A Study of Parental Knowledge of Guidance in the Baltic Public School System

William E. Horeis

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A STUDY OF PARENTAL KNOWLEDGE OF GUIDANCE

IN THE BALTIC PUBLIC SCHOOL SYSTEM

BY

WILLIAM E. HOREIS

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
University

July, 1965
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CHAPTER I

INTRODUCTION

Many of the small South Dakota high schools do not avail themselves of the services of a qualified guidance counselor. In these areas, where the trend from rural to urban living is becoming more and more of a hard felt reality, surely, competent guidance services are badly needed. Observations while teaching in one of these small, guidance deprived schools indicated that the parents were unaware that such a service should or could exist in their school. It appeared that because the parents were not familiar with the duties of a counselor, they were complacent in doing without his services. This raised the question: Were the parents informed of the vital role of a counselor, would they exert pressure resulting in the procurement of a guidance program? This question prompted research in order to determine the extent of parent's familiarity with the duties of a school counselor.

Statement of the Problem

The purpose of this research was to gather information concerning parent's knowledge of the duties of a school counselor.

Importance of the Study

Automation is rapidly displacing great numbers of our American job force. Our young people must plan ahead and make wise choices in
order to ensure the acquisition of future saleable skills. The rural populous of South Dakota must come to accept the fact that all its heirs can no longer reap a harvest from the land. The school counselor can help these young people prepare the groundwork necessary for a useful and productive life in our automated society.

Objectives

This study was made in order to determine pertinent information concerning the following:

1. Are parents familiar with the role a guidance counselor plays in the schools?

2. Are parents familiar with the role of a school principal?

3. Are parents as well acquainted with the role of a counselor as they are that of a principal?

As the result of research it was hoped to prove that the layman does not have accurate knowledge of the duties of a counselor or of a principal. The need for the position of a principal in the educational system is accepted without doubt; whereas the need for a counselor is not. This problem is primarily unique to the smaller school systems, and not to the larger ones which have employed the services of counseling for a greater length of time.

Scope and Limitations

This problem was confined to the parents of all students in grades 7-11 at the Baltic Independent School. Because this survey involves only
one sample school, the results may not be indicative of all small South Dakota schools. Since it would be impractical to interview 122 sets of parents, a questionnaire was used. The validity of this means of gathering information is somewhat questionable. There is always the possibility that questions may be misinterpreted or that the replies may not be honest.

Procedure

Baltic Independent School District #115 was the school chosen for this study. One questionnaire was prepared and distributed to 122 sets of parents of students in grades seven through eleven. Names were not put on the questionnaires with the hope that if the persons involved in the study remained anonymous, the response would be greater. Because names were not used follow-up on unreturned questionnaires was impossible.
CHAPTER II

REVIEW OF LITERATURE

Duties of a Counselor

In the search for information pertaining to the role, duties, and responsibilities of a guidance and counseling person, one finds many definitions of guidance and counseling. One good definition was: "Guidance is the process of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home and community." Miller goes on to state four requirements which must be fulfilled in order to achieve his guidance defined goals.

(a) make a systematic and comprehensive study of its pupils, (b) provide them with a wide variety of information about themselves and their educational, vocational, and social opportunities, (c) offer them the opportunity to receive individual assistance through counseling, and (d) render services of an informational, training, and research nature to the school staff, parents, and community agencies in order to meet the needs of these pupils.

Miller also listed six misconceptions about guidance.

1. "Guidance is for maladjusted pupils."
2. "Guidance means vocational guidance."
3. "Guidance is for the secondary school."
4. "Guidance consists of pushing, prodding, and manipulating."
5. "Guidance is the province of specialists."
6. "Guidance encourages conformity in behavior."

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1 Frank W. Miller, Guidance Principles and Services (Columbus, Ohio, 1961,) p. 7
2 Ibid.
3 Ibid., pp. 10-14.
Looking more closely at Miller's listed misconceptions, we
find that guidance is not only for the maladjusted pupils, though this
is one of the important roles of the counselor. All pupils need help.
For some students it may be very minor as a question of when a certain
interest test will be given, or it may be needed to aid with a serious
problem of battling parents. Guidance does mean working with vocational
information and preparation, but it is not limited to that only. Guid-
ance can't be narrowed down to only one area because of its many objec-
tives. Guidance is not only for the secondary school. Ideally it should
begin during the pre-school years and continue beyond graduation. Because
students' development is a continuous process, they should be guided at
all age levels. Counseling could have a vital function in the elementary
grades because there it could be used as a preventative means for future
problems. During elementary years a student's acquired values and formed
attitudes have a lasting effect on his future life. If elementary
guidance is effective, less secondary guidance is needed because the
student's problems could be recognized and dealt with in their earlier
stages. No true guidance person would want to push, prod, or manipulate
a student to an end result. One of the prime purposes of guidance is to
help the student to acquire self-realization and self-direction; these
can not be acquired in a counselor dominated situation. When the coun-
selor dominates, he shows little respect for the pupil's abilities, and
he encourages him to become more dependent. It is also possible for the
student to misinterpret information-giving with manipulation. As for
guidance being a province of specialists—this is a false statement with
one exception. The leadership of the guidance program should rest with a person trained in this field. The teacher has much influence on the student; and if the teacher knows how to guide the student toward self-direction, he is playing a useful role in counseling. The purpose of counseling is not to make all people the same size pegs to fit into the same size holes. The counseling experience should help students discover where they fit in the scheme of life through self-understanding, self-direction, and self-development.  

The Administrator's Guidance Handbook printed by the Department of Education of Minnesota supports Miller's idea that not only is the counselor involved with guidance but so are the other members of the school staff. This handbook extends the idea by saying that the superintendent and the principal are key persons in working with the teaching staff to make guidance a total school function.

There are five reasons for guidance in our society. The fact that we live in a democracy is a reason for the need for guidance. In a democracy there are people of all types and classes with different social, economic, religious, and racial backgrounds. Different levels of mental abilities, levels of maturity, and varied interests are also typical of a democratic society. Our increase in technology has made a wide range of occupations available for students to choose from. For the students

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4 Ibid., pp. 10-14.

to do this wisely they need a service of accurate information. The expansion of our educational program in three areas has also made guidance services necessary. (1) Education has expanded vertically. The level of achievement obtainable by our pupils is increasing. (2) Education has expanded horizontally. There are many more course choices available for students—especially in the eleventh and twelfth grades. (3) Education has expanded in depth. We are dealing more with student emotional, social, and mental growth; we are concerned with their adjustments to society and the motivational forces needed to achieve these adjustments. Moral and religious conditions put demands on the guidance services because more and more people are leaving the rural life and moving to the cities. In the cities they are living with a great mixture of religious beliefs and moral convictions. A great variety of socio-economic conditions have caused various pressures to be placed on the population in total. Examples are the depression of the 1930's, the world wars, and the nuclear age.6

The Administrator's Guidance Handbook gives a good list of the services to be performed by the guidance program. This list is very inclusive of the general purposes of a guidance program.

Counseling

Counseling is the face to face relationship between students and the school counselor personnel that is focused on student growth in

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6Miller, p. 21-25.
self-understanding and self-direction. In this situation there must be a permissive atmosphere so that the student will feel free to express his feelings, hopes, fears, attitudes, values, and future educational, and career plans. These feelings must be expressed without fear of ridicule or adult influence.7

In a permissive and confidential relationship two purposes stand out—to provide for the immediate difficulty or problem and second, to include help in developing insight and understanding which may lead to responsible and independent handling of future situations.8

There are many approaches to a counseling situation. A permissive relationship when working with a student, would be classified under the client centered approach. Another approach would be the counselor centered where the counselor takes the lead and plays the predominant role in a counseling session. The eclectic view to counseling would be an approach using a combination of the different approaches to counseling.9

Educational-vocational planning in counseling should result in the student's awareness of social-economic and technological changes in our society and social environment. From this information students should make a tentative career choice, choose what courses to take in high school, and be aware of the training beyond high school that the career of their choice will require.

9Miller, pp. 174-183.
Program planning is the pupil's total school plan or course of study. This is one area of counseling where there has to be an awareness that the pupil must make the choices, not the counselor.

Some of the areas related to counseling are:

1. Contacts with school staff
2. Work and conferences with parents
3. Supervision of the use of tests and records
4. Work with community agencies
5. Counseling of small groups to promote individual counseling
6. Work with school and community groups for the furtherance of school counseling

In order to function effectively, a counselor must have a private office, the right to have a closed door for uninterrupted conferences, school records located near his office, no extracurricular duties that would interfere with effectiveness in counseling, free from judgement making and discipline duties.

Individual Inventory and Analysis

Individual inventory and analysis deals with the gathering of information and the evaluation of this information for an aid in pupil self-direction.10 Information is obtained from interviews, from observation of physical, mental, and social development, from conferences with parents and others, through clues given in class discussions,

from study of records of health, work experience, extracurricular activities, and past performances.11

Testing Program

The testing program should include five major areas: 1. Mental ability or aptitude for formal school learning. 2. Aptitudes in special fields as—mechanical, clerical, and musical. 3. Achievement in various subject matter areas. 4. Personality and social development. 5. Educational and vocational interests. Once tests have been given and results have been tabulated, they must be expressed in a way that can be meaningfully interpreted by students, faculty, and parents.12 Lundy and Shertzer reinforce this idea by saying:

Counselors are charged with the responsibility of assisting a counselee in developing a preceptive understanding of his unique strengths and weaknesses—. One valuable available resource is the effective and appropriate use of test results.13

Informational Services

Informational services collect data to aid students in making decisions. The counselor gathers information on jobs, colleges, summer employment, and in any area requested by the pupil. The sources


of this information are varied and may be presented in many ways: films, posters, career conferences, field trips, teacher experiences, people with actual work experiences, armed forces, state employment offices, community occupations, and any other means of presentation that would prove effective in a given situation. Another duty that falls in the realm of information services is to keep the present students informed of changes in the school and to give adequate information to the new students.\textsuperscript{14}

Services to Students in Groups

In this type of counseling all students are contacted and exposed to counseling through guidance films, field trips, discussions of personal health, and social behavior; even units in regular classroom courses can involve counseling. Extracurricular activities and student government provide opportunities for students to get along with one another and to adjust to co-operative living.\textsuperscript{15}

Counseling is usually client motivated. A client usually recognizes when he needs help. Whether he wants help or is ready for it is not important. What is important is that the student recognizes that he has a problem.\textsuperscript{16} Group guidance can provide this service.


Placement

This service does what the name implies. It places students while they are in the school and after they leave school. Placement in school could result from tests given to determine placement in remedial classes, or placement in particular areas of study that could result from students expression of educational interests. It includes graduates that go on to school, graduates that go on to work, and even school drop outs. Once a student is placed, the placement service does not end. A student may have to be placed many times.

Follow Up

Follow up, within the school includes those students that have been placed as a result of the placement service rendered. Outside the school setting, "Follow up includes those methods used to secure information about students in order to provide better counseling and educational planning for those in school and to find where the school can improve its program."17

Other Pupil Personnel Services

These other services deal with health and clinical work. These areas are usually out of the counselor's field of training, and he will have to call in aid or send (with consent) the pupil to those people

trained in these areas. 18

This concludes the list of services to be performed by a
guidance counselor. It is far from being completely inclusive, but
it does give the main areas in which a counselor functions.

Legal qualifications of a counselor will vary according to state
laws, but there are some primary requirements that a successful
counselor must fulfill. He must be emotionally stable and mature.
This is essential before he can work with students who have problems.
A counselor should have previous teaching experience, because it is
preferred that he knows what a classroom situation is like before he
can work effectively with students whose primary activities in school
take place in the classroom. Graduate study in guidance is important
to train the counselor for his work. Previous counseling experience
is preferred in either a school or a non-school setting. It is also
advisable for the counselor to have teaching experience in the partic-
cular school in which he plans to counsel. Work experience outside of
school teaching will give the counselor a better background in working
with people outside of education. It will also serve as a source of
occupational information. 19

A superior counselor has faith in human nature, psychology, and
education. He is imaginative and sympathetic. He is not dogmatic and
is never shocked. He has learned the art of listening. He uses tests,
not as absolutes, but as aids. He is interested in the social as well

19 Miller, p. 173.
as the psychological nature of humans, and is able to provide insight to enable pupils to develop their own solutions to problems. He realizes his work is a co-operative effort between himself and the physician, the social worker, the minister, and the family members. He is interested in values, because he realizes that man is suffering from valuation frustration as well as from emotional frustration.  

The success of a counseling program demands not only organization and the performance of specific duties, but even more important it must be accepted by the people surrounding the counseling program. This includes teachers, parents, students, and the general public. Herman J. Peters says, "Public unawareness of the guidance program and its purposes is a cause for interference to its development. For too long guidance workers have assumed that their publics understand the nature and purposes of the guidance function."  

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20 Fredrick Mayor, A History of Educational Thought (Columbus, Ohio, 1960,) pp. 427-429.


The use of a principal in schools has an early beginning.

The principalship in American secondary education is a position of superintendent of schools. In the early days of education in the United States, lay school committees performed those tasks now commonly performed by superintendents of schools. However, whenever a school had more than one teacher, a head teacher or principal teacher was almost always appointed by the school committee. The early academies had their headmasters, and many schools use this term today to describe the position of the principal. 24

From this information we can conclude that the principal is probably one of the oldest established heads of a school system.

With the expansion and extension of schools and their duties, the role of a principal has expanded proportionately. It wasn't until the middle of the nineteenth century that the principalship became recognized as a profession, and the duties of the principal were changed from classroom teaching to administration. 25

In order to understand what a principal is, it is important to put aside some popular misconceptions concerning his role. Following are some of the most common misconceptions:

1. He is primarily an "office manager".
2. He sets goals and policies of a school.


25 Ibid.
3. He meets with the school board along with the superintendent.
4. He develops overall school programs.
5. He selects new teachers.
6. He handles all discipline.26
7. He encourages all teachers to join all the professional organizations.27
8. He runs the school as he likes.28

The following statement by Herbert W. Wey is a good introduction to the duties of a school principal. "One key to quality education in the secondary schools of America is the principal."29

Goals and Policies

"The school principal does not develop goals and policies, but he must set the stage so that goals and policies are developed."30 This is done in various ways. The principal here carries out his role in public relations by keeping his staff informed of the innovations and trends in education to create a positive attitude toward possible innovations. He must carry his public relations to the community and parents to keep them informed of the changes taking place in education in order to prepare them for possible changes in their own school.31

26 Ibid.
27 Warren E. Gauerke, Legal and Ethical Responsibilities of School Personnel (Englewood Cliffs, New Jersey), pp. 139-142.
28 Ibid.
29 Herbert W. Wey, "The Principal and Quality Education", Phi Delta Kappan, ILVI, No. 4 (December, 1964), 178.
30 Corbally, Jensen, and Staub, p. 47.
31 Ibid., p. 48.
In working in the area of public relations concerning goals and policies, the principal must have an objective outlook towards the areas he is presenting to his audience.

Program Development

The principal must always keep in mind that the school board is the chief administrator of a school district, and that they are representatives of the community population. In the development of the school program it is the duty of the principal merely to stimulate the development of a program and to seek professional guidance on it. The recommended program must be acted upon by the chief administrators of the school district.

Procurement of Personnel and Material

Once goals, policies, and program have been established, there develops a need for teachers or professional personnel, physical facilities, and non-teaching personnel. Supplies and equipment are included in the need. After these needs have been filled, it is then the duty of the principal to coordinate, balance, and relate them in order to form a coherent program for learning.\(^3\)

Teaching and Learning

The principal's total aim in his professional position should be centered around the goal of teaching students and facilitating their

\(^3\)Ibid., p. 49.
learning. The principal should keep in mind that the school is not a factory or an advertising agency; but, instead, a place for the instruction of youth. To facilitate the teaching and the learning process is the total purpose of the professional principal. 33

Instructional Leadership

Because most principals have been classroom teachers, they will have an understanding of the problems and conditions that exist in a classroom setting. This background aids the principal in his duties of creating a favorable attitude and conditions that will be conducive to good learning. He should be the leader of the classroom instructors and take on a philosophy to influence creative instruction by the teaching staff. 34 This is needed to provide optimum conditions for teaching and learning. 35

Staff Personnel

There are three areas in which the principal should work with reference to his staff.

1. He should have an active voice in selection, orientation, and education of new personnel because he knows the existing openings, the program, and the types of persons who would best fit them. It must be

33 Ibid.
34 Ibid., p. 63.
35 Ibid., p. 64.
remembered that the actual selection of personnel still remains the power of the superintendent.

2. He should keep teachers active in their professional growth. One method of doing this is to request their assistance in matters that will somehow affect them. This creates an interest in development of programs in which they are involved.

3. He should supervise the overall instructional program. It is impossible for the principal to keep current in all instructional fields, but his knowledge of learning patterns and of psychological growth of school students will aid him in his work. This knowledge combined with the evaluation of personalities and abilities of the members of his staff should give him information to provide for a smooth running school.36

'Principal' and 'leadership' are synonymous in education. The principal is in a position to affect attitude, social climate, morale progress, cooperation, and direction of effort in the secondary school. He is the key person, charged with the responsibilities of improving instruction. Despite the frustrations of administration and demands on his time, the effective principal realizes that the improvement of instruction is his most important responsibility. No one expects him to be an expert in all instructional areas, but he is expected to be an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning, and evaluating techniques directed towards improvement of instruction in all areas and on all levels.37

36 Ibid., pp. 64-68.
37 Ibid., pp. 114-115.
Reports, Records and Record Keeping

In this area the principal must keep accurate school records and make reports to the superintendent. In this role the principal has the authority to have teachers keep records as he deems necessary to aid in his record keeping. Some areas for reports and record keeping are:

1. Records of attendance
2. Information about cost of education
3. Accounting and collection of moneys
4. Report on professional performance of teachers to serve as a basis for contract renewal or non-renewal
5. Student information to aid and support a counseling plan

Discipline

The school principal is in charge of the discipline of a school, but it must be kept in mind that the classroom teacher is to handle most of the discipline cases. The principal becomes involved with the serious cases such as theft, immoral conduct, truancy, insubordination, tardiness, defacing school property, or in any instance designated by school policy to be serious enough to be handled by the principal. A principal can suspend a student from school for a designated period of time—usually designated by the policies established by the school board. Usually permanent expulsion has to be acted upon by the school board.

38Gauerke, pp. 112-120.
40Gauerke, p. 124.
Rules and Regulations

The principal has various duties to fulfill regarding rules and regulations having to do with his relations with students and teachers. These duties are dictated in varying degrees by the board of education. The principal may have duties "(1) regarding when employee is to report for duty, (2) describing what 'faithfulness' to duty means, (3) prescribing care of pupils, (4) providing for discipline, (5) permitting or prohibiting use of corporal punishment, (6) regarding use of detention, (7) completing records and reports, (8) attending meetings and conferences, (9) notifying principal or anticipated absence from duties, (10) providing for leaving school during working hours, (11) specifying excuses needed for tardiness or absence, and (12) barring sectarian teaching in the classroom."  

Miscellaneous

(1) A principal is to be the prime motivating force to encourage the guidance program in the school setting.  

(2) The principal should encourage programs for exceptional children.  

(3) "He is a teacher of teachers and a manager of all resources that have a bearing on instruction and learning."  

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^1 Ibid., pp. 121-122.  
^2 Ibid., pp. 180.  
^3 Ibid., pp. 173.  
^4 Ibid., p. 268.
(4) The principal has the legal authority over materials and methods of instruction to be used in the classroom.\textsuperscript{45}

(5) Ethically he is to support and help teachers in any way he can because the teacher is his direct responsibility.\textsuperscript{46} In some states the law stipulates that the principal must visit and evaluate teachers in their classroom work.\textsuperscript{47}

The efficiency of the school system depends, to a great extent, on the principal. The principal is in charge of the teachers, he presides at faculty meetings, he is responsible for the academic standards of the school, he directs the activities of the custodial staff, and he is responsible for the keeping of records. Pupils come to him when they have a complaint against a teacher. Parents will besiege his office in case they are dissatisfied with the conduct of the school. Community organizations will send delegates when they feel the school is not run properly. Hence, one of the main functions of the principal is to mediate between school and community and to serve as an ambassador of good will for the educational system.\textsuperscript{48}

\textsuperscript{45}Gauerke, p. 127.

\textsuperscript{46}Ibid., p. 130.

\textsuperscript{47}Way, p. 179.

\textsuperscript{48}Mayer, p. 435.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

A questionnaire was prepared containing duties and misconceptions of duties of both a school counselor and a school principal. The duties and misconceptions of duties were taken from information presented in the review of the literature.

The validity of the questionnaire is based on a review of professional writers in the area of administration and guidance. This information was presented in the review of literature in chapter II.

Following are the ten duties of a school counselor which appeared on the questionnaire:

1. Is responsible for providing students with information about scholarships

2. Is to listen to student's personal problems

3. Has conferences with parents

4. Conducts field trips to local industries for job information

5. Supervises the use of intelligence tests

6. Keeps information on class attendance

7. Assists students in course selection

8. Conducts a regular plan to see what graduated students are doing

9. Aids students to understand themselves

10. Works with community agencies
Following are the ten false duties of a school counselor that appeared on the questionnaire:

1. Is to seek out problem children and arrange foster homes for them.
2. Is to tell students what colleges to attend.
3. Is to push and manipulate students for best results.
4. Keep school staff and community informed about students' personal problems.
5. Is to make judgments about students.
6. Is to work only with high school students.
7. Expels students convicted of criminal offenses.
8. Is to make people conform.
9. Is to keep notes on problem students and use these to aid authorities for prosecution.
10. Helps only maladjusted students.

Following are the ten duties of a school principal that appeared on the questionnaire:

1. Keeps records of class attendance.
2. Works with teachers to improve subject matter instruction.
3. Cares for school property.
4. Is in charge of school discipline.
5. Is in charge of all teachers.
6. Is responsible for academic standards of the school.
7. Evaluates teachers and their instruction.
8. Makes collections of school moneys.
9. Coordinates and arranges class schedules
10. Controls both content and methods of teaching

Following are the ten **false** duties of a school principal that appeared on the questionnaire:

1. To get teachers to belong to all the professional organizations
2. Is to handle all discipline cases
3. Is to permanently expel problem children
4. Lets teachers teach the way they want to
5. Sets goals and policies
6. Is to discourage lay people from interfering in school affairs
7. Is to run the school as he sees fit
8. Meets with the school board along with the superintendent
9. Is in charge of at least two study halls a day
10. Is in charge of teacher selection

Appendix A shows the questionnaire which was given to the students of grades seven through eleven of Baltic Public School. The students were given verbal instructions to have the questionnaire completed by their parents and returned in one week. If a family had more than one student in the grades being polled, only the oldest student received the questionnaire. After one week the students were asked if they had returned a questionnaire. Those that had not were given a pre-addressed, stamped envelope by which to return the questionnaire. The total response to the 122 questionnaires distributed was 73.
The duties of a counselor were placed in the first section of the questionnaire. The placement of true and false statements and order of appearance on the questionnaire were chosen at random. The parents were to place a check in the blank following each phrase they felt would be the duty of a school counselor. The same instructions applied to the section regarding the duties of a school principal.

**TABLE I. RESPONSES TO QUESTIONS CONCERNING A SCHOOL COUNSELOR**

<table>
<thead>
<tr>
<th>Statement on the questionnaire</th>
<th>Correct response</th>
<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>541</td>
<td>189</td>
</tr>
<tr>
<td>Incorrect</td>
<td>660</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total statements</strong></td>
<td><strong>1201</strong></td>
<td><strong>259</strong></td>
</tr>
</tbody>
</table>

Table I shows that the assumption that parents aren't aware of the duties of a counselor is false.

**TABLE II RESPONSES TO QUESTIONS CONCERNING A SCHOOL PRINCIPAL**

<table>
<thead>
<tr>
<th>Statement on the questionnaire</th>
<th>Correct response</th>
<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>437</td>
<td>293</td>
</tr>
<tr>
<td>Incorrect</td>
<td>489</td>
<td>241</td>
</tr>
<tr>
<td><strong>Total statements</strong></td>
<td><strong>926</strong></td>
<td><strong>534</strong></td>
</tr>
</tbody>
</table>
The results shown by Table II substantiates the belief that the parents do not know the duties of a school principal. It is interesting to note, however, that the parents have indicated that they are more aware of the duties to be performed by a counselor than they are of a school principal.

Those questions about which the parents indicated the greatest amount of knowledge appear in the following table.
## TABLE III

**QUESTIONS HAVING HIGHEST PERCENTAGE OF CORRECT ANSWERS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor</strong></td>
<td></td>
</tr>
<tr>
<td>1. Is to seek out problem children and arrange foster homes for them</td>
<td>93.2</td>
</tr>
<tr>
<td>2. Is responsible for providing students with information about scholarships</td>
<td>89.0</td>
</tr>
<tr>
<td>3. Is to tell students what college to attend</td>
<td>95.9</td>
</tr>
<tr>
<td>4. Is to listen to students' personal problems</td>
<td>89.0</td>
</tr>
<tr>
<td>5. Has conferences with parents</td>
<td>91.8</td>
</tr>
<tr>
<td>6. Keep school staff and community informed about students' personal problems</td>
<td>89.0</td>
</tr>
<tr>
<td>7. Is to make judgements about students</td>
<td>89.0</td>
</tr>
<tr>
<td>8. Is to work only with high school students</td>
<td>91.8</td>
</tr>
<tr>
<td>9. Expels students convicted of criminal offenses</td>
<td>90.4</td>
</tr>
<tr>
<td>10. Is to make people conform</td>
<td>98.6</td>
</tr>
<tr>
<td>11. Assists students in course selection</td>
<td>100.0</td>
</tr>
<tr>
<td>12. Helps only maladjusted and problem students</td>
<td>94.5</td>
</tr>
<tr>
<td>13. Aids students to understand themselves</td>
<td>95.9</td>
</tr>
</tbody>
</table>

| **Principal**                                                                                                                             |            |
| 1. To get teachers to belong to all the professional organizations                                                                     | 95.5       |
| 2. Is to permanently expel problem children                                                                                              | 90.4       |
Table III (continued)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Works with teachers to improve subject matter instruction</td>
</tr>
<tr>
<td>4.</td>
<td>Lets teachers teach the way they want to</td>
</tr>
<tr>
<td>5.</td>
<td>Is in charge of school discipline</td>
</tr>
</tbody>
</table>

Appendix B shows the response to each question. The questions are in the order in which they appeared on the questionnaire.
CHAPTER IV

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The original assumption, before doing research, was that parents of school children did not have an adequate knowledge of the duties and role of a school counselor. It was believed that if parents knew the duties of a counselor, they would then bring pressures to bear in order to acquire such a service within their school.

The purpose of this study was to determine whether parents of a small public school were aware of the duties of a counselor. This knowledge was acquired through the use of a questionnaire and distributed to the students of grades seven through eleven in the Baltic Public School District #115. The students had their parents complete the questionnaire and return it to the school. The questionnaire was prepared from information obtained in the review of the literature.

The information received from the final total return of 73 questionnaires indicated that the parents did have a knowledge of the duties of a school counselor. They had 83.2% of the questions answered correctly for the duties of a counselor, and 63.4% of the duties of a principal answered correctly. These statistics indicated that the parents of students in grades seven through eleven in Baltic Public School were more familiar with the duties of a school counselor than they were the duties of a school principal by a margin of 19.8%. 
Implications

In the event that students lost questionnaires before they could give them to their parents, the students were informed that the questionnaires would be replaced. Although these provisions were made, the possibility exists that some parents didn't get questionnaires. Even with this possibility, a return of 59.8% still seems low. A low rate of return of the questionnaires may indicate a lack of parental interest in school affairs. The relatively high rate of correct answers, particularly those pertaining to the counselor, may indicate that those parents answering the questionnaire may be the ones more interested in school affairs and consequently more current on the developments and needs of the school system. Even though the theory that only parents that were informed on school activities actually participated in the poll is accepted, there still is the problem that no action is being taken by them to demand an active counseling service.

The research has shown that in Baltic Public School the parents had a better knowledge of the duties and the role of a counselor than they did of a principal even though the school has always had a functioning principal, but has never had a functioning guidance program. The facts presented here and the implications that may be derived from them indicate that some action is needed in this area.

Recommendations

The following recommendations are made for the initiating of a guidance program in Baltic Public School District #115 and may be
applicable in other small schools with the same guidance problem.

1. School districts should be reorganized so that it would be economically possible for a school to be financially able to have a qualified counselor.

2. Inform parents of existing lack of counseling services in the school system. Preferably do this outside the P. T. A. organization, because usually the P. T. A. supporters aren't the ill informed parents.

3. Encourage school board members to avail themselves to information on guidance and counseling services, or even college classes that could provide them with instructional information.

4. If there is a counseling service in a school, permit administrators to give personnel adequate time to function in the counseling field.

5. Most states have requirements for guidance services in the schools. But there should be systematic inspections and evaluations of these schools to determine if the reports to the state departments are accurate and if state requirements are being met.

6. Counselors should be on a longer contract period and be required to contact parents to inform them of their services, plus be able to work with students during the vacation break.

7. Orient teachers in the school to be guidance minded and have them encourage guidance in the school system.
LITERATURE CITED

Books


Periodicals


Publications of Learned Organizations

APPENDIX A

QUESTIONNAIRE USED FOR RESEARCH OF 122 PARENTS OF BALTIC PUBLIC SCHOOL GRADES SEVEN THROUGH ELEVEN

Dear Parent or Guardian

I am presently working towards a Master of Education Degree at South Dakota State University. As part of my graduation requirements I am doing a research project in the field of education. I would appreciate it if you would fill out this questionnaire which will be used for my research. Please note you do not have to put your name on this form.

William E. Morse

Place a check in the blank following each phrase you feel would be a duty of the school counselor. Place no mark at all after those phrases which would not be duties of a counselor.

1. Is to seek out problem children and arrange foster homes for them

2. Is responsible for providing students with information about scholarships

3. Is to tell students what colleges to attend

4. Is to listen to students personal problems

5. Is to push and manipulate students for best results

6. Has conferences with parents

7. Conducts field trips to local industries for job information

8. Keep school staff and community informed about students' personal problems
9. Is to make judgments about students
10. Is to work only with high school students
11. Expels students convicted of criminal offenses
12. Supervises the use of intelligence tests
13. Is to make people conform
14. Keeps information on class attendance
15. To keep notes on problem students and use these to aid authorities for prosecution
16. Assists students in course selection
17. Conducts a regular plan to see what graduated students are doing
18. Helps only maladjusted and problem students
19. Aids students to understand themselves
20. Works with community agencies

Place a check in the blank following each phrase you feel would be a duty of the school principal. Place no mark at all after those phrases which would not be duties of a principal.

1. To get teachers to belong to all the professional organizations
2. Is to handle all discipline cases
3. Keeps records of class attendance
4. Is to permanently expel problem children
5. Works with teachers to improve subject matter instruction
6. Cares for school property
7. Lets teachers teach the way they want to
8. Is in charge of school discipline
9. Is in charge of all teachers

10. Is responsible for academic standards of the school

11. Evaluates teachers and their instruction

12. Sets goals and policies

13. Is to discourage lay people from interfering in school affairs

14. Is to run the school as he sees fit

15. Makes collections of school moneys

16. Coordinates and arranges class schedules

17. Meets with the school board along with the superintendent

18. Is in charge of at least two study halls a day

19. Is in charge of teacher selection

20. Controls both content and methods of teaching

Thank you very much for your cooperation.
## APPENDIX B

### RESPONSES ON QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Statements</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is to seek out problem children and arrange foster homes for them</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>2. Is responsible for providing students with information about scholarships</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>3. Is to tell students what colleges to attend</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>4. Is to listen to students personal problems</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>5. Is to push and manipulate students for best results</td>
<td>52</td>
<td>14</td>
</tr>
<tr>
<td>6. Has conferences with parents</td>
<td>67</td>
<td>6</td>
</tr>
<tr>
<td>7. Conducts field trips to local industries for job information</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>8. Keep school staff and community informed about students' personal problems</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>9. Is to make judgements about students</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>10. Is to work only with high school students</td>
<td>67</td>
<td>6</td>
</tr>
<tr>
<td>11. Expels students convicted of criminal offenses</td>
<td>66</td>
<td>7</td>
</tr>
<tr>
<td>12. Supervises the use of intelligence tests</td>
<td>52</td>
<td>16</td>
</tr>
<tr>
<td>13. Is to make people conform</td>
<td>72</td>
<td>1</td>
</tr>
<tr>
<td>14. Keeps information on class attendance</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>15. To keep notes on problem students and use these to aid authorities for prosecution</td>
<td>52</td>
<td>14</td>
</tr>
<tr>
<td>16. Assists students in course selection</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
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<td>19.</td>
<td>Aids students to understand themselves</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Works with community agencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>To get teachers to belong to all the professional organizations</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is to handle all discipline cases</td>
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<tr>
<td>12.</td>
<td>Sets goals and policies</td>
<td></td>
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<tr>
<td>13.</td>
<td>Is to discourage lay people from interfering in school affairs</td>
<td></td>
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<tr>
<td>14.</td>
<td>Is to run the school as he sees fit</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Makes collections of school moneys</td>
<td></td>
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<td>Coordinates and arranges class schedules</td>
<td></td>
</tr>
<tr>
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<td>Meets with the school board along with the superintendent</td>
<td></td>
</tr>
</tbody>
</table>
18. Is in charge of at least two study halls a day

19. Is in charge of teacher selection

20. Controls both content and methods of teaching