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ROLE OF A COUNSELOR

Preparing Young Adults for a Career in Teaching: The Role of a Counselor

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Abstract

This senior capstone examines the role of a guidance counselor and the influence a guidance counselor has on a student pursuing a career in teaching. Using empirical research and through interviews with five guidance counselors from five local schools and anonymous survey with both guidance counselors and students, this senior capstone shed some light on the role of guidance to students who are interested in becoming teachers.

Preparing High School Students for a Career in Teaching

There is a strong correlation between academic success and proper counseling thought an academic career. The following research project looks into detail what it is a guidance counselor has to do and what the defined role is. This senior capstone takes a look into what the influence of proper guidance counseling does and how it plays out in the local community through the lenses of students, teachers, and guidance counselors from the local Monterey Area. The specific group of students this research project targets is those who are interested in a career in teaching and their knowledge and awareness of resources available to them. The data looks into the type of support a student might receive and the variations of their success.

Many students have negative perceptions of the role of counseling one student describes it as “they’d look at your grades and then say, ‘oh, you can get into these schools.’” (Johnson, J, Rochkind, J, & Ott, A. 2010). Many other students describe the experience as informal and impersonal “young people often described experiences that can only be described as jarringly bureaucratic and impersonal” (Johnson, J, Rochkind, J, & Ott, A. 2010). This category of students shows the importance of good guidance counseling and how big of an impact it can have on a student achieving their academic goals. This then can be transferred over to any other category of students such as those who are interested in becoming teachers. The same students who have the goal of becoming teachers have the same mentality “a common perception among students— that guidance counselors do not see them as individuals and regard them as little more than a name on a file that somehow wound up on their desk” (Johnson, J, Rochkind, J, & Ott, A. 2010)

This topic is of great importance due to a low retention rate of students in any given college or university and any declared major “43.7 % of part time students who began postsecondary education in fall 2009 returned at the same institution in the second year” (Knapp et al. 2012).

The topic is designed to pay attention to students who are interested in becoming teachers, and teachers themselves already have a low retention rate of 50% within the first five years. For students transferring from two-year colleges it can be said that they have made it through a rigorous statistical filter with the following data showing the odds of them even graduating or obtaining a degree in the first place

“(1) only 29.5 percent of the entering cohort in two-year colleges will persist over a two-year period in the institutions in which they first register; (2) over an extended period, 27 percent will complete the program in the institutions in which they first enrolled; and (3) only about 46 percent of all two-year college entrants will eventually obtain either a two- or four-year degree” (King, M. C., & ERIC Clearinghouse for Junior Colleges, L. C 1993).

This leaves the statistical anomaly of some student to first only having a 43.7% chance of making it through their first year and then only having a 46% chance after that of eventually getting a degree. On top of that if these students were to go into the field of teaching their retention rate would only be 50% after a five-year period leaving the final estimate or approximately ten students successfully reaching their academic and professional goal out of one-hundred.

To better understand what can be done to help students who fall in the category of the following questions were used as a guideline for this research project with the primary research question

being: How do guidance counselors prepare students for a career in teaching? And the following secondary questions were addressed: What does the literature say about how guidance counselors prepare students for a career in teaching? What is the role of a guidance counselor in preparing students who are interested in a career in teaching? How does the counseling of students take place? What is the role of guidance counselors in preparing students for a career in teaching? What is involved in assessing and determining a career for students? In particular, a career in teaching? When should counseling start providing resources to students with respect to future careers? How much time do they spend with a student in counseling? Are there challenges for counselors in regards to guiding students in regards to a career in teaching? Are there any resources available for guidance counselors to provide to students interested in a career in teaching? What can be done to support guidance counselors in guiding students who are interested in a career in teaching?

Literature Review

For this research the data has been separated into three different sections. The first section provides information on what guidance counseling is and the different variations of guidance counseling. The second section reviews the history of the research that has been conducted by others in regards to guidance counseling. And finally the last section goes over some of the pros and cons associated with guidance counseling. Section I. What is Guidance counseling

Guidance counseling or academic advising can be portrayed in different ways due to a very ambiguous definition of what it really means to be a guidance counselor

“At its most basic level, academic advising, which is also commonly referred to in the literature as advising is “a decision-making process during which students realize their

maximum educational potential through communication and information exchanges with an advisor” (Fricker, T. 2015).

What this means is students use academic advising or guidance counseling as a blue print to their future and are heavily dependent on guidance counseling. The type of advising varies from one location to another but in general three main variations are persistent all across the board, prescriptive academic advising and developmental advising. In prescriptive academic advising “the advisor’s role is giving advice based on authority; the advisor makes decisions for the student based on an institutional policy or a list of requirements” (Fowler, P. R., & Boylan, H. R. 2010). The other approach developmental academic advising is described as a “process-oriented relationship” between the student and advisor in which the main focus is the student’s ultimate goals” (Fowler, P. R., & Boylan, H. R. 2010). And the last model of academic advising is intrusive academic advising this can be described with characteristics of “structured intervention protocols are used to motivate the student to seek help at the first sign of academic difficulty. It is characterized by early warning systems that provide for immediate action-oriented responses to specific academic problems and relies upon professional advisors trained to respond to various situations” (Fowler, P. R., & Boylan, H. R. 2010).

Section II. History

School counseling has been around since the early 1900’s, however it has not always been what it is today “The term employed during the early 1900s for the profession was vocational guidance, which involves roles that were similar to modern career counseling with a focus on the transition from school to work, emphasizing an appropriate client-occupational placement match” (Lambie, G. W., & Williamson, L. L. 2004). This guidance movement was founded by

Frank Parsons who can be was given the title “father of guidance”. This process was predominantly focused on men considering the role of women in the early 1900’s and their limited career options. The process was called vocational placement which partnered young men with an occupation based on their aptitude, ability requirements, and the need of the trending work environment. This system later evolved into “an alliance among education, social work, and psychometrics in vocational guidance led to the organization of the National Vocational Guidance Association (NVGA) in 1913” (Lambie, G. W., & Williamson, L. L. 2004). One of the main reasons for these type of programs involved teacher training which relates the topic of guidance counseling to the main topic of how do guidance counselors help students who are interested in becoming teachers “the NVGA would in time merge with the American College Personnel Association, the National Association of Guidance Supervisors and Counselor Trainers, and the Student Personnel Association for Teacher Education, becoming the American Personnel and Guidance Association (APGA), which is today the American Counseling Association (ACA)” (Lambie, G. W., & Williamson, L. L. 2004). Historical events have also shaped the identity of guidance counseling

“In 1957, the launched Sputnik by the Union of Soviet Socialist Republics inadvertently advanced the development of professional school counseling. The United States was stunned and in response Congress passed the National Defense Education Act (NDEA) in 1958. The legislation was intended to identify, guide, and support those students with high aptitudes in the areas of math and science so that they might become future technological innovators. To this end, funds were allocated to provide school counseling services to every high school student with counselors that had been trained to identify gifted students and guide them toward college. Additionally, the NDEA allotted funds to

colleges and universities for the development of school counseling preparation programs.” (Lambie, G. W., & Williamson, L. L. 2004).

The next major change in guidance counseling occurred in the 1970’s when a decrease in school enrollments directly affected the role of a guidance counselor. Some schools completely eliminated the role of a guidance counselor due to budget cuts. The remaining counselors began to take on extra roles in the schools assisting administrators and in some cases filling in substituting for other teachers. And finally the last major change to the field was the “Act of 1994, which reinforced the importance of career guidance and counseling services to support students transitioning from school to employment” (Lambie, G. W., & Williamson, L. L. 2004).

Section III. Pros and Cons

With regards to a subject that can do so much good and that has a proven record of being a key difference in student retention the subject of guidance counseling has a two to one ration of cons to pros. However, the data takes a dramatic shift when focused on the role of guidance counseling in students interested in becoming teachers. It is at this point where an overwhelming majority of the encounters a student has with their guidance counselor become extremely beneficial and positive.

Some of the most prevailing positive research shows “meeting with an advisor improves learning and student persistence for student at-risk of dropping out. In a longitudinal, single institution study” (Fricker, T. 2015). Another positive aspect is the constant change of the topic and the improvements that are continually made to improve in the field of counseling “many colleges and universities have introduced changes intended to expand advising services and/or increase the quality of academic advising. One such change has consisted of centralizing academic

advising, at least for specific student groups, by creating advising centers” (Dougherty, K. J., Natow, R. S., Bork, R. H., Jones, S. M., & Blanca, V. E. 2013). Another positive aspect that arises from the role of a guidance counselor is the look into the whole development and support a student needs these are “whole student programs: “whole student” through academics, advising, monitoring of attendance, and support services” (Fowler, P. R., & Boylan, H. R. 2007).

There is a large number of cons in regards to counselors and the role they play in guiding students towards becoming teachers, however these cons are fairly repetitive such as “many young people give the high school guidance system stunningly poor reviews” (Johnson, J, Rochkind, J, & Ott, A. 2010). Another problem that repeats itself is the topic of budget “higher education institutions have been facing increased public scrutiny and legislative pressure to enhance their performance, especially given budget shortages and declining state support” (Knapp, L. G., Kelly-Reid, J. E., & Ginder, S. A. 2012). One of the reviews is more of a critique on how limited the resources are for students “academic advising is the only structured activity, outside of the classroom, that every student has the chance to participate in” (Fricker, T. 2015).

To review this section has been broken down into three major categories. Each section elaborates and provides helpful information that will support the main theories of the research project. The first of the sections provides a definition on what guidance counseling is and the major branches of it prescriptive academic advising, developmental academic advising, and intrusive academic advising. The second major topic discussed is the history of guidance counseling. And finally the last section takes a look at some positive and negative aspects (pros and cons) in regards to guidance counseling. Overall the research provided creates a foundation for the reader to understand the primary research topics.

Since journal data for this particular subject is scarce a longer period of time is recommended to do field work with more participants who fit the category of students who want to be teachers. The specific information relating to the topic could also be looked for in a variety of other data bases

Method and Procedures

With a primary objective in mind some research was gathered online from the California State University Monterey Bay library data source. The main focus of the online data gathering procedure was the guidance aspect and the history of guidance counseling and the roll it takes in achieving a post high school education. The second step was to identify and see who these steps play out in the local area. For this study five different schools from the local Monterey Area were chosen in order to gather information from the students currently enrolled. The particular group of students used for the research where those who previously stated an interest in pursuing a career in education. These students where then asked to fill out an anonymous questionnaire to identify key resources and pieces of information they felt where the most needed or effective in their pathway to become teachers.

Participants

My participants include one-hundred and eight students, and five guidance counselors from five different schools in the Monterey County area. These students have graduated or are in the process of graduating and on their way to a four-year university. Each one of my student participants had previously expressed a desire to go into the field of education. The five guidance counselors were the five that worked with the five schools. This resulted with a final interview

total one-hundred and thirteen participants. The student participants elected to participate by choice with no incentive offered to them.

Materials

For this research I have distributed two different questionnaires each with their own unique set of questions.

One questionnaire is designed for students who are interest in following a career in teaching.

The questions in this anonymous survey include:

Do you plan on pursuing a career in education?

If the previous answer is yes can you provide a reason why?

When did you know you wanted to go into education?

*Do you feel like you have been given the necessary information to follow a pathway?
towards a career in education?*

what information was made accessible to you and how?

Who provided you with this information?

What resources or information would you like be made available to you?

The first three questions are intended to provide a timeline on when someone might determine their interest in becoming a teacher. This is helpful to understand when it is guidance counseling needs to take place. An additional question of why is included in order to gain further information on any possible early counseling they may have received from friends or family “students frequently come to the university with a major in mind, chosen based on information from high school counselors, parents, or friends—or sometimes on a vague notion of what its name implies” (Philips, E.D. 2013). The remaining four questions were intended to gather data

based on information a student might have come across and the data a student might want to be aware of or be provided.

The second survey was conducted with more time and detail this followed a structure similar to that of an interview.

The list of questions I asked where:

What is the job of a guidance counselor?

What kind of support and resources are at your disposal to offer to students?

In your opinion have you been given the necessary tools to support and answer student questions in regards to a career after the completion of their educational goals at this school?

What kind of support would you like to have in order for you to better serve students?

The first question for this survey was intended to partially answer the primary and some secondary research questions. The remaining questions were designed to obtain information to help answer the secondary research questions. In the end after gathering the materials necessary for this project the field work research began.

Procedures

My participants include 108 students, and five guidance counselors from five different schools. These participants answered a set of questions in an anonymous survey, the set of questions they received was based on the title the participant had, students were given student surveys while guidance counselors/ academic advisors were given the guidance counselor survey. The questions asked were generated in order to fill in gaps the research left unanswered. The instructions were simple a participant was elected based on their interest of the topic and was

asked for consent in order to obtain a survey. The participant was encouraged to answer as honest and as detailed as possible. When all the data was gathered the results and findings were categorized into separate sections.

Results and Discussion

In this section the data gathered has been categorized into different sections. Each section is an individual or a combination of the secondary research questions previously stated. The main analysis of this project is in regards to the effects guidance counseling has on students. Due to the simplicity in the nature of solving my primary research questions more research was conducted on the general topic of what guidance counseling is, instead of the particular topic of counseling and students interested in teaching.

Secondary Research Question I: *What does the literature say about how guidance counselors prepare students for a career in teaching?*

In general, the literature only had a select amount of data on the specific topic of preparing students who are interested in teaching. The bulk of the data was generalized into how guidance counselors prepare students for a career, not just that of teaching. One of the data points I found was very interesting to me “in the beginning, guidance was established to help students match their skills with available job options” (Johnson, J, Rochkind, J, & Ott, A. 2010). This raises the question if guidance was established to fulfil job openings how is this concept manifesting in the current job market were 479,000 new jobs will become available. This brought me back to reflect on personal experience and the changes I have seen occurring in the field. Many schools now offer more ways to obtain a teacher credential. The U.S Department of Education ran paid advertisements advocating for more teachers. And many schools offer some way of financial assistance in order to help students obtain a teaching credential. Major changes

are occurring in the role of guidance counseling “professional school counselors (PSCs) and the American School Counselor Association (ASCA) have been working diligently to reconfigure the professional identity of PSCs from its historical guidance epistemology to a comprehensive developmental model” (Lambie, G. W., & Williamson, L. L. 2004). Overall this first question was easy to answer and that provided me with more time to further think and analyze my research topic and further questions that might relate to this issue.

Secondary Research Question II: *What is the role of a guidance counselor in preparing students who are interested in a career in teaching?*

The role of a guidance counselor at its basics is almost identical all across the board regardless on the choice of profession any student might take “advisors are expected to share their knowledge of major and degree requirements, help students schedule their courses, and generally facilitate progress to degree in a timely manner” (Baker, V. L., & Griffin, K. A. 2010). Although the main responsibility is to serve students many guidance counselors have a variety of task that differs from school to school “a central theme was that the school counselors' roles expanded with every decade. During the early 20th century, the focus was vocational guidance, assessment, and academic placement; during the midpart of the century, providing personal and social counseling services while promoting students' holistic development was incorporated; and toward the end of the century, special education services, consultation, coordination, and accountability duties were integrated. Important to note is that although school counselors' roles were being expanded, no services seemed to be removed from the counselors' responsibilities” (Lambie, G. W., & Williamson, L. L. 2004). These added duties then limit the amount of work a guidance counselor/ advisor can put into furthering their depth in multiple fields including the steps necessary in becoming a teacher.

Secondary Research Question III: *How does the counseling of students take place? What is the role of guidance counselors in preparing students for a career in teaching? What is involved in assessing and determining a career for students? In particular, a career in teaching? When should counseling start providing resources to students with respect to future careers? How much time do they spend with a student in counseling?*

To solve this set of questions I have found that there is a variety of ways in which advising can occur “there are a number of different approaches to academic advising used by advisors; most of which emerged within the last 40 years and are still being tested and understood. In an historical look at the eras of academic advising” (Fricker, T. 2015). What this mean each academic establishment will differ in the way they conduct their guidance. However, for the most part what I have found is that although some schools add extra resources and steps they follow a general pattern. The pattern starts out with the student identifying they need guidance counseling or in the case of high school a one-hour session is mandatory for every student. The guidance counselor then helps the student “transition into suitable vocational placement based on a mutual beneficial match between the young person's aptitudes and abilities and an occupation's requirements and environment” (Lambie, G. W., & Williamson, L. L. 2004).

Another main source of information provided two complete analysis of what guidance counseling models should look like. The first is described as a bare bone analysis with what the author calls a basic advising system,

“A bare bones advising system must do the following four things well: 1.

Advisor Training: Every faculty member should be proficient in the degree requirements for the major in which they teach. It would be preferable if the

faculty member could advise for all majors within the department, although if a department has many majors this may not be feasible. To fully understand the requirements for a major, faculty must also be proficient in both university and college requirements. Faculty need an understanding of how each course a student completes relates to success in another course. One faculty member reflected, “When I talk about the relationship between Statistics from the Math Department and Statistics from the Economics Department, it takes a little longer in the advising session. Time is valuable, but initial time spent will mean less time needed in subsequent advising sessions.” Faculty must be able to use computing technology and university information systems for accessing student data in order to prepare for an advising session by looking at the student’s grades, previous performance, and standardized test scores.

2. Expert Support: There should always be an expert available for the faculty member to consult when they encounter a problem. Advising a student with a double major or interpreting transfer credit are two advising scenarios that often require expert consultation.
3. Enabling Technology: University computing systems should be user friendly, secure, updated regularly, and integrated with the student’s information. The faculty adviser should be able to access necessary data. Online advising should be accommodated and well documented. (Although not discussed in this paper, the movement toward online advising creates significant barriers to building relationships which impedes developmental advising.)
4. Prescriptive Advising: A well-trained faculty adviser should be able to:
 - a. Guide a student toward degree completion in an effective and efficient manner.
 - b. Understand course rotations

and potential non availability of courses, even though they may be in the rotation.

c. Suggest the student to complete prerequisite courses as soon as possible. d.

Understand how courses in field of study differ from courses in other fields of study, so that when an elective is needed the adviser has a few ideas of relevant courses to the future career path or other interests. e. Be a “Trouble Shooter” when advising students who seem content to continue repeating courses.”

(Crocker, R. M., Kahla, M., & Allen, C. 2014).

The second model is what the author describes as an ultimate advising system, which is what the ideal situation and encounter a student would find themselves in when they meet with a guidance counselor.

“Opportunities to advise students on career choices, life choices, and other non-academic endeavors are dependent on building a trust-based relationship in which the student engages in advice seeking behaviors with a faculty confidant. 9.

Trust Relationships: To develop a relationship with an adviser, it helps if the student sees the same adviser throughout his/her college career. Students often fear faculty, so the faculty will often need to take the lead in building this relationship and making themselves appear approachable. Ask about the student’s time allocations, i.e., fraternities/sororities, classes, work, study groups, sports, other. Asking what the student likes or aspires to be is a good idea as well.

Advising students should be part of Customer Relationship Management or Marketing (CRM) process at the university. In the end it should be remember that advising is a longitudinal process, not a one point event. 10. Developmental

Advising: Students often want and need advising for career decisions as well as

other facets of life. Reviewing a transcript may help an attentive faculty to determine a student's strengths and weakness. A good adviser establishes a rapport with the student and develops a relationship that encourages and facilitates the developmental advising process. For a struggling student an advisor should ask about their time management skills to let the student understand that s/he may need to attend class and study outside of class if the student plans include loftier career aspirations.” (Crocker, R. M., Kahla, M., & Allen, C. 2014).

These two conceptual models helped solved every question listed above. Most importantly these last two models helped me visualize and prepare some recommendations for future studies.

Secondary Research Question IV: *Are there challenges for counselors in regards to guiding students in regards to a career in teaching?*

The way in which this questions presents itself is a problem, the specifics of the question is hard to answer but when broken down into separate questions then the answers become clear. First the question has to be reworded. The revised version of this questions would be: *are there challenges for counselors in regards to guiding students to a career?* This question can be answered using some answers pulled from the anonymous surveys. After a quick briefing of how guidance counselors acquire their information it is clear that they can assist any student in any career. Using the power of the internet a guidance counselor can cross reference the requirements and match them with the classes the school offers. It is after this that the specification of how guidance counselors can support a student interested in a career in teaching can answered. Once again thanks to the power of the internet the answer is yes, a guidance counselor can cross reference the requirements needed to be a teacher and best match them with the classes available.

This question does have some set back if the only source of information one has to answer is empirical research. The amount of empirical research was limited due to a low amount of data previously gathered “much of the empirical research on the impact of advising on academic outcomes was conducted between the 1970s and 1990s” (Dougherty, K. J., Natow, R. S., Bork, R. H., Jones, S. M., & Blanca, V. E. 2013).

Secondary Research Question V: *Are there any resources available for guidance counselors to provide to students interested in a career in teaching? What can be done to support guidance counselors in guiding students who are interested in a career in teaching?*

These research questions were all answered with the primary source of information coming from anonymous student and guidance counselor questionnaires. Many of the participants were aware of the resources available to them however 30% of them had yet to actually look at the available resources. Many of the participants referred to online sources for their primary source of information. One of the guidance counselors share their secrets in regards to the method they use to gather information they need in order to assist their students. From this interview I was able to answer all of my questions I had in regards to the methods used by guidance counselors in order to obtain information. With advancements in technology and the way people are able to communicate, guidance counselors have a wealth of information thanks to their desktop computers. The main source of data that guidance counselors have is their access to the internet. When a student interested in teaching request assistance with guidance counseling the guidance counselor simply runs a quick search of a particular set of prerequisites a student might need to fulfil for any given university or college. When the meeting takes place the guidance counselor then has the particular data that they need in order to answer any questions a student might have. During this meeting the counselor also has a brochure of catalogue of the

classes offered at the current school, this is used to help the student understand courses a student can take in order to fulfill the desired university or college prerequisites.

The number one thing we can do to provide assistance to guidance counselors is promote more funding towards the guidance counseling programs in order to alleviate some of the work they have to do and lower the ratio of students to guidance counselor “the American School Counselor Association, a professional group representing the field, recommends a student-counselor ratio of 100 to 1 but points out that, on average, in public schools across the United States, the ratio is more than twice that—265 students for every counselor. In California, each counselor serves nearly a thousand students. In Minnesota, Arizona, Washington, D.C., and Utah, the numbers are above 700” (Johnson, J, Rochkind, J, & Ott, A. 2010). Along with an unproportioned student to counselor ratio another factor that limits guidance counselors is the ambiguity of the role and the many other tasks they have to perform “during the 1970s and 1980s, the add-ons (Aubrey, 1985) included helping children cope with broken families and alienation from adult society, economic downsizing, suicide prevention, drugs, and AIDS. The 1990s turned counselor attention to school violence, safety, bullying, and dealing with death. The added responsibilities continue to grow, and few assigned responsibilities have been deleted even though parents and students continue to seek more answers” (Johnson, J, Rochkind, J, & Ott, A. 2010).

In the end after answering my secondary research questions I found that most of the limitations in this topic have been set by myself. The primary research question was answered with ease and with no ambiguity in how exactly do guidance counselors help students become teachers. My database findings provided me with one part of the answer to the stated primary question, and my field work research helped me interpret and finalize my ideas and findings.

Some questions that arise from this topic include how do guidance counselors help students become teachers when it comes to financing. This research question however proved to belong in a different category of topics that would require a completely different research project. In regards to this specific topic no further research is necessary, however if one can always compare and contrast various other countries and their approach to counseling. However, this topic will only be beneficial if it is tied to other questions such as what are other countries doing differently than the United States that separates their educational systems from our own. The only gap I was able to identify is the gap between “how do guidance counselors help students with their future careers” and “how do guidance counselors help students who are interested in becoming teachers”. This gap only exists virtually where the data is very limited. To fill this, gap a live conversation can easily address the missing void created from the difference in “between how do guidance counselors help students with their future careers” and “how do guidance counselors help students who are interested in becoming teachers”. This gap was due to the specification of the particular career interest in teaching compared to the general word “career” after all there are over 250 undergraduate options.

In conclusion it has been strongly identified that the role of a guidance counselor plays a huge roll in a student’s academic success regardless of it leading into becoming a teacher or any other career option.

Problems and Limitations

During my research period I came across several obstacles. The major problem I encountered was a restraint in time. One semester is not the ideal amount of time needed to conduct an in-depth research project that has so many attached pieces with it. Time limitations affected the participants I interview and the responses they were able to provide, my participants

had a limited time to get back to me. Many of my participants were unable to answer some of my questions due to the time of the year they are currently enrolled in school. My research project could have been a lot more prevalent if I were to conduct it in the spring semester where the importance of guidance counselors is paramount.

Other problems that I faced include the low number of participants. It was very hard to find the niche participant group I was looking for within the amount of time I had. Another problem I found was the limited results. The restraint in time limited my pool of data to five schools in my immediate surrounding. This led to a small amount of participants. Each participant had approximately twenty-five minutes to answer various questions and to provide their input on the subject. If time was not an issue I could have set up a secondary follow up interview with the counselors that participated in my research in order to see if they had any new data or had more time to put together different thoughts.

Finally, the last major problem I had was the lack of support and resources provided by California State University Monterey Bay. The first restraint I had was the limited amount of appropriate articles & journals available for me to do my research. Some of the journals I was really interested in I had to order and wait several days before I was able to look through them and then realize I had already gotten enough data without that specific article. And last but not least the limited number of prints was such a demoralizer for me and a few of my colleagues. Most of my journals and articles were in the range of 20-50 pages which means the 150 free prints the school provides was nowhere near adequate enough to print the sources that were required without paying an out of pocket fee.

Even with some restraints and minor setbacks, my collection of data was adequate enough to answer my primary and secondary research questions. The data collected was a good reflection of the local community this means that this data can only be applied within a specific location and cannot be generalized for other schools. However, the imperial research I have done supports my results.

Recommendations

Currently the importance in the role of a guidance counselor in regards to counseling a student who is interested in becoming a teacher is not advocated for enough. The first recommendation for this subject is to promote awareness of the role of a guidance counselor and the benefits they can provide. A guidance counselor although overworked is a great source of information and can help with academic success. The second recommendation is to improve the role of a guidance counselor by removing add-on task. This second recommendation would allow guidance counselors to focus more on providing better quality service to students. In an idea situation were founding is of no concern an aid to assist the guidance counselor would be a great way to help alleviate some of the work guidance counselors do.

Conclusion

To conclude this research project has gone over the importance of guidance counseling. The data shows a strong correlation between good academic consoling and the likelihood of retention and probability of completing a two or four-year degree. This research project has identified what it is to be a guidance counselor in the role, task and services they are expected to provide. A brief history of the evolution of guidance was provided in order to help us understand the current guidance counseling environment.

This research project has been intended to answer the primary question “How do guidance counselors prepare students for a career in teaching? The primary research question was answered along with a broader question which is “how do guidance counselors prepare students for their careers”. Other research questions that were looked at and answered include: “how does the counseling of students take place?”, “Are there any resources available for guidance counselors to provide to students interested in a career in teaching? What can be done to support guidance counselors in guiding students who are interested in a career in teaching?”

In the end the methods and procedure conducted in this study along with the discussion aspect of this project has shed some light on what it is a guidance counselor does and the role they play in supporting students who are interested in becoming teachers.

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Appendix A Counselor Interview Questions

Educational Questionnaire

Part A. Introduction

What is the job of a guidance counselor?

What kind of support and resources are at your disposal to offer to students?

Part B. Support

In your opinion have you been given the necessary tools to support and answer student questions in regards to a career after the completion of their educational goals at this school?

YES / NO

Comments:

What kind of support would you like to have in order for you to better serve students?

Part C. Future Educators

What resources can this school offer to students who are interested in a career in education?

Do you feel confident in the resources available to students who want to pursue a career in education?

How often do you encounter a student with questions regarding a career in education?

What can the school do to better serve students interested in teaching?

Appendix B

Appendix A Student Interview Questions

Educational Questionnaire

Part A. Background

Do you plan on pursuing a career in education?

YES / NO

If the previous answer is yes can you provide a reason why?

When did you know you wanted to go into education?

Part B. Support

Do you feel like you have been given the necessary information to follow a pathway towards a career in education?

YES / NO

If the answer is yes: what information was made accessible to you and how? Who provided you with this information?

If the answer is no: What resources or information would you like be made available to you?