



The school counselors role: Actual and Ideal, as viewed by counselors and building administrators in the Tacoma public schools
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Abstract:

The intent of this study was to compare Tacoma counselors' and Tacoma building administrators' views of the actual and ideal role of the counselors in the Tacoma Public Schools.

The selected review of literature revealed differences between counselors' and administrators' expectations of counselor role.

Data were obtained from seventy-three Tacoma school counselors and seventy-eight Tacoma building administrators who were asked to respond to an eighty-item instrument, the Counselor Role Inventory (CRI). The CRI was divided into six broad areas of counselor functioning: Students, Staff, Home, Organization, Administration, and Growth. Each of the eighty items had four response categories: Actual but not Ideal (A), Ideal but not Actual (I), Both Ideal and Actual (IA), and Neither Actual nor Ideal (NANI). Respondents were asked to circle the category which most nearly described their opinion about the stated counselor function.

A proportional z statistic was applied to the collected data and tested at the .05 level of statistical significance on each item category. Four null hypotheses were tested for each of the eighty items to determine whether the proportions of Tacoma counselors and Tacoma building administrators were significantly different in their opinions about the stated function.

Results indicated significant (.05) differences between counselor and building administrator opinions on fifty-six of the eighty items.

Conclusions drawn from analysis of the data revealed: Counselors considered the "ideal and actual" role of the counselor to include functions relating to establishing rapport and maintaining confidentiality; counseling with students; helping staff recognize needs of students; and serving as a consultant. A significant proportion of building administrators considered the "ideal and actual" role of the counselor to include functions relating to: organizing and administering the testing program; participating actively in professional organizations; and maintaining a system of professional record-keeping.

Recommendations concerning the reduction of counselor/ administrator isolation and insulation in role expectations and performance were offered. Further research following counselor-administrator interdisciplinary training was encouraged.

THE SCHOOL COUNSELORS' ROLE: ACTUAL AND IDEAL, AS VIEWED
BY COUNSELORS AND BUILDING ADMINISTRATORS IN THE
TACOMA PUBLIC SCHOOLS

by

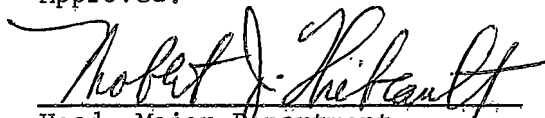
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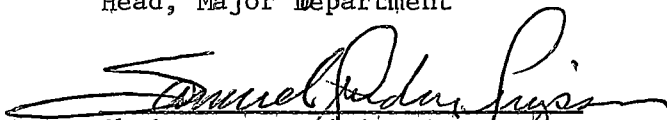
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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
ABSTRACT	viii

Chapter

I. INTRODUCTION.	1
STATEMENT OF THE PROBLEM.	5
PURPOSE OF THE STUDY.	5
GENERAL QUESTIONS TO BE ANSWERED.	6
GENERAL PROCEDURE	7
LIMITATIONS OF THE STUDY.	7
DEFINITION OF TERMS	8
SUMMARY	9
II. REVIEW OF LITERATURE.	11
GUIDANCE.	11
COUNSELING.	12
BRIEF HISTORY OF COUNSELING - GUIDANCE.	12
DEFINITION OF ROLE AND FUNCTION	14
COUNSELOR ROLE AND FUNCTION	14
DETERMINANTS OF COUNSELOR ROLE AND FUNCTION	16
COUNSELOR RESPONSIBILITY IN ROLE DETERMINATION.	17
STUDIES TO DETERMINE COUNSELOR ROLE AND FUNCTION.	18
ADMINISTRATIVE COUNSELOR ATTITUDES TOWARD COUNSELOR ROLE.	20
SUMMARY	22

Chapter	Page
III. PROCEDURES.	23
COMMUNITY DESCRIPTION	23
POPULATION DESCRIPTION.	25
SAMPLING PROCEDURE.	27
DESCRIPTION OF THE INVESTIGATION.	27
METHOD OF COLLECTING DATA	28
RELIABILITY AND VALIDITY OF THE INSTRUMENT.	29
METHOD OF ORGANIZING DATA	31
HYPOTHESES.	32
Statements of Null Hypotheses	32
ANALYSIS OF DATA.	59
SUMMARY	60
VI. ANALYSIS AND RESULTS.	61
COUNSELOR FUNCTIONS WITH STUDENTS	61
COUNSELOR FUNCTIONS WITH STAFF.	83
COUNSELOR FUNCTIONS WITH HOME	93
COUNSELOR ORGANIZATION FUNCTIONS:	97
COUNSELOR FUNCTIONS WITH ADMINISTRATION	105
COUNSELOR FUNCTIONS RELATED TO PROFESSIONAL GROWTH.	114
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	115
SUMMARY	115
Counselor Functions with Students	116

Chapter	Page
Counselor Functions with Staff.	118
Counselor Functions with Home	119
Counselor Organizational Functions.	119
Counselor Functions with Administration	120
Counselor Professional Growth Functions	121
RECOMMENDATIONS	122
APPENDICES	125
Appendix A - Correspondence.	126
Appendix B - Instrumentation	131
Appendix C - Tables.	139
LITERATURE CITED	154

LIST OF TABLES

Table	Page
1. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Relating to Counselors' Working with Students.	81
2. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Related to Counselors' Working with Staff	92
3. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Relating to Counselors' Work with the Home	98
4. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Relating to Counselors' Organizational Functions	106
5. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Relating to Counselors' Administrative Functions.	110
6. Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items Relating to Counselors' Professional Growth.	114
7. Rate of Responses and Critical Ratios (CR) for Items 1-80 on the Counselor Role Inventory (CRI)	139

ABSTRACT

The intent of this study was to compare Tacoma counselors' and Tacoma building administrators' views of the actual and ideal role of the counselors in the Tacoma Public Schools.

The selected review of literature revealed differences between counselors' and administrators' expectations of counselor role.

Data were obtained from seventy-three Tacoma school counselors and seventy-eight Tacoma building administrators who were asked to respond to an eighty-item instrument, the Counselor Role Inventory (CRI). The CRI was divided into six broad areas of counselor functioning: Students, Staff, Home, Organization, Administration, and Growth. Each of the eighty items had four response categories: Actual but not Ideal (A), Ideal but not Actual (I), Both Ideal and Actual (IA), and Neither Actual nor Ideal (NANI). Respondents were asked to circle the category which most nearly described their opinion about the stated counselor function.

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Conclusions drawn from analysis of the data revealed: Counselors considered the "ideal and actual" role of the counselor to include functions relating to establishing rapport and maintaining confidentiality; counseling with students; helping staff recognize needs of students; and serving as a consultant. A significant proportion of building administrators considered the "ideal and actual" role of the counselor to include functions relating to: organizing and administering the testing program; participating actively in professional organizations; and maintaining a system of professional record-keeping.

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Chapter I

INTRODUCTION

Perhaps, even more than other fields of education, the field of counseling is in a state of flux. The rapid spread of counseling is accompanied by a question of the direction in which the field is moving. Much of the controversy is concerned with the role and functions of the counselor as perceived by counselors, teachers, administrators, parents, and students.

Gilbert Wrenn (1962:111) described the counselor by saying, "He works within a change culture, uses perceptions of human behavior that are constantly modified as new research is considered, is an employee of a school whose evaluation and function he must understand."

Wrenn (1962:53) further stated:

Counseling is at once a profession and a human art. Like all true professions, it is rooted in and draws sustenance from an established body of knowledge. Just as medicine is founded upon such basic sciences as anatomy and physiology so counseling is founded upon its appropriate disciplines of the social sciences and behavioral sciences.

Earlier opinions on the specific place of the counselor in the school varied widely. D. M. Trout (1954) somehow hoped to stem the tide that pushed counselors in the direction of clinical testing and mental hygiene. E. J. Shoben (1954) worried about the encroaching technology of counseling--tests for the sake of testing, and group methods rather than an emphasis on the group experiences of students.

George Pierson (1954) satirized the "pretensions" of the counselor who had forgotten that he is an educator.

L. D. Schmidt (1962) attempted to identify concepts of the actual and ideal role of the secondary counselor as perceived by the secondary counselor and principal to determine similarities that might exist in their perceptions.

The Trout, Shoben, and Pierson studies were all completed prior to the National Defense Education Act counseling institutes and their possible effect on counselor role perceptions.

C. Weinberg (1969) felt that school counseling presents a fertile field for the study of role conflict. He said this was true because of three factors:

1. The role stands hierarchically between several others.
2. Counselors operate, depending upon setting, in different climates of autonomy.
3. The functions and activities of counselors are diffusely defined and would be generalizable to any roles in the stage of professional transition (Weinberg, 1969:216).

An indication of how administrators viewed the role of the school counselor is evident in the fact that the counselor may be given such a title as Assistant Principal - Guidance and Counseling. B. Stefflre (1965:224) said:

Because school counseling is regarded as one step toward administrative level, the counselor may be seen by some faculty members as a mouse training to be a rat; but teachers who have received the services of an adequate counselor are prone to look at him as a welcome assistant in areas of schoolwork.

W. Ratigan and W. E. Johnson (1961:47-49) reported that a counselor's responsibility is "to give the administrator all available (non-confidential) information about an individual and provide administration with a basis for making a fair judgment regarding student discipline." D. C. Lortie (1965) described the counselor role as lacking uniformity across and within schools.

Although the counselor has a professional and research basis for defining his role and function within the school setting, his freedom to implement this role is often limited by school administrators who have different role expectations for him. Differences in perceptions of appropriate counselor roles between counselors and principals have been the concern of a number of investigators (Filbeck, 1965; Getzels and Guba, 1954; Herr and Cramer, 1965; Shertzer and Stone, 1963; Sweeney, 1965; Hart and Prince, 1970).

This investigation has focused on one school district and its counseling program. Since 1964, the counseling program in the Tacoma Public Schools has been guided by the Ethical Standards (1961) of the American Personnel and Guidance Association (APGA) and the Standards of the Role and Function of the Counselor (1964) of the American School Counselor Association (ASCA), which was developed from a five-year national study in which the Tacoma School District participated.

At the time of this investigation, the Tacoma School counselors were involved in process groups engaged in fulfilling the requirements

for individual certification according to the procedures outlined in Interim Procedures to be Followed in the Certification of School Counselors in the Tacoma Public Schools (1970). These interim procedures were in answer to the mandate of the Washington State Office of Public Instruction to develop certification procedures for counselors.

In March, 1969, in an open letter to patrons from the Tacoma School Board, counselors were directed to "Draw up an explanatory document on the counseling program including a description of activities in which counselors work with children (Tacoma School Board: 1969)." This document was to be prepared and distributed to all parents, teachers, and administrators in the school district. Letters were sent to parents in each quadrant of the city explaining the counseling program. In November, 1970, a handbook was completed by a group of Tacoma counselors. The final draft was submitted to all Tacoma counselors for their suggestions, additions, and deletions. While the handbook still emphasized the goals of APGA and ASCA, it focused on the role and job descriptions of counselors in the Tacoma Public Schools.

A counselor has many pressures, both internal and external, that make it exceedingly difficult for the well trained, professional counselor to function as his personal orientation, his professional preparation, and his professional association's guidelines suggest that he should function. The essence of the difficulty is a conflict among role expectations (on the part of the counselor and others), role

performance (what the counselor actually does), and role perception (what the counselor thinks he should do) (Bentley, 1965; Stone and Shertzer, 1966).

Using an instrument describing counselor functions, this study examined the similarities and/or differences in the perceptions of counselor role by counselors and building administrators. The items in this instrument were based on the description of counselor role and functions as delineated in the ASCA Statement, APGA Standards, the Tacoma Counselor Handbook (1970), and the Interim Procedures for Certification (1970).

STATEMENT OF THE PROBLEM

The problem of this study was to compare Tacoma counselors' and Tacoma building administrators' views of the actual and ideal role of the counselors in the Tacoma Public Schools.

PURPOSE OF THE STUDY

The purpose of this study was to investigate whether Tacoma counselors and Tacoma building administrators are similar or different in their opinions of counselors' ideal and actual role.

The investigator believed that this study was an initial step in clarifying attitudes of counselors and administrators regarding the actual and ideal role of the counselor.

The investigator hoped that sharing the results of this study

with the central administration, building administrators, directors of pupil personnel services, and school counselors may serve to improve communication and awareness among these groups which could lead to further efficiency in the role performance of each group.

GENERAL QUESTIONS TO BE ANSWERED

1. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor role on items relating to counselors' functions with students?

2. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor role on items relating to counselor's functions with staff?

3. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor role on items relating to counselors' functions with the home?

4. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor role on items relating to the counselors' organizational functions?

5. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor role on items relating to the counselors' administrative functions?

6. Are there differences between Tacoma building administrators' and Tacoma counselors' views of the ideal and actual counselor

role on items relating to the counselors' professional growth functions?

GENERAL PROCEDURE

The problem was approached in the following manner: First, the Assistant Superintendent of Pupil Personnel Services was appraised of the purpose of the study and his cooperation and that of the counselors and building administrators was enlisted.

An instrument was constructed to investigate the similarities and/or differences in the perceptions of building administrators and counselors with regard to counselor role performance.

LIMITATIONS OF THE STUDY

This study was limited in the following ways:

1. The instrument was administered to those counselors who were employed in the Tacoma Public Schools at the time of the study.
2. The instrument was administered to those building administrators (building principals) who were employed in the Tacoma Public Schools at the time of the study.
3. Resources of the Montana State University Library may possibly have limited the selection of literature reviewed. Another limiting factor concerning the selected literature reviewed was the choice of focus assumed by the investigator.
4. Due to the experimental nature of this research instrument,

reliability and validity were not computed prior to sending it to the respondents.

5. The study was confined to a single school district. The researcher realizes that the results cannot produce far-reaching inferences to other districts and environments.

6. The selection of items for inclusion in the instrument Counselor Role Inventory (CRI) may possibly have been a limiting factor due to insufficient role representation. The CRI can be found in the appendix of this paper.

7. The researcher recognizes the limitation of forced-choice responses in detracting from respondents' breadth of perception.

DEFINITION OF TERMS

In this paper, Pupil Personnel Services included Special Education, Research and Testing, Health Services, Guidance and Counseling, and Child Study personnel working in the Tacoma Public Schools under the overall supervision of the Assistant Superintendent of Pupil Personnel Services.

The term building administrator referred to the principals and assistant principals located in each school in the Tacoma School system-- elementary schools, junior high schools, and senior high schools.

The term quadrant referred to the method of dividing the Tacoma School District into four district divisions for administrative purposes.

Each quadrant, as part of its make-up, had a high school with its feeder junior high schools and elementary schools.

The term Interim Procedures for the Certification of School Counselors in the Tacoma Public Schools referred to a proposal submitted to the State Board of Education through the office of the Superintendent of Public Instruction and approved by the State Board of Education in May, 1971. This proposal outlined procedures for counselors to follow in becoming certified as counselors.

SUMMARY

Since the 1960's, the Ethical Standards of APGA (1961) and the ASCA Statement (1964) have given school counselors national guidelines; but national guidelines do not necessarily meet individual school district needs.

In 1963, ASCA launced a nation-wide "grass roots" study to define the school counselor role; and functions of work (Dugan, 1963).

W. E. Dugan (1963:98) also stated that:

Role definition and specifications of priorities in job function must prove to be not only what our profession views as appropriate, but also must prove to be realistic and consistent with the needs and expectations of the school level and setting.

In an effort to clarify their role and function in the Tacoma Public Schools; the counselors formulated a counselors' handbook in 1970. The adoption of Interim Procedures for the Certification of

Counselors in the Tacoma Public Schools provided an additional approach in the definition of counselor role.

The researcher believed that this study has helped to formulate an approach to clarify the role of the counselor as viewed by the counselor and building administrator. The researcher hoped that a delineation of the views of each group may serve to increase communication and provide for increased awareness of the counselors' role in the total educational picture.

Chapter II

REVIEW OF LITERATURE

The major endeavor of this chapter was to review literature discussing counselor perceptions of their role and function and administrative perceptions and expectations of counselor role performance. The review was confined to literature generally within the last decade. The general plan of the chapter was patterned after the following sequence:

1. Definition of guidance
2. Definition of counseling
3. Brief history of school counseling
4. Definition of "role" and "function"
5. Determinants of counselor role
6. Counselor responsibility in role determination
7. Studies to determine the counselor role
8. Administrative and counselor attitudes toward counselor role

GUIDANCE

Many writers have said that guidance was hard to define, especially to the end that the definition was acceptable to all.

One possible definition given by B. Shertzer and H. J. Peters (1965:8-9) was as follows:

Guidance is both a concept and a process. As a concept, guidance is concerned with optimal development of the individual, both for his own satisfaction and for the benefit of society. As a process, guidance includes the gathering of substantive knowledge

of the biosocial being. Through counseling, and other techniques, these data are used in ways which recognize the sensitivity and dignity of the individual. Guidance places emphasis upon realistic self-appraisal, rational planning preparation for alternatives, individual problem-solving, and the analysis of one's social interactive processes.

COUNSELING

One selected definition, the ASCA Statement (1964), observed that the school counselor views counseling as the central and the most vital activity he offers students. The ASCA statement typified the counseling relationship in the following way:

Counseling can be characterized as a confidential accepting, non-evaluative, permissive, face-to-face relationship, in which the counselor uses his professional knowledge and competencies to assist the pupil to resolve better those problems and issues which he would normally resolve less satisfactorily without counseling assistance. The responsibility for decisions and plans in counseling rests primarily with the pupil, with due respect for his level of maturity (ASCA Statement, 1964:5-6).

Furthermore, the ASCA Statement (1964) outlined related guidance services encompassing pupil appraisal and testing activities with parents and teachers, research activities, and community liaison activities.

BRIEF HISTORY OF COUNSELING-GUIDANCE

During the past six decades, school counseling has gone through several identifiable stages of development. The first stage emphasized Frank Parson's concept of vocational selection which included an analysis

of the individual's traits and abilities and the specific occupational requirements (Miller, 1968).

In the period from 1910 to 1940, according to A. Stiller (1967: 3), "guidance workers were teachers who performed guidance functions during part of the school day and may or may not have secured special training."

A. Stiller (1967) believed that the 1940's heralded the advent of Rogerian theories, which stressed meeting youth's self perceived needs. Counselor training programs in the late 1940's or early 1950's emphasized Rogerian "self-theory." However, the newly trained counselors were then hired in schools in which the emphasis was still on the information-giving and placement functions (Stiller, 1967). By the 1950's, a realization developed that counselor experience and characteristics had more effect on the counseling process than the counselor's specific theoretical background (Stiller, 1967).

The passage of the National Defense Education Act (NDEA) in 1958 fostered a very rapid growth in the number of trained counselors employed (Miller, 1968).

In the 1960's, there was a move toward professionalization. According to C. G. Wrenn, the adoption by American Personnel and Guidance Association (APGA) of a Code of Ethics spear-headed this move (Loughary, 1965).

Shertzer and Stone (1966) listed ways in which the counselor

was a professional in contrast to the arguments by Tiedeman and Field (1962) who regarded the counselor as a technician. According to Shertzer and Stone (1966:458), "the professional view was relatively recent in origin."

DEFINITION OF ROLE AND FUNCTION

Shertzer and Stone (1963:457) said, "Role theorists stress that individual behavior within a role is determined by expectancies or demands of the role." By definition, at least according to Talcott Parsons (Parsons and Shiller, 1954:204), "Role is perceived as a set of complementary expectations which results in behavior."

Webster's Collegiate Dictionary (1963) defined "function" as the acts or operations expected of a person. Shertzer and Stone (1966:459) reasoned:

A given counselor's function differs from that of other counselors according to the setting in which he works, the availability of other counselors in his school, and the nature of his training, skills and interests. Despite diversity in individual functioning, commonalities do exist in counselor activities, which permit a generally accepted definition of function,

COUNSELOR ROLE AND FUNCTION

Investigators have found widespread misunderstanding and misinterpretation of the counselor's role. Ideally, his professional activities should be guided by pupil personnel philosophies and techniques

which have as their basis sound research support. In practice, however, the counselor probably adopted a more pragmatic position, and the result was an interaction between the role conceptions of others and his own perception of what he should be doing.

Considerable research has been directed to the role of the school counselor, and although occasional differing opinions may be noted, general themes and directions have emerged to provide some guidelines for practice.

Herr and Cramer (1965) found that counselor educators perceived their training programs and the counselor's abilities as the primary determinants of counselor role; counselors themselves saw the principal and the counselor's abilities as primary and ranked counselor educators tenth among determinants.

Gail Farwell (1962:40) said, "The role of the counselor is that of a catalyst to human growth and self understanding."

M. McQueen called for the counselor's role to be that of "a consultant in human relations (1957:22)."

J. C. Bentley (1965) felt that the job description of the school counselor should be partly shaped by administrators, parents, and students. Bentley maintained that the counselor did not play a single professional role but assumed a myriad of roles.

DETERMINANTS OF COUNSELOR ROLE AND FUNCTION

Bentley (1965:12) suggested that role conflicts may arise:

1. If an individual performs his role differently from the way he is expected to perform it.
2. If an individual performs his role as expected, yet perceives his role differently from that enacted.
3. If an individual refuses to accept his role or to perform it as expected.

M. Katz (1963:4-5) was aware of the influence of others when he said:

Often the counselor's ears are assaulted with a babel of conflicting values, demands, expectations, influences, and dictates. In trying to perceive and play his role, he is like an actor on a stage surrounded by prompters . . . all these prompters simultaneously throw him different lines. How can he decide which script to follow?

Bentley (1965:16) arrived at a "positive strategy" in which the principal and counselor may:

1. Explore carefully the role expectations held by significant others within the institutional setting.
2. Explore carefully the role perceptions held by the counselor.
3. Assess the differences that may appear.
4. Plan and embark upon strategy of reducing the differences held by the various members of the social setting.

COUNSELOR RESPONSIBILITY IN ROLE DETERMINATION

D. S. Arbuckle (1961:241) took a firm stance on counselor role:

The counselor who does not attempt to do something about the fact that he has to act as a hall warden, or as a reporter to the administrator on the behavior of children or as an evaluator of children, has no reason to complain since he is doing what he wants anyway.

A. V. Boy and G. J. Pine (1963) asserted that a counselor who was willing, competent, and secure had the ability to function professionally under either autocratic or laissez-faire leadership. Boy and Pine (1963:156) stated, "If the counselor believes in what he is doing and has developed a professional identity, he has the power within himself to be what he knows he must be."

A. E. Ivey and S. S. Robin (1966) reported that while the counselor may define his role accurately according to professional standards, it was equally important he communicated this role definition to those with whom he works. If the counselor communicated his role successfully, his chances of performing his role are enhanced.

Shertzer and Stone wrote of "reasoned militancy" on the part of the counselor. Shertzer and Stone (1963:342) discussed how the "counselor is responsible for creating and achieving his own occupational identity by cultivating public understanding and support."

G. Bauer (1968), on the other hand, offered another possible solution to the counselor's role dilemma. Bauer proposed a dyad, a

counseling specialist and a guidance generalist. Bauer described the role of the guidance generalist as one of information-giving, record-keeping, placement and follow-up; and the function of the counseling specialist as one of providing counseling services on an individual basis. The counseling specialist would need training beyond the one year of graduate study and have a minimum of two hundred clock hours with clients in a supervised counseling experience. B. D. Rippee, W. E. Hanvey, and C. A. Parker (1965) took another tack when they reported that the activities of a counselor and their performance served to influence the expectations that others had of them.

STUDIES TO DETERMINE COUNSELOR ROLE AND FUNCTION

C. F. Shumake and G. M. Oelke (1967:130) developed "a 'Counselor Function Inventory' (CFI) to study major service areas of the counseling program in terms of level of responsibility and participation on the part of the counselor." Shumake and Oelke (1967:131) stated, "The inventory is given here in its entirety for possible use in studying counselor role."

In 1967, J. A. Johnson and G. R. Walz approached actual and "ideal" counselor role description through a Q-Sort. The Q-Sort had been developed by L. D. Schmidt (1962). Functions in the Q-Sort fitted one of five categories: assistance to teachers, students, administrators, parents, and community research assistance to school. Johnson

and Walz found; "Real differences did exist in perceptions of the actual and ideal role of the school counselor." Some differences, Johnson and Walz (1967:44) felt, stemmed from a "lack of exposure to what the counselor is actually doing and lack of communication on the part of the counselor regarding his role."

D. H. Hart and D. J. Prince (1970:376-377) employed a "Counselor Role" questionnaire to reflect duties or responsibilities commonly assigned to school counselors. Principals' expectations were compared with "ideal" counselor roles as seen by counselor educators. Disagreement was found between principals and counselor educators on the "role of counselor in situations involving clerical tasks, confidentiality and personal-emotional counseling." These studies seemed to delineate possible areas of counselor-administrator conflict.

R. Stevic (1966) attempted to assess those factors which the counselor perceived as aiding or hindering him in the attainment of his role and to identify counselor commitment to the attainment of his role and to identify counselor commitment to the attainment of these goals. The results of the study suggested existing differences between the role the counselor desired and the role he actually assumed. Stevic (1966) recommended that the discrepancy between the real and the ideal be investigated with the assistance of the counselor.

ADMINISTRATIVE COUNSELOR ATTITUDES TOWARD COUNSELOR ROLE

In a recent study by T. J. Sweeney (1966:848) counselors and administrators ranked six categories of major counselor activities similarly. Some of the specific results indicated:

The greatest differences between counselors and principals existed because principals preferred more administrative-type qualities in counselors and counselors stressed the areas relating to working with individual students. Administrators indicated significantly greater emphasis on the counselor working with staff members and promoting the general school program.

Stiller (1963:799-800) reported that the literature suggests:

Administrators are more secure if their counselors deal more with information-giving and with sub-administrative details rather than with personal-social-emotional adjustment.

According to J. Samler (1966:718), "A clear understanding of the guidance and counseling movement by administrators is essential if the various distorted counselor images are to be returned to focus."

J. Chenault and J. E. Seegars (1962:121) indicated that although principals and counselors may be aware of role differences expected in their jobs, principals frequently complained, "Counselors do not accept the responsibility necessary for their place in the administrative pattern" and counselors often stated that "Principals are not tolerant of the counseling function."

D. L. Knapp and E. W. Denny (1961) pointed out that in the past administrators have been quick to assign, and counselors content to accept clerical and administrative duties and yet are disgruntled

because they felt there was an excessive demand for their performance of administrative type duties.

G. G. Kemp (1962) said that the typical counselor and the typical administrator were attempting to satisfy different need systems. Kemp (1962:327) summarized these differences as follows, "The principal attempts to inculcate conforming behavior . . . ; the counselor is interested in increasing the students' self understanding and understanding of others."

The variation in administrative expectations was further evidenced by statements made by two past presidents of the National Association of School Principals in response to the ASCA Statement. J. M. Sexton (1965) felt that students would have a better feeling toward counseling if less emphasis were placed on the psychological therapeutic aspects of counseling. J. W. Payne (1965) assumed the position that a counselor's effectiveness is considerably lessened the moment a counselor accepts the role of a disciplinarian.

Shertzer and Stone (1966:413) found:

Administrators usually base their requests for counselors on the argument that they need to provide individual counseling relationships for students. Once hired, the counselor is too often used as a jack of all trades.

Shertzer and Stone (1966:414) stated, "To the extent that a counselor functions as an administrator he is rendered impotent as a counselor." E. Landy (1963:115) noted that administrators may impede

counselor performance because, "They assume an expertness in the field of guidance they do not possess."

SUMMARY

Today, no issue is probably more perplexing to school counselors than those issues centered around role and functions. Questions about what school counselors should do and the extent of their responsibilities are not new. But they are now complicated by the multiplication of responsibilities and the many possible expectations of the role of the school counselor which color their perceptions.

The school counselor, based on his training, also has certain expectations and perceptions of his role and how he wants to function.

As R. Stevic (1966) recommended, the discrepancy in role perception needed to be investigated further with the assistance of the counselor.

Chapter III

PROCEDURES

The purpose of this study was to investigate whether counselors and building administrators are similar or different in their perceptions of the counselor's ideal and actual role.

The development of this chapter followed these guidelines:

1. A description of the community
2. A description of the population
3. The sampling procedure
4. A description of the investigation
5. Method of collecting data
6. Reliability and validity of the questionnaire
7. Method of organizing data
8. Hypotheses
9. Analysis of the data

COMMUNITY DESCRIPTION

The community description information which follows was paraphrased from the American Automobile Association Tour Book (1972).

Tacoma, the third largest city in Washington, with a population (according to the 1970 census) of 154,481, was located on Puget Sound. Tacoma was a shipping, industrial, and distribution center. Forest products, electro-chemical, food and beverage plants, clothing

manufacturing, iron and steel factories, shipyards, and railroad shops constituted the chief industries of Tacoma. By 1975, downtown Tacoma will be the site of a World Trade Center.

Downtown Tacoma is separated from the rest of Tacoma by hills, some reminiscent of San Francisco. The Brown's Point and Dash Point area of Tacoma were situated on a hill overlooking the main industrial area of Tacoma and were separated from the downtown area by Commencement Bay. Interstate Highway Five bisected a portion of the city.

Although Tacoma did not have extremes of temperature, the weather was often cloudy, gray, over-cast, foggy, and rainy with Mt. Rainier seldom visible during the winter months.

The Tacoma Public School System served the entire city of Tacoma, the towns of Ruston and Fircrest, and some unincorporated areas. The total number of students served in Tacoma School District No. 10 as of October 1, 1971, was 36,015. The 1970 census indicated that blacks made up 6.8 per cent of the population of Tacoma. Concentrations of black population were found in two main sections in Tacoma: Hilltop and the eastern section of the city. Tacoma and Pierce County have recently suffered economic setbacks. The rate of unemployment as of February, 1972, was 9.8 per cent.

The Tacoma School District was organized on a six: three: three basis which included four senior high schools, ten junior high schools, and forty-three elementary schools. In addition to the

regular program, the Tacoma School District also operated the Bates Vocational-Technical Institute, an extended education program for adults, pre-school programs including Day Care Centers for three year olds, Head Start programs for four-year olds, and follow through programs for five and six year olds. The Tacoma School District also conducted educational programs in such settings as Goodwill Industries, Remann Hall, Pierce County dependent and delinquent center and Faith Home, unwed mother and female adolescent home (Tacoma Public Schools:1972). Two Community Colleges and two universities also enhanced the academic environment of Tacoma.

Ft. Lewis, one of the largest Army installations in the West, and McCord Air Force Base were located south of the city. The numbers at these military establishments were a factor in the size of the Tacoma School District enrollment.

POPULATION DESCRIPTION

The population consisted of seventy-five counselors (forty-six males and twenty-nine females) and eighty-one building administrators (seventy-seven males and four females). A candidate for consideration as a building administrator, principal, or assistant principal was required to have a Master's degree, show evidence of a good, sound education, and a high degree of scholarship. The prospective administrator should have good personal appearance, dignity, tact, and a sense

of humor. The candidate should have ability to work with pupils, teachers, parents, and supervisors (Tacoma Public Schools:1969).

The prospective administrators must possess or be qualified to receive a Washington State Principals' credential for the level for which he is applying. The candidate must show evidence of a minimum of five years of classroom teaching experience at the level for which he is applying. The Master's degree requirement shall not be retro-active to the people who have a principals' credential prior to January 1, 1969 (Tacoma Public Schools:1969).

In a personal communication with the researcher in May of 1972, Steve Musto, administrative assistant in the Tacoma Public Schools Personnel Department, verbally stated that only six administrators do not have a Master's degree and all meet the other criteria.

A candidate for consideration as a school counselor in the Tacoma Public Schools was required to meet partially, and preferably completely, the following qualifications: A Master's degree, or thirty semester hours at the graduate level in guidance and counseling including practicum; successful classroom teaching experience or related social work or clinical experience may be substituted in part for the teaching experience and letters of recommendation which give evidence of personality characteristics needed for a career in counseling. Situations in which qualifications were only partially met at the time of application must include a statement giving definite plans for completion of requirements (Tacoma Public Schools:1970).

Of the Tacoma counselors employed at the time of this study, five were in the process of beginning or completing these qualifications. Forty-three had Master's degrees from counseling institute programs with supervised practicum and internships; one had a Doctorate; two were in the process of completing their Doctorates; and twenty-four had Masters degrees in counseling or education with an emphasis in counseling. A mandatory certification process for all counselors in the State of Washington was initiated in 1971. At the time of this study, forty-seven of the seventy-five Tacoma counselors had been certified either individually or through process groups.

SAMPLING PROCEDURE

The total population of school counselors and building administrators in the Tacoma Public Schools was the focus of this study. Thus, there were no sampling procedures required.

DESCRIPTION OF THE INVESTIGATION

An instrument entitled Counselor Role Inventory (CRI) was constructed by the researcher encompassing roles delineated from ASCA Statement (1964) and the Tacoma Counselor Handbook (1970). The Counselor Role Inventory was an eighty-item instrument.

There was a four-choice response pattern for each item on the instrument. The choices, as stated on the instrument, were as follows:

Actual but not Ideal (A) - In my opinion, the counselor actually performs this function but ideally he should not.

Ideal but not Actual (I) - In my opinion, the counselor ideally should perform this function but actually does not.

Ideal and Actual (IA) - In my opinion, the counselor ideally should perform this function and actually does perform it.

Neither Actual nor Ideal (NANI) - In my opinion, the counselor does not perform this function and ideally he should not.

The eighty-item instrument was subdivided into areas involving counselor role and function in items relating to:

1. Students
2. Staff
3. Home
4. Organization
5. Administration
6. Professional Growth

METHOD OF COLLECTING DATA

November 14, 1971, was the first formal meeting with the Assistant Superintendent of Tacoma's Pupil Personnel Services, Dr. Henry Bertness, regarding the sponsorship of research to investigate the perceptions of Tacoma school counselors and building administrators regarding their view of the actual and ideal role of the Tacoma

counselor. Dr. Bertness had previously been contacted regarding the researcher's proposed study.

In December, Dr. Bertness reviewed the proposal and the instrument. After an item by item evaluation, Dr. Bertness recommended certain changes in the response modes and these modes were adopted by the researcher. Dr. Bertness offered to talk with the supervisors of elementary and secondary administration and counseling informing them of the research and urging them to encourage the staff's response to the instrument. Dr. Bertness requested the investigator to send him a formal letter requesting his help. A copy of this letter may be found in Appendix A, page 126.

The cover letter and instrument were mailed on February 26, 1972, to all building administrators and counselors in the Tacoma School District explaining the purpose of the study, the reason for coding and a request for their support in responding to and returning the instrument. A follow-up letter was sent on March 14, 1972, to the subjects who had not responded and another follow-up letter was sent on April 5, 1972, to those who had not yet responded. A copy of the above letters and instrument may be found in the appendices of this dissertation.

RELIABILITY AND VALIDITY OF THE INSTRUMENT

The instrument was devised by the investigator. Dr. Bertness and a group of counselors and administrators edited the instrument that

the Tacoma School District would use to investigate perceptual differences between building administrators and school counselors regarding counselor role. The items in the instrument corresponded to the functions delineated in the Tacoma Counselor Handbook (1970) and adhere to the counseling philosophy expressed in the ASCA Statement (1964).

F. N. Kerlinger (1964), C. A. Moser (1958), and R. E. Herriott (1969) identified survey research as a valued contributor to the methodology of the social sciences. Kerlinger further recognized that survey research is perhaps the most suitable procedure for answering questions about social issues, values, and opinions.

In the light of the instrument's construction, thorough research with respect to reliability and validity has not been evidenced. However, according to Dr. S. G. Simpson of the Counseling staff of Montana State University, the essence of a dissertation is to stimulate and provoke further research.

Woodworth and Scholsberg commented, "A qualitative survey is often necessary to show up the important problems and suggest hypotheses for more exact testing (1954:6-7)." Ralph R. Tyler (1959:168) chided the young researcher "to find and use the methods appropriate to his problem rather than to limit his choices to techniques with which he may be familiar or overly impressed." Tyler further indicated that educational research may be used:

1. to provide answers to operational questions,
2. to assess educational programs, practices, and materials,
3. to build up a body of information about educational enterprises,
4. to provide the outlook, stimulation, and guidance for educational innovation,
5. to develop more adequate theory about educational processes (1965:1-12).

Carter Good (1966:376) stated, "All statistical techniques are tools, to be fitted to the experimenter's requirements, and the statistical tail should never be permitted to wag the experimental dog."

METHOD OF ORGANIZING DATA

The responses on the instrument were tabulated and the obtained data was presented to Dr. Richard Stiles, Coordinator of In-District Research, Research Department, Tacoma Public Schools. Dr. Stiles assisted the researcher in selecting the appropriate statistic to analyze the data and writing the statistical program for the desk-top computer.

The proportional z test (Critical Ratio) was selected as the method of analysis of the nominal data collected. Results of the analysis of data are presented in Chapter IV, and additional descriptive statistics are included in the Appendices.

HYPOTHESES

Each item of the eighty item CRI described a specific function and respondents were asked to circle one of four responses for each item. The response categories were A, I, IA, and NANI.

Tacoma school counselors' and Tacoma school building administrators' opinions were compared on each response to each item. Therefore, four null hypotheses were tested for each item.

Statements of the Null Hypotheses

Item 1. Counselor has a systematic plan for student contact that will insure his availability to all students. There is no significant difference in terms of how counselors responded to item 1 as compared to how building administrators responded to item 1 in any of the categories listed below:

A
I
IA
NANI

Item 2. The counselor assists students in scheduling their classes. There is no significant difference in terms of how counselors responded to item 2 as compared to how building administrators responded to item 2 on any of the categories listed below:

A
I
IA
NANI

Item 3. The counselor maintains a confidential relationship with his students. There is no significant difference in terms of how counselors responded to item 3 as compared to how building administrators responded to item 3 in any of the categories listed below:

A
I
IA
NANI

Item 4. The counselor facilitates the transfer of students to other classes within the school when he deems it appropriate. There is no significant difference in terms of how counselors responded to item 4 as compared to how building administrators responded to item 4 in any of the four categories listed below:

A
I
IA
NANI

Item 5. The counselor makes decisions regarding the special grouping of students. There is no significant difference in terms of how counselors responded to item 5 as compared to how building administrators responded to item 5 in any of the four categories listed below:

A
I
IA
NANI

Item 6. The counselor uses a plan for student developmental growth. There is no significant difference in terms of how counselors responded to item 6 as compared to how building administrators responded to item 6 in any of the four categories listed below:

A
I
IA
NANI

Item 7. The counselor assists students in selecting extra-curricular activities. There is no significant difference in terms of how counselors responded to item 7 as compared to how building administrators responded to item 7 in any of the categories listed below:

A
I
IA
NANI

Item 8. The counselor assists students in evaluating their personal assets and limitations. There is no significant difference in terms of how counselors responded to item 8 as compared to how building administrators responded to item 8 in any of the categories listed below:

A
I
IA
NANI

Item 9. He counsels with students concerning their learning difficulties. There is no significant difference in terms of how counselors responded to item 9 as compared to how building administrators responded to item 9 in any of the categories listed below:

A
I
IA
NANI

Item 10. He counsels with students in the development of their special abilities. There is no significant difference in terms of how counselors responded to item 10 as compared to how building administrators responded to item 10 in any of the four categories listed below:

A
I
IA
NANI

Item 11. The counselor maintains a balance between problem-centered counseling and developmental counseling. There is no significant difference in terms of how counselors responded to item 11 as compared to how building administrators responded to item 11 in any of the four categories listed below:

A
I
IA
NANI

Item 12. He counsels with students regarding the establishment of realistic vocational and academic goals. There is no significant difference in terms of how counselors responded to item 12 as compared to how building administrators responded to item 12 in any of the four categories listed below:

A
I
IA
NANI

Item 13. The counselor provides an opportunity for the student to talk through his concerns with the counselor. There is no significant difference in terms of how counselors responded to item 13 as compared to how building administrators responded to item 13 in any of the four categories listed below:

A
I
IA
NANI

Item 14. The counselor works only with students who have personal problems. There is no significant difference in terms of how counselors responded to item 14 as compared to how building administrators responded to item 14 in any of the four categories listed below:

A
I
IA
NANI

Item 15. He counsels with students concerning their attendance difficulties. There is no significant difference in terms of how counselors responded to item 15 as compared to how building administrators responded to item 15 in any of the four categories listed below:

A
I
IA
NANI

Item 16. He evaluates the effectiveness of curriculum in meeting student needs. There is no significant difference in terms of how counselors responded to item 16 as compared to how building administrators responded to item 16 in any of the four categories listed below:

A
I
IA
NANI

Item 17. He conducts follow-up studies of students who have used counseling service. There is no significant difference in terms of how counselors responded to item 17 as compared to how building administrators responded to item 17 in any of the four categories listed below:

A
I
IA
NANI

Item 18. The counselor uses professional judgment to involve referral agencies in assisting students and parents. There is no

significant difference in terms of how counselors responded to item 18 as compared to how building administrators responded to item 18 in any of the four categories listed below:

A
I
IA
NANI

Item 19. The counselor works only with students who have exhibited school related problems. There is no significant difference in terms of how counselors responded to item 19 as compared to how building administrators responded to item 19 in any of the four categories listed below:

A
I
IA
NANI

Item 20. The counselor evaluates student adjustment to the curricular choices. There is no significant difference in terms of how counselors responded to item 20 as compared to how building administrators responded to item 20 in any of the four categories listed below:

A
I
IA
NANI

Item 21. The counselor registers new students. There is no significant difference in terms of how counselors responded to item 21 as compared to how building administrators responded to item 21 in any of the four categories listed below:

A
I
IA
NANI

Item 22. The counselor plans for the orientation of new students. There is no significant difference in terms of how counselors responded to item 22 as compared to how building administrators responded to item 22 in any of the four categories listed below:

A
I
IA
NANI

Item 23. The counselor schedules new students into classes. There is no significant difference in terms of how counselors responded to item 23 as compared to how building administrators responded to item 23 in any of the four categories listed below:

A
I
IA
NANI

Item 24. He counsels with students who have received failing grades. There is no significant difference in terms of how counselors responded to item 24 as compared to how building administrators responded to item 24 in any of the four categories listed below:

A
I
IA
NANI

Item 25. He counsels with potential dropouts. There is no significant difference in terms of how counselors responded to item 25 as compared to how building administrators responded to item 25 in any of the four categories listed below:

A
I
IA
NANI

Item 26. The counselor serves as a liaison person between students and staff. There is no significant difference in terms of how counselors responded to item 26 as compared to how building administrators responded to item 26 in any of the four categories listed below:

A
I
IA
NANI

Item 27. The counselor establishes comfortable rapport with his counselees. There is no significant difference in terms of how counselors responded to item 27 as compared to how building administrators responded to item 27 in any of the four categories listed below:

A
I
IA
NANI

Item 28. He prepares a handbook of school rules and policies for distribution to students. There is no significant difference in terms of how counselors responded to item 28 as compared to how building administrators responded to item 28 in any of the four categories listed below:

A
I
IA
NANI

Item 29. He conducts follow-up procedures to determine whether new students are adjusting to the school environment. There is no significant difference in terms of how counselors responded to item 29 as compared to how building administrators responded to item 29 in any of the four categories listed below:

A
I
IA
NANI

Item 30. The counselor deals mainly with self-referrals or "walk-ins". There is no significant difference in terms of how counselors responded to item 30 as compared to how building administrators responded to item 30 in any of the four categories listed below:

A
I
IA
NANI

Item 31. He conducts follow-up studies of new students to determine whether they are adjusting academically. There is no significant difference in terms of how counselors responded to item 31 as compared to how building administrators responded to item 31 in any of the four categories listed below:

A
I
IA
NANI

Item 32. The counselor uses a variety of techniques for increasing student involvement (individual, group, classroom group, etc.). There is no significant difference in terms of how counselors responded to item 32 as compared to how building administrators responded to item 32 in any of the four categories listed below:

A
I
IA
NANI

Item 33. The counselor assists in the identification of exceptional children. There is no significant difference in terms of how counselors responded to item 33 as compared to how building administrators responded to item 33 in any of the four categories listed below:

A
I
IA
NANI

Item 34. The counselor makes appropriate decisions for students after consultation with staff, administration, and parents. There is no significant difference in terms of how counselors responded to item 34 as compared to how building administrators responded to item 34 in any of the four categories listed below:

A
I
IA
NANI

Item 35. The counselor has a systematic plan for staff contact that will insure his availability to all staff. There is no significant difference in terms of how counselors responded to item 35 as compared to how building administrators responded to item 35 in any of the four categories listed below:

A
I
IA
NANI

Item 36. The counselor serves as a liaison person between staff and administration. There is no significant difference in terms of how counselors responded to item 36 as compared to how building administrators responded to item 36 in any of the four categories listed below:

A
I
IA
NANI

Item 37. The counselor consults with school staff concerning school problems. There is no significant difference in terms of how counselors responded to item 37 as compared to how building administrators responded to item 37 in any of the four categories listed below:

A
I
IA
NANI

Item 38. The counselor prepares an analysis of grades given by faculty. There is no significant difference in terms of how counselors responded to item 38 as compared to how building administrators responded to item 38 in any of the four categories listed below:

A
I
IA
NANI

Item 39. The counselor evaluates the effectiveness of the school curriculum in meeting students' academic and social needs. There is no significant difference in terms of how counselors responded to item 39 as compared to how building administrators responded to item 39 in any of the four categories listed below:

A
I
IA
NANI

Item 40. The counselor has a systematic plan to communicate his role to the staff. There is no significant difference in terms of how counselors responded to item 40 as compared to how building administrators responded to item 40 in any of the four categories listed below:

A
I
IA
NANI

Item 41. The primary responsibility of the counselor is to work with referrals from staff and administration. There is no significant difference in terms of how counselors responded to item 41 as compared to how building administrators responded to item 41 in any of the four categories listed below.

A
I
IA
NANI

Item 42. The counselor conducts orientation conferences for new staff members. There is no significant difference in terms of how counselors responded to item 42 as compared to how building administrators responded to item 42 in any of the four categories listed below:

A
I
IA
NANI

Item 43. The counselor helps recognize needs of individual students. There is no significant difference in terms of how counselors responded to item 43 as compared to how building administrators responded to item 43 in any of the four categories listed below:

A
I
IA
NANI

Item 44. The counselor assists staff in the understanding of school policies. There is no significant difference in terms of how counselors responded to item 44 as compared to how building administrators responded to item 44 in any of the four categories listed below:

A
I
IA
NANI

Item 45. The counselor assists faculty and administration in the organization and use of standardized test results. There is no significant difference in terms of how counselors responded to item 45 as compared to how building administrators responded to item 45 in any of the four categories listed below:

A
I
IA
NANI

Item 46. The counselor serves in a consultative fashion aimed at supporting the staff's efforts to understand students. There is no significant difference in terms of how counselors responded to item 46 as compared to how building administrators responded to item 46 in any of the four categories listed below.

A
I
IA
NANI

Item 47. The counselor is an accepted member of the staff. There is no significant difference in terms of how counselors responded to item 47 as compared to how building administrators responded to item 47 in any of the four categories listed below:

A
I
IA
NANI

Item 48. The counselor is sought by staff members as a professional educational consultant. There is no significant difference in terms of how counselors responded to item 48 as compared to how building administrators responded to item 48 in any of the four categories listed below:

A
I
IA
NANI

Item 49. The counselor provides teachers with supportive assistance during teacher-student conferences. There is no significant difference in terms of how counselors responded to item 49 as compared to how building administrators responded to item 49 in any of the four categories listed below:

A
I
IA
NANI

Item 50. The counselor has a systematic plan for parental contact that will insure his availability to all parents. There is no significant difference in terms of how counselors responded to item 50 as compared to how building administrators responded to item 50 in any of the four categories listed below:

A
I
IA
NANI

Item 51. The counselor makes systematic home visits. There is no significant difference in terms of how counselors responded to item 51 as compared to how building administrators responded to item 51 in any of the four categories listed below:

A
I
IA
NANI

Item 52. The counselor plans case conferences involving parents and teachers. There is no significant difference in terms of how counselors responded to item 52 as compared to how building administrators responded to item 52 in any of the four categories listed below:

A
I
IA
NANI

Item 53. The counselor systematically plans for the reporting of pupil progress to parents. There is no significant difference in terms of how counselors responded to item 53 as compared to how building administrators responded to item 53 in any of the four categories listed below:

A
I
IA
NANI

Item 54. The counselor assists in informing parents and communicating the school program to parents. There is no significant difference in terms of how counselors responded to item 54 as compared to how building administrators responded to item 54 in any of the four categories listed below:

A
I
IA
NANI

Item 55. The counselor helps parents understand the developmental aspects of their children. There is no significant difference in terms of how counselors responded to item 55 as compared to how building administrators responded to item 55 in any of the four categories listed below:

A
I
IA
NANI

Item 56. The counselor meets with parents and staff members in order to help facilitate communication. There is no significant difference in terms of how counselors responded to item 56 as compared to how building administrators responded to item 56 in any of the four categories listed below:

A
I
IA
NANI

Item 57. The counselor involves parents in crisis situations concerning their child. There is no significant difference in terms of how counselors responded to item 57 as compared to how building administrators responded to item 57 in any of the four categories listed below:

A
I
IA
NANI

Item 58. The counselor spends his time in the general amounts of 50% with students, 25% with staff and parents, and 25% with other related activities. There is no significant difference in terms of how counselors responded to item 58 as compared to how building administrators responded to item 58 in any of the four categories listed below:

A
I
IA
NANI

Item 59. The counselor maintains a system of professional record keeping. There is no significant difference in terms of how counselors responded to item 59 as compared to how building administrators responded to item 59 in any of the four categories listed below:

A
I
IA
NANI

Item 60. The counselor maintains the school's permanent record file. There is no significant difference in terms of how counselors responded to item 60 as compared to how building administrators responded to item 60 in any of the four categories listed below:

A
I
IA
NANI

Item 61. The counselor organizes the school's testing program. There is no significant difference in terms of how counselors responded to item 61 as compared to how building administrators responded to item 61 in any of the four categories listed below:

A
I
IA
NANI

Item 62. The counselor administers standardized tests. There is no significant difference in terms of how counselors responded to item 62 as compared to how building administrators responded to item 62 in any of the four categories listed below:

A
I
IA
NANI

Item 63. The counselor meets professional deadlines. There is no significant difference in terms of how counselors responded to item 63 as compared to how building administrators responded to item 63 in any of the four categories listed below:

A
I
IA
NANI

Item 64. The counselor has a systematic plan for follow-up activities. There is no significant difference in terms of how counselors responded to item 64 as compared to how building administrators responded to item 64 in any of the four categories listed below:

A
I
IA
NANI

Item 65. The counselor establishes priorities for the utilization of his time. There is no significant difference in terms of how counselors responded to item 65 as compared to how building administrators responded to item 65 in any of the four categories listed below:

A
I
IA
NANI

Item 66. The counselor provides information on community referral sources. There is no significant difference in terms of how counselors responded to item 66 as compared to how building administrators responded to item 66 in any of the four categories listed below:

A
I
IA
NANI

Item 67. The counselor informs community groups regarding school programs and policies. There is no significant difference in terms of how counselors responded to item 67 as compared to how building administrators responded to item 67 in any of the four categories listed below:

A
I
IA
NANI

Item 68. The counselor makes decisions concerning student disciplinary action. There is no significant difference in terms of how counselors responded to item 68 as compared to how building administrators responded to item 68 in any of the four categories listed below:

A
I
IA
NANI

Item 69. The counselor coordinates sources of remedial help needed by students. There is no significant difference in terms of how counselors responded to item 69 as compared to how building administrators responded to item 69 in any of the four categories listed below:

A
I
IA
NANI

Item 70. The counselor routinely meets with administrators in his building. There is no significant difference in terms of how counselors responded to item 70 as compared to how building administrators responded to item 70 in any of the four categories listed below:

A
I
IA
NANI

Item 71. The counselor routinely keeps administrators informed of staff concerns. There is no significant difference in terms of how counselors responded to item 71 as compared to how building administrators responded to item 71 in any of the four categories listed below:

A
I
IA
NANI

Item 72. The counselor routinely keeps administrators informed of staff concerns. There is no significant difference in terms of how counselors responded to item 72 as compared to how building administrators responded to item 72 in any of the four categories listed below:

A
I
IA
NANI

Item 73. The counselor participates in curriculum development. There is no significant difference in terms of how counselors responded to item 73 as compared to how building administrators responded to item 73 in any of the four categories listed below:

A
I
IA
NANI

Item 74. The counselor contributes his ideas openly and effectively. There is no significant difference in terms of how counselors responded to item 74 as compared to how building administrators responded to item 74 in any of the four categories listed below:

A
I
IA
NANI

Item 75. The counselor is sought by administration as a professional educational consultant. There is no significant difference in terms of how counselors responded to item 75 as compared to how building administrators responded to item 75 in any of the four categories listed below:

A
I
IA
NANI

Item 76. The counselor meets district criteria for counselor professional training. There is no significant difference in terms of how counselors responded to item 76 as compared to how building administrators responded to item 76 in any of the four categories listed below:

A
I
IA
NANI

Item 77. The counselor takes advantage of professional growth opportunities. There is no significant difference in terms of how counselors responded to item 77 as compared to how building administrators responded to item 77 in any of the four categories listed below:

A
I
IA
NANI

Item 78. The counselor keeps abreast of current developments in the field of counseling. There is no significant difference in terms of how counselors responded to item 78 as compared to how building administrators responded to item 78 in any of the four categories listed below:

A
I
IA
NANI

Item 79. The counselor participates actively in professional counseling organizations. There is no significant difference in terms of how counselors responded to item 79 as compared to how building administrators responded to item 79 in any of the four categories listed below:

A
I
IA
NANI

Item 80. The counselor accepts and grows from feedback. There is no significant difference in terms of how counselors responded to item 80 as compared to how building administrators responded to item 80 in any of the four categories listed below.

A
I
IA
NANI

ANALYSIS OF DATA

The proportional z (Critical Ratio) statistic was used to analyze the data to determine areas of significantly differing opinions between Tacoma counselors and building administrators. The .05 level of statistical significance was applied.

Kerlinger (1965:179) described critical ratio as "A fraction in which a statistic is divided by its standard error." Kerlinger (1965: 616-617) continued, "The chief purpose and utility of a ratio is relational: It permits the comparison of otherwise incomparable numbers."

In this research, the difference in proportion of responses of the two populations--counselors and building administrators--were tabulated for each item.

George A. Ferguson (1971:161) stated, "To test the difference between two proportions, we divide the observed difference between the proportions by the estimate of the standard error of the difference to obtain z (z score)."

The Tacoma School District's Research Department Coordinator encouraged the use of the proportional z (Critical Ratio) statistic due to the nominal nature of the data.

SUMMARY

This chapter was devoted to the description of the community and populations; development of the questionnaire, discussion of the instrumentation and research procedures, and collection and statistical treatment of the data.

Chapter IV

ANALYSIS AND RESULTS

The analysis and results of this study are presented in this chapter under the topical divisions used in the Counselor Role Inventory (CRI).

Items tested by means of a proportional z which yielded significant differences at the .05 level of significance in one or more of the response categories are shown in tables one through six.

The six tables are arranged topically using the same titular arrangement shown in the CRI. The tables in this chapter do not include the proportions of counselors and building administrators who did not respond to individual items. This information is included in Appendix C, page 139. Eleven building administrators returned the questionnaire with the comment that they did not feel qualified to answer due to unfamiliarity with the role of the school counselor. Complete descriptive data including the response rate on each item are reported in Appendix C.

COUNSELOR FUNCTIONS WITH STUDENTS

The null hypotheses related to the thirty-four items in the section of the instrument labeled "Students" follows:

Item 1: Counselor has a systematic plan for student contact that will insure his availability to all students

Null: There is no significant difference in terms of how counselors responded to item 1 as compared to how building administrators responded to item 1 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 2: The counselor assists students in scheduling their classes.

Null: There is no significant difference in terms of how counselors responded to item 2 compared to how building administrators responded to item 2 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category A. There is a significant difference between the responses of counselors and administrators in this category. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning. The null hypotheses for categories I, IA, and NANI were accepted.

Item 3: The counselor maintains a confidential relationship with his students.

Null: There is no significant difference in terms of how counselors responded to item 3 compared to how building administrators

responded to item 3 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning. The null hypotheses for A, I, and NANI were accepted.

Item 4: The counselor facilitates the transfer of students to other classes within the school when he deems it appropriate.

Null: There is no significant difference in terms of how counselors responded to item 4 compared to how building administrators responded to item 4 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of building administrators viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A, I, and IA were accepted.

Item 5. The counselor makes decisions regarding the special grouping of students.

Null: There is no significant difference in terms of how counselors responded to item 5 as compared to how building administrators responded to item 5 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 6. The counselor uses a plan for student developmental growth.

Null: There is no significant difference in terms of how counselors responded to item 6 as compared to how building administrators responded to item 6 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 7. The counselor assists students in selecting extracurricular activities.

Null: There is no significant difference in terms of how counselors responded to item 7 as compared to how building administrators responded to item 7 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A, I, and IA were accepted.

Item 8. The counselor assists students in evaluating their personal assets and limitations.

Null: There is no significant difference in terms of how counselors responded to item 8 as compared to how building administrators responded to item 8 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

A significantly greater proportion of building administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 9. He counsels with students concerning their learning difficulties.

Null: There is no significant difference in terms of how counselors responded to item 9 as compared to how building administrators responded to item 9 in any of the four categories listed below.

A - not significant at the .05 level.

I - significant at the .05 level.

IA - significant at the .05 level.

NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA.

There were significant differences between the responses of counselors and building administrators in these categories.

A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed the item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 10. He counsels with students in the development of their special abilities.

Null: There is no significant difference in terms of how counselors responded to item 10 as compared to how building administrators responded to item 10 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category.

A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 11. The counselor maintains a balance between problem-centered counseling and developmental counseling.

Null: There is no significant difference in terms of how counselors responded to item 11 as compared to how building administrators responded to item 11 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category.

A significantly greater proportion of counselors viewed this item as "Ideal and Not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 12. He counsels with students regarding the establishment of realistic vocational and academic goals.

Null: There is no significant difference in terms of how counselors responded to item 12 as compared to how building administrators responded to item 12 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category.

A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 13. The counselor provides an opportunity for the student to "talk through" his concerns with the counselor.

Null: There is no significant difference in terms of how counselors responded to item 13 as compared to how building administrators responded to item 13 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA. There were significant differences between the responses of counselors and building administrators in these categories.

A significantly greater proportion of building administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 14. The counselor works only with students who have personal problems.

Null: There is no significant difference in terms of how counselors responded to item 14 as compared to how building administrators responded to item 14 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories A and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of building administrators viewed the item "Actual but not Ideal" in terms of counselor functioning. A significantly greater proportion of counselors viewed the item as "Neither Actual nor Ideal" in terms of counseling functioning.

The null hypotheses for I and IA were accepted.

Item 15. He counsels with students concerning their attendance difficulties.

Null: There is no significant difference in terms of how counselors responded to item 15 as compared to how building administrators responded to item 15 in any of the four categories listed below:

- A - significantly different at the .05 level.
- I - significantly different at the .05 level.
- IA - not significantly different at the .05 level.
- NANI - not significantly different at the .05 level.

Decision: The null hypotheses were rejected in categories A and I. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories IA and NANI were accepted.

Item 16. He evaluates the effectiveness of curriculum in meeting student needs.

Null: There is no significant difference in terms of how counselors responded to item 16 as compared to how building administrators responded to item 16 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 17. He conducts follow-up studies of students who have used counseling service.

Null: There is no significant difference in terms of how counselors responded to item 17 as compared to how building administrators responded to item 17 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 18. The counselor uses professional judgment to involve referral agencies in assisting students and parents.

Null: There is no significant difference in terms of how counselors responded to item 18 as compared to how building administrators responded to item 18 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA.

There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of building administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 19. The counselor works only with students who have exhibited school related problems.

Null: There is no significant difference in terms of how counselors responded to item 19 as compared to how building administrators responded to item 19 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories I, IA, and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of administrators viewed this item as "Ideal and Actual." A significantly greater proportion of counselors viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypothesis for category A was accepted.

Item 20. The counselor evaluates student adjustment to the curricular choices.

Null: There is no significant difference in terms of how counselors responded to item 20 as compared to how building administrators responded to item 20 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 21. The counselor registers new students.

Null: There is no significant difference in terms of how counselors responded to item 21 as compared to how building administrators responded to item 21 in any of the four categories listed below.

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category A. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning.

The null hypotheses for categories I, IA, and NANI were accepted.

Item 22. The counselor plans for the orientation of new students.

Null: There is no significant difference in terms of how counselors responded to item 22 as compared to how building administrators responded to item 22 in any of the four categories listed below.

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category A. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning.

The null hypotheses categories I, IA and NANI were accepted.

Item 23. The counselor schedules new students into classes.

Null: There is no significant difference in terms of how counselors responded to item 23 as compared to how building administrators responded to item 23 in any of the four categories listed below.

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category A. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of

counselor functioning.

The null hypotheses for categories I, IA, and NANI were accepted.

Item 24. He counsels with students who have received failing grades.

Null: There is no significant difference in terms of how counselors responded to item 24 as compared to how building administrators responded to item 24 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category A. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning.

The null hypotheses for categories I, IA, and NANI were accepted.

Item 25. He counsels with potential dropouts.

Null: There is no significant difference in terms of how counselors responded to item 25 as compared to how building administrators responded to item 25 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was

a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 26. The counselor serves as a liaison person between students and staff.

Null: There is no significant difference in terms of how counselors responded to item 26 as compared to how building administrators responded to item 26 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 27. The counselor establishes comfortable rapport with his counselees.

Null: There is no significant difference in terms of how counselors responded to item 27 as compared to how building administrators responded to item 27 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA.

There were significant differences between the responses of counselors

and building administrators in this category. A significantly greater proportion of building administrators viewed this item as "Ideal but Not Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 28. He prepares a handbook of school rules and policies for distribution to students.

Null: There is no significant difference in terms of how counselors responded to item 28 as compared to how building administrators responded to item 28 in any of the four categories listed below.

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A, I, and IA were accepted.

Item 29. He conducts follow-up procedures to determine whether new students are adjusting to the school environment.

Null: There is no significant difference in terms of how counselors responded to item 29 as compared to how building administrators

responded to item 29 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but Not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 30. The counselor deals mainly with self-referrals or "walk-ins".

Null: There is no significant difference in terms of how counselors responded to item 30 as compared to how building administrators responded to item 30 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 31. He conducts follow-up studies of new students to determine whether they are adjusting academically.

Null: There is no significant difference in terms of how counselors responded to item 31 as compared to how building administrators responded to item 31 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 32. The counselor uses a variety of techniques for increasing student involvement (individual, group, classroom, group, etc.)

Null: There is no significant difference in terms of how counselors responded to item 32 as compared to how building administrators responded to item 32 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 33. The counselor assists in the identification of exceptional children.

Null: There is no significant difference in terms of how counselors responded to item 33 as compared to how building administrators responded to item 33 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in the terms of

counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 34. The counselor makes appropriate decisions for students after consultation with staff, administration, and parents.

Null: There is no significant difference in terms of how counselors responded to item 34 as compared to how building administrators responded to item 34 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses in categories I and NANI were rejected.

A significantly greater proportion of building administrators viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A and IA were accepted.

Table 1, page 81 and 82, summarizes the items in this section and shows where significant differences were located.

The analysis of results in Table 1 indicated a significant difference in the responses in one or more categories of counselors and building administrators on twenty-six items in this section. The results indicated no significant differences between counselors and building administrators opinions on items 1, 6, 16, 20, 26, 30, 31, or 32.

Table 1

Comparison of Counselors (CL) and Administrators (AD) Responses (%R) on Items Relating to Counselors' Working with Students Where $P \geq 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
2	Counselor Assists Students in Scheduling	CL	73	.36*	.07	.45	.12
		AD	66	.08	.10	.53	.14
3	Counselor Maintains Confidentiality	CL	73	.03	.07	.90*	.00
		AD	69	.05	.12	.70	.01
4	Counselor Facilitates Transfer of Students	CL	73	.16	.18	.64	.01
		AD	67	.08	.10	.59	.09*
5	Counselor Makes Decisions Re: Student Grouping	CL	73	.08	.41*	.29	.22
		AD	67	.06	.20	.31	.28
7	Counselor Helps Student Select Extra-curricular activities	CL	73	.03	.27	.22	.48*
		AD	67	.01	.37	.33	.14
8	Counselor Assists Students to Assess Assets & Liabilities	CL	73	.00	.07	.93*	.01
		AD	67	.01	.21*	.59	.06
9	Counselor Counsels Student Re: Learning Difficulties	CL	73	.01	.04	.93*	.01
		AD	67	.01	.15*	.69	.00
10	Counselor Counsels Student Re: Special Abilities	CL	72	.00	.16	.79*	.03
		AD	66	.00	.24	.58	.03
11	Counselor Maintains Balance Problem & Developmental	CL	72	.04	.64*	.30	.00
		AD	66	.01	.44	.36	.04
12	Counselor Counsels with Student Re: Realistic Goals	CL	73	.03	.15	.75*	.07
		AD	67	.00	.27	.47	.12
13	Counselor Provides Student Opportunity to "Talk Thru" Concerns	CL	73	.01	.03	.96*	.00
		AD	67	.03	.12*	.71	.01
14	Counselor Works <u>Only</u> with Student Personal Problems	CL	73	.01	.04	.00	.95*
		AD	66	.17*	.08	.01	.59
15	Counselor Counsels with Students Re: Attendance	CL	73	.19*	.12	.60	.08
		AD	66	.01	.27*	.49	.08
17	Counselor Conducts Follow-up of Clients	CL	73	.00	.88*	.10	.03
		AD	66	.01	.51	.27*	.05

Table 1 (continued)

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
18	Counselor Uses Professional Judgment in Involving REF. Agency	CL	72	.00	.03	.96*	.00
		AD	65	.01	.15*	.64	.03
19	Counselor Works <u>Only</u> with students Exhibiting School Problems	CL	73	.01	.03	.03	.93*
		AD	66	.08	.17*	.17*	.44
21	Counselor Registers New Students	CL	73	.40*	.01	.27	.32
		AD	63	.08	.03	.29	.41
22	Counselor Plans Student Orientation	CL	73	.08*	.26	.51	.15
		AD	65	.01	.18	.55	.09
23	Counselor Schedules New Students	CL	73	.47*	.03	.33	.18
		AD	65	.05	.06	.46	.26
24	Counselor Counsels with Students Re: Failing Grades	CL	73	.08*	.22	.62	.08
		AD	65	.01	.31	.46	.05
25	Counselor Counsels with Potential Drop-outs	CL	73	.01	.22	.75*	.01
		AD	65	.00	.23	.53	.08
27	Counselor Establishes Rapport with Counselees	CL	73	.00	.01	.99*	.00
		AD	65	.01	.14*	.68	.00
28	Counselor Prepares Handbook of School Rules	CL	73	.01	.00	.05	.93*
		AD	64	.00	.14	.00	.68
29	Counselor Conducts Follow-up of New Students	CL	73	.01	.70*	.22	.07
		AD	65	.00	.54	.24	.05
33	Counselor Assists in the Identification of Exceptional Children	CL	73	.01	.22	.71*	.05
		AD	64	.00	.31	.46	.05
34	Counselor Makes Decisions After Consultation - Staff, Adm., Parents	CL	73	.04	.08	.25	.63*
		AD	62	.01	.19*	.38	.21

* Indicates significant difference $P \geq 1.96$ (.05)

N - Total number of respondents included in the four response categories.

COUNSELOR FUNCTIONS WITH STAFF

The null hypotheses related to the fifteen items in the section of the instrument labeled "students" follows:

Item 35. The counselor has a systematic plan for staff contact that will insure his availability to all staff.

Null: There is no significant difference in terms of how counselors responded to item 35 as compared to how building administrators responded to item 35 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 36. The counselor serves as a liaison person between staff and administration.

Null: There is no significant difference in terms of how counselors responded to item 36 as compared to how building administrators responded to item 36 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 37. The counselor consults with school staff concerning school problems.

Null: There is no significant difference in terms of how counselors responded to item 37 as compared to how building administrators responded to item 37 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - significant at the .05 level.
NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories IA and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A and I were accepted.

Item 38. The counselor prepares an analysis of grades given by faculty.

Null: There is no significant difference in terms of how counselors responded to item 38 as compared to how building administrators responded to item 38 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There is a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A, I, and IA were accepted.

Item 39. The counselor evaluates the effectiveness of the school curriculum in meeting students' academic and social needs.

Null: There is no significant difference in terms of how counselors responded to item 39 as compared to how building administrators responded to item 39 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 40. The counselor has a systematic plan to communicate his role to the staff.

Null: There is no significant difference in terms of how counselors responded to item 40 as compared to how building administrators responded to item 40 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 41. The primary responsibility of the counselor is to work with referrals from staff and administration

Null: There is no significant difference in terms of how counselors responded to item 41 as compared to how building administrators responded to item 41 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories IA and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Neither Actual Nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A and I were accepted.

Item 42. The counselor conducts orientation conferences for new staff members.

Null: There is no significant difference in terms of how counselors responded to item 42 as compared to how building administrators responded to item 42 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 43. The counselor helps staff recognize needs of individual students.

Null: There is no significant difference in terms of how counselors responded to item 43 as compared to how building administrators responded to item 43 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 44. The counselor assists staff in the understanding of school policies

Null: There is no significant difference in terms of how counselors responded to item 44 as compared to how building administrators responded to item 44 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in categories I and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of building administrators viewed this item as "Ideal but Not Actual" in terms of counselor functioning. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A and IA were accepted.

Item 45. The counselor assists faculty and administration in the organization and use of standardized test results.

Null: There is no significant difference in terms of how counselors responded to item 45 as compared to how building administrators responded to item 45 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories A and IA. There were significant differences between the responses of counselors and building administrators in these categories. Counselors were significantly different from administrators in their responses in two categories: "Actual but Not Ideal" and "Actual and Ideal." A significantly greater proportion of counselors than building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning. A significantly greater proportion of counselors than building administrators viewed this item as "Actual but Not Ideal" in terms of counselor functioning.

The null hypotheses for categories I and NANI were accepted.

Item 46. The counselor serves in a consultative fashion aimed at supporting the staff's efforts to understand students.

Null: There is no significant difference in terms of how counselors responded to item 46 as compared to how building administrators responded to item 46 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the response of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 47. The counselor is an accepted member of the staff.

Null: There is no significant difference in terms of how counselors responded to item 47 as compared to how building administrators responded to item 47 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 48. The counselor is sought by staff members as a professional educational consultant.

Null: There is no significant difference in terms of how counselors responded to item 48 as compared to how building administrators responded to item 48 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 49. The counselor provides teachers with supportive assistance during teacher-student conferences

Null: There is no significant difference in terms of how counselors responded to item 49 as compared to how building administrators responded to item 49 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning. The null hypotheses for categories A, I, and IA were accepted.

Table 2 on page 92 summarizes the items in this section and shows where significant differences were located.

The analysis of results in Table 2 indicated a significant difference in the responses in one or more categories of counselors and building administrators on eleven items in this section. The results indicated no significant difference between counselors and building administrators opinions on items 36, 39, 42, and 47.

Table 2

Comparison of Counselors (CL) and Administrators (AD) Responses (%R) on Items Relating to Counselors Working with Staff Where $P > 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
35	Counselor has Systematic Plan for Staff Contact	CL	73	.00	.68*	.26	.05
		AD	64	.00	.50	.31	.01
37	Counselor Consults with School Staff	CL	72	.01	.22	.68*	.07
		AD	64	.00	.22	.41	.19*
38	Counselor Prepares Grade Analysis of Staff Grades	CL	73	.00	.12	.05	.82*
		AD	64	.00	.23	.06	.53
40	Counselor has a Systematic Plan to Communicate his Role	CL	73	.00	.73*	.27	.00
		AD	62	.00	.46	.31	.03
41	Counselor Primarily Works with Staff Referrals	CL	72	.19	.00	.07	.73*
		AD	64	.15	.12	.18*	.37
43	Counselor Helps Staff Recognize Needs of Individual Students	CL	73	.19	.15	.85*	.00
		AD	64	.00	.26	.54	.03
44	Counselor Assists Staff in Understanding School Policies	CL	73	.01	.03	.10	.86*
		AD	64	.00	.19*	.08	.55
45	Counselor Assists Faculty and Administration-Use of Tests	CL	73	.12*	.11	.70*	.07
		AD	64	.01	.22	.54	.05
46	Counselor serves as Consultant to Staff	CL	73	.03	.18	.78*	.01
		AD	64	.00	.28	.50	.04
48	Counselor is sought as Education Consultant	CL	73	.00	.42	.56*	.01
		AD	66	.00	.47	.33	.04
49	Counselor Provide Supportive Assistance to Staff	CL	72	.01	.15	.55	.27*
		AD	66	.00	.27	.50	.08

* Indicates significant difference $P > 1.96 (.05)$

N - Total number of respondents included in the four response categories.

COUNSELOR FUNCTIONS WITH HOME

The null hypotheses related to the eight items in the section of the instrument labeled "Home" follows:

Item 50. The counselor has a systematic plan for parental contact that will insure his availability to all parents.

Null: There is no significant difference in terms of how counselors responded to item 50 as compared to how building administrators responded to item 50 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 51. The counselor makes systematic home visits.

Null: There is no significant difference in terms of how counselors responded to item 51 as compared to how building administrators responded to item 51 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal"

in terms of counselor functioning.

The null hypotheses for categories A, I, and IA were accepted.

Item 52. The counselor plans case conferences involving parents and teachers.

Null: There is no significant difference in terms of how counselors responded to item 52 as compared to how building administrators responded to item 52 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 53. The counselor systematically plans for the reporting of pupil progress to parents.

Null: There is no significant difference in terms of how counselors responded to item 53 as compared to how building administrators responded to item 53 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 54. The counselor assists in informing parents and communicating the school program to parents.

Null: There is no significant difference in terms of how counselors responded to item 54 as compared to how building administrators

responded to item 54 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 55. The counselor helps parents understand the developmental aspects of their children.

Null: There is no significant difference in terms of how counselors responded to item 55 as compared to how building administrators responded to item 55 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 56. The counselor meets with parents and staff members in order to help facilitate communication.

Null: There is no significant difference in terms of how counselors responded to item 56 as compared to how building administrators responded to item 56 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 57. The counselor involves parents in crises situations concerning their child.

Null: There is no significant difference in terms of how counselors responded to item 57 as compared to how building administrators responded to item 57 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Table 3, page 98, summarizes the items in this section and shows where significant differences were located.

The analysis of results in Table 3 indicated a significant difference in the responses in one or more categories of counselors and building administrators on four items in this section. The results indicated no significant difference between counselors and building administrators on items 50, 52, 53, and 54.

COUNSELOR ORGANIZATION FUNCTIONS

The null hypotheses related to the twelve items in the section of the instrument labeled "Organization" follows:

Item 58. The counselor spends his time in the general amounts of 50% with students, 25% with staff and parents, and 25% with other related activities.

Null: There is no significant difference in terms of how counselors responded to item 58 as compared to how building administrators responded to item 58 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of

Table 3

Comparison of Counselors (CL) and Administrators (AD) Responses (%R) on Items
Relating to Counselors' Work with the Home Where $P > 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI	
51	Counselor Makes Systematic Home Visits	CL	73	.00	.60	.18	.22*	
		AD	64	.00	.58	.15	.09	
55	Counselor Helps Parents Understand Developmental Stages	CL	73	.00	.29	.71*	.00	86
		AD	66	.00	.31	.51	.03	
56	Counselor Meets with Parents and Staff to Facilitate Communications	CL	73	.01	.25	.73*	.01	
		AD	65	.00	.28	.55	.00	
57	Counselor Involves Parents In Crisis Situations	CL	72	.05	.07	.81*	.05	
		AD	66	.03	.15	.62	.05	

* Indicates significant differences $P > 1.96 (.05)$

N - Total number of respondents included in the four response categories.

counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 59. The counselor maintains a system of professional record keeping.

Null: There is no significant difference in terms of how counselors responded to item 59 as compared to how building administrators responded to item 59 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 60. The counselor maintains the school's permanent record file.

Null: There is no significant difference in terms of how counselors responded to item 60 as compared to how building administrators responded to item 60 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories A and NANI. There were significant differences between the responses of counselors and building administrators in these categories. Counselors were significantly different from administrators in their responses in two categories: "Actual but not Ideal" and "Neither Actual nor Ideal." A significantly greater proportion of counselors than building administrators viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning. A significantly greater proportion of counselors than building administrators viewed this item as "Actual but not Ideal."

The null hypotheses for categories I and IA were accepted.

Item 61: The counselor organizes the school's testing program.

Null: There is no significant difference in terms of how counselors responded to item 61 as compared to how building administrators responded to item 61 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories A and IA. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Actual but not

Ideal" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories I and NANI were accepted.

Item 62. The counselor administers standardized tests.

Null: There is no significant difference in terms of how counselors responded to item 62 as compared to how building administrators responded to item 62 in any of the four categories listed below:

- A - significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories A and IA. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Actual but not Ideal" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories I and NANI were accepted.

Item 63. The counselor meets professional deadlines.

Null: There is no significant difference in terms of how counselors responded to item 63 as compared to how building administrators responded to item 63 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 64. The counselor has a systematic plan for follow-up activities.

Null: There is no significant difference in terms of how counselors responded to item 64 as compared to how building administrators responded to item 64 in any of the four categories listed below:

A - not significant at the .05 level.
I - significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 65. The counselor establishes priorities for the utilization of his time.

Null: There is no significant difference in terms of how counselors responded to item 65 as compared to how building administrators responded to item 65 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.

IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 66. The counselor provides information on community referral sources.

Null: There is no significant difference in terms of how counselors responded to item 66 as compared to how building administrators responded to item 66 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 67. The counselor informs community groups regarding school programs and policies.

Null: There is no significant difference in terms of how counselors responded to item 67 as compared to how building administrators responded to item 67 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses in categories A, I, and IA were accepted.

Item 68. The counselor makes decisions concerning student disciplinary action.

Null: There is no significant difference in terms of how counselors responded to item 68 as compared to how building administrators responded to item 68 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypothesis was rejected in category NANI. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses in categories A, I, and IA were accepted.

Item 69. The counselor coordinates sources of remedial help needed by students.

Null: There is no significant difference in terms of how counselors responded to item 69 as compared to how building administrators

responded to item 69 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Table 4, page 106, summarizes the items in this section and shows where significant differences were located.

The analysis of results in Table 4 indicated that a significant difference existed in the responses in one or more categories on 9 items in this section. The results indicated no significant differences between counselors' and building administrators' opinions on items 63, 65, and 69.

COUNSELOR FUNCTIONS WITH ADMINISTRATION

The null hypotheses related to the six items in the section of the instrument labeled "Administration" follows:

Item 70. The counselor routinely meets with administrators in his building.

Null: There is no significant difference in terms of how counselors responded to item 70 as compared to how building administrators responded to item 70 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Table 4

Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items
Relating to Counselors' Organizational Functions Where $P > 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
58	Counselor spends 50% of time with students, 25% staff and parents, 25% other related tasks	CL	73	.01	.34	.56*	.08
		AD	64	.01	.44	.27	.10
59	Counselor maintains professional Record-keeping	CL	72	.01	.63*	.25	.10
		AD	63	.01	.27	.49*	.04
60	Counselor maintains Schools Permanent Record File	CL	73	.08*	.03	.05	.84*
		AD	64	.01	.04	.12	.65
61	Counselor Organizes Testing Program	CL	72	.34*	.05	.27	.32
		AD	66	.06	.12	.44*	.23
62	Counselor Administers Testing Program	CL	73	.37*	.04	.22	.37
		AD	66	.05	.12	.37*	.31
64	Counselor Has Plan For Follow-up Activities	CL	72	.00	.71*	.26	.01
		AD	65	.00	.54	.28	.01
66	Counselor Provides Information on Community Referrals	CL	73	.01	.14	.85*	.00
		AD	65	.00	.23	.60	.00
67	Counselor Informs Community Re: School Programs & Policies	CL	73	.03	.30	.26	.41*
		AD	65	.00	.35	.30	.19
68	Counselor Makes Decisions Re: Student Discipline	CL	73	.04	.07	.01	.88*
		AD	65	.01	.08	.05	.69

* Indicates significant differences $P > 1.96 (.05)$

N - Total number of respondents included in the four response categories.

Decision: The null hypotheses were accepted.

Item 71. The counselor routinely keeps administrators informed of staff concerns.

Null: There is no significant difference in terms of how counselors responded to item 71 as compared to how building administrators responded to item 71 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 72. The counselor routinely keeps administrators informed of his counseling activities.

Null: There is no significant difference in terms of how counselors responded to item 72 as compared to how building administrators responded to item 72 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 73. The counselor participates in curriculum development.

Null: There is no significant difference in terms of how counselors responded to item 73 as compared to how building administrators responded to item 73 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 74. The counselor contributes his ideas openly and effectively.

Null: There is no significant difference in terms of how counselors responded to item 74 as compared to how building administrators responded to item 74 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category I. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning.

The null hypotheses for categories A, IA, and NANI were accepted.

Item 75. The counselor is sought by administration as a professional educational consultant.

Null: There is no significant difference in terms of how counselors responded to item 75 as compared to how building administrators responded to item 75 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - significant at the .05 level.
- IA - not significant at the .05 level.
- NANI - significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and NANI. There were significant differences between the responses of counselors and building administrators in these categories. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Neither Actual nor Ideal" in terms of counselor functioning.

The null hypotheses for categories A and IA were accepted.

Table 5, page 110, summarizes the items in this section and shows where significant differences were located.

The analysis of results in Table 5 indicated a significant difference in the responses in one or more categories on three items in this section. The results indicated no significant differences between counselors and building administrators opinions on items 70, 71, and 72.

Table 5

Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) to Items
Relating to Counselors' Administrative Functions Where $P > 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
73	Counselor Participates in Curriculum Development	CL	73	.00	.48*	.48	.04
		AD	66	.00	.27	.52	.06
74	Counselor contributes His Ideas Openly and Effectively	CL	73	.00	.44*	.56	.00
		AD	65	.00	.23	.59	.01
75	Counselor is Sought by Administration as Education Consultant	CL	73	.00	.38*	.60	.01
		AD	64	.01	.23	.49	.09*

110

* Indicates significant differences $P > 1.96 (.05)$

N - Total number of respondents included in the four response categories.

COUNSELOR FUNCTIONS RELATED TO PROFESSIONAL GROWTH

The null hypotheses related to the five items in this section of the instrument labeled "Professional growth" follows:

Item 76. The counselor meets district criteria for counselor professional training.

Null: There is no significant difference in terms of how counselors responded to item 76 as compared to how building administrators responded to item 76 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Item 77. The counselor takes advantage of professional growth opportunities.

Null: There is no significant difference in terms of how counselors responded to item 77 as compared to how building administrators responded to item 77 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 78. The counselor keeps abreast of current developments in the field of counseling.

Null: There is no significant difference in terms of how counselors responded to item 78 as compared to how building administrators responded to item 78 in any of the four categories listed below:

A - not significant at the .05 level.
I - not significant at the .05 level.
IA - not significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were accepted.

Item 79. The counselor participates actively in professional counseling organizations.

Null: There is no significant difference in terms of how counselors responded to item 79 as compared to how building administrators responded to item 79 in any of the four categories listed below:

A - not significant at the .05 level.
I - significant at the .05 level.
IA - significant at the .05 level.
NANI - not significant at the .05 level.

Decision: The null hypotheses were rejected in categories I and IA. A significantly greater proportion of counselors viewed this item as "Ideal but not Actual" in terms of counselor functioning. A significantly greater proportion of building administrators viewed this item as "Ideal

and Actual" in terms of counselor functioning.

The null hypotheses for categories A and NANI were accepted.

Item 80. The counselor accepts and grows from feedback.

Null: There is no significant difference in terms of how counselors responded to item 80 as compared to how building administrators responded to item 80 in any of the four categories listed below:

- A - not significant at the .05 level.
- I - not significant at the .05 level.
- IA - significant at the .05 level.
- NANI - not significant at the .05 level.

Decision: The null hypothesis was rejected in category IA. There was a significant difference between the responses of counselors and building administrators in this category. A significantly greater proportion of counselors viewed this item as "Ideal and Actual" in terms of counselor functioning.

The null hypotheses for categories A, I, and NANI were accepted.

Table 6 on page 114 summarizes the items in this section and shows where differences were located. The analysis of results in Table 6 indicated a significant difference in the responses in one or more categories on three items in this section. The results indicated no significant differences between counselors and building administrators' opinions on items 77 and 78.

Table 6

Comparison of Counselors' (CL) and Administrators' (AD) Responses (%R) on Items
Relating to Counselors' Professional Growth $P > 1.96 (.05)$

Item No.	Item Stem	Subj	N	%R A	%R I	%R IA	%R NANI
76	Counselor Meets Districts Criteria for Counselor Training	CL	73	.00	.05	.95*	.00
		AD	64	.00	.06	.74	.01
79	Counselor Participates Actively in Professional Counseling Organizations	CL	73	.00	.53*	.44	.03
		AD	63	.00	.12	.68*	.01
80	Counselor Accepts and Grows From Feedback	CL	73	.00	.23	.77*	.00
		AD	64	.00	.31	.50	.01

114

* Indicates significant differences $P > 1.96 (.05)$

N - Total number of respondents included in the four response categories.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents the summary, the conclusions, and some possible recommendations of the research findings of this study.

SUMMARY

The purpose of this study was to investigate whether Tacoma counselors and Tacoma building administrators were similar or different in their opinions of counselors' ideal and actual role. The review of literature revealed differences between counselors' and administrators' expectations of counselor role.

An eighty item instrument, the Counselor Role Inventory (CRI), was designed to investigate the differences in opinions between Tacoma building administrators and Tacoma school counselors. The CRI was divided into six broad areas of counselor functioning: Students, Staff, Home, Organization, Administration, and Growth. The items described counselor functions related to these areas. Respondents were asked to circle the category which most nearly described their opinion about the stated counselor function. Each of the eighty items in the CRI had four response categories: (1) Actual but not Ideal (A), (2) Ideal but not Actual (I), (3) Both Ideal and Actual (IA), and (4) Neither Actual nor Ideal (NANI). There were 151 instruments returned and tabulated, totaling a response representing 96.8 per cent of the population of building

administrators and counselors in the Tacoma Public Schools.

A proportional z statistic was applied to the collected data and tested at the .05 level of statistical significance on each item category. Four null hypotheses were tested for each of the eighty items to determine whether the proportions of Tacoma counselors and Tacoma building administrators were significantly different. Statistical significance was found in fifty-six items on the CRI.

Counselor Functions with Students

The first broad area of counselor role concerned his functions with students. A significantly greater proportion of counselors than building administrators responded "Ideal and Actual" to the following functions: Maintaining confidentiality with students; assisting students to evaluate their assets and liabilities; counseling with students regarding learning difficulties; counseling with students in the development of their special abilities; counseling with students regarding the establishment of realistic vocational and academic goals; providing an opportunity for student to "talk through" his concerns with the counselor; using professional judgment to involve referral agencies in assisting students and parents; counseling with potential drop-outs; establishing a comfortable rapport with counselees; and assisting in the identification of exceptional children.

A significantly greater proportion of counselors than building administrators responded "Ideal but not Actual" to the following

functions: making decisions regarding grouping of students; maintaining a balance between problem-centered and developmental counseling; conducting follow-up studies of students who have used the counseling service; and conducting follow-up procedures to determine new student adjustment.

A significantly greater proportion of counselors than administrators responded "Actual but not Ideal" to the following counselor functions: assisting students with scheduling; counseling with students regarding attendance difficulties; registering new students; planning for orientation of new students; scheduling new students; and counseling with students who have received failing grades.

A significantly greater proportion of counselors than administrators responded "Neither Actual nor Ideal" to the following counselor functions: helping students to select their extra-curricular activities; works only with students who have personal problems; working only with students who exhibited school related problems; preparing a handbook of school rules and policies; making decisions after consultation with staff, parents, and administrators.

A significantly greater proportion of building administrators than counselors responded "Neither Actual nor Ideal" to the following counselor function: counselor facilitates transfer of students to other classes.

Counselor Functions with Staff

The second broad area of counselor role concerned his functions with staff. A significantly greater proportion of counselors than building administrators responded "Ideal and Actual" to the following counselor functions: counselor consults with school staff concerning school problems; counselors help staff to recognize needs of individual students; counselor assists faculty and administration in organization and use of test results; counselor serves in a consultative fashion to support staff in understanding students; and the counselor is sought by staff members as a professional educational consultant.

A significantly greater proportion of counselors than building administrators responded "Ideal but not Actual" to the following counselor functions: counselor has a systematic plan for staff contact; and counselor has a systematic plan to communicate his role to staff.

A significantly greater proportion of counselors than building administrators responded "Actual but not Ideal" to the following counselor function: counselor assists faculty and administration in organization of test results.

A significantly greater proportion of counselors than building administrators responded "Neither Actual nor Ideal" to the following counselor functions: counselor prepares an analysis of grades given by the faculty; counselor's primary responsibility is to work with referrals from staff; counselor assists staff in understanding school

policies; and counselor provides teachers with supportive assistance in teacher-student conferences.

Counselor Functions with Home

The third broad area of counselor role concerned his functions with the student's home.

A significantly greater proportion of counselors than building administrators responded "Ideal and Actual" to the following counselor functions: counselor helps parents understand the developmental aspects of their children; counselor meets with parents and staff members to facilitate communication; and counselor involves parents in crises situations concerning their children. No significant differences in the responses of counselors and building administrators were found in categories A and I.

A significantly greater proportion of counselors than building administrators responded "Neither Actual nor Ideal" to the following counselor functions: the counselor makes systematic home visits.

Counselor Organizational Function

The fourth broad area of counselor role concerned his functions with organization of his time and activities.

A significantly greater proportion of building administrators than counselors responded "Ideal and Actual" to the following functions: counselor maintains a system of professional record keeping; counselor

organizes standardized testing program; and counselor administers the testing program.

A significantly greater proportion of counselors responded "Ideal and Actual" to the following functions: counselor spends 50% of time with students, 25% with staff and parents, and 25% with other related tasks; and he provides information on community referral sources.

A significantly greater proportion of counselors responded "Ideal but not Actual" to the following counselor functions: counselor maintains a system of professional record keeping; and the counselor has a systematic plan for follow-up activities.

A significantly greater proportion of counselors responded "Actual but not Ideal" to the following counselor functions: counselor organizes the testing program; and counselor administers the testing program.

A significantly greater proportion of counselors responded "Neither Actual nor Ideal" to the following counselor functions: counselor maintains the school's permanent record file; the counselor informs community in regards to school programs and policies; and counselor makes decisions in regards to student discipline.

Counselor Functions with Administration

No significant differences in the responses of counselors and building administrators were found in categories A and IA.

A significantly greater proportion of counselors than building administrators responded "Ideal but not Actual" to the following counselor functions: counselor participates in curriculum development; counselor contributes his ideas openly and effectively; and counselor is sought by administration as a professional educational consultant.

Counselor Professional Growth Functions

A significantly greater proportion of counselors than building administrators responded "Ideal and Actual" to the following counselor functions: counselor meets district criteria for counselor training; and counselor accepts and grows from feedback.

A significantly greater proportion of building administrators than counselors responded "Ideal and Actual" to the following counselor function: counselor participates actively in professional counseling organizations. However, a significantly greater proportion of counselors rather than building administrators responded "Ideal and not Actual" to this item.

Counselors responses to the CRI indicated that counselors considered the "Ideal and Actual" role of the counselor as including the functions relating to: establishing rapport and maintaining confidentiality with students; counseling with students to assess assets and liabilities; helping staff to recognize needs of students; and serving as a consultant to administrators, staff, and parents.

A significant proportion of building administrators, on the other hand, considered the "Ideal and Actual" role of the counselor to include functions relating to: organizing and administering of the testing program; participating actively in professional organizations; and maintaining a system of professional record-keeping.

In the other response categories, counselors indicated that counselors needed to do follow-up and curriculum work; maintain a balance between problem-centered and developmental counseling; and have a plan to communicate their role to the staff. Counselors seemed to feel that scheduling, registering new students, and organizational and administrative functions were actually performed but ideally should not be performed by the counselor.

Building administrators' responses seemed to indicate that counselors needed to assist students assess their assets and liabilities, work with attendance problems, and assist staff in the understanding of school policies.

RECOMMENDATIONS

For purposes of stimulating further research intended to clarify or verbalize counselor role described in this study and for purposes of reducing counselor/administrator isolation and insulation in role expectations and performance, the following recommendations are put forth:

1. Counselor Internship training programs should include the formulation of a counseling program and the explanation of the counselor's role to a group of counselors, administrators, teachers, and parents by the counseling intern.

2. Counselor training should foster the development of a counselor who is conversant, knowledgeable, skilled, and capable of performing and verbalizing his rôle.

3. Administrative training should encompass training in behavioral sciences and reflect several philosophical points of view.

4. Administrative and counselor training should include interdisciplinary interaction and involvements.

5. Research on counselor role expectations and role performance should take place after administrative training and interaction programs have been completed (Longitudinal studies).

6. Research on administrative expectations of counselor role should take place after counselor training and interaction programs have been completed (Longitudinal studies).

7. Research is needed on the effect of Counselor-Administrator on-the-job seminars in role description, perceptions, and expectations in clarifying and strengthening counselor role.

8. Research is needed to compare differences in perceptions of counselors and administrators who had received supplementary training through interaction programs and those who were trained independently.

9. Those items yielding significant differences should provide the basis for further research.

In Chapter V, an introductory section summarized the purpose of the study, the review of literature, and the method of collecting data.

The preceding portion of this chapter summarized significant differences between counselor and administrator opinions on the actual and ideal role of the Tacoma school counselor. Recommendations were offered in the hope that a greater awareness and understanding of counselor role may result in better service to students, staff, parents, and community.

APPENDICES

APPENDIX A
Correspondence

8126-E Bridgeport Way, S.W.
Tacoma, Washington 98499
January 28, 1972

Dr. Henry J. Bertness
Assistant Superintendent-Pupil Personnel Serv.
Central Administration Building
Tacoma Public Schools
Tacoma, Washington

Dear Dr. Bertness:

The New Year means for me increased research activity as I work toward the completion of my doctoral degree in counseling.

I want to thank you for your encouragement last spring when I told you of my plan to conduct my research with the Tacoma school district as the focal point. Thank you, too, for the suggestions you gave me this fall when you reviewed my research design and questionnaire. I have implemented the changes you suggested.

As you know, I will involve two professional groups in my research: Counselors and Building administrators. The purpose of the study will be to investigate whether counselors and building administrators view the actual and ideal roles of the counselor similarly or differently. I am enclosing an abstract which provides more detail.

I need your help once again to relay the intent of my research to the administrators of these professional divisions.

Anything that can be done to encourage 100% return--every researcher's dream--will be much appreciated.

Sincerely,

Joan T. England

Enc: (1)

TACOMA PUBLIC SCHOOLS

Administration Building: Tacoma Avenue at So. Eighth
P. O. Box 1357 • Tacoma, Washington 98401 • FU 3-1811

PUPIL PERSONNEL SERVICES

February 26, 1972

I am conducting research to investigate and compare the perceptions of school counselors and building administrators regarding the actual and ideal role of counselors in the Tacoma Public Schools. This study is intended as a step toward increased awareness of the perceptual similarities and/or differences of these two groups as they view the role of the school counselor. Results of this study will be available to you.

My study is sponsored by the Tacoma School District and the department of Educational Services-College of Education at Montana State University.

The code number on the questionnaire will be used only in the event that I need to send a follow-up letter and questionnaire to you. Your name will not be used in connection with your responses.

Please complete the questionnaire by circling your choice of response to each item. I have constructed the questionnaire so that it will require a minimum amount of your time. Please feel free to comment in the space provided on the last page and return the completed questionnaire in the self-addressed envelope provided by March 10 to the following address, 8126-E Bridgeport Way S.W., Tacoma, 98499.

Your cooperation will be greatly appreciated.

Sincerely,

Joan T. England
Counselor,
McIlvaigh Junior High School

TACOMA PUBLIC SCHOOLS

Administration Building: Tacoma Avenue at So. Eighth
P. O. Box 1357 • Tacoma, Washington 98401 • FU 3-1811

PUPIL PERSONNEL SERVICES

March 14, 1972

I am conducting research to investigate and compare the perceptions of school counselors and building administrators regarding the actual and ideal role of counselors in Tacoma Public Schools. Two weeks ago I mailed you a questionnaire designed for this purpose. Due to a busy schedule, you may have forgotten to complete it or perhaps you have mislaid it. Therefore, I am sending you another questionnaire to complete.

This study is intended as a step toward increased awareness of the perceptual similarities and/or differences of these two groups as they view the role of the school counselor. Results of this study will be available to you.

My study is sponsored by the Tacoma School District and the department of Educational Services-College of Education at Montana State University.

I have coded the questionnaire only for follow-up purposes. Your name will not be used in connection with your responses.

I have constructed the questionnaire so that it will require a minimum amount of your time. You may feel that some of the items describe the role of the elementary counselor. Some may describe the role of both in your estimation. In any event, complete each item by circling the response which best describes your own view of the given counselor role description.

Please return the questionnaire in the self-addressed envelope by March 24 to 8126-E Bridgeport Way S.W., Tacoma, 98499.

Your cooperation will be most appreciated.

Sincerely,

Joan T. England
Counselor
McIlvaigh Junior High School

TACOMA PUBLIC SCHOOLS

April 5, 1972

I know how busy you are with the many and varied demands on your professional time. No doubt you receive many requests to respond to forms and questionnaires.

This study, however, is sponsored by our own district and the significance of the research is dependent upon receiving as close to 100% return as possible since the population at the district level is relatively small. Each individual's response, therefore, becomes very important to the study.

Please complete and return the enclosed questionnaire by April 11.

Your cooperation is greatly appreciated.

Sincerely,

APPENDIX B
INSTRUMENTATION

COUNSELOR ROLE INVENTORY

DIRECTIONS: The following statements describe some counselor functions. Respond to each of the following items by circling one of the four choices given below; the one which most nearly describes your reaction to the given description relating to counselor role in the Tacoma Public Schools.

A - ACTUAL BUT NOT IDEAL - In my opinion, the counselor actually performs this function but ideally he should not.

I - IDEAL BUT NOT ACTUAL - In my opinion, the counselor ideally should perform this function but actually does not.

IA - IDEAL AND ACTUAL - In my opinion, the counselor ideally should perform this function and actually does perform it.

NANI - NEITHER ACTUAL NOR IDEAL - In my opinion, the counselor does not perform this function and ideally he should not.

STUDENTS

- | | | |
|-------------|----|---|
| A I IA NANI | 1. | Counselor has a systematic plan for student contact that will insure his availability to all students. |
| A I IA NANI | 2. | The counselor assists students in scheduling their classes. |
| A I IA NANI | 3. | The counselor maintains a confidential relationship with his students. |
| A I IA NANI | 4. | The counselor facilitates the transfer of students to other classes within the school when he deems it appropriate. |
| A I IA NANI | 5. | The counselor makes decisions regarding the special grouping of students. |
| A I IA NANI | 6. | The counselor uses a plan for student developmental growth. |

A - ACTUAL BUT NOT IDEAL
I - IDEAL BUT NOT ACTUAL
IA - IDEAL AND ACTUAL
NANI - NEITHER ACTUAL NOR IDEAL

- A I IA NANI 7. The counselor assists students in selecting extra-curricular activities.
- A I IA NANI 8. The counselor assists students in evaluating their personal assets and limitations.
- A I IA NANI 9. He counsels with students concerning their learning difficulties.
- A I IA NANI 10. He counsels with students in the development of their special abilities.
- A I IA NANI 11. The counselor maintains a balance between problem-centered counseling and developmental counseling.
- A I IA NANI 12. He counsels with students regarding the establishment of realistic vocational and academic goals.
- A I IA NANI 13. The counselor provides an opportunity for the student to talk through his concerns with the counselor.
- A I IA NANI 14. The counselor works only with students who have personal problems.
- A I IA NANI 15. He counsels with students concerning their attendance difficulties.
- A I IA NANI 16. He evaluates the effectiveness of curriculum in meeting student needs.
- A I IA NANI 17. He conducts follow-up studies of students who have used counseling service.
- A I IA NANI 18. The counselor uses professional judgment to involve referral agencies in assisting students and parents.
- A I IA NANI 19. The counselor works only with students who have exhibited school related problems.

A - ACTUAL BUT NOT IDEAL
 I - IDEAL BUT NOT ACTUAL
 IA - IDEAL AND ACTUAL
 NANI - NEITHER ACTUAL NOR IDEAL

- A I IA NANI 20. The counselor evaluates student adjustment to the curricular choices.
- A I IA NANI 21. The counselor registers new students.
- A I IA NANI 22. The counselor plans for the orientation of new students.
- A I IA NANI 23. The counselor schedules new students into classes.
- A I IA NANI 24. He counsels with students who have received failing grades.
- A I IA NANI 25. He counsels with potential dropouts.
- A I IA NANI 26. The counselor serves as a liaison person between students and staff.
- A I IA NANI 27. The counselor establishes comfortable rapport with his counselees.
- A I IA NANI 28. He prepares a handbook of school rules and policies for distribution to students.
- A I IA NANI 29. He conducts follow-up procedures to determine whether new students are adjusting to the school environment.
- A I IA NANI 30. The counselor deals mainly with self-referrals or "walk-ins."
- A I IA NANI 31. He conducts follow-up studies of new students to determine whether they are adjusting academically.
- A I IA NANI 32. The counselor uses a variety of techniques for increasing student involvement (individual, group, classroom group, etc.)
- A I IA NANI 33. The counselor assists in the identification of exceptional children.

A - ACTUAL BUT NOT IDEAL
I - IDEAL BUT NOT ACTUAL
IA - IDEAL AND ACTUAL
NANI - NEITHER ACTUAL NOR IDEAL

A I IA NANI 34. The counselor makes appropriate decisions for students after consultation with staff, administration, and parents.

STAFF

A I IA NANI 35. The counselor has a systematic plan for staff contact that will insure his availability to all staff.

A I IA NANI 36. The counselor serves as a liaison person between staff and administration.

A I IA NANI 37. The counselor consults with school staff concerning school problems.

A I IA NANI 38. The counselor prepares an analysis of grades given by faculty.

A I IA NANI 39. The counselor evaluates the effectiveness of the school curriculum in meeting students' academic and social needs.

A I IA NANI 40. The counselor has a systematic plan to communicate his role to the staff.

A I IA NANI 41. The primary responsibility of the counselor is to work with referrals from staff and administration.

A I IA NANI 42. The counselor conducts orientation conferences for new staff members.

A I IA NANI 43. The counselor helps staff recognize needs of individual students.

A I IA NANI 44. The counselor assists staff in the understanding of school policies.

A - ACTUAL BUT NOT IDEAL
 I - IDEAL BUT NOT ACTUAL
 IA - IDEAL AND ACTUAL
 NANI - NEITHER ACTUAL NOR IDEAL

- A I IA NANI 45. The counselor assists faculty and administration in the organization and use of standardized test results.
- A I IA NANI 46. The counselor serves in a consultative fashion aimed at supporting the staff's efforts to understand students.
- A I IA NANI 47. The counselor is an accepted member of the staff.
- A I IA NANI 48. The counselor is sought by staff members as a professional educational consultant.
- A I IA NANI 49. The counselor provides teachers with supportive assistance during teacher-student conferences.

HOME

- A I IA NANI 50. The counselor has a systematic plan for parental contact that will insure his availability to all parents..
- A I IA NANI 51. The counselor makes systematic home visits.
- A I IA NANI 52. The counselor plans case conferences involving parents and teachers.
- A I IA NANI 53. The counselor systematically plans for the reporting of pupil progress to parents.
- A I IA NANI 54. The counselor assists in informing parents and communicating the school program to parents.
- A I IA NANI 55. The counselor helps parents understand the developmental aspects of their children.
- A I IA NANI 56. The counselor meets with parents and staff members in order to help facilitate communication.

A - ACTUAL BUT NOT IDEAL
 I - IDEAL BUT NOT ACTUAL
 IA - IDEAL AND ACTUAL
 NANI - NEITHER ACTUAL NOR IDEAL

A I IA NANI 57. The counselor involves parents in crises situations concerning their child.

ORGANIZATION

A I IA NANI 58. The counselor spends his time in the general amounts of 50% with students, 25% with staff and parents, and 25% with other related activities.

A I IA NANI 59. The counselor maintains a system of professional record keeping.

A I IA NANI 60. The counselor maintains the school's permanent record file.

A I IA NANI 61. The counselor organizes the school's testing program.

A I IA NANI 62. The counselor administers standardized tests.

A I IA NANI 63. The counselor meets professional deadlines.

A I IA NANI 64. The counselor has a systematic plan for follow-up activities.

A I IA NANI 65. The counselor establishes priorities for the utilization of his time.

A I IA NANI 66. The counselor provides information on community referral sources.

A I IA NANI 67. The counselor informs community groups regarding school programs and policies.

A I IA NANI 68. The counselor makes decisions concerning student disciplinary action.

A I IA NANI 69. The counselor coordinates sources of remedial help needed by students.

A - ACTUAL BUT NOT IDEAL
 I - IDEAL BUT NOT ACTUAL
 IA - IDEAL AND ACTUAL
 NANI - NEITHER ACTUAL NOR IDEAL

ADMINISTRATION

- A I IA NANI 70. The counselor routinely meets with administrators in his building.
- A I IA NANI 71. The counselor routinely keeps administrators informed of staff concerns.
- A I IA NANI 72. The counselor routinely keeps administrators informed of his counseling activities.
- A I IA NANI 73. The counselor participates in curriculum development.
- A I IA NANI 74. The counselor contributes his ideas openly and effectively.
- A I IA NANI 75. The counselor is sought by administration as a professional educational consultant.

GROWTH

- A I IA NANI 76. The counselor meets district criteria for counselor professional training.
- A I IA NANI 77. The counselor takes advantage of professional growth opportunities.
- A I IA NANI 78. The counselor keeps abreast of current developments in the field of counseling.
- A I IA NANI 79. The counselor participates actively in professional counseling organizations.
- A I IA NANI 80. The counselor accepts and grows from feedback.

PLEASE FEEL FREE TO MAKE ADDITIONAL COMMENTS:

PLEASE RETURN THIS FORM BY MARCH 10, 1972

APPENDIX C

TABLE 7

Table 7

Rate of Responses and Critical Ratios (CR) for Item 1-80

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
1. Counselor plans for availability to all students	C	.00 (0)		.01 (1)	1.36	.47 (34)	.21	.49 (36)	1.03	.03 (2)	.39
	A	.10 (8)	2.85	.00 (0)		.45 (35)		.41 (32)		.04 (3)	
2. Counselor assists students in scheduling classes	C	.00 (0)		.36 (26)	4.21*	.07 (5)		.45 (33)		.12 (9)	
	A	.15 (12)	3.54	.08 (6)		.10 (8)	.76	.53 (41)	.91	.14 (11)	.33
3. Counselor maintains confidentiality with his students	C	.00 (0)		.03 (2)		.06 (5)		.90 (66)	3.07*	.00 (0)	
	A	.12 (9)	3.08	.05 (4)	.76	.12 (9)	1.00	.70 (55)		.01 (1)	1.28
4. Counselor facilitates transfer of students to other classes	C	.00 (0)		.16 (12)	1.68	.18 (13)	1.36	.64 (47)	.69	.01 (1)	
	A	.14 (11)	3.42	.08 (6)		.10 (8)		.59 (46)		.09 (7)	2.11*
5. Counselor makes decisions regarding grouping students	C	.00 (0)		.08 (6)	.44	.41 (30)	2.78*	.29 (21)		.22 (16)	
	A	.14 (11)	3.42	.06 (5)		.20 (16)		.31 (24)	.27	.28 (22)	.90
6. Counselor plans for student developmental growth	C	.00 (0)		.00 (0)		.59 (43)	1.58	.38 (28)	.48	.03 (2)	
	A	.15 (12)	3.54	.00 (0)		.46 (36)		.35 (27)		.04 (3)	.39

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
7. Counselor helps students select extracurricular activities	C	.00 (0)		.03 (2)	.65	.27 (20)		.22 (16)		.48 (35)	4.57*
	A	.14 (11)	3.42	.01 (1)		.37 (29)	1.30	.33 (26)	1.58	.14 (11)	
8. Counselor assists students to evaluate their assets & liabilities	C	.00 (0)		.00 (0)		.07 (5)		.93 (68)	5.07*	.00 (0)	
	A	.14 (11)	3.42	.01 (1)	1.28	.20 (16)	2.46*	.58 (45)		.06 (5)	2.27
9. Counselor counsels with students regarding learning difficulties	C	.00 (0)		.01 (1)	.05	.04 (3)		.93 (68)	3.78*	.01 (1)	1.36
	A	.14 (11)	3.42	.01 (1)		.15 (12)	2.35*	.69 (54)		.00 (0)	.07
10. Counselor counsels with students in the development of special abilities	C	.01 (1)		.00 (0)	.00	.16 (12)		.79 (58)	2.89*	.03 (2)	.07
	A	.15 (12)	3.14	.00 (0)		.24 (19)	1.21	.58 (45)		.03 (2)	
11. Counselor maintains a balance between problem-centered and developmental counseling	C	.01 (1)		.04 (3)	1.16	.64 (47)	2.58*	.30 (22)		.00 (0)	
	A	.15 (12)	3.14	.01 (1)		.44 (34)		.36 (28)	.76	.04 (3)	1.72
12. Counsels with students regarding establishment of realistic voca-	C	.00 (0)		.03 (2)	1.58	.15 (11)		.75 (55)	3.55*	.07 (5)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
tional and academic goals	A	.14 (11)	3.42	.00 (0)		.27 (21)	1.79	.47 (37)		.12 (9)	1.00
13. Counselor provides an opportunity for student to talk through his concerns with counselor	C	.00 (0)		.01 (1)		.03 (2)		.96 (70)	4.17*	.00 (0)	
	A	.14 (11)	3.42	.03 (2)	.54	.12 (9)	2.14*	.71 (55)		.01 (1)	1.28
14. Counselor works only with students who have personal problems	C	.00 (0)		.01 (1)		.04 (3)		.00 (0)		.95 (69)	5.19*
	A	.15 (12)	3.54	.17 (13)	3.26*	.08 (6)	.96	.01 (1)	1.28	.59 (46)	
15. Counsels with students concerning attendance difficulties	C	.00 (0)		.19 (14)	3.73*	.12 (9)		.60 (44)	1.43	.08 (6)	.12
	A	.15 (12)	3.54	.01 (1)		.27 (21)	2.25*	.49 (38)		.07 (6)	
16. Counselor evaluates the effectiveness of curriculum in meeting student needs	C	.00 (0)		.03 (2)	1.58	.56 (41)	1.24	.38 (28)	1.52	.03 (2)	
	A	.17 (13)	3.73	.00 (0)		.46 (36)		.27 (21)		.10 (8)	.88
17. Counselor conducts follow-up studies of students who have used counseling service	C	.00 (0)		.00 (0)		.88 (64)	4.86*	.10 (7)		.03 (2)	
	A	.15 (12)	3.54	.01 (1)	1.28	.51 (40)		.27 (21)	2.78*	.05 (4)	.76

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
18. Counselor uses professional judgment to involve referral agencies in assisting students and parents	C	.01 (1)		.00 (0)		.03 (2)		.96 (70)	4.85*	.00 (0)	
	A	.17 (13)	3.26	.01 (1)	1.28	.15 (12)	2.70*	.64 (50)		.03 (2)	1.48
19. Counselor works only with students who have exhibited school related problems	C	.00 (0)		.01 (1)		.03 (2)		.03 (2)		.93 (68)	6.57*
	A	.15 (12)	3.54	.08 (6)	1.91	.17 (13)	2.91*	.17 (13)	2.91*	.44 (34)	
20. Counselor evaluates student adjustment to curriculum choices	C	.03 (2)		.04 (3)	1.84	.45 (33)		.32 (23)	1.55	.16 (12)	.64
	A	.18 (14)	3.11	.00 (0)		.49 (38)	.44	.21 (16)		.13 (10)	
21. Counselor registers new students	C	.00 (0)		.40 (29)	4.72*	.01 (1)		.27 (20)		.32 (23)	
	A	.19 (15)	4.01	.08 (6)		.03 (2)	.54	.29 (23)	.29	.41 (32)	1.22
22. Counselor plans for the orientation of new students	C	.00 (0)		.08 (6)	2.09*	.26 (19)	1.21	.51 (37)		.15 (11)	1.17
	A	.17 (13)	3.73	.01 (1)		.18 (14)		.55 (43)	.55	.09 (7)	
23. Counselor schedules new students into classes	C	.00 (0)		.47 (34)	5.92*	.03 (2)		.33 (24)		.18 (13)	
	A	.17 (13)	3.73	.05 (4)		.06 (5)	1.11	.46 (36)	1.67	.26 (20)	1.17

Table 7 (continued)

Item	Sub	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
24. Counsels with students who have received failing grades	C	.00 (0)		.08 (6)	2.09*	.22 (16)		.62 (45)	1.92	.08 (6)	.77
	A	.17 (13)	3.73	.01 (1)		.31 (24)	1.24	.46 (36)		.05 (4)	
25. Counsels with potential drop-outs	C	.00 (0)		.01 (1)	1.36	.22 (16)		.75 (55)	2.92*	.01 (1)	
	A	.17 (13)	3.73	.00 (0)		.23 (18)	.17	.52 (41)		.08 (6)	1.91
26. Counselor serves as a liaison person between students & staff	C	.03 (2)		.05 (4)	.49	.16 (11)		.67 (49)	1.67	.10 (7)	.73
	A	.17 (13)	2.91	.04 (3)		.19 (15)	.69	.54 (42)		.06 (5)	
27. Counselor establishes comfortable rapport with his counselees	C	.00 (0)		.00 (0)		.01 (1)		.99 (72)	5.05*	.00 (0)	.00
	A	.17 (13)	3.73	.01 (1)	1.28	.14 (11)	2.93*	.68 (53)		.00 (0)	
28. Counselor prepares a handbook of school rules and policies	C	.00 (0)		.01 (1)	1.36	.00 (0)		.05 (4)	2.24	.93 (68)	3.89*
	A	.18 (14)	3.83	.00 (0)		.14 (11)	3.42	.00 (0)		.68 (53)	
29. Counselor conducts follow-up procedure to determine new student adjustment	C	.00 (0)		.01 (1)	1.36	.70 (51)	2.04*	.22 (16)		.07 (5)	.46
	A	.17 (13)	3.73	.00 (0)		.54 (42)		.24 (19)	.36	.05 (4)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
30. Counselor deals mainly with self-referrals or "walk-ins"	C	.00 (0)		.25 (18)		.12 (9)	.69	.16 (12)	1.39	.47 (34)	.35
	A	.18 (14)	3.83	.28 (22)	.50	.09 (7)		.09 (7)		.36 (28)	
31. Counselor conducts follow-up studies of new students regarding academic adjustment	C	.00 (0)		.01 (1)	1.36	.63 (46)	.51	.19 (14)	.85	.16 (12)	1.39
	A	.18 (14)	3.83	.00 (0)		.59 (46)		.14 (11)		.09 (7)	
32. Counselor uses a variety of techniques for increasing student involvement	C	.00 (0)		.00 (0)		.36 (26)	.98	.62 (45)	1.14	.03 (2)	.65
	A	.17 (13)	3.73	.01 (1)	1.28	.28 (22)		.53 (41)		.01 (1)	
33. Counselor assists in the identification of exceptional children	C	.00 (0)		.01 (1)	1.36	.22 (16)		.71 (52)	3.14*	.06 (4)	.10
	A	.18 (14)	3.83	.00 (0)		.31 (24)	1.24	.46 (36)		.05 (4)	
34. Counselors make decisions after consultation with staff, administration, parents	C	.00 (0)		.04 (3)	1.16	.08 (6)		.25 (18)		.63 (46)	5.36*
	A	.21 (16)	4.19	.01 (1)		.19 (15)	1.98*	.38 (30)	1.83	.21 (16)	
35. Counselor has a systematic plan for staff contact	C	.00 (0)		.00 (0)	.00	.68 (50)	2.33*	.26 (19)		.05 (4)	1.49
	A	.18 (14)	3.83	.00 (0)		.50 (39)		.31 (24)	.65	.01 (1)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
36. Counselor serves as a liaison person between staff and administration	C	.00 (0)		.03 (2)	1.58	.18 (13)	.40	.15 (11)	.40	.64 (47)	.76
	A	.18 (14)	3.83	.00 (0)		.15 (12)		.13 (10)		.58 (42)	
37. Counselor consults with school staff concerning school problems	C	.01 (1)		.01 (1)	1.36	.22 (16)	.02	.68 (50)	3.41*	.07 (5)	
	A	.18 (14)	3.46	.00 (0)		.21 (17)		.41 (32)		.19 (15)	2.27*
38. Counselor prepares an analysis of grades given by faculty	C	.00 (0)		.00 (0)	.00	.12 (9)		.05 (4)		.82 (60)	3.90*
	A	.18 (14)	3.83	.00 (0)		.23 (18)	1.75	.06 (5)	.25	.53 (41)	
39. Counselor evaluates effectiveness of school curriculum in meeting students' needs	C	.00 (0)		.00 (0)	.00	.63 (46)	1.93	.23 (17)	1.02	.14 (10)	
	A	.19 (15)	4.01	.00 (0)		.47 (37)		.17 (13)		.17 (13)	.51
40. Counselor has a systematic plan to communicate his role to staff	C	.00 (0)		.00 (0)	.00	.73 (53)	3.34*	.27 (20)		.00 (0)	
	A	.21 (16)	4.19	.00 (0)		.46 (36)		.31 (24)	.46	.03 (2)	1.48
41. Counselor's primary responsibility is to work with referrals from staff	C	.01 (1)		.19 (14)	.62	.00 (0)		.07 (5)		.73 (53)	4.40*
	A	.18 (14)	3.46	.15 (12)		.12 (9)	3.08	.18 (14)	2.06*	.37 (29)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
42. Counselor conducts orientation conferences for new staff members	C	.01 (1)		.00 (0)		.41 (30)	1.85	.14 (10)	.40	.44 (32)	.03
	A	.18 (14)	3.46	.00 (0)	.00	.27 (21)		.12 (9)		.43 (34)	
43. Counselor helps staff recognize needs of individual students	C	.00 (0)		.00 (0)		.15 (11)		.85 (62)	4.16*	.00 (0)	
	A	.18 (14)	3.83	.00 (0)	.00	.26 (20)	1.62	.54 (42)		.03 (2)	1.48
44. Counselor assists staff in understanding school policies	C	.00 (0)		.01 (1)	1.36	.03 (2)		.10 (7)	.42	.86 (63)	4.21*
	A	.18 (14)	3.83	.00 (0)		.19 (15)	3.24*	.08 (6)		.55 (43)	
45. Counselor assists faculty and administration in organization and use of test results	C	.00 (0)		.12 (9)	2.76*	.11 (8)		.70 (51)	2.04*	.07 (5)	.46
	A	.18 (14)	3.83	.01 (1)		.22 (17)	1.81	.54 (42)		.05 (4)	
46. Counselor serves in a consultative position--to support staff in understanding students	C	.00 (0)		.03 (2)	1.58	.18 (13)		.78 (57)	3.60*	.01 (1)	
	A	.18 (14)	3.83	.00 (0)		.28 (22)	1.53	.50 (39)		.04 (3)	1.02
47. Counselor is an accepted member of the staff	C	.00 (0)		.01 (1)	1.36	.42 (31)	1.84	.56 (41)	.13	.00 (0)	
	A	.17 (13)	3.73	.00 (0)		.28 (22)		.55 (43)		.00 (0)	.00

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
48. Counselor is sought by staff members as a professional educational consultant	C	.00 (0)		.00 (0)	.00	.42 (31)		.56 (41)	2.83*	.01 (1)	
	A	.15 (12)	3.54	.00 (0)		.47 (37)	.62	.33 (26)		.04 (3)	1.02
49. Counselor provides teachers with supportive assistance in teacher-student conferences	C	.01 (1)		.01 (1)	1.36	.15 (11)		.55 (40)	.59	.27 (20)	3.24*
	A	.15 (12)	3.14	.00 (0)		.27 (21)	1.79	.50 (39)		.08 (6)	
50. Counselor has a systematic plan for parental contact that will insure parent availability	C	.00 (0)		.01 (1)	1.36	.73 (53)	1.61	.21 (15)	.41	.05 (4)	.49
	A	.18 (14)	3.83	.00 (0)		.60 (47)		.18 (14)		.04 (3)	
51. Counselor makes systematic home visits	C	.00 (0)		.00 (0)	.00	.60 (44)	.33	.18 (13)	.40	.22 (16)	2.22*
	A	.18 (14)	3.83	.00 (0)		.58 (45)		.15 (12)		.09 (7)	
52. Counselor plans case conferences involving parents and teachers	C	.00 (0)		.01 (1)	1.36	.29 (21)	.62	.67 (49)	1.20	.03 (2)	.07
	A	.15 (12)	3.54	.00 (0)		.24 (19)		.58 (45)		.02 (2)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
53. Counselor systematically plans for reporting of pupil progress to parents	C	.00 (0)		.01 (1)	1.36	.32 (23)		.19 (14)	.85	.48 (35)	1.84
	A	.17 (13)	3.73	.00 (0)		.36 (28)	.57	.14 (11)		.33 (26)	
54. Counselor assists in informing parents regarding school program	C	.00 (0)		.07 (5)	2.43	.19 (14)		.64 (47)	1.64	.10 (7)	.13
	A	.15 (12)	3.54	.00 (0)		.24 (19)	.77	.51 (40)		.09 (7)	
55. Counselor helps parents understand the developmental aspects of their children	C	.00 (0)		.00 (0)	.00	.29 (21)		.71 (52)	2.53*	.00 (0)	
	A	.15 (12)	3.54	.00 (0)		.31 (24)	.27	.51 (40)		.03 (2)	1.48
56. Counselor meets with parents and staff members to facilitate communications	C	.00 (0)		.01 (1)	1.36	.25 (18)		.73 (53)	2.24*	.01 (1)	1.36
	A	.17 (13)	3.73	.00 (0)		.28 (22)	.50	.55 (43)		.00 (0)	
57. Counselor involves parents in crisis situations concerning their children	C	.01 (1)		.05 (4)	.92	.07 (5)		.81 (59)	2.63*	.06 (4)	.10
	A	.15 (12)	3.14	.03 (2)		.15 (12)	1.68	.62 (48)		.05 (4)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
58. Counselor spends 50% of time with students, 25% with staff & parents, 25% other related tasks	C	.00 (0)		.01 (1)	.05	.34 (25)		.56 (41)	3.69*	.08 (6)	
	A	.18 (14)	3.83	.01 (1)		.44 (34)	1.19	.27 (21)		.10 (8)	.43
59. Counselor maintains a system of professional record-keeping	C	.01 (1)		.01 (1)	.05	.63 (46)	4.48*	.25 (18)		.10 (7)	1.44
	A	.19 (15)	3.65	.01 (1)		.27 (21)		.49 (38)	3.08*	.04 (3)	
60. Counselor maintains the school's permanent record file	C	.00 (0)		.08 (6)	2.13*	.03 (2)		.05 (4)		.84 (61)	2.57*
	A	.18 (14)	3.83	.01 (1)		.04 (3)	.39	.12 (9)	1.35	.65 (51)	
61. Counselor organizes standardized testing program	C	.01 (1)		.34 (25)	4.30*	.05 (4)		.27 (20)		.32 (23)	1.17
	A	.15 (12)	3.14	.06 (5)		.12 (9)	1.35	.44 (34)	2.09*	.23 (18)	
62. Counselor administers the testing program	C	.00 (0)		.37 (27)	4.85*	.04 (3)		.22 (16)		.37 (27)	.81
	A	.15 (12)	3.54	.05 (4)		.12 (9)	1.71	.37 (29)	2.06*	.31 (24)	
63. Counselor meets professional deadlines	C	.05 (4)		.01 (1)	.05	.33 (24)	1.36	.56 (41)	.13	.04 (3)	.54
	A	.18 (14)	2.40	.01 (1)		.23 (18)		.55 (43)		.03 (2)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
64. Counselor has a systematic plan for follow-up activities	C	.01 (1)		.00 (0)	.00	.71 (52)	2.21*	.26 (19)		.01 (1)	.05
	A	.17 (13)	3.26	.00 (0)		.54 (42)		.28 (22)	.30	.01 (1)	
65. Counselor establishes priorities for the utilization of his time	C	.00 (0)		.01 (1)		.44 (32)	1.00	.55 (40)	1.23	.00 (0)	.00
	A	.17 (13)	3.73	.02 (2)	.54	.36 (28)		.45 (35)		.00 (0)	
66. Counselor provides information on community referral sources	C	.00 (0)		.01 (1)	1.36	.14 (10)		.85 (62)	3.39*	.00 (0)	.00
	A	.17 (13)	3.73	.00 (0)		.23 (18)	1.50	.60 (47)		.00 (0)	
67. Counselor informs community re: school programs and policies	C	.00 (0)		.03 (2)	1.58	.30 (22)		.26 (19)		.41 (30)	2.95*
	A	.17 (13)	3.73	.00 (0)		.35 (27)	.59	.29 (23)	.48	.19 (15)	
68. Counselor makes decisions re: student discipline	C	.00 (0)		.04 (3)	1.15	.07 (5)		.01 (1)		.88 (64)	2.75*
	A	.17 (13)	3.73	.01 (1)		.08 (6)	.21	.05 (4)	1.33	.69 (54)	
69. Counselor coordinates sources of remedial help	C	.00 (0)		.03 (2)	1.58	.15 (11)		.67 (49)	1.52	.15 (11)	1.40
	A	.18 (14)	3.82	.00 (0)		.23 (18)	1.27	.55 (43)		.04 (3)	

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
70. Counselor routinely meets with administrators in his building	C	.00 (0)		.00 (0)	.00	.26 (19)	.81	.74 (54)	1.65	.00 (0)	
	A	.15 (12)	3.54	.00 (0)		.21 (16)		.61 (48)		.03 (2)	1.48
71. Counselor routinely keeps administrators informed of staff concerns	C	.00 (0)		.01 (1)	.05	.21 (15)		.53 (39)	1.86	.25 (18)	1.22
	A	.15 (12)	3.54	.01 (1)		.28 (22)	1.11	.38 (30)		.16 (13)	
72. Counselor routinely keeps administrators informed of his counseling activities	C	.01 (1)		.01 (1)	1.36	.26 (19)		.63 (46)	1.63	.08 (6)	1.17
	A	.15 (12)	3.14	.00 (0)		.31 (24)	.65	.50 (39)		.04 (3)	
73. Counselor participates in curriculum development	C	.00 (0)		.00 (0)	.00	.48 (35)	2.70*	.48 (35)		.04 (3)	
	A	.15 (12)	3.54	.00 (0)		.27 (21)		.51 (40)	.41	.06 (5)	.64
74. Counselor contributes his ideas openly and effectively	C	.00 (0)		.00 (0)	.00	.44 (32)	2.73*	.56 (41)		.00 (0)	
	A	.16 (13)	3.72	.00 (0)		.23 (18)		.59 (46)	.35	.01 (1)	1.28
75. Counselor is sought by administration as a professional educational consultant	C	.00 (0)		.00 (0)		.38 (28)	2.06*	.60 (44)	1.43	.01 (1)	
	A	.18 (14)	3.82	.01 (1)	1.28	.23 (18)		.49 (38)		.09 (7)	2.11*

Table 7 (continued)

Item	Subj	% NR	CR	% A	CR	% I	CR	% IA	CR	% NANI	CR
76. Counselor meets district criteria for counselor professional training	C	.00 (0)		.00 (0)	.00	.05 (4)		.94 (69)	3.41*	.00 (0)	
	A	.18 (14)	3.83	.00 (0)		.06 (5)	.25	.74 (58)		.01 (1)	1.28
77. Counselor takes advantage of professional growth opportunities	C	.00 (0)		.00 (0)		.22 (16)	1.73	.78 (57)	1.24	.00 (0)	.00
	A	.18 (14)	3.83	.01 (1)	1.28	.12 (9)		.69 (54)		.00 (0)	
78. Counselor keeps abreast of current developments in his field	C	.00 (0)		.00 (0)	.00	.26 (19)	1.84	.74 (54)	.99	.00 (0)	
	A	.18 (14)	3.83	.00 (0)		.14 (11)		.67 (52)		.01 (1)	1.28
79. Counselor participates actively in professional counseling organizations	C	.00 (0)		.00 (0)	.00	.53 (39)	5.56*	.44 (32)		.03 (2)	
	A	.15 (15)	4.01	.00 (0)		.12 (9)		.68 (53)	3.01*	.01 (1)	.65
80. Counselor accepts and grows from feedback	C	.00 (0)		.00 (0)	.00	.23 (17)		.77 (56)	3.42*	.00 (0)	
	A	.18 (14)	3.83	.00 (0)		.31 (24)	1.04	.50 (39)		.01 (1)	1.28

153

* Indicates significant difference at the .05 level

() The number of respondents in each category is shown in parentheses next to the proportion

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