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**PRINCIPALS' PERCEPTIONS OF THE EFFECTS OF DECLINING
ENROLLMENTS AND RESOURCES ON GUIDANCE AND COUNSELING
SERVICES IN SELECTED HIGH SCHOOLS IN THE STATE OF MICHIGAN**

Michigan State University

Ph.D. 1984

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By

Archie Ghareeb, Jr.

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

1984

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1984

ABSTRACT

PRINCIPALS' PERCEPTIONS OF THE EFFECTS OF DECLINING ENROLLMENTS AND RESOURCES ON GUIDANCE AND COUNSELING SERVICES IN SELECTED HIGH SCHOOLS IN THE STATE OF MICHIGAN

By

Archie Ghareeb, Jr.

The primary purpose of this study was to determine the effects that declining enrollment and budget reductions have had on guidance and counseling services in selected high schools in the state of Michigan as perceived by high school principals. The specific research questions to be answered were as follows:

1. Which specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?
2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?
3. Which specific high school guidance services, programs, or functions have been protected (unchanged) regardless of enrollment and/or budget reductions?
4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?

Archie Ghareeb, Jr.

5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

To obtain data for this aspect of the study, high school principals whose schools were a part of the Middle Cities Education Association experiencing enrollment declines in the five-year period (1977-1982) participated in the study.

An additional purpose of this study was to describe in detail, through the use of structured interview questions, the way in which high school guidance services, programs, or functions have been eliminated, revised, or added to meet the changing conditions resulting from enrollment and/or budget reductions.

The most important conclusion of this study strongly suggested that in spite of declining enrollments and resources guidance and counseling services to high school students have not been substantially reduced. The shift in approach from crisis-oriented to developmental guidance programs with improved organization and administration has in some cases produced even more and better services, and there was considerable optimism among high school principals that satisfactory guidance services can be maintained regardless of the recent decline in enrollments and resources.

DEDICATION

To My Family:

To my wife Mary Ellen, my son Craig, and my daughters Susan and Julie, I want to express my love, for without their patience, sacrifices, and their never-failing support and understanding this endeavor would not have been possible.

To my father, Archie K. Ghareeb, and my mother, Josephine M. Ghareeb, I express my love and appreciation for their enduring inspiration, compassion, and unfailing faith over the years. To both of them I shall always be grateful.

To my brothers and sisters and other relatives whose interest and love have also provided me with a continuous source of support and encouragement, I am also grateful.

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I am especially grateful to Dr. James W. Costar, director of the dissertation, who provided his time, counsel, assistance, as well as his never-failing support, encouragement, and critical analysis in helping me to complete this endeavor. To Dr. Stanley P. Wronski, my committee chairperson, I express my thanks for his leadership and guidance along the way. My special appreciation goes to Dr. George R. Myers, for sharing his time and thoughts, with a special acknowledgement for the genuine friendship, warmth, and kindness that he has always shown to me. Special recognition must also go to Dr. Stanley E. Hecker for his time, expertise, and cooperation that aided in the development of this dissertation.

I am also indebted to the Middle Cities High School principals who gave of their time and energy in helping me to collect the data for the study. To all of them I extend my thanks for their assistance and cooperation.

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Chapter 1

INTRODUCTION

Reporting for the U.S. Office of Education, Frankel and Beamer state:

The latest United States Office of Education Statistics estimates indicate that 1976-77 will be the peak year for total number of high school graduates, with 3,199,000 projected. Thereafter, high school graduates are expected to decline each year, so that by 1982-83 the estimated number will be 2,835,000 or a decrease of about 11.3% over the figure for 1976-77.¹

In September of 1976, The College Board News forecasted a continuing decline in college enrollments in the next decade. They estimated that " . . . the pool of high school graduates moving into post-secondary education would probably shrink 15% by 1984, . . . and 22% by 1990."² Also, in October of the same year (1976) the College Board executive for the state of Michigan,

¹Martin M. Frankel and Fred Beamer, Projections of Educational Statistics 1982-83, (Washington, D.C.: U.S. Office of Education, National Center for Educational Statistics, 1974), p. 6.

²"College Admissions, Marketing, Topics of Board Colloquim," The College Board News, V, No. 1 (September, 1976), p. 7.

Steven H. Ivens, reported that " . . . the 1975 graduating class in the state of Michigan was its largest ever and a decline of 32% is expected over the next 15 years."³

To further delineate the crucial issue of declining enrollments, Hecker and Ignatovich point out that "Between 1945 and 1957 the annual number of Michigan resident births increased steadily '(baby boom)' resulting in steadily increasing kindergarten enrollments between 1950-51 and 1962-63 . . . The decline in births after 1957 and the subsequent decrease in kindergarten enrollment after 1962-63 resulted in a decline of 12th Grade enrollment after 1975-76 . . . Thus it is reasonable to predict, with a built in time lag of seventeen years (five years after birth to reach kindergarten and twelve additional years to move to 12th Grade), that the 12th Grade enrollment decline which began in 1976-77 will continue until the 1993-94 school year---seventeen years after the year (1976) of the lowest number of births and twelve years after the lowest kindergarten enrollment (1981-82). Not only will the 12th Grade be affected, but it follows that the total high school enrollment (Grades 10-12)

³ Steven H. Ivens, "A Strategy for Survival," address delivered at the Council for Advancement and Support of Education Conference, Stouffer Hotel, Atlanta, Georgia, October 19, 1976.

which also peaked in 1975-76 will continue to decline until the mid 1990's."⁴

The continued decline in high school enrollment through the mid 1990's suggests an unusually stressful future for public schools in Michigan. In a follow-up report written in the Winter of 1983, Ignatovich states that " . . . the 1970's forecast of declining high school enrollments starting in the late '70's and continuing into the early '90's is no longer a conjecture. The reality of the decline is not questioned, only the magnitude . . . From the 1976-77 to 1981-82 school years, Michigan public high schools have experienced a greater decline (-16.2%) than at the national level (-10.3%) and are expected to have greater declines in the future. From 1981-82 to 1991-92 a -15.2% decline is expected at the national level but a -31.0% decline is expected in Michigan public high schools."⁵

The decreasing number of high school students is not the only problem plaguing the public high school today. School finance is tied to shifts in enrollment

⁴Stanley E. Hecker and Frederick R. Ignatovich, "Looking Forward--Enrollment Decline in the 1980's and 1990's," Secondary Education Today, Vol. 22, No. 1, (Fall, 1980), pp. 52 and 53.

⁵Frederick R. Ignatovich, "Secondary Enrollment 1982-83," Secondary Education Today, Vol. 24, No. 2 (Winter, 1983), p. 35.

and to the changing attitudes of the voters upon whom education funding relies as well. Fewer students translates into fewer real dollars and fewer staff, fewer course offerings, and fewer student services. Therefore, maintaining education spending at a real level (i.e., keeping up with inflation) will continue to be a large and difficult task for the years ahead.

With the cumulative effect of declining enrollments and increasing concern for the best use of public monies in education, it comes as no surprise that guidance and counseling programs in secondary schools are being carefully examined for the priorities which they maintain and the cost-benefit of the services they provide. In the past, it was a common practice for guidance programs in secondary schools to concentrate time, resources, and staff efforts on a relatively small number of students who needed help the most--e.g., the potential dropout, chronic troublemaker, and those with severe personal problems. Thus, the prevailing view of the guidance program in a secondary school was that it is crisis-oriented in nature. However, a crisis-oriented program was really out of focus with the stated function of most schools which stresses the total growth and development (educational, vocational, social, emotional, and physical) of all students.

In more recent times, when school districts have been faced with insufficient resources and declining enrollments, secondary school principals have felt the pressure to make certain their guidance programs become an integral part of the over-all instructional program which serves all students. Thus, a developmental philosophy or concept of guidance is now more prevalent.

As a result, the secondary school counselor's function has been redefined and guidance services that give assistance to all students and their parents are given greater support. Under the developmental concept of guidance, the role of the counselor has also been modified in order to put greater stress upon career and educational planning, consulting with teachers, collaborating with parents, instituting better public relations, and using classroom teachers as partners in the guidance process. The importance of guidance services is being judged more often on the degree to which they serve the needs of a majority of the students. Programs and services which only touch a few are especially vulnerable to elimination or reduction in size. With this shift in emphasis from a crisis-oriented to a developmental philosophy of guidance and counseling services, there is a growing need for a study of the current status of secondary school guidance programs and the significant changes which have occurred in recent years as a result of declining enrollments and

reduced financial support.

During the present period of considerable turmoil, most secondary school principals and directors of guidance find themselves asking: Are there guidance services currently being offered which can be eliminated? Which should be maintained and protected? Is it now necessary to design and add new guidance services in order to accomplish the goals the school is attempting to attain? In order to find suitable answers to these questions it is important for administrators to know what changes have already taken place, why they were made, and how well they are working.

PURPOSE OF THE STUDY

The primary purpose of this study was to determine the effect that declining enrollment and budget reductions have had on guidance and counseling services in selected high schools in the state of Michigan during the past five years as perceived by high school principals. Of additional interest were the new or modified guidance and counseling services which have been or are being developed as a result of these reductions. Specific questions formulated to aid in this investigation include the following:

1. Which specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?

2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?
3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?
4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?
5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

An additional purpose of this study was to describe in detail the way in which the high school guidance services, programs, or functions have been eliminated, revised, or added in order to meet the changing conditions resulting from enrollment and/or budget reductions. Specific questions formulated in the description of this second aspect of the study include the following:

1. In what way was the high school guidance service, program, or function revised as a result of reductions in enrollment and/or resources?

2. What outcomes were expected of the revised (eliminated, reduced, increased, or added) guidance service or program?
3. Was the guidance service, program, or function better, worse, or the same when compared with what used to be done to accomplish a specific goal or objective?
4. Who was involved in the revision of the guidance service or program?
5. Who was involved in the implementation of the revised or added guidance service or program?
6. What are the prospects for continuing the revised or added service or program in the future?

BACKGROUND AND DESIGN OF THE STUDY

A general analysis of enrollment figures and the decline thereof in high schools throughout districts in the state of Michigan was done through the acquisition and use of the Michigan Department of Education's microfiche film of the Fourth Friday Membership Report information as compiled by the Office of Research of the Michigan Department of Education.

After a careful examination of high school enrollment

figures for the past five school years (1977-1982), thirty-nine high schools from within the twenty-two school districts which comprise the Middle Cities Education Association in the state of Michigan were selected for study. As indicated by the Michigan Department of Education's By Building Census and Racial Report, these selected high schools have experienced significant enrollment declines over the five-year period, 1977-78 to 1981-82. The Middle Cities Education Association school districts are located in fifteen counties across the lower peninsula plus one county in the upper peninsula of the state of Michigan and are all urban school districts of comparable size and make-up. Members of the Association direct their efforts primarily toward making the educational needs of urban school systems better known to the State Board of Education and the State Department of Education. The following districts are a part of the Middle Cities Education Association in the state of Michigan: Ann Arbor Public Schools, Battle Creek Public Schools, Bay City School District, Benton Harbor Area Schools, Flint City School District, Grand Rapids City School District, Jackson Public Schools, Kalamazoo City School District, Lansing Public School District, Marquette City School District, Midland Public Schools, Monroe Public Schools, Jefferson Schools-Monroe County, Muskegon City School District, City of Muskegon Heights School District,

Niles Community School District, Pontiac City School District, Saginaw City School District, Saginaw Township Community School, Southfield Public School District, Willow Run Community Schools, and School District of Ypsilanti. It was expected that this sample of secondary schools would provide valid information for analyzing the stated problem.

The study design is primarily descriptive in nature. The main survey questionnaire and structured interview questions are products of the author, and were developed after examining Mildred Parten's book entitled Surveys, Polls, and Samples: Practical Procedures⁶ and other research studies. After much careful review and analysis by members of the faculty from the Department of Administration and Curriculum, College of Education, Michigan State University, with special assistance from the Office of Educational Research, in the College of Education at Michigan State University, the main survey instrument was pilot tested in the western Michigan area with high school principals not included in the selected population study group.

After revisions were made the survey instrument was mailed to principals of the participating high schools.

⁶Mildred Parten, Surveys, Polls, and Samples: Practical Procedures, Harper and Brothers Publishing, New York, N.Y., 1950.

A telephone follow-up call was made three weeks later to all of those principals in the study sample who had not yet responded to the initial mailing of the survey questionnaire. After tabulation and evaluation of the results of the survey, a structured interview with principals was developed for more careful in-depth clarification of procedures and results related to new guidance services which had been developed during the five-year period of declining enrollments and resources.

SIGNIFICANCE OF THE STUDY

Through preliminary investigation, it was determined that no previous study has been done addressing this now prevalent problem of the impact of declining enrollments and budget reductions on high school guidance and counseling services. It was felt that the results of this study will make a significant contribution to efforts of administrators and counselors in secondary schools interested in maintaining a high level of guidance services during a period of reduced enrollments and resources. Specifically, it was thought that knowledge about recent changes in the guidance and counseling roles of various staff members, program priorities, and delivery systems resulting from the previously described conditions will be helpful to

those responsible for future planning and management of high school guidance programs.

BASIC ASSUMPTIONS

1. School principals are in the best position to know what changes in their guidance programs have been made, why, and how well they are working.

2. Principals will be open and honest in their responses.

3. The survey method will reveal those areas of change which are most worthy of study in-depth through structured interviews with selected principals.

4. In schools where there have been enrollment declines during the past five years, there have been significant changes in the guidance program.

DELIMITATIONS & LIMITATIONS OF THE STUDY

This investigation was delimited to:

1. High schools whose districts were a part of the Middle Cities Education Association in Michigan.

2. High schools experiencing a five-year decline in enrollment from 1977 to 1982 according to figures released by the State Department of Education of Michigan.

3. The perceptions of the high school principals in the schools being studied.

4. The impact of declining enrollments and resources specifically upon the five traditional guidance services (Pupil Inventory, Information, Counseling, Placement, and Follow-up and Research) and in addition the administration and organization of guidance services among all the various pupil personnel services.

5. An in-depth interview analysis of only those areas of change that are the result of declining enrollment and/or reductions in financial resources.

Limitations of the study include:

1. Principals are not always fully aware of all aspects of their guidance programs.

2. It is not possible to say with certainty that the changes observed are solely the result of reductions in enrollment and/or resources.

3. It is not certain that the guidance activities listed on the survey questionnaire include every aspect of the guidance program within a given high school.

4. It is not possible to assume that the results of this study are representative of what is taking place in all high schools throughout the nation or even the state of Michigan.

DEFINITION OF TERMS

The term Guidance and Counseling Services, Programs, or Functions refers to all those services, programs, or functions which are generally offered by high schools which emphasize vocational, educational, social, emotional, and physical development of students.

A High School Principal is the chief building administrator responsible for all programs, including guidance and counseling services, in a secondary school of grades nine through twelve or ten through twelve.

Middle Cities Education Association represents urban school districts in Michigan of comparable size and make-up that direct their efforts toward making the educational needs of the city school systems better known to the State Board of Education and the State Department of Education.

OVERVIEW

Chapter One is composed of a general introduction to the study, purpose of the study, the background and design of the study, including the specific questions that were formulated to aid in the investigation, the significance of the study, basic limitations, delimitations, and definition of terms.

In Chapter Two, related literature is reviewed for its pertinence to the study. Emphasis is given to an examination of what has been written related to high school guidance and counseling services in general and to information concerning enrollment declines in secondary schools.

The research design of the study is discussed in Chapter Three. Included in this chapter is an outline of the plan for conducting the study, a description population used in the study, and the instruments and techniques used for gathering and treatment of the data.

Chapter Four is devoted to an analysis of the data and a report of the significant findings.

Chapter Five contains a summary of the procedures of the study and the findings along with conclusions that have been drawn. Concluding this chapter is a discussion of the findings along with recommendations for further study in this area.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The major purpose of this study was to determine the effect that declining enrollment and budget reductions have had on guidance and counseling services in selected high schools in the state of Michigan during the past five years as perceived by high school principals. Of additional interest were the new or modified guidance and counseling services which have been or are being developed as a result of these reductions. To accomplish this study, it was necessary to review the literature in two major areas. The first area, "General Historical Development, Changed, and Trends" of guidance and counseling services in secondary schools is an overview of the historical development of guidance and counseling services with changes in scope, role, and trends to the present time. The second area, "Enrollment and Budget Trends and Implications", examines the past, present, and projected enrollment and budget trends in secondary schools and implications that these trends have for secondary school guidance programs.

To facilitate the investigation of the literature, a search was conducted of materials such as books, periodicals, papers from education conferences and doctoral dissertations. A computer-assisted search through the Educational Research Information Computer database was also used to assist in the investigation of the topics under consideration.

GENERAL HISTORICAL DEVELOPMENT, CHANGES, AND TRENDS

Guidance began in American public schools much like any other subject. It was viewed initially as something that could be taught by a teacher in a classroom setting to large numbers of students. Guidance was also seen as a learning experience enhancing the existing curriculum by specifically addressing areas and topics ignored or neglected. The history of guidance and counseling has been full of problems that have centered on definitions and terminology. However, these problems of terminology and definitions did not present themselves in the early years of the guidance movement. Roger F. Aubrey states that prior to 1931 the word counseling was rarely used and guidance was an umbrella term used for all functions associated with educational and vocational guidance.⁷

⁷ Roger F. Aubrey, "A House Divided: Guidance and Counseling in 20th-Century America", The Personnel and Guidance Journal, Vol. 61, No. 4 (December, 1982), p. 198.

The basic objectives of guidance was to give people help and information in choosing jobs or further education and these very broad aims were accepted and acknowledged in the early years. It was not until 1925 that the concept of counseling as a psychological process was first delineated.⁸ Therefore, in its beginning counseling was viewed as an adjunct process in the presentation of guidance information regarding jobs and educational planning. Aubrey continues by saying that these terms today signify a variety of meanings, including an educational service, a unique process of helping, a theory of psychological intervention and a conceptual framework.⁹

The first guidance movement began at the turn of the century in response to industrialization and changing patterns in American society and educational practices. Although the history of secondary school counseling has not been without its controversies, Jess B. Davis, principal of Detroit's Central High School, who spent most of his time counseling boys and girls on vocational and educational problems, is most often credited with being the first school counselor because of his systematic counseling and guidance in schools, in 1898.¹⁰ Another claimant for

⁸ Ibid.

⁹ Ibid.

¹⁰ Walter F. Johnson, Buford Stefflre and Roy Edelfelt, Pupil Personnel and Guidance Services, McGraw-Hill Publishing, New York, 1961.

the title of father of secondary school counseling was Frank Parsons, who worked in the Boston Schools in the first decade of the 20th century and did vocational counseling.¹¹ The mentioning of these names and dates is not meant to assume that no counseling took place in secondary schools before this time, for it is likely that counseling has always been a part of school life. For the next seventy years, however, the practice of counseling and guidance has been recognized by providing the counselor with (1) time to do his job; (2) a clearer conception of his purposes; and (3) education and training, preparing him and better enabling him to do the work.

In 1913, the National Vocational Guidance Association was founded in Grand Rapids, Michigan¹² and it was also in Grand Rapids in 1916 that a plan for teaching occupations through English classes was adopted.¹³ The controversy that ensued over whether occupations are best taught in conjunction with a regular class or in a special class or setting designed for that purpose is still with us today as a major issue surrounding the delivery of guidance services. This movement was referred to as vocational

¹¹Ibid.

¹²Ibid., p. 6.

¹³Ibid.

guidance, and until the 1940's it played a critical role in influencing guidance practices in public schools.

A second guidance movement began in the 1920's. This movement was called "educational guidance" and had two distinct meanings. First, it referred to help being given to students in selecting courses, adjusting to school, orienting themselves to new surroundings, and deciding on courses of action on completion of schooling. Second, it was a term broader and intimately related to the total process of education and character building. It was really viewed in this regard as a take-off of earlier schemes of vocational and moral guidance. In concept, the extension of guidance from decisions about life after school to life in school was not a drastic change to be made. The basic over-all concern here was to broaden students' horizons through guidance. This definition and scope of educational guidance introduced in the 1920's vied with vocational guidance for popularity by the 1930's and resulted by the 1940's as a process of pupil distribution and adjustment which was widely accepted by many in the guidance field.¹⁴ This view in time evolved into present day theories of developmental and psychological guidance.

Probably, without a doubt, the most profound influence

¹⁴Op. cit., Aubrey, p. 200.

in changing the course and direction of the entire guidance movement in the mid 40's and 50's was the self-concept theory of Carl Rogers in meeting the needs of youth as these needs were perceived by youth themselves.¹⁵ The 1950's were also an important part of the chronology because it was during this time that the great increase in certification of guidance workers by the various states took place.¹⁶ It became apparent that special training and experiences were needed for school counselors. It was also during this decade that school psychology became a recognized discipline and the time when the National Defense Education Act was passed. The N.D.E.A. of 1958 through its Title V which dealt with guidance, was probably the greatest single stimulus that secondary school counseling has ever received. It provided funds to do two important things: (1) improve the secondary school guidance programs in the several states and (2) underwrite the preparations of secondary school counselors.¹⁷ Fortified with the new methods and techniques, counselors became more ambitious and sought greater access to students in need of their services.

¹⁵Op. cit., Aubrey, p. 202.

¹⁶Op. cit., Johnson, Stefflre, and Edelfelt, p. 7.

¹⁷Op. cit., Johnson, Stefflre, and Edelfelt, p. 203.

It should also be noted that in 1952, the earlier formed National Vocational Guidance Association joined with several other organizations to create what is now known as the American Personnel and Guidance Association, which is considered the major national professional society in the pupil personnel field.¹⁸ Also, during the period of 1940-60, there evolved almost as many approaches and definitions of guidance as there were schools which claimed to have programs. They included such organizational patterns as the educational-vocational approach, services approach, problem-centered approach, counseling approach, and others.¹⁹ Even today, there are still in existence in our school systems several basic approaches to guidance being used.

As public school guidance entered the 1960's, a number of significant events brought change to the appearance of guidance in American schools. Spurred on by the "race for space" and the pursuit of excellence (the launching of Sputnik and the report of James Conant on the state of American schools), the number of secondary school counselors tripled and the ratio of counselors to students

¹⁸ Op. cit., Johnson, Stefflre, and Edelfelt, p. 6.

¹⁹ James W. Costar, "Developmental Guidance - Fact or Fancy", position statement, College of Education, Michigan State University, p. 3.

decreased from 1 to 960 in 1958 to 1 to 450 by 1966-67.²⁰

This rapid change in counselor-student ratios gave counselors greater access to more students and created conditions more conducive to a consideration of normal developmental concerns. The period of the sixties has also become known as a period of professionalization. It was during this period that the arm of the APGA known as the American School Counselor Association (ASCA) published its "Statement of Policy for Secondary School Counselors and Guidelines for Implementation" and worked more closely with national organization of school administrators.²¹ ASCA also more clearly defined the role of the secondary school counselor and provided a "Guideline on the Role of the Counselor" to all secondary school guidance departments throughout the country. Typically, the areas of concern most often included the Role of the School Counselor are the following:

1. Collecting Data About Pupils (gathering, analyzing, and recording information about students which is helpful to teachers, administrators, parents, and guidance specialists).
2. Consulting with Teachers, Administrators and Other Specialists (discussing normal growth and development problems as well

²⁰Op. cit., Aubrey, p. 201.

²¹Louise M. Odell, "Secondary School Counseling: Past, Present, and Future", The Personnel and Guidance Journal, Vol. 52, No. 3 (November, 1973), p. 152.

as problems of special concerns to individual pupils).

3. Collaborating with Parents (reviewing, from time to time, the long-range educational plans for their child and assisting them with problems of immediate concern to them).
4. Counseling with Pupils (meeting with pupils, both individually and in groups, in order to provide additional help to those who need the assistance of a staff member with more time and training for counseling than the typical classroom teacher and to make referrals both within and outside the school system).
5. Conducting Research Studies Related to the Guidance Program (collecting and analyzing data describing the nature of the student body and the community served by the school that is useful in evaluating the degree to which the total school program meets the needs of all pupils).
6. Coordinating All Guidance Services Available to Pupils in the School (making all services within the school and community easily accessible to every pupil who can profit from them).

It was also during this period that the Association for Counselor Education and Supervision (ACES) became another independent branch of APGA,²² and the need for improving techniques and practicums for counselors was emphasized more extensively in counselor education.

The decade of the 70's was characterized by innovation. Much controversy continued to prevail over the "role

²²Ibid.

and function" of the secondary school counselor. The central issue frequently concerned the "Counselor" label itself. The issue was often raised by professional organizations and others who thought that other titles would more adequately describe the tasks and role of the secondary school counselor. In 1973, Gerald J. Pine in his article in Phi Delta Kappan, "Quo Vadis, School Counseling?" states that "If there is any one theme that has engaged the constant attention of the counseling profession over the years, it is the search of professional identity."²³ Counselors and school counseling were being subjected to relentless criticism from many different quarters. The value of counseling was being questioned by parents, school boards, taxpayers, students, and even colleagues. Their criticisms seemed to grow daily. The identity search continued to point to one of the major dimensions and questions of contemporary criticism---what is it that counselors should be doing that they are not doing? It was during this time that group counseling was being attempted in many secondary schools with small groups of 10 to 15 students discussing not only traditional guidance and counseling concerns, but also such issues as

²³Gerald J. Pine, "Quo Vadis, School Counseling?", Phi Delta Kappan, Vol. 56, No. 8 (April, 1975), p. 555.

drug abuse, sex education, study skills, and human relations. Parents also frequently participated either alone or with students in these counseling situations. During this period, the controversy over whether the counselor would be a generalist providing educational, vocational, and personal services to students or would seek out the area or service in which he or she felt most competent and comfortable and become a specialist in the school, began to be debated. Other programs such as career education, with automated equipment by mechanical and technological advancements and the computer assisted occupational and educational systems were beginning to be used in many schools to provide students with up-to-date vocational, educational, and personal information.

As guidance enters the 1980's, the proliferation of counseling approaches and roles continues without abatement. In one sense, the entire history of public school guidance and counseling is a chronicle of individuals and movements attempting to gain acceptance in role and approach. The fiscal austerity in the financing of education and the severe enrollment decline in students of the late 1970's and early 1980's and the coupled demand for accountability have highlighted the need for the clarification of the role priority and the cost-benefit

of the services they provide. Ibrahim, Helms and Thompson report that "Despite the (ASCA) American School Counselor Association (1974;1977) statements on counselor role and function, the role and function of the counselor is still unclear to the consumers of the service, administrators, and many counselors as well."²⁴

Unfortunately, to lay persons and professionals alike, the terms guidance and counseling have conveyed a variety of meanings over the years. As a consequence, many criticisms aimed at guidance and counseling reflect disappointments of audiences vastly overrating the potential of school counselors. Too often, in the absence of counselor initiative, the counselor's responsibilities and job description were simply defined by the school principal or superintendent, with little or no input from counselors. Consequently, counselor duties depended upon the perceptions, knowledge, and feelings of the administrator or other staff members about counseling. It was easy and convenient to assign all odds and ends to the counselors. What were often defined as counselor functions did not require special training and preparation, did not require special skill, were not unique services, and could probably

²⁴Farah A. Ibrahim, Barbara J. Helms, and Donald L. Thompson, "Counselor Role and Function: An Appraisal by Consumers and Counselors", The Personnel and Guidance Journal, Vol. 61, No. 10 (June, 1983), p. 597.

be handled by most of the professional, paraprofessional, or other personnel employed in the school.

In 1977, Costar, in addressing the issue of "School Counselors: An Endangered Species?", writes that "only counselors who are valued can be successfully defended . . . their work must be relevant--to everyone associated with the school."²⁵ Costar goes on to say that a number of modifications in role priority are being undertaken.²⁶ Among the areas of work that school counselors need to include in order to make their work relevant to everyone associated with the school are the following:

1. Student needs assessments
2. Career and educational planning
3. Utilization of classroom teachers in guidance
4. Consulting with teachers
5. Collaborating with parents
6. Involvement in adult education programs
7. Job combinations for counselors
8. Better public relations programs.²⁷

²⁵James W. Costar, "School Counselors: An Endangered Species?", Secondary Education Today, Vol. 18, No. 3 (Spring, 1977), p. 47.

²⁶Ibid., p. 48.

²⁷Ibid., pp. 48-51.

As a follow-up on the changing roles and trends of school counselors, in 1982 Wilson and Rotter see school counselors retaining some of the basic roles they have had, but also see a drifting in priorities as society presses the school system for optimal relevance and value. They further suggest some possible trends that are likely to become a part of tomorrow's school counseling programs by moving toward the following areas of service:

1. Experimentation and research
2. A focus on families
3. Greater community involvement
4. Increased public relations work
5. Expansion of services
6. Greater use of technology
7. Increased change agency
8. Greater identification with social realities
9. Increased group work
10. A shift in emphasis in career education
11. Increased peer counseling
12. A focus on stress management
13. Licensure
14. Increased specialization

15. Professional renewal activities

16. Humanism.²⁸

Change is inevitable, but too often its acceptance and incorporation lag slowly behind. Nevertheless, the future begins today.

ENROLLMENT AND BUDGET

TRENDS AND IMPLICATIONS

Enrollment

Education in the United States has undergone phenomenal growth changes in the 20th century. The number of students enrolled at all educational levels from kindergarten through twelfth grade has increased tremendously since the turn of the century. Vast expansions have taken place in school plant facilities while at the same time the needs and interests of young people have called for wide variations in educational offerings and much more extensive school services.

In 1900, the nation's schools (K-12) enrolled 17 million students of which fewer than 700,000 students

²⁸

Nancy H. Wilson and Joseph C. Rotter, "School Counseling: A Look into the Future", The Personnel and Guidance Journal, Vol. 60, No. 6 (February, 1982), pp. 355-56.

were high school enrolled.²⁹

A half a century later in 1950, there were 28 million students enrolled in grades K-12 of which slightly more than 6.5 million were high school (9-12) students.³⁰ Enrollment figures show that this set of statistics reveal 36.7 million K-12 students and 7.7 million 9-12 students in the school year 1956-57.³¹

The total school enrollment in the nation's elementary and secondary schools continued to grow through the 1971-72 school year. For the entire time from the post World War II era to the period at the beginning of the 1970's, everything in American Education went up: enrollment, budgets, building, expectations, and public support. In the fifties, we couldn't put up classrooms or train teachers fast enough for the baby boom kids. We grumbled about it, but loved it. All that growth, all that bigness, all that enterprise, it seemed, would go on forever. It didn't, of course. According to Divoky, "public school enrollment declined by half a million between 1971 and

²⁹ Leo M. Chamberlain and Leslie Kindred, The Teacher and School Organization, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1958, p. 7.

³⁰ Cyril G. Sargent, "Fewer Pupils, Surplus Space: The Problem of School Shrinkage", Phi Delta Kappan, Vol. 56, No. 5 (January, 1975), p. 352.

³¹ Op., cit., Chamberlain Kindred, p. 7.

1972, the beginning of a loss of five million students--11%--over the following decade."³² It was obviously the end of expansion and the beginning of the era of retrenchment, although at the time no one apparently understood the enormous implications of the turnabout in statistics.

In February of 1983, Vance Grant, in the National Center for Education Statistics, indicates that "public elementary and secondary enrollment in the United States reached an all-time high of 46,081,000 in the fall of 1971. It then declined in each subsequent year for the next decade."³³ By the fall of 1981, enrollment had reached 40,168,000. This decrease of 5,913,000 or 12.8 percent may be attributed to a continuing declining enrollment in the number of 5 to 17 year olds in the population."³⁴ Grant goes on to say that "enrollment in the elementary grades (kindergarten through grade eight) peaked in the fall of 1969 and then decreased annually throughout the 1970's and early 1980's.

³² Diane Divoky, "Burden of the Seventies: 'The Management of Decline'", Phi Delta Kappan, Vol. 61, No. 2 (October, 1979), p. 87.

³³ W. Vance Grant, "Past and Projected Trends in Public School Enrollment", American Education, U.S. Department of Education, Vol. 19, No. 1 (January/February, 1983), Inside Back Cover Page.

³⁴ Ibid.

Enrollment at the high school level (grades 9 through 12) on the other hand, did not reach its peak until the fall of 1976. It then declined each year through the fall of 1981."³⁵

Projections of the National Center for Education Statistics indicate "that public school enrollment should reach a low of about 39 million in the fall of 1984 before turning upward again."³⁶

In the winter of 1983, Ignatovich reported information showing the comparison of high school enrollments and projections for the nation and the state of Michigan in grades 9 through 12, that Michigan high school enrollment figures of 542,704 in 1981-82 are projected to drop to 374,237 by the year 1991-92.³⁷

In 1976, Doermann suggested that the number of high school graduates each year will soon begin to shrink 15 percent by 1984 and 22 percent by 1990.³⁸

According to Kotler, in 1976, college and university

³⁵Ibid.

³⁶Ibid.

³⁷Op. cit., Ignatovich, p. 41.

³⁸Humphrey Doermann, "The Future Market for College Education", A Role for Marketing in College Admissions, College Entrance Examination Board, New York, p. 1.

educators were faced with the prediction that the annual number of high school graduates, which was expected to peak in 1976 at 3.199 million, may decline steadily reaching 2.835 million in 1982.³⁹

Using state-wide figures of Michigan, Hecker and Ignatovich anticipate that "the grade 10-12 school which enrolled 1030 pupils in 1975-76 will enroll only 800 pupils in 1983-84. By the end of the decade (1989-90) the enrollment should be approaching 700 pupils and should be down to 650 by the mid-1990's."⁴⁰

In summary, according to figures released by the National Center for Education Statistics actual and projected data reveal that after the all-time high of 46.1 million students in 1971 and the projected reaching of an all-time low of 39 million students in the fall of 1984, there are projected some very modest increases between 1985 and 1990 all of which will be concentrated in the elementary schools.⁴¹

According to Hecker and Ignatovich, "This predicted enrollment decline at the secondary level (which is extensively documented) raises some crucial issues for the

³⁹ Philip Kotler, "Applying Marketing Theory to College Admissions", A Role for Marketing in College Admissions, College Entrance Examination Board, New York, p. 53.

⁴⁰ Op. cit., Hecker and Ignatovich, p. 53.

⁴¹ Op. cit., Grant, Inside Back Cover Page.

general public and the education profession. These issues revolve around the crucial and interrelated areas of staffing, curriculum, facility use, grade organization and of course finance."⁴²

Looking at enrollment decline from another vantage point, Peter Relic reported that "School board members say the number one problem facing schools today is declining enrollment," and goes on to say that it "is the effect which declining enrollment will have on the quality of local schools" which is what really concerns board members."⁴³

Budget

Compounding the issue of declining enrollment is the problem of adequate financial resources. The loss of students is not the only reason to expect secondary school budgets to decrease.

Kirst and Garms in their writing about public school finance assert that "Projections for education expenditures for 1980 to 1990 look fairly dismal, especially relative to the recent past."⁴⁴

⁴²Op. cit., Hecker and Ignatovich, p. 53.

⁴³Peter D. Relic, "Maintaining Educational Quality During Enrollment Declines", Education Digest, December 1980, p. 9.

⁴⁴Michael W. Kirst and Walter L. Garms, "Public School Finance in the 1980's", Education Digest, December 1980, p. 5.

In the most recent national Gallup poll on public attitudes toward schools, lack of proper financing has been listed as the second most serious problem facing schools.⁴⁵ This marked the first time since Gallup started the survey in 1969 that the public has listed school finance as so high a concern.

School administrators are being asked to take a second look at all aspects of educational program priority, and are charged with the responsibility of coming up with answers. All sorts of pressures are being placed on secondary school principals to cut back in the face of rising costs and tragically inadequate means of raising funds to finance programs. DeFeo and Cohn responded by saying, "Anyone who feels that guidance should not come under close scrutiny in this process is naive."⁴⁶ When one looks at the expenditure for salaries for Guidance Services in Michigan in the Annual School District Financial Report, the figures range from "55.9 million dollars for the fiscal year ending June 30, 1977"⁴⁷ to

⁴⁵ G. H. Gallup, "Fourteenth Annual Gallup Poll of the Public Attitudes Toward the Public Schools", Phi Delta Kappan, Vol. 64, No. 1 (September, 1982), p. 38.

⁴⁶ Raymond A. DeFeo and Ben Cohn, "Budget Cut: Two Guidance Counselors", The School Counselor, May, 1972, p. 319.

⁴⁷ Annual School District Financial Report, Michigan Department of Education, Form DS-4169, Revised Form B, For the Fiscal Year Ended June 30, 1982, p. 4.

"79.9 million dollars in the fiscal year ending June 30, 1982."⁴⁸ While the dollar amount has gone up over a five-year period, these figures represent fifty-five and fifty percent respectively of the total amount spent for all support service salaries in the years 1977 and 1982 (a decline of five percent over the five-year period). Part of the five percent decline is reflected in the reduced number of counselors in Michigan in the five-year period with even further decline taking place in the 1982-83 school year. (See Table 2.1).

With tax revenues from all levels of government sharply curtailed and with costs spiraling, school boards are faced with the continuing problem of saving money. In the 14th Annual Gallup report, one of the questions asked was the following: "Suppose your school board were 'forced' to cut some things from school costs because there is not enough money?"⁴⁹ Ranking second only to reducing the number of administrative personnel was reducing the number of counselors on the staff. In fact, almost half (49%) of those surveyed were in favor of the question.⁵⁰ Also revealed in the survey were information

⁴⁸ISD and LEA: Annual School District Financial Report, Michigan Department of Education, Form DS-4169, Revised Form B, For the Fiscal Year Ended June 30, 1982, p. 4.

⁴⁹Op. cit., Gallup, p. 41.

⁵⁰Ibid.

Table 2.1: School Counselors in the State of Michigan

Year	Counselors *
1976-77	3,108
1977-78	3,173
1978-79	3,146
1979-80	3,164
1980-81	3,037
1981-82	2,835
1982-83	2,694

* Includes full and part-time counselors

Source: Michigan Department of Education

questions relative to how federal money should be distributed if and when it became available. Interestingly enough, public education topped the list of first priorities for increased federal funding with 21 percent. Seventeen percent listed education as a second choice and 17 percent as a third choice---for a total of 55 percent of the respondents. The combined choices for other priorities named were health care (a total of 53 percent), welfare (42 percent) and defense (33 percent). Seven years prior in the 1975 poll, The Gallup poll results ranked health care, not education, as the top priority for increased federal dollars.⁵¹

Parallel to the voting nationally in the Gallup poll, Michigan voters identified "more money for public schools" as a need as reported in November of 1982 in the Teacher's Voice.⁵² Also indicated was the same high level support for education according to surveys conducted by the State Department of Education as reported by Phillip Runkel, state superintendent of public instruction.⁵³

In an article in U.S. News and World Report it was

⁵¹Ibid., p. 40.

⁵²"State Survey Supports More Funds for Schools", Teacher's Voice, Vol. 60, No. 6 (November 15, 1982), p. 16.

⁵³Ibid.

reported that according to the Census Bureau, public education spending rose 9.4 percent in the 1981-82 school year to a total of 145.8 billion dollars---an increase that occurred before President Reagan's slowdown in federal aid to education. The figure for Michigan was 6.9 billion or a per capita of \$748.00.⁵⁴

In a report by the National Education Association published in the April 1979 issue of the Phi Delta Kappan professional journal, it was pointed out that for the first time in the history of tax supported education in the U.S., states (in the 1978-79 school year) contributed more than the local governments to the cost of running schools. While the percentage difference was not large---states provided 47.4% of the funds, local sources 43.8%, and the federal government 8.8%---the shift represents a trend away from traditional local funding of education. However, the article stated that although the state's average percentile was higher than the average local percentile, there still are several states who rely on local funds with local contributions ranging from 58 percent to 87 percent.⁵⁵

⁵⁴"School Spending State by State", U.S. News and World Report, December 13, 1982, p. 12.

⁵⁵"A First: States Spend Most for School Support", Phi Delta Kappan, Vol. 60, No. 8 (April, 1979), p. 555.

By comparison, according to information released from the Michigan State Legislature in 1981 showing a historical comparison of State and Local K-12 Revenues 1976-77 through estimated 1981-82, Michigan is one of those states that is decidedly different from the national norm. The proportion of state funding ranged from 47.3 percent in 1976-77 to 37.3 percent in the 1981-82 school year. (See Table 2.2). These figures translated into \$789.66 per pupil of local funds to \$709.29 per pupil of state funds in 1976-77 compared to \$1,652.35 per pupil of local funds and \$984.68 for state funding in 1981-82. (See Table 2.3).

SUMMARY

Because the government's role in school funding is changing, coupled with the changing attitude of the voters in their willingness to share the burden of financing in the schools, local school districts are becoming increasingly cost-benefit conscious. With the forecast that secondary schools can expect both enrollment and budget reductions during the next several years, it is incumbent on those deciding how and what guidance services will be provided to re-evaluate their current services, programs, and functions and determine which should be eliminated, reduced, remain unchanged, increased and which should be established to meet the changing needs that may result from enrollment and/or budget reductions.

Table 2.2: Historical Comparison of State of Michigan Local K-12 Revenue
1976-77 through 1981-82 (Dollar Figures in Billions)

Year	* State \$	Local \$	State %	Local %
1976-77	\$1.4878	\$1.6564	47.3 %	52.7 %
1977-78	\$1.6456	\$1.8407	47.2 %	52.8 %
1978-79	\$1.7258	\$2.0147	46.1 %	53.9 %
1979-80	\$1.9073	\$2.2715	45.6 %	54.4 %
1980-81	\$1.7756	\$2.6318	40.3 %	59.7 %
1981-82	\$1.7820	\$2.9903	37.3 %	62.7 %

* Includes Public School Retirement Funds

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Table 2.3: Historical Comparison of State of Michigan and Local K-12 Revenues
Per Pupil 1976-77 through 1981-82

Year	Local (per pupil)	State (per pupil)	Retirement (per pupil)	Total (per pupil)
1976-77	\$ 789.66	\$ 605.84	\$ 103.45	\$1,498.95
1977-78	\$ 903.79	\$ 676.55	\$ 131.44	\$1,711.78
1978-79	\$1,018.25	\$ 728.39	\$ 143.84	\$1,890.48
1979-80	\$1,181.47	\$ 759.81	\$ 232.24	\$2,173.52
1980-81	\$1,402.65	\$ 686.30	\$ 260.03	\$2,348.98
1981-82	\$1,652.35	\$ 692.48	\$ 292.20	\$2,637.03

Chapter 3

METHODOLOGY AND DESIGN PROCEDURES

INTRODUCTION

Review of the literature through the assistance of an ERIC search on the subject of budget reductions and enrollment declines as they affect guidance and counseling services in the secondary school resulted in one major observation. Namely, there is very little information presently available which addresses the effect declining enrollments and resources have had upon the delivery of guidance and counseling services at the high school level. The only similar studies are those which analyze how budget reductions and enrollment declines have affected, or likely will affect in the next few years, college and university student personnel services in the United States.

PURPOSE OF THE STUDY

Thus, the primary purpose of this study was to determine the effect that declining enrollment and

budget reductions have had on guidance and counseling services in selected high schools in the state of Michigan as perceived by high school principals. Of special interest were the new or modified guidance and counseling services developed as a result of these two factors. Specific questions formulated to aid in this investigation of the primary purpose include the following:

1. Which specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?
2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?
3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?
4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?
5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

An additional purpose of this study was to describe in detail the way in which the high school guidance services, programs, or functions have been eliminated, revised, or added in order to meet the changing conditions resulting from enrollment and/or budget reductions. Specific questions formulated to aid in the description of this second aspect of the study include the following:

1. In what way was the high school guidance service, program, or function revised as a result of reductions in enrollment and/or resources?
2. What outcomes were expected of the revised (eliminated, reduced, increased or added) guidance service or program?
3. Was the guidance service, program, or function better, worse, or the same when compared with what used to be done to accomplish a specific goal or objective?
4. Who was involved in the revision of the guidance service or program?
5. Who was involved in the implementation of the revised or added guidance service or program?
6. What are the prospects for continuing the revised or added service or program in the future?

DESIGN OF THE STUDY

In the initial stages of the research study, a general analysis of enrollment figures and the decline thereof in school districts throughout the state of Michigan was done through the use of the Michigan Department of Education's Fourth Friday Membership Report as compiled by the Office of Research of the Michigan Department of Education.

After a careful examination of the school districts' enrollment figures of the past five school years (1977-78 to 1981-82), thirty-nine high schools from within the twenty-two school districts (See Table 3.1 -- Tax Rate Table) which comprise the Middle Cities Education Association in the state of Michigan were selected for study. (There are actually forty-one high schools in the Middle Cities Education Association, but Harry Hill High School in Lansing and Parkside High School in Jackson were closed during the study period stated and thus not included.) As indicated by the Michigan Department of Education's microfiche film of the Racial, Ethnic Census By Building Report, all high schools selected, with the exception of two, experienced enrollment declines over the five-year period (1977-82) and continued to show further declines in the 1982-83 school year. (See Table 3.2).

The Middle Cities Education Association districts

Table 3.1: Middle Cities Education School Districts Tax Rates 1982-83 (In Total Tax Rate Order)

City	Share of 15 Mills	Voted Extra	Total for Operation	Building and Sites	Debt Service	Library	Total School Tax Rate
Ypsilanti	11.2	24.7	35.92	.7	4.44		41.06
Flint	9.15	31.15	41.0				41.0
Saginaw City	10.05	24.75	34.8	2.0	3.0		39.80
Kalamazoo	9.0	26.4	35.4		1.0	3.0	39.4
Willow Run	11.22	26.5	37.72		1.2		38.92
Battle Creek	8.18	29.24	37.42	1.0			38.42
Muskegon	8.3	26.5	34.8		3.13		37.93
Muskegon Heights	8.3	24.7	33.0		4.62		37.62
Pontiac	9.54	25.65	35.19		2.1536		37.3436
Jackson	7.65	26.25	33.9		3.16		37.06
Lansing	9.0	25.78	34.78		2.26		37.04
Niles	8.376	24.5	32.876		2.4		35.276
Southfield	9.54	22.79	32.33		1.72		34.05

Table 3.1: Continued

City	Share of 15 Mills	Voted Extra	Total for Operation	Building and Sites	Debt Service	Library	Total School Tax Rate
Bay City	8.39	24.3184	32.7084		.96		33.6684
Ann Arbor	11.22	18.21	29.43	.97	1.84	.97	33.21
Benton Harbor	8.376	24.35	32.726		.3034		33.0294
Grand Rapids	10.1	20.9	31.0		1.5		32.5
Saginaw Township	9.05	20.25	29.30		3.05		32.35
Marquette	7.465	20.25	27.715		2.52		30.235
Monroe County	8.75	19.0	27.75		.98		28.73
Monroe Public	8.75	16.75	25.5	.83	1.0		27.33
Midland	11.3	10.8	22.1	.56			22.66

**Table 3.2: Middle Cities Education Association High School Enrollment Figures
1977-78 through 1982-83**

School District	High School	77-78	78-79	79-80	80-81	81-82	82-83	% Chg.
Ann Arbor Public Schools								
	Pioneer (10-12)	1998	2003	1886	1792	1718	1657	-17
	Huron (10-12)	1964	1965	1893	1887	1802	1744	-11
Battle Creek Public Schools								
	Central (10-12)	1885	1823	1707	1664	1596	1532	-19
Bay City School District								
	Central (9-12)	2481	2026	1864	1764	1588	1562	-37
	Handy (9-12)	1524	1401	1235	1106	1095	1050	-31
	Western (9-12)	2059	1938	1873	1783	1748	1659	-20
Benton Harbor Area Schools								
	Benton Harbor (9-12)	2356	2443	2382	2316	2095	2146	-9
Flint City School District								
	Central (10-12)	1329	1550	1603	1669	1631	1561	+17

Table 3.2: Continued

School District	High School	77-78	78-79	79-80	80-81	81-82	82-83	% Chg.
	Northern (10-12)	2109	1931	1780	1619	1648	1593	-25
	Northwestern (10-12)	1965	1750	1541	1300	1217	1230	-38
	Southwestern (10-12)	1861	1551	1416	1216	1202	1163	-38
Grand Rapids City School District								
	Central (9-12)	1837	1679	1454	1649	1493	1385	-25
	Ottawa Hills (9-12)	2160	2041	1961	1813	1711	1559	-28
	Union (10-12)	1463	1324	1266	1296	1112	1048	-29
	Creston (10-12)	1423	1441	1420	1409	1274	1120	-22
Jackson Public Schools								
	Jackson (9-12)	1825	1697	1578	1453	1342	1752	-27
	Parkside (9-12)	1501	1415	1372	1306	1216	Closed	-19
Kalamazoo City School District								
	Loy Norrix (10-12)	1516	1425	1316	1274	1187	1006	-34

Table 3.2: Continued

School District	High School	77-78	78-79	79-80	80-81	81-82	82-83	% Chg.
	Central (10-12)	1658	1607	1538	1488	1383	1275	-24
Lansing Public School District								
	Eastern (10-12)	1649	1580	1555	1462	1580	1762	-12
	Everett (10-12)	1649	1567	1505	1440	1925	1758	-13
	J. W. Sexton (10-12)	1493	1418	1355	1260	1700	1581	-16
	Harry Hill (10-12)	1391	1409	1369	1316	Closed	Closed	-6
Marquette City School District								
	Marquette (9-12)	1961	1940	1780	1758	1607	1529	-22
Midland Public Schools								
	Midland (10-12)	1566	1447	1386	1282	1216	1153	-26
	Midland Dow (10-12)	1362	1350	1355	1335	1270	1233	-10
Monroe Public Schools								
	Monroe (10-12)	2093	2044	2008	1999	1918	1839	-13

Table 3.2: Continued

School District	High School	77-78	78-79	79-80	80-81	81-82	82-83	% Chg.
Jefferson Schools-Monroe County								
	Jefferson (9-12)	780	836	832	836	845	796	+2
Muskegon City School District								
	Muskegon (10-12)	1751	1707	1516	1414	1270	1167	-34
City of Muskegon Heights School District								
	Muskegon Hts. (9-12)	907	863	839	780	727	710	-22
Niles Community School District								
	Niles (10-12)	1329	1271	1236	1175	1085	985	-26
Pontiac City School District								
	Northern (9-12)	2384	2460	2342	2260	2170	2137	-11
	Central (9-12)	2630	2485	2351	2250	2031	1956	-26
Saginaw City School District								
	Arthur Hill (10-12)	2052	2064	1939	1780	1740	1725	-16
	Saginaw (10-12)	1762	1677	1512	1523	1499	1505	-15

Table 3.2: Continued

School District	High School	77-78	78-79	79-80	80-81	81-82	82-83	% Chg.
Saginaw Township Community Schools								
	MacArthur (9-12)	1319	1226	1229	1214	1196	1182	-10
	Eisenhower (9-12)	1337	1254	1178	1155	1122	1059	-21
Southfield Public School District								
	Lathrup (9-12)	2207	2112	1976	1850	1771	1678	-24
	Southfield (9-12)	2125	2207	2094	1959	1764	1678	-21
Willow Run Community Schools								
	Willow Run (9-12)	998	1013	980	1013	1017	982	-2
School District of Ypsilanti								
	Ypsilanti (9-12)	2058	2005	1830	1770	1761	1685	-18

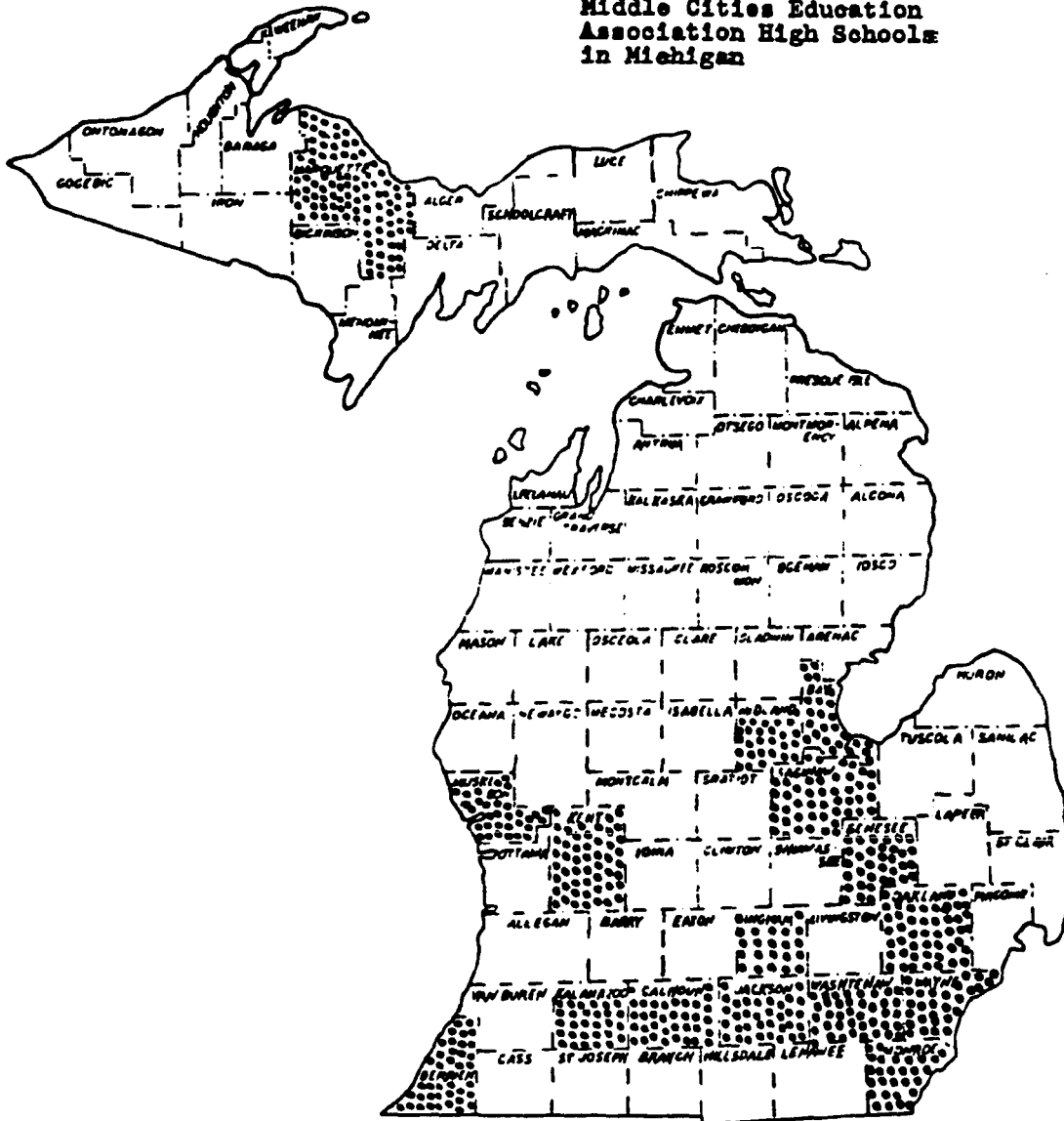
are located in fifteen counties across the lower peninsula and one county in the upper peninsula of the state of Michigan (See Table 3.3) and are urban school districts of comparable size and make-up. They direct their efforts primarily toward making the educational needs of city school systems better known to the State Board of Education and the State Department of Education.

It was expected that this sample of secondary high schools would provide valid information for analyzing the stated problem. High school principals were the target audience since it is they who are ultimately responsible for every program within their building and, therefore, in the best position to know which changes in the guidance program have taken place and the underlying reasons for making the changes as well as the outcomes.

The study was primarily descriptive in nature. It was designed to answer the eleven research questions stated earlier. The main Professional and Institutional Data Sheet (Appendix A), the High School Guidance and Counseling Survey questionnaire (Appendix B), and the Structured Interview Questions (Appendix C) used in the study are all products of the author, and were developed after examining Mildred Parten's book entitled Surveys, Polls, and Samples: Practical Procedures⁵⁶ as well as other research studies.

⁵⁶Op. cit., Parten.

Table 3.3: County Locations of
Middle Cities Education
Association High Schools
in Michigan



The instruments were reviewed by research personnel in the Office of Educational Research, College of Education, Michigan State University, to be sure that the nature of the information sought could be keypunched and properly compiled for computer processing. Prior to mailing the Professional and Institutional Data Sheet and the High School Guidance and Counseling Survey questionnaire, they were pilot tested in the Grand Rapids, Michigan area with high school principals not included in the population selected for the study itself. After evaluating the results of the pilot testing, the instruments were further refined, and the final draft was then printed and mailed.

COLLECTION OF DATA

During the second week of March 1983, the initial mailing was made to all the high school principals included in the study sample. Included in the mailing was a personally addressed cover letter (Appendix D), an endorsement letter by the Executive Director of the Middle Cities Education Association (Appendix E), the Professional and Institutional Data Sheet, and the High School Guidance and Counseling Survey questionnaire. The cover letter included the purpose of the study and

requested participation of the high school principals of the Middle Cities Education Association high schools. The endorsement by the association executive director reiterated the purpose of the study, encouraged participation in it, and indicated the potential usefulness of the findings in future planning for high school principals.

The Professional and Institutional Data Sheet required the participants to supply basic professional information about themselves along with some demographic data concerning their institutions while the High School Guidance and Counseling Survey asked the participants to provide information concerning the guidance and counseling services rendered in their schools. In the latter survey, the five basic questions delineated in the purpose of the study were addressed. It consisted of a rating sheet on which fifty guidance and counseling services, programs, and functions were listed and a means by which respondents could indicate which had been added, increased, reduced, eliminated, or remained unchanged during the previous five years.

The participants were first asked to respond either "yes" or "no" regarding whether their institution now provides or has provided the guidance service or program in the last five years. If the response was "yes" (the high school provides or has provided the service in the last five years), the respondent was asked to determine how

that guidance service, program, or function was or was not being affected by enrollment and/or budget reductions at their high school by circling a number from 1 to 7 from the following scale (See Appendix B):

1. Was Eliminated
2. Substantially Reduced
3. Somewhat Reduced
4. Protected (Unchanged)
5. Somewhat Increased
6. Substantially Increased
7. New Program Added in the Last 5 Years

If the initial response was "no" (the high school does not provide now or has not provided the service in the last five years), the respondent was instructed to disregard the rating scale and proceed to the next statement. Since a stamped, self-addressed reply envelope yields a much higher response rate, a stamped, self-addressed envelope was included with the questionnaire.⁵⁷ The high school principals were asked to return the survey within two weeks.

Three weeks after the survey was mailed, a telephone call follow-up was made by contacting all of those principals who had not yet responded to the initial mailing of

⁵⁷Arnold S. Linsky, "Stimulating Responses to Mailed Questionnaires: A Review", The Public Opinion Quarterly, Vol. 39, No. 1 (Spring, 1975), p. 89.

the survey questionnaire. By the first week in May, thirty-five of the thirty-nine high school principals included in the sample had returned the survey.

From the results of the survey, a structured interview with the principals was developed in order to describe in detail the way in which the high school guidance services, programs, or functions have been eliminated, revised, or added in order to meet the changing conditions resulting from enrollment and/or budget reductions. (See Appendix C). The structured interviews with thirteen of the high school principals took place during the last two weeks in June and the first two weeks in July.

TREATMENT OF THE DATA

As the completed survey questionnaires were returned, the information was reviewed for completeness and the data was keypunched onto IBM cards using an IBM 026 Key punch Machine. Each card was verified and entered into a CDC 750 computer for processing by utilizing the program "Statistical Package for the Social Sciences (SPSS)". Tabulation and evaluation of the results of the survey were based upon summary and percentage computations. The statistic used in determining whether relationships exist between variables on the Professional and Institutional Data Sheet and the items on the High School Guidance and Counseling Survey questionnaire was the chi-square test and was employed to

determine the significance of any differences in this assessment.

SUMMARY

The high school principals participating in the study were those whose high schools were located in the districts that are members of the Middle Cities Education Association. Thirty-five out of thirty-nine (90 percent) of the eligible participants completed the basic questionnaire survey and thirteen were personally interviewed to describe in detail the way in which the high school guidance services, programs, or functions have been eliminated, revised, or added to meet the changing conditions resulting from enrollment and/or budget reductions. The analysis and interpretation of the data will be found in Chapter Four.

Chapter 4

ANALYSIS OF DATA

In this chapter is presented an analysis of the data collected in the study. The data are divided into three parts. The first part is information obtained on the Professional and Institutional Data Sheet from the high school principals participating in the study sample. The second part contains data collected on the High School Guidance and Counseling Survey questionnaire in relation to each of the questions that were proposed in Chapter 1. The questions were:

1. Which specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?
2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?
3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?
4. Which specific high school guidance services, programs, or functions have been increased in spite of

enrollment and/or budget reductions?

5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

The third part contains data obtained on relationships between the variables on the Professional and Institutional Data Sheet and the fifty items on the High School Guidance and Counseling Survey questionnaire found to be significant at or beyond the .05 level.

PROFESSIONAL AND INSTITUTIONAL DATA

Thirty-five high school principals completed the High School Guidance and Counseling Survey questionnaire. These high school principals represented twenty-two school districts in fifteen counties in the lower peninsula and one county in the upper peninsula of the state of Michigan. All are part of the Middle Cities Education Association. Along with the High School Guidance and Counseling Survey questionnaire, the participants were requested to provide information on the Professional and Institutional Data Sheet. Table 4.1 shows personal and institutional data for the participants and schools that were a part of the study.

According to the data, thirty-two of the high school principals were male and three were female. The participants

Table 4.1: Data Regarding Participating High School Principals and Their Schools

Personal Data		Grades in Institution					
<u>Age</u>	9-12		10-12		Totals		
	Freq	%	Freq	%	Freq	%	
36-40	2	5.7	1	2.9	3	8.6	49
41-45	3	8.6	3	8.6	6	17.6	
46-50	7	20.0	1	2.9	8	22.9	
51-55	9	25.7	3	8.6	12	34.3	
56-60	2	5.7	1	2.9	3	8.6	
No Response	<u>2</u>	<u>5.7</u>	<u>1</u>	<u>2.9</u>	<u>3</u>	<u>8.6</u>	
	25	71.4	10	28.6	35	100.0	
<u>Sex</u>							
Male	22	62.9	10	28.6	32	91.4	
Female	<u>3</u>	<u>8.6</u>	<u>0</u>	<u>0.0</u>	<u>3</u>	<u>8.6</u>	
	25	71.4	10	28.6	35	100.0	

averaged 48.9 years of age. Institutional data revealed that two (5.7%) of the participants were from institutions with enrollments ranging from 400-800 students; six (17.1%) participants were from institutions with enrollments ranging from 800-1200 students; ten (28.6%) participants were from institutions with enrollments ranging from 1200-1600 students; thirteen (37.1%) participants were from institutions ranging from 1600-2000 students; and four (11.4%) participants were from institutions with enrollments over 2000 students.

Other institutional data showed that twenty-three of the thirty-five schools were in-formula state aid schools while twelve were out-of-formula schools. The average size of staff (teachers) in the study sample fell in the range of 61-70 persons; the average size of staff (counselors) was 4.7 per high school institution; the average size of staff (administrators) was 4.2 per high school institution while the average student-counselor ratio was 300-350:1. (See Table 4.2).

ANALYSIS OF THE DATA

This section of the chapter includes an analysis of the data related to each of the primary research questions in this study. Each question will be discussed separately in the following text.

Table 4.2: Institutional Data Regarding Participating High Schools

Size of Institution												
Institutional Data	400-800 students		800-1200 students		1200-1600 students		1600-2000 students		Over 2000 students		Totals	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<u>Financial Support</u>												
In-Formula	2	5.7	2	5.7	7	20.0	8	22.9	4	11.4	23	65.7
Out-of-Formula	0	0.0	4	11.4	3	8.6	5	14.3	0	0.0	12	34.3
<u>Size of Staff (Teachers)</u>												
31-40	1	2.9	2	5.9	0	0.0	0	0.0	0	0.0	3	8.6
41-50	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9
51-60	0	0.0	2	5.9	3	8.8	2	5.9	0	0.0	7	20.0
61-70	0	0.0	1	2.9	2	5.9	4	11.8	0	0.0	7	20.0
71-80	0	0.0	1	2.9	4	11.8	1	2.9	1	2.9	7	20.0
81-90	0	0.0	0	0.0	1	2.9	3	8.8	2	5.9	6	17.1
91-100	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	2.9
101-110	0	0.0	0	0.0	0	0.0	1	2.9	0	0.0	1	2.9
111-120	0	0.0	0	0.0	0	0.0	1	2.9	0	0.0	1	2.9
No Response											1	2.9
<u>Size of Staff (Counselors)</u>												
Two	2	5.7	0	0.0	0	0.0	0	0.0	0	0.0	2	5.7
Three	0	0.0	2	5.7	1	2.9	0	0.0	1	2.9	4	11.4

Table 4.2: Continued

Size of Institution												
Institutional Data	400-800 students		800-1200 students		1200-1600 students		1600-2000 students		Over 2000 students		Totals	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Four	0	0.0	4	11.4	3	8.6	1	2.9	0	0.0	8	22.9
Five	0	0.0	0	0.0	4	11.4	6	17.1	0	0.0	10	28.6
Six	0	0.0	0	0.0	2	5.7	3	8.6	3	8.6	8	22.9
Seven	0	0.0	0	0.0	0	0.0	3	8.6	0	0.0	3	8.6
<u>Size of Staff</u> <u>(Administrators)</u>												
Two	2	5.7	2	5.7	0	0.0	0	0.0	0	0.0	4	11.4
Three	0	0.0	2	5.7	3	8.6	0	0.0	0	0.0	5	14.5
Four	0	0.0	1	2.9	2	5.7	9	25.7	1	2.9	13	37.1
Five	0	0.0	0	0.0	2	5.7	4	11.4	1	2.9	7	20.0
Six	0	0.0	0	0.0	2	5.7	0	0.0	2	5.7	4	11.4
Seven	0	0.0	1	2.9	1	2.9	0	0.0	0	0.0	2	5.7
<u>Student-Counselor</u> <u>Ratio</u>												
250-300:1	0	0.0	1	2.9	3	8.6	4	11.4	0	0.0	8	22.9
300-350:1	1	2.9	4	11.4	3	8.6	4	11.4	2	5.7	14	40.0
350-400:1	1	2.9	0	0.0	1	2.9	4	11.4	1	2.9	7	20.0
400-450:1	0	0.0	1	2.9	1	2.9	1	2.9	0	0.0	3	8.6
450-500:1	0	0.0	0	0.0	2	5.7	0	0.0	0	0.0	2	5.7
500-over:1	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	2.9

Question 1:

1. What specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the specific guidance and counseling services, programs, or functions that have been eliminated in order to accommodate either enrollment decline or budget reduction. The responses were tabulated and compiled and revealed little elimination of programs and services.

Although twenty out of fifty guidance and counseling services, programs, or functions were identified by the participants as eliminated from various schools, the frequency of response for each item did not indicate any widespread elimination of specific services, programs, or functions. (See Table 4.3).

However, in spite of the fact that there was no indication of any widespread elimination of guidance and counseling services, programs, or functions, it should be pointed out that in the highest eliminated frequency areas, between 10 and 20 percent of the high school principals who had indicated that they had provided those services, programs, or functions in the last five years had eliminated them in their schools. The highest frequency areas of services or programs falling into the eliminated category include the following:

Table 4.3: Services, Programs, or Functions That Were Eliminated

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Eliminated Frequency	%
1. Organizes College Day/Night programs for students	29	4	13.8
2. Continues to assist in job placement with drop-outs	15	3	20.0
3. Continues to assist in job placement with graduates	20	3	15.0
4. Plans and conducts follow-up studies of graduates and/or drop-outs	25	3	12.0
5. Attends follow-up conferences with college freshmen at the college or university in which they are enrolled	31	3	9.6
6. Organizes Career Day programs for students	28	2	7.1
7. Collects, organizes, and analyzes information about the individual student for academic counseling and advising	35	1	2.9
8. Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges	28	1	3.5

Table 4.3: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Eliminated Frequency	%
9. Sponsors or assists in sponsoring recreational or extra-curricular activities for students	25	1	4.0
10. Advises and coordinates special guidance services for women students	16	1	6.2
11. Organizes and is responsible for the operation of the career resources and college information centers	35	1	2.9
12. Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	27	1	3.7
13. Counsels with students who are failing or having considerable difficulty in one or more courses	35	1	2.9
14. Counsels with students who require continued disciplinary action	30	1	3.3
15. Contacts faculty members to explain the guidance program and the services it can render	34	1	2.9

Table 4.3: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Eliminated Frequency	%
16.	Organizes and conducts in-service programs for teachers	17	1	5.8
17.	Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community	30	1	3.3
18.	Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations	21	1	4.7
19.	Accepts responsibility for over-all coordination of all phases of the guidance program	32	1	3.1
20.	Schedules and coordinates visits from college representatives and other recruiters to the school	35	1	2.9

- (1) Organizes College Day/Night programs for students;
- (2) Continues to assist in job placement with drop-outs;
- (3) Continues to assist in job placement with graduates;
- (4) Plans and conducts follow-up studies of graduates and/or drop-outs;
- (5) Attends follow-up conferences with college freshmen at the college or university in which they are enrolled.

It is of interest to note that of the top five highest eliminated frequency areas, two concern job placement services for students, while the other three have to do with setting up programs, conducting studies, or attending conferences which typically require ample time, money, or resources to maintain. The remaining fifteen items designated as eliminated, although not of high frequency, were apparently singly selected areas that were done away with by each high school through some priority ranking of services and programs during times of enrollment decline and/or budget reduction.

Question 2:

2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the specific guidance and counseling services, programs, or

functions that have been reduced in their schools in order to accommodate enrollment decline and/or budget reduction. The responses were tabulated and compiled and revealed some reductions of programs and services. In order to more accurately respond to the research question, the "Substantially Reduced" and "Somewhat Reduced" categories were combined in the tabulation.

According to the data, forty-nine out of fifty items on the survey questionnaire were listed as substantially reduced or somewhat reduced by one or more of the high school principals participating in the study. The highest reduced frequency areas revealed that about one-fourth (24%) to better than one-half (54%) of the high school principals who had indicated that they provided those services, programs, or functions had somewhat or substantially reduced them in their schools. The highest frequency areas of services or programs that were reduced include the following:

- (1) Attends follow-up conferences with college freshmen at the college or university in which they are enrolled;
- (2) Assists students in making wise choices, plans, and adjustments;
- (3) Counsels students individually;
- (4) Counsels potential drop-outs;
- (5) Attends and participates in college admission workshops and seminars;
- (6) Attends and participates in financial aid workshops and seminars;
- (7) Organizes and conducts in-service programs for teachers;
- (8) Assists

students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments; (9) Counsels socially and emotionally maladjusted students; (10) Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges; (11) Counsels with students who require continued disciplinary action; (12) Plans or conducts follow-up studies of graduates and/or drop-outs; and (13) Assists students in the development of cooperative attitudes in order to conform to the rules of the school. (See Table 4.4).

Of the thirteen highest reduced frequency areas, it is of interest to point out that (1) seven areas identified involved counseling or assisting of students largely on a one-to-one basis, and (2) the remaining six areas were clustered around arranging, conducting or attending seminars, workshops, conferences or field trips. After combining the substantially and somewhat reduced categories of responses, it is important to observe that most of the services, programs, or functions that showed high frequencies were cause and effect areas related to enrollment declines and/or budget reductions in that they tended to require substantial time, money, or resources to provide.

While there were substantial reductions in some services or programs indicated in the study, there nevertheless were

Table 4.4: Services, Programs, or Functions That Were Substantially and/or Somewhat Reduced

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
1. Attends follow-up conferences with college freshmen at the college or university in which they are enrolled	31	17	54.8
2. Assists students in making wise choices, plans, and adjustments	30	14	46.6
3. Counsels students individually	35	12	34.3
4. Counsels potential drop-outs	33	11	33.3
5. Attends and participates in college admission workshops and seminars	35	11	31.4
6. Attends and participates in financial aid workshops and seminars	35	11	31.4
7. Organizes and conducts in-service programs for teachers	17	10	58.8
8. Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments	35	9	25.7

Table 4.4: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
9.	Counsels socially and emotionally maladjusted students	33	9	27.2
10.	Arranges, conducts career exploration trips for students to industrial organi- zations, businesses, schools and colleges	28	9	32.1
11.	Counsels with students who require continued disciplinary action	30	8	26.6
12.	Plans or conducts follow-up studies of graduates and/or drop-outs	25	8	32.0
13.	Contacts faculty members to explain the guidance program and the services it can render	34	8	23.5
14.	Assists students in the development of cooperative attitudes in order to conform to the rules of the school	32	8	25.0
15.	Conducts aptitude, interest, achievement and personality testing	31	7	22.5
16.	Collects, organizes, and analyzes infor- mation about the individual student for academic counseling and advising	35	7	20.0

Table 4.4: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
17. Places students in educational experiences, programs, or courses in keeping with their special needs, potentialities or circumstances	35	7	20.0
18. Sponsors or assists in sponsoring recreational or extra-curricular activities for students	25	7	28.0
19. Counsels students in groups	34	7	20.5
20. Counsels parents	34	7	20.5
21. Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	35	7	20.5
22. Organizes Career Day programs for students	28	6	22.2
23. Arranges, conducts college admission and financial aid programs for students and parents	35	6	17.1

Table 4.4: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
24. Consults with teachers	35	6	17.1
25. Counsels graduating seniors, through exit interviews, as they prepare to leave high school	28	6	21.4
26. Counsels with students who are failing or having considerable difficulty in one or more course	35	6	17.1
27. Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community	30	6	20.0
28. Arranges and participates in case conferences with teachers, special education consultants, and parents	35	5	14.3
29. Counsels students and parents in crisis situations	34	5	14.7
30. Continues to assist in job placement with graduates	20	5	25.0

Table 4.4: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
31. Reports guidance services information to the Board of Education and Central Administration	27	5	18.5
32. Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations	21	5	23.8
33. Refers and prepares students to receive psychiatric and/or psychological aid outside the school when the need arises	34	5	14.7
34. Advises and coordinates special guidance services for minority students	27	4	14.8
35. Organizes and is responsible for the operation of the career resources and college information centers	35	4	11.5
36. Counsels new transfer students coming into your school	35	4	11.5
37. Advises and coordinates special guidance services for women students	16	3	18.75

Table 4.4: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
38.	Continues to assist in job placement with drop-outs	15	3	20.0
39.	Encourages counselors to participate in re-writing and updating the curriculum guide book	27	3	11.1
40.	Prepares and maintains an adequate system of cumulative records	35	2	5.7
41.	Conducts orientation sessions for new 9th or 10th grade students	35	2	5.7
42.	Organizes College Day/Night programs for students	29	2	6.0
43.	Encourages counselors to participate actively in the curriculum development in the school	33	2	6.0
44.	Encourages counselors to participate in re-writing and updating the student handbooks for seniors	19	2	10.5
45.	Is responsible for data processing procedures and services related to scheduling courses	24	2	8.3

Table 4.4: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Reduced Frequency	%
46.	Requires counselors to teach at least one class in the academic program	2	1	50.0
47.	Accepts responsibility for overall coordination of all phases of the guidance program	32	1	3.0
48.	Schedules and coordinates visits from college representatives and other recruiters to the school	35	1	2.9
49.	Is responsible for data processing procedures and services related to student records	19	1	5.2

other services or programs that showed up as reduced but not in as great of numbers. These services or programs that appeared as reduced, but with low frequencies, represented some rather significantly basic areas of responsibility found in most secondary schools' guidance and counseling operations. They include: (1) Data processing services related to scheduling and student records; (2) Overall coordination of all phases of the guidance program; (3) Encouraging of counselors to participate in curriculum development and in the re-writing and updating of senior handbooks; (4) Scheduling and coordinating of visits from college representatives and recruiters; (5) Organizing of college day/night programs; (6) Conducting of orientation sessions for new 9th or 10th grade students; and (7) Preparing and maintaining of an adequate system of cumulative records. All of the program or service areas identified as reduced, but with low frequencies, have usually been recognized as higher priority areas more essential and fundamental when compared to the other guidance services or programs that were indicated as reduced. Generally, it might be concluded that by the very nature of these low frequency reduced areas they probably could not be reduced greatly without severely altering the adequacy of the total guidance and counseling services in the secondary high school.

Question 3:

3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were protected on a priority basis (unchanged) regardless of enrollment and/or budget reduction.

An analysis of the data concerning the protected (unchanged) guidance and counseling services, programs, or functions revealed many definite and extensive priority areas where services or programs were protected regardless of enrollment decline and/or budget reduction. All fifty items on the High School Guidance and Counseling Survey questionnaire were identified as protected on a priority basis by one or more of the high school principals participating in the study. The highest protected (unchanged) frequency areas revealed that slightly less than two-thirds (65.7%) to four-fifths (80%) of the high school principals who had indicated that they provided those services, programs, or functions had not changed them at all in their schools. These highest frequency areas of unchanged services or programs include the following: (1) Prepares and

maintains an adequate system of cumulative records; (2) Encourages counselors to participate actively in the curriculum development in the school; (3) Accepts responsibility for over-all coordination of all phases of the guidance program; (4) Counsels new transfer students coming into your school; (5) Refers and prepares students to receive psychiatric and/or psychological aid outside the school when the need arises; (6) Consults with teachers; (7) Counsels students and parents in crisis situations; (8) Schedules and coordinates visits from college representatives and other recruiters to the school; (9) Conducts orientation sessions for new 9th or 10th grade students; (10) Assists students in the development of cooperative attitudes in order to conform to the rules of the school. (See Table 4.5).

The areas at the top of the list of protected (unchanged) guidance and counseling services with the highest frequencies tended to be those kinds of services that are traditionally fundamental or basic, or what might be considered "core" kinds of guidance services that almost every secondary school would not only be expected to provide but generally would provide.

Although many of the guidance services and programs were identified with high frequencies for remaining protected (unchanged), there were a few guidance services or programs where there was lower concern for protection than

Table 4.5: Services, Programs, or Functions That Were Protected (Unchanged)

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
1. Prepares and maintains an adequate system of cumulative records	35	28	80.0
2. Encourages counselors to participate actively in the curriculum development in the school	35	27	81.8
3. Accepts responsibility for overall coordination of all phases of the guidance program	32	27	84.3
4. Counsels new transfer students coming into your school	35	26	74.2
5. Refers and prepares students to receive psychiatric and/or psychological aid outside the school when the need arises	34	26	76.4
6. Consults with teachers	35	25	71.4
7. Counsels students and parents in crisis situations	34	25	73.5
8. Schedules and coordinates visits from college representatives and other recruiters to the school	35	25	71.4

Table 4.5: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
9. Conducts orientation sessions for new 9th or 10th grade students	35	23	65.7
10. Assists students in the development of cooperative attitudes in order to conform to the rules of the school	32	23	71.8
11. Collects, organizes, and analyzes information about the individual student for academic counseling and advising	35	22	62.8
12. Places students in educational experiences, programs, or courses in keeping with their special needs, potentialities or circumstances	35	22	62.8
13. Arranges, conducts college admission and financial aid programs for students and parents	35	22	62.8
14. Arranges and participates in case conferences with teachers, special education consultants, and parents	35	22	62.8
15. Counsels parents	34	22	64.7

Table 4.5: Continued

School Has Provided During Past Five Years the Following Service, Program, or Function		Principals Responding "Yes" (N=35)	Protected Frequency	%
16.	Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	35	22	62.8
17.	Counsels with students who are failing or having considerable difficulty in one or more courses	35	22	62.8
18.	Conducts aptitude, interest, achieve- ment and personality testing	31	21	67.7
19.	Contacts faculty members to explain the guidance program and the services it can render	34	21	61.7
20.	Attends and participates in college admission workshops and seminars	35	21	60.0
21.	Organizes College Day/Night Programs for students	29	20	68.9
22.	Attends and participates in financial aid workshops and seminars	35	20	57.1
23.	Organizes and is responsible for the operation of the career resources and college information centers	35	19	54.2

Table 4.5: Continued

School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
24. Counsels students in groups	34	19	55.8
25. Assists students in planning a program of courses, evaluating their educational progress, diag- nosing their learning difficulties, and aiding them in their educa- tional adjustments	35	19	54.2
26. Counsels socially and emotionally maladjusted students	33	19	57.5
27. Counsels with students who require continued disciplinary action	30	18	60.0
28. Encourages counselors to partici- pate in re-writing and updating the curriculum guide book	27	18	66.6
29. Counsels potential drop-outs	33	17	51.5
30. Arranges, conducts career explor- ation trips for students to industrial organizations, businesses, schools and colleges	28	16	57.1

Table 4.5: Continued

	School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
31.	Advises and coordinates special guidance services for minority students	27	16	59.2
32.	Counsels students individually	35	16	45.7
33.	Organizes Career Day Programs for students	28	14	50.0
34.	Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, pamphlets to parents and others in the community	30	14	46.6
35.	Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations	21	14	66.6
36.	Counsels graduating seniors, through exit interviews, as they prepare to leave high school	28	13	46.4
37.	Assists students in making wise choices, plans, and adjustments regarding hobbies and use of leisure time	30	13	43.3

Table 4.5: Continued

School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
38. Reports guidance services information to the Board of Education and Central Administration	27	13	48.1
39. Encourages counselors to participate in re-writing and updating the student handbooks for seniors	19	13	68.4
40. Is responsible for data processing procedures and services related to student records	19	13	68.4
41. Sponsors or assists in sponsoring recreational or extra-curricular activities for students	25	12	48.0
42. Is responsible for data processing procedures and services related to scheduling courses	24	12	50.0
43. Is responsible for data processing procedures and services related to grade reporting	17	12	70.5
44. Advises and coordinates special guidance services for women students	16	9	56.2

Table 4.5: Continued

	School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Protected Frequency	%
45.	Plans or conducts follow-up studies of graduates and/or drop-outs	25	9	36.0
46.	Attends follow-up conferences with college freshmen at the college or university in which they are enrolled	31	8	25.8
47.	Continues to assist in job placement with graduates	20	7	35.0
48.	Continues to assist in job placement with drop-outs	15	6	40.0
49.	Organizes and conducts in-service programs for teachers	17	5	29.4
50.	Requires counselors to teach at least one class in the academic program	2	0	0.0

others. Interestingly enough, some of the areas that showed up with relatively high frequencies for elimination or reduction also showed up on Table 4.5 with low frequencies as being the least likely to be protected in time of enrollment and/or budget reductions. Specifically, the providing of job placement services, attending of follow-up conferences, and conducting of follow-up studies, along with the organizing and conducting of in-service programs for teachers, and the requiring of counselors to teach at least one class in the academic program appeared at the bottom of the protected (unchanged) table and did not have the frequency of protection that the many other guidance and counseling services had. However, with the exception of the area of counselors teaching at least one class in the academic program (which showed no percentage change), each of the other programs or services listed as least likely to remain unchanged still showed that twenty-five percent to forty percent of the high school principals who had indicated that they had provided those services in the last five years had not changed them.

The many services, programs, or functions with such high frequencies that were designated as unchanged give reason to believe that in spite of enrollment and/or budget reductions, little change had taken place in the delivery of guidance and counseling services in secondary high schools.

Question 4:

4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were increased in spite of enrollment decline and/or budget reduction. The responses were tabulated and compiled and revealed some increase in services or programs. In order to more accurately respond to the research question, the "Substantially Increased" and "Somewhat Increased" categories were combined in the tabulation.

According to the data, all fifty items on the High School Guidance and Counseling Survey questionnaire were listed as somewhat increased or substantially increased by one or more of the high school principals participating in the study. The highest increased frequency areas revealed that about one-fifth (22.2%) to about one-third (32.1%) of the high school principals who had indicated that they provided those services, programs, or functions had somewhat or substantially increased them in their schools. The highest frequency areas of services or programs that were increased include the following: (1) Counsels graduating seniors, through exit interviews, as they prepare to leave high school; (2) Conducts orientation sessions for new 9th

or 10th grade students; (3) Organizes and is responsible for the operation of the career resources and college information centers; (4) Reports guidance services information to the Board of Education and Central Administration; (5) Schedules and coordinates visits from college representatives and other recruiters to the school; (6) Is responsible for data processing procedures and services related to scheduling courses; (7) Arranges, conducts college admission and financial aid programs for students and parents; (8) Arranges and participates in case conferences with teachers, special education consultants, and parents; (9) Counsels students in groups; (10) Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community; (11) Advises and coordinates special guidance services for minority students. (See Table 4.6).

It is of interest to point out that in these highest frequency areas, the increase in these guidance and counseling services, programs, or functions reflect changes in emphases and priorities, demands due to community pressure, and in some schools board of education mandates to provide more of these services than had earlier been expected of guidance and counseling services. All of these high frequency areas indicate that using the developmental approach in the rendering of guidance and counseling services and

Table 4.6: Services, Programs, or Functions That Were Somewhat and/or Substantially Increased

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
1. Counsels graduating seniors, through exit interviews, as they prepare to leave high school	28	9	32.1
2. Conducts orientation sessions for new 9th or 10th grade students	35	8	22.8
3. Organizes and is responsible for the operation of the career resources and college information centers	35	8	22.8
4. Reports guidance services information to the Board of Education and Central Administration	27	8	29.6
5. Schedules and coordinates visits from college representatives and other recruiters to the school	35	8	22.8
6. Is responsible for data processing procedures and services related to scheduling courses	24	8	33.3

Table 4.6: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
7. Arranges, conducts college admission and financial aid programs for students and parents	35	7	20.0
8. Arranges and participates in case conferences with teachers, special education consultants, and parents	35	7	20.0
9. Counsels students in groups	34	7	20.5
10. Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community	30	7	23.3
11. Advises and coordinates special guidance services for minority students	27	6	22.2
12. Counsels students individually	35	6	17.1
13. Counsels with students who are failing or having considerable difficulty in one or more courses	35	6	17.1

Table 4.6: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
14.	Organizes Career Day Programs for students	28	5	17.8
15.	Places students in educational experiences, programs, or courses in keeping with their special needs, potentialities or circumstances	35	5	14.2
16.	Sponsors or assists in sponsoring recreational or extra-curricular activities for students	25	5	20.0
17.	Counsels new transfer students coming into your school	35	5	14.2
18.	Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments	35	5	14.2
19.	Counsels socially and emotionally maladjusted students	33	5	15.1

Table 4.6: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
20. Encourages counselors to participate in re-writing and updating the curriculum guide book	27	5	18.5
21. Prepares and maintains an adequate system of cumulative records	35	4	11.4
22. Collects, organizes and analyzes information about the individual student for academic counseling and advising	35	4	11.4
23. Counsels potential drop-outs	33	4	12.1
24. Plans or conducts follow-up studies of graduates and/or drop-outs	25	4	16.1
25. Contacts faculty members to explain the guidance program and the services it can render	34	4	11.7
26. Encourages counselors to participate in re-writing and updating the student handbooks for seniors	19	4	21.0

Table 4.6: Continued

	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
School Has Provided During the Past Five Years the Following Service, Program, or Function			
27. Attends and participates in financial aid workshops and seminars	35	4	11.4
28. Conducts aptitude, interest, achievement, and personality testing	31	3	9.6
29. Organizes College Day/Night Programs for students	29	3	10.3
30. Advises and coordinates special guidance services for women students	16	3	18.7
31. Counsels parents	34	3	8.8
32. Consults with teachers	35	3	8.5
33. Counsels students and parents in crisis situations	34	3	8.8
34. Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	35	3	8.5

Table 4.6: Continued

	School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
35.	Assists students in making wise choices, plans, and adjustments regarding hobbies and use of leisure time	30	3	10.0
36.	Counsels with students who require continued disciplinary action	30	3	10.0
37.	Continues to assist in job placement with graduates	20	3	15.0
38.	Encourages counselors to participate actively in the curriculum development in the school	33	3	9.0
39.	Refers and prepares students to receive psychiatric and/or psychological aid outside the school when the need arises	34	3	8.8
40.	Attends and participates in college admission workshops and seminars	35	3	8.5
41.	Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges	28	2	7.1

Table 4.6: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
42. Continues to assist in job placement with drop-outs	15	2	13.3
43. Attends follow-up conferences with college freshmen at the college or university in which they are enrolled	31	2	6.4
44. Accepts responsibility for overall coordination of all phases of the guidance program	32	2	6.2
45. Is responsible for data processing procedures and services related to grade reporting	17	2	11.7
46. Is responsible for data processing procedures and services related to student records	19	2	10.5
47. Organizes and conducts in-service programs for teachers	17	1	5.8
48. Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations	21	1	4.7

Table 4.6: Continued

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Combined Increased Frequency	%
49. Requires counselors to teach at least one class in the academic program	2	1	50.0
50. Assists students in the development of cooperative attitudes in order to conform to the rules of the school	32	1	3.1

programs, coupled with increasingly greater emphasis on accountability seemed to be the order of the day and with the increasing expectation of high schools and more particularly guidance personnel to give more attention to these services or programs than in the past. While some substantial increases have been noted in some areas, attention is made to the fact that even at the lowest frequency areas on Table 4.6 showing increases, the number of high school principals that indicated increases in the providing of guidance and counseling services or programs totaled five to ten percent even while they were experiencing enrollment and budget reduction in their schools.

Question 5:

5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

Using the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were newly added in the last five years during a period of enrollment decline and/or budget reduction. An analysis of the data concerning the addition of new guidance and counseling services, programs, or functions revealed that some high schools provided services or programs in the

last five years that they had not provided before. Twenty-eight out of fifty items on the High School Guidance and Counseling Survey questionnaire were listed as newly added in the last five years by one or more of the high school principals participating in the study. The ten highest newly added frequency areas revealed that six to eighteen percent of the high school principals who had indicated that they provided those services, programs, or functions had newly added them in the last five years. The highest frequency areas of services or programs that were added in the last five years include: (1) Organizes and is responsible for the operation of the career resources and college information centers; (2) Is responsible for data processing procedures and services related to grade reporting; (3) Is responsible for data processing procedures and services related to student records; (4) Conducts orientation sessions for new 9th or 10th grade students; (5) Counsels parents; (6) Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations; (7) Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments; (8) Continues to assist in job placement with graduates; (9) Provides information regarding the guidance program through speeches, seminars, newspaper articles,

letters, and pamphlets to parents and others in the community. (See Table 4.7).

Most of the highest frequency areas for being newly added appeared to be services or programs that were the result of modernizing and expanding on the basis of growing needs and changing conditions rather than as a result of declining enrollment or budget reductions. The only area which may be an exception and not attributable to growing needs or changing conditions in the high frequency areas might be "Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters and pamphlets to parents and others in the community". This area could likely have been efforts by guidance personnel to launch a new attack on this area in order to save their guidance programs suffering from enrollment or budget declines.

More detailed insights concerning these general findings were gleaned through the follow-up interviews with the high school principals who participated in the second aspect of the study. A discussion of the insights, particularly as they relate to the general findings, is presented in the next chapter.

Table 4.7: New Services, Programs, and Functions Added in the Last Five Years

School Has Provided During the Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Newly Added Frequency	%
1. Organizes and is responsible for the operation of the career resources and college information centers	35	3	8.6
2. Is responsible for data processing procedures and services related to grade reporting	17	3	17.6
3. Is responsible for data processing procedures and services related to student records	19	3	15.8
4. Conducts orientation sessions for new 9th or 10th grade students	35	2	5.7
5. Counsels parents	34	2	5.9
6. Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	35	2	5.7
7. Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments	35	2	5.7

Table 4.7: Continued

School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Newly Added Frequency	%
8. Continues to assist in job placement with graduates	20	2	10.0
9. Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community	30	2	6.7
10. Is responsible for data processing procedures and services related to scheduling courses	24	2	8.3
11. Prepares and maintains an adequate system of cumulative records	35	1	2.9
12. Organizes Career Day Programs for students	28	1	3.5
13. Collects, organizes, and analyzes information about the individual student for academic counseling and advising	35	1	2.9
14. Places students in educational experi- ences, programs, or courses in keeping with their special needs, potentialities or circumstances	35	1	2.9

Table 4.7: Continued

	School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Newly Added Frequency	%
15.	Arranges and participates in case conferences with teachers, special education consultants, and parents	35	1	2.9
16.	Advises and coordinates special guidance services for minority students	27	1	3.7
17.	Counsels students individually	35	1	2.9
18.	Counsels students in groups	34	1	2.9
19.	Consults with teachers	35	1	2.9
20.	Counsels students and parents in crisis situations	34	1	2.9
21.	Counsels potential drop-outs	33	1	3.0
22.	Continues to assist in job placement with drop-outs	15	1	6.7
23.	Plans or conducts follow-up studies of graduates and/or drop-outs	25	1	4.0
24.	Attends follow-up conferences with college freshmen at the college or university in which they are enrolled	31	1	3.2

Table 4.7: Continued

School Has Provided During Past Five Years the Following Service, Program, or Function	Principals Responding "Yes" (N=35)	Newly Added Frequency	%
25. Reports guidance services information to the Board of Education and Central Administration	27	1	3.7
26. Encourages counselors to participate actively in the curriculum development in the school	33	1	3.0
27. Encourages counselors to participate in re-writing and updating the curriculum guide book	27	1	3.7
28. Accepts responsibility for overall coordination of all phases of the guidance program	32	1	3.1

SIGNIFICANT RELATIONSHIPS AMONG
VARIABLES ON THE PROFESSIONAL
AND INSTITUTIONAL DATA SHEET

To determine if there were any statistically significant findings when the variables on the Professional and Institutional Data Sheet were compared with each other, chi-square tests for significant relationships were used. In these comparisons some significant findings were observed.

The number of administrators related to the number of grade levels (9-12 or 10-12) in the high school was found to be significant. (See Table 4.8).

When comparing the size of institution (number of students) to the other variables on the Professional and Institutional Data Sheet three significant findings were observed. The three areas showing significance of Size of Institution were: Number of Teachers, Number of Counselors, and Number of Administrators per high school. (See Table 4.9).

Table 4.8: Comparison between Grades in Institution with Other Variables on Professional and Institutional Data Sheet (Chi-Squares)

V.1 Grades in Institution	Significance
V.2 Size of Institution	.5413
V.3 Financial Support Status	.6524
V.4 Size of Staff (Teachers)	.5141
V.5 Size of Staff (Counselors)	.4429
V.6 Size of Staff (Administrators)	.0459 *
V.7 Student-Counselor Ratio	.5712

*** Significant Relationships**

Table 4.9: Comparison between Size in Institution with Other Variables on Professional and Institutional Data Sheet (Chi-Squares)

V.2 Size of Institution	Significance
V.3 Financial Support Status	.1915
V.4 Size of Staff (Teachers)	.0247 *
V.5 Size of Staff (Counselors)	.0000 *
V.6 Size of Staff (Administrators)	.0013 *
V.7 Student-Counselor Ratio	.3997

*** Significant Relationships**

SIGNIFICANT RELATIONSHIPS BETWEEN THE
VARIABLES ON THE PROFESSIONAL AND
INSTITUTIONAL DATA SHEET AND ON THE HIGH SCHOOL
GUIDANCE AND COUNSELING SURVEY QUESTIONNAIRE

In the further analysis of the data, comparisons were made between the items on the Professional and Institutional Data Sheet and the services, programs, and functions listed on the High School Guidance and Counseling Survey questionnaire. In looking at the comparison of the number of grade levels (9-12 or 10-12) in each high school with each of the item variables on the High School Guidance and Counseling Survey questionnaire, no statistically significant relationships were found. However, when comparing the size of high schools with each of the item variables on the survey questionnaire, statistically significant relationships were found in six areas. (See Table 4.10). Closer examination of the data in these six areas revealed that:

1. The larger the size of the institution, the more likely the following services, programs or functions tended to remain unchanged.

Table 4.10: Significant Relationships When Comparing Size of Institution with Each of the Item Variables on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.2	Size of Institution	Significance	Nature of Change
	Collects, organizes, and analyzes information about the individual student for academic counseling and advising	.0090	Unchanged
	Consults with teachers	.0465	Unchanged
	Counsels graduating seniors, through exit interviews, as they prepare to leave high school	.0185	Unchanged
	Counsels with students who are failing or having considerable difficulty in one or more courses	.0195	Unchanged
	Counsels with students who require continued disciplinary action	.0480	Unchanged
	Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters and pamphlets to parents and others in the community	.0459	Unchanged

Collects, organizes, and analyzes information about the individual student for academic counseling and advising.

Consults with teachers.

Counsels with students who are failing or having considerable difficulty in one or more courses.

Counsels with students who require continued disciplinary action.

Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community.

2. The larger the size of the institution, the more likely the following services, programs, or functions tended to be increased.

Counsels graduating seniors, through exit interviews, as they prepare to leave high school.

A look at Table 4.11 shows the comparison of financial support status of districts (in or out of state aid formula) with each of the item variables on the survey questionnaire. Only one significant difference appeared, and that was in the relationship of financial support with the reporting of guidance services information to the Board of Education and Central Administration. Closer examination of the data in this area revealed that:

Table 4.11: Significant Relationships When Comparing Financial Support Status of District with Each of the Item Variables on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.3	Financial Support Status of Districts	Significance	Nature of Change
	Reports guidance services information to the Board of Education and Central Administration	.0327	Increased

1. The larger the financial support of the district, the more likely the following services, programs, or functions were increased.

Reports guidance services information to the Board of Education and Central Administration.

Moving to Table 4.12, comparisons of Size of Staff (Teachers) with each of the item variables on the survey questionnaire showed seven areas with statistically significant relationships. Closer examination of the data in these seven areas revealed that:

1. The larger the Size of Staff (Teachers), the more likely the following services, programs, or functions tended to remain unchanged.

Table 4.12: Significant Relationships When Comparing Size of Staff (Teachers) with Each Item Variable on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.4	Size of Staff (Teachers)	Significance	Nature of Change
	Consults with teachers	.0071	Unchanged
	Assists students in making wise choices, plans and adjustments regarding hobbies and use of leisure time	.0020	Reduced
	Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments	.0361	Unchanged
	Counsels with students who require continued disciplinary action	.0002	Unchanged
	Maintains certified counselor-student ration of approximately 300:1 as suggested by various professional organizations	.0012	Unchanged
	Encourages counselors to participate in re-writing and updating the student handbooks for seniors	.0067	Unchanged
	Attends and participates in college admission workshops and seminars	.0010	Unchanged

Consults with teachers.

Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments.

Counsels with students who require continued disciplinary action.

Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations.

Encourages counselors to participate in re-writing and updating the student handbooks for seniors.

Attends and participates in college admission workshops and seminars.

2. The larger the Size of Staff (Teachers), the more likely the following services, programs, or functions tended to be less severely reduced.

Assists students in making wise choices, plans, and adjustments regarding hobbies and use of leisure time.

Making another comparison between Size of Staff (Counselors) with each of the item variables on the survey questionnaire revealed seven areas of statistically significant difference. (See Table 4.13). Closer examination of the data in these seven areas revealed that:

1. The larger the Size of Staff (Counselors), the more likely the following services, programs, or functions tended to remain unchanged.

Table 4.13: Significant Relationships When Comparing Size of Staff (Counselors) with each Item Variable on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.5 Size of Staff (Counselors)	Significance	Nature of Change
Consults with teachers	.0069	Unchanged
Counsels graduating seniors, through exit interviews, as they prepare to leave high school	.0107	Unchanged
Assists in the discovery of their aptitudes and capacities, their potentialities, and limitations	.0458	Unchanged
Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments	.0145	Unchanged
Counsels with students who are failing or having considerable difficulty in one or more courses	.0162	Unchanged
Counsels with students who require continued disciplinary action	.0026	Unchanged
Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations	.0228	Unchanged

Consults with teachers.

Counsels graduating seniors, through exit interviews, as they prepare to leave high school.

Assists in the discovery of their aptitudes and capacities, their potentialities, and limitations.

Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments.

Counsels with students who are failing or having considerable difficulty in one or more courses.

Counsels with students who require continued disciplinary action.

Maintains certified counselor-student ratio of approximately 300:1 as suggested by various professional organizations.

In looking at the comparison between Size of Staff (Administrators) with each of the item variables on the survey questionnaire, one statistically significant difference appeared. (See Table 4.14).

Table 4.14: Significant Relationships When Comparing Size of Staff (Administrators) with Each Item Variable on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.6 Size of Staff (Administrators)	Significance	Nature of Change
Conducts orientation sessions for new 9th or 10th grade students	.0015	Unchanged

Closer examination of the data in this one area revealed that:

1. The larger the Size of Staff (Administrators), the more likely the following services, programs, or functions tended to remain unchanged.

Conducts orientation sessions
for new 9th or 10th grade students.

Finally, in looking at Table 4.15, a comparison is made between Counselor-Student Ratio with each of the item variables on the survey questionnaire. Eleven areas occur which showed significant differences. Closer examination of the data in these eleven areas revealed that:

1. The smaller the Counselor-Student Ratio, the more likely the following services, programs, or functions tended to remain unchanged.

Prepares and maintains an adequate system
of cumulative records.

Organizes College Day/Night programs
for students.

Collects, organizes and analyzes information about the individual student for
academic counseling and advising.

Places students in educational experiences,
programs, or courses in keeping with their
special needs, potentialities or circumstances.

Arranges, conducts career exploration
trips for students to industrial organizations,
businesses, schools and colleges.

Table 4.15: Significant Relationships When Comparing Counselor-Student Ratio with Each Item Variable on the High School Guidance and Counseling Survey Questionnaire (Chi-Squares) and the Nature of the Change Involved

V.7	Counselor-Student Ratio	Significance	Nature of Change
	Prepares and maintains an adequate system of cumulative records	.0421	Unchanged
	Organizes College Day/ Night Programs for students	.0312	Unchanged
	Collects, organizes and analyzes information about the individual student for academic counseling and advising	.0206	Unchanged
	Places students in educational experiences, programs, or courses in keeping with their special needs, potentialities or circumstances	.0098	Unchanged
	Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges	.0004	Unchanged
	Organizes and is responsible for the operation of the career resources and college information centers	.0126	Unchanged
	Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations	.0385	Unchanged

Table 4.15: Continued

V.7	Counselor-Student Ratio	Significance	Nature of Change
	Counsels with students who are failing or having considerable difficulty in one or more courses	.0260	Unchanged
	Reports Guidance Services information to the Board of Education and Central Administration	.0330	Unchanged
	Accepts responsibility for over-all coordination of all phases of the guidance program	.0488	Unchanged
	Assists students in developing cooperative attitudes in order to conform to the rules of the school	.0066	Unchanged

Organizes and is responsible for the operation of the career resources and college information centers.

Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations.

Counsels with students who are failing or having considerable difficulty in one or more courses.

Reports Guidance Services information to the Board of Education and Central Administration.

Accepts responsibility for over-all cooperation of all phases of the guidance program.

Assists students in developing cooperative attitudes in order to conform to the rules of the school.

In addition to the findings gathered through 1) the results of the High School Guidance and Counseling Survey questionnaire in response to the research questions and 2) the significant chi-squares relationships between the variables on the Professional and Institutional Data Sheet with each item variable on the High School Guidance and Counseling Survey questionnaire, a more in-depth analysis of findings in the study was done by interviewing thirteen of the thirty-five high school principals who participated in the study and appears in the "Related Findings" section of Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This final chapter is devoted to a summary of the study, followed conclusions generated from the analysis of the data gathered through use of the High School Guidance and Counseling Survey questionnaire, the Professional and Institutional Data Sheet, and interviews with selected principals of high schools included in the study. Also, the general implications of the study are presented, followed by recommendations for further research.

PURPOSE OF THE STUDY

The primary purpose of this study was to determine the effect that declining enrollment and/or budget reductions have had on guidance and counseling services in selected high schools in the state of Michigan as perceived by high school principals. Of special interest were the new or modified guidance and counseling services developed as a result of these two factors. Specific questions formulated to aid in this investigation of the

the primary purpose include the following:

1. Which specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?
2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?
3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?
4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?
5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

An additional purpose of this study was to describe in detail the way in which the high school guidance services, programs, or functions have been eliminated, revised, or added in order to meet the changing conditions resulting from enrollment and/or budget reductions. Specific questions formulated to aid in the description of this second aspect of the study include the following:

1. In what way was the high school guidance service, program, or function revised as a result of reductions in enrollment and/or resources?
2. What outcomes were expected of the revised (eliminated, reduced, increased, or added) guidance service or program?
3. Was the guidance service function better, worse, or the same when compared with what used to be done to accomplish a specific goal or objective?
4. Who was involved in the revision of the guidance service or program?
5. Who was involved in the implementation of the revised or added guidance service or program?
6. What are the prospects for continuing the revised or added service or program in the future?

DESIGN OF THE STUDY

The study was primarily descriptive in nature. Specifically, it was designed to look at the impact declining enrollments and/or budget reductions have had on guidance and counseling services in thirty-nine

high schools from within twenty-two school districts which comprise the Middle Cities Education Association in the state of Michigan.

It was expected that this sample of high schools would provide valid information for analyzing the stated problem in that all of the schools were of comparable size and make-up and experienced declining enrollments and/or budget reductions in the last five years (1977-78 to 1981-82). The high school principals of these thirty-nine schools were established as the target audience in the study since it is they who are ultimately responsible for every program within their building and, therefore, in the best position to know what changes in the guidance programs have taken place, and the underlying reason for making the changes as well as the outcomes.

The main Professional and Institutional Data Sheet, the High School Guidance and Counseling Survey questionnaire and structured interviews were used to collect the information for the research. The instruments were reviewed by research personnel in the Office of Educational Research, College of Education, Michigan State University to be sure that the nature of the information sought could be keypunched and properly compiled for computer processing.

During the second week of March 1983, the research

instruments were mailed to all thirty-nine of the high school principals included in the study sample.

The Professional and Institutional Data Sheet requested that participants supply basic professional information about themselves along with demographic data concerning their institutions while the High School Guidance and Counseling Survey asked them to provide information concerning the guidance and counseling services rendered in their schools. In the latter survey, the five primary questions delineated in the purpose of the study were addressed. It consisted of a rating sheet on which fifty guidance and counseling services, programs, and functions were listed and a means by which respondents could indicate which had been added, increased, reduced, eliminated, or remained unchanged during the previous five years.

The participants were first asked to respond either "yes" or "no" regarding whether their institution now provides or has provided the service or program in the last five years. If the response was "yes" (the high school provides or has provided the service in the last five years), the respondent was asked to determine how that service, program, or function was or was not being affected by enrollment and/or budget reductions at their high school by circling a number from 1 to 7 from the

following scale:

1. Was Eliminated
2. Substantially Reduced
3. Somewhat Reduced
4. Protected (Unchanged)
5. Somewhat Increased
6. Substantially Increased
7. New Program Added in the Last 5 Years

If the initial response was "no" (the high school does not provide now or has not provided the service in the last five years), the respondent was instructed to disregard the rating scale and proceed to the next statement. The high school principals were asked to return the survey within two weeks.

Three weeks after the survey was mailed, a telephone call follow-up was made by contacting all of those principals who had not yet responded to the initial mailing of the survey questionnaire. By the first week of May, thirty-five of the thirty-nine principals included in the sample had returned the survey instruments.

From the results of the survey, a structured interview with high school principals was developed in order to explore in greater depth the reason why new services were developed and why some were reduced or eliminated. The structured interviews with thirteen of the high school

principals took place during the last two weeks in June and the first two weeks in July.

FINDINGS OF THE STUDY

The findings indicated by the analysis of the data in this study are presented as follows:

Question 1:

1. What specific high school guidance services, programs, or functions have been eliminated as a result of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the specific guidance and counseling services, programs, or functions that have been eliminated in order to accommodate either enrollment decline or budget reduction. The responses were tabulated and compiled and revealed little elimination of programs and services.

Although twenty out of fifty guidance and counseling services, programs, or functions were identified by the participants as eliminated from various schools, the frequency of response for each item did not indicate any widespread elimination of specific services, programs, or functions. (See Table 4.3).

However, in spite of the fact that there was no indication of any widespread elimination of guidance and counseling services, programs, or functions, it should be pointed out that in the highest eliminated frequency areas, between 10 and 20 percent of the high school principals who had indicated that they had provided those services, programs, or functions in the last five years had eliminated them in their schools. The highest frequency areas of services or programs falling into the eliminated category include the following:

- (1) Organizes College Day/Night programs for students;
- (2) Continues to assist in job placement with drop-outs;
- (3) Continues to assist in job placement with graduates;
- (4) Plans and conducts follow-up studies of graduates and/or drop-outs;
- (5) Attends follow-up conferences with college freshmen at the college or university in which they are enrolled.

It is of interest to note that of the top five highest eliminated frequency areas, two concern job placement services for students, while the other three have to do with setting up programs, conducting studies, or attending conferences which typically require ample time, money, or resources to maintain. The remaining fifteen items designated as eliminated, although not of high frequency, were apparently singly selected areas that were done away with by each high school through some

priority ranking of services and programs during times of enrollment decline and/or budget reduction.

Question 2:

2. Which specific high school guidance services, programs, or functions have been reduced as a result of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the specific guidance and counseling services, programs, or functions that have been reduced in their schools in order to accommodate enrollment decline and/or budget reduction. The responses were tabulated and compiled and revealed some reductions of programs and services. In order to more accurately respond to the research question, the "Substantially Reduced" and "Somewhat Reduced" categories were combined in the tabulation.

According to the data, forty-nine out of fifty items on the survey questionnaire were listed as substantially reduced or somewhat reduced by one or more of the high school principals participating in the study. The highest reduced frequency areas revealed that about one-fourth (24%) to better than one-half (54%) of the high school principals who had indicated that they provided those services, programs, or functions had somewhat or substantially reduced

them in their schools. The highest frequency areas of services or programs that were reduced include the following: (1) Attends follow-up conferences with college freshmen at the college or university in which they are enrolled; (2) Assists students in making wise choices, plans, and adjustments; (3) Counsels students individually; (4) Counsels potential drop-outs; (5) Attends and participates in college admission workshops and seminars; (6) Attends and participates in financial aid workshops and seminars; (7) Organizes and conducts in-service programs for teachers; (8) Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments; (9) Counsels socially and emotionally maladjusted students; (10) Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges; (11) Counsels with students who require continued disciplinary action; (12) Plans or conducts follow-up studies of graduates and/or drop-outs; and (13) Assists students in the development of cooperative attitudes in order to conform to the rules of the school. (See Table 4.4).

Of the thirteen highest reduced frequency areas, it is of interest to point out that (1) seven areas identified involved counseling or assisting of students largely on a

one-to-one basis, and (2) the remaining six areas were clustered around arranging, conducting or attending seminars, workshops, conferences or field trips. After combining the substantially and somewhat reduced categories of responses, it is important to observe that most of the services, programs, or functions that showed high frequencies were cause and effect areas related to enrollment declines and/or budget reductions in that they tended to require substantial time, money, or resources to provide.

While there were substantial reductions in some services or programs indicated in the study, there nevertheless were other services or programs that showed up as reduced but not in such great numbers. These services or programs that appeared as reduced, but with low frequencies, represented some rather significant basic areas of responsibility found in most secondary schools' guidance and counseling operations. They include: (1) Data processing services related to scheduling and student records; (2) Over-all coordination of all phases of the guidance program; (3) Encouraging of counselors to participate in curriculum development and in the re-writing and updating of senior handbooks; (4) Scheduling and coordinating of visits from college representatives and recruiters; (5) Organizing of college day/night programs; (6) Conducting of orientation sessions for new 9th or 10th grade students; and (7) Preparing

and maintaining of an adequate system of cumulative records. All of the program or service areas identified as reduced, but with low frequencies, have usually been recognized as higher priority areas more essential and fundamental when compared to the other guidance services or programs that were indicated as reduced. Generally, it might be concluded that by the very nature of these low frequency reduced areas they probably could not be reduced greatly without severely altering the adequacy of the total guidance and counseling services in the secondary high school.

Question 3:

3. Which specific high school guidance services, programs, or functions have been protected on a priority basis (unchanged) regardless of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were protected on a priority basis (Unchanged) regardless of enrollment and/or budget reduction.

An analysis of the data concerning the protected (Unchanged) guidance and counseling services, programs, or functions revealed many definite and extensive priority

areas where services or programs were protected regardless of enrollment decline and/or budget reduction. All fifty items on the High School Guidance and Counseling Survey questionnaire were identified as protected on a priority basis by one or more of the high school principals participating in the study. The highest protected (unchanged) frequency areas revealed that slightly less than two-thirds (65.7%) to four-fifths (80%) of the high school principals who had indicated that they provided those services, programs, or functions had not changed them at all in their schools. These highest frequency areas of unchanged services or programs include the following: (1) Prepares and maintains an adequate system of cumulative records; (2) Encourages counselors to participate actively in the curriculum development in the school; (3) Accepts responsibility for over-all coordination of all phases of the guidance program; (4) Counsels new transfer students coming into your school; (5) Refers and prepared students to receive psychiatric and/or psychological aid outside the school when the need arises; (6) Consults with teachers; (7) Counsels students and parents in crisis situations; (8) Schedules and coordinates visits from college representatives and other recruiters to the school; (9) Conducts orientation sessions for new 9th or 10th grade students; (10) Assists students in the development of cooperative attitudes in order to conform to the

rules of the school. (See Table 4.5).

The areas at the top of the list of protected (unchanged) guidance and counseling services with the highest frequencies tended to be those kinds of services that are traditionally fundamental or basic, or what might be considered "core" kinds of guidance services that almost every secondary school would not only be expected to provide but generally would provide.

Although many of the guidance services and programs were identified with high frequencies for remaining protected (unchanged), there were a few guidance services or programs where there was lower concern for protection than others. Interestingly enough, some of the areas that showed up with relatively high frequencies for elimination or reduction also showed up on Table 4.5 with low frequencies as being the least likely to be protected in time of enrollment and/or budget reductions. Specifically, the providing of job placement services, attending of follow-up conferences, and conducting of follow-up studies, along with the organizing and conducting of in-service programs for teachers, and the requiring of counselors to teach at least one class in the academic program appeared at the bottom of the protected (unchanged) table and did not have the frequency of protection that the many other guidance and counseling services had. However, with the exception of the area of counselors teaching

at least one class in the academic program (which showed no percentage change), each of the other programs or services listed as least likely to remain unchanged still showed that twenty-five percent to forty percent of the high school principals who had indicated that they had provided those services in the last five years had not changed them.

The many services, programs, or functions with such high frequencies that were designated as unchanged give reason to believe that in spite of enrollment and/or budget reductions, little change had taken place in the delivery of guidance and counseling services in secondary high schools.

Question 4:

4. Which specific high school guidance services, programs, or functions have been increased in spite of enrollment and/or budget reductions?

On the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were increased in spite of enrollment decline and/or budget reduction. The responses were tabulated and compiled and revealed some increase in services or programs. In order to more accurately respond to the research question, the "Substantially Increased" and "Somewhat Increased" categories were combined in the tabulation.

According to the data, all fifty items on the High School Guidance and Counseling Survey questionnaire were listed as somewhat increased or substantially increased by one or more of the high school principals participating in the study. The highest increased frequency areas revealed that about one-fifth (22.2%) to about one-third (32.1%) of the high school principals who had indicated that they provided those services, programs, or functions had somewhat or substantially increased them in their schools. The highest frequency areas of services or programs that were increased include the following: (1) Counsels graduating seniors, through exit interviews, as they prepare to leave high school; (2) Conducts orientation sessions for new 9th or 10th grade students; (3) Organizes and is responsible for the operation of the career resources and college information centers; (4) Reports guidance services information to the Board of Education and Central Administration; (5) Schedules and coordinates visits from college representatives and other recruiters to the school; (6) Is responsible for data processing procedures and services related to scheduling courses; (7) Arranges, conducts college admission and financial aid programs for students and parents; (8) Arranges and participates in case conferences with teachers, special education consultants, and parents; (9) Counsels students in groups; (10) Provides information regarding the guidance program

through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community; (11) Advises and coordinates special guidance services for minority students. (See Table 4.6).

It is of interest to point out that in these highest frequency areas, the increase in these guidance and counseling services, programs, or functions reflect changes in emphases and priorities, demands due to community pressure, and in some schools board of education mandates to provide more of these services than had earlier been expected of guidance and counseling services. All of these high frequency areas indicate that using the developmental approach in the rendering of guidance and counseling services and programs, coupled with increasingly greater emphasis on accountability seemed to be the order of the day and with the increasing expectation of high schools and more particularly guidance personnel to give more attention to these services or programs than in the past. While some substantial increases have been noted in some areas, attention is made to the fact that even at the lowest frequency areas on Table 4.6 showing increases, the number of high school principals that indicated increases in the providing of guidance and counseling services or programs totaled five to ten percent even while they were experiencing enrollment and budget reduction in their schools.

Question 5:

5. Which specific high school guidance services, programs, or functions have been newly added as a result of enrollment and/or budget reductions?

Using the High School Guidance and Counseling Survey questionnaire, the participants were asked to identify the guidance and counseling services, programs, or functions that were newly added in the last five years during a period of enrollment decline and/or budget reduction. An analysis of the data concerning the addition of new guidance and counseling services, programs, or functions revealed that some high schools provided services or programs in the last five years that they had not provided before. Twenty-eight out of fifty items on the High School Guidance and Counseling Survey questionnaire were listed as newly added in the last five years by one or more of the high school principals participating in the study. The ten highest newly added frequency areas revealed that six to eighteen percent of the high school principals who had indicated that they provided those services, programs, or functions had newly added them in the last five years. The highest frequency areas of services or programs that were added in the last five years include: (1) Organizes and is responsible for the operation of the career resources and college information centers; (2) Is responsible for data processing procedures

and services related to grade reporting; (3) Is responsible for data processing procedures and services related to student records; (4) Conducts orientation sessions for new 9th or 10th grade students; (5) Counsels parents; (6) Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations; (7) Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments; (8) Continues to assist in job placement with graduates; (9) Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community. (See Table 4.7).

Most of the highest frequency areas for being newly added appeared to be services or programs that were the result of modernizing and expanding on the basis of growing needs and changing conditions rather than as a result of declining enrollment or budget reductions. For example, the high frequency area "Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters and pamphlets to parents and others in the community" could likely have been an effort by guidance personnel to provide information necessary in order to save their guidance programs

suffering from enrollment or budget declines.

RELATED FINDINGS

In order to help the researcher gain a better and deeper insight into what was taking place in the high schools and why, in-depth structured interviews were conducted with thirteen high school principals chosen at random from among the thirty-five participating schools.

The structured interviews were done to validate response information on the High School Guidance and Counseling Survey questionnaire, and more importantly to get an understanding of why changes had taken place in the delivery of guidance and counseling services. The revised high school guidance and counseling services, programs, or functions were discussed with the thirteen high school principals who participated in the second aspect of the study. The important insights gleaned through the interviews are reported as follows using the format from the structured interview questions.

Question 1:

1. In what way was the high school guidance service, program, or function revised as a result of reductions in enrollment and/or resources?

After interviewing thirteen of the high school principals participating in the study, a number of insights were gleaned that showed how some of the high school guidance and counseling services were revised as a result of reductions in enrollment and/or resources.

According to the results from the survey questionnaire several guidance and counseling services were revised. However, the way in which they were revised ultimately gave the researcher a clearer understanding of what was actually taking place and is subsequently explained.

One of the significant areas that had been indicated as eliminated or reduced by the high school principals participating in the study was the conducting of follow-up studies of graduates. However, after interviewing thirteen of the high school principals who participated in the study, it was reported almost unanimously that the conducting of follow-up studies of graduates had not really been eliminated or reduced but had been relegated to the office of vocational education to carry out. Since follow-up studies of vocational education students were already being done in those departments, as mandated by the State of Michigan Department of Education, it was explained to the writer that expanding the process to include all students in a graduating class was a convenient and expedient way to get the needed follow-up data on all high school

graduates.

Another area that had been indicated as eliminated or reduced by the high school principals participating in the study was the assisting in job placement with high school graduates or high school drop-outs. Again, after interviewing thirteen of the high school principals who participated in the study, almost all of them indicated that the task of assisting in job placement with high school graduates or drop-outs was now being provided by placement specialists through the office of vocational education and, contrary to what was indicated from the results of the survey questionnaire, those services were not really reduced or eliminated. The general indication made by the high school principals interviewed was that guidance personnel had traditionally attempted to provide job placement services, but since adequate time, energy, and resources were not given to accomplish the task, it was convenient and more beneficial to shift the responsibilities to placement office personnel to insure that the services were being made available to students.

Two other areas that had been indicated as reduced or eliminated by the high school principals participating in the study were the counseling of students individually, and the counseling of potential drop-outs. After interviewing thirteen of the high school principals who participated in the study, a majority of them stated that they

observed less one-to-one counseling being done in both areas because less time and resources were available. However, they also reported a shift in approach toward more extensive use of group counseling with subsequent one-to-one counseling used as needed. In fact, it was also brought out by the high school principals interviewed that board of education mandates were being made to use group counseling and guidance whenever and wherever possible, not just with personal problem students but with all students, particularly as applicable in the dissemination of information regarding the areas of scheduling, testing, college information, and financial aid.

Another area reported as reduced by the high school principals participating in the study was the conducting of aptitude, interest, achievement, and personality tests with students. Upon interviewing thirteen of the high school principals who participated in the study, most of them stated that less money was being allocated in school budgets for testing, but by taking advantage of mandated Michigan Education Assessment Program (MEAP) tests along with other "free" tests such as the Armed Services Vocational Aptitude Battery (ASVAB) they reported that little, if any decrease was actually occurring in the use of these kinds of tests.

One final area frequently reported as reduced by the

high school principals participating in the study was the providing of career and college information to students. Again, it was indicated by most of the thirteen high school principals interviewed that although less counselor time and resources were available to carry out these services, through the use of computers, other technology equipment, special career education classes or units taught by counselors, and the infusion of the teaching of career education units by classroom teachers, adequate career and college information was being provided to students and very little reduction was taking place in these areas.

Question 2:

2. What outcomes were expected of the revised eliminated, reduced, increased, or added guidance service program?

After much discussion with the high school principals interviewed, the expected outcomes of the revised guidance services or programs were observed as an attempt to continue to provide the necessary guidance services for students that would insure them social, emotional, physical, educational, and vocational growth and development in spite of the fact that we are in an era of fewer students and less financial resources.

With the over-all effect of declining enrollments and increasing concern for the best use of public monies in

education, the high school principals indicated that they were expected to look at guidance and counseling programs, along with all other programs in the school, for the priorities which they maintain and the cost-benefit of the services they provide. The high school principals who were interviewed felt that more pressure was being put on them during this period of turmoil to determine more carefully what services could be eliminated or reduced, which ones should be maintained, or what new services were now needed to accomplish the goals the school was attempting to attain.

It was indicated by almost all of the high school principals interviewed that guidance services were now being looked at more often on the basis of the degree to which they serve the needs of a majority of students. According to high school principals, the secondary school counselor's role has been changing and guidance services that give assistance to all students and their parents are being given greater support. It is of interest to note that five out of the thirteen principals interviewed related that counselors frequently try to do too much and be all things to all people. It was also reiterated by most of those interviewed that counselors frequently did the things they felt the most comfortable with or did the things they were the best at doing. However, in this era of sophistication and specialization, a majority of those interviewed stated that guidance

and counseling services were frequently delegated to high school counselors on the basis of the special expertise they brought to the job (i.e. college counseling, group guidance, testing, advanced placement, financial aid, etc.).

In conclusion, with the shift in emphasis from a crisis-oriented to a developmental approach in the providing of counseling and guidance services, coupled with fewer students and less resources, the new expected outcomes were positively viewed and expected to impact up a larger portion of the student body than the earlier ones.

Question 3:

3. Was the guidance service function better, worse, or the same when compared with what used to be done to accomplish a specific goal or objective?

From interviews with the high school principals concerning the guidance and counseling services that were revised, every indication was made that generally the changes were for the better when compared with what was done previously to accomplish a specific goal or objective.

Although necessary changes were made in the way that some guidance and counseling services were being delivered because of less time and resources available, very little change was indicated in the over-all quality of services rendered. Many of the programs or services that were greatly reduced had been assigned to other departments or staff and were frequently reported as being more adequately

rendered than had been done previously. Other service areas reduced were re-organized in ways that enabled the task or objective to continue to be accomplished and appeared to be as good or better than before they were altered.

For those services that had been increased, the change was indicated for the better in that changes in priorities, community pressures, mandates by local boards of education, and the increasing attention toward accountability tended to enhance efforts to obtain better results in the attainment of guidance service objectives.

In looking at the guidance services that were added, the changes were also viewed as better ways of accomplishing goals or objectives as they were often the results of modernizing and expanding of services or programs based on growing needs and were frequently welcome changes needed by high school guidance departments.

Question 4:

4. Who was involved in the revision of the guidance service or program?

Because of declining enrollments and budget reductions some revisions were made of guidance and counseling services that were inevitably the result of those two factors. Most of the high school principals indicated that they were the educational leader of the school responsible for its total

operation and that obviously included guidance and counseling services. Although some high school principals admitted that they were not always fully aware of all that goes on in the guidance and counseling area, they nevertheless felt that it was their duty to see to it that guidance services and the changes thereof in the over-all types and quality of services rendered were taking place. Knowing that they were not always aware of all that was going on, the high school principals indicated that they frequently relied upon their guidance staff as well as teachers, parents, and even boards of education to help determine how services or programs might be changed and yet still provide the kinds and quality of services and programs that were needed.

Question 5:

5. Who was involved in the implementation of the revised or added guidance service or program?

Depending on how the guidance service or program was revised frequently determined how it was implemented according to the high school principals interviewed. If the service or program was shifted entirely out of the guidance department then it was the responsibility of those who were rendering the service to see to it that it was implemented. If the service or program was to be administered by guidance personnel, then frequently the changed or added task was delegated to those who may have had the expertise to handle

it, have had a vested interest in seeing to it that it was properly done, or were simply delegated by the high school principal to make sure it was accomplished. It was also indicated that if the revised service involved the use of classroom teachers in implementing it then they too would be informed of such.

Question 6:

6. What are the prospects for continuing the revised or added service or program in the future?

When the high school principals interviewed were asked if they intended to continue using the revised or added services or programs, the overwhelming response was that they found these changes amply producing the kind of results they needed. They did not always indicate that the revisions made due to budget constraints or fewer human resources were necessarily the best way of delivering some programs or services, but they did, nevertheless, realize that altered approaches were often imperative in order to adequately provide certain services.

For most of the revised services, the high school principals indicated that their inclination was to continue using the approach pending the restoration of time or resources becoming available to change it.

Concerning the adding of services or programs, it was stated by most of the principals interviewed that these

newly added services or programs were obviously more comprehensive and efficient ways of rendering guidance services to students and parents than had heretofore been done and from that standpoint were likely to be retained.

IMPLICATIONS OF THE STUDY

The general implication of the present study, supported by findings from the research strongly suggests that in spite of declining enrollments and resources the guidance and counseling services to high school students have not been substantially reduced. A major shift in strategy from crisis-oriented to developmental guidance programs with improved organization and administration has in some cases produced even more and better services, and there is, generally speaking, considerable optimism among high school principals that satisfactory guidance services can be maintained regardless of the recent decline in enrollments and resources.

The findings of the study provide insight into the future of guidance and counseling services and programs. There are long range plan implications concerning an orderly expansion and/or contraction of guidance and counseling services particularly as related to the kinds

and quality of services needed in providing a highly efficient and effective guidance program. Equally important are the new counselor roles, new teacher roles, changes in general program structure and counselor training program implications for the 1980's and beyond.

Finally, the results of this study could provide valuable insights into the changing status of guidance and counseling programs as the information from the study is shared by administrators and guidance personnel. This could best be accomplished by publishing the results of the study in professional journals or periodicals and by presenting the findings at regional or state conferences of administrators and/or guidance personnel.

RECOMMENDATIONS FOR FURTHER RESEARCH

This research was an exploratory study to determine the effects that declining enrollments and/or budget reductions may have had on guidance and counseling services in selected high schools in Michigan as perceived by high school principals. One such definitive picture seems to have been painted.

Further studies, similar in nature, should be done to reveal the perceptions of others, such as school

counselors, regarding the effect of declining enrollments and resources on high school guidance programs.

Additional research of a continuing nature is also needed to either support or reject these findings in view of any changes in enrollment patterns coupled with financial conditions which may occur over the next several years.

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APPENDICIES

APPENDIX A

**PROFESSIONAL AND INSTITUTIONAL
DATA SHEET**

Professional and Institutional Data Sheet

Date _____ Name _____ (yours)

Age _____ Sex _____

1. Grades in your institution (Please check one)

() 9-12

() 10-12

2. Size of your institution (Please check one)

() Below 400 students

() Between 400-800 students

() Between 800-1200 students

() Between 1200-1600 students

() Between 1600-2000 students

() Over 2000 students

3. Financial Support Status of District (Please check one)

() In Formula (State Aid)

() Out of Formula (State Aid)

4. Size of Staff (Please indicate how many)

() Teachers

() Counselors

() Administrators

5. Approximate Student-Counselor Ratio (Please check one)

() Below 200:1

() 350-400:1

() 200-250:1

() 400-450:1

() 250-300:1

() 450-500:1

() 300-350:1

() 500-over:1

APPENDIX B

**HIGH SCHOOL
GUIDANCE AND COUNSELING SURVEY**

High School Guidance and Counseling Survey

This research project is designed to identify the types of guidance and counseling program changes that have taken place in selected high schools in the State of Michigan because of declining enrollments and/or resources, as seen by high school principals.

Instructions

This questionnaire survey pertains to high school guidance and counseling services, programs, and functions that were eliminated, reduced, left unchanged, increased, or any new programs that were added during the past five years when secondary school institutions were faced with enrollment and budget reductions. Please read the following instructions carefully before proceeding with the items in the questionnaire.

1. First, read the statement in Column I of the questionnaire.
2. Then, indicate in Column II whether someone (anyone) in your school now provides or has provided in the last five years the service, program, or function described in the Column I statement by circling the correct response.

3. If the response to Column II is NO (your school does not provide now or has not provided the service in the last five years), you are to disregard Column III for that question and proceed to the next statement.
4. If the response in Column II is YES (your school provides or has provided the service in the last five years), you are to use Column III to indicate how the service, program, or function was or was not affected by enrollment and/or budget reductions at your secondary school. Your response in Column III should be indicated by circling the number on a scale of 1 to 7 outlined on the top of the questionnaire which best describes what took place in your school.

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
1. Prepares and maintains an adequate system of cumulative records					Yes No	1 2 3 4 5 6 7
2. Conducts aptitude, interest, achievement, and personality testing					Yes No	1 2 3 4 5 6 7
3. Conducts orientation sessions for new 9th or 10th grade students					Yes No	1 2 3 4 5 6 7
4. Organizes Career Day Programs for students					Yes No	1 2 3 4 5 6 7
5. Organizes College Day/Night Programs for students					Yes No	1 2 3 4 5 6 7
6. Collects, organizes, and analyzes information about the individual student for academic counseling and advising					Yes No	1 2 3 4 5 6 7
7. Places students in educational experiences, programs, or courses in keeping with their special needs, potentialities or circumstances					Yes No	1 2 3 4 5 6 7

	1	2	3	4	5	6	7
	Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
	Column I				Column II		Column III
8. Arranges, conducts career exploration trips for students to industrial organizations, businesses, schools and colleges					Yes No	1 2 3 4 5 6 7	
9. Arranges conducts college admission and financial aid programs for students and parents					Yes No	1 2 3 4 5 6 7	
10. Arranges and participates in case conferences with teachers, special education consultants, and parents					Yes No	1 2 3 4 5 6 7	
11. Sponsors or assists in sponsoring recreational or extra-curricular activities for students					Yes No	1 2 3 4 5 6 7	
12. Advises and coordinates special guidance services for minority students					Yes No	1 2 3 4 5 6 7	
13. Advises and coordinates special guidance services for women students					Yes No	1 2 3 4 5 6 7	
14. Organizes and is responsible for the operation of the career resources and college information centers					Yes No	1 2 3 4 5 6 7	

	1	2	3	4	5	6	7
	Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
	Column I				Column II		Column III
15. Counsels students individually					Yes No	1 2 3 4 5 6 7	
16. Counsels students in groups					Yes No	1 2 3 4 5 6 7	
17. Counsels parents					Yes No	1 2 3 4 5 6 7	
18. Consults with teachers					Yes No	1 2 3 4 5 6 7	
19. Counsels students and parents in crisis situations					Yes No	1 2 3 4 5 6 7	
20. Counsels potential drop-outs					Yes No	1 2 3 4 5 6 7	
21. Counsels new transfer students coming into your school					Yes No	1 2 3 4 5 6 7	

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
22. Counsels graduating seniors, through exit interviews, as they prepare to leave high school					Yes No	1 2 3 4 5 6 7
23. Assists students in the discovery of their aptitudes and capacities, their potentialities, and limitations					Yes No	1 2 3 4 5 6 7
24. Assists students in making wise choices, plans, and adjustments regarding hobbies and use of leisure time					Yes No	1 2 3 4 5 6 7
25. Assists students in planning a program of courses, evaluating their educational progress, diagnosing their learning difficulties, and aiding them in their educational adjustments					Yes No	1 2 3 4 5 6 7
26. Counsels socially and emotionally maladjusted students					Yes No	1 2 3 4 5 6 7
27. Counsels with students who are failing or having considerable difficulty in one or more courses					Yes No	1 2 3 4 5 6 7

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
28. Counsels with students who require continued disciplinary action					Yes No	1 2 3 4 5 6 7
29. Continues to assist in job placement with drop-outs					Yes No	1 2 3 4 5 6 7
30. Continues to assist in job placement with graduates					Yes No	1 2 3 4 5 6 7
31. Plans or conducts follow-up studies of graduates and/or drop-outs					Yes No	1 2 3 4 5 6 7
32. Attends follow-up conferences with college freshmen at the college or university in which they are enrolled					Yes No	1 2 3 4 5 6 7
33. Contacts faculty members to explain the guidance program and the services it can render					Yes No	1 2 3 4 5 6 7
34. Organizes and conducts in-service programs for teachers					Yes No	1 2 3 4 5 6 7

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
35. Provides information regarding the guidance program through speeches, seminars, newspaper articles, letters, and pamphlets to parents and others in the community					Yes No	1 2 3 4 5 6 7
36. Reports guidance services information to the Board of Education and Central Administration					Yes No	1 2 3 4 5 6 7
37. Maintains certified counselor-student ratio of approximately 300-1 as suggested by various professional organizations					Yes No	1 2 3 4 5 6 7
38. Requires counselors to teach at least one class in the academic program					Yes No	1 2 3 4 5 6 7
39. Encourages counselors to participate actively in the curriculum development in the school					Yes No	1 2 3 4 5 6 7
40. Encourages counselors to participate in re-writing and updating the curriculum guide book					Yes No	1 2 3 4 5 6 7
41. Encourages counselors to participate in re-writing and updating the student handbooks for seniors					Yes No	1 2 3 4 5 6 7

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
42. Accepts responsibility for overall coordination of all phases of the guidance program					Yes No	1 2 3 4 5 6 7
43. Schedules and coordinates visits from college representatives and other recruiters to the school					Yes No	1 2 3 4 5 6 7
44. Refers and prepares students to receive psychiatric and/or psychological aid outside the school when the need arises					Yes No	1 2 3 4 5 6 7
45. Attends and participates in college admission workshops and seminars					Yes No	1 2 3 4 5 6 7
46. Attends and participates in financial aid workshops and seminars					Yes No	1 2 3 4 5 6 7
47. Assists students in the development of cooperative attitudes in order to conform to the rules of the school					Yes No	1 2 3 4 5 6 7

1	2	3	4	5	6	7
Was Eliminated	Substantially Reduced	Somewhat Reduced	Protected (Unchanged)	Somewhat Increased	Substantially Increased	New Program Added in the Last 5 Years
Column I					Column II	Column III
48. Is responsible for data processing procedures and services related to scheduling courses					Yes No	1 2 3 4 5 6 7
49. Is responsible for data processing procedures and services related to grade reporting					Yes No	1 2 3 4 5 6 7
50. Is responsible for data processing procedures and services related to student records.					Yes No	1 2 3 4 5 6 7

APPENDIX C

STRUCTURED INTERVIEW QUESTIONS

Structured Interview Questions

1. In what way was the high school guidance service, program, or function revised as a result of reductions in enrollment and/or resources?

2. What outcomes were expected of the revised (eliminated, reduced, increased, or added) guidance service or program?

3. Was the guidance service function better, worse, or the same when compared with what used to be done to accomplish a specific goal or objective?

4. Who was involved in the revision of the guidance service or program?

5. Who was involved in the implementation of the revised or added guidance service or program?

APPENDIX D

COVER LETTER

TO

SECONDARY SCHOOL PRINCIPALS

Because there is need for such a study, I am conducting a research project to determine which guidance and counseling services and programs in our high schools are being affected by enrollment and/or budget reductions as perceived by principals in those schools which are a part of the Middle Cities Education Association in Michigan.

I would deeply appreciate it if you would personally respond to the enclosed Professional and Institutional Data Sheet and the High School Guidance and Counseling Survey. The results of the study will be beneficial to high school principals who are faced with enrollment and/or budget reductions as the data will be helpful to you in knowing what is happening to guidance and counseling services and also may provide you with a data base for future planning during these critical times.

The survey will take 30-45 minutes of your time, and I would like you to return the questionnaire within two weeks in order that I may continue with the study. I want to assure you that neither you nor your school will be identified in any way as the study is designed only to garner collective information. I will also be sending you a copy of the summary of the findings.

Should I find that any of your responses need clarification or elaboration, I may, with your permission, wish to make personal contact with you.

Again I would like to express my sincere appreciation for your participating in the study.

Sincerely,

Archie Ghareeb, Jr.

2258 Edgewood, S.E.
Grand Rapids, Michigan 49506

APPENDIX E

ENDORSEMENT LETTER

FROM THE

MIDDLE CITIES EDUCATION ASSOCIATION



MIDDLE CITIES ASSOCIATION — SERVING STUDENTS COOPERATIVELY

516 Erickson Hall
Michigan State University
East Lansing, MI 48824 1034
(517) 355-1720

President:
Harry Howard, Ann Arbor

Directors:
Joseph Pollack, Flint
James Hawkins, Benton Harbor

Executive Director
C. Robert Muth

March 4, 1983

TO: Middle City High School Principals
FROM: C. Robert Muth, Executive Director

Archie Chareeb Jr. is doing his doctoral dissertation on the impact of enrollment decline and financial restrictions on the counseling services provided in the Middle Cities High Schools. I believe the results of his study will be helpful to you in comparing such services across high schools. It would seem, also, to provide valuable information as we look to further high school enrollment declines of 20-30% in the next ten years. Finances are not going to get better soon, and we can expect additional or continuing restrictions. I think the result of this research could provide a base of data for future planning.

I would encourage your participation in the study. The twenty minutes or so will be well spent - it might prompt you to renewed thinking about your counseling services. Copies of the study summary will be sent to you and your superintendents. Thanks for your help.

CRM: 

cc: Instructional Task Force Members

Member Districts

Ann Arbor Public Schools
Battle Creek Public Schools
Bay City Public Schools
Benton Harbor Area Schools
Flint Community Schools
Grand Rapids Public Schools
Liveston Public Schools

Kalamazoo Public Schools
Lansing School District
Marquette Public Schools
Midland Public Schools
Monroe Public Schools
Muskegon Public Schools

Muskegon Heights Public Schools
Niles Community Schools
Pontiac School District
Saginaw School District
Southfield Public Schools
Willow Run Community Schools
Ypsilanti Public Schools