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To the Graduate Council:

I am submitting herewith a thesis written by Mary Florence Ray entitled "The Roles and Functions of Guidance Counselors in Public Secondary Schools of Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Specialist in Education, with a major in Educational Psychology and Guidance.

Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor for
Graduate Studies and Research

THE ROLES AND FUNCTIONS OF GUIDANCE COUNSELORS IN PUBLIC SECONDARY SCHOOLS OF TENNESSEE

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

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by

Mary Florence Ray

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ABSTRACT

The present study was designed to deal with the problem of the lack of clarity regarding the current status of the roles and functions of secondary counselors in the Tennessee public schools in 1972. That was accomplished through research focused upon four relevant areas: (1) The activities being performed by selected secondary school counselors were determined; (2) Those activities which were professional to the guidance and counseling role as perceived by the participating counselors were identified; (3) The relative proportion of time spent by selected counselors in the performance of the various guidance roles and functions were specified; and (4) The gathered data were compared with results reported by Mays (1964), Roth (1968), and Dietz (1972).

A statewide survey was conducted through the use of an item/time survey instrument, the Guidance and Counseling Questionnaire. Twenty-seven items and certain subitems listed activities recommended by the American School Counselor Association (ASCA) and other miscellaneous and nonguidance functions often performed by public secondary school counselors. A systematic sampling technique employing the k interval was used in the selection of the survey sample of two hundred from the population of 569 secondary counselors in Tennessee public schools. Respondents were representative of the various secondary schools and school systems within the state.

The resultant data were displayed in tables. Findings indicated that Tennessee public secondary school counselors were performing those

activities recommended by ASCA. However, the point had not been reached where counseling per se was considered the most important function by all participating counselors. The proportion of time spend in the counseling role, 22.8 percent, had more than doubled between 1964 and 1972, but was short of the ASCA recommendation of 50 percent. Counselors were still engaging in substantial miscellaneous, nonguidance, and administrative activities.

Comparisons with results reported by Mays, Roth, and Dietz by means of the Spearmen Rank Correlation Coefficient were made. Comparisons with Mays and Roth showed strong positive correlation, the respective coefficients (rho) being .82 and .745, both at or beyond the .01 level of significance. When compared with a job satisfaction analysis by Dietz, a negative rho value was found which inferred that the proportion of time spent in a given activity did not necessarily indicate job satisfaction.

Among recommendations made were three to help clarify the roles and functions of public secondary school guidance counselors: (1) that state-wide and local job descriptions of the roles and functions of guidance counselors with suggested time budgeting for each role and function within the counselor domain be established; (2) that basic counseling courses be included in administrative preparation to acquaint administrators with the guidance role and function; and (3) that guidance personnel become members of the American Personnel and Guidance Association and appropriate subdivisions for professional growth.

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CHAPTER I

GUIDANCE IN TENNESSEE

Introduction

Historically, guidance and counseling in the United States began as vocational guidance with occupational emphasis. State participation in the program was funded under the Vocational Education Act of 1946, extant under Title 20, United States Code (1970).

Tennessee became one of the states wherein the State Board of Education recognized the need for career counseling and entered into the program.

Of greater importance was the expansion of the scope of guidance and counseling to include not only elementary and secondary schools, but also institutions of higher education. The passage of the National Defense Education Act of 1958 with Congressional extensions (1970) provided funding through grants made in conjunction with participating colleges and universities which offered institutes for advanced study to improve the qualifications of counseling and guidance personnel. National funding for the first year ending June 30, 1959, amounted to six and one-quarter million dollars. Annual grants for each of nine ensuing years were for seven and one-quarter million dollars. It was inevitable, therefore, that questions arose over clarifications of the roles and functions of guidance personnel.

By 1963, the Tennessee State Board of Education had established criteria for the certification of secondary school counselors. However, the actual duties which were to be performed within the roles and functions of guidance personnel were vague. Nevertheless, agreement had been reached designating the school guidance counselor as the leader and most important individual in the total pupil personnel services area. Other personalities rendering help to students were identified within the domains of attendance, health, psychological evaluation, and social work.

It was not without expectation, then, that many diversities existed in application and in theory concerning the roles and functions of guidance counselors in the Tennessee public schools. An attempt at the national level by the American School Counselor Association (1963) was made for the formulation of a Statement of Policy establishing goals toward which the counseling profession should move. Activities which were recognized as functional to the guidance and counseling roles were identified within ten areas of concentration as reported in the American Personnel and Guidance Association Journal (1964):

1. Planning and Development of the Guidance Program
2. Counseling
3. Pupil Appraisal
4. Educational and Occupational Planning
5. Referral Work
6. Placement
7. Parent Help

8. Staff Consulting
9. Local Research
10. Public Relations

However, confusion prevailed interpretively. It was extremely difficult to differentiate between the terms "guidance" and "counseling" when reference was made to (1) placement, (2) career and occupational information, or (3) continuing education choices.

A study by Mays (1964) compared the roles and functions of guidance personnel in Tennessee with those recommended by the American School Counselor Association. Furthermore, Mays undertook the identification of various roles and functions which actually were being performed by Tennessee secondary school counselors.

Statement of the Problem

The problem was that the current status of the roles and functions of secondary counselors in the public schools of Tennessee was not clear. The purpose of the study was to provide current data concerning the professionalization of the many and varied roles of secondary school counselors and the functions through which those roles were fulfilled. An item/time survey approach was used in accomplishing the purpose. The activities engaged in by selected secondary school counselors were determined. Those activities which were professional to the guidance and counseling role as perceived by the participating counselors were identified. The relative proportion of the time spent by selected counselors in the performace of the various guidance roles and functions

was specified. The gathered data were compared with results reported by Mays (1964), Roth (1968), and Dietz (1972).

Sub-problems

Four sub-problems were relevant to the basic problem:

1. To determine the various activities in which selected secondary school counselors in Tennessee had been engaged.

2. To identify those activities which participating counselors had perceived as guidance roles and functions.

3. To specify the relative proportion of time spent by selected school counselors in the performance of the various roles and functions.

4. To compare the activities in which selected guidance counselors had been engaged with data reported by Mays (1964), Roth (1968), and Dietz (1972).

Importance of the Study

Nine years had elapsed between the time the State Department of Education began a program of certification for guidance counselors in Tennessee and the survey for the study. In view of emphases on accountability and competence in the educational processes, a reexamination of the roles and functions performed by guidance counselors in the public secondary schools of Tennessee was deemed appropriate. An appraisal was needed to discover the extent of professionalism which had been reached by Tennessee guidance personnel.

Through identification of the various activities engaged in by Tennessee counselors, it was possible to delineate those activities

considered guidance functions as recommended by the American School Counselor Association (ASCA). Subsequently identified were activities of a non-guidance role. Such determination was necessary for clarification of the current status of the roles and functions of guidance personnel in Tennessee.

Of major importance to professional status was how guidance personnel perceived the activities performed in the fulfillment of counseling roles. The investigation sought to identify those activities which were considered counselor functions by Tennessee guidance personnel. An indicator of the extent of professionalism was the percentage of counselors who checked those items as functional to the counseling role which had been recommended by the ASCA.

Roles of guidance counselors had been many and varied as had the tasks by which they were carried out. A major concern was the relative proportion of time spent in counseling and other supportive roles and functions. Gathered data were analyzed to determine what percent of counselor time was used in the performance of each of the various guidance roles and functions.

The professional organizations through ASCA recognized ten areas of concentration as functional to the guidance and counseling roles. There was a need to determine how Tennessee counselors had fulfilled their roles and activities as compared to those which were recommended in the professional guidelines. The study provided data for comparison with results obtained from investigations by Mays (1964), Roth (1968), and Dietz (1972).

Basic Assumptions

Basic assumptions relevant to the investigation included:

1. The systematic sample selected was representative of the total population of public secondary school counselors in Tennessee.

2. The survey instruments identified those activities in which guidance counselors in Tennessee secondary schools were actually engaged.

3. Tennessee guidance counselors would respond honestly and completely.

4. The American School Counselor Association (ASCA) Statement of Policy on role and function was a thorough and adequate description of counselor professionalism.

5. A one week survey period was representative of the major areas of emphasis, but not all activities performed by secondary school guidance counselors.

6. Time spent is directly related to the importance of the activity on which it is spent.

Delimitations

The study was confined within the following delimiting factors:

1. The survey sample was limited to two hundred systematically selected public school counselors in Tennessee.

2. Only those counselors with assignments in schools graduating students from the twelfth grade were selected for the investigation conducted between March and May of 1972.

3. Data were limited to the respondents replies on an item/time survey questionnaire and to records of the Tennessee State Department of Education.

4. The study sought the determination of specific activities which reflected the roles and functions actually engaged in by guidance personnel in Tennessee.

Definitions of Terms

ACES. The Association for Counselor Education and Supervision, the professional organization with concerns for research, theory development, or program application pertinent to counselor education, a division of the American Personnel and Guidance Association is abbreviated ACES.

APGA. The American Personnel and Guidance Association, the professional organization of guidance counseling and pupil personnel services with many subdivisions including the Association for Counselor Education and Supervision and the American School Counselor Association, is abbreviated APGA.

ASCA. The American School Counselor Association, a division of the American Personnel and Guidance Association with concerns for improvement in counseling the school age student, is abbreviated ASCA.

Counseling. An ideal definition of counseling is an interchange which evolves in a warm, inviting relationship with no reservations on

the part of the counselor wherein the counselee can express concerns for better self-understanding and can select alternative experiences to implement understanding of self in the growth and developmental process toward achieving decision-making satisfactory to himself (Peters & Shertzer, 1969).

Drop-outs. The term drop-outs has been used to identify those students who have exceeded the age of compulsory attendance and without graduating have withdrawn from high school.

Educational and occupational planning. Reference is made to the planning of an individual curriculum for each student within the framework of the curricular offerings and the expansion of offerings to meet differing needs of students. Taken into consideration are the abilities, aspirations, and potentialities of the student while in secondary school, as well as plans for post-high school education and/or occupational planning toward a satisfactory life goal.

Environment for guidance and counseling. Reference here is made to the physical arrangement of offices; browsing areas with student oriented materials on careers, colleges, or vocational choices available on a personal basis; adequate space for confidential counseling sessions with individuals; and additional space for small group counseling activities.

Follow-up. The term follow-up is defined as a program developed to survey the pursuits of seniors over a period of from three to five

years. Included are those seniors who withdrew prior to graduation, graduates who have entered the employment market, joined the military, become homemakers, or continued educational pursuits on a part-time or full-time basis.

Full-time counselor. A full-time counselor has been identified for the study as a person assigned entirely in the guidance role with at least five hours per day or twenty-five hours per week engaged in the functional activities of a guidance counselor.

Functions. Reference is made to those activities in the counseling and guidance relationship engaged in by counselors which provide experiences of growth and development for the counselee and through which the guidance roles are fulfilled.

Group guidance. A setting wherein the counselor meets with a group of students, or counselees, for the mutual discussion of one or more topics or problems of concern to each is identified in the study as group guidance.

Guidance and Counseling Questionnaire. A survey instrument used to obtain summary data from the Guidance and Counseling Worksheet is abbreviated in the study as GCQ. See Appendix A for sample.

Guidance and Counseling Worksheet. A survey instrument designed as an item/time report on which two hundred systematically selected

counselors in the State of Tennessee were to record in minutes the time spent in each of twenty-seven categories or roles and functions is abbreviated in the study as GCW. See Appendix B for sample.

Humanness. The capacity of an individual to be open to another human being without judging and without losing his own individuality is defined as humanness (Webster, 1973).

Item/time survey. A survey whereby an individual is asked to record the amount of time spent on given tasks during a specified period of time is defined for the study as an item/time survey.

Local PGA. For the study, Local Personnel and Guidance Association refers to subdivisions of the American Personnel and Guidance Association usually organized within geographic regions or sections of a larger unit such as a state and is abbreviated Local PGA.

NDEA. The National Defense Education Act, passed in 1958 under Public Law 85-864, Title V, amended under Title 20, 1970, provides vocational and educational funds and is abbreviated NDEA.

Orientation. The process through which students are made aware of the physical facilities of the school, the philosophy, the guidelines under which they are expected to operate, the academic and vocational offerings of the school, and the extra-curricular and service opportunities available. Well planned orientation programs facilitate social and educational adjustment to the school setting.

Part-time counselor. Any guidance counselor who is assigned less than five hours per day or twenty-five hours per week in the guidance and counseling role is considered a part-time counselor for the study.

Placement. Reference is made to the assignment to grade and study levels within a specified curriculum; the provision for smooth transition from one school to another for transfer students; and the facilitation of transferrence from school to work, to further educational experiences, or to other life situations.

Pupil appraisal. The process of evaluating and identifying for the student through test results, cumulative records, and other means his abilities and potentialities is defined as pupil appraisal.

Pupil personnel services. The total program within the school setting which provides guidance and counseling, attendance checking, psychological evaluation, and social and health referrals is defined as pupil personnel services.

Roles. The term roles in the study refers to the many phases of the guidance and counseling program which serve the several needs of individual students.

Secondary school. A school which contains grades seven through twelve, nine through twelve, or ten through twelve under one central administrator has been classified as a secondary school for the investigation. Specifically, it must provide a program whereby students are graduated from the twelfth grade.

TPGA. The Tennessee Personnel and Guidance Association is a subdivision of the American Personnel and Guidance Association at the state level and is abbreviated TPGA.

USC. The United States Code contains all existing Federal Statutes and is abbreviated USC.

VEA. The Vocational Education Act, passed in 1946 under Public Law 90-576, Title I, amended under Title 20, 1970, provides vocational funding and is abbreviated VEA.

Research Design

The basic problem stated initially was that the current status of the roles and functions of secondary counselors in Tennessee was not clear. Four sub-problems were relevant to the basic problem. It was necessary to develop a research design which would provide data pursuant to each of the four sub-problems. The anonymity of individual counselors, schools, and school systems was preserved.

Sub-problem 1

To determine the various activities in which selected secondary school counselors in Tennessee had been engaged.

A major concern was the listing of counseling roles and activities recommended by the American School Counselor Association (ASCA). However, representative gathering of data required the inclusion of those tasks often performed by counselors in supportive roles, as well as those activities engaged in which had been designated non-guidance roles.

A statewide survey was needed for responses representative of the population of public secondary school counselors in Tennessee. Systematic sampling techniques and survey instruments were chosen as bases for the research design. A computer roster of guidance counselors in Tennessee was obtained from the State Department of Education, Area of Testing Services. The sampling interval, or k, was found to be approximately three; thus every third counselor within the secondary counselor population was selected to participate (Ary, Jacobs, & Razavieh, 1972). The process was continued until two hundred counselors had been chosen from a population of 569. The sample, limited to public secondary school counselors, reflected a wide distribution of counselors throughout the State of Tennessee, with city schools, county schools, and special school districts being well represented. The sample was considered an adequate survey cross section for obtaining data concerning roles and functions performed by Tennessee guidance personnel.

Survey instruments were developed in consultation with University of Tennessee State Department of Education personnel in the fields of guidance and testing. Two instruments were designed to provide data needed for the study. A Guidance and Counseling Worksheet (GCW) contained spaces for recording daily participation for a period of five days in each of twenty-seven categories and thirty-seven sub-items which were identified as relevant for the study. Included were the ten areas of concentration recommended by the ASCA. Additional to the ASCA classifications were ten activities consistent to the counselor role. Furthermore, seven non-guidance activities were listed as those in which

counselors had frequently participated. Under the category individual counseling was placed a column for the counselors to check the initiator of those sessions, such as student, teacher, counselor, parent, and other (administrator or attendance personnel). See Appendix B. A Guidance and Counseling Questionnaire (GCQ) was then formulated as a summary of data which had been posted on the daily GCW. However, an additional column was provided on the GCQ. Counselors were asked to check each activity which they perceived as a counselor function. See Appendix A.

A cover letter requesting counselor participation was obtained from the State Coordinator of Pupil Personnel Services. See Appendix C. A letter of instructions to participating counselors was drafted. See Appendix D.

Sub-problem 2

To identify those activities which participating counselors had perceived as guidance roles and functions.

Guidance and counseling in Tennessee had experienced a forward move since the mandatory certification requirement of 1963. Guidelines which had been established by professional organizations were taken into consideration at state and local levels. Institutions of higher education had offered advanced degree programs and course work toward meeting certification requirements. Of concern was the degree of professionalization which had been attained by guidance counselors as of 1972. An important indicator of professional status was the viewpoint of counselors concerning the activities which they performed during the school

day. The respondents were asked to check within a specified column on the GCQ if the activity was considered as a counselor function.

Sub-problem 3

To specify the relative proportion of time spent by selected counselors in the performance of the various roles and functions.

Much concern had been expressed by members of the professional organizations regarding counselor time budgeted to the various roles and functions. Guidelines of the American School Counselor Association (ASCA, 1963) recommended that 50% of the counselor's time should be spent in either individual and/or small group counseling.

The survey instruments were used to generate data to provide actual time in minutes for twenty-seven major categories and additional sub-item activities which had been performed by Tennessee counselors. The survey was extended over five consecutive work days to cover the divergence of activities engaged in by counselors during a school week. The period of time from March to May reflected those activities engaged in more frequently during the Spring months than at other times. However, major areas of emphasis were representative throughout the year. Total amounts of time per item for the five days were reported on the GCQ. Additionally, counselors were asked to check the initiator of individual counseling sessions.

Sub-problem 4

To compare the activities in which selected guidance counselors had been engaged with data reported by Mays (1964), Roth (1968), and Dietz (1972).

Gathered data were arranged in tables and are displayed in Chapter III and Chapter IV. However, it was necessary to obtain information not reported on the GCQ. Supplemental data were needed to effect a realistic comparison with the investigation conducted by Mays (1964). Personal data were obtained from the computer print-out cards furnished by the State Department of Education, Area of Testing Services. Data were obtained in the following areas: (1) sex, (2) race, (3) age, (4) certification, (5) degree held, (6) teaching experience, (7) counseling experience: full-time or part-time, (8) marital status, and (9) professional affiliation. Furthermore, there was a need for a comparison of the counselor to counselee ratio in Tennessee with ratios recommended by ASCA. Data used for the comparison were obtained from enrollment totals of secondary schools found in the Superintendents' Annual Reports of the State Department of Education, Area of Research and from the computer roster of counselors provided by the Area of Testing Services.

Treatment of Data

When the first Guidance and Counseling Questionnaires/(GCQs) were received, the total amount of time in hours and minutes was computed and the time per item posted to a master GCQ. Space was provided for the posting of data from twenty-five respondents with sub-totals on the

master GCQ. After the last questionnaires had been returned and data posted to master GCQs, the sub-totals were added together for each item which provided the total time spent in each activity reported in hours and minutes.

Another item of raw data was the number of counselors who checked the column indicating their perception of the activity listed as a counselor function. It was posted as questionnaires were received on master GCQs with sub-totals for each twenty-five summaries. A final total by item was determined when the last questionnaire was received. Those totals are displayed in Appendix E.

The sets of raw data were converted to percentages. In that form, collected data was presented in tables to show the relative proportion of time spent in each activity, the percentage of counselors who perceived an activity as a function within the guidance role, and the initiator of individual counseling sessions. Percentages were ranked for comparison with data collected by others. The percentages of time spent in each activity were compared with the findings of Mays (1964), Roth (1968), and Dietz (1972) which had been ranked.

Rank-ordered correlation techniques using Spearman Rank Correlation Coefficient (rho) were used to compare the results of the investigations of Mays, Roth, and Dietz and collected data from the study. The critical values for the Spearman Rank Coefficient were consulted to determine the correlation coefficient at or beyond the .01 level of significance (Siegel, 1956).

Organization of Chapters

Chapter I presented an introduction to the study and identified the problem for investigation. The importance of the project was discussed and assumptions, limitations, and definitions were given. The research design was explained and an organization of chapters was presented.

Chapter II makes reference to current literature with regard to the roles and functions of guidance counselors and supportive personnel. Reports from previous studies are reviewed. Future trends in the roles of guidance and counseling at the secondary level are noted.

Chapter III presents the data gathered from the investigation with detailed descriptions of sampling procedures, instrumentation, and the mailing and receipt of survey packets. The data gathered from the Guidance and Counseling Questionnaire (GCQ) are converted into percentages and presented in tables under the ten areas of concentration recommended by the American School Counselor Association (ASCA) with the addition of two other categories: miscellaneous and non-guidance. Analyses are made with regard to the data as presented in the tables. The total picture of guidance functions in Tennessee in 1972 as reported by the survey respondents is made evident.

Chapter IV compares results of the study with related research reported in the literature. The Spearman Rank Correlation Coefficient (rho) is used to determine the correlation of results from the present study with investigations by Dietz (1972), Mays (1964), and Roth (1968).

Special note is taken of functions performed by Tennessee counselors which are listed in the literature as future trends for the counseling role.

Chapter V is devoted to a summary of the investigation. Conclusions are drawn as to the current status of the roles and functions of public secondary counselors in Tennessee. Based upon analyses of data and related research, recommendations are made.

CHAPTER II

REVIEW OF LITERATURE

Role and Function

Most important of the topics related to the study was that of the American School Counselor Association (ASCA) Statement of Policy (1963). That report was basic to the investigation. Ten areas of concentration were recommended within which the school counselor functioned to fulfill his role. Those areas were: (1) planning and development of the guidance program, (2) counseling, (3) pupil appraisal, (4) educational and occupational planning, (5) referral work, (6) placement, (7) parent help, (8) staff consulting, (9) local research, and (10) public relations. It was the effectiveness of those ten functions as practiced in Tennessee that was the concern of the study.

Krumboltz (1964) reiterated the ASCA Policy Statement with an evaluation of the central role of the counselor--counseling of students. He stated, "the purpose of counseling is to change behavior [p. 120]." Suggested approaches were behavioral and client-centered counseling techniques. Similarity was noted in that both methods proposed warmth and concern for the welfare of the client. The behavioral counselor showed flexibility in helping the client solve his problem, while the client-centered counselor maintained the same basic procedures for every problem.

A related argument regarding the proper role of the counselor was presented by Carey and Garris (1971a). The authors set forth the concept of role differentiation--separation of the main function of counseling from other related helping professions. The questions posed was concerned with what the counselor did that others could not do as well. Many duties were suggested for supportive personnel: (1) librarians and computers for information dispensing, (2) test clerks for test administering, (3) secretaries for handling transcripts, (4) teachers for writing recommendations, and (5) social workers and attendance personnel for other services. What was left was the central role of the counselor--counseling.

The essential factor in the counseling interview as seen by Carey and Garris (1971a) was the way in which the counselor responded to student problems. Furthermore, they stated responses usually served one of two purposes. One purpose was to enhance the student's capabilities to deal with his problem. However, the other purpose, enhancing the counselor's capabilities, was often found. The truly dedicated counselor sought the first purpose, and the tools he used to effect that end were his responses and attitudes. The non-counselor, in contrast, showed a marked degree of effort toward the enhancement of his own capabilities.

An environmental approach to counseling was suggested by Matheny (1971). He maintained that the counselor's role was to work with students through environmental experiences. That premise was based upon an activist attitude which pointed out that often knowledge of self and

his community (world) could be gained more efficiently through interaction within the community than in the sheltered confines of the counseling office. The counselor's purpose was not to make choices for the counselee, but to help the counselee make choices. Furthermore, the counselor's role was to direct the client not toward what to choose, but how to choose. Thus the decision-making process was transferred to the client. Counselor guided experiences became a major tool of the counselor in helping counselees assume a more confident self-image in confronting their worlds. The role proposed by Matheny was that of an environmental engineer.

An investigation by Mays (1964), which compared data collected with recommendations of the ASCA, reported that the counseling function was much broader than the primary activities of personal or social counseling. He pointed out that the counseling relationship included such contact interviews as pupil appraisal, educational choices, and vocational planning. Thus personal and small group guidance sessions often overlapped counseling per se.

Group counseling techniques which involved students, teachers, and administrators were described by Jaffe and Reed (1969). The counselor with great sensitivity for the positions of students, as well as teachers and administrators held "rapping" sessions. At times only students were involved, on other occasions teachers or administrators were interested in taking part in the sessions. The counselor initiated feedback carefully from group to group. That led to sessions where both students and staff participated with an atmosphere of mutual trust to work

together to achieve understanding of the position each held and to solve problems which had arisen. Group counseling sessions of that nature proved effective in the modification of attitudes and behavior to the mutual benefit of all.

A second point of view on the success of group counseling with students and teachers was reported by Caldwell (1970). The position taken by Caldwell was that the counselor should get to know students in their own setting. He recommended that part of the counselor's time be spent in strolling about the campus for impromptu "rapping" visits with counselees. The removal of the desk and office image provided a freer atmosphere needed to bridge the generation "gap." He felt that many classroom problems stemmed from the lack of understanding on the part of teachers for the "now" generation. Caldwell recommended, secondly, that group counseling sessions with both students and teachers present were needed to provide an opportunity for exchange of ideas from which understanding could emerge. Communication was necessary before attitudes and behavior could change.

Perception of the Counseling Role

Perception of the counseling role has several facets: (1) the counselor's perception of his role, (2) the administrator's perception of the counseling role, (3) the student's view of the role of the counselor, and (4) the community view of the counselor. Role and function had not been agreed upon; therefore, it was expected that perception of the counselor's role would be divergent.

Shertzer and Stone presented in their book Fundamentals of Guidance (1966) a five fold view of the counselor. Students viewed the counselor as someone who added value to the school, but they were reluctant to see a counselor voluntarily. Teachers viewed the counselor as an administrator, as expendable, as one who coddled potential flunkouts, used jargon (implying no knowledge), and used confidentiality as a defense measure. Administrators regarded counselors as doing many things other than counseling, especially those things in line with an administrative vein. Parents viewed them as programmers, handling school problems, and counseling on future careers and personal problems. Current opinions among society regarded counselors as filling in the gaps in American manpower shortages as recruiting agents toward technological occupations.

The role perception of the counselor toward the profession was a problem with which counselors needed to cope. Dunsmoor (1964) put forth a simple, yet profound policy regarding counselors. He emphasized that the world is not static, but is changing constantly, and so are individuals. Therefore, counselors who were committed to maintaining the status quo would be left behind. The attainment of professional training was considered the only way to remain in the mainstream. Many psychologists and psychotherapists claimed to do counseling, thereby making the school counselor appear as an amateur. The counselor had a place in an ever changing environment and he had a committment to become a

professional to meet the challenges of the changing roles for the point in time in which he would serve. Students needed the assistance of the counselor who was aware of change.

Baker and Cramer (1972) also took the point of view that the role of the counselor was one of change, and that it was necessary for the counselor to perceive his role in that light. As an adjunct to his counseling role, he had a responsibility to serve the needs of individuals in a way which would not require change in the client through adjusting himself to a situation, but the counselor would try to change the situation. In such a capacity the counselor acted as a change agent.

Webster (1973) pointed out one essential ingredient for successful counseling--humanness. He further stated that the college degree held did not confer humanness. It was his belief that many people consulted nonprofessional counselors, such as friends, when they perceived the need to solve a problem. It was concluded that the counselor's training and professionalism would tend to give students an austere perception of the counselor. Therefore, he regarded humanness as the one essential which must be acquired by all counselors in addition to professional training. He described counseling as a dynamic interaction where the counselor needed total concentration and heightened sensitivity. "A counselor cannot extend a magic wand; he can reach out to another human being. By reaching out he existentially defines the nature of man in terms of growth, of purpose, of hope [p. 379]."

A study made by Dietz (1972) gathered descriptive data concerning the perceptions of counselors toward the ten American School Counselor

Association (ASCA) recommended roles and functions through an analysis of job satisfaction. Results of the study revealed that the job satisfaction aspect of counseling showed an entirely different view of the functions of counseling. Rather than being a primary function, as intended according to ASCA, counseling rated seventh in regard to job satisfaction. Placement and public relations, neither a primary role, ranked first and second, respectively. Table 1 identifies the activity and rank accorded each. Conclusions drawn by Dietz indicated that counselor preparation did not require courses which would enhance working with parents or participating in research. Additionally, only one practicum course was required for certification, and many counselors did not pursue other courses beyond certification. He reported that even the practicum was an unsatisfactory experience for many counselors because of low budget allotments of institutions of higher education. That may have accounted for low correlation between counseling and job satisfaction.

Stahl (1971) reported that little change had taken place within the past ten to fifteen years in the procedure for counselor accreditation. Accreditation of counselors was supervised by teacher education accrediting organizations and little promise was held for the incorporation of standards of the ASCA into the accreditation process. The teacher education accrediting organizations had required certification as a teacher prior to training which would qualify a person for counselor certification.

Table 1

Counselor Job Satisfaction Ranking
According to Dietz

Activity	Rank
Placement	1
Public relations	2
Educational and occupational planning	3
Staff consulting	4
Pupil appraisal	5
Referral	6
Counseling	7
Program development	8
Research	10

Source: Dietz (1972)

Role Performance as Related to Counselor Time

As early as 1962 recommendations were made by the American Personnel and Guidance Association (APGA) relevant to counselor use of time. Wrenn in The Counselor in a Changing World (1962) set forth four functions which the counselor should perform: (1) counseling with students, (2) working with administrators, teachers, and parents in the interest of students, (3) study changing events as they relate to the student population and report the findings to school committees and administrators, and (4) coordinate school counseling activities and represent the school in community relationships. From two-thirds to three-fourths of the counselor's time needed to be committed to the first two functions. He further stated that activities which did not fall within one of the four categories should not be a part of the counselor's work schedule. It was recommended that 50% of the counselor's time should be spent with students.

Mays' investigation (1964) reported activities of ninety-seven counselors and the percent of time devoted to each activity. Table 2 was developed from the data gathered and reported by Mays (1964a). Tennessee counselors reported widely differing activities. Those activities which were recommended by ASCA were included, but many non-guidance functions were being engaged in. The greatest amount of time spent in one activity was in educational and occupational planning, 18.75%. Counseling, which should have been first according to ASCA, encompassed

Table 2

Percent of Time Spent in Activities
According to Mays

Activity	Rank	Percent
Program development	6	7.10
Counseling	5	10.35
Pupil appraisal	4	12.82
Educational and occupational planning	1	18.75
Referral	11	.77
Placement	8	4.61
Parent help	9	4.09
Staff consulting	7	6.34
Local research	10	1.85
Public relations	12	.75
Miscellaneous	2	16.82
Non-guidance	3	15.75
Total		100.00

Source: Mays (1964a)

only 10.35% of counselor time. Pupil appraisal involved 12.82% of the counselor time and non-guidance activities 15.75%, while miscellaneous was 16.82%.

The school counselor should evaluate his own work was the premise of an article by Van Riper (1972). The author suggested that counselors set priorities and function within them. He found no basis for justification of retrospective estimates of time spent in various activities. He recommended keeping records and restricting activities to those pertinent to the counseling role. Such records would serve as bases for justification of additional personnel. As professionals, guidance counselors were accountable for the time they spent in various roles. Van Riper pointed out that as professionals they should take an active part in their professionalization. He listed five ways in which the counselor should move toward the status of a professional: (1) pursue a program for counselor education, (2) participate in a professional organization, (3) provide his public with a description of and plan for utilization of guidance services, (4) record the activities performed with the time devoted to each, and (5) log interviews for the purpose of improving counseling techniques.

A study by Roth in 1968, reported by Trotzer and Kassera (1971), listed counseling fourth with 14% of time devoted to it as seen in Table 3. Most counselor time was spent in educational and occupational planning as indicated by 21.8%. Second place in counselor activity was staff consulting with 15.6%. Public relations was last with only .2%.

Table 3

Percent of Time Spent in Activities
According to Roth

Activity	Rank	Percent
Program development	6	6.60
Counseling	4	14.00
Pupil appraisal	8	4.40
Educational and occupational planning	1	21.80
Referral	7	5.80
Placement	10	1.80
Parent help	9	4.00
Staff consulting	2	15.60
Local research	11	1.20
Public relations	12	.20
Miscellaneous	3	14.20
Non-guidance	5	10.40
Total		100.00

Source: Trozter & Kassera (1971)

Various other writers had expressed similar opinions to those reviewed. However, Bauer (1968) defined two roles for the guidance counseling relationship. He identified a job description for a "counselor." The "counselor" would provide individual counseling services to assist students in the developmental process. He would work with teachers, parents, and others to provide consultation services, and maintain confidential files from interviews. His educational background would include the specialist degree or equivalent. The proposed budgeting of time would be (1) counseling 75%, (2) appraisal 5%, (3) group activities 5%, and (4) consultation 15%. The other role of "guidance specialist" would assemble and disseminate educational and occupational information, engage in research, assist in placement, maintain records and work with potential drop-outs and make follow-up studies. His educational background would require a master's degree with emphasis on counseling and guidance. The proposed budgeting of time would be (1) counseling 20%, (2) placement 5%, (3) clerical 5%, (4) information service 30%, (5) research 5%, and (6) follow-up 5%. (The article failed to account for 30% of the guidance specialist's time; however, it is to be expected that it would be spent in other guidance activities such as group guidance, program development, and public relations.)

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introduction

The investigation was conducted to provide current data in regard to the roles and functions engaged in by guidance counselors in Tennessee public secondary schools during the 1971-1972 school year. The results were compared to the state of guidance services as represented by Mays (1964), Roth (1968), and Dietz (1972).

The problem was a lack of clarity regarding the current status of the roles and functions of secondary counselors in Tennessee public schools. The purpose, therefore, was to provide such current data concerning the professionalization of the varied roles of secondary school counselors and the functions through which those roles were fulfilled as could be obtained by the study. In order to accomplish that purpose an item/time survey technique was used.

Four sub-problems were germane to the basic problem:

1. To determine the various activities in which selected secondary school counselors in Tennessee had been engaged.

2. To identify those activities which participating counselors had perceived as guidance roles and functions.

3. To specify the relative proportion of time spent by selected school counselors in the performance of the various roles and functions.

4. To compare the activities in which selected guidance counselors had been engaged with data reported by Mays (1964), Roth (1968), and Dietz (1972).

Sampling

A statewide survey was needed for representative responses from the population of public secondary school counselors in Tennessee. A representative sample of two hundred counselors was considered an adequate survey cross section for the purpose of obtaining data regrading roles and functions which had been performed by Tennessee guidance personnel. The State Department of Education, Area of Testing Services, provided a computer roster of guidance counselors in the State of Tennessee.

Systematic sampling techniques were employed in the selection of participating counselors. The sampling interval, or k, was found to be approximately three; thus every third counselor within the secondary counselor population was selected to participate (Ary, Jacobs & Razavieh, 1972). The process was continued until two hundred counselors had been chosen from a population of 569. The sample, limited to public secondary school counselors, thus obtained reflected a wide distribution of counselors throughout the State of Tennessee, with city schools, county schools, and special school districts being well represented.

Instrumentation

An important consideration in drafting the instruments was the inclusion of those roles and functions recommended by the American School Counselor Association (ASCA). However, to make the returned Guidance

and Counseling Questionnaires (GCQs) more representative, those supportive activities performed by counselors were also included, as well as activities designated non-guidance roles or functions. Two instruments were designed to provide needed data.

Three sources were consulted in order to construct the survey instruments. The ten categories listed by the ASCA (1963a) were primary to the preparation of the instruments. A major source from which the instruments were drawn was Mays' (1964b) survey activity log. Material from it was incorporated into the study questionnaire. Also used was the questionnaire from Mays' (1964c) investigation which contributed to personal data analysis. A third source consulted was Bergeron who made a survey in 1965 regarding the role of the secondary school counselor, as seen by counselors themselves and by school administrators. His inclusion of non-guidance activities was helpful.

The first instrument designed was the Guidance and Counseling Questionnaire (GCQ). A second instrument, contributory to the GCQ, was the Guidance and Counseling Worksheet (GCW). The GCW contained sufficient space for counselors to record their daily activities over a five-day period in twenty-seven item spaces, including thirty-seven sub-items. Twenty of the items were directly or indirectly connected with the recommended ASCA roles and functions, while seven non-guidance activities were included in order to fully represent the activities of respondents. Totals from the GCW were to be transferred to the GCQ.

Survey instruments were developed in consultation with University of Tennessee and Tennessee State Department of Education personnel in the fields of guidance and testing. A cover letter, to be enclosed with

each packet, was obtained from the State Coordinator of Pupil Personnel Services, addressed to participating counselors. Also included was a letter of instructions to each counselor, containing directions regarding the completion of the questionnaire and worksheets (Appendixes A, B, C, and D).

In addition to the amount of time, recorded in minutes, spent in various activities the GCQ contained another item of importance. A column was provided in the GCQ for counselors to indicate by a check mark whether they perceived that particular item as a guidance function. It was inferred that counselor perception of an activity as a guidance function would determine the apparent level of professionalism among Tennessee secondary guidance counselors. A column indicating the initiator of individual counseling sessions was provided on the GCW and the GCQ, under counseling individual students.

Collection of Data

The letter of instructions requested each participating counselor to respond to the survey over a period of five consecutive work days to include as many divergent activities as possible in the survey data. Four mailings were made, at two week intervals, beginning in March and continuing until May of 1972. The schedule of mailings was so determined to facilitate presentation of a realistic picture of guidance activities in Tennessee public secondary schools.

The returned questionnaires provided data concerning roles and functions, counselor perception of professionalism of the role, the

relative proportion of the time spent in each function, and the initiator of individual counseling sessions. Additional data was needed to reflect a complete picture of counselors in Tennessee.

Personal data was obtained from the State Department of Education, Area of Testing Services, in the form of computer print-out cards. Areas of interest were: (1) sex, (2) race, (3) age, (4) certification, (5) degree held, (6) teaching experience, (7) counseling experiences: full-time or part-time, (8) marital status, and (9) professional affiliation. School enrollment data, needed to compute the counselor/counselee ratio, were obtained from the State Department of Education, drawn from Superintendents' Annual Reports filed in the Area of Research.

Of the two hundred counselors in the sample, ninety-five returned satisfactory questionnaires. Data from the study were compiled and displayed in Appendix E. The total number of hours spent in each of the twenty-seven categories was tabulated and converted to percentages. For ease of handling, the items were regrouped into the categories recommended by the American School Counselor Association (ASCA) and two additional categories, miscellaneous and non-guidance activities. The regrouping of categories is displayed in Appendix F.

There were 569 counselors in the public secondary school counselor population. The selected sample of two hundred amounted to 35.2%. However, the ninety-five who returned satisfactory questionnaires represented 16.7% of the population. The returns came in slowly and the school year closed before a reminder notice was mailed, thus a low percentage of returns in proportion to the population. However, the

respondents amounted to 48.5% of the sample. Guidance activities in the State of Tennessee were represented by responses from rural and urban sections; the three major divisions of the State; and city, county, and special school district systems.

Analysis of Data

The investigation was conducted to provide current data regarding the roles and functions engaged in by guidance counselors in Tennessee public secondary schools during the 1971-1972 school year. The problem was a lack of clarity in regard to the current status of the roles and functions of secondary counselors in Tennessee public schools. The purpose of the study was to provide current data concerning the varied roles and functions of secondary counselors and the professionalism of those roles.

An item/time survey technique was used to accomplish the purpose. Activities engaged in by selected secondary counselors were determined, and those which were regarded as professional were identified. The percentage of time spent in each activity was determined.

Sub-problem 1

To determine the various activities in which selected secondary school counselors in Tennessee had been engaged.

The data were classified according to the recommendations of the American School Counselor Association (ASCA) regarding the roles and functions of the secondary school guidance counselor. That was done both for ease of handling the data and for the purpose of the study,

that being to identify those activities in which counselors had been engaged. Two additional categories, miscellaneous and non-guidance, were provided so that the data might be fully representative. Table 4 includes a list of those twelve classifications.

Sub-problem 2

To identify those activities which participating counselors had perceived as guidance roles and functions.

In order to measure the extent of professionalism within the roles and functions of counseling, it was necessary to determine which activities were regarded as professional by the counselors who were selected to participate in the study. The measure of that professionalism was identified by the percent of counselors who returned questionnaires where they had marked each particular item on the GCQ as they perceived it to be professional. The items and sub-items were organized into twelve major categories and the percentages were computed by each major category. Those data are presented in Table 5.

Sub-problem 3

To specify the relative proportion of time spent by selected school counselors in the performance of the various roles and functions.

In order to evaluate the current status of guidance services in Tennessee public secondary schools, some specific measure had to be adopted. That measure was the percent of time spent in each activity by guidance counselors, as the most direct parameter available for the

Table 4

Activities Reported by Ninety-five Tennessee Counselors and the Percent of Time in the Performance of Each

Activity	Rank	Percent
Program development	7	2.21
Counseling	1	22.80
Pupil appraisal	6	10.00
Educational and occupational planning	4	12.22
Referral	12	1.24
Placement	11	1.36
Parent help	8.5	2.03
Staff consulting	5	10.10
Local research	8.5	2.03
Public relations	10	1.90
Miscellaneous	3	12.54
Non-guidance	2	21.57
Total		100.00

Table 5

Percent of Counselors who Perceived Various Activities as Counselor Functions

Activity	Percent
Program development	89.50
Counseling	87.80
Pupil appraisal	66.00
Educational and occupational planning	87.50
Referral work	87.50
Placement	77.90
Parent help	89.50
Staff consulting	84.50
Local research	77.90
Public relations	65.20
Miscellaneous	57.70
Non-guidance	43.00

purpose. It was also perhaps more significant than any other comparable measure. Those data are presented in Table 4, p. 40.

The percentages of time spent in miscellaneous and non-guidance activities were particularly interesting, amounting to a total of 34.01% of the total time logged. Counseling activities alone were only 22.8% of the total time. Of interest was the finding that students initiated 68.3% of individual counseling sessions, counselors 17.3% and parents 10.3%. Table 6 presents the data.

Sub-problem 4

To compare the activities in which selected guidance counselors had been engaged with data reported by Mays (1964), Roth (1968) and Dietz (1972).

The major role of counseling had increased from 10.35% (Mays, 1964a) to 22.8%, an increase of more than 100%. Educational and occupational planning ranked first in Mays' report with 18.75% of counselor time spent in that category. Miscellaneous and non-guidance activities together totaled 32.57% of counseling time as reported by Mays. In the present study, educational and occupational planning occupied 12.22% of counselor time. However, the total time spent in non-guidance and miscellaneous activities had increased to 34.11% of the counselors' time.

Also of interest were data concerning the counselor/counselee ratio as well as personal data relevant to counselor performance. The frequency distribution of the counselor/counselee ratio is presented in

Table 6

Initiator of Individual Counseling Sessions

Initiator	Percent
Students	68.3
Teachers	3.4
Counselors	17.3
Parents	10.3
Others*	0.7
Total	100.0

*Includes administrators and attendance personnel.

Table 7. It was found that the mean ratio was 525 counselees per counselor, the median number was 488, while the mode was 474. The standard deviation was 63.2. The Tennessee counselor load was above the recommended 300 counselees according to Wrenn (1962). Mays (1964d) reported 48% of the counselors had one period of counseling for each one hundred students. The present study revealed the number of counselors had increased to 71% who had one period of counseling for each one hundred students.

It was speculated that a more experienced counselor would have discharged his roles with more expertise than a counselor with less experience. Therefore, it was of interest to determine the frequency distribution of years of full-time service as a counselor. Table 8 displays that distribution. Full-time counselors had a mean value of 3.9 years of service, a median of 3.2 years, and a mode of 1.6 years. The standard deviation was 2.98 years. Table 9 indicates the frequency distribution of years of service for part-time counselors. Part-time counselors had served a mean 2.54 years, with a median of 1.4 years, and a mode of 1.1 years. The standard deviation was 3. years.

Teaching experience was also thought to have had an influence on a counselor's performance of his duties. At least most of the states required teacher certification as a requirement toward counselor certification (Stahl, 1971), and many institutions of higher education required two years or equivalent as a successful teacher for entrance into a guidance program. Table 10 presents that relevant data. The mean

Table 7

Counselor/Counselee Ratios for Tennessee Counselors

Class (students)	f	X	fX	fX^2
250-350	9	300	2700	810,000
350-450	26	400	10400	4,160,000
450-550	33	500	16500	8,250,000
550-650	11	600	6600	3,960,000
650-750	11	700	7700	5,400,000
750-850	5	800	4000	3,200,000
850-950	0	900	0	0
950-1050	2	1000	2000	2,000,000
Totals	95		49900	25,780,000

Mean ($\bar{X}$) = 525 Standard deviation = 63

Median (Md) = 488 Mode = 474

Table 8

Full-time Service as a Counselor

Class (years)	f	X	fX	fX^2
0-2	32	1	32	32
2-4	26	3	78	234
4-6	17	5	85	425
6-8	10	7	70	490
8-10	5	9	45	405
10-12	4	11	44	484
12-14	1	13	13	169
Totals	95		367	2239

Mean ($\overline{X}$) = 3.9 years Standard deviation = 2.98 years

Median (Md) = 3.2 years Mode = 1.6 years

Table 9

Part-time Service as a Counselor

Class (years)	f	X	fX	fX^2
0-2	67	1	67	67
2-4	11	3	33	99
4-6	4	5	20	100
6-8	6	7	42	294
8-10	2	9	18	162
10-12	2	11	22	242
12-14	3	13	39	507
Total	95		241	1471

Mean ($\overline{X}$) = 2.54 Standard deviation = 3.

Median (Md) = 1.4 Mode = 1.1

Table 10

Teacher Service Prior to Counseling

Class (years)	f	X	fX	fX^2
0-10	47	5	235	1175
10-20	27	15	405	6075
20-30	16	25	400	10000
30-40	3	35	105	3675
40-50	2	45	90	4050
Totals	95		1235	24975

Mean ($\overline{X}$) = 13 years Standard deviation = 9.7

Median (Md) = 10.5 years Mode = 7 years

value was 13 years, with a median of 10.5 years, and a mode of 7 years. The standard deviation was 9.7 years.

Education and training were held to be of major importance in relation to the performance of the counseling and guidance roles. Bauer (1968) recommended the Specialist Degree for a counselor and a Master's for a guidance specialist. Dietz (1972) reported that limited practicum experiences could account for the low placement of counseling in job satisfaction. Data regarding degrees held by counselors was compiled and is presented in Table 11. It was noted that 27% of the ninety-five counselors who returned questionnaires had Bachelor's degrees, 58% had Master's degrees, and 12.6% had a Master's degree plus forty-five hours. In addition 1% had an Education Specialist and 1% held a doctorate in either Education or Philosophy.

Memberships in the American Personnel and Guidance Association (APGA) and its subdivisions were also considered as important influences on counselor performance. Dunsmoor (1964) proposed that the only way counselors would remain professional would be for them to become involved with the professions and continue their training. Counselors who were members of the APGA were 25.3% as shown in Table 12. Almost 58% were members of the Tennessee Personnel and Guidance Association (TPGA). Other professional memberships amounted to 48%. It was apparent that some counselors held memberships in more than one organization. In 1964, Mays reported 36% of the counselors held memberships in APGA.

Personal data were tabulated, and it was found that, on the average, counselors were female (61.1%), white (87.4%), and married

Table 11

Education of Counselors

Degree	Number	Percent
B.A./B.S.	26	27.4
M.A./M.S.	55	58.0
Master's Degree plus 45 hours credit	12	12.6
Ed.S.	1	1.0
Ed.D or Ph.D.	1	1.0
Total	95	100.0

Table 12

Miscellaneous Personal Data Collected from Tennessee Counselors in 1972

Item	Percent
Male	37.9
Female	62.1
White	87.4
Black	12.6
Married	78.9
Single	14.7
Divorced	2.1
Widowed	4.2
Secondary teacher certification	81.0
Certification work in progress	13.7
No certification work in progress	5.3
Counselor certification, no teacher certification	8.4
APGA membership	25.3
Local PGA	57.9
TPGA	60.0
Other professional memberships	48.0

(78.9%). The mean age, reported in Table 13 was 44.9 years. The median was 36.4 years, and the mode was 36.9 years. The standard deviation was 9.2 years.

Table 13

Age of Counselors

Class (years)	f	X	fX	fX^2
20-30	10	25	250	6250
30-40	30	35	1050	31500
40-50	21	45	945	42500
50-60	19	55	1045	57500
60-70	15	65	975	63300
Totals	95		4265	201050

Mean ($\overline{X}$) = 44.9 years Standard deviation = 9.2

Median (Md) = 36.4 years Mode = 36.9 years

CHAPTER IV

COMPARISON OF DATA WITH OTHER RESEARCH

Comparison was made between the data collected in the present study and that found in related studies in the field. Of primary inportance was the comparison of the data collected with that reported by Mays (1964), as the present study was conducted to up-date Mays' investigation. Other studies had been conducted in the area of counselor role and function. Dietz' (1972) study was based on job satisfaction, equating satisfaction with time engaged in an activity. He used the ten recommended activities specified by the American School Counselor Association (ASCA) and conducted the study in Tennessee. Roth's (1968) study, an unpublished dissertation at the University of Wisconsin, surveyed the percent of time the participating counselors engaged in various activities. Those three studies served as a basis for comparison with the study reported here.

The first comparison was made between collected data and Mays' (1964) investigation. A Spearman Rank Correlation Coefficient (rho) was calculated and a value of 0.82 was obtained. The analysis is displayed in Table 14. This rho was found significant at the .005 level (Siegel, 1956), showing there was a very strong relationship between the present study data and that generated by Mays.

A second comparison, made between Roth (1968) and data collected in the present study, was analyzed by a Spearman Rank Correlation

Table 14

Spearman Rank Correlation Coefficient (rho)
Between Mays and Present Study

Activity	Percents		Ranks		d^2
	Mays	Present study	Mays	Present study	
Program development	7.10	2.21	6	7	1
Counseling	10.35	22.80	5	1	16
Pupil appraisal	12.82	10.00	4	6	4
Ed. & occ. planning	18.75	12.22	1	4	9
Referral	.77	1.24	11	11	0
Placement	4.61	1.36	8	10	4
Parent help	4.09	2.03	9	8.5	.25
Staff consulting	6.34	10.10	7	5	4
Local research	1.85	2.03	10	8.5	6.25
Public relations	.75	1.90	12	9	9
Miscellaneous	16.82	12.54	2	3	1
Non-guidance	15.75	21.57	3	2	1
Totals	100.00	100.00			51.50

$p = 1 - 6(51.5)/(12)(11)(13) = 0.82$

Coefficient (rho). A calculated value of 0.745 was obtained. Table 15 displays the comparison. The rho was found significant at the .01 level. Thus, there was indicated a high correlation of counselor activities in Wisconsin with those in Tennessee.

A third correlation was calculated using a Spearman Rank Correlation Coefficient (rho). Dietz (1972) did not include miscellaneous and non-guidance activities; therefore only ten items were compared here. Comparisons were between Dietz and (1) Mays, (2) Roth, and (3) the present study. Table 16 displays these correlations. A calculated value of rho between Dietz and Mays was .079, which was not significant at the .05 level. Similarly, a calculated rho of .031 between Dietz and Roth was not significant at the .05 level. The calculated rho between Dietz and the present study was -.105, which was not significant at the .05 level. The lack of significance indicated that there was little relationship between job satisfaction and the amount of time spent by counselors in various activities.

Wrenn (1962) set forth a proposed budgeting of from two-thirds to three-fourths of the counselor's time for activities which involved counseling with students and from 17 to 25% of time for working with administrators, teachers, and parents in the interest of students. Data from the present study showed that Tennessee counselors in 1972 were engaged in contact with students and/or faculty and parents 51.05% of the time relating to student needs. That was short of the recommended 67 to 75%, but it showed substantial progress over the 25% reported by Mays (1964e).

Table 15

Spearman Rank Correlation Coefficient (rho)
Between Roth and Present Study

Activity	Percents		Ranks		d^2
	Roth	Present study	Roth	Present study	
Program development	6.6	2.21	6	7	1
Counseling	14.0	22.80	4	1	9
Pupil appraisal	4.4	10.00	8	6	4
Ed. & occ. planning	21.8	12.22	1	4	9
Referral	5.8	1.24	7	11	16
Placement	1.8	1.36	10	10	0
Parent help	4.0	2.03	9	8.5	.25
Staff consulting	15.6	10.10	2	5	9
Local research	1.2	2.03	11	8.5	6.25
Public relations	.2	1.90	12	9	9
Miscellaneous	14.2	12.54	3	3	0
Non-guidance	10.4	21.57	5	2	9
Totals	100.00	100.00			72.50

$$p = 1 - 6(72.5)/(12)(13)(11) = 0.745$$

Table 16

Spearman Rank Correlation Coefficient (rho) Between Dietz and (1) Mays, (2) Roth, and (3) Present Study

Activity	Ranks				d_1^2	d_2^2	d_3^2
	Dietz	Mays	Roth	Present study			
Program development	8	4	4	5	16	16	9
Counseling	7	3	3	1	16	16	36
Pupil appraisal	5	2	6	4	9	1	1
Ed. & occ. planning	3	1	1	2	4	4	1
Referral	6	9	5	10	9	1	16
Placement	1	6	8	9	25	49	64
Parent help	9	7	7	6.5	4	4	6.25
Staff consulting	4	5	2	3	1	4	1
Local research	10	8	9	6.5	4	1	12.25
Public relations	2	10	10	8	64	64	36
Totals					152	160	182.50

$p_1 = 1 - 6(152)/(9)(10)(11) = .079$

$p_2 = 1 - 6(160)/(9)(10)(11) = .031$

$p_3 = 1 - 6(182.5)/(9)(10)(11) = -.105$

Miscellaneous and non-guidance activities were viewed as professional roles by Tennessee counselors with 57.7% and 43%, respectively. Certainly those perceptions needed to be cleared up and the activities placed in clerical or administrative categories, removed from the counseling functions. Counseling which according to ASCA is the major role of the school counselor was perceived as professional by only 87.8% of Tennessee counselors in 1972.

Shertzer & Stone (1966) had judged students reluctant to consult counselors voluntarily. However, the situation in Tennessee in 1972 did not support their point of view. Findings of the study showed 68.3% of the initiators of individual counseling sessions were students. Counselors initiated 17.3%, while parents requested 10.3%, with teachers 3.4%, and others including administrators and attendance personnel only 0.7%.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem studied here was a lack of clarity regarding the status of the roles and functions of secondary counselors in the public schools of Tennessee in 1972. The purpose of the study was to provide data concerning the professionalization of the roles and functions of secondary school counselors.

Sub-problem 1

To determine the various activities in which selected secondary school counselors in Tennessee had been engaged.

It was determined by means of a guidance and counseling questionnaire that the activities engaged in by secondary school counselors in Tennessee could be classified into the ten roles and functions recommended by the American School Counselor Association (ASCA) and into two additional classifications, miscellaneous and non-guidance activities. It was found that Tennessee public secondary counselors were performing those functions recommended as relevant to the counseling role. The primary role and function, counseling, was reported as having 22.8% of counselor time devoted to it, more than any other activity. That was in agreement with the ASCA recommendations that counseling should be the primary role of the school guidance counselor.

Sub-problem 2

To identify those activities which participating counselors perceived as guidance roles and functions.

A column was provided on the Guidance and Counseling Questionnaire (GCQ) for each counselor to indicate by a check mark whether he considered the particular activity as part of his professional role and functions. None of the items recommended by the ASCA were checked by all of the participating counselors. The highest checked was planning and development of the guidance program and parent help. However, only 89.5% of the respondents viewed those roles as professional functions of a guidance counselor. Counseling, the primary role of the counselor according to ASCA was perceived by only 87.8% of the counselors as a guidance function.

Sub-problem 3

To specify the relative amount of time spent by selected school counselors in the performance of the various roles and functions.

The time reported for each item and sub-item on the questionnaire was converted into percentages. Counseling per se had increased from 10.35%, a rank of fifth place, in Mays' (1964) study to rank first with the present study. To the contrary, miscellaneous and non-guidance activities comsumed 1.5% more time in 1972 than in 1964.

It is interesting to note that in 1964 educational and occupational planning, which ranked first among counselor activities, had dropped to fourth place in the 1972 data. Significant was the finding that students initiated 68.3% of individual counseling sessions.

Sub-problem 4

To compare the activities in which selected guidance counselors had been engaged with data reported by Mays (1964), Roth (1968), and Dietz (1972).

The Spearman Rank Correlation Coefficient (rho) was used for purposes of comparison of the present study data with those of other studies. The calculated value of rho indicated a significant correlation between the data reported by Mays (1964), Roth (1968), and the present study. The rho between Mays and the present study was 0.82 at the .005 level of significance; between Roth and the present study the rho value was 0.745 at a level of significance of .01. To the contrary, there was no significant correlation when job satisfaction was considered as between Dietz (1972) and (1) Mays, (2) Roth, and (3) the present study. The rho values were, respectively, .079, .031, and -.105, none of which was significant at the .05 level. The ASCA recommendations indicated a counseling role of at least 50% of counselor time and Wrenn (1962) recommended up to 75%. The study indicated an increase in counseling time from 10.35% in 1964 to 22.8%, short of these standards but a more than 100% increase in Tennessee in an eight-year period.

Conclusions

Tennessee public secondary school counselors were performing those activities recommended by the professional organizations. However, activities of a non-guidance function had increased from 32.57%

in 1964 to 34.11% in 1972. The point had not been reached in Tennessee where all secondary school counselors considered counseling, per se, to be the most important function of the counselor. Only 87.8% of Tennessee counselors perceived counseling to be the primary function. Miscellaneous and non-guidance activities were perceived to be counselor functions by 50% of the respondents.

The relative proportion of time spent in the counseling role had increased to 22.8%. That was more than double the data reported by Mays (1964). Progress was being made toward reaching the goal of meeting the 50% or more recommended in the Policy Statement of the ASCA. Even though the findings showed optimism regarding an increase in counseling activities, counselors were still engaging in substantial non-guidance, administrative, and miscellaneous activities. Administrators showed a lack of understanding of the proper role and utilization of guidance (Shertzer & Stone, 1966a).

Favorable comparisons were made with studies by Mays (1964) and Roth (1968), indicating that Tennessee counselors were engaged in those functions recommended by professional organizations. There was a significant rho value of 0.745 at the .01 level between counselor role and functions in Tennessee and a similar study made in Wisconsin by Roth. Based upon a job satisfaction analysis by Dietz (1972), a negative rho value was found which inferred that the amount of time spent in an activity did not necessarily indicate satisfaction.

Recommendations

The following recommendations are made for future investigation or research:

1. State-wide and local job descriptions of the roles and functions of guidance counselors with suggested time budgeting for each role and function within the counselor domain are recommended.

2. Recommendations are made for counselor memberships in American Personnel and Guidance Association and appropriate subdivisions for professional growth.

3. Administrators need basic counseling courses whether in-service or toward certification to acquaint them with counselor role and function.

4. The great amount of time spent by counselors in clerical duties would infer that clerical personnel or paraprofessionals be employed to perform those duties, freeing the professional counselor for the primary role of counseling.

5. Since several studies have been made on role and function at the secondary level, it is recommended that similar studies be carried out at the elementary and college levels.

6. Replication of the study should begin soon after the school year opens to provide a wider scope of guidance functions and to obtain a larger percent of responses from the survey population. Personal contact is recommended.

7. The role of the counselor as an agent for social change is relevant to the changing school environment and high degree of mobility

in the present society. It is, therefore, recommended that a study be made to determine what role counselors have assumed as agents for social change.

8. References in the literature suggested openness and humanness as essentials for counseling. The present study reveals that 68.3% of the individual students counseled initiated the session. Further research is indicated to determine if that was a coincidence or if it was a trend which would be true at any time during the year.

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APPENDIXES

APPENDIX A

GUIDANCE AND COUNSELING QUESTIONNAIRE

GUIDANCE AND COUNSELING QUESTIONNAIRE

Specific activities and functions engaged in by secondary school guidance counselors.	Check items considered counselor functions.	Time spent per day expressed in minutes, for five consecutive school days. (Hours & minutes may be used.)				
		1	2	3	4	5
1. Administration and organization of a guidance program.						
2. Attendance work						
3. Career day or related activities						
4. Clerical duties						
5. College-bound testing						
6. Conferences for social change and/or innovation: (a) with the community						
(b) with teachers						
(c) with students						
7. Conferences concerning students: (a) with parents						
(b) with teachers						
8. Consultations with: (a) administrative staff						
(b) guidance staff						

QUESTIONNAIRE (continued)

Specific activities and functions engaged in by secondary school guidance counselors.		Check items considered counselor functions.	Time spent per day expressed in minutes, for five consecutive school days. (Hours & minutes may be used.)				
			1	2	3	4	5
(c) referral agencies							
(d) teachers							
9. Correspondence							
10. Counseling individual students: Indicate initiator in column I. S/student; T/teacher; C/counselor; P/parent O/other. (a) schedule or curriculum	I						
(b) course difficulty							
(c) personal (parental, peer, or other problems)							
(d) potential drop-out							
(e) other--specify							
11. Counseling small groups: (a) on problems of personal adjustment							

QUESTIONNAIRE (continued)

Specific activities and functions engaged in by secondary school guidance counselors	Check items considered counselor functions.	Time spent per day expressed in minutes, for five consecutive school days. (Hours & minutes may be used.)				
		1	2	3	4	5
(b) on problems of social adjustment						
(c) on study habits						
(d) other--specify						
12. Evaluation of student records: (a) placement						
(b) honor society						
(c) class ranking						
(d) graduation						
(e) post high school study						
13. Guidance in career planning: (a) career choices						
(b) college choices						
(c) financial aid forms						
(d) technical opportunities						
(e) vocational opportunities						
14. In-service training, and helping new faculty members identify with the local unit						

QUESTIONNAIRE (continued)

Specific activities and functions engaged in by secondary school guidance counselors	Check items considered counselor functions.	Time spent per day expressed in minutes, for five consecutive school days. (Hours & minutes may be used.)				
		1	2	3	4	5
15. Interpreting test results: (a) to parents						
(b) to students						
(c) to teachers						
16. Lunch and other breaks						
17. Personal reading and research						
18. Placement and follow-up: (a) college						
(b) vocational						
19. Planning assembly programs						
20. Preparation of reports						
21. Preparation of case studies						
22. Public relations						
23. Registration of students: (a) Pre-registration						
(b) Regular registration						
24. Substitute teaching						

QUESTIONNAIRE (continued)

Specific activities and functions engaged in by secondary school guidance counselors	Check items considered counselor functions.	Time spent per day expressed in minutes, for five consecutive school days. (Hours & minutes may be used.)				
		1	2	3	4	5
25. Supervision of students' records						
26. Testing: (a) individual						
(b) group						
27. Other--specify						

_____

Signature of counselor

High School _____

Address _____

APPENDIX B

GUIDANCE AND COUNSELING WORKSHEET

GUIDANCE AND COUNSELING WORKSHEET

Date_____

Specific activities and functions engaged in by secondary school guidance counselors.	Time spent per day	Total
1. Administration and organization of a guidance program.		
2. Attendance work		
3. Career day or related activities		
4. Clerical duties		
5. College-bound testing		
6. Conferences for social change and/or innovation: (a) with the community		
(b) with teachers		
(c) with students		
7. Conferences concerning students: (a) with parents		
(b) with teachers		
8. Consultations with: (a) administrative staff		
(b) guidance staff		
(c) referral agencies		
(d) teachers		
9. Correspondence		
10. Counseling individual students: Indicate initiator in column I. S/student; T/teacher; C/counselor; P/parent; O/other (a) schedule or curriculum		
(b) course difficulty		

WORKSHEET (continued)

Specific activities and functions engaged in by secondary school guidance counselors.	Time spent per day Total
(c) personal (parental, peer, other problems	
(d) potential drop-out	
(e) other--specify	
11. Counseling small groups: (a) on problems of personal adjustment	
(b) on problems of social adjustment	
(c) on study habits	
(d) other--specify	
12. Evaluation of student records: (a) placement	
(b) honor society	
(c) class ranking	
(d) graduation	
(e) post high school study	
13. Guidance in career planning: (a) career choices	
(b) college choices	
(c) financial aid forms	
(d) technical opportunities	
(e) vocational opportunities	
14. In-service training, and helping new faculty members identify with the local unit	
15. Interpreting test results: (a) to parents	
(b) to students	
(c) to teachers	
16. Lunch and other breaks	

WORKSHEET (continued)

Specific activities and functions engaged in by secondary school guidance counselors.	Time spent per day	Total
17. Personal reading and research		
18. Placement and follow-up: (a) college		
(b) vocational		
19. Planning assembly programs		
20. Preparation of reports		
21. Preparation of case studies		
22. Public relations		
23. Registration of students: (a) Pre-registration		
(b) Regular registration		
24. Substitute teaching		
25. Supervision of students' records		
26. Testing: (a) individual		
(b) group		
27. Other--specify		

APPENDIX C

LETTER FROM COORDINATOR OF PUPIL PERSONNEL SERVICES

STATE OF TENNESSEE

D E P A R T M E N T O F E D U C A T I O N

Division of Instruction
263 Cordell Hull Building
Nashville 37219

March 3, 1972

Dear Counselor:

Enclosed is a questionnaire concerning the role and function of the secondary school counselor in Tennessee. We would appreciate your responding to the questionnaire at your earliest convenience and returning it in the stamped envelope provided.

The results of this study being done by Mrs. Mary Ray under the leadership of Dr. Burl Gilliland should be of considerable value to counselors, the Pupil Personnel Services area of the State Department of Education, and to persons at the University of Tennessee. The study is an attempt to update the role and function study done by Dr. Jack Mays in the early 1960's.

Your cooperation will be appreciated.

Sincerely,

John D. Armes, Coordinator
Pupil Personnel Services

JDA:jd

enclosure

APPENDIX D

INSTRUCTIONS TO PARTICIPATING COUNSELORS

March 11, 1972

SUBJECT: Completion of Questionnaire

On the enclosed worksheets (five sets, one for each day) the time spent in each activity should be noted and totaled daily. That time should be stated in minutes and/or hours and minutes, and transferred to the questionnaire in the appropriate column (Example: the first day, column 1).

The data gathering for the questionnaire should be done on five consecutive school days as soon as possible after receipt of the enclosed materials. A stamped, self-addressed envelope has been provided for your convenience. If the worksheets are totaled daily and the data posted on the questionnaire daily, the questionnaire (three pages only) should be ready for return mailing by the sixth day.

Mailing dates from Memphis will be staggered so that a crossview of activities may be obtained. Your prompt cooperation will be greatly appreciated.

Mary F. Ray
UT-MSU Center
711 Jefferson
Memphis, TN 38105

APPENDIX E

RAW DATA OF THE STUDY WITH CONVERSION TO PERCENTAGES

Table 17

Raw Data of the Study with Conversion to Percentages

Activity	Number of counselors considering item a counselor function	Hours spent per activity	Percent
Administration and organization	85	77.52	2.21
Attendance	18	51.80	1.48
Career day	83	134.50	3.83
Clerical duties	38	172.25	4.91
College-bound testing	73	16.20	.46
Conferences for social change and/or innovation			
with the community	56	24.17	.69
with teachers	67	47.13	1.34
with students	77	76.42	2.18
Conferences concerning students			
with parents	85	71.07	2.03
with teachers	90	91.95	2.62
Consultations with			
administrators	86	76.90	2.19
guidance staff	74	39.27	1.12
referral agencies	85	43.58	1.24
teachers	85	66.27	1.89
Correspondence	76	108.65	3.10
Counseling individuals			
schedule/curriculum	88	241.50	6.89
course difficulty	86	85.10	2.43
personal	88	170.83	4.87
potential dropout	82	48.98	1.40
other	3	22.17	.63

Table 17 (continued)

Activity	Number of counselors considering item a counselor function	Hours spent per activity	Percent
Counseling small groups			
personal adjustment	81	51.12	1.46
social adjustment	82	49.92	1.42
study habits	76	21.05	.60
other	13	32.13	.92
Evaluation of student records			
placement	76	32.28	.92
honor society	30	7.17	.20
class ranking	54	26.17	.75
graduation	57	43.70	1.25
post-high school study	60	23.98	.68
Guidance in career planning			
career choices	86	66.07	1.88
college choices	83	59.05	1.68
financial aid forma	86	64.97	1.85
technical opportunities	79	36.42	1.04
vocational opportunities	82	68.07	1.94
In-service training	55	32.97	.94
Interpreting test results			
to parents	51	3.33	.09
to students	63	80.85	2.30
to teachers	47	13.50	.39
Lunch	74	237.33	6.76
Personal reading and research	74	71.28	2.03
Placement and follow-up			
college	74	19.12	.54
vocational	74	28.67	.82
Planning assembly programs	24	10.67	.30
Preparation of reports	62	76.07	2.17

Table 17 (continued)

Activity	Number of counselors considering item a counselor function	Hours spent per activity	Percent
Preparation of case studies	57	16.18	.46
Public relations	68	42.38	1.21
Registration of students			
Pre-registration	72	272.02	7.75
Regular registration	58	28.77	.82
Substitute teaching	5	23.92	.68
Supervision of students' records	57	49.78	1.42
Testing			
individual	73	43.35	1.24
group	77	44.08	1.26
Other	17	165.57	4.72
Total	N = 95	3,508.85	100.00

APPENDIX F

REGROUPING OF CATEGORIES

REGROUPING OF CATEGORIES

I. Planning and development of the guidance program

Administration and organization of a guidance program

II. Counseling

Counseling individual students

Counseling small groups

Conference for social change and/or innovation with students

III. Pupil appraisal

College-bound testing

Evaluation of student records

Interpreting test results

Preparation of case studies

Testing

IV. Educational and occupational planning

Career day or related activities

Guidance and career planning

V. Referral work

Consultations with referral agencies

VI. Placement

Placement and follow-up

VII. Parent help

Conference concerning students with parents

VIII. Staff consulting

Conferences for social change and/or innovation with teachers

Conferences concerning students with teachers

Consultations with administrative staff

Consultations with guidance staff

Consultations with teachers

In-service training

IX. Local research

Personal reading and research

X. Public relations

Public relations

Conferences for social change and/or innovation with the community

XI. Miscellaneous

Correspondence

Preparation of reports

Other

Clerical duties

XII. Non-guidance

Attendance

Lunch

Planning assembly programs

Substitute teaching

Registration of students

Supervision of students' records

Other

VITA

Mary Florence Ray, nee Peek, was born in Memphis, Tennessee, and attended elementary school at Whitehaven and was graduated from Whitehaven High School. The following September she enrolled in West Tennessee State Teachers College (now Memphis State University). Following the freshman year, her college education was interrupted until June, 1964, when she entered Memphis State University and graduated with a Bachelor of Science degree in geography in January, 1968. She then began study toward a Master's degree and accepted teaching assistantships in geology and geography. She received the Master of Science degree in geography in August, 1969, at which time she became employed by the Memphis City School System.

She entered the University of Tennessee-Memphis State University Center for advanced graduate study in January, 1970, and received the Education Specialist degree with a major in Educational Psychology and Guidance in August 1973. She has been a full-time guidance counselor since September, 1972. She is a member of the Tennessee Personnel and Guidance Association and Phi Kappa Phi.

She is married to J. O. Ray, Jr., of Anniston, Alabama, and has a son, J. O. Ray, III.