

**School Counseling Needs of Latino Students**

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### **Abstract**

This article focuses on determining the school counseling activities perceived as important by a sample of Latino high school students. The researchers explored student perceptions through the administration of a survey instrument created for this project to better understand Latino students' perceptions and satisfaction with school counselor activities. The instrument consisted of items aligned with domains described in the American School Counselor Association's National Model and current literature on Latino adolescents' experiences. According to the results, students indicated that they believed college and career activities to be important, however were not satisfied with how their school counselors provided those activities. The results, limitations, and suggestions for school counselors are provided.

*Keywords:* Latino students, school counseling, acculturation, ethnic identity

## **School Counseling Needs of Latino Students**

The U.S. Department of Education predicted the Latino population will grow by 50 million individuals by 2050 making the Latino population the fastest growing population in the United States (US Census Bureau, 2012). The percentage of Latino children is also increasing, with Latino children predicted to represent 36% of US children by 2050 (Federal Interagency Forum on Child and Family Statistics, 2013). While graduation rates are increasing within the Latino population, with a 12% drop out rate in 2014, Latino student's graduation rates remain lower than White, Black, and Asian peers (National Center for Education Statistics, 2016; Krogstad, 2016). Latino students encounter challenges in schools such as language barriers (Koelsch, 2006), acculturation difficulties (Bacallao & Smokowski, 2009), poverty (NCES, 2011; US Bureau of Census, 2014), and discrimination (Espinoza, Gonzales, Fuligni, 2013; Smokowski & Bacallao, 2007). In addition, low graduation rates (Krogstad, 2016) indicate an imperative for school counselors to address the developmental needs of Latino students and indicate that current school counseling activities may not align with the needs of Latino students.

The American School Counselor Association (ASCA, 2005) presented three domains within the school counseling standards for school counselors to address with students, including academic, career, and personal/social development. School counselors are expected to create and implement school counseling activities addressing and assisting student development within each of the domains (ASCA, 2005). The goal of this model is to provide services for all students and facilitate students' academic, career, and personal/social development. ASCA (2009) provided

additional information detailing the importance of school counselors meeting the needs of students from various cultural and ethnic backgrounds. ASCA (2009) encouraged school counselors to address diversity with students, faculty, and administrators and to create culturally inclusive schools to reduce discrimination.

The academic, career, and persona/social developmental domains are circular in nature, in that an event that impacts one domain will subsequently impact the others. Although the circular nature of the developmental domains is relevant to all students, the influences and relationships between domains may be unique to the cultural experiences of Latino students. Figure 1 is a graphic representation of how specific cultural experiences influence and affect Latino student development within each domain. The academic, career, and personal/social development of Latino students may be impacted by characteristics and experiences unique their culture within the larger US culture.

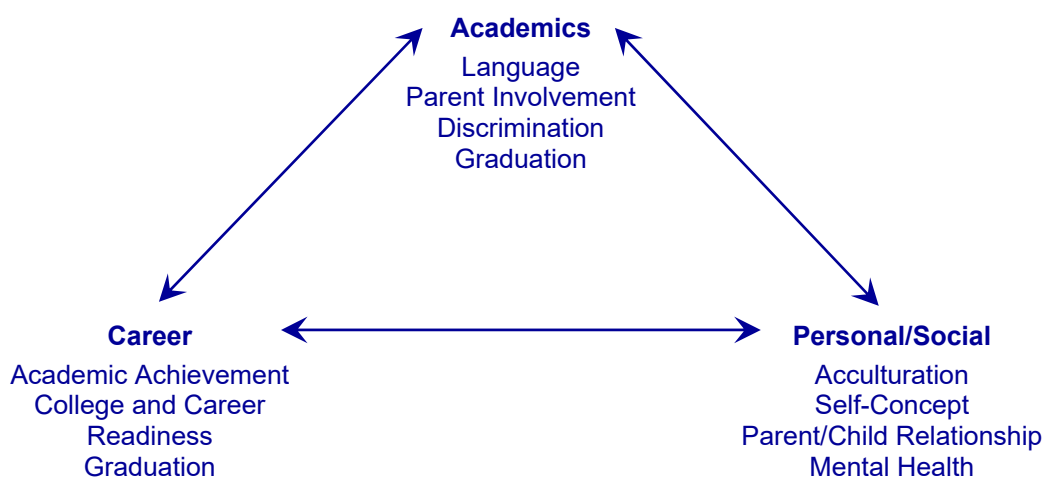


Figure 1. Graphic representation of Latino student experiences.

## **Academic Development of Latino Students**

The Latino population experiences the largest percentage of high school dropouts among White, Asian, and Black adolescents in the United States (Krogstad, 2016; Ruggles et al., 2010). Dropping out can occur after students continue to struggle or fail in course work needed to graduate (Bowman-Perrott, Herrera, & Murry, 2010), and English language development continues to be a major hindrance to academic achievement for Latino students (Koelsch, 2006; (Moiduddin, Aikens, Tarullo, West, & Xue, 2012). Latino students comprise the largest group of English language learners in U.S. schools (Koelsch, 2006), with roughly 30% of children enrolled within the Head Start program speaking Spanish as their primary language (Moiduddin, Aikens, Tarullo, West, & Xue, 2012). These preschool students are concurrently learning English as a second language while also developing their primary language (Mathematica Policy Research Institute, 2010). Latino dual language learners underperform their English monolingual peers (Moiduddin et al., 2012), are overrepresented in special education classes, and score significantly worse on national assessments of reading (Koelsch, 2006; Mancilla-Martinez & Lesaux, 2011; National Assessment of Educational Progress, 2016).

In addition to the burden of learning English, over 30% of Latino children living in the US live in poverty (U.S. Bureau of the Census, 2014). Poverty influences academic achievement and development, and provides a further barrier to graduation for Latino students (Barton, 2006; Berliner, 2013; Jensen, 2013). Because parental involvement in students' academics has been found to increase academic performance (US Department of Education, 1997), Latino students may be at a disadvantage due to the

finding that lower income families and Latino parents often do not become involved in their students' academics (Noel, Stark, & Redford (2013). In Latino cultures, parental involvement is often interpreted as rude and intrusive, and as a result, Latino parents may avoid participation in their child's school experience (Simcox, Nuijens, & Lee, 2006).

In addition to cultural and economic differences, Latino parents and students often experience discrimination in school that can deter parental involvement and hinder academic performance (Bacallao & Smokowski, 2009). Latino students may perceive teachers as holding low academic expectations (Bacallao & Smokowski, 2009), and within Vela-Gude, Cavazos, Fielding, Cavazos, Campos, & Rodriguea's (2009) study, Latino students indicated that school counselors did not provide them with accurate or adequate information regarding course work. Language and academic difficulties, as well as perceived discrimination, the influence of poverty and lack of parental involvement all contribute to Latino student's low rates of graduation.

### **Career Development of Latino Students**

Few researchers have examined the career development and needs of Latino students, however, the low graduation rates of Latino students (Krogstad, 2016) indicate that career prospects may be limited. Yet, de Anda, Franke, and Baccerra's (2009) found that Latino parents and students indicated high value of educational and career placement. Generational characteristics may be influential on values as LeCroy and Krysik (2008) concluded that first and second generation Latino students were more likely to succeed both within academics and career than third generation students. Alternately, Vasquez-Salgado, Greenfield, and Burgos-Cienfuegos (2015) found that

lower levels of parental education and higher degrees of collectivist identities interfered with student's academic and career success. Within each of these studies, parents and students indicated a high desire to succeed within the academic and career domains, however, students continued to struggle. The authors concluded that the students experienced conflict as they navigate their family expectations and their school requirements (Vasquez-Salgado, Greenfield, & Burgos-Cienfuegos, 2015). Despite parental expectations or students' desire to succeed, limited academic support from parents and teachers, cultural differences, and the high dropout rates of Latino students create challenges in career development (Bacallao & Smokowski, 2009).

### **Personal/social Development of Latino Students**

A large component of personal/social development in adolescence is development of identity. Latino adolescents must not only navigate identity development, but because of their bicultural and bi-ethnic identity, they develop an ethnic identity that enables cultural and ethnic identification in a culture different from their own (Umana-Taylor, Gonzelez-Backen, & Guimond, 2009). As Latino students acculturate and begin to learn English, they often live with family members both rooted in their home culture and unable to speak English, thus interfering the family balance (Guam et al., 2014). Adding to the complexity of identity development is the traditional and validated understanding of cultural identity theorized by James (1997) who found that development of a cultural identity is often complicated when parents and children acculturate at different rates. Hug, Stein, and Gonzalez (2016) found that Latino students' rates of depression increased and their cultural identity was negatively

impacted as a result of a change in family dynamics due to acculturation and perceived discrimination.

Latino students often experience discrimination as they acculturate, and navigation between two cultures can have deleterious effects for Latino students (Huq, Stein, & Gonzalez, 2016; James, 1997). Huq, Stein, and Gonzalez (2016) found that students' acculturation conflict with parents and experiences of discrimination predicted depressive symptoms and formation of ethnic identity within Latino youth, Acculturation experiences, ethnic identity exploration, and perceived discrimination affect Latino students' mental health (Umana-Taylor & Updegraff, 2007), involvement in risky behaviors (Bacallao & Smokowski, 2009), academic performance (LeCroy & Krysic, 2008), and self-esteem (Torres & Ong, 2010).

### **Latino Student Perceptions**

Despite the growing body of professional literature addressing the academic, career, and personal/social development of Latino students, a thorough review of the literature indicated no studies that provided an in-depth investigation or quantitative exploration of Latino students' perceptions of school counseling activities. Previous research focused on conceptualizations of school counseling programs and activities addressing the needs of Latino students, but did not explore perceptions of Latino students directly to determine if these activities were helpful or desired by Latino students.

The purpose of this study was to conduct preliminary exploration of Latino high school students' perceptions regarding the importance of school counseling activities addressing students' academic, career, personal/social, and cultural needs and level of



satisfaction with those activities. Research questions were the following: (a) What is the level of agreement among Latino high school students on perceived importance of school counseling activities related to academic, career, personal/social, and cultural activities? (b) What is the level of agreement among Latino high school students on satisfaction with their school counselors' activities related to academic, career, personal/social, and cultural needs? (c) What is the level of agreement between school counseling activities Latino students' perceive as important and the perceived satisfaction with those activities? (d) What demographic factors (gender, grade, language spoken at home, eligibility for free or reduced lunch, and birth place) predict perceived level of importance of school counseling activities identified as highly important by Latino high school students?

## **Method**

### **Participants**

The population setting for this study included five high schools from three school districts in a large metropolitan area in Southwest United States. Three participating high schools were considered public high schools and enrolled students in Grades 9 through 12. The fourth participating high school was designated as a non-traditional high school, for which students applied to attend and at which students focus on a specialization area. The final participating high school was designated as an alternative school for grades 1-12, to which students were referred due to behavioral problems. The final sample included 210 Latino high school students attending one of five high schools within three school districts. One hundred and fifteen participants reported they were male (54.8%), 94 identified as female (44.8%), and one person identified as other

(0.5%). Most participants indicated they were in the 12th grade ( $n = 159$ , 75.7%) with smaller percentages of participants from Grades 9 ( $n = 8$ , 3.8%), 10 ( $n = 17$ , 8.1%), and 11 ( $n = 26$ , 12.4%).

### **Survey Development**

The goal of this research study was to explore types of school counseling activities Latino high school students perceived as important related to their academic, career, personal/social development, and cultural experiences as well as perceived satisfaction with how their school counselors perform school counseling activities. Participants first provided demographic information including (a) gender, (b) age, (c) grade level, (d) intention to go to college, (e) age of arrival in US, (f) language spoken, and (g) eligibility for free or reduced lunch (h) with whom the respondents live, and (i) if respondents' parents were born in the US. Within the second section, participants were asked to rate possible school counseling activities relative to their importance and to what level of satisfaction they perceived school counselors performed those activities. Participants then responded to four open-ended questions regarding school counseling activities related to academic, career, and personal/social domains as well as school counseling activities related to culture.

To develop items related to Latino students' school counseling needs, a comprehensive examination of professional journal articles related to the topics of Latino students' academic, career, and personal/social experiences within U.S. schools was conducted. Literature indicated specific needs within Latino students' academic, career, and personal/social development, which were utilized to develop survey questions specific to Latino high school student experiences. We utilized Ray, Fineran,

and Kern's (2009) Middle School Survey (MSS) items to develop additional items regarding school counseling activities and school counselors' roles in U.S. high schools. For the purposes of this study, the survey was adapted to meet the developmental needs of high school students and to include specific experiences of Latino students. Items were selected and categorized according to Academic ( $n = 9$ ), Career ( $n = 11$ ), and Personal/social ( $n = 23$ ) needs to ensure that each domain was adequately represented. Items specific to cultural needs of Latino as identified in the literature review were then added under each domain if not previously represented. We followed Fink's (2003) guidelines for survey distribution including expert panel review and pilot administration to a small sample similar to the target sample. Notes were taken and modifications were made to clarify confusing items (Fink, 2003). The survey was then ready for sample distribution.

Respondents rated school counseling activities in regard to perceived importance and satisfaction with school counselors' performance using Likert-type scales (Leibach, 2008). The survey items were not organized by domain, but were randomly scattered throughout the survey. Participants responded to each item regarding importance (How important is it that your school counselor do this?) based on a 5-point Likert scale with 1 = not important at all, 2 = kind of important, 3 = important, 4 = very important, and 5 = extremely important (Fink & Kosecoff, 1998). Participants responded to perceived satisfaction items (How happy are you with the way your school counselor does this?) based on a 5-point Likert scale with 1 = not happy at all, 2 = barely happy, 3 = sometimes happy, 4 = happy, and 5 = very happy (Leibach, 2008).

## **Procedures**

Participants under 18 years of age gained parental consent before being included within the study. Latino students who signed informed consent (18 or over) or presented parental informed consent then filled out the survey. Participants completed the survey at home, in class, or after school. The recruitment letter and parental consent form were translated and back translated into Spanish and English to ensure that students, regardless of parental language, could participate (Mallinckrodt & Wang, 2004). The survey was presented to students in English and therefore the sample was limited to Latino high school students who read and wrote English. Difficulty in attaining parent informed consent resulted in a high number of 18 year olds in the sample. Over 600 surveys were distributed among the five schools, and 210 students returned completed surveys, indicating a 35.5% response rate for students contacted. Upon examining the total number of Latino students within participating high schools, the response rate was 4.8%.

## **Data Analysis**

Descriptive statistics were utilized for the first and second research questions regarding the level of agreement among Latino high school students on perceived importance of school counseling activities and satisfaction with their school counselors' activities relating to academic, career, personal/social, and cultural needs. Descriptive statistical data included mean, frequency, and standard deviations of students' responses.

To address the level of agreement between what school counseling activities Latino students' perceive as important and the perceived satisfaction of those activities, we examined items reported by participants as most important. Items with a mean score

between very important and extremely important were identified. Those items of importance were then individually compared to the participants' ratings of satisfaction with those counseling activities utilizing paired sampled *t*-tests, as *t*-tests have been found to be equally powerful to non-parametric analyses for Likert scales (deWinter & Dodou, 2010). *T*-tests were interpreted according to statistical significance ( $\alpha = .05$ ) and Cohen's (1988) eta squared effect size interpretations (small = .01; medium = .06; large = .14). We planned to conduct multiple regression analyses using gender, grade, language spoken at home, eligibility for free or reduced lunch, and birth place as predictors of school counseling activities' importance.

## Results

Five items of the 42 total items were identified with mean ratings of very important (4) to extremely important (5). Results indicated students perceived activities related to career/college decisions and options of high importance. The five highest rated importance items were: Help prepare for college or higher education ( $M = 4.431$ ); Help plan for the future ( $M = 4.309$ ); Talk with me about differences between universities, colleges, and community colleges ( $M = 4.001$ ); Help me identify scholarships to help me pay for college or training ( $M = 4.183$ ); and Help me identify what careers I might be good at ( $M = 4.053$ ).

Eighteen items were identified with low mean ratings ranging from "kinda important" (2) to "important" (3). A few examples of lower rated importance items were: Make school more culturally inclusive ( $M = 3.072$ ); Talk with me about my relationships with teachers ( $M = 2.981$ ); Help me with balancing two cultures ( $M = 2.450$ ); Talk with me about bullying ( $M = 2.857$ ); Talk with me about moving to and/or living in the US ( $M$

= 2.483), and Talk with me about making, keeping, and problems with friends ( $M = 2.716$ ). No items received mean ratings between not important at all (1) and kind of important (2).

No items were identified with a mean rating between happy (4) to very happy (5). The three lowest satisfaction items were identified with a mean rating of barely happy (2) to sometimes happy (3). The three items included: Talk with students about balancing two cultures ( $M = 2.990$ ), Make the school more culturally inclusive ( $M = 2.976$ ), and Talk with students about experiences moving to/living in the US ( $M = 2.995$ ). No items resulted in a mean rating of not happy (1) to barely happy (2).

We selected the top five items rated as most important by the students for further exploration. Five paired-samples  $t$ -tests were conducted to evaluate the differences in students' perceptions of importance and level of satisfaction for each of the five survey items deemed most important. There were statistically significant differences between importance and satisfaction scores for each of the five items (see Table 1).

**Table 1**  
*Differences in Importance and Satisfaction Scores*

Activity	Importance		Satisfaction		df	t	p	$\eta^2$
	M	SD	M	SD				
Discuss differences between universities, colleges, and community colleges	4.05	1.12	3.47	1.21	203	5.54	.005*	.26
Help me identify what careers I might be good at	4.06	1.01	3.30	1.30	205	6.74	<.005*	.18
Help me identify scholarships to help me pay for college or training	4.19	1.13	3.43	1.28	203	6.97	<.005*	.18
Help me plan for the future	4.31	.97	3.65	1.22	205	6.59	<.005*	.19
Help me prepare for college or higher education	4.43	.87	3.64	1.12	208	9.06	<.005*	.28

*Note.* \*indicates statistically significant.

Regression analysis was used to determine if there was prediction ability between respondents' ratings of the importance of school counseling activities based on selected respondent characteristics. In exploring sample characteristics, we chose to exclude age, plans to attend college, and plans to graduate from further analysis due to lack of diversity in sample. Remaining characteristics of grade level (Grade 12 or Grades 9-11), gender (male or female), language spoken at home (Spanish spoken most/all or some/none), eligibility for free or reduced price lunch (eligible or not), and birth status (born in US or not) were collapsed into dichotomous variables and utilized as predictor variables (Tabachnick & Fidell, 2007). Although some categories of predictor variables were uneven, the number in each cell was well over 10, reasonable for analysis (Warner, 2008). Importance item mean ratings were used as the dependent variables.

The importance items that served as dependent variables for multiple regression included: Help in preparing for college or higher education; Help plan for the future; Explain differences between universities, colleges, and community colleges; Help me identify scholarships; Help me identify careers I may be good at. The five demographic variables served as a prediction model for importance ratings of school counselor activities. However, the model (grade level, gender, language spoken at home, eligibility for free or reduced price lunch, and birth status) demonstrated no ability to predict importance of the items (see Table 2). Because the demographic characteristics were not statistically significant predictors and demonstrated low effect size for students' perceived importance on all five of the highest rated importance items, the model was perceived as poor, hence, beta weights and structure coefficients were not calculated.

**Table 2***Regression Summary Tables for Importance Items****Help Prepare for College or Higher Education***

Source	SS	df	MS	F	p	R <sup>2</sup>	Adj. R <sup>2</sup>
Regression	.096	5	.019	1.63	.153	.039	.015
Residual	2.37	201	.012				

*Note. n = 209.****Help Plan for the Future***

Source	SS	df	MS	F	p	R <sup>2</sup>	Adj. R <sup>2</sup>
Regression	.126	5	.025	1.44	.211	.035	.011
Residual	3.47	199	.017				

*Note. n = 207.****Explain Differences Between Universities, Colleges, and Community Colleges***

Source	SS	df	MS	F	p	R <sup>2</sup>	Adj. R <sup>2</sup>
Regression	.100	5	.020	.666	.649	.017	-.008
Residual	5.895	197	.030				

*Note. n = 205.****Help Me Identify Scholarships***

Source	SS	df	MS	F	p	R <sup>2</sup>	Adj. R <sup>2</sup>
Regression	.136	5	.027	.966	.440	.024	-.001
Residual	5.637	200	.028				

*Note. n = 208.****Help Me Identify What Careers I Might Be Good At***

Source	SS	df	MS	F	p	R <sup>2</sup>	Adj. R <sup>2</sup>
Regression	.093	5	.019	.873	.500	.021	-.003
Residual	4.267	201	.021				

*Note. n = 209.***Discussion**

The purpose of this research study was to explore Latino high school students' perceptions of importance and satisfaction with school counseling activities. When reviewing the results, it is evident that the participants perceived activities relating to college and career readiness as highly important. Students indicated that



personal/social or academic activities were of less importance. In addition, students did not indicate they were happy or very happy about the school counseling activities their school counselors utilized within any domain.

### **College and Career**

According to the results, Latino students indicated that although they believe college and career activities to be important, they were not satisfied with how their school counselors provided those activities. Significant statistical differences emerged between the perceived levels of importance for these five items and the perceived levels of satisfaction. Participants perceived that school counselors are not doing enough to assist students in (a) preparing for college or higher education; (b) planning for the future; (c) understanding the differences between universities, colleges, and community colleges; (d) identifying scholarships or ways to pay for college; and (e) identifying careers to match students' abilities. Students' perceptions of importance on the five most important items did not vary according to demographic variables. The results indicated that students' grade level, gender, economic status, age of move to the US, and language spoken did not predict students' perception of importance for these five items.

Results from this study are similar to findings of de Anda, Franke, and Becerra's (2009) qualitative study with Latino adolescent and parent dyads. de Anda et al. (2009) found that Latino high school students and their parents both identified education and career planning as the greatest need for Latino students. Vela-Gude et al. (2009) also found that Latino students were unsatisfied with school counseling activities related to college and career planning. Latino students reported that school counselors did not provide adequate information regarding course work, course credits, high school

graduation requirements, and college options and admissions. Students indicated they believed school counselors did not provide this information because they held lower expectations for Latino students (Vela-Gude et al., 2009). Within professional school counseling literature, few researchers examined the career needs of Latino students; however, the results of the current study indicate students perceive college and career planning as extremely important.

### **Culture, Language, and Immigration**

When reviewing the results from this study, it is evident that students perceived activities relating to culture, language, and immigration as only somewhat important. The respondents indicated that they perceive that it is less important for school counselors to discuss culture. Although participants in this study perceived cultural activities as less important, previous research primarily focused on school counseling activities directed towards the personal/social and cultural needs of Latino students.

Several researchers explored the effects of acculturation and acculturative stress on anxiety, concentration, and worry (Suarez-Morales & Lopez, 2009), family conflict (Bacallao & Smokowski, 2009), and risky behaviors (Unger, Ritt-Olson, Wagner, Soto, & Baezconde-Garbanti, 2009). The results of the current study do not support the previous research regarding the importance of school counseling activities directed towards culture. According to this sample, Latino high school students preferred that school counselors focus on college and career readiness, and avoid discussions and activities related to cultural differences. These conflicting findings pose a dilemma for the school counselor who seeks cultural sensitivity in addressing the needs of Latino students.

## **Relationships and Sex**

Similar to culture, students perceived discussions and activities on sexuality as of relatively lower importance. Within the survey, students rated discussions related to sexuality, sexually transmitted diseases, and pregnancy between “kind of important” and “important.” These results are concerning as the Latino population has the highest rates of teen pregnancy and parenthood in the United States (US Department of Health and Human Services, 2015). In 2013, Latina teen pregnancy rates were double that of White teens, four times higher than Asian/Pacific Islander teens nationally in 2013, and roughly 1.5 times higher than African American teens (US Department of Health and Human Services, 2015). The Latina and African American teen birth rates are slightly closer, with Latina teen birth rate totaling 41.7 per 1000 births, while African American teen births were 39 per 1000 births (Centers for Disease Control and Prevention, 2015).

## **Limitations**

Due to the nature of this research study, several limitations were considered. Because the sample utilized a readily available group of individuals who attend schools with high Latino populations and volunteered to participate in English, participants may not represent the perceptions of all Latino high school students (Fink, 2003). An additional limitation included low response rate (Fink, 2003), yet reasonable among the number of students with whom we made direct contact.

The majority of students ( $n = 159$ , 75%) of students were seniors. Because many seniors are over the age of 18 years, they could provide their own consent and complete the survey immediately. Younger students experienced difficulty remembering to attain their parents' signatures and returning materials. Therefore, the results might not be generalizable to all Latino high school students. In addition, the majority of

respondents indicated that they intended to attend college ( $n = 185, 88.1\%$ ), limiting the ability to generalize results to students who do not expect to attend college. A large proportion of respondents were born in the US ( $n = 146, 69.5\%$ ), thus limiting the generalizability to first generation immigrants.

### **Implications for School Counselors**

The results of this study provide several implications for high school counselors. It should be noted that for many items, students' satisfaction appeared to be equal or even greater than their perception of importance for that activity. Results related to importance and satisfaction may be related to students' lack of knowledge regarding school counselors' roles. Within the open-ended questions, several students indicated they did not know who their school counselor was, or had not spoken with their school counselor.

According to the results, students appear to desire more activities related to college and career readiness. The statistically significant differences between importance and satisfaction levels for the five most important activities indicated that school counselors may wish to increase and improve current college and career readiness activities. Despite this apparent desire for activities related to college and career exploration, a diminished number of Latino students continue in their academic pursuits long enough to obtain adequate education for multiple career options (Ruggles et al., 2010).

Another implication for school counselors is to focus less on students' cultural differences. This study did not uphold previous researchers' emphases on Latino students' personal/social and cultural experiences within the schools. According to this study, school counselors should be open to discussing culture and cultural differences,

but allow students to initiate the conversations. Participants' reasoning behind their lack of desire for school counselors to address cultural differences is unclear, and therefore indicates an area for further study. Given more information, school counselors can uphold their ethical duties to value student's culture (ASCA, 2016) and address cultural differences when needed to better meet student needs. Broader study of Latino students across geographic areas would provide further information as to the generalizability of the findings from the current study.

The respondents within this study ranked activities related to sexual activity, experimentation, pregnancy, and sexually transmitted diseases as less important activities. Although students indicated that they do not want to discuss sexuality with school counselors, Gilliam (2007) found that Latino students do not want to discuss sexuality with parents either. This lack of communication regarding sexuality and contraceptives might influence the high rates of pregnancy for Latina adolescents. One possible school counselor response could be to survey students regarding how to discuss sexuality in ways which students feel comfortable so that they may increase their knowledge about contraceptives and the consequences of unsafe sex. Further research may explore methods for sex education that might be favorably received by Latino adolescents, and if those activities result in decreased birthrates among Latina adolescents.

This study represents one of the largest studies conducted on school counseling and the perceptions of Latino adolescents in high school. Exploring the students' preferences and satisfaction regarding school counseling has been overlooked in the historical literature. The results from this study encourage school counselors to develop

activities and school counseling programs that better meet the needs of Latino high school students. By doing so, school counselors may be more responsive to the academic, career, and personal/social needs of Latino students.

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