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Signature Barbara A. Dziak

Date July 30, 1975

A STUDY OF STUDENT PERCEPTIONS OF COUNSELOR FUNCTIONS AT BUTTE CENTRAL HIGH SCHOOL

by

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ABSTRACT

This study deals with the way in which Butte Central High School students perceive the functions of the counselors in their school. It attempts to focus on whether the students see their counselors as guidance people only or as personal-social counselors only or as a combination of the two functions.

A review of literature revealed the importance of the job of the Guidance Counselor as an emerging profession. Attitudes of society, school systems, and counselors were further stressed, and the importance of research and accountability of counselor programs was found to be an area of need.

Following that line of interest, the researcher personally examined through the use of a questionnaire the attitudes and perceptions of the students of Butte Central High School toward their counselors and their counseling functions.

Findings indicated rather explicitly that the students of Butte Central High School perceive their counselors to be guidance people rather than personal-social counselors or as a combination of the two. It was further evident that a great number of ninth and tenth graders did not see their counselors even twice in a year.

CHAPTER I

INTRODUCTION

"The time has passed when the counselor can sit in his office waiting for students to come in and still call himself a helping professional" (Banks, 1973:9). Counselors must begin to make known to students what their explicit functions are and how the counselor can be of use to the students. Since the counseling service in a school is an expenditure in the school, it must be utilized to its fullest capacity. The study will attempt to take one school system, Butte Central High School, and it will attempt to determine if the counselors in that school have sat back in their offices and called themselves helping professionals when the student hasn't known of the counselor's functions well enough to utilize them, or if the counselors have defined their functions so that the students know how to and, in fact, do utilize their services to the fullest.

The Problem

The problem of this study will be to decide whether the students of Butte Central High School see their counselors as only guidance people, as personal-social counselors only, or as a mixture of the two functions.

The Purpose

Sperry said, "Counselors are repeatedly asking, 'Is counseling effective?'" (Sperry, 1971:1). If counselors themselves, the people who were educated to know their functions and duties, are asking if counseling is effective, if is very understandable that lay people, parents, teachers, and students, are questioning more and more the effectiveness of counselors and counseling. Testing effectiveness in some jobs is more difficult than in others, and testing counselor effectiveness is one of the more difficult since behavior change isn't an easy commodity to measure.

Gelso said, "The public had better be educated about the range of problems counselors deal with" (Gelso, 1974:1). If counselors are to educate the public about their duties, then counselors must know and define for themselves their duties and roles. This study is important because the counselors at Butte Central High School are paid professionals who must account to the public, to their students, to the teachers in their school, and to themselves. If their functions are not clear, then they must work to make them clear. The study will attempt to make the counseling staff at Butte Central High School more aware of student

attitudes toward what the counselors are doing in the school as paid professionals.

General Questions

The study will attempt to answer the following questions:

1. Do the students of Butte Central High School see their counselors as guidance people only?

2. Do the students of Butte Central High School see their counselors as personal-social counselors only?

3. Do the students of Butte Central High School see their counselors as a mixture of the two--guidance people as well as personal-social counselors.

4. Do the students of Butte Central High School know the functions of their counselors at all, or are they unsure?

General Procedures

The problem will be investigated in the following way: A list of all the students attending Butte Central High School will be obtained, grades nine through twelve. From the list a purposive random sample will be drawn. Each student will be given a questionnaire asking him what his attitudes are about the function or functions of his

counselors, whether the function be the function of a guidance person, the function of a personal-social counselor, or an equal amount of both, or whether they are not sure of the functions of the counselors.

Limitations and Delimitations

The only limits on the study will be the ones which will be imposed on the study by the conductor of the study, thus making them delimitations. The following are the delimitations:

1. Only the attitudes of the students of Butte Central High School will be tested, not those of the teachers or administrators.

2. The study will be confined to one school, Butte Central High School.

3. Personalities of the selected students will not enter into the study.

4. Personalities of the counselors will not enter into the study.

5. The policies that the counselor must adhere to in the school may affect his effectiveness in function clarification, and this will not be taken into account.

6. Since there are three counselors in the school, and sometimes four, and since the students do not identify

themselves or their counselor in the study, each student will not be equated with his own personal counselor.

Definitions

The conductor of the study feels the following four words are the only words that need defining:

1. Guidance--Guidance signifies the total content and personal problem-solving process of programs aimed at helping students develop and protect their individuality. This process aims at helping each student become a problem solver and a decision maker (Gysters and Hanson, 1974:53).

2. Counseling--Counseling is a possible useful learning experience in which most of the work will be done by the client, and in which the outcome will depend more on his efforts and motivation than on anything else (Blocker, 1966:218).

3. Role--The individual's behavior in performing the rights and obligations of his position (Shertzer and Stone, 1974:130).

4. Function--The activities assigned to a role (Shertzer and Stone, 1974:133).

Summary

Do the students of Butte Central High School know for what purpose their counseling staff exists. The study will attempt to show just how they feel about their counselors' duties, and to see what duties they see the counselors fulfilling. If the study shows the functions of the counselors are well-defined for the students of Butte Central High School, then the counseling program would appear to be well utilized. If, however, the study shows the functions to be unclear and undefined, then the counselors of Butte Central High School may begin to examine their program.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Is it logical to think that a counseling program in any school can exist without clearly out-lined objectives and functions. Most counselors are forced to handle hundreds of students as their counselees in a short nine month period. Counselors must be more aware of their roles and goals. In view of this, the review of literature will attempt to examine areas pertaining to the formulating of those roles and goals. The review will look at counseling certification requirements, counseling as a profession, counselor education as a basis for role definition, accountability and role, the guidance role, and the social-personal role of the counselor. Through the examination of these areas, problems of defining the counselor's functions will be brought out, as well as hopefully helpful guidelines in defining the counselor role.

Counseling Certification Requirements

Requirements for certification as a guidance counselor do not differ any great deal from state to state. A study done in 1971 (Vogel, 1971:3, 17, 16) showed that only nine states required a Master's Degree of the people who were certified to counsel. Only fourteen states required

that people who become guidance counselors must have recommendations, while thirty-seven states asked for no recommendation for anyone. Thirty-three states required eighteen hours of guidance work before the person was allowed to counsel, seventeen states required below eighteen hours, and one state required no experience. In Montana, in order to be a guidance counselor, a person must have a state teaching certificate, a Bachelor's Degree in any field, one year's teaching experience, and a half-a-year of work in a field other than education, twelve counseling credits, and absolutely no supervised guidance experience. This data was collected in 1971, and today a person must have fifteen credit hours in counseling before he can counsel. Are these requirements enough to provide a counselor with the skills to clearly define his role as a counselor Schwekel says, "Unethical behavior occurs when conflicting personal interests lead to unethical behavior, and unethical practices result from ignorance and inadequate training" (Schwekel, 1974:396). Without adequate requirements for training, can the counselor set up his objectives as a counselor, and adequately measure the outcomes of his objectives?

> Studies have consistently shown that students view personal-social problems as much less appropriate to discuss with counselors than do counselors themselves. Most students adhere to the once valid

> belief that counselors treated primarily educational-vocational problems (Gelso, 1972:5).

Could it be that our students already know, without being told, just what counselors are qualified to handle and certified to handle? Or maybe this is still a valid belief because counselors can obtain certification so easily that time is not adequate to train them well enough so that they can make themselves available to handle personal-social problems, or because they are not properly trained to handle personal-social problems. Is certification strict enough?

Counseling as a Profession

A survey was done to trace the historical development of the profession of public school guidance counselors (Robinson, 1971:1-10). Court cases dealing with public school counselors were reviewed, statutes of the fifty states were collected, and the findings were examined. It was found that counseling in the schools had progressed through stages of professional growth, but it was not fully mature professionally since it was not recognized in the law. School counseling is emerging as a profession, but few counselors are legitimate as professionals. In August, 1973, the American Personal and Guidance Journal published the names of fifteen other states that had received

privileged communication for counselors (Shertzer and Stone, 1974:382). Montana was included among those fifteen states. Privileged communication is the right of counselors not to be subpoenaed to testify in court against one of their clients. This is one more step in counseling energing as a profession.

A definite need exists for the duties and functions of public school guidance counselors, licensing legislation for guidance and counseling should define the practice of his role with the help of the law. If the roles and functions are not defined by licensing legislation or law, then the difficulty of the counselor defining his role and function to the student is enhanced and more easily understood.

Counselor Education as a Basis for Role Definition

> We have been back and forth on the question as to whether counselors, especially in schools, are primarily generalists or specialists. My impression is that most counselor education programs have resolved the issue by burying it. We give our students a smattering of competencies in such functions as educational assessment, vocational assessment, vocational guidance, and personal counseling (Goldman, 1971:1).

Is a smattering of each of the above sufficient enough to provide the counselor with a basis for setting up and maintaining an effective school program? It would be ideal for each counseling education institution to offer to each student entering counseling a choice of roles for which to

prepare. This may not be financially feasible but the poorer solution is for all faculty members in counseling education to go their separate ways so that sutdents end up ill-prepared in all the roles. Because the role of the counselor in the schools is poorly defined on a national level, the profession and what should be done by the people in the profession and in the individual schools is poorly defined to the counselor, as well as to the students to whom he is available.

Donald Ward feels that counselor training programs should be held accountable for how they train their counselors, and for what they teach them.

> The demand for accountability requires an added level of effort from counselor educators for, in addition to insuring that counselor trainees have acquired skills which may be demonstrated as being effective in bringing about client behavioral change, counselor educators must also demonstrate efficacy of their training procedures (Ward, 1973:1).

Donald Frick conducted a study in Colorado to find out how practicing Colorado counselors felt about their training in relation to their actual work as counselors (Frick, 1971:3, 4, 8, 9, 11). The objectives of his study were:

1. To determine the duties, responsibilities, and functions of a counselor.

2. To obtain counselor's appraisals of their training they received in counselor education curriculum in relation to their present operations.

3. To obtain appraisals of their further training needs.

4. If a need exists for a more comprehensive full-time counseling program on a local community basis.

Frick took a random sample of four-hundred counselors from seven-hundred-fifty chosen counselors; of the four-hundred, one-hundred twenty-five were randomly selected to receive a questionnaire as well as to be given a personal interview. The remaining three-hundred-twenty-five were given only the questionniare.

Ninety percent of those he dealt with indicated full-time assignments in guidance and counseling functions. This would show, hopefully, that schools have come to realize the importance of counseling. Of those chosen, eighty-eight percent held standard endorsements.

The vast majority spent fifty percent of their time in individual counseling relationships. They further indicated that a great portion of their time was spent in scheduling, registration, and college applications.

Comments they made about their training were: counselor educators were not aware of the counselor's obligations to schools; too theoretical and not enough actual practice; counselor educators do not keep in touch with the counselor's role as it exists in most schools. They felt their training did not complement their role when counselors are saying that their counselor education programs are not preparing them to do the jobs that schools expect counselors to do, then how can school counselors define their roles effectively enough to provide their counselees with the information they need in order to utilize the counselor's services.

Accountability and Role

J. W. Edgar says,

> In a time when the public is increasingly in the mood to hold schools accountable for the performance of its pupils, the guidance program should be measurable and identifiable as a discreet and essential service (Edgar, 1973:82).

If counselors do not have a well-planned program, there will be no feasible way for them to define what their functions as counselors are. The needs of the students must be assessed, and then a guidance and counseling program must be set up to fulfill these needs. If the students' needs only require the counselor to have one function, then that

need should be met, and the counselor should provide ways to account for his meeting of that need and for the fulfilling of that function.

Richard Spaziani says, "An effective guidance and counseling program cannot be built upon the favoring of one element at the expense of others" (Spanziani, 1975:140). Counselors must make known to and make available to all of the students an accountable role and function.

Dr. Norman Gysters and Dr. Sunny Hanson say that in order for counselors to be effective in their roles as well as accountable in their roles, then counselors must ask the following questions about their programs (Gysters and Hanson, 1974:53):

1. How functional and helpful are we for <u>all</u> students?

2. Are we spending ninety percent of our time with ten percent of our students?

3. Is the time of highly trained, competent counselors being used in the best way for the young people?

These are all very legitimate questions for counselors to ask themselves about their own programs. In order to fulfill their roles as counselors, they must begin to realistically reduce the size of their universes to

manageable size. If counselors are spending ninety percent of their time with ten percent of their students, then are they fulfilling their counselor role adequately?

Edgar says, "The effectiveness of guidance practices in the secondary schools can be estimated and accounted for only in terms of the behavior of the students" (Edgar, 1973: 83). He gives four basic steps for a counselor to follow so that he will have a basis for accountability. They are:

1. A statement of counselor competencies required.
2. Outcome stated objectives.
3. Process needed to accomplish objectives.
4. Measurable outcomes.

If a counselor were to follow these four steps, then in the very first step he would examine his competencies to see if he were capable of fulfilling the role and meeting the need of that particular student. The remaining steps would allow him a means of examining and accounting for his meeting of that student's need.

Different Functions of Guidance Counselors

Elliot Mozee gives a humorous account of the four different roles which you usually see the school counselor performing. He names and describes them in the following way:

> 1. Type I--The Methodologist--You keep generating great ideas for institutional research. You get frequent praise from board members and administrators for your studies.
> 2. Type II--Shrink Manque--While you intimidate some of your coworkers who feel you to be a bit too cerebral, you have a number of documented case histories in your personal file that show you to be a success as a counselor. One-to-one counseling is your modus operandi. Disdaining such mundane functions as educational planning and career guidance, you lovingly fondle the TAT cards and WAIS block designs as you direct your clients to make regular fifty minute weekly therapy appointments.
> 3. Type III--Straight Arrow--You are truly the low-profile counselor. You probably accomplish a lot of tasks in a workday, have a very neat file, and are considered conscientious and competent. You serve on many more committees than anyone else, and you are thankful to have a counseling job so that you are able to serve on so many committees.
> 4. Type IV--The Love Guru--You are quietly aware that you have the longest hair of anyone on the faculty. The members of your encounter groups report that you can shout "Bullshit" with the best of them. You aren't afraid of feelings, and the box of tissues on your desk is as much for you as it is for your counselees.
>
> The entertainment is now finished, let the introspection begin (Mozee, 1974:208-209).

All kidding aside, Mozee has probably pretty well described the roles of a good many of the counselors in our school systems. It's easy to laugh, but when the introspection finally does begin, counselors may begin to seriously look at the functions they have been performing and ask themselves where they fit in to Mozee's descriptions. A look at some ideas about the roles and functions of counselors today may help.

Merle M. Ohlsen lists the essentials of a guidance program as being:

> 1. Guidance services must be accepted as an essential part of the school program.
> 2. The support of the school administration is necessary in initiating and carrying out the program.
> 3. Cooperation among teachers and specialists is essential.
> 4. Everyone must recognize that the teacher plays an important role in the guidance program.
> 5. Every pupil should feel that there is someone in his school to whom he can turn to for help.
> 6. There is a place for qualified specialists who have time to set aside for guidance.
> 7. Essential guidance services should be available to every child.
> 8. Guidance services must be carefully defined.
> 9. Responsibilities for guidance services must be carefully defined (Ohlsen, 1971:21, 22).

If a well organized program in guidance is established with the cooperation of the entire school, then students will be very aware of its purposes in their school and in their lives.

Julius Menacker asks if career guidance should even exist. He says,

> Implications are that there is really no useful purpose served by career guidance in the schools, some support is that after an examination of data concerning school influences on college attendance, the conclusion was that the relationship between counselors and college attendance rates was entirely random. He suggests that what schools can do is set school objectives that meet immediate needs and help students simply to be better children and adolescents (Menacker, 1975:247).

Dale Prediger, John Roth and Richard North say,

> Career education and career guidance are currently high priority items on the national agenda. Many believe student career development to be the unifying theme and primary goal of career education efforts (Prediger, Roth and North, 1974:97, 98, 100).

A study was designed to assess and summarize core aspects of career development of American youth enrolled in grades eight, nine, and eleven. This is a particularly crucial period in the career development of students.

One of the most striking findings of the study is students' apparent receptivity to receiving help with career planning. More than three-fourths of the nation's high school juniors would like such help.

The study showed that the incidence of student-expressed need for help with career planning is in sharp contrast to the amount of help students say they receive. Thirteen percent of the eleventh graders in the study feel they receive alot of help. Thirty-seven percent said they received some help. However, half of the eleventh graders state they receive little or no help. It would appear that a need exists that remains, for the most part, unfulfilled.

One explanation for the large number of students who feel they receive little or no help is the unavailability of school counselors. However, facts showed that only three

percent of the eleventh graders did not have a counselor. The implication is then, that many counselors are simply not providing help with correct planning either on a one-to-one basis or on a group counseling basis. Counselors must make themselves and their functions available any way that they can or career guidance programs may be considered useless. Studies show that students want career guidance and need it, and counselors must start meeting this need.

Tennyson says,

> For a variety of reasons career guidance and career counseling have not been a priority either in most practitioner settings or in counselor education. Today the unmet career needs of youth and adults are beginning to be recognized, resulting in a revitalization of career motif (Tennyson, 1975:638).

Career needs must be met, and counselor educators and counselors must begin to meet this urgent student need, with the help of parents, teachers, and administrators.

However, you can't satisfy one need at the sake of another. What about social-personal counseling. In light of the growing heed for career education, do we abandon socializing skills needs and needs for someone to talk to about personal problems?

One problem in counseling is accountability for what is being done. It is much easier to show that you have

helped someone choose a rewarding career than it is to show that you have changed someones behavior.

Burck and Peterson say, "The mandate from the general public as expressed through legislators and government agencies is quite clear: Counselors--account for yourselves!" (Burck, and Peterson, 1975:563).

The thrust for greater accountability of counseling services has been classified as everything from new whipping boy to a matter of survival. For years, however, most articles in counseling literature have asked for more research. More research is not needed, but what is sorely needed is evaluation of our ongoing programs and efforts.

A glance at counseling and human service programs in schools reveals little evidence of meaningful or systematic evaluation taking place.

Simon and Schuster say,

> Accountability has become of increasing citizen concern as each taxpayer and his elected representative press for educational results produced by a given expenditure. It thus becomes imperative that counselors search for techniques to identify and measure change in their clients' behavior. This accountability means collecting not only objective test data that show improvement in the skills (Simon and Schuster, 1970:119).

If counselors are to function as professionals who change client behavior, then they must have the skills not

only to act as agents of change, but also the skills with which to measure and report change. More accountability of counseling skills would make the function of the guidance counselor as a personal-social counselor probably much more accepted by and utilized by students.

Carol Guardo says,

> As practitioners, most of us perform our helping roles making little or no effort to state explicitly the principles that guide us. Yet we presume that these principles are coherent and integrated to the point of providing meaning to our helping interactions and interviews (Guardo, 1975:493).

Counselors, in order to be effective in their roles as counselors, must begin to establish and define far more clearly the principles which guide them in their dealings with clients or give up the role of personal-social counseling.

A difficult task in the counseling process is establishing goals for the client. Clara Hill says,

> Few clients come to counselors with clearly defined problems. Too often neither the counselor nor the client upon termination has a clear idea of what happened or whether intervention was helpful. Setting up counseling goals is one method of determining directions in counseling, and of evaluating changes. Standardized counseling outcome measures may cause several problems. First, the abstract terms used may have different meanings for each person. Second; tests are based on a global concept--not an individual one, and third; the outcomes of counseling are not

> judged by what the client thinks is important, rather, objective judges or counselors are often asked to do the counseling (Hill, 1975:571).

So, even though counselors are being asked to account for what measurable good they are doing in the counseling process, it is not an easy or cut-and-dried task. Many obstacles stand in the way of measuring counselor effectiveness.

Counselor educators often leave students with the belief that every client can be rehabilitated if a proper relationship is established, and if skilled techniques are employed. This is a misconception. Blocher says,

> Another dimension of professional dishonesty concerns the implied efficacy of counseling itself. There is no evidence that the counselor has any curative magic to dispense. The only honest approach to counseling is that it is a possibly useful learning experience in which most of the work will be done by the client, and in which the outcome will depend more on his efforts and motivation than on anything else (Blocher, 1966:218).

Students must be aware that counseling may not be the answer to their problems, but they must see it as one step for them to become responsible individuals, responsible for their own behavior.

Steven Webster says,

> Counseling is not necessarily beneficial to the counselee. It may be harmless, but the possibility also exists that it may be harmful. The amazing

> aspect of counseling is like any human relationship. The demands a counselee makes on a counselor are exhausting (Webster, 1973:378).

Counselors must not only be aware that sometimes counseling may fail, but it may also prove detrimental to the counselee. With this in mind, counselors should make more certain that they establish goals, formulate techniques, and make their role and function as a personal-social counselor explicitly clear to their counselors and to themselves.

Summary

The review of related literature has attempted to give some idea of the problems facing guidance counselors in defining and carrying out their roles and functions. They are asked to make themselves accountable, to meet student needs, to define their own goals and professionalism, and many more tasks. Counselors must face their responsibilities and begin to confront the problems facing them.

CHAPTER III

PROCEDURES

Introduction

The problem that will be examined through the research is to try to determine whether or not the counselors at Butte Central High School have defined their roles and functions well enough for the students to well-utilize them. The study will try to look at the students' attitudes toward the role or roles of their counselors. A description of the population will be given, and also procedures by which the population will be obtained. The categories involved in the study will be explained, and the method of collecting data to answer the asked question will be shown. Not only will collection of data be discussed, but also the way in which the data will be interpreted will be discussed.

Population and Sample

The population with which the study will deal will be Butte Central High School students, grades nine through twelve. The population will be sampled in the following way:

A list of all of the English classes and the students in each class will be obtained. Since all of the students at Butte Central are required to take English each year, this

list will include the entire student population. The English classes will then be grouped according to year; all of the ninth graders together, all of the tenth graders together, all of the eleventh graders together, and all of the twelfth graders together. From each of the groups, two classes, which average about thirty students per class, will be randomly selected using Tippet's Table of Random Numbers. A sample of approximately two-hundred and forty students will be selected, which represents about forty percent of the student population.

Definition of Categories

The students used in the study will be the students of Butte Central High School, grades nine through twelve.

Data Collection

One questionnaire will be designed. The questionnaire will examine the students' attitudes about their counselor, and how they see the counselor's roles and functions. The reliability of the instrument will be tested through a test-retest procedure. The researcher plans to randomly sample another population similar to the one that will be used in the study. Then the questionnaire will be administered to this sample on one occasion, and again to

this same sample two weeks later. Results will then be examined to determine the reliability of the questionnaire. The content validity will be tested by showing it to three counselors not involved with Butte Central, and to three students not involved in the study.

The questionnaire that will be used will be based on a Likert-Type Scale. The students will not identify themselves or their counselors on the questionnaire in order to make the atmosphere as non-threatening as possible in order to obtain as honest answers as possible. The choices that the respondent will be given will be three and they will read as follows:

1. Agree 2. Disagree 3. Not sure

The researcher has not devised a forced choice scale because he may not even know about the counselors in his school. The respondent is given a small variety of choices. The numbers before the choices will not appear on the questionnaire. Five questions on the questionnaire will deal with the concept of guidance, five will deal with the concept of personal-social counseling, and three will deal with counselor availability to determine whether or not students even have contact with the counselors. The questionnaire is short and concise so as not to bore the

student. The researcher feels he will be more honest this way. The researcher will administer the questionnaire herself to insure maximum return.

Rationale for the Survey Method

The researcher feels that the questionnaire gets to the point quickly. Through administering and explaining the questionnaire herself, the researcher hopes to improve on accuracy of the information collected. By not asking the students to identify themselves or their counselor, the researcher is providing a threat-free atmosphere for the obtaining of information.

Methods of Organizing Data

The method that will be used to organize the data will be tables. There will be a table to show the results of the test-retest for the reliability of the instrument. Each question with results from the first test and results from the re-test will be shown. There will be one table showing ninth grade responses to each of the thirteen questions, one table showing tenth grade responses, one table showing eleventh grade responses and one table showing twelfth grade responses. There will be corresponding

percentage tables for each of the four grades. There will be one table giving a composite view of the study.

Analysis of Data

Percentages will be used to analyze the data. The data will not be extensive enough to justify the use of chi-square. The researcher feels that percentages will give a clear and accurate view of the findings.

Precautions taken for Accuracy

The precautions taken will be that the researcher will collect and compile all of the data herself. Also, a hand calculator will be used to insure accuracy in addition, subtraction, and division.

Summary

This chapter has given a description of procedures to be followed in order to answer the question with which the problem deals. The chapter has outlined sampling procedures to obtain a representative sample, has explained how data will be collected, organized, and analyzed, and, in general, has given an overview of how the problem will be dealt with by the researcher.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

Introduction

This chapter will present the results of the test-retest method and also the results of the data collected. It will attempt to answer the questions which the problem presented in a clear and concise manner.

Report of the Test-Retest Results

If the reader will check the test-retest tables in the appendix, he will see that the variation in answers from the first test to the second was never more than a difference of three. The researcher decided from this data that the test would be reliable. The three counselors and three students who examined the questionnaire felt that the content validity was sufficient to justify the use of the instrument.

Report of the Student Questionnaire

The results will be presented in tables and then the data will be discussed.

TABLE I

TABULATED DATA FOR NINTH GRADERS

Question	Number Agreeing	Number Disagreeing	Number Not Sure	Total
1	7	53	0	60
2	42	3	15	60
3	15	25	20	60
4	9	19	32	60
5	20	7	33	60
6	27	18	15	60
7	40	3	17	60
8	29	1	30	60
9	9	18	33	60
10	33	3	24	60
11	14	19	27	60
12	17	18	29	60
13	26	6	28	60

TABLE II

TABULATED DATA FOR TENTH GRADERS

Question	Number Agreeing	Number Disagreeing	Number Not Sure	Total
1	25	35	0	60
2	39	4	17	60
3	19	20	21	60
4	37	7	16	60
5	8	33	19	60
6	28	9	16	60
7	34	4	22	60
8	33	2	25	60
9	16	25	19	60
10	32	13	15	60
11	13	24	23	60
12	13	29	18	60
13	33	8	19	60

TABLE III

TABULATED DATA FOR ELEVENTH GRADERS

Question	Number Agreeing	Number Disagreeing	Number Not Sure	Total
1	35	20	0	55
2	34	10	11	55
3	7	20	28	55
4	18	10	27	55
5	19	16	20	55
6	24	13	18	55
7	26	13	16	55
8	24	0	31	55
9	3	25	23	55
10	31	13	11	55
11	12	17	26	55
12	5	27	13	55
13	27	16	12	55

TABLE IV

TABULATED DATA FOR TWELFTH GRADERS

Question	Number Agreeing	Number Disagreeing	Number Not Sure	Total
1	43	17	0	60
2	25	13	22	60
3	19	34	7	60
4	23	17	20	60
5	32	24	7	60
6	27	22	11	60
7	32	13	15	60
8	27	4	29	60
9	7	31	22	60
10	21	29	10	60
11	12	34	14	60
12	11	26	23	60
13	31	19	12	60

Percentage Tables

TABLE V

PERCENTAGE DATA FOR NINTH GRADERS

Question	Percent Agreeing	Percent Disagreeing	Percent Not Sure	Percent Total
1	11.6	88.4	0	100
2	70.0	5.0	25.0	100
3	25.0	41.6	33.4	100
4	15.0	31.6	53.4	100
5	33.3	11.6	55.1	100
6	45.0	30.0	25.0	100
7	66.6	5.0	28.4	100
8	48.3	1.6	50.1	100
9	15.0	30.0	55.0	100
10	55.0	5.0	40.0	100
11	23.3	31.3	45.4	100
12	28.3	30.0	41.7	100
13	43.3	10.0	46.7	100

TABLE VI

PERCENTAGE DATA FOR TENTH GRADERS

Question	Percent Agreeing	Percent Disagreeing	Percent Not Sure	Percent Total
1	41.3	58.0	0	100
2	65.0	6.6	28.4	100
3	31.6	33.3	35.1	100
4	61.6	11.6	26.8	100
5	13.3	55.0	31.7	100
6	46.6	15.0	38.4	100
7	56.6	6.6	36.8	100
8	55.0	3.3	41.7	100
9	26.6	41.6	31.8	100
10	53.3	21.3	25.4	100
11	21.6	40.0	38.4	100
12	21.6	48.3	30.1	100
13	55.0	13.3	31.7	100

TABLE VII

PERCENTAGE DATA FOR ELEVENTH GRADERS

Question	Percent Agreeing	Percent Disagreeing	Percent Not Sure	Percent Total
1	63.6	36.4	0	100
2	61.8	18.1	20.1	100
3	12.7	36.3	51.0	100
4	32.7	18.1	49.2	100
5	34.5	29.0	36.5	100
6	43.6	23.6	32.8	100
7	45.6	23.6	30.8	100
8	43.6	0	56.4	100
9	5.4	45.4	49.2	100
10	56.3	23.6	20.1	100
11	21.8	30.9	52.7	100
12	9.0	49.0	42.0	100
13	49.0	29.0	22.0	100

TABLE VIII

PERCENTAGE DATA FOR TWELFTH GRADERS

Question	Percent Agreeing	Percent Disagreeing	Percent Not Sure	Percent Total
1	71.6	28.4	0	100
2	41.6	21.6	36.8	100
3	31.6	56.5	11.8	100
4	38.3	28.3	33.4	100
5	53.3	40.0	6.7	100
6	45.0	36.6	18.4	100
7	53.3	21.6	25.1	100
8	45.0	6.6	48.4	100
9	11.6	51.6	36.8	100
10	35.0	48.3	16.7	100
11	20.0	56.6	23.4	100
12	18.3	43.3	38.4	100
13	51.6	31.6	16.8	100

TABLE IX

COMPOSITE TABLE--PERCENTAGES
ALL STUDENTS

Question	Percent Agreeing	Percent Disagreeing	Percent Not Sure	Percent Total
1	63.8	36.2	0	100
2	51.0	12.8	36.2	100
3	25.5	42.1	32.4	100
4	37.0	22.5	40.5	100
5	33.6	34.0	32.4	100
6	45.1	26.3	28.6	100
7	55.2	14.0	30.8	100
8	48.0	2.9	49.1	100
9	14.9	42.5	42.6	100
10	49.8	24.7	25.5	100
11	21.2	40.0	38.8	100
12	11.0	42.6	46.4	100
13	50.2	20.8	19	100

Looking at the tables, we find that 63.8% of all the students agree and 0% were not sure. Question one asked if the students saw their counselors at least twice in a year. The percentage of students saying yes seems quite high. If we examine the individual tables, however, we will find that only 11.6% of the 9th graders had seen their counselors twice that year. The percentages increased with the year of the

student, 41.3% of the 10th graders, 63.6% of the 11th graders, and 71.6% of the 12th graders. The reason for this could possibly be the older the students get, the more acquainted with the guidance department they become, or the older they get, the more their need for vocational guidance.

The second question asked if the counselor was well-informed about occupational opportunities. The table shows that 51% of the total population said yes, 12.8 % said no, and 36.2% weren't sure. Looking at the individual percentages we find that always over 50% of the students agree that the counselor is well-informed about occupational opportunities.

The third question asks the student if he would visit his counselor with a personal problem. Looking at the composite table of percentage, we see that only 25.5% of all the students said they would visit their counselor for help with a personal problem while 42.1% said they would not, and 32.4% were not sure.

Question four asked students if they felt their counselor spent too much time with college-bound students. Those that felt the counselor did were 37%, 22.5% felt that the counselor did not, and 40.5% were not sure. Of the

seniors on the individual tables, 38.3% felt that the counselor did spend too much time with college-bound students.

Question five asked if the counselor helped the student to look at his personal values. Of all the students 33.6% said yes, 34.0% said no, and 32.4% were not sure.

The sixth question asked if the student would visit the counselor for help only with vocational problems. Of the students 45.1% said yes, this was the only reason they would visit the counselor, 26.3% said no, and 28.6% were not sure. The counselor apparently does not handle many problems other than vocational problems.

Question seven asked if the information had plenty of information about occupational opportunities readily available. Yes replies were received from 55.2%, 14.0% said no, and 30.8% said they weren't sure. Again, a high percentage of agreement on a vocational guidance question.

Question eight asked if the counselor kept what the student said in strictest confidence. Yes replies were received from 48.0%, 2.9% said no, and 49.1% said they didn't know. Possibly the high not sure percentage might indicate why more students don't see the counselor with personal-social problems.

Question nine asked if a student would visit his counselor with a family problem that he couldn't handle. Saying they would, were 14.9%, 42.5% said no they wouldn't, and 42.6% weren't sure. Again, a low percentage of yes answers on a personal-social counseling problem.

Question ten asked if the counselor tried to help the student to make a wise vocational choice. Yes, replied 49.8%, 24.7% said no, and 25.5% said they weren't sure. Again high percentages in a vocational area.

Question eleven asked if the counselor helped the student to discover what he was like as a person. Yes, replied 21.2%, 40% said no, and 38.8% said they weren't sure. Again, low percentage yes answers in a personal counseling question.

Question twelve asked if the counselor's behavior was consistent with his role, if he or she was frequently not available to students. Yes, she was not available, replied 11%, 42.6% said she was available, and 46.4% weren't sure. Possibly so many weren't sure because they don't bother to see if the counselor is available because they don't utilize the counselor.

The last question asked if the counselor demonstrated enthusiasm for only guidance. Yes, replied 50.2%

of the students, 20.8% said no, and 19% said they weren't sure.

Summary

The researcher has attempted to show the data as it was collected and interpreted. The chapter presents tables so that anyone may examine the data and reach their own conclusions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study has attempted to answer the questions which the problem posed. The importance of this study centered on the role and functions of the guidance counselors at Butte Central High School, attempting to see if their roles and functions were clearly defined to the students of Butte Central High School. Because the researcher feels that the sample is representative of the population, the researcher feels that the views of the sample reflect the views of the total population. The study being limited to students only limits the scope of the study to some extent.

Conclusions

The researcher would conclude from her study that the counselors role at Butte Central High School was fairly distinct to the students. In looking at questions to be answered by the study, the first question asked if the students of Butte Central High School saw the counselors as only guidance people. The researcher would say the answer to that question would be yes according to the data. The second question posed by the problem was whether the

students of Butte Central High School saw the counselors as personal-social people only. The researcher would say the answer to this question would be no according to the data. There was too much uncertainty when questions about the personal-social function of the counselors were asked. The last question was whether or not the students of Butte Central High School saw the functions of the counselors as a mixture of the two, guidance and personal-social counseling. The researcher sees the answer to this question as no also. The percentages show that the students of Butte Central High School see their counselors as vocational guidance people, not as personal-social counselors, or as a combination of the two.

Recommendations

Because the counselors of Butte Central High School had clearly defined their role in their school, there was no recommendation to make about better defining their roles. The researcher would recommend, however, that the counselors could examine the possibility of expanding their role and function to include the function of personal-social counseling. They could make the students more aware of the fact that the counselors are available for students who need help with personal problems.

Also, the researcher would recommend that the counselors in the school try to see more of the students more often. In view of the concept of Developmental Counseling, counselors must be concerned with the development of the 9th grader as well as with the career development of the 12th grader. Perhaps a separation of goals and functions among the three counselors at Butte Central might help to solve the problem. Instead of all three counselors being generalists, they could all become specialists in one area to accomodate the students' needs.

It is possible that the policies of the administration of Butte Central High School will not allow for trying the recommendations made by the researcher. If this is the case, the counselors do know that they have one well-defined function in their school.

APPENDIX

APPENDIX A

QUESTIONNAIRE USED FOR ALL STUDENTS

DIRECTIONS: The following questionnaire is designed to help you examine your attitudes toward your counselor. Please circle your choice after each statement. Your choices will be the following:

1. Agree - A
2. Disagree - D
3. Not Sure - N

Please indicate your year in school by checking the appropriate space.

9_____

10_____

11_____

12_____

1. You talk with your counselor in his office at least twice in a year.

A D N

2. Your counselor is well-informed about a wide variety of occupational opportunities.

A D N

3. You would visit your counselor for help with a personal problem.

A D N

4. Your counselor devotes too much time to college-bound students

A D N

5. Your counselor helps you to look at your personal values.

A D N

6. You would visit your counselor for help only with vocational problems.

A D N

7. The information your counselor has readily available about occupational opportunities is plentiful.

A D N

8. Your counselor always keeps what you say in strictest confidence.

A D N

9. You would visit your counselor if you were having a family problem that you couldn't handle.

A D N

10. Your counselor tries to help you to make a wise choice as far as choosing a vocation.

A D N

11. Your counselor tries to help you to discover what you are like as a person.

A D N

12. Your counselor's behavior is not consistent with his or her role; he or she is frequently not available to students.

A D N

13. Your counselor demonstrates enthusiasm only for guidance--that is, he only deals with matters concerning your occupational choice.

A D N

APPENDIX B

REPORT OF THE TEST-RETEST

Question I		Number of Students Agreeing	Number of Students Disagreeing	Number of Students Not Sure
First Test	9th	8	52	0
	10th	25	35	0
	11th	22	38	0
	12th	49	11	0
Retest	9th	7	53	0
	10th	23	37	0
	11th	22	38	0
	12th	48	12	0
Question II				
First Test	9th	35	10	15
	10th	28	10	22
	11th	39	15	7
	12th	21	11	28
Retest	9th	32	9	19
	10th	27	8	25
	11th	36	12	12
	12th	20	13	27

Report of the Test-Retest (continued)

Question III		Number of Students Agreeing	Number of Students Disagreeing	Number of Students Not Sure
First Test	9th	8	29	23
	10th	17	32	11
	11th	13	25	22
	12th	21	28	12
Retest	9th	7	27	26
	10th	17	32	11
	11th	13	25	22
	12th	20	26	15
Question IV				
First Test	9th	20	12	28
	10th	31	8	21
	11th	27	7	26
	12th	18	16	26
Retest	9th	18	15	27
	10th	36	10	14
	11th	26	8	26
	12th	18	16	26
Question V				
First Test	9th	16	32	12
	10th	12	40	8
	11th	22	30	8
	12th	9	34	7
Retest	9th	16	32	12
	10th	9	41	10
	11th	22	24	14
	12th	9	34	7

Report of the Test-Retest (continued)

Question VI		Number of Students Agreeing	Number of Students Disagreeing	Number of Students Not Sure
First Test	9th	36	9	15
	10th	42	15	3
	11th	28	16	16
	12th	40	14	6
Retest	9th	36	12	12
	10th	41	15	4
	11th	29	17	14
	12th	38	14	8
Question VII				
First Test	9th	42	9	9
	10th	37	4	19
	11th	29	12	19
	12th	48	7	5
Retest	9th	41	10	9
	10th	37	4	19
	11th	29	12	19
	12th	45	9	5
Question VIII				
First Test	9th	18	2	40
	10th	20	1	29
	11th	24	0	36
	12th	13	4	43
Retest	9th	17	3	40
	10th	22	4	34
	11th	21	3	35
	12th	13	4	43

Report of the Test-Retest (continued)

Question IX		Number of Students Agreeing	Number of Students Disagreeing	Number of Students Not Sure
First Test	9th	7	26	27
	10th	3	21	25
	11th	14	30	16
	12th	21	18	21
Retest	9th	7	26	27
	10th	4	19	38
	11th	12	29	19
	12th	21	16	23
Question X				
First Test	9th	19	11	30
	10th	24	8	28
	11th	29	7	14
	12th	39	6	15
Retest	9th	19	11	30
	10th	23	7	30
	11th	26	6	18
	12th	35	7	18
Question XI				
First Test	9th	17	15	28
	10th	1	19	40
	11th	9	20	31
	12th	7	24	29
Retest	9th	16	16	28
	10th	3	19	38
	11th	9	18	33
	12th	10	22	28

Report of the Test-Retest (continued)

Question XII		Number of Students Agreeing	Number of Students Disagreeing	Number of Students Not Sure
First Test	9th	9	30	21
	10th	17	24	19
	11th	10	36	14
	12th	10	28	22
Retest	9th	9	28	23
	10th	17	24	19
	11th	8	37	15
	12th	10	28	22
Question XIII				
First Test	9th	38	8	14
	10th	31	4	25
	11th	27	17	16
	12th	42	6	12
Retest	9th	36	8	16
	10th	30	3	27
	11th	27	17	16
	12th	42	4	14

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