3			
15. Maintain and/or accumulate standardized test scores from achievement tests administered at the student's home high school	2	3	8	8			
16. Review past records of student's achievements and aptitudes to gain valuable background information	2	7	11	2			
17. Write individual prescriptions for students in the learning resource centers	1	4	5	11			
18. Refer students to other agencies for further evaluation (Resource Learning Center, Rehab, Evaluation Center, Regional Guidance Center)	1	8	12	1			
19. Assist feeder schools in testing and assessment when they request services	2	7	7	6			
20. Create slide presentations, advertisements, brochures, radio and TV spots announcing vocational programs	3	6	9	3			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
21. Visit feeder schools and speak to students about programs in vo-tech (slide presentations, assemblies, class meetings, etc.)	7	13	2				
22. Escort visitors through shops and classrooms	6	12	4				
23. Initiate forums in feeder high schools designed to familiarize students with programs available at vo-tech	10	7	3	2			
24. Work with agencies such as Voc REhab, CETA, Veterans, BIA to develop awareness of training opportunities available at vo-tech	1	9	8	3			
25. Coordinate summer orientation program for area junior high schools	2	4	6	10			
26. Invite all accepted new students to visit their classes for the following year	2	9	9	1			1
27. Enroll day students	15	4	1	2			
28. Enroll evening students	2	3	6	8			
29. Host visiting prospective students to brief them on programs, answer questions, etc.	9	10	2	1			
30. Initiate meetings with home high school counselors to enhance understanding of mutual goals and problems	8	9	3	1	1		

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
31. Aid in career education programs by assisting with career days, making available a career mobile unit, etc.	4	8	8	2			
32. Compile daily attendance reports	2	3	3	12			
33. Work with home high school counselors on individual student problems	5	12	5				
34. Work with home high schools to enroll students	14	6	1	1			
35. Supervises return of grades and credits to registrar of home high school	2	7	4	8			
36. Provide brochures and individual class outlines to home high school principals and counselors	6	10	5	1			
37. Provide information to teachers about test scores, social, economic, and cultural backgrounds of students	4	8	8	2			
38. Assist teachers in understanding individual differences so that classroom activities will be more vital to students	4	9	8	1			
39. Cooperate with staff in organizing guidance activities that are correlated with classwork	4	5	12	1			
40. Participate in parent-teacher conferences	4	6	11	0			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
41. Consult local high school counselors and principals concerning student opportunities and student progress	3	11	8				
42. Consult with instructor on student problems	7	14	1				
43. Consult with resource professionals in order to best serve handicapped students	2	8	9	2			
44. Work with students and teachers in youth organizations	5	3	8	6			
45. Disseminate information concerning scholarships, educational opportunities, vocational information, and community services	4	8	10				
46. Supervise orientation of new students	4	12	5	1			
47. Work with parents in explaining enrollment procedures, class offerings, course requirements	5	8	9				
48. Consult and cooperate with parents on personal problems of students	6	7	8		1		
49. Refer students to community agencies when their services are needed	3	7	11	1			
50. Meet and visit with business and industry concerning vo-tech programs and job placement	2	8	6	5			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
51. Coordinate field trips into the community		5	7	10			
52. Participate on advisory committees with representatives from business and industry		6	11	4			
53. Visit business and industry for the purpose of providing occupational and manpower data to students and instructors		3	12	6			
54. Attend meetings, workshops, and conferences pertaining to counseling (OPGA, APGA, OVA, OVGA, etc.)	3	13	5	1			
55. Work with State Department of Education staff to improve quality of guidance programs offered in area schools	3	4	13	1			
56. Provide inservice to home high school counselors concerning opportunities for students at vo-tech	1	10	9	2			
57. Provide inservice to teachers dealing with student problems, student attitudes, decision-making skills for students, etc.	2	9	10	1			
58. Provide instructors with information about tests and financial aids during inservice trainings	2	8	8	4			
59. Attend weekly guidance staffings at area school	1	5	5	11			
60. Aid teachers in placing students in gainful employment	1	8	9	4			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
61. Assist in securing follow-up information telling where each student works		9	9	3			
62. Arrange for work-study opportunities for adults and secondary students		5	9	7			
63. Aid students in finding part-time or permanent employment	1	5	11	3			1
64. Keep an accurate and up-to-date file of all student data submitted to State Department of Vo-Tech Education	1	12	4	5			
65. Analyze follow-up and student status reports	1	10	5	4			
66. Serve as liaison between business and industry and individual instructors concerning employment opportunities		3	11	7			
67. Maintain job advertisement bulletin board	2	3	6	10			
68. Conduct research for area school purposes		3	9	9			
69. Analyze local and state follow-up information as a means for evaluating programs		6	7	8			
70. Analyze State Department reports, Employment Security Commission Bulletins, OTIS Bulletins	1	6	7	6			
71. Provide statistics needed by other researchers in vocational education		6	11	3			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
72. Read and stay abreast of new methods and techniques in vocational guidance	4	10	7	1			
73. Participate in open house	8	10	4				
74. Develop news articles, radio spots, displays and exhibits concerning vo-tech	4	8	8	1			
75. Assist with school brochures	6	8	7				
76. Answer letters of inquiry regarding vo-tech classes	5	12	5				
77. Present civic group programs	5	7	9		1		
78. Develop vo-tech newsletters to be sent to graduates, parents, business and industry, community leaders, etc.	3	5	6	7			
79. Visit home high schools, mid-highs, and junior highs to gain rapport with administratives and guidance personnel	7	13	2				
80. Locate students and assist them in presenting programs to home high schools and civic clubs	2	6	10	3			
81. Participate in workshops with youth sponsored by community agencies	2	4	9	6			
82. Plan and develop activities for National Vo-Tech Week	2	8	11	1			

TABLE X (Continued)

Functions	Relative Time Spent On Functions*						
	1	2	3	4	5	6	7
83. Distribute BEDG and CETA funds and keep appropriate records for both	3	3	4	11			
84. Coordinate pilot projects with State Department of Institution, Social, and Rehabilitative Services	1	2	4	14			
85. Plan, prepare, and distribute night class brochures for adult part-time programs	1	4	5	11			
86. Invite resource people to speak to students	1	4	10	7			
87. Aid in supervising adult night classes	1	5	5	10			
88. Assume responsibility for Registrar work	3	5	1	12			

*(1) Great Deal of Time, (2) Moderate Time, (3) Little Time, (4) No Time, (5) Great Deal to Moderate Time, (7) Moderate to Little Time

APPENDIX C

LETTERS TO PARTICIPANTS

Oklahoma State University Letterhead

February 8, 1979

Dear:

As a graduate student in Occupational and Adult Education at Oklahoma State University, I am currently conducting a research study dealing with vocational guidance. The purpose is to determine guidance functions in Oklahoma area vocational schools. Administrators, counselors, and other individuals who are responsible for guidance functions in each area school district are being asked to provide information for this study.

Would you please participate in the study? Your input is valuable and will be of great benefit to vocational guidance in Oklahoma. I am asking you to share with me a few minutes of your time in order to gain your opinions concerning guidance functions in an area school.

The Delphi technique has been chosen as the method to be used in obtaining your observations. Your participation will require completion of two instruments spaced approximately one month apart:

Correspondence No. 1 This instrument will ask participants to list guidance functions.

Correspondence No. 2 A list of statements will be compiled from participants' responses to Correspondence No. 1 mailed back to each participant. Administrators will be asked to rate the importance of the functions, while other participants will be asked to rate the importance of the functions and also the relative amount of time involved in each function.

From the response obtained in Correspondence No. 2 a final priority list of guidance functions in area schools will be assimilated and distributed to the people directly involved with career guidance in Oklahoma.

I hope you will agree to participate with me in this effort of obtaining valuable information needed for the unification of guidance efforts in Oklahoma. If you are willing to assist, please complete the attached instrument and return it in the enclosed self-addressed, stamped envelope. Thank you very much for your cooperation.

Sincerely,

Sara Earnest
Graduate Student, OAED

Don Phillips
Graduate Advisor

Oklahoma State University Letterhead

March 15, 1979

Thank you for completing correspondence #1; your response was excellent and I appreciate the time and thought that went into your statements. I hope you will continue your assistance by completing correspondence #2, which is attached.

Correspondence #2 contains the functions that were identified from your statements in response to the first correspondence. As anticipated, you listed many important statements concerning guidance functions in an Area Vocational School. In the attached instrument, I am asking that you indicate who should provide these functions. In addition, I am asking the persons responsible for guidance services in each school to indicate the time spent in each function.

Please complete the attached instrument and enclose it in the self-addressed, stamped envelope by April 15th. Again, let me thank you for giving your time and thought on this study. Your response is greatly appreciated and is important to the completion of this research study.

Sincerely,

Sara Earnest
Graduate Student

Donald S. Phillips
Graduate Advisor

VITA

Sara Earnest

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL ADMINISTRATORS' AND GUIDANCE PROFESSIONALS' PERCEPTIONS OF GUIDANCE FUNCTIONS IN AREA SCHOOLS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Stillwater, Oklahoma, June 15, 1948, the daughter of J. V. and Wanda Earnest.

Education: Graduated from C. E. Donart High School, Stillwater, Oklahoma, in May, 1966; attended Oklahoma State University, Stillwater, Oklahoma, from September, 1966 to May, 1970, received a Bachelor of Science degree in May of 1970 with a major in Elementary Education; engaged in graduate study at Central State University, Edmond, Oklahoma, from September, 1971, to December, 1972, completed requirements for the Master of Education degree, with a major in Guidance and Counseling; continued graduate study at Oklahoma State University, completed requirements for the Doctor of Education degree with a major in Vocational-Technical and Career Education at Oklahoma State University in July, 1979.

Professional Experience: Teacher of Elementary Education at Parker Elementary School in Oklahoma City, Oklahoma, from December, 1970 to May, 1972; Career Education Specialist for the Oklahoma City School System from August, 1973 to March, 1976; Guidance Counselor at Stillwater Middle School, Stillwater, Oklahoma, from March, 1976 to present; Graduate Research Assistant, Oklahoma State University, Stillwater, Oklahoma, from June, 1979 to August, 1979.