Guidance-Related Services Performed by Selected Classroom Teachers in Jefferson County, Kentucky

Joseph Riley
Western Kentucky University

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McCoy,

Joseph Riley

1977
GUIDANCE-RELATED SERVICES PERFORMED
BY SELECTED CLASSROOM TEACHERS IN
JEFFERSON COUNTY, KENTUCKY

A Project
Presented to the
Faculty of the Counselor Education Department
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Specialist in Education Degree

by
Joseph Riley McCoy
August 1977
GUIDANCE-RELATED SERVICES PERFORMED
BY SELECTED CLASSROOM TEACHERS IN
JEFFERSON COUNTY, KENTUCKY

Recommended 7/6/77
(Date)

Director of Project

Approved 8-5-77

Dean of the Graduate College
ACKNOWLEDGEMENTS

The writer wishes to acknowledge with sincere appreciation the assistance given him during the preparation of this study by the members of his specialist committee--Dr. Emmett D. Burkeen, Dr. Vernon Lee Sheeley, and Dr. Frank Six. He is also indebted to the teachers who participated in this study and to the other school personnel who assisted in gathering the necessary data.

Finally, the writer wishes to express his sincere appreciation to his wife and members of his family and to friends for their support and understanding during the period of this study.
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A selected sample of classroom teachers from the Jefferson County, Kentucky, school system, some of whom were also certified counselors, were surveyed to determine the extent to which they participated in certain teacher-pupil relationship activities.

From the survey, it was determined (1) that of the teachers surveyed those with counselor certification participated in seventy-seven percent of these selected activities; (2) that those surveyed classroom teachers that do not have counselor certification also participated in these activities, although generally to a lesser extent than those with certification; (3) that both teachers without and those with counselor certification felt that a master's degree program in guidance was to be preferred over others, and (4) that more members of both groups felt that too much of the school counselor's time was occupied with non-guidance activities, such as paperwork, scheduling, and disciplinary duties. Both groups also felt that too little time was spent by the school counselor in actual guidance activities. Additional studies were recommended.
CHAPTER I

INTRODUCTION

Background

Many teachers who earn master's degrees in guidance return to the classroom. They do this either by choice or to await the opportunity to be promoted to counselor positions.

Teachers who have had counselor preparation often report that they find themselves viewing the student-teacher relationship and the school program differently than during their earlier teaching experience.

Once students learned that this writer had been certified in counseling, they tended to seek personal help and advice from him. He also felt that he was able to respond to students with more empathy after having received counselor preparation.

Rationale

Since this writer received counselor certification and returned to the classroom, his perspective of and relationship with the student has changed. Not only does he feel more tolerant toward each student as a person, but also several incidents have occurred in which students actually sought him out for help and advice of a guidance
nature. Some of these students expressed confidence in this writer's ability to counsel.

This writer believed that these experiences would justify the investigation of the following questions: (1) Are those teachers with counselor certification more aware of the guidance-oriented needs of the student? (2) Do these teachers render informal guidance and counseling services more frequently than do those teachers without this preparation?

Much of the literature, especially the doctoral dissertation titles surveyed, deals with the counselor's background, training, and relationship with the client, but in almost all cases, the studies revealed in the literature deal with the student in counselor training or with the practicing counselor. It was felt that the area involving the certificated counselor working as a classroom teacher should be investigated.

Statement of the Problem

Much emphasis has been placed, in recent years, on the proper utilization of the services of guidance personnel only in their positions as counselors. No attempt to detract from this purpose was intended. However, with sociological relationships becoming more complicated as society becomes more complex, the need for guidance services in the classroom seems evident.

This study represents an attempt to demonstrate that this need exists and that certificated counselors are meeting
that need to a significant degree.

**Purpose of the Study**

There were three major purposes of this study: (1) to determine whether teachers with counselor certification participate in guidance-related activities to a significant degree beyond that of teachers without this certification, (2) to investigate the extent to which teachers with counselor certification participated in these activities, and (3) to attempt to learn the extent of certain chosen activities (information giving, personal counseling, guidance-related activities, and attitudes toward guidance in general) the counselor-certificated person was involved in as a classroom teacher. A group of classroom teachers without counselor certification but who were teaching in the same school system would serve as a control group in this study.

It would have been extremely difficult to have surveyed all of the approximately 6,100 classroom teachers of the Jefferson County, Kentucky, school system. A selected sample of counselor-certificated classroom teachers, as well as a selected sample of classroom teachers without this certification, were surveyed.

Four hypotheses were considered in this study. These were:

H1. Selected counselor-certificated classroom teachers perform a larger number of guidance and counselor-related activities than do classroom teachers without this
certification, in 60 percent or more of the comparisons studied

\( H_2 \). Selected counselor-certificated classroom teachers perform general counseling activities more frequently than do classroom teachers without this certification, in 60 percent or more of the comparisons studied

\( H_3 \). The counselor-certificated classroom teacher feels that there is a greater need in the classroom for counselor preparation than do classroom teachers without this certification; thus, 60 percent or more of the responses will favor this hypothesis

\( H_4 \). The counselor-certificated classroom teacher has a more positive attitude toward current guidance programs in his/her school than do classroom teachers without this certification; therefore, 60 percent or more of the responses in this study will confirm this hypothesis

A questionnaire was designed to gather data in order to determine whether the above hypotheses were valid. The questionnaire was submitted to 365 selected classroom teachers from the Jefferson County, Kentucky, school system. The data obtained from the questionnaires were analyzed in order to test the hypotheses. A criterion for the acceptance and/or rejection of each hypothesis was based on a 60 percent or more positive response to the questions used in the study.

**Limitations of the Study**

A sample of the 6,100 classroom teachers in the Jefferson County, Kentucky, school system was selected. This
sample included 243 valid questionnaires returned from the 365 classroom teachers surveyed. Twenty-seven were excluded due to lack of clarity in classification and/or assignment.

Obvious deficiencies in this study include the fact that these teachers work under different socio-economic conditions due to community differences. The number of classroom teachers without counselor certification was somewhat larger. However, the results were based strictly on percentages within each group, assuring reasonable validity. This writer attempted to use as many questions as possible to keep the length of the questionnaire reasonable and avoid placing limitations on the number of responses.

Definition of Terms

The following are definitions of terms used in this study:

Counselor-Certificated Classroom Teacher was an assigned classroom teacher who has completed at least a master's degree in guidance and who has been certified by the State of Kentucky in either elementary or secondary guidance.

Classroom Teacher was an assigned classroom teacher who did not possess the counselor certification. The term "classroom" is used repeatedly throughout this study since some school systems employ personnel as teachers but who do not actually meet with students each day in the classroom. Sex of the respondents was not a consideration in this study for the classroom teacher group.
Information Giving was used to describe those services of a guidance nature (such as supplying information about a college or job) but which were not of a strictly personal nature.

Personal Counseling was used to describe those activities dealing with friends, family, teachers, and others, which could be classified as being more personal in nature.

Guidance-Related Activities was used to indicate those activities (group guidance, guidance committees, and other such services) which do not involve working with the individual student on a one-to-one basis.

General Counseling Activities was used to indicate overall guidance-related assistance.

Organization of the Study
A review of the related literature is discussed in the last section of Chapter I.

Chapter II describes the design, method, and procedure of the study.

Chapter III consists of the data analysis and the use of these data on testing the hypotheses involved in this study.

Chapter IV contains the summary of the study and the conclusions drawn as a result of the study.

Review of Related Literature
A review of the related literature revealed that while no doctoral dissertations reported in the Dissertation Abstracts International had been written on the subject of
counselor preparation by the classroom teacher, it appeared in other references. Arbuckle (1:61) made the following observation: "A desirable program for a teacher might be a bachelor's degree in education in a teacher training institution, followed by a master's degree in guidance and counseling." Gordon (4:264), in referring to the many functions of the counselor, mentions one of them as teaching. He further states: "Although many professional counselors resist the notion of teachers functioning as counselors, the fact remains that the teacher finds himself in many situations which fit the definition of counseling."

Rogers (12:33) indicates that if we learn to be our true selves, others will more readily respond to us. Rogers (13:40) further states: "A helping relationship might be defined as one in which one of the participants intends that there should come about, in one or both parties, more appreciation of, more expression of, more functional use of the latent inner resources of the individual."

Maltz (8:111) states: "A good personality is one which enables you to deal effectively and appropriately with environment and reality, and to gain satisfaction from reaching goals which are important to you." Additionally, Rogers (14:166) states: "Everyone can benefit from striving to be that self which one truly is."

Several studies indicated that although teachers are dedicated to helping their students, expertise of the kind provided by counselor preparation is needed for the solution
of personal problems encountered by their students. Newton (9:1607) advises that there are three characteristics of facilitative interaction. They are: (1) empathetic understanding, (2) congruity, and (3) positive regard.

Toffler (15:385-386) states: "Not all help for the individual can, or necessarily should come from groups. In many cases, what the change-pressed person needs most is one-to-one counseling, during the crisis of adaptation." Ivey and Alschuler (5:592) state: "Psychological education seeks to give power to the individual over his own life. It seeks to provide skills, knowledge, and self-confidence so that people are in charge of their own existence." Ivey (6:431-434) states: "The counselor who simply counsels is on the way out. The inevitable direction of professional helping is toward a counselor who plays many roles."

Redl and Wattenberg (10:187) state: "Poorly managed learning situations which create difficulties can damage a child's stability." Barnard (2:120) states: "When a teacher is well adjusted himself, he is more likely to accept and try to understand, rather than to resent, the negative emotional outbursts of pupils."

Rogers (11:254) states: "The individual who is naturally observant of the reactions of others, who can pick out of a schoolroom group the unhappy children, who can sense the personal antagonism which underlies an outward casual argument, who is alert to the subtle differences in actions which show that one parent has a comfortable relationship with his
child, another a relationship full of tensions--such a person has a good natural foundation upon which to build counseling skills."

Lane and Beauchamp (7:184) state: "The teacher is the one professional guide guaranteed each child. We believe each child has the right to teacher-adults who understand and care how children grow." Chisholm (3:315) states: "But as long as the school people do not see clearly the classroom teacher's guidance responsibility and also understand the nature of the things which the teacher should do in guidance, there will be an undue amount of hesitation in planning and carrying on a program in guidance in the schools throughout the nation."

Several generalizations are suggested by this review of literature: (1) Teachers who understand themselves will probably understand their students better, (2) teachers with more understanding of human relationships seem better prepared to teach, (3) the increasing complexity of society suggests a need for more counseling expertise in its teachers, and (4) guidance training helps one understand personal relationships.
CHAPTER II

DESIGN OF THE STUDY

The survey questionnaire was utilized because the large number of subjects whose opinions were desired were working in many different schools.

Sampling

In 1975, the Jefferson County (Kentucky) school system consisted of twenty-five high schools, twenty-one middle schools, and 101 elementary schools, involving approximately 6,100 classroom teachers. Of the 365 questionnaires sent to classroom teachers, 270 were returned. Twenty-seven of these had to be disqualified because the teacher had not indicated clearly his/her certification and/or assignment. The statistical information and conclusions drawn were based on the remaining 243 valid questionnaires.

The need to include classroom teachers with counselor certification in this study was satisfied by obtaining a list of those persons who had received certification through training at Western Kentucky University, Bowling Green, Kentucky, since 1969. This list was checked against the Jefferson County Teachers' Association Directory, and 104 of these teachers were found to be currently assigned as class-
room teachers in Jefferson County, Kentucky. Questionnaires were sent to these teachers, and the balance of the 365 participants were selected at random from the above mentioned directory. The directory listed the schools alphabetically. Teachers who were not serving as counselors were listed in each school alphabetically. Names from positions one-third, one-half, and two-thirds of the way down the pages were chosen to insure random selection. No distinction was made between male and female responses in either group surveyed.

Procedure

The first pilot questionnaire contained only eight questions. For each question, 5 responses were available to the participant. Response #1 conveyed the information of nonparticipation. Responses two through five were provided so that the participant could show an increase in frequency of participation in the activity described in each question in this manner: #2, seldom; #3, occasionally; #4, often; and #5, frequently (See questionnaire for definition of these terms).

Upon the advice of the specialist degree committee, the questionnaire was expanded to twenty questions (See Appendix A). These questions made up the following categories: Information Giving; Personal Counseling; and Guidance-Related Activities. A cover letter was designed.

Sample copies of the questionnaire and cover letter were given to a cross-section of school personnel, including teachers, counselors, and principals. A copy was also sent
to each member of the specialist degree committee and to the Director of Guidance Services in the Kentucky State Department of Education at Frankfort, Kentucky. These teachers and educational authorities were asked to make comments, suggestions, additions, or corrections designed to render the questionnaire complete and clear. The questionnaire was then redesigned to incorporate suggestions. No further changes were made in the questionnaire or the cover letter, and they were printed as they appear in Appendices A and B.

Permission was obtained from a representative of the administration to use the inter-school delivery system for the distribution and return of the questionnaires. The questionnaire, cover letter and self-addressed envelope were sent to each respondent. A personal message, in which the respondent was assured that the information requested was for study purposes in connection with advanced degree activities, was handwritten on each cover letter.

Data Analysis

The instrument used in this study was devised to collect information on four hypotheses. These four hypotheses are as follows:

$H_1$. Selected counselor-certificated classroom teachers perform a larger number of guidance and counselor-related activities than do classroom teachers without this certification, in 60 percent or more of the comparisons studied

$H_2$. Selected counselor-certificated classroom
teachers perform general counseling activities more frequently than do classroom teachers without this certification in 60 percent or more of the comparisons studied.

H3. The counselor-certificated classroom teacher feels that there is a greater need in the classroom for counselor preparation than do classroom teachers without this certification; thus, 60 percent or more of the responses will favor this hypothesis.

H4. The counselor-certificated classroom teacher has a more positive attitude toward current guidance programs in his/her school than do classroom teachers without this certification; therefore, 60 percent or more of the responses in this study will confirm this hypothesis.

Before setting a criterion for accepting or rejecting these hypotheses, the nature of the responses to the questions had to be clarified. Responses #1 and #2 were "never" and "seldom," respectively. Therefore, higher percentage responses from classroom teachers without counselor certification would tend to support H1 and H2. Responses #3, #4, and #5 were "occasionally," "often," and "frequently," respectively. Higher percentage responses in these areas from classroom teachers with counselor certification would tend to support H1 and H2. The support of H3 depended upon responses to the first comment question on the questionnaire, and the support of H4 was related to the second comment question on the instrument. It was decided that a 60 percent positive response to the questions relating to each hypothesis would justify acceptance of that hypothesis.
CHAPTER III

ANALYSIS OF THE DATA

Chapter III includes an analysis of the data from the 243 selected classroom teachers of the Jefferson County, Kentucky, school system who completed a questionnaire designed to determine the following: (1) whether classroom teachers with counselor certification (group A) participated in more guidance-related activities than classroom teachers without certification (group B); (2) whether classroom teachers with counselor certification participated in these activities more often than classroom teachers without this certification; (3) whether classroom teachers with counselor certification believe there is a greater need in the classroom for counselor preparation than do classroom teachers without certification; and (4) whether classroom teachers with counselor certification have a more positive attitude towards current guidance programs in their schools than do classroom teachers without certification. Tables were used to display the data collected. The hypotheses were considered individually as each related to the total body of data. Each hypothesis was accepted or rejected on the basis of a 60 percent or more positive response from the respondents.
Purpose of the Project Questionnaire

The instrument used in this study was designed to collect information which would test the four hypotheses that have been stated.

The Questionnaire

The instrument (Appendix A) was sent to each respondent, via the Jefferson County School's inter-school mailing service. The cover letter (Appendix B) contained detailed instructions for completing items included on the questionnaire. The questionnaire was structured so that all required responses could be completed within a reasonable time limit. A self-addressed envelope was enclosed to facilitate the return of the questionnaire.

A total of 365 questionnaires were mailed. Two hundred seventy were returned, which constituted a 74 percent return. Of this number 243 were used in the study. This number constituted a 66 percent usable response.

Results

The data are presented in tables to show the percentage responses to each of the five possible responses to each question. Table 1 summarizes responses to the questions in the first category, "Information Giving." Table 2 summarizes responses to the questions in the second category, "Personnel Counseling." Table 3 summarizes the responses to questions in the third category, "Guidance-Related Activities." Table 4 presents the responses to the question on the value
of guidance training to the classroom teacher. Table 5 summarizes the responses on teacher-attitude towards existing guidance programs.

A criterion for accepting and/or rejecting each of the hypotheses of the study was selected. A 60 percent positive response level was determined as the basis for accepting or rejecting each hypothesis. In questions one through eighteen on the questionnaire, the possible responses available to the respondent were as follows: #1, never; #2, seldom; #3, occasionally; #4, often; and #5, frequently. Therefore, higher percentage responses from teachers without counselor certification on responses #1 and #2 would tend to support $H_1$ and $H_2$. The support of $H_3$ was dependent upon positive responses by teachers with counselor certification to the first comment question on the questionnaire. The responses by counselor-certificated classroom teachers were probably somewhat biased due to their counselor training. The support of $H_4$ depended upon positive responses by teachers with counselor certification to the second comment question on the questionnaire.

Tables 1, 2, and 3 include data gathered relative to $H_1$ and $H_2$. Table 4 presents data gathered relative to $H_3$. Table 5 includes data gathered relative to $H_4$.

The data gathered in this study were used to test four hypotheses, as follows:

$H_1$. Selected counselor-certificated classroom teachers perform a larger number of guidance and counselor-
related activities than do classroom teachers without this certification, in 60 percent or more of the comparisons studied.

H2. Selected counselor-certificated classroom teachers perform general counseling activities more frequently than do classroom teachers without this certification, in 60 percent or more of the comparisons studied.

H3. The counselor-certificated classroom teacher feels that there is a greater need in the classroom for counselor preparation than do classroom teachers without this certification; thus, 60 percent or more of the responses will favor this hypothesis.

H4. The counselor-certificated classroom teacher has a more positive attitude toward current guidance programs in his/her school than do classroom teachers without this certification; therefore, 60 percent or more of the responses in this study will confirm this hypothesis.

The criterion for acceptance or rejection of the first hypothesis was to be a 60 percent or more positive responses on the part of all respondents. Since the responses to each question are presented in the tables in pairs for the two groups of respondents (group A: Classroom teachers with counselor certification and group B: Classroom teachers without counselor certification), the number of pairs of percentage responses tending to accept or reject the hypotheses were considered.

Of the ninety percentage comparisons included in
these tables, sixty-nine of the comparisons show that classroom teachers with counselor certification perform a larger number of guidance and counselor-related activities than do classroom teachers without certification. In Table 1, for response categories #1 (never) and #2 (seldom), all of the eight percentage responses were lower for group A (classroom teachers with counselor certification), while in response categories #3 (occasionally), #4 (often), and #5 (frequently), all of the twelve percentage responses were higher for group A than for group B (classroom teachers without counselor certification). Similarly, in Tables 2 and 3, twenty-one of the twenty-eight percentage comparisons in the first two categories are lower for classroom teachers with counselor certification; and in the third, fourth and fifth response categories of these tables, twenty-eight of the forty-two responses are higher for classroom teachers with counselor certification. Thus, in Tables 1, 2, and 3, sixty-nine of the ninety percentage response comparisons are positive for the classroom teacher with counselor certification, while twenty-one of the ninety responses were positive for the classroom teacher without this certification. Seventy-seven percent of these responses were positive for counselor certificated teachers. Since counselor certificated classroom teachers are performing these services more frequently, they are performing more of them in a given period of time. On this basis, $H_1$ was accepted.
Selected counselor-certificated classroom teachers perform general counseling activities more frequently than do classroom teachers without this certification, in 60 percent or more of the comparisons studied.

Tables 1, 2, and 3 also include data related to the second hypothesis. These tables show that in sixty-nine of the ninety percentage comparisons (77 percent of them), classroom teachers with counselor certification performed guidance-related services more frequently than classroom teachers without certification. On this basis $H_2$ was accepted.

Table 4 presents the same data as Tables 1, 2, and 3, except in different form. In order to confirm the conclusions drawn from the percentage comparisons in Tables 1, 2, and 3, the following procedure was used: Arbitrary values of 1, 2, 3, 4 and 5 were assigned to the responses "never," "seldom," "occasionally," "often," and "frequently," respectively. For each question used and each group questioned, these numbers were multiplied by the percentage responses received. These products were totaled and divided by 100, giving an index number between 1 and 5. The median index number would be 3 if there were no differences between the responses of the two groups. Therefore, an index number of less than 3 on the part of group B; and an index number of more than 3 on the part of group A would support $H_1$ and $H_2$. This agreed with the previously set criterion of 60 percent, and on this basis the acceptance of $H_1$ and $H_2$ was confirmed.
<table>
<thead>
<tr>
<th>QUESTIONS: INFORMATION-GIVING SERVICES</th>
<th>RESPONSES: CATEGORIES</th>
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<tr>
<td></td>
<td>Never</td>
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<tr>
<td>1. I provide information to students about colleges, universities, and other such institutions of higher learning, in general.</td>
<td>10%A 26%B</td>
</tr>
<tr>
<td>2. I provide information to students about such professions as medicine, dentistry, engineering, the ministry, teaching, etc.</td>
<td>8%A 19%B</td>
</tr>
<tr>
<td>3. I give information to students relative to such training as apprenticeships, on-the-job training, and other such informal training.</td>
<td>13%A 34%B</td>
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<tr>
<td>4. I give information to students concerning vocational and technical schools, involving such skills as carpentry, masonry, electronics, printing, health care occupations, clerical, etc.</td>
<td>15%A 38%B</td>
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*Percentages rounded off to the nearest whole number
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<th>QUESTIONS: PERSONAL COUNSELING SERVICES</th>
<th>RESPONSES: CATEGORIES</th>
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<tbody>
<tr>
<td>Never</td>
<td>Seldom</td>
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<tr>
<td>%A %B</td>
<td>%A %B</td>
</tr>
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</table>

5. I assist students with personal problems such as grooming, personal hygiene, personality development, or other such personal questions of a less serious nature.

<table>
<thead>
<tr>
<th></th>
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<th>%B</th>
<th>%A</th>
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<td>Seldom</td>
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</table>

6. I assist students with personal problems involving the misuse of drugs, alcohol, or other such problems of a more serious nature.

<table>
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<td>Seldom</td>
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7. I assist students with problems of a very personal nature, such as VD, pregnancy, incest, or other such problems.

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<td>31</td>
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8. I assist students with problems involving their families, peer group, superiors, or other such groups.

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<th>%B</th>
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<th>%B</th>
<th>%A</th>
<th>%B</th>
<th>%A</th>
<th>%B</th>
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<td>7</td>
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</table>

9. Students have voluntarily sought counseling assistance, or advice from me.

<table>
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<tr>
<th></th>
<th>%A</th>
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<th>%A</th>
<th>%B</th>
<th>%A</th>
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<th>%A</th>
<th>%B</th>
<th>%A</th>
<th>%B</th>
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<tr>
<td>Never</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>16</td>
<td>24</td>
<td>33</td>
<td>32</td>
<td>25</td>
<td>39</td>
<td>21</td>
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<td>Seldom</td>
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</tbody>
</table>

*Percentages rounded off to the nearest whole number
### TABLE 3
RESPONSES OF SELECTED CLASSROOM TEACHERS REGARDING THE FREQUENCY WITH WHICH THEY PERFORMED GUIDANCE-RELATED ACTIVITIES FOR THEIR STUDENTS*

<table>
<thead>
<tr>
<th>QUESTIONS: GUIDANCE-RELATED ACTIVITIES</th>
<th>RESPONSES: CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>%A</td>
</tr>
<tr>
<td>10. I have conducted group guidance activities.</td>
<td>18 57</td>
</tr>
<tr>
<td>11. I have helped my students by making use of referral services, such as outside agencies that help with drug abuse, etc.</td>
<td>18 34</td>
</tr>
<tr>
<td>12. I have helped my students by making use of cumulative records.</td>
<td>8 23</td>
</tr>
<tr>
<td>13. I have found autobiographies and/or case histories useful in helping my students.</td>
<td>17 22</td>
</tr>
<tr>
<td>14. I have worked closely with parents in helping my students.</td>
<td>0 11</td>
</tr>
</tbody>
</table>

*Percentages rounded off to the nearest whole number
<table>
<thead>
<tr>
<th>QUESTIONS:</th>
<th>GUIDANCE-RELATED ACTIVITIES</th>
<th>RESPONSES:</th>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Seldom</td>
<td>Occasionally</td>
</tr>
<tr>
<td></td>
<td>%A</td>
<td>%B</td>
<td>%A</td>
</tr>
<tr>
<td>15. I have experienced incidents with my students that prove to me that the classroom teacher has a specific (unique) role in the school's guidance program.</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>16. I have used guidance-related resource persons (such as psychologists, psychiatrists, social workers, and such) in helping my students.</td>
<td>17</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>17. I have conferred with counselors about my students.</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>18. I have participated in case conferences.</td>
<td>13</td>
<td>24</td>
<td>31</td>
</tr>
</tbody>
</table>

*Percentages rounded off to the nearest whole number*
<table>
<thead>
<tr>
<th>RESPONSES EXPRESSED IN TABLES 1, 2, AND 3</th>
<th>GROUP B INDICES OF RESPONSES</th>
<th>GROUP A INDICES OF RESPONSES</th>
<th>GROUP B MEDIAN</th>
<th>GROUP A MEDIAN</th>
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<tbody>
<tr>
<td>2.82 3</td>
<td>2.64</td>
<td>18</td>
<td>2.87</td>
<td>3.00</td>
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<tr>
<td>4.16*3</td>
<td>3.97</td>
<td>17</td>
<td>2.78</td>
<td>3.02</td>
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<tr>
<td>2.57*3</td>
<td>3.87</td>
<td>16</td>
<td>3.37</td>
<td>3.00</td>
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<tr>
<td>4.32*3</td>
<td>3.37</td>
<td>15</td>
<td>2.73</td>
<td>3.02</td>
</tr>
<tr>
<td>3.71*3</td>
<td>3.37</td>
<td>14</td>
<td>2.64</td>
<td>3.00</td>
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<tr>
<td>2.64*3</td>
<td>2.87</td>
<td>13</td>
<td>2.87</td>
<td>3.00</td>
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<tr>
<td>3.08*3</td>
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<td>2.88</td>
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<td>2.76*3</td>
<td>1.99</td>
<td>11</td>
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<td>2.86*3</td>
<td>1.99</td>
<td>10</td>
<td>3.41</td>
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<td>2.62*3</td>
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<td>9</td>
<td>3.53</td>
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<td>3.87*3</td>
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<td>3.41</td>
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<td>2.56*3</td>
<td>1.87</td>
<td>7</td>
<td>3.37</td>
<td>3.00</td>
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<td>3.39*3</td>
<td>2.63</td>
<td>6</td>
<td>3.75</td>
<td>3.00</td>
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<td>4.20*3</td>
<td>3.75</td>
<td>5</td>
<td>3.75</td>
<td>3.00</td>
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<td>3.02*3</td>
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<td>3.00</td>
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<tr>
<td>3.00*3</td>
<td>2.42</td>
<td>3</td>
<td>2.55</td>
<td>3.00</td>
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<tr>
<td>3.19*3</td>
<td>2.58</td>
<td>1</td>
<td>2.58</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*INDEX NUMBERS WHICH SUPPORT H1 AND H2
counselor certification (or 21 percent) responded negatively.

Comment. Thirty-six of the 173 classroom teachers without
counselor certification (or 21 percent) responded negatively to this question of neutral or negative. Some of these teachers responded in a negative manner.

And 34 percent were uncertain or neutral. Some of those percent of these teachers responded in a negative manner.

existing guidance programs in their schools. Forty-six
seventy classroom teachers with counselor certification,

Table 6 presents data relative to H4. On the
counselor-certificated classroom teacher,

in this study will confirm this hypothesis. Therefore, 60 percent or more of the responses
classroom teachers without this certification.

This number is more positive attitude toward current
teachers. This constitutes 69 percent of this group. Ntently.

Table 5 presents data relative to H3. After having
the responses will favor this hypothesis.
counselor certification; thus 60 percent or more of
than do classroom teachers without this
teachers for counselor preparation
in the classroom. The counselor feels that there is a greater need

H3. The counselor-certificated classroom teacher...
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUE OF COUNSELOR EDUCATION PROGRAMS:</td>
<td>% GROUP A</td>
</tr>
<tr>
<td>How would you rate a counselor education program (master's program)</td>
<td>% GROUP B</td>
</tr>
<tr>
<td>for a classroom teacher in lieu of some other master's program?</td>
<td>POSITIVE-NEUT.-NEGATIVE</td>
</tr>
<tr>
<td></td>
<td>69  20  11</td>
</tr>
</tbody>
</table>

*Percentages rounded off to the nearest whole number
TABLE 6
RESPONSES OF SELECTED CLASSROOM TEACHERS REGARDING
GUIDANCE PROGRAMS IN GENERAL*

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RESPONSES %</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMENT QUESTION</td>
<td>% GROUP A</td>
</tr>
<tr>
<td>I wish to comment on the guidance program(s) at our school, or on guidance and counseling in general.</td>
<td>20 34 46</td>
</tr>
</tbody>
</table>

*Percentages rounded off to the nearest number
and 37 percent were neutral or uncertain. Since classroom teachers with counselor certification did not respond positively at a 60 percent or higher level, $H_4$ was rejected.

The data of this investigation indicate that classroom teachers employed in the Jefferson County, Kentucky, school system with counselor certification perform more guidance-related services for their students, and that they perform such services more often than do teachers in the system without this certification. The data also indicate that the classroom teachers with counselor certification feel that a master's degree program in guidance is to be preferred by the classroom teacher, while those without counselor certification preferred it, but to a lesser extent. The data further indicate that classroom teachers with counselor certification have approximately the same regard for existing guidance programs in their schools as do classroom teachers without counselor certification.
CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The classroom teacher with counselor certification has had more training in the interpretive and corrective aspects of human relationships than the classroom teacher without this certification. This investigation was designed to determine the effect of that difference among members of one group, selected classroom teachers of the Jefferson County, Kentucky, school system.

One major purpose of the study was to determine to what extent selected guidance-related services were performed by these teachers for their students. A second purpose was to determine whether one group of teachers (those with or those without counselor certification) performed these services more frequently than the other group. A third purpose was to determine whether the attitudes of these two groups differed on the value of a master's degree program in guidance, in lieu of another master's degree program. A fourth purpose was to determine whether the attitudes of these two groups differed concerning guidance programs in general.

These purposes led to the following hypotheses:
H1. Selected counselor-certificated classroom teachers perform a larger number of guidance and counselor-related activities than do classroom teachers without this certification, in 60 percent or more of the comparisons studied.

H2. Selected counselor-certificated classroom teachers perform general counseling activities more frequently than do classroom teachers without this certification, in 60 percent or more of the comparisons studied.

H3. The counselor-certificated classroom teacher feels that there is a greater need in the classroom for counselor preparation than do classroom teachers without this certification; thus, 60 percent or more of the responses will favor this hypothesis.

H4. The counselor-certificated classroom teacher has a more positive attitude toward current guidance programs in his/her school than do classroom teachers without this certification; therefore, 60 percent or more of the responses in this study will confirm this hypothesis.

A criterion for the acceptance and/or rejection of each hypothesis was based on a 60 percent or more positive response to the questions on the questionnaire.

By use of a random sampling technique, 365 classroom teachers were selected from approximately 6,100 classroom teachers in the Jefferson County, Kentucky, school system.

The survey instrument contained twenty questions relating to the hypotheses of this study. There were five categories of responses for the first eighteen questions:
(1) never, (2) seldom, (3) occasionally, (4) often, and (5) frequently. Two of the twenty questions asked for comments, and these responses were tabulated as: "Positive" comments, "Negative" comments, or "Uncertain or Neutral" comments.

The first hypothesis was accepted because in 77 percent of the responses, the classroom teachers with counselor certification performed a larger number of the guidance and counselor-related activities than did classroom teachers without this certification. \( H_2 \) was accepted since the same 77 percent positive response on the questionnaire meant that the classroom teachers with counselor certification also performed guidance-related services more often for their students. \( H_3 \) was accepted since 69 percent of the classroom teachers with counselor certification favored a master's degree program in guidance for the classroom teacher. \( H_4 \) was rejected since only 20 percent of the classroom teachers with counselor certification felt that existing guidance programs in their schools were satisfactory.

Conclusions

Four observations are apparent from the surveyed group: (1) Classroom teachers with counselor certification actually perform more of the guidance-related activities for their students than do classroom teachers without this certification. (2) Classroom teachers with counselor certification perform these services more frequently than do class-
room teachers without this certification. (3) Classroom teachers with counselor certification (as a group) indicate that this type of master's degree program is to be preferred over other master's degree programs for the classroom teacher. (4) Classroom teachers with counselor certification are obviously as critical of existing guidance programs in their schools as teachers without this certification. No comparisons of findings could be made concerning the relationship between classroom teachers with counselor certification and their guidance-related activities as classroom teachers as the review of literature produced no previous studies.

Implications

It is difficult to generalize from the findings of one study using one sample and one school system. However, the findings of this study have implications for future directions of guidance programs for the Jefferson County, Kentucky, school system and other school systems of Kentucky. The implications are as follows:

1. Although evaluations of the different graduate programs were made by teachers who had experienced only one program, classroom teachers planning to work on a master's degree should seriously consider completing this work in a guidance program, possibly including some advanced studies in their subject matter areas.

2. Similar studies should be made in other school
systems, to test the results of this study

3. An investigation should be made into the personalities and backgrounds, as well as current attitudes, of those teachers who elect to complete master's degree programs (with resulting counselor certification) to ascertain if any correlation exists between the personality of the teacher and his or her work as a counselor-certificated classroom teacher

4. Further studies should be made of the attitudes of classroom teachers and other school personnel toward current guidance programs in the schools, with the intention of recommending improvements in those programs

The results of this study should be shared with all supervisors of classroom teachers in the Jefferson County, Kentucky, school system, and any other interested persons.
APPENDIX A

QUESTIONNAIRE SENT TO RESPONDENTS

March 10, 1976

I am presently assigned as a TEACHER ( ), COUNSELOR ( ), OTHER _______________________

I am certified in all areas checked: TEACHER ( ), COUNSELOR ( ), PRINCIPAL ( ).

INSTRUCTIONS: Please read the questions in each category below, and circle the number which best describes your most objective answer. The definitions of the numbers are:

(1) NEVER. I cannot recall having ever participated in this particular activity
(2) SELDOM. Possibly once in the past three or four years
(3) OCCASIONALLY. Once or twice a year
(4) OFTEN. Several times a year (monthly or more often)
(5) FREQUENTLY. Weekly or more often

INFORMATION GIVING

1. I provide information to students about colleges, universities, and other such institutions of higher learning, in general. 1 2 3 4 5

2. I provide information to students about such professions as medicine, dentistry, engineering, the ministry, teaching, and such. 1 2 3 4 5

3. I give information to students relative to such training as apprenticeships, on-the-job training, and other such informal training. 1 2 3 4 5

4. I give information to students concerning vocational and technical schools, involving such skills as carpentry, masonry, electronics, printing, health care occupations, clerical and such. 1 2 3 4 5

PERSONAL COUNSELING

5. I assist students with personal problems such as grooming, personal hygiene, personality development or other such personal questions of a less serious nature. 1 2 3 4 5

6. I assist students with personal problems
involving the misuse of drugs, alcohol, or other such problems of a more serious nature. 1 2 3 4 5

7. I assist students with problems of a very personal nature, such as VD, pregnancy, incest, or other such problems. 1 2 3 4 5

8. I assist students with problems involving their families, peer group, superiors, or other such groups. 1 2 3 4 5

9. Students have voluntarily sought counseling assistance, or advice from me. 1 2 3 4 5

GUIDANCE-RELATED ACTIVITIES

10. I have conducted group guidance activities. 1 2 3 4 5

11. I have helped my students by making use of referral services, such as outside agencies that help with drug abuse and such. 1 2 3 4 5

12. I have helped my students by making use of cumulative records. 1 2 3 4 5

13. I have found autobiographies and/or case histories useful in helping my students. 1 2 3 4 5

14. I have worked closely with parents in helping my students. 1 2 3 4 5

15. I have experienced incidents with my students that prove to me that the classroom teacher has a specific (unique) role in the school guidance program. 1 2 3 4 5

16. I have used guidance-related resource persons (such as psychologists, psychiatrists, social workers, and such) in helping my students. 1 2 3 4 5

17. I have conferred with counselors about my students. 1 2 3 4 5

18. I have participated in case conferences. 1 2 3 4 5

VALUE OF COUNSELOR EDUCATION PROGRAMS (Comment appreciated)

How would you rate a counselor education program (master's program) for a classroom teacher in lieu of some other master's program?

I WISH TO COMMENT ON THE GUIDANCE PROGRAM(S) AT OUR SCHOOL, OR ON GUIDANCE AND COUNSELING IN GENERAL. (OPTIONAL—WILL BE GREATLY APPRECIATED).
March 10, 1976

Dear

If I knew that a few minutes of my time would help you earn your degree, I would be glad to help. Will you help me?

I am doing the research for my education specialist degree at WKU.

Would you please answer the enclosed questionnaire and return it to me by the Pony, as soon as you find it convenient? I have prepared a return envelope for your convenience.

I promise you complete privacy in this research, in return for your complete objectivity. Thanks a lot!

Respectfully,

Joe McCoy
Westport High School
SELECTED REFERENCES


McCurley,

Edward B.

1982
A HISTORY OF THE BOWLING GREEN FIRE DEPARTMENT:
A LOOK AT TWO TRADITIONAL METHODOLOGIES

A Thesis
Presented to
the Faculty of the Department of Modern Languages
and Intercultural Studies
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Edward B. McCurley
May 1982
CORRECTION

PRECEDING IMAGE HAS BEEN REFILMED
TO ASSURE LEGIBILITY OR TO CORRECT A POSSIBLE ERROR