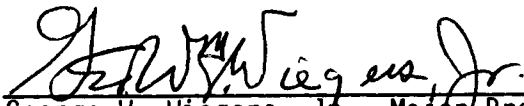
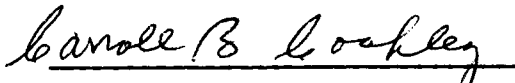


To the Graduate Council:

I am submitting herewith a thesis written by David Hiram McCrosky entitled "The Role of the Guidance Counselor at Oak Ridge High School Oak Ridge Secondary School System as Perceived by the Guidance Counselors, Principals, Teachers, and Students." I have examined the final copy of the thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Vocational-Technical Education.

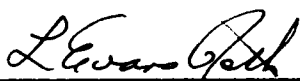

George W. Wiegers, Jr., Major Professor

We have read this thesis
and recommend its acceptance:





Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

THE ROLE OF THE GUIDANCE COUNSELOR AT OAK RIDGE HIGH SCHOOL OAK RIDGE
SECONDARY SCHOOL SYSTEM AS PERCEIVED BY THE GUIDANCE
COUNSELORS, PRINCIPALS, TEACHERS, AND STUDENTS

A Thesis

Presented for the

Master of Science

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David Hiram McCrosky

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ABSTRACT ✓

This study was made in an attempt to define the position of the secondary school counselor's role in the Oak Ridge School System, and to determine what the principals, teachers, students, and guidance counselors felt were the duties being performed by the counselor in the high school.

A questionnaire designed to determine the groups' perception of the guidance program was compiled and submitted to the staff and students of the school. Judgment played a part in determining what questions should be asked of all respondents. It was not necessary to ask the same question of all groups, because the other groups would possibly not have direct knowledge concerning the particular question. The student questionnaires were one-part questionnaires based upon knowledge of present counselor roles as they relate to the students. The guidance counselors, principals, and teachers received a two-part questionnaire; the first part of which asked about the present roles of the counselors, and the second part of which asked for their ratings as to the ideal roles of the counselors.

The responses to Part I were tabulated; a percentile and ranking for the individual respondents was derived and an overall percentile and ranking for each guidance service was found. Analysis of the responses to Part I showed that generally the students, teachers, and principals agreed with some aspects the guidance counselors were performing. The t values showed that the guidance counselors and principals' answers were not significantly different; therefore, the conclusion may be made that the roles perceived by the counselors were perceived similarly by

the principals. The students and teachers' answers were significantly different from those of the guidance counselors and principals, showing, in effect, that the students and teachers felt that the functions listed were either not being performed at all or were being performed inadequately.

In the analysis of responses to Part II of the questionnaire, the overall ranking of the grand mean showed the functions of counseling, public relations, and inventory as the top one-third of the role functions studied. The functions listed under the heading of Miscellaneous, which included those functions which many counselors are expected to perform and which are totally unrelated and inappropriate to the guidance program, were ranked as the most inappropriate of the counselors' roles.

Based on the results of this study, the researcher's opinion is that counselors fall short of fulfilling all role expectations due to their "overload" of non-counseling responsibilities. Perhaps the answer to this dilemma is to move toward a three-department system in which counselors handle counseling, guidance workers provide the information service, and psychometrists handle measurement. In order to meet effectively the needs and interests of students, the counselor must be permitted to concentrate on counseling, while guidance workers and psychometrists meet the non-counseling needs of students.

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CHAPTER I /

INTRODUCTION

This study was an attempt to define the position of the secondary school counselor's present role in the Oak Ridge School System, and to determine what the principals, teachers, and guidance counselors felt were the duties being performed by the counselor in the high school. At present the guidance staff and the board of education has a published statement concerning the role of the secondary school counselor; but a more specific description was necessary for the counselors, teachers, and principals. This was necessary for the counselors, so that the school staff could better understand the limits and requirements of the counselor's role.

Current publications reveal that most staff members feel the guidance counselors do not fulfill their role; and counselors feel, because of this, that they must continuously defend their position as counselors. The intent of this study was to check the effectiveness of the program, and to provide information and guidelines for revision and further development of the guidance services.

I. STATEMENT OF THE PROBLEMS

The purpose of this study was to determine whether the guidance counselors, teachers, principals, and students were aware of counselor roles that should be performed as outlined by Boy and Pine's publication

of, "The Counselor in the Schools,"¹ and a second publication which also was used was the Arbuckle publication of, "Pupil Personnel Services in the Modern School."²

This study examined the present roles of the guidance counselors as perceived by the guidance counselors, principals, teachers, and students, and will identify the specific functions which the counselors, principals, and teachers felt were most important to the guidance program.

II. PROCEDURES

Permission to do this study was obtained from Dr. Robert Smallridge, Superintendent of Schools, Oak Ridge Public Schools, and Mr. James Zitzman, Director of Guidance and Related Services.

At an arranged meeting of the high school administration and guidance department, each was informed of the study to be undertaken. The principals were asked to announce to the staff that a study of counselor roles was to take place at the high school. The six guidance counselors were asked to emphasize the importance of the study to the faculty. Permission of the principals, guidance counselors, and teachers was secured effectively in this manner.

¹Angelo V. Boy and Gerald J. Pine, The Counselor in the Schools, a Reconceptualization (Boston: Houghton Mifflin Company, 1968), pp. 288-289.

²Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc., 1966), pp. 114-115, 288-308.

Since the study dealt only with the senior high school (Oak Ridge High School), it was possible to hand deliver the questionnaire to the teachers, principals, and counselors.

Students selected to receive a questionnaire were those students enrolled in the various business education courses at the school. Business Education is the largest department in the area of vocationally organized courses at the high school. The conclusion was that this group would best represent student opinion concerning counselor roles in a cluster sample. Furthermore, a cross section of students is represented in particular in the consumer economics courses offered by the business department. Economics is a State Board of Education requirement for graduation from a Tennessee high school. An estimated two-fifths (ratio 8:11 sections of economics offered by business education and social studies departments), of the juniors satisfy this requirement by electing to take consumer economics in business education.

Permission of the teachers to use selected students was secured through the principal and guidance counselors. Student questionnaire forms were given to the business teachers, who had the students fill out the form during each class period. Each student received a form with attached fact sheet containing instructions, and each guidance counselor was given information on procedures.

No time limit was given to the persons selected, due to the amount of time necessary to complete the questionnaire. No more than ten minutes for the students, thirty minutes for the teachers, and one hour for the principals and guidance counselors was required.

III. DEFINITION OF TERMS

Guidance Counselor

Any staff member of a school who practices, either full or part-time, some form of counseling, or pupil personnel service, regardless of the tasks performed.

Pupil Personnel Services

All student services rendered by the guidance counselor, which fit within the framework of his role. The services which do not fit in this role are ideally performed by staffs of school nurses, attendance officers, and other related school services.

Orientation

Orientation is the process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings for the purpose of facilitating effective adaptation to the school setting.

Structured Positive-Negative Questionnaire Scale

A questionnaire structured so that questions answered, (yes, no, not sure), were asked of the same guidance counselor role as related to; teachers, principals, and students.

Structured Opinion-Type Questionnaire

Opinion given on the same role function questions as Part I of the questionnaire.

Significant Differences

Differences determined which existed between the responses of groups compared.

IV. NEED FOR STUDY

Stated in the introduction, there is great need for an understanding of guidance counselor roles as listed by Boy, Pine, and Arbuckle,³ versus the perceived role of teachers, guidance counselors, students, and principals. Misunderstandings which are based on false assumptions are the root problems according to Boy and Pine, "Client-Centered Counseling in the Secondary School." They state,

It is surely unfortunate if we have to assume that teachers, counselors, and principals must all function in the same manner since they all are involved in the education of the child, and that they must all have the same background of education, training, and experience.⁴

The school counselor is certainly involved with the education of the child, but his background of education and training is different. When we analyze the work of the counselor we find that the school counselor works with the child who is a disciplinary problem in the school, but not in the same way as the teacher or the principal; he works with the child of high intellect and low achievement, but not in the same way as the teacher; he works with the child who is having trouble with English, but not in the same way as the English teacher; he works with the child

³Ibid.

⁴Angelo V. Boy and Gerald J. Pine, Client-Centered Counseling in the Secondary School (Boston: Houghton Mifflin Company, 1963), p. 268.

who feels fearful and alone, but not in the same way as the teacher who may be concerned and interested.

The need for this study is reinforced, since a role description of the Oak Ridge School Counselors needed to be updated and, further to lessen the burden of the guidance counselor who is continuously defensive of his present role, due to misunderstandings of his total school system faculty. This study will be of assistance in further development and reconstruction of guidance counselor roles in the Oak Ridge School System.

V. LIMITATIONS

One of the major limitations to the study was a search for quantitative roles of the guidance counselor, rather than qualitative roles.

The students who replied to the questionnaire represented a cluster type sampling, with only those students who were enrolled in a business course requested to answer. Cluster sampling was used due to the large student population in the school.

Another limitation was the small number of counselors and principals available in the school, and the use of the structured questionnaire.

VI. METHODOLOGY

The questions in the questionnaire were developed from the 1968 publication of "The Counselor in the Schools," and the 1966 publication

of "Pupil Personnel Services in the Modern School."¹ The authors have listed role descriptions which are recognized as the foundation upon which the counseling program was built.

The wide areas of pupil personnel services are categorically divided into general topics which cover all related services. Judgment played a part in determining what question should be asked of all respondents. It was not necessary to ask the same questions of all groups, because the other groups would possibly not have direct knowledge concerning the particular question.

¹Angelo V. Boy and Gerald J. Pine, The Counselor in the Schools, a Reconceptualization (Boston: Houghton Mifflin Company., 1968), pp. 288-289.

Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc., 1966), pp. 114-115, 288-308.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many varied publications have been written about procedures and methods to establish the guidelines of counselor roles in public schools. A study published in 1963, by Shertzer and Stone,¹ stressed the importance of the counselor articulating his own identity, and of communicating his role to the public. It is certain that the counselor can be nothing else than his plan; he exists only to the extent that he fulfills himself. The communication of counselor roles to the public is the most difficult task for the counselor to perform in the modern school.

The professionalization of school counseling demands the development of certain competency criteria whereby the counselor can be evaluated with a higher degree of sophistication than at present. In fact, the development of such criteria is currently the missing link in the professionalization of school counseling, according to Boy and Pine.² Although this missing link has not been filled by this criteria, more adequate state certification standards are beginning to emerge for the school counselor. Foremost the counselor possesses a code of ethics that serves as the standard for his professional behavior;³ and his

¹Bruce Shertzer and Shelley C. Stone, "The School Counselor and His Public: A Problem in Role Definition," Personnel and Guidance Journal, No. 41: (April, 1963), 687-692.

²Angelo V. Boy and Gerald J. Pine, The Counselor in the Schools, a Reconceptualization (Boston: Houghton Mifflin Company, 1968), p. 256.

³Ibid., p. 256.

national professional group has developed a role description that has been accepted by the American School Counselor Association.⁴

These accomplishments have been monumental steps forward in the professionalization of school counseling, but another task remains to be accomplished. To further the counselor's role enhancement there is the need for development of criteria whereby the on-the-job competency of the school counselor can be determined.⁵ The main idea of this study was just that, to find where weaknesses exist and to provide a cure through which the counselor will have valid criteria for self-evaluation.

Most of the text of guidance counseling make some reference to the functions of the counselor. There is, however, quite frequently a good deal of difference between the job of the counselor as it is outlined, and the job of the counselor as it is performed. In a study which took place three decades ago, Edgerton found that counselors felt their functions to consist of the following:⁶

1. Interviewing students
2. Teaching classes in occupations
3. Finding jobs for students and following up
4. Administering tests
5. Doing research in the study of occupations

In 1945, as would be expected, the counselor's concept of his role was almost entirely vocational. During this period, Cox undertook an

⁴Ibid., p. 256.

⁵Ibid., p. 256.

⁶A. H. Edgerton, Vocational Guidance and Counseling (New York: The Macmillan Company, 1926), p. 90.

investigation of a group of counselors in secondary schools throughout the country.⁷ She found their functions in order of frequency were:

1. Work with parents
2. Educational-vocational-emotional guidance of pupils
3. Supervision of tests, both giving tests and interpreting test results
4. Consultation with employers
5. Discipline
6. Placement
7. Coordinating the guidance program of the school
8. Home-room supervision
9. Cooperation with community guidance agencies
10. Teaching
11. Chaperoning parties and social needs
12. Follow-up of pupils who had left school

It is clear from the results of the Cox study that the counselor was vocationally oriented at this particular time.

Too many counselors sit and wait for their professionalism to occur without an awareness that a more authentic role is not granted; it is arrived at by the genuine involvement of self in the process of working toward a more adequate role.⁸

The counselor's personal authenticity is not only an essential ingredient in the counselor's movement toward a more professional role, it is an element that affects the growth of a client.

⁷Rachel D. Cox, Counselors and Their Work (Harrisburg: Archives Press, 1945), pp. 208-210.

⁸Boy and Pine, Op. cit., p. 61.

Bentley criticizes the "militant counselor" who demands his own particular definition of responsibility.⁹ He emphasizes the fact that there are cultural determinants to the role which any professional will be allowed to assume; roles are buttressed and circumscribed by the expectations which others have of that profession. Certainly the truth of this can be seen in the roles that have been demanded of the counselor by the waves of interest which have been shown in the gifted child, the dropout, and the education of the culturally disadvantaged child. In each instance counselors have sought new and current data which would improve their competency in dealing with pupils included in the particular category. The point here is that societal expectations were and are a force in the shaping of the counselor's role.

The counselor's future role will continue to evolve, not so much through committee discussion, professional publication, or personal exhortation as through having been demonstrated to be meritorious by pupils and school personnel — in the schools — one small step at a time.¹⁰

Too frequently one achieves his "guidance" designation because "he gets along well" with children, whereas the other professes strong identification with learning and content. This points further that there is great need for the separation of guidance roles from those of teachers acting in a counseling capacity. Bernard and Fullmer state, "There is one group of persons who feel that all teachers are guidance workers, that ultimately the teacher will have to take over the daily guidance of

⁹J. C. Bentley, "Role Theory in Counseling: A Problem in Definition," Personnel and Guidance Journal, Vol. 44 (1965), 11-17.

¹⁰Harold W. Bernard and Daniel W. Fullmer, Principles of Guidance, A basic text (Scranton: International Textbook Company, 1968), pp. 17-19.

pupils."¹¹ There are others who believe that the counselor has, or should have, skills in communication, skills in dealing with feelings, skills in intrapersonal relations that are unique when developed to a professional level. If there is no clear differentiation between the counselor and the teacher, then counseling is not a profession. The lack of distinction in the preparation of teachers and counselors can be attributed to the fact that not until very recently was there any clear distinction. The roles are not now consistently different.

The basic differentiation resides in a type of professional preparation which permits the counselor, on the basis of a unique competence, to make a contribution to the process of education that cannot be made by others — regardless of their acknowledged humanness.¹²

Although counselor educators may be disenchanted with involving themselves in defining the counselor's role, school counselors are still faced with environments that are insensitive to the emerging school counselor and which still think of him in largely nonprofessional terms.¹³

A study by Wright tends to point up the increasing and conflicting functions that are supposedly performed by the counselor.¹⁴ Wright's report was an analysis by Minneapolis counselors of their function, the report indicated tht the secondary school counselors felt that their job consisted of:

1. Checking credits for graduation and college entrance
2. Advising those students entering and those in military service
3. Interviewing and counseling failing students

¹¹Ibid. p. 9.

¹²Ibid.

¹³Boy and Pine, Op. cit. p. 40.

¹⁴Barbara H. Wright, "Minneapolis School Counselors Analyze Their Jobs," Occupations, 24 (January, 1946), 214-219.

4. Handling employment
5. Arranging group conferences
6. Writing letters of reference for pupils who were in school or who had left school
7. Doing clerical work
8. Conferring with teachers about pupils' problems

Another study of high schools in the state of Washington, (Dieckmann), indicated that counselors were expected to perform the following functions:¹⁵

1. Orient eighth graders
2. Provide occupational information about colleges
3. Provide a testing program for the four years and assume the responsibility for recording the data
4. Provide for social development
5. Make adequate provisions for exceptional students
6. Arrange adequate occupational placement
7. Do follow-up studies
8. Evaluate the program for future improvement
9. Organize time so as to be able to do individual counseling

In a study involving students and teachers, Rippee, Hanvey, and Parker conclude that: "The perceptions that others have of counselor role, to a great extent is determined by the counselors."¹⁶ The students of the experimental group, after counseling, tended to rate higher those items which described what the counselor actually did in their school. Thus students who have been counseled have a more accurate perception of the counselor's role than those who have not experienced counseling.

Similar results were found in a different study with eighth grade children:

¹⁵Werner C. Dieckmann, "What Kind of Guidance and Counseling Programs in the Small School," The Bulletin of the National Association of Secondary School Principals, 37 (April, 1953), 233-235.

¹⁶Billy D. Rippee, William E. Hanvey, and Clyde A. Parker, "The Influence of Counseling on the Perception of Counselor Role," Personnel and Guidance Journal, No. 43 (March, 1965), 696-701.

Actually talking with the counselor was indicated by 40.5 percent of all students as having the greatest single effect on their view of the counselor; while 38 percent of all students felt that the program of classroom visitations by the counselor was the most important source.¹⁷

The concept that the children themselves have of the counselor's function depends of course more than anything else on the individual counselor they may have or have had. When children talk about the counselor's function they have very frequently had little or no orientation, either by the counselor or any other school administrator, as to just who the counselor is and what he is supposed to do. A study by Grant, for example, showed that in a number of schools in the state of New York, while 56 percent of the counselors felt they should handle personal-emotional counseling, only 27 percent of the administrators, 33 percent of the teachers, and 4 percent of the students thought they should work in this area. On the other hand there was fairly high agreement in the area of vocational counseling, where 83 percent of the counselors, 80 percent of the administrators, 70 percent of the teachers and 50 percent of the students considered this to be the counselor's function; and in the area of educational counseling, where 88 percent of the counselors, 67 percent of the administrators, 76 percent of the teachers and 62 percent of the students agreed on this as the counselor's job.¹⁸

¹⁷James R. Brough, "Sources of Student Perceptions of the Role of the Counselor," Personnel and Guidance Journal, No. 43 (February, 1965), 597-599.

¹⁸Claude W. Grant, "The Counselor's Role," Personnel and Guidance Journal, 33 (October, 1954), 74-77.

If the counselor's role revolves around quasi-administrative and authoritative functions, pupils will not perceive him as someone to whom they can easily relate. When the counselor becomes involved in such functions, he may satisfy the administration's need for assistance; but, certainly students will have a negative perception of the counselor's role and function.

For pupils to relate comfortably to a counselor, they must perceive him as someone with whom they can be involved actively and freely. When a counselor's role description clearly indicates the counselor's counseling responsibility, there is a strong possibility that pupils will perceive that counselor in a positive manner.

"The team of teacher-counselor forms the nucleus for creating the process for meeting new problems instead of trying to apply answers from the past."¹⁹ Teachers and counselors should learn to complement the work of each other so they will be better equipped to compete with the environment and help the pupil to learn. The guidance counselor must learn how to do his work with the teacher as well as his work with pupils and parents. Teaching remains mostly an art, counseling is mostly science.

Guidance as a complementary function to instruction should result in a more conducive school atmosphere for the instructional program.

The task of the school is to produce competent persons. The task of the pupil personnel services department is to share its special talents and skills and knowledge with all of the appropriate persons engaged in the instructional program of

¹⁹Bernard and Fullmer, Op. cit., p. 171.

the school, including teachers, pupils, parents, and administrators.²⁰

I. GUIDANCE COUNSELORS AS ADMINISTRATORS

Henry L. Isaksen, former Director of Pupil Personnel Services, Lexington Public Schools, Lexington, Massachusetts, described the school counselor as a kind of "loose-ends coordinator" or "giver of information" and occasionally an "assistant administrator."²¹

The usual role in practice of a school counselor makes some questions central to the guidance counselor acting as administrator. First, when is the guidance counselor an administrator? Secondly, where is the guidance counselor an administrator? Thirdly, why is the guidance counselor an administrator? Fourthly, how does the guidance counselor act as an administrator?

So — the guidance counselor is an administrator with autonomous functions and coordinated responsibilities!

The guidance counselor is an administrator whenever teachers and other persons see him acting in such a role. The guidance counselor is an administrator whenever the consultant role or mediator role is exercised. The guidance counselor is acting as an administrator when and where his reasons for acting represent the counselor's role as youngsters advocate. The guidance counselor is an administrator in terms of how he carries out his work through choice of methods and procedures. If the guidance counselor chooses certain methods and procedures of dispensing his responsibilities, he is perceived as an administrator.²²

²⁰Ibid., p. 181.

²¹Ibid., p. 187.

²²Bernard and Fullmer, Op. cit., p. 187.

Sometimes the guidance counselor cannot avoid methods and procedures that give the impression, rightly or wrongly, that he is primarily an administrator. There is no question, however, that his role does require administrator acts because of the legal, maintenance, and enforcement behaviors that must be carried out in counseling and guidance.

In many schools the only difference between a school counselor and a principal is that they occupy different offices. There is someone who carries the title of counselor but that person is usually so entwined in administrative responsibilities that he doesn't have time to work with youngsters carrying the normal burdensome problems of existence.²³

Sprinhall and Tiedeman have written articles about the "Changing American School." They state:

The responsibility for leadership should be expressed in action that leads guidance from the current supplementary role to a complementary role with instruction in the school program.²⁴

A guidance counselor must understand the responsibility and the accountability for adequate school programs rests with the administration. As a necessity the counselor must take steps to insure the flow of significant information about his enterprise continuously passes to the attention of the administration.

In the large and complex system of education today, the administrator cannot possibly keep abreast of what is happening in his school program unless he is kept informed by key persons in the enterprise.²⁵

²³Boy and Pine, The Counselor in the Schools, Op. cit., pp. 45-46.

²⁴N. A. Springhall and D. V. Tiedeman, Guidance and the Pupil," The Changing American School, Part II, Vol. 65 (Chicago: University of Chicago Press, 1966), pp. 59-83.

²⁵Bernard and Fullmer, Op. cit., p. 176.

II. STUDENT ATTITUDES ABOUT COUNSELORS

In a study of the attitudes of a sampling of 8000 high school students in Phoenix Junior High Schools, counselors fared somewhat better in the minds of the students.²⁶ In general, the feeling of the students was positive toward the help they had received from counselors over parents, teachers, deans, and friends of their own age when the problems were concerned with discovering and making progress toward realistically chosen goals related both to school and to after-school activities.

In other problem areas parents and counselors were about equally favored by students. Both were preferred to teachers, deans, or friends of their own age. Even with problems related to making progress in school, counselors ranked higher than teachers. In all of the six problem areas described, deans received a lower number of votes than did any of the other groups — parents, teachers or counselors. It would seem that students steer away from those whom they regard as having a disciplinary function.

III. COUNSELOR ROLE

In an excellent article on the question of the role of the school counselor, Wrenn feels that any discussion of counselor role must be based on the following assumptions:²⁷

²⁶Ralph E. Jenson, "Student Feeling About Counseling Help," Personnel and Guidance Journal, 33 (May, 1955), 498-503.

²⁷Gilbert C. Wrenn, "Status and Role of the School Counselor," Personnel and Guidance Journal, 36 (November, 1957), 175-183.

1. The school counselor is an educator with special professional training at the M.A. level and beyond.
2. The school counselor is a generalist in a number of school functions and may be a specialist in at least one type of service. The nature of this specialization may vary with each counselor's unique personal qualification and with the specific emphasis on his professional education.
3. The school counselor's clients include teachers, parents, and administrators as well as students.

A role description taken from Boy and Pine, "The Counselor in the Schools,"²⁸ states clearly, and in unmistakable terms, the school counselor's proper function and those functions which are outside the role of the counselor.

Counselor proper role:

1. Engages in professional counseling with individuals and groups of students who have problems of any nature which inhibit their ability to learn.
2. Motivates students to seek counseling of their own volition through a continuous and creative program of orientation to counseling.
3. Conducts research designed to measure the effectiveness of individual and group counseling.
4. Functions as a resource consultant to school and non-school personnel to meet the needs of each individual student.
5. Assists in providing testing services.
6. Assists in the placement and grouping of students in order to provide a learning situation of maximum benefit to each.
7. Provides an in-service training program for teachers, administrators, and other school personnel designed to help them become acquainted with the philosophical and empirical considerations which influence the work of the counselor.

Counselor improper role:

1. Performing administrative duties such as providing parents with academic reports, issuing failure notices to parents, arranging for bus transportation, planning and conducting field trips, establishing honor rolls, determining membership in honor societies, or providing orientation to pupils who are failing in their academic studies.
2. Performing instructional, proctorial, tutorial, or supervisory duties such as substitute teaching, remedial tutoring, study hall supervision, cafeteria supervision, or hall patrol.

²⁸Boy and Pine, The Counselor in the Schools, Op. cit., pp. 288-289.

3. The disciplining of students.
4. Clerical tasks that prevent him from devoting his full effort to professional activities; e.g., screening incoming phone calls, recording routine information on cumulative records, punching cards used for automated data processing, preparing transcripts, scoring tests and recording test data, providing homework for absentee students, preparing transfer forms, filing, scheduling, parent-teacher conferences, and registering new pupils.
5. The scheduling of classes or the arrangement of academic programs.
6. Checking attendance or serving as a truant officer.

This role description was the foundation upon which the counseling program was built. It is a description that evolved from the philosophical constructs of the program and was democratically conceived by school counselors, and it proved to be an effective means for developing an environmental awareness and understanding of the counselor's function.²⁹

IV. FUNCTIONS OF THE SCHOOL COUNSELOR

In the past few years more attention has been paid to the functions and the education of the school counselor than in several preceding decades. Three of the major reasons for this attention are:³⁰

The publication in 1962 of Wrenn's book, "The Counselor in a Changing World," which he was asked to write, with the aid of an appointed commission; by the National Defense Education Act of 1948 and its latest expansion and extension, in October, 1964, until June 30, 1968; and reports on the policy statements on functions and education of the counselor were accepted at the annual convention in March, 1964, by the American School Counselors Association, the American Personnel and Guidance Association, and the Association for Counselor Education and Supervision.

These recommendations are now being revised, and a number of counselor education departments are utilizing them in an evaluation of

²⁹Ibid.

³⁰Dugald S. Arbucke, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc.), p. 114.

their programs. The revised recommendations will appear in final form hopefully within the next few years.

The report of the American Personnel and Guidance Association on the role of the school counselor was in accordance with this policy statement. The condensed version of this statement reads:³¹

The counselor is considered to be neither a "teacher" nor an "educator". He has his own particular professional function, counseling, which he performs in an educational environment, usually a school, and he is thus known as a school counselor. While he may work with most children, he works especially with children who may have problems, primarily of a developmental nature. It is at last being recommended by state and national professional organizations that the counselor's major function be recognized as counseling.

Wrenn's report to the American Personnel and Guidance Association in the area of counselor time spent on various duties in guidance stated:³²

From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to counseling with students, and consulting with teachers, administrators, and parents as they in turn deal with students. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.

V. THE IN-SERVICE ROLE

All organizational patterns of guidance suffer from the need to have the line responsibilities and staff responsibilities clarified in such a way that the function necessary to perform the services with the youngsters can be done when it is necessary and not deferred indefinitely because of structural, organization, or administrative concern.³³

³¹Ibid., p. 115.

³²Gilbert C. Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), p. 137.

³³Bernard and Fullmer, Op. cit., p. 188.

Probably nowhere in the school guidance counselor's function is this more apparent than when he is dealing with a youngster who has committed a crime. However, prudence dictates that the guidance counselor is perhaps the best single person to make decisions concerning the efficiency of the enforcement functions in relation to his individual youngster.

VI. INFORMATION SERVICE

The information services provide for the student the knowledge that is not to be found in the academic curriculum or from teachers, other than in an incidental and informal way — although this information may become integrated into the curriculum and used by teachers. The information service is primarily utilized by counselors, since the information is usually of an occupational or an academic nature, and sometimes, of a social nature.

While the guidance counselor of old may have concentrated on getting academic and occupational information, trying to fit the student to it, and then letting him know about it, the task of the modern vocational counselor is much more complicated, and the actual acquisition of the occupational or academic information is only one of his functions. Some vocational counselors would see it as one of their minor functions.³⁴

VII. FOLLOW-UP AND PLACEMENT

Placement is a product of the child's educational experience, and if the educational experience has been good, it is likely that the placement will be successful; whereas follow-up would be a means of

³⁴Arbuckle, Op. cit., pp. 244-245.

determining whether it actually was a success after all! "Placement itself is not viewed as a service, but far more as the outcome of the total educational experience, of which personnel services are but a part."³⁵

VIII. RECORD SYSTEM

In most modern schools, appraisal data on children will be found in three location:³⁶

1. Data maintained by the teacher.
2. Counseling records maintained by the counselor, the psychologist or the social worker.
3. The cumulative record which is usually maintained in the personnel services office.

IX. EVALUATING THE COUNSELOR

Evaluating the competencies of the school counselor has long been a burdensome task! A counselor who is judged to be competent achieves this status as the result of how people who work with him generally feel about him.

The school counselor must be a participant in evaluating his competency, but at the same time, he must allow himself to be evaluated by those significant co-workers who are in a position to adequately judge his competency. Several publications have been used to group together, "the objectives of evaluation," the items Angell, Dressel,

³⁵Arbuckle, Op. cit., p. 288.

³⁶Arbuckle, Op. cit., p. 308.

Erickson, Smith, Hatch, and Stefflre have compiled are those which are best suited to counselor evaluation are as follows:³⁷

The Objectives of Evaluation

1. To increase the growth of those being evaluated.
2. To help the counselor gain new insights into counseling.
3. To provide counseling techniques.
4. To provide a basis for improving a personnel program.
5. To clarify and validate hypothesis underlying counseling and guidance activities.
6. To provide data upon which a sound program of public information and public relations can be built.
7. To increase the psychological security of professional staff by letting them appraise the results of their efforts.
8. To provide evidence to convince the critics of the value of counseling.
9. To facilitate smoother intra-institutional relationships.
10. To facilitate better pupil adjustment.
11. To persuade administrators of the value of counseling and guidance services so that additional services can be provided.
12. To help programs to gain recognition.
13. To determine the effectiveness of the counseling and guidance programs as a process of assisting pupils to achieve social, emotional, and economic adjustment.
14. To help to effect larger institutional contributions to social progress.
15. To determine which technique or type of counseling will produce a given desired result and under what conditions.

³⁷E. G. Williamson, "Evaluation of Counseling" (unpublished Chico State College Counseling Workshop Lectures, Chico, California, 1949), pp. 83-92.

George W. Angell, "Evaluation of Counseling Services," Studies in Higher Education, Vol. 49 (1949), 10-18.

Paul L. Dressel, "Personnel Services in High School and College," Occupations, Vol. 29 (1951), 331-340.

Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill, 1947), pp. 237-238.

R. Hatch and B. Stefflre, Administration of Guidance Services (Englewood Cliffs, N.J.: Prentice-Hall, 1958), p. 40.

X. TOOLS OF EVALUATION

According to Boy and Pine, the tools of evaluation that are known to benefit valid evaluation are:³⁸

1. The experts opinion, the "information please" method — this is a subjective evaluation by experts.
2. External criteria, the "do you - do this" method — the first step is to set up certain standards against which the role of the program to be evaluated is compared.
3. Opinionnaire surveys of teachers, principals, and students. The results are analyzed and described.

XI. CONCLUSION

How to improve counselor and counseling effectiveness is not only the concerns of counselors but also of teachers, administrators, parents, pupils, school boards, and the community at large. It is well for counselors to bear in mind that such groups of people are not unreasonable in the quest for data that demonstrate the value of counseling.

³⁸Boy and Pine, The Counselor in the Schools, Op. cit., pp. 266-267.

CHAPTER III

ANALYSIS OF ROLE FUNCTIONS AND RESPONSES TO PARTS I AND II OF THE QUESTIONNAIRE

The purpose of this chapter is to present the data collected from this investigation, to compare the results of related studies and to analyze the data in light of the present roles of the guidance counselors as perceived by the guidance counselors, principals, teachers, and students.

The lack of clear definition of counselor roles has resulted in school counselors performing many varied school duties. As mentioned in Chapter I, the literature reveals that most staff members feel the guidance counselors must continuously defend their position as counselors. The questions in Part I of the questionnaire answered by guidance counselors, principals, teachers, and students were planned to determine what duties the counselors are performing at the present time. Functions which were considered unrelated to guidance are grouped under the Miscellaneous section of the questionnaire.

The question-subject relationship can be seen in Table I, where the correlation of questions between principals, students, teachers, and guidance counselors, where the guidance counselors' questions served as a basis for the correlation. Expediency of time in tabulating the correlation of answers was made by assigning a two-number sequence to each question. The first number referred to the guidance service to which the question related, and the second numbers were the question number within that service.

TABLE I
CORRELATION OF GUIDANCE COUNSELOR, PRINCIPAL,
TEACHER, AND STUDENT QUESTIONS

Guidance Services	Counselor Question	Principal Question	Teacher Question	Student Question
Counseling	1-1	1	1	1,2
	1-2	2	- ^a	3
	1-3	3	2	-
	1-4	4	-	4
	1-5	5	3	5
	1-6	5	3	6
	1-7	5	3	7
	1-8	5	3	-
	1-9	6	-	-
	1-10	-	-	-
Group Dynamics	2-1	7	4	-
	2-2	-	-	-
	2-3	8	5	-
Orientation	3-1	9	6	-
	3-2	10	7	8
	3-3	11	-	9
	3-4	12	8	10
	3-5	13	9	-
Pupil Welfare	4-1	14	-	-
	4-2	15	10	11
	4-3	16	11	12
	4-4	17	12	13
	4-5	18	-	14
Public Relations	5-1	-	-	-
	5-2	19	13	15
	5-3	20	14	-
	5-4	21	-	16
	5-5	-	-	17
Inventory	6-1	22	-	18,19,20
	6-2	-	-	-
	6-3	-	-	-
	6-4	23	15	-
	6-5	24	16	-

TABLE I (Continued)

Guidance Services	Counselor Question	Principal Question	Teacher Question	Student Question
Follow-Up and Placement	7-1	25	17	-
	7-2	26	-	21
	7-3	27	-	-
	7-4	28	-	-
	7-5	29	18	22
	7-6	30	-	-
Record System	8-1	31	-	-
	8-2	-	-	-
	8-3	-	-	-
	8-4	32	-	-
	8-5	33	-	-
	8-6	34	19	-
	8-7	35	-	-
Information	9-1	36	20	23
	9-2	36	20	24
	9-3	36	20	24
	9-4	36	20	24
	9-5	37	21	25
	9-6	38	-	26
	9-7	39	22	-
Miscellaneous	10-1	40	23	-
	10-2	41	24	-
	10-3	42	25	-
	10-4	43	26	-
	10-5	44	27	-
	10-6	45	28	-
	10-7	46	39	-
	10-8	47	30	-
	10-9	48	31	-

^aThe hyphen indicates that no response was requested.

The section entitled Miscellaneous was to cover those functions which the counselors are expected to perform and which are totally unrelated and inappropriate to the guidance program. These questions were developed from Boy and Pine's inappropriate counselor functions.¹ These questions were used to determine if these duties were being forced upon the counselor.

The student questionnaires were one-part questionnaires based upon a Yes, No, Not Sure answer concerning student knowledge of that counselor function as they related to the students.

The questionnaires completed by the guidance counselors, principals, and teachers were two-part questionnaires. The first part was based upon a Yes, No, Not Sure answer from the teachers and principals, with the Not Sure eliminated from the counselor's answers. The first part of the questionnaire was designed to determine how closely the guidance counselors, principals, and teachers felt the counselor was following his job description as outlined by Boy, Pine, and Arbuckle.² The questions of the second part of the questionnaire were the same questions as the first part, but the answers were based on a scale ranging from "great importance" to "insignificant importance." This indicated what principals, teachers, and counselors felt the counselor should be doing and the importance the group placed on those particular duties. Also this allowed a list of counselor duties to be compiled in order of importance.

¹Boy and Pine, Op. cit., pp. 288-289.

²Ibid.

I. PROCEDURES USED IN TABULATING THE DATA

When the data received had been completely tabulated, all questions of the Yes, No, Not Sure section, Part I of the questionnaire were counted as positive or negative answers. Answers shown as Not Sure were tabulated as a No response.

Table II explains the number of questionnaires sent and the number received from each group questioned.

TABLE II
RESPONSES TO QUESTIONNAIRES PARTS I AND II

Group Questioned	Number Sent	Number Returned	Percent of Tabulated Questionnaires
Counselors	7	6	85.71
Principals	5	5	100.00
Teachers	70	45	64.43
Students	373	373	100.00

The data was analyzed by the Student's t, or t test. Significance to the 5 percent level on a one-tailed test was used. The questions were analyzed only on those groups which answered the same questions at each counselor function level.

The following t test was run:³

$$t = \frac{P_1 - P_2}{\sqrt{\frac{P_1q_1}{N_1} + \frac{P_2q_2}{N_2}}}$$

where P_1 = percent of group one that possesses some trait

q_2 = percent of group two that does not possess the trait

q_1 = percent of group one that does not possess the trait

P_2 = percent of group two that possesses some trait

N_1 = number of samples in group one

N_2 = number of samples in group two

The responses from Part II of the questionnaire were recorded on a +3, +2, +1, -1, -2, -3 scale. Upon completion of the tabulation, means were recorded from the individual responses. A grand mean was developed from the counselors, principals, and teachers' responses in order to rank the counselor function according to the importance of each of the overall guidance programs.

The responses to the role categories (Guidance Services — Table I), are listed in the tables accompanying the analysis for each guidance service. Some specific questions which are considered significant are reported in terms of percentages of respondents answering in agreement with the counselor group. These questions are discussed in the analysis of each service.

³Robert A. Koenker, Simplified Statistics (Bloomington: McKnight and McKnight Publishing Company, 1961), p. 100.

II. COUNSELING

The questions asked in this service category were designed to determine the degree which respondents perceive the counseling role of the guidance counselor.

The counselor-student relationship is the most important facet of counseling (Question 1-1). The kind of relationship that encourages the students to bring their problems to the counselor is crucial to a functional guidance program. Today many counselors see pupil advisement as the core of the counselors role.

Many of the purposes of counseling with students generate other services; for instance, the routine course-planning conference (Question 1-2) may result in the identification of students with special needs, or those who require environmental changes (Question 1-9), while at the same time, the conference serves to strengthen the relationship between the counselors and students.

Interpretation of tests can be an invaluable aid to the counselor in aiding students to learn about themselves (Question 1-4). Test interpretation can also aid the staff (Question 1-3) working with the individual student if testing results determine learning problems.

Much of the counselor's time will be of the educational and vocational nature, some of their contacts will involve minimum change counseling. Within the scope of minimum change counseling, counselors aid students in solving such problems as adjustment to school (Question 1-5), academic failure (Question 1-6), minor emotional problems (Question 1-7), and minor health problems (Question 1-8). When the students' problems are such, however, that they require knowledge beyond the

counselor's skills, the counselors must make use of their judgment in referring students to specialists who could better aid the student (Question 1-10).

Analysis of Counseling Responses and t Values

It can be seen in Table III that the counselors, principals, and teachers agree that the guidance counselors were performing their counseling functions adequately. The guidance counselors felt they had established the kind of relationship that would encourage teachers and students to bring their problems to them; however, the responses of the students asking if the student felt they could go to the counselor, indicated that they felt reluctant to go to the counselor. Only 7 percent of the students said that they had been to see the counselor for routine course-planning, and only 19 percent indicated that they had talked with the counselor about academic failures.

The t value indicated that the principals, teachers, and guidance counselors did not disagree significantly with the role of the counselors in this service category. Principals of different job classifications were also in agreement with the counselors. Throughout this section, the students disagreed significantly with the guidance counselors. Analysis of the total group of principals, teachers, and students compared to counselors indicated a significant difference; however, when only principals and teachers are compared to counselors there is no significant difference.

TABLE III

TABULATIONS AND COMPUTATIONS OF COUNSELING RESPONSES, QUESTIONS 1-1
THROUGH 1-10, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	95	5	A vs. B	0.31	2.262
B	Principals	90	10	A vs. C	1.57	2.009
C	Teachers	78	22	A vs. D	7.51 ^a	1.976
D	All Students	26	74	A vs. E	6.73 ^a	1.981
E	Seniors	29	71	A vs. F	7.06 ^a	1.981
F	Juniors	26	74	A vs. G	7.37 ^a	1.980
G	Sophomores	24	76	A vs. H	6.83 ^a	1.981
H	Male Students	28	72	A vs. I	7.55 ^a	1.970
I	Female Students	25	75	A vs. JI ^b	0.56	2.571
JI ^b	Principal	100	0	A vs. KII ^c	0.89	2.571
KII ^c	Principal	50	50	A vs. LIII ^d	0.56	2.571
LIII ^d	Principal	100	0	A vs. MIV ^e	0.56	2.571
MIV ^e	Principal	100	0	A vs. O	7.28 ^a	1.966
NV ^f	Principal	100	0	A vs. P	1.42	2.005
O	Principals, Teachers, and Students	29	71			
P	Principals and Teachers	80	20			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

III. GROUP DYNAMICS

Although the basic concept of guidance is the personal contact between the counselor and the student, there are several functions which the counselors may perform best on a group level. These functions may simply require the assistance of the school counselor rather than be a fundamental responsibility of his job. Other functions may be inherent in his position as a counselor.

Basically, group procedures are used as a stepping-stone in guidance for the dissemination and collection of information concerning the guidance program and individual adjustment. Quite often, group guidance is sufficient for those students with only minor problems, but group guidance is generally the foundation for individual counseling.

The group guidance services (Question 2-1) are an integral part of the entire guidance program. These services may be carried out to a great extent by faculty members other than the counselors; however, the cooperation of the counselors is necessary in planning and coordinating these services, because the arrangement must be reciprocal. The person responsible for the particular service must be able to refer those problems which he cannot handle adequately to the counselors, while the counselors should be able to expect that person to provide information about the pupils that will aid the counselors in their contact with the pupils.

Group methods used directly by the counselors can be advantageous to both the counselor and pupils (Question 2-2). The goal in group guidance is a unique series of exploratory experiences conducted in a permissive situation through which the student can explore himself and

his world and test some of his findings and conclusions without fear of harmful retaliation.

The assistance of the counselors in collecting and making available guidance resource material is necessary (Question 2-3). Although the materials would probably be disseminated through media other than the guidance counselors, the guidance counselors are best qualified to know what materials would best suit the needs of the guidance program.

Analysis of Group Dynamics Response and t Values

From the tabulations in Table IV, it can be seen that there was agreement that the functions were being performed.

The t values between the guidance counselors and principals showed that there was not a significant difference in their feelings concerning the counselors' planning of group services and the collection of available resource materials. The teachers saw the adequacy of the guidance counselors as being significantly different from the adequacy with which the counselors rated themselves in this area. Principals individually compared were in agreement with the counselors' perception of Group Dynamics. When principals and teachers were compared as a total group with counselors' opinions the t value was significantly different.

IV. ORIENTATION

An orientation program is designed to serve many purposes; but basically it is most valuable as an information-giving process. Orientation activities help pupils become acquainted with the next "rung" in the educational ladder. They include such factors as teachers, courses, activities, traditions, financial aids, school services, and

TABLE IV

TABULATIONS AND COMPUTATIONS OF GROUP DYNAMICS RESPONSES, QUESTIONS 2-1
THROUGH 2-3, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	100	0	A vs. B	1.19	2.262
B	Principals	80	20	A vs. C	5.95 ^a	2.009
C	Teachers	56	44			
D	All Students	- ^b	-	A vs. JIC ^c	1.00	2.571
E	Seniors	-	-	A vs. KII ^d	1.00	2.571
F	Juniors	-	-			
G	Sophomores	-	-	A vs. LIII ^e	+ ^f	
H	Male Students	-	-	A vs. MIV ^g	+	
I	Female Students	-	-			
JIC	Principal	50	50	A vs. NV ^h	+	
KII ^d	Principal	50	50			
LIII ^e	Principal	100	0	A vs. P	6.02 ^a	1.966
MIV ^g	Principal	100	0			
NV ^h	Principal	100	0			
O	Principals, Teachers, and Students	-	-			
P	Principals and Teachers	58	42			

^aSignificant to the 5 percent level on a one-tailed test.

^bThe hyphen indicates that no response was requested.

^cStudent management.

^dStudent affairs.

^eVice-Principal Business Affairs.

^fThe plus (+) indicates 100 percent agreement.

^gDirector Vocational Education.

^hPrincipal.

school awards. Through organized orientation experiences it is hoped that the transition from one school to another can be cushioned against disappointments and confusions (Question 3-1). This is accomplished via counselors' use of orientation day, student handbooks or related material, and through explanation of the guidance services available (Question 3-1). The counselors should explain the extracurricular, non-academic activities to the students and attempt to involve them in those activities (Question 3-3). Those students who are not new to the school but who need orientation into new situations also have an important part in the orientation program (Question 3-4), because orientation is a continuing process.

The parents, administrators, and teachers must have a sound knowledge of the guidance services available if they are to make the best use of these services (Question 3-2). Since it is the teachers who have the closest contact with the students and must be required to judge, in most instances, when a student needs assistance, the teachers' adequate knowledge of the total guidance program is an essential factor in the success of the program (Question 3-5).

Analysis of Orientation Responses and t Values

The response shown in Table V indicated that the principals (individual and group), and guidance counselors agreed that the functions in the orientation service were being performed. The responses of the teachers indicated that the functions were not being performed; however, the t values are close based on the 59 percent agreement indicated by the teachers. The t value of student response showed that there was a significant difference in all of the student combinations compared.

TABLE V

TABULATIONS AND COMPUTATIONS OF ORIENTATION RESPONSES, QUESTIONS 3-1
THROUGH 3-5, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	93	7	A vs. B	0.63	2.262
B	Principals	80	20	A vs. C	2.67 ^a	2.009
C	Teachers	59	41	A vs. D	6.19 ^a	1.967
D	All Students	27	73	A vs. E	5.33 ^a	1.981
E	Seniors	33	67	A vs. F	6.10 ^a	1.981
F	Juniors	25	75	A vs. G	6.24 ^a	1.980
G	Sophomores	24	76	A vs. H	5.61 ^a	1.982
H	Male Students	30	70	A vs. I	6.22 ^a	1.970
I	Female Students	26	74	A vs. JI ^b	0.67	2.571
JI ^b	Principal	100	0	A vs. KIIC ^c	1.06	2.571
KIIC ^c	Principal	40	60	A vs. LIIId ^d	0.67	2.571
LIIId ^d	Principal	100	0	A vs. MIVe ^e	0.66	2.571
MIVe ^e	Principal	60	40	A vs. NV ^f	0.67	2.571
NV ^f	Principal	100	0	A vs. O	5.62 ^a	1.966
O	Principals, Teachers, and Students	33	67	A vs. P	2.38 ^a	2.005
P	Principals and Teachers	62	38			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

The t values indicate that the guidance counselors and principals agreed significantly that all functions in the orientation service were being carried out by the counselors. By comparison of the difference of the reported percentages of students with those of counselors and principals, it is observed that 73 percent of the students felt that the counselors were slighting their responsibility in the service area of Orientation.

V. PUPIL WELFARE

The questions in this section are based on the premise that, in the Oak Ridge Secondary School System, the counselors are expected to work with and supplement the work of various helping agencies both in the school and agencies in the community. The counselor should work with the attendance workers and administrators so that the students' absences may be understood and coped with in a satisfactory manner (Question 4-1). Family physicians, social case workers, employers, ministers, leaders of youth organizations, owners of business establishments, and juvenile authorities are a few illustrations of community resources which are utilized through personal contacts of the guidance counselor.

The pupils' welfare as a whole should be the prime concern of the guidance counselors. The guidance counselors' complications of a child with speech, hearing, or sight problems are many — poor adjustment to school and home situations (Question 4-2). The students who need financial assistance may be under much the same stress as the student with physical problems (Question 4-3). When the primary problems are alleviated, the secondary ones remain and the guidance counselor may begin

to function as a person who can aid the students to adjust to their new conditions.

The counselors should offer aid in job placement if the necessity exists, in the hope that they may assist the students in seeking employment that would allow them to continue their education (Question 4-4).

One of the most important concepts in guidance is that the counselors realize their limitations in the handling of emotional problems and make adequate use of the community agencies whose function it is to handle more serious cases of emotional problems (Question 4-5).

Analysis of Pupil Welfare Responses and t Values

In the responses shown in Table VI, the counselors and principals agreed that the functions were being performed. A majority of the counselors (83 percent) see job placement as important in the service category of Pupil Welfare. Only 38 percent of the students indicated that they would use the guidance counselors in seeking employment (Question 4-4). The teachers, as well, did not perceive the counselors as effective in the area of job placement. Only 27 percent of the teachers indicated that counselors used community agencies and provided for job placement (Question 4-5, 4-4).

Table VI shows that there were no significant differences between the responses of the guidance counselors and principals (by group and individual comparison). The teachers and students disagreed with the guidance counselors as to the perception that the counselors had of their roles.

TABLE VI

TABULATIONS AND COMPUTATIONS OF PUPIL WELFARE RESPONSES, QUESTIONS 4-1
THROUGH 4-5, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	93	7	A vs. B	0.28	2.262
B	Principals	88	12	A vs. C	3.20 ^a	2.009
C	Teachers	52	48	A vs. D	7.07 ^a	1.967
D	All Students	18	82	A vs. E	7.26 ^a	1.981
E	Seniors	14	86	A vs. F	6.61 ^a	1.981
F	Juniors	20	80	A vs. G	6.55 ^a	1.980
G	Sophomores	21	79	A vs. H	6.72 ^a	1.981
H	Male Students	19	81	A vs. I	7.01 ^a	1.970
I	Female Students	18	82	A vs. JI ^b	0.31	2.571
JI ^b	Principal	80	20	A vs. KII ^c	0.67	2.571
KII ^c	Principal	100	0	A vs. LIII ^d	0.67	2.571
LIII ^d	Principal	100	0	A vs. MIV ^e	0.66	2.571
MIV ^e	Principal	60	40	A vs. NV ^f	0.67	2.571
NV ^f	Principal	100	0	A vs. O	6.68 ^a	1.966
O	Principals, Teachers, and Students	22	78	A vs. P	2.78 ^a	2.005
P	Principals and Teachers	58	42			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

VI. PUBLIC RELATIONS

In order to use school services pupils have to know that such services exist and how the services can help them. And not only pupils but also their parents and teachers need this type of information.

It is readily apparent that efforts at improving public relations involve many kinds of activities. Pupils may be reached through assemblies, homerooms, bulletin boards, the school handbook, the school newspaper, and over the radio, as well as through civic and other group meetings.

Parents are a special group within the community. If the counselors establish the feeling among the parents that they are interested in their particular child, the parents become a valuable public relations resource (Question 5-2, 5-3). In order to maintain the parents' interest in the guidance program, it is wise for the counselors to establish some form of communication regarding the guidance program's progress and development (Question 5-4). In this manner, the parents can see what the school is doing for the child.

Analysis of Public Relations Responses and t Values

The principals' agreement with the guidance counselors can be seen in Table VII. The principals agreed that the counselors were carrying out all functions which were asked in the questionnaire. The teachers felt that the functions in this area were being done. The students disagreed that the counselors carried out any of the functions about which they were asked.

TABLE VII
TABULATIONS AND COMPUTATIONS OF PUBLIC RELATIONS RESPONSES,
QUESTIONS 5-1 THROUGH 5-5, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	93	7	A vs. B	0.33	2.262
B	Principals	87	13	A vs. C	1.16	2.009
C	Teachers	79	21	A vs. D	6.58 ^a	1.967
D	All Students	23	77	A vs. E	6.20 ^a	1.981
E	Seniors	24	76	A vs. F	6.40 ^a	1.981
F	Juniors	22	78	A vs. G	6.34 ^a	1.980
G	Sophomores	23	77	A vs. H	5.80 ^a	1.981
H	Male Students	28	72	A vs. I	6.71 ^a	1.970
I	Female Students	21	79	A vs. JI ^b	0.67	2.571
JI ^b	Principal	100	0	A vs. KII ^c	0.54	2.571
KII ^c	Principal	67	33	A vs. LIII ^d	0.67	2.571
LIII ^d	Principal	100	0	A vs. MIV ^e	0.54	2.571
MIV ^e	Principal	67	33	A vs. NV ^f	0.67	2.571
NV ^f	Principal	100	0	A vs. O	6.09 ^a	1.966
O	Principals, Teachers, and Students	28	71	A vs. P	1.10	2.005
P	Principals and Teachers	80	20			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

The t values showed that the principals and guidance counselors did not disagree. The t values of teachers' responses indicate this is a role function they feel is carried out by the counselors. Students in all comparison group differed significantly with the counselors' perception of this guidance service. The counselors were in agreement with all functions with the exception of Question 5-4, which asked if the counselor wrote and distributed bulletins and newsletters to parents. Only 60 percent of the counselors indicated this was carried out by the guidance department.

VII. INVENTORY

The primary purpose of the inventory system is to appraise the students' present development in terms of their past development in order to determine a basis for guiding their future adjustment.

Records from feeder schools (Question 6-1) give the guidance counselors a picture of the students' past educational development. After examination of the past school records, the counselors can then ascertain what methods would best enable them to determine the students' present status (Questions 6-2, 6-3, 6-4).

When the students' present status has been ascertained through one, several, or all of the inventory techniques listed in Questions 6-2 through 6-4, the guidance counselors can assist both the faculty and students in aiding the students to achieve the maximum benefit from school (Question 6-5).

Interest inventories, in particular, are measuring instruments that appeal to pupils of all levels of abilities and are often used by

clients to open the door to counseling. Because interest inventories are usually self-administering, self-scoring, and to a large degree self-interpreting, and because they have no "right" or "wrong" answers (the threat of failure is removed) they can be used as an effective springboard for initiating counseling.

Analysis of Inventory Responses and t Values

The analysis of the responses shown in Table VIII indicate that principals and counselors agree that these functions were being carried out to some degree. It should be noted, however, that in Question 6-1, only 57 percent of the students said they had ever gone to the guidance counselor for a personal interview.

The t values indicated that the principals and guidance counselors did not perceive the roles of the guidance counselors differently, except in relation to individual testing (Question 6-4). Counselors responded with 100 percent agreement concerning individual testing compared to 40 percent agreement among the principals. The t values found in the table showed that the teachers and students did not perceive the roles of the guidance counselors as the counselors themselves perceived them.

VIII. FOLLOW-UP AND PLACEMENT

The follow-up service is a series of systematic checks which are made to determine whether guidance services in particular and the educational program in general are meeting the needs of the individual pupil. Contact should be kept with former students, both graduates and drop-outs, for several reasons. By determining their progress out of school, important curriculum and guidance technique changes may result. The results of

TABLE VIII

TABULATIONS AND COMPUTATIONS OF INVENTORY RESPONSES, QUESTIONS 6-1
THROUGH 6-5, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	97	3	A vs. B	0.89	2.262
B	Principals	80	20	A vs. C	3.49 ^a	2.009
C	Teachers	62	38	A vs. D	5.52 ^a	1.967
D	All Students	56	44	A vs. E	4.14 ^a	1.981
E	Seniors	63	37	A vs. F	5.27 ^a	1.981
F	Juniors	53	47	A vs. G	5.61 ^a	1.980
G	Sophomores	51	49	A vs. H	5.40 ^a	1.981
H	Male Students	52	48	A vs. I	5.25 ^a	1.970
I	Female Students	57	43	A vs. JI ^b	0.65	2.571
JI ^b	Principal	66	34	A vs. KII ^c	0.63	2.571
KII ^c	Principal	67	33	A vs. LIII ^d	0.43	2.571
LIII ^d	Principal	100	0	A vs. MIV ^e	0.63	2.571
MIV ^e	Principal	67	33	A vs. NV ^f	0.43	2.571
NV ^f	Principal	100	0	A vs. O	5.53 ^a	1.966
O	Principals, Teachers, and Students	56	44	A vs. P	3.28 ^a	2.005
P	Principals and Teachers	65	35			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

follow-up studies serve as evaluations of the curriculum and guidance program (Question 7-6), and may give the counselors some insight into what improvements are needed. The follow-up studies also provide the counselors with up-to-date information about the students which could result in job placement (Question 7-3).

The placement service is that group of activities which provides the "follow-through" to the pupils realistic planning. Placement activities should exist at all grade levels and serve the unique needs of all pupils.

The counselors can best assist the students in placement if they have resources available that are concerned with the students as employable persons, whether the resources are employers with which the counselors have maintained contacts (Question 7-1), or rehabilitation and employment services (Question 7-4). Through the use of the resources, students who either find it necessary to work or desire to work may be placed in a suitable occupation (Question 7-5).

Analysis of Follow-Up and Placement Responses and t Values

As shown in Table IX, the principals are the only group that indicate that the services are being performed by the guidance counselors. It should be noted; however, that counselors indicated only a 78 percent agreement and principals a 70 percent agreement. The responses of the guidance counselors indicated that they felt this was one area they could slight. A further conclusion drawn is that guidance counselors, principals, and teachers all indicate that little has been accomplished in the areas of: (1) contact with employers for full or part-time job opportunities (Question 7-1); (2) student skill development in seeking

TABLE IX

TABULATIONS AND COMPUTATIONS OF FOLLOW-UP AND JOB PLACEMENT RESPONSES,
QUESTIONS 7-1 THROUGH 7-6, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	78	22	A vs. B	0.30	2.262
B	Principals	70	30	A vs. C	3.49 ^a	2.009
C	Teachers	16	84	A vs. D	3.88 ^a	1.976
D	All Students	12	88	A vs. E	3.97 ^a	1.981
E	Seniors	10	90	A vs. F	3.84 ^a	1.981
F	Juniors	12	88	A vs. G	3.66 ^a	1.980
G	Sophomores	15	85	A vs. H	3.60 ^a	1.981
H	Male Students	16	84	A vs. I	3.94 ^a	1.970
I	Female Students	11	89	A vs. JI ^b	0.12	2.571
JI ^b	Principal	83	17	A vs. KII ^c	0.90	2.571
KII ^c	Principal	33	67	A vs. LIII ^d		
LIII ^d	Principal	100	0		1.30	2.571
MIV ^e	Principal	33	67	A vs. MIV ^e	0.90	2.571
NV ^f	Principal	100	0	A vs. NV ^f	1.30	2.571
O	Principals, Teachers, and Students	15	85	A vs. O	3.71 ^a	1.966
P	Principals and Teachers	29	71	A vs. P	2.71 ^a	2.005

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

or obtaining employment (Question 7-2); and (3) pupil assistance in obtaining suitable employment after withdrawal from school (Question 7-5). Only 20 percent of the students indicated they would go to the counselor to seek employment.

The t values in Table IX showed that as a total population, with the exception of principals, there was a significant difference in the responses in the various questions concerning Follow-Up and Placement. There was a significant disagreement on the students' part as to whether or not the counselors prepared students who withdraw from school to obtain suitable employment.

IX. RECORD SYSTEM

The record keeping program for the guidance program has become known during recent years as the "cumulative record." This is the record for each pupil of the kinds of information that will make it possible to identify him as a unique individual.

The administrative phase of the pupil personnel program has the responsibility for complying with the state laws pertaining to pupil accounting. In the larger school systems, the pupil accounting activities are usually assigned to an administrative officer and a comprehensive set of records is kept of the entire system. In the smaller school system, the pupil accounting responsibilities are usually assigned to each of the various building principals; and they, in turn, may delegate a part of their responsibility to various staff members. Since the record system is an instrument which must be used with care and is, at least in part, confidential in nature, the responsibility is usually

assigned to the guidance department. The counselors must use their judgment as to what responsibilities they can delegate to others.

The cumulative record is the basic guidance-centered instrument (Question 8-1). It is the picture of the students' total educational development. The extent of its use by everyone concerned with the students' progress requires that it reflect the purpose of the guidance program and the school system's educational objectives.

Records are meaningful insofar as they are useful. Many of the responsibilities for making the records useful belong to the counselors by virtue of the record's confidentiality. Since the records may affect the pupils' life-long roles, certain procedures are necessary to insure that adequate and proper use may be made of them: only data of permanent value should be kept (Question 8-2), the data should be in sequential order so that the students' development can be seen at a glance (Question 8-3), the records should be up-to-date so that they are ready references to the students' growth (Question 8-4), data from tests, anecdotes, sociometrics, and other guidance techniques should be recorded (Question 8-5), profile charts, graphs, etc. should be prepared for the use of teachers, parents, and students so that the students' progress can be readily seen (Question 8-6).

A transcript is the collection of specific information concerning the students' development and progress. If the foregoing procedures are followed by the guidance counselors, there should be no difficulty in facilitating transfers or in providing graduating students with transcripts (Question 8-7).

Analysis of Record System Responses and t Values

The tabulation of responses shown in Table X indicated that the functions in question were all carried out with the exception of the counselors' preparation of profile charts and graphs (Question 8-6). Only 60 percent of the principals agreed that counselors did prepare profile charts and graphs. Of the teachers questioned, 36 percent of them felt that the counselors were not providing clear, concise pictures of the students. In Question 8-7, about 33 percent of the counselors indicated that they were providing transcripts for transfer and graduating students; however, it was considered that the school registrar was providing this service.

The t values indicated that the principals, counselors, and teachers did not see the functions being performed as being significantly different.

X. INFORMATION

Although counseling is the core of the school counselor's functions, guidance also includes the non-counseling, informational services provided by the school counselor. Generally, this information will be pupil centered and will deal with occupational, educational, or personal-social information. Information is essential to the progress of each student and therefore must have value and take into consideration the students who will continue their education, either in college (Question 9-1), trade schools (Question 9-2), evening schools (Question 9-3), or correspondence courses (Question 9-4).

Personal-social information should be available for the students who need general information concerning their relationship with others

TABLE X
TABULATIONS AND COMPUTATIONS OF RECORD SYSTEM RESPONSES, QUESTIONS 8-1
THROUGH 8-7, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	71	29	A vs. B	0.53	2.262
B	Principals	84	16	A vs. C	1.76	2.009
C	Teachers	36	64	A vs. D	-.a	-
D	All Students	-	-	A vs. E	-	-
E	Seniors	-	-	A vs. F	-	-
F	Juniors	-	-	A vs. G	-	-
G	Sophomores	-	-	A vs. H	-	-
H	Male Students	-	-	A vs. I	-	-
I	Female Students	-	-			
J ^{Ib}	Principal	100	0	A vs. J ^{Ib}	1.57	2.571
K ^{IIc}	Principal	60	40	A vs. K ^{IIc}	0.21	2.571
L ^{IIId}	Principal	100	0	A vs. L ^{IIId}	1.57	2.571
					1.57	2.571
M ^{Ive}	Principal	80	20	A vs. M ^{Ive}	0.20	2.571
N ^{Vf}	Principal	80	20	A vs. N ^{Vf}	0.20	2.571
O	Principals,			A vs. O	-	-
	Teachers, and			A vs. P	0.91	2.005
	Students	-	-			
P	Principals and					
	Teachers	53	47			

^aThe hyphen indicates no response was requested.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

and material on personal matters, such as grooming, hygiene, and etiquette (Question 9-5).

On the school level, the student handbook is an important part of the guidance program (Question 9-6). The students can readily see the curriculum in which they are interested and its requirements, and from this, they can formulate some ideas as to their future education.

One of the responsibilities of the school counselors is to maintain an interest in and awareness of the guidance program among the faculty and community. The information service gives the counselors an opportunity to interpret and disseminate information of interest concerning research studies and testing programs to teachers and members of the community (Question 9-7).

Through information the student can relate the curriculum to life, thereby providing a bridge between what is being learned in school and the adult's occupational life. If the student can develop a concept which links school to life, then the educational venture will proceed with more clarity. The purpose of providing information is to weld the learnings of school to the practicality of life. If the student can work toward a realistic goal, the curriculum will come alive and the student will become activated toward the learning process because he is engaged in a purposeful activity.

Analysis of Information Service Responses and t Values

In the responses shown in Table XI, the counselors and principals agreed that the Information Service was being implemented. By comparison of other guidance services analyzed, the range of three percentage points is the most favorable agreement between counselors and principals in the

TABLE XI

TABULATIONS AND COMPUTATIONS OF INFORMATION SERVICE RESPONSES,
QUESTIONS 9-1 THROUGH 9-7, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	93	7	A vs. B	0.18	2.262
B	Principals	90	10	A vs. C	2.44 ^a	2.009
C	Teachers	62	38	A vs. D	5.13 ^a	1.967
D	All Students	38	62	A vs. E	3.52 ^a	1.981
E	Seniors	53	47	A vs. F	5.51 ^a	1.981
F	Juniors	31	69	A vs. G	5.55 ^a	1.980
G	Sophomores	31	69	A vs. H	4.76 ^a	1.981
H	Male Students	39	61	A vs. I	5.07 ^a	1.970
I	Female Students	38	62	A vs. JI ^b	0.67	2.571
JI ^b	Principal	100	0	A vs. KII ^c	0.40	2.571
KII ^c	Principal	75	25	A vs. LIII ^d	0.67	2.571
LIII ^d	Principal	100	0	A vs. MIV ^e	0.40	2.571
MIV ^e	Principal	75	25	A vs. NV ^f	0.67	2.571
NV ^f	Principal	100	0	A vs. O	4.85 ^a	1.966
O	Principals, Teachers, and Students	41	59	A vs. P	2.18 ^a	2.005
P	Principals and Teachers	66	34			

^aSignificant to the 5 percent level on a one-tailed test.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

study. The principals' responses give support to the counselors' indication that they are informing students of their educational opportunities beyond secondary school. In fact, all of the principals felt that the counselors were performing the roles as listed in Questions 9-1, 9-2, 9-3, and 9-4. It was interesting that only 24 percent of the students said they were being provided with information about trade schools, evening schools, and correspondence courses (Questions 9-2, 9-3, and 9-4), while 48 percent of the students said that they were being informed of college requirements and scholarships (Question 9-1). In examination of Question 9-1 by comparison of grade level and sex, the result of agreement was: (1) 79 percent 12th grade females; (2) 41 percent 11th grade females; (3) 29 percent 10th grade females; (4) 73 percent 12th grade males; (5) 55 percent 11th grade males; and (6) 29 percent 10th grade males. The percentage of increase is in direct relationship to the closeness of graduating from school and entering the world of work or a field of training. The teachers and students strongly disagree that information relating to social problems was available. Less than 25 percent of the principals said that this material was provided.

Generally, the t values of the teachers and students disagree with the counselors significantly on this role function. There was a significant difference between the feelings of the guidance counselors and teachers as to the roles the counselors were performing at all levels. The strongest disagreement was that teachers did not perceive counselors providing material on social problems. The t values showed a significant disagreement between teacher/counselor and student/counselor in all areas except in Question 9-1, where they agreed that the students were furnished information about college requirements and scholarships.

XI. MISCELLANEOUS

It is at last being recommended by state and national professional organizations that the counselor's major function be recognized as counseling. Any other responsibilities should be of secondary importance. Too often in the Oak Ridge Secondary Schools, the criticism is heard that too much of the counselors' time is taken up with functions which are totally inappropriate to guidance. The questions in the "miscellaneous" section of the questionnaire are usually considered as inappropriate to guidance. These questions were asked in order to determine if the guidance counselors are performing functions which are inappropriate to guidance. Students were not asked questions pertaining to this guidance role function.

Analysis of Miscellaneous Responses and t Values

Table XII shows that, generally the guidance counselors were not performing inappropriate roles in the guidance program, although in Question 10-3, the counselors and principals differ on percentage of affirmative responses concerning clerical responsibilities considered inappropriate to the guidance function. Only 33 percent of the counselors indicated that they have too many clerical responsibilities compared to 60 percent of the principals stating that they feel counselors do have excessive clerical responsibilities.

Even though most of the counselors were not definitely affirmative in their answers to all of the questions, it was of interest to note that Questions 10-3 (clerical responsibilities), and 10-9 (assistance in scoring classroom tests), seemed to bring the greatest degree of

TABLE XII

TABULATIONS AND COMPUTATIONS OF MISCELLANEOUS RESPONSES, QUESTIONS 10-1
THROUGH 10-9, PART I OF THE QUESTIONNAIRE

Group Code	Responses				t Value	Upper Limit t @ .05
	Respondent	% Yes	% No			
A	Counselors	13	87	A vs. B	0.39	2.262
B	Principals	22	78	A vs. C	0.14	2.009
C	Teachers	11	89			
D	All Students	- ^a	-	A vs. D	-	-
E	Seniors	-	-	A vs. E	-	-
F	Juniors	-	-	A vs. F	-	-
G	Sophomores	-	-	A vs. G	-	-
H	Male Students	-	-	A vs. H	-	-
I	Female Students	-	-	A vs. I	-	-
J ^{Ib}	Principal	22	78	A vs. J ^{Ib}	0.21	2.571
K ^{IIC}	Principal	11	89	A vs. K ^{IIC}	0.59	2.571
L ^{IIId}	Principal	33	67	A vs. L ^{IIId}	0.41	2.571
M ^{Ive}	Principal	0	100	A vs. M ^{Ive}	0.95	2.571
N ^{Vf}	Principal	44	56	A vs. N ^{Vf}	0.60	2.571
O	Principals, Teachers, and Students	-	-	A vs. O	-	-
P	Principals and Teachers	12	88	A vs. P	0.07	2.005

^aThe hyphen indicates no response was requested.

^bStudent management.

^cStudent affairs.

^dVice-Principal Business Affairs.

^eDirector Vocational Education.

^fPrincipal.

affirmative answers. Of the guidance counselors questioned, all reported that they did not act as a substitute teacher, and only 17 percent said that they were placed in charge of a lunch room or study hall.

The *t* values showed that there was no significant difference between the guidance counselors and principals' agreement of inappropriate role functions. Analysis of questions indicated that counselors and principals disagreed in Questions 10-1, where 83 percent of the counselors said they did not act at times as a principal and 80 percent of the principals replied that counselors did act as principals in their capacity as guidance counselors. The responses between the guidance counselors and teachers also indicated that no significant difference was noted in the category of "inappropriate" guidance role functions.

The principals and teachers perceived the roles of the guidance counselors similarly, with the exception of Questions 10-1 and 10-3. The *t* value in Table XII, comparing the principal/teacher group as a total with the counselors indicated a very high degree of significance.

XII. ANALYSIS OF RESPONSES TO PART II OF THE QUESTIONNAIRE

The response to the questions in Part I of the questionnaire have shown what duties the counselors are performing at the present time. Analysis presented in Chapter III showed that, generally, the counselor and principals felt that the counselors were performing those functions as set forth in the role description outlined by Boy and Pine's publication of "The Counselor in the Schools,"⁴ and the Arbuckle publication

⁴Angelo V. Boy and Gerald J. Pine, The Counselor in the Schools, a Reconceptualization (Boston: Houghton Mifflin Company, 1968), pp. 288-289.

of "Pupil Personnel Services in the Modern School."⁵ There was some difference of feeling apparent among the teachers and students as to whether or not these roles were being performed adequately. The purpose of Part II was to attempt to ascertain what functions the counselors, teachers, and principals felt would be most important to the guidance program.

The analysis of the questions for Part II shows what priority the counselors, principals, and teachers felt the counselors' responsibility should be handled. Individual means were found for each group of respondents under each counselor role heading. These means indicate the extent to which a group of respondents believed counselors should perform the functions described in the role statements. The roles were then ranked individually according to the importance each responding group felt the role held in relation to the other roles listed under the guidance service. A grand mean was then found for each role so that an overall rank could be established as to their relationship in the guidance program. This was done with the feeling that, although the counselors are trained specialists in their field, the principals and teachers' opinions as to a function's importance would probably reflect administrative and classroom experiences that could be an invaluable asset to the guidance program.

The individual means for each group of respondents can be seen in Table XIII. These means were included so that reference could be made

⁵Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc., 1966), pp. 114-115, 288-308.

Table XIII
INDIVIDUAL MEAN AND RANKING OF RESPONSES,
TO PART II OF THE QUESTIONNAIRE

Role	Respondent	Responses						Total	Mean	Rank
		+3	+2	+1	-1	-2	-3			
Counseling	Counselor	46	10	1	0	0	2	59	2.59	2
	Principal	16	12	1	0	0	1	30	2.33	4
	Teacher	84	14	6	2	1	0	107	2.64	1
Group Dynamics	Counselor	10	7	1	0	0	0	18	2.50	3
	Principal	3	5	1	0	0	1	10	1.70	8
	Teacher	24	23	13	7	1	2	70	1.66	7
Orientation	Counselor	16	9	3	1	0	2	31	2.00	7
	Principal	14	9	1	0	0	1	25	2.32	5
	Teacher	73	41	22	1	1	1	139	2.28	4
Pupil Welfare	Counselor	16	13	0	0	0	1	30	2.37	5
	Principal	15	6	4	0	0	0	25	2.44	2
	Teacher	47	23	20	6	4	1	101	1.88	5
Public Relations	Counselor	20	8	2	0	0	0	30	2.60	1
	Principal	7	7	1	0	0	0	15	2.40	3
	Teacher	48	17	3	2	0	1	71	2.48	3
Inventory	Counselor	19	5	6	0	0	0	30	2.43	4
	Principal	11	1	3	0	0	0	15	2.53	1
	Teacher	41	20	5	1	0	0	67	2.49	2
Follow-up and Placement	Counselor	19	10	1	4	1	1	36	1.92	9
	Principal	12	7	6	1	1	3	30	1.47	9
	Teacher	5	8	16	13	13	9	64	.30	9
Record System	Counselor	22	11	4	2	1	2	42	1.95	8
	Principal	15	2	6	0	0	2	25	1.96	7
	Teacher	8	5	8	5	4	1	31	.84	8
Information	Counselor	17	18	4	2	1	0	42	2.07	6
	Principal	12	4	2	0	0	2	20	2.00	6
	Teacher	40	32	14	8	5	2	101	1.72	6
Miscellaneous	Counselor	0	2	2	9	4	37	54	-2.26	10
	Principal	0	3	4	8	9	19	43	-1.70	10
	Teacher	17	14	15	54	44	140	284	-1.65	10

to them by persons interested in seeing the relative importance of each function within the guidance service.

Table XIV provides the total means for each counselor role and the order of importance. In this table, ten functions were ranked by the grand mean of counselors, principals, and teachers. The means ranged from 2.58 to -1.74. The rankings, in order of importance placed upon them by the grand mean, are as follows:

Table XIV
GRAND MEAN AND RANKING OF RESPONSES,
TO PART II OF THE QUESTIONNAIRE

Role	Grand Mean	Rank
Counseling	2.58	1
Group Dynamics	1.82	7
Orientation	2.24	4
Pupil Welfare	2.06	5
Public Relations	2.50	2
Inventory	2.48	3
Follow-up and Placement	0.72	9
Record System	1.60	8
Information	1.85	6
Miscellaneous	-1.74	10

1. Counseling - The individual counseling of students should be of primary importance in the guidance program.

2. Public Relations - The guidance program should interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.

3. Inventory - Appraisal of student development is of key importance and is generally the responsibility of the guidance counselors.

4. Orientation - The value of orientation ranks high due to the increased need of students' understanding of expectations of school and society.

5. Public Welfare - The pupils' welfare as a whole should be a concern of the guidance counselors.

6. Information - Although counseling is the core of the school counselor's function, guidance also includes the non-counseling, informational services provided by the school counselor.

7. Group Dynamics - Basically, group procedures are used as stepping-stones in guidance for the dissemination and collection of information concerning the guidance program and individual adjustment.

8. Record System - The administrative phase of guidance is concerned with record keeping and pupil accounting.

9. Follow-up and Placement - The placement service is that group of activities which provides the "follow-through" to the pupils realistic planning. Placement activities should exist at all grade levels and serve the unique needs of all pupils.

10. Miscellaneous - This section of the role description lists the functions that are outside the role of the secondary school counselor and should naturally find its place at the bottom of the rank order.

It is an accepted fact that counselors' guidance time is limited; therefore, the carrying out of all the ideal responsibilities may not always be practical. The rankings, however, indicate what functions should be emphasized by the counselors in the guidance program. The

above listing of functions could serve as a starting point for the improvement of the guidance program and a self-evaluation by the counselors of their responsibilities.

CHAPTER IV ✓

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was an attempt to define the position of the secondary school counselor as related to role in the Oak Ridge School System, and to determine what the principals, teachers, students, and guidance counselors felt were the duties being performed by the counselors in the high school.

Questionnaires were given to the guidance counselors, principals, teachers, and students in the high school. The students received a one-part questionnaire which asked about the counselors' present roles in their school. The guidance counselors, principals, and teachers received a two-part questionnaire; the first part of which asked about the present roles of the counselor, and the second part of which asked for their ratings as to the ideal roles of the counselors.

The respondents' return rate of the questionnaire was considered to be a percentage that was acceptable. An average of 87.5 percent of the studied population returned their questionnaires. The group that had the lowest percentage return was the teacher group with a 64 percent return rate. Principal and student respondents were the only participants that returned all of the questionnaires assigned to their respective group. A follow-up in the form of a personal request was placed in teachers' mail boxes on two different occasions.

The responses to Part I and II were tabulated; a percentile and ranking for the individual respondents was derived, and an overall percentile and ranking for each guidance service was found. A t test was applied to the data of Part I for a test of significance at the 0.05 confidence level; then tabulations of rank order were calculated to develop a mean for each individual group and the grand mean of the total group.

The analysis of the responses to Part I of the questionnaire showed that generally students, teachers, and principals agreed with some aspects of the roles guidance counselors were performing. Part II of the questionnaire data (preference of counselors, principals, and teachers) showed the overall ranking of the grand mean places (1) counseling, (2) public relations, and (3) inventory in the top one-third of the role functions studied.

II. FINDINGS

The findings of this study reveal respondents' opinions of existing counselor roles and ranking of ideal counselor roles are reported as follows:

1. Counseling (Rank 1) and public relations (Rank 2) are believed to operate functionally by three-fourths of the respondent groups.¹
2. Inventory (Rank 3), orientation (Rank 4), pupil welfare (Rank 5), information (Rank 6), and follow-up and placement (Rank 9) are believed to be functional by one-half of the respondent groups.¹

¹Guidance counselors, principals, teachers, and students.

3. Group dynamics (Rank 7) is considered a counselor role performed by two-thirds of the professional staff.²

4. Record system (Rank 8) and the miscellaneous category of inappropriate counselor roles (Rank 10) are in total agreement among the professional staff.²

Findings of the study which indicated need for additional research and evaluation by the guidance counselors was determined to exist in the areas of:

1. Counseling for routine-course planning³
2. Counseling for academic failure³
3. Orientation programs³
4. Job placement programs^{3,4}
5. Information about individual testing⁵
6. Counselor and/or student initiated personal interviews to provide awareness of counseling services³
7. Program development to enhance (1) contact with employers, (2) student skill development in obtaining employment, and (3) pupil assistance in obtaining employment^{3,5,6}
8. Information about trade schools, evening schools, and correspondence courses for the vocationally orientated students³

²Guidance counselors, principals, and teachers.

³Student opinion.

⁴Teacher opinion.

⁵Principal opinion.

⁶Counselor opinion.

9. Information and materials on social problems^{7,8}
10. Program development in the area of public relations⁹

III. CONCLUSIONS

Several conclusions were derived from the findings of the study. The strengths and weaknesses indicated in this study provide a basis for the development of valid criteria for self-evaluation. The school counselor must be a participant in evaluating his competency, but at the same time, he must allow himself to be evaluated by those significant coworkers who are in a position to adequately judge his competency.

The conclusions drawn from findings were:

1. Based on careful evaluation of the data it was observed that principals and teachers support the importance of counseling as being the primary function of the guidance counselor. A somewhat different perception exists among students. There is a problem concerning students' perception of counseling, caused by a communications gap existing between students and counselors in general. Responses of questions related to the "freedom" which students feel about approaching the counselors for help on routine-course planning, academic failure, and information concerning curriculums other than advanced programs are considered and then forgotten by the "average" student. Generally, student opinion is that guidance counselors serve those who have serious

⁷Teacher opinion.

⁸Principal opinion.

⁹Student opinion.

mental or physical disabilities and those students on the other end of the spectrum, who desire post-secondary education.

2. The strength of the public relations program was considered to be adequate by the professional staff. Communications regarding the guidance program's progress and development are considered as important by the majority of the respondents. Students indicated the willingness on the part of parents to make requests and referrals to the guidance department. The guidance department promotes the proper attitude toward the public which is necessary for the promotion of public support.

3. Questions concerning the role of the guidance counselor in the categories of inventory, orientation, pupil welfare, information, and follow-up/placement generally received support of only one-half the groups responding. Teachers and students responses indicated that all counselor functions listed in this group were not in agreement with guidance counselors' responses.

Conclusions drawn from analysis of the data infer that teachers and students are not aware of available services offered by the guidance counselors. These misunderstandings are fostered by their perception that counselors are in essence working only with "remedial" or "gifted" programs within the school. It is evident that the administration and pupil personnel services need to develop that type of information service which would create the proper understanding of counselor role and services available in the various categories.

The principals and counselors agree that services in the follow-up and placement roles are lacking at this time. The interest in these services seems to be a factor which is not considered important by

administration and guidance counselors. Vocational Office Education, Cooperative Office Education, and Distributive Education programs currently existing in the curriculum generally provide opportunities for job training and placement services. In light of this enriched curriculum, a conclusion may be drawn that this service need not be a concern as a guidance function.

4. Although group guidance is generally the foundation for individual counseling, this is an area that teachers may develop with the assistance of the school counselor rather than group work being a fundamental responsibility of his job. Classroom meetings and group work is normally encouraged in the school system; therefore, such services would probably be initiated by the classroom teacher.

5. The record system or "cumulative record" is perceived by the entire study group to be of importance. The counselors are the overseers of student records and the degree of importance reflected in questions concerning this service are in accordance with the divided responsibility counselors and the registrar share in the maintenance of "cumulative records." The registrar has this responsibility along with providing transcripts. In addition to this "in-school service," there is also a school psychologist, who conducts individual testing, this reflects the difference of opinion counselors indicated concerning individual testing and principals believed to be somewhat neglected on the part of the counselor.

6. Conclusions drawn from the ten inappropriate counselor role functions, which are supported totally by the counselors, principals, and teachers, indicate that the guidance counselors are not expected to

perform duties outside the prescribed role description. Non-counseling duties such as testing, supervision, and curriculum scheduling are sometimes necessary responsibilities.

IV. RECOMMENDATIONS

Based on the conclusion and findings of this study, the researcher submits the following recommendations to make the guidance program a more effective agent in the student's personal development, especially additional research designed to solve existing problems.

1. It is the opinion of the researcher that counselors fall short of fulfilling all role expectations due to their "over-load" of non-counseling responsibilities. Perhaps the answer to this dilemma is to move toward a three-department system in which counselors handle counseling, guidance workers provide the information service, and psychometrists handle measurement. The increased demand on guidance personnel services necessitates specialization on the part of the guidance staff. In order to meet effectively the needs and interests of students, the counselor must be permitted to concentrate on counseling, while guidance workers and psychometrists meet the non-counseling needs of students.

2. Counselors need a continuing program of total school orientation and information. This could be accomplished through visitations to homeroom classes for discussions concerning present trends in vocational choice, career information in general, and post-secondary education. If counselors were assigned homeroom groups rather than alphabetized groupings this would be possible.

3. Development of an advisory committee with area school counselor university personnel, parents, and students. The use of an advisory committee would play a vital role and assist in the conduct of research and self-evaluation programs.

4. It is recommended that further study be made of the counselors' role in the Oak Ridge School System with the respondents being added from the junior high schools. It is further recommended that the survey be conducted by interview for comparative purposes, so that the insight lost in use of a structured questionnaire might be recovered; therefore, a more complete analysis could be obtained.

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APPENDIX

APPENDIX

Name _____

School _____

GUIDANCE COUNSELOR'S QUESTIONNAIRE

Please fill out this two-part questionnaire in order to determine what duties you perform as a guidance counselor, and what you feel your ideal roles should be.

All answers to this questionnaire will be confidential.

Part I - Directions:

Answer each question by circling the answer best suited to the question. There are no right or wrong answers, but you must answer every question, according to the functions you now perform in your school as guidance counselor. There are no limitations as to the number of times the functions are performed. Once in a school year is sufficient to be considered as a Yes answer.

Part II - Directions:

The same questions of Part I are used in Part II. These answers refer to your opinion regarding the importance you attach to specific duties which you may or may not be performing at this time. This part of the questionnaire is especially important because it will indicate what you feel the ideal role of a guidance counselor should be.

Please circle that number in the right-hand margin, according to your opinion of its importance or unimportance. Be particularly careful to place either a (+) or (-) in front of each number.

+3 great importance

+2 considerable importance

+1 moderate importance

-1 some importance

-2 slight importance

-3 insignificant importance

- | | | |
|-------|---|-----------------------|
| 1-1. | I attempt to establish the kind of relationship that encourages teachers and pupils to feel free to bring problems to my attention. | Yes No
(1) (2) (3) |
| 1-2. | I provide for scheduled routine conferences for course planning, etc. | Yes No
(1) (2) (3) |
| 1-3. | I make appropriate information about students easily accessible to faculty members. | Yes No
(1) (2) (3) |
| 1-4. | I provide for opportunities for each student to learn about himself through various tests and their interpretation. | Yes No
(1) (2) (3) |
| 1-5. | I assist pupils in finding solutions in their adjustment-to-school problems (getting along with teachers, aid students in becoming familiar with school programs and procedures). | Yes No
(1) (2) (3) |
| 1-6. | I assist pupils in looking for appropriate methods to solve their problems of academic failures. | Yes No
(1) (2) (3) |
| 1-7. | I assist pupils in solving their minor emotional maladjustments. | Yes No
(1) (2) (3) |
| 1-8. | I assist pupils in solving minor health problems. | Yes No
(1) (2) (3) |
| 1-9. | I provide, through administrative procedures, for environmental changes as they are needed (changes in teachers, schedules, courses, and schools). | Yes No
(1) (2) (3) |
| 1-10. | I refer problems beyond my abilities. | Yes No
(1) (2) (3) |
| 2-1. | I help plan and coordinate a program of group guidance services (in homerooms, clubs, career and college conferences). | Yes No
(1) (2) (3) |
| 2-2. | I use group methods to assist pupils in decision-making, problem-solving, and adjustment-to-school situations. | Yes No
(1) (2) (3) |
| 2-3. | I work with other faculty members in collecting and making available guidance resource materials. | Yes No
(1) (2) (3) |
| 3-1. | I assist in working with incoming students from feeder schools. | Yes No
(1) (2) (3) |
| 3-2. | I acquaint parents, administrators, teachers, and students with the guidance services of my school. | Yes No
(1) (2) (3) |

- | | | |
|------|---|-----------------------|
| 3-3. | I assist in engaging students in non-academic activities, such as non-social clubs (FTA, FHA, Key Club, etc.) and school social functions. | Yes No
(1) (2) (3) |
| 3-4. | I help pupils prepare for next steps, whatever they may be (school, job, grade, etc.). | Yes No
(1) (2) (3) |
| 3-5. | I orient new faculty members to the total guidance program. | Yes No
(1) (2) (3) |
| 4-1. | I work with the administration on attendance problems as they relate to guidance. | Yes No
(1) (2) (3) |
| 4-2. | I work on problems pertaining to the physical well being of the pupils (notify the parents as to hearing, speech, and sight problems, assist in supplying dental care, etc.). | Yes No
(1) (2) (3) |
| 4-3. | I refer students who require financial assistance to appropriate school and/or community resource persons for lunches, supplies, etc. | Yes No
(1) (2) (3) |
| 4-4. | I provide for job placement for pupils when needed, either full or part-time. | Yes No
(1) (2) (3) |
| 4-5. | I use community agencies as needed (Mental Health Center, Child and Family Services, Department of Employment Security, etc.). | Yes No
(1) (2) (3) |
| 5-1. | I participate in community activities (PTA, Lions Club, etc.). | Yes No
(1) (2) (3) |
| 5-2. | I confer with parents when necessary and/or upon request. | Yes No
(1) (2) (3) |
| 5-3. | I interpret reports of pupil progress to parents. | Yes No
(1) (2) (3) |
| 5-4. | I write and distribute bulletins or news letters to parents. | Yes No
(1) (2) (3) |
| 5-5. | In community situations, I present information which may help parents in their efforts to understand children and the school program. | Yes No
(1) (2) (3) |
| 6-1. | I obtain records from feeder or sending schools. | Yes No
(1) (2) (3) |

- | | | |
|------|---|-----------------------|
| 6-2. | I gather data through standardized testing, self-reporting devices, sociometric techniques, observation records, anecdotal records, socio-economic devices, individual interviews with pupils, records of academic progress, personal data sheets or questionnaires, home visits, conferences with other faculty members, and agency representatives as the needs indicate. | Yes No
(1) (2) (3) |
| 6-3. | I make case studies when needed. | Yes No
(1) (2) (3) |
| 6-4. | I provide for individual testing when group testing results are inconclusive or contradictory. | Yes No
(1) (2) (3) |
| 6-5. | I identify students who have superior or inferior abilities and help them utilize available educational resources to further maximum education growth. | Yes No
(1) (2) (3) |
| 7-1. | I maintain a system of contacts with employers for full or part-time job opportunities. | Yes No
(1) (2) (3) |
| 7-2. | I help pupils develop skills in seeking and obtaining employment. | Yes No
(1) (2) (3) |
| 7-3. | I maintain files of students and graduates with their qualifications, interests, abilities, and achievements for possible use in job placement. | Yes No
(1) (2) (3) |
| 7-4. | I make referrals to state rehabilitation and employment services. | Yes No
(1) (2) (3) |
| 7-5. | I assist pupils who withdraw from school to obtain suitable employment. | Yes No
(1) (2) (3) |
| 7-6. | I make follow-up studies for evaluating purposes. | Yes No
(1) (2) (3) |
| 8-1. | I assist in the development of cumulative records which reflect the objectives of the school or school system. | Yes No
(1) (2) (3) |
| 8-2. | I preserve only data of permanent value. | Yes No
(1) (2) (3) |
| 8-3. | I set the data up in sequential order. | Yes No
(1) (2) (3) |
| 8-4. | I have the responsibility for seeing that the records are kept up-to-date. | Yes No
(1) (2) (3) |
| 8-5. | I have the responsibility for seeing that the data from tests, anecdotes, sociometrics, etc., are recorded. | Yes No
(1) (2) (3) |

- | | | |
|-------|---|-----------------------|
| 8-6. | I prepare profile charts, graphs, etc., to give a clear, concise picture of the student. | Yes No
(1) (2) (3) |
| 8-7. | I provide transcripts for transfer and graduating students. | Yes No
(1) (2) (3) |
| 9-1. | I inform pupils about trade schools. | Yes No
(1) (2) (3) |
| 9-2. | I inform pupils about college requirements and scholarships. | Yes No
(1) (2) (3) |
| 9-3. | I inform pupils about evening schools. | Yes No
(1) (2) (3) |
| 9-4. | I inform pupils about correspondence courses. | Yes No
(1) (2) (3) |
| 9-5. | I provide material on social problems, such as dating, etc. | Yes No
(1) (2) (3) |
| 9-6. | I prepare handbooks explaining the school program and curricula available. | Yes No
(1) (2) (3) |
| 9-7. | I help interpret the results of research studies and testing programs to the faculty and community. | Yes No
(1) (2) (3) |
| 10-1. | I act at times as a principal (disciplinarian, etc.). | Yes No
(1) (2) (3) |
| 10-2. | I assist teachers in making out their individual lesson plans. | Yes No
(1) (2) (3) |
| 10-3. | I have too many clerical responsibilities. | Yes No
(1) (2) (3) |
| 10-4. | I act as a school receptionist. | Yes No
(1) (2) (3) |
| 10-5. | I am sent on errands which are inappropriate to guidance. | Yes No
(1) (2) (3) |
| 10-6. | I act as a substitute teacher. | Yes No
(1) (2) (3) |
| 10-7. | I am placed in charge of a lunch-room, study hall, etc. | Yes No
(1) (2) (3) |
| 10-8. | I am placed in charge of clubs not appropriate to guidance. | Yes No
(1) (2) (3) |
| 10-9. | I assist teachers in scoring class-room tests. | Yes No
(1) (2) (3) |

Name _____

School _____

PRINCIPAL'S QUESTIONNAIRE

Please fill out this two-part questionnaire in order to determine how familiar you are with duties of your school guidance counselor, and to determine what you feel his/her ideal role should be.

All answers to this questionnaire will be confidential.

Part I - Directions:

Answer each question by circling the answer best suited to the question. There are no right or wrong answers, but you must answer every question according to the functions that you believe your guidance counselor is performing now or has performed during this school year.

Part II - Directions:

The same questions of Part I are used in Part II. These answers refer to your opinion regarding the importance you attach to specific duties which the counselor may or may not be performing at this time. This part of the questionnaire is especially important because it will indicate what you feel the ideal role of a guidance counselor should be.

Please circle that number in the right-hand margin, according to your opinion of its importance or unimportance. Be particularly careful to place either a (+) or (-) in front of each number.

+3 great importance
+2 considerable importance
+1 moderate importance

-1 some importance
-2 slight importance
-3 insignificant importance

- | | | | | |
|---|-----|-----|-----|------|
| 1. Has the guidance counselor established relationships so that teachers and pupils feel free to bring problems to him/her? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 2. Does the guidance counselor provide for scheduled routine conferences with the students (course planning, etc.)? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 3. To your knowledge, has the guidance counselor made information about students easily accessible to the faculty? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 4. To your knowledge, has the guidance counselor provided for opportunities for each student to learn about himself through various tests and their interpretations? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 5. Does the guidance counselor assist pupils in solving problems in adjustment-to-school, academic failures, minor emotional maladjustment and minor health problems? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 6. Does the guidance counselor provide through administrative procedures for environmental changes as they are needed (changes in teachers, schedules, courses, and schools)? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 7. Does the guidance counselor help plan and coordinate a program of group guidance services (in homerooms, clubs, career and college conferences)? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 8. Does the guidance counselor work with other faculty members in collecting and making available guidance resource materials? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 9. Does your guidance counselor work with incoming students from feeder schools? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 10. Has the guidance counselor acquainted you with the guidance services presently available in your school? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 11. To your knowledge, does the guidance counselor assist in engaging students in non-social activities of the school, such as non-social clubs (FTA, FHA, Key Club, etc.) and school social functions? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |
| 12. Does the guidance counselor help pupils prepare for next steps, such as job, grade, change in school, etc.? | Yes | No | Not | Sure |
| | | (1) | (2) | (3) |

- | | | | |
|---|-----|-----|----------|
| 13. Does the guidance counselor orient faculty members to the total guidance program? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 14. Does the guidance counselor work with the administration with attendance problems as they relate to guidance? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 15. Does the guidance counselor work on problems pertaining to the physical well-being of the pupils (notifying parents as to hearing, speech, and sight problems, assisting in supplying dental care, etc.)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 16. Does the guidance counselor refer cases of financial need (free lunches, school supplies, clothing, etc.)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 17. Does the guidance counselor provide job placement for pupils as needed, either full or part-time? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 18. To your knowledge, does the guidance counselor use community agencies as needed (Mental Health Center, Child and Family Services, Department of Employment Security)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 19. Does the guidance counselor confer with parents when necessary and/or upon request? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 20. Does the guidance counselor interpret reports of pupil progress to parents? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 21. Does the guidance counselor write and distribute bulletins or news letters to parents? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 22. Does the guidance counselor obtain records from feeder or sending schools? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 23. Does the guidance counselor provide for individual testing when group testing results are inconclusive or contradictory? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 24. To your knowledge, does the guidance counselor identify students who have superior or inferior abilities and help them utilize available educational resources to further maximum educational growth? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 25. Does the guidance counselor maintain a system of contacts with employers for full or part-time job opportunities? | Yes | No | Not Sure |
| | | (1) | (2) (3) |

- | | | | | |
|-----|---|-----|-----|----------|
| 26. | Does the guidance counselor help pupils develop skills in seeking and obtaining employment? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 27. | Does the guidance counselor maintain files of students and graduates with their qualifications, interests, abilities, and achievements for possible use in job placement. | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 28. | To your knowledge, does the guidance counselor make referrals to state rehabilitation and employment services? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 29. | Does the guidance counselor assist pupils who withdraw from school to obtain suitable employment? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 30. | To your knowledge, does the guidance counselor make follow-up studies for evaluative purposes? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 31. | Does the guidance counselor assist in setting up cumulative records which reflect the objectives of the school system? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 32. | Does the guidance counselor handle adequately his responsibility for seeing that the records are kept up-to-date? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 33. | Does the guidance counselor supervise the recording of data from tests, anecdotes, sociometrics, etc.)? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 34. | Does the guidance counselor prepare needed profile charts, graphs, etc. to give a clear, concise picture of the student? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 35. | Does the guidance counselor provide transcripts for transfer and graduate students? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 36. | Does the guidance counselor inform pupils about college requirements, scholarships, trade schools, evening schools, and correspondence courses? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 37. | Does your guidance counselor provide material on social problems, such as dating, etc.? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| | | | | |
| 38. | Does the guidance counselor help prepare handbooks explaining the school program and curricula available? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |

- | | | | | | |
|-----|--|-----|-----|-----|------|
| 39. | Does the guidance counselor interpret the results of research studies and testing programs to the faculty and community? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 40. | Does the guidance counselor ever act as principal (disciplinarian)? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 41. | Does the guidance counselor assist teachers in making out their lesson plans? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 42. | In your opinion, does the guidance counselor perform too many clerical duties? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 43. | Does the guidance counselor act as a school receptionist? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 44. | Is the guidance counselor sent on errands which are inappropriate to guidance? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 45. | Does the guidance counselor act as a substitute teacher? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 46. | Is the guidance counselor placed in charge of a lunch-room, study hall, etc.? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 47. | Is the guidance counselor placed in charge of clubs which are not appropriate to guidance? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |
| | | | | | |
| 48. | Does the guidance counselor assist teachers in scoring classroom tests? | Yes | No | Not | Sure |
| | | | (1) | (2) | (3) |

TEACHER'S QUESTIONNAIRE

Part I - Directions:

In order to assure you that the answers to this two-part questionnaire will be kept confidential, you will note that you have not been asked to write your name.

Answer each question by circling the answer best suited to the question. There are no right or wrong answers, but you must answer every question, according to your opinions.

Part II - Directions:

The same questions of Part I are used in Part II. These answers refer to your opinion regarding the importance you attach to specific duties which you may or may not feel the guidance counselor is performing at this time. This part of the questionnaire is especially important because it will indicate what you feel the ideal role of a guidance counselor should be.

Please circle that number in the right-hand margin, according to your opinion of its importance or unimportance. Be particularly careful to place either a (+) or (-) in front of each number.

+3 great importance
+2 considerable importance
+1 moderate importance

-1 some importance
-2 slight importance
-3 insignificant importance

- | | | | |
|---|-----|-----|----------|
| 1. Is the relationship with your school guidance counselor such that you would feel free to bring problems to his attention? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 2. Is information about students that the guidance counselor has obtained available to you? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 3. Does the guidance counselor assist students in solving problems in adjustment to school, academic failures, minor emotional maladjustments, and minor health problems? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 4. Does the guidance counselor help plan and coordinate a program of group guidance services (in homerooms, clubs, career and college conferences)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 5. Does the guidance counselor work with other faculty members in collecting and making available guidance resource materials? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 6. Does your school guidance assist in working with incoming students from feeder schools? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 7. Has the guidance counselor acquainted you with the guidance services in your school? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 8. Does the guidance counselor help prepare students for the next step (change of school, job, grade, etc.)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 9. Does the guidance counselor orient new faculty members to the total guidance program? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 10. Does the guidance counselor work on problems pertaining to the physical well-being of the students (notifying parents as to hearing, speech, and sight problems; assisting in supplying dental care, etc.)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 11. Does the guidance counselor refer cases of financial need for assistance (free lunches, school supplies, clothing, etc.)? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 12. Does the guidance counselor provide for job placement for students, either full or part-time, when it is needed? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 13. Does the guidance counselor confer with parents when necessary and/or upon request? | Yes | No | Not Sure |
| | | (1) | (2) (3) |
| 14. Does the guidance counselor interpret reports of pupil's progress to the parents? | Yes | No | Not Sure |
| | | (1) | (2) (3) |

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|-----|--|-----|-----|----------|
| 15. | To your knowledge, does the guidance counselor provide for individual testing when group testing results are inconclusive? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 16. | To your knowledge, does the guidance counselor identify students of inferior or superior abilities and help them to utilize available educational resources to further maximum educational growth? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 17. | Does the guidance counselor maintain a system of contacts with employers for full or part-time job opportunities? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 18. | Does the guidance counselor assist pupils who withdraw from school to obtain suitable employment? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 19. | To your knowledge, does the guidance counselor prepare profile charts, graphs, etc. to give a clear, concise picture of the student? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 20. | Does the guidance counselor inform pupils about college requirements, scholarships, trade schools, evening schools, correspondence courses? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 21. | Does the guidance counselor provide material on social problems, such as dating, etc.? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 22. | Does the guidance counselor help interpret the results of research studies and testing programs to the faculty? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 23. | Does the guidance counselor act at times as a principal (disciplinarian, etc.)? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 24. | Does the guidance counselor assist teachers in making out their individual lesson plans? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 25. | Does the guidance counselor, in your opinion, have too many clerical responsibilities? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 26. | Does the guidance counselor act as school receptionist? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 27. | Is the guidance counselor sent on errands which are inappropriate to guidance? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 28. | Does the guidance counselor act as a substitute teacher? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |
| 29. | Is the guidance counselor placed in charge of a lunch-room, study hall, etc.? | Yes | No | Not Sure |
| | | | (1) | (2) (3) |

- | | | | | |
|-----|--|-----|-----|----------|
| 30. | Is the guidance counselor placed in charge of clubs not appropriate to guidance? | Yes | No | Not Sure |
| | | (1) | (2) | (3) |
| 31. | Does the guidance counselor assist teachers in scoring classroom tests? | Yes | No | Not Sure |
| | | (1) | (2) | (3) |

Grade _____

Sex _____

DIRECTIONS

You are being asked to fill out this questionnaire in order to discover your ideas of the guidance counselor's job at your school. It is necessary that you answer every question the best you can. There is no time limit to this questionnaire, but it should take you no more than ten minutes to complete.

You will not be graded on this questionnaire. As you can see, you have not been asked to give your name, only grade and sex.

Answer each question by circling the answer best suited to the question. There are no right or wrong answers, but you must answer every question, according to your ideas.

EXAMPLES

1. Most people watch television. (Yes) No Not Sure

You will notice that Yes is circled because I feel that most people do watch television. That is my opinion.

If there are no questions, you may start answering the questions. Remember, it is your opinion we are interested in!

- | | | | | | |
|-----|---|-----|----|-----|------|
| 1. | Do you think that the guidance counselor in this school can really help you or your friends with your problems? | Yes | No | Not | Sure |
| 2. | Have you ever had a problem that you would have liked to talk over with a guidance counselor but didn't because you were afraid — or just couldn't figure out a way to tell him about your problem? | Yes | No | Not | Sure |
| 3. | Does the guidance counselor meet with you regularly to help you plan your course of study, etc.? | Yes | No | Not | Sure |
| 4. | Has your guidance counselor explained your test results and records of grades to you? | Yes | No | Not | Sure |
| 5. | Has the guidance counselor ever helped you or any of your friends in solving school problems (getting along with teachers, helping you become familiar with school program, etc.)? | Yes | No | Not | Sure |
| 6. | Has the guidance counselor ever talked to you or any of your friends when you have failed a subject? | Yes | No | Not | Sure |
| 7. | Has a guidance counselor ever helped you or any of your friends in solving a personal problem? | Yes | No | Not | Sure |
| 8. | Has a guidance counselor told you about the guidance program in your school? | Yes | No | Not | Sure |
| 9. | Has a guidance counselor helped you or any of your friends to take part in non-social clubs which interest you (FTA, FHA, Key Club, Music Club, etc.)? | Yes | No | Not | Sure |
| 10. | Has a guidance counselor helped you prepare for the next step you will take, such as next grade, job, college, etc.? | Yes | No | Not | Sure |
| 11. | Has a guidance counselor helped you or any of your friends with any problems in regard to your health (notified your parents as to hearing, speech, or sight problems; sent you to the school dentist)? | Yes | No | Not | Sure |
| 12. | If you or any of your friends were in need of free shoes, clothing, school supplies, or lunches, etc., would you go to the guidance counselor for help? | Yes | No | Not | Sure |
| 13. | Could you get help from a guidance counselor in looking for a job, either full or part-time? | Yes | No | Not | Sure |

- | | | | | | |
|-----|--|-----|----|-----|------|
| 14. | Has a guidance counselor ever told you or any of your friends of community agencies that might help you with social problems (Mental Health Center, Child and Family Services, Department of Employment Security, etc.)? | Yes | No | Not | Sure |
| 15. | To your knowledge, has your guidance counselor talked to or seen your parents concerning you? | Yes | No | Not | Sure |
| 16. | To your knowledge, has the guidance counselor sent your parents bulletins or news-letters concerning the school? | Yes | No | Not | Sure |
| 17. | To your knowledge, has the guidance counselor attempted to help your parents better understand you and the school program? | Yes | No | Not | Sure |
| 18. | Have you ever taken any standardized tests in a group where other classmates or people were taking the same test? | Yes | No | Not | Sure |
| 19. | Have you ever filled out a personal data sheet or questionnaire for the guidance counselor? | Yes | No | Not | Sure |
| 20. | Have you had a personal interview with a guidance counselor? | Yes | No | Not | Sure |
| 21. | Has your guidance counselor ever aided you in developing skills in looking for a job (how to dress for an interview, how to write letters of application, etc.)? | Yes | No | Not | Sure |
| 22. | If you or any of your friends dropped out of school, would you go to your counselor for help in getting a job? | Yes | No | Not | Sure |
| 23. | Has your guidance counselor told you or any of your friends about college requirements and scholarships? | Yes | No | Not | Sure |
| 24. | Has your guidance counselor told you or any of your friends about trade schools, evening schools, correspondence courses, etc.? | Yes | No | Not | Sure |
| 25. | Would you or any of your friends go to your guidance counselor for reading material on social problems, such as dating, etc.? | Yes | No | Not | Sure |
| 26. | Has your guidance department made available to you a handbook or material explaining the school program and classes available in your school? | Yes | No | Not | Sure |

VITA

David Hiram McCrosky was born in Burgin, Kentucky, on July 4, 1940. He attended elementary, junior high, and high school there and was graduated from Burgin High School in 1959. In September of that year, he entered Eastern Kentucky State University, where he was graduated in May 1963. Requirements for the Master of Science degree were completed at The University of Tennessee in August 1981.

For 18 years he accepted a teaching position in Oak Ridge, Tennessee. During this time he held evening teaching positions in the Oak Ridge Adult Education Program, Director of Adult Education Program, and guidance counselor of Jefferson Junior High School. He is presently teaching in the Business Education Department of Oak Ridge High School in Oak Ridge, Tennessee. He is a member of Oak Ridge Education Association, Tennessee Education Association, and National Education Association.

He is married to Wanda Wright McCrosky, of Goldsboro, North Carolina, and has two children, Joseph Todd and Andrea Erin Wright.