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THE PERCEPTIONS OF ADMINISTRATORS, TEACHERS AND COUNSELORS
REGARDING COUNSELING PRACTICES IN SPECIALLY SELECTED SECONDARY SCHOOLS

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

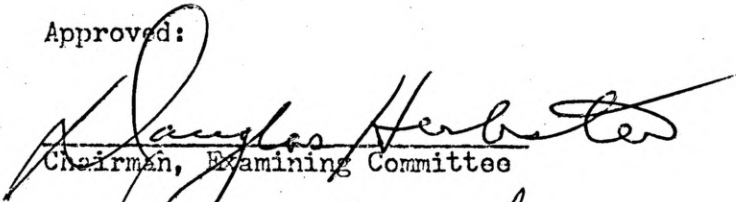
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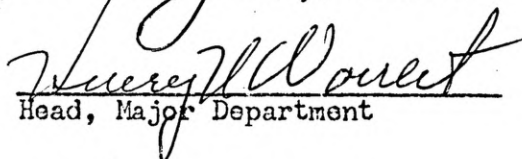
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ABSTRACT

The problem of this study was to determine the prevalent perceptions toward the counseling program as viewed by the school administrators and teachers and the role requirements as perceived by the counselors themselves. Due to the extremes in school population in Montana, schools were broken down into four categories based on Montana High School Association recommendations. Two schools from each category were chosen for the study. In each school an administrator, teacher, and counselor was chosen to be participants in the study.

A questionnaire was designed by the investigator in such a manner that it asked the respondents to record their perceptions of time the counselor actually spent performing functions in the counseling program and extra duties not directly connected with the counseling functions. The second part of the questionnaire asked respondents to record the amount of time the counselor should be spending on counseling functions and extra duties not directly connected with the counseling field.

The research responses were tabulated gaining total responses in each category, for each question by each of the three educational elements involved in the study. Each response was averaged and in turn individually treated with a descriptive table and brief analysis of research conclusions in each instance.

Conclusions reached as a result of this research study were as follows: (1) present counselor education programs are accomplishing their objectives in terms of teaching the student counselor what do do in schools, (2) counselor's aren't fully satisfied with their present roles, (3) administrators and teachers both support an expanded program in guidance and counseling, (4) school faculties fail to understand the role of the counseling program, and (5) administrators and teachers both encourage participation by the counselor in curriculum studies.

Recommendations based on research conclusions were: (1) future research should explore the possibility of counselors explaining the counseling program to the faculty to develop a mutual understanding, (2) investigate the possibility of programs being instituted at the teacher training level to eliminate the oversight of the school faculty failing to understand counseling programs, and (3) future study to seriously study the suggestions by both administrators and teachers desiring the counselor to participate in curriculum planning.

CHAPTER I

INTRODUCTION

The world of tomorrow should be a major concern to all of mankind. Educators involved with children share responsibility in the development of the minds and lives of those who will participate in the shaping of the world for years to come. Those educators playing an important and influential secondary role are the professionals in education. Not only are they held legally responsible for the students part of the time, but usually they are also deeply interested in the personal welfare of their students. Professionals involved in education are forced into a position of sharing jointly with each other the task of both intellectual and social development and adjustment of the citizens of tomorrow. This joint responsibility gives rise to the need for a unified effort in effectively and beneficially developing both the intellectual and social growth of the group we're so concerned with--the students. This joint responsibility also serves as a strong basis for building relationships in the school between administration, teaching, and counseling which are wholesome and growth producing.

Unfortunately, misunderstanding and the use of different means for the accomplishment of similar goals leads too often to a rift between the educational functions. The functions of the three mistakenly appear as diverse entities. The role of the counselor in working with the students is often too minimal. This is sometimes

because the counselor is over-burdened or not allowed to utilize the educational services, such as counseling, in the most meaningful and effective manner. Teachers and administrators are too often apathetic or critical of school counseling and guidance services and programs because they fail to understand the importance and functions of counseling and guidance.

STATEMENT OF THE PROBLEM

The value of determining the attitudes of administrators and teachers toward the counseling program at their respective levels leads to the research problem at hand. The problem of this study will be to ascertain administrator, teacher, and counselor attitudes toward the counseling program at randomly selected Class AA, Class A, Class B, and Class C schools in Montana.

NEED OR PURPOSE OF THE STUDY

The purpose of this study is to determine the prevalent perceptions toward the counseling program as viewed by the school administrators and teachers and the role requirements as perceived by the counselor himself in the four different Montana school classification levels. This is a necessary process in assessing professional teacher and administrator understanding and knowledge of the functions and services of the counseling program. It could serve as a basis for further planning and development of counseling services and

administrator or teacher preparation. It will also establish a common ground on which administrators, teachers, and counselors can meet. It could thus lead to a better understanding between the three respective roles. Findings of this research will facilitate any future public information program in that any misunderstood counseling services or functions will be pointed out by research conclusions. Recommendations as a result of this study will form a basis for a closer union between the respective educational functions.

GENERAL QUESTIONS TO BE ANSWERED

Formulating a plan for research necessarily brings to light a number of questions to be answered:

1. Are there prevalent negative attitudes toward counseling services which are actually beneficial?
2. Do positive administrator or teacher attitudes indicate understanding of specific counseling functions or merely support for a counseling program in general?
3. Do administrators or teachers view the counselor as a source of advice or as an agent for personal growth?
4. Do administrators or teachers view the counseling program as a service which they can readily use?
5. Do administrators or teachers feel a need for reduction or expansion of the counseling program?

6. Are administrators or teachers willing and available to consult with a counselor?
7. Do administrators or teachers feel a need for more available information concerning counseling services?
8. What are some administrators' and teachers' suggestions for improvement of the counseling program?

GENERAL PROCEDURE

The investigator conducted a review of the literature to determine the role of the ideal counselor. A questionnaire was sent to each of the specially selected Montana schools considered representative of their respective districts. Questionnaire items were carefully designed to elicit honest responses to be used in exploring the previously posed questions.

LIMITATIONS AND/OR DELIMITATIONS

The population involved in this study is one that could not be conceivably sampled in its entirety because of its huge size, distance involved, and time required to conduct the investigation as previously outlined by the investigator. Due to financial limitations the investigator was forced to take a specially selected sample of schools representative of their respective districts in Southern Montana.

The focus of the study is Montana high school counselors. The investigator recognizes that there are a large number of counselors

operating in elementary, junior high, and secondary schools throughout the state. The investigator felt that a study which would include all counselors from these three different educational levels would introduce more variables than could be dealt with in a study of this size.

The research in the area of counselor role perceptions has been approached from many different viewpoints including students, teachers, principals, and counselors. The investigator made no attempt to supply an exhaustive review of the literature in this area. Representative studies from each of the various ways of viewing the counselor's role are presented. In this manner it is hoped that a firm basis for understanding the immensity of the problem of counselor role definition will be established.

DEFINITION OF TERMS

In order to clarify the meanings of certain terms to be used in this study, it is necessary to express the investigator's operational definitions of such terms. The following terms are operationally defined:

1. Attitude--an opinion, feeling, belief, suggestion, or any other clear, definite response to a questionnaire item.
2. Negative attitude--a response which is critical, derogatory, non-supporting, or indicates a feeling of need for improving practices.
3. Positive attitude--a response which is praising, supporting, or favoring.

4. APGA--American Personnel and Guidance Association.

5. Ideal counselor role--refers to the viewpoints held by the APGA and counselor educators. The APGA explains what counselor functions should and should not be, giving time recommendations for the various counselor functions. Details of this concept are examined further in Chapter II.

6. Counselor's role perceptions--refers to the results of this study. It is how Montana administrators, teachers, and counselors view the counselor's role in terms of APGA recommendations.

SUMMARY

With the growing amount of public criticism concerning education and educational philosophies, the entire education profession must become more accountable for their programs and proposals. As has been pointed out, there is a great deal of ambiguity surrounding the concept of the counselor's role. This study will attempt to determine if Montana administrators, teachers, and counselors have a definite concept of the counselor's role.

A review of the literature was conducted to determine the role of the ideal counselor. A questionnaire was developed and sent to administrators, teachers and counselors to determine what their respective perceived roles are of the counselor and what the professional counselor's ideal role should be. Comparisons were made utilizing variables in school populations, educational roles, and additional duties.

CHAPTER II

REVIEW OF SELECTED LITERATURE

INTRODUCTION

This chapter examines the concept of a counselor's role as seen by professional counselor organizations, administrators, teachers, and the practicing counselor. A general overview of the ideal counselor's role is presented as determined by professional guidance organizations. In the same vein the counselor's role as perceived by school administrators is presented. The counselor's role as perceived by the teacher and the practicing counselor are presented in that order.

An extensive amount of literature is available on determining if persons utilizing counseling services perceive the counselor in the APGA's ideal manner. Selected studies of this type were reviewed by the investigator.

The final segment of the investigator's literature review concerns the findings of studies conducted utilizing practicing counselors to determine if their actual activities coincide with the ideal counselor as determined by the APGA.

THE IDEAL COUNSELOR

During the past decade there has been a concerted effort on the part of the American Personnel and Guidance Association and its many sub-divisions, such as the American School Counselor Association (ASGA), to define the role of the counselor. These efforts have resulted in

numerous studies with numerous recommendations delineating the counselor's role. It was the investigator's intention to present those recommendations which are relative to this study and which have the support of the majority of counselor educators.

American Personnel and Guidance Association Recommendations

In 1962 the American Personnel and Guidance Association asked Glibert Wrenn to look into the future and define what he saw as the counselor's role in a changing world. Wrenn (1962) recommended that the professional job description of a school counselor specify that he perform four major functions: (1) counsel the students, (2) consult with teachers, administrators, and parents as they in turn deal with students, (3) study the changing facts about student population and interpret what is found to school committees and administrators, and (4) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.

American School Counselor Association Recommendations

The American School Counselor Association (1962) in a policy statement outlined the professional responsibilities of a school

counselor. These can be classified into three major categories:

(1) development and continuation of a guidance program, (2) pupil responsibilities, and (3) public relations work.

In planning the program the counselor's role is that of a coordinator. He oversees the entire program and coordinates the efforts of the entire community to ensure the optimum developmental opportunities for the individual student. The counselor is also responsible to conduct research to determine the effectiveness of the program.

The association feels that the counselor should be primarily concerned with the individual student. The counselor should work with the student in the areas of personal-emotional problems, educational-vocational planning, placement, and referral to other related pupil personnel services. The counselor also responsible for keeping the best possible cumulative records for each student.

In the public relations area the counselor is responsible for working within the community to ensure that the objectives of the guidance programs are understood by members of the community. Another major responsibility in this area is working with the parents of individual students to help them understand their children in relation to the services provided by the guidance program. Counselor relations with the rest of the school staff are defined in a manner which establishes the counselor as a consultant. His work with the staff is directed towards meeting the needs of the individual student.

Fitzgerald (1969), in an article on the implementation of the ASCA Statement of Policy stated that an overwhelming majority of counselors surveyed prior to the publication of the statement supported it. He views this policy as a first step on the road to the professionalization of the field of school counseling and states the role as defined lies within the grasps of every school counselor throughout our country.

Two very interesting studies have been done in order to ascertain general public opinion concerning the function of the school counseling program. Although two apparently unlike populations were sampled, similar conclusions were drawn. Consensus of opinion indicated an unawareness of the general public concerning professional services and functions of the school counseling program. It was felt in both cases that counselors were not adequately communicating information concerning their role and services.

In a study by Gibson (1972) a public opinion-type questionnaire was administered to 904 students. Findings indicated that students often turned to other students for counseling because at times they had approached the counselor with personal problems and the counselor was too busy with educational guidance or administrative work. It was generally felt that the counselor's time was too limited due to his varied functions concerned with discipline problems, administrative-clerical duties, and teaching. It was indicated that the counseling function was certainly well-defined.

In another study, Kitterman (1971) utilized 386 returned questionnaires from randomly selected residents of a midwestern city. It was found that, although there was general support for the employment of school counselors, the function of the school counseling program was viewed rather vaguely. The study showed that for some there was little distinction between the role of the counselor and the role of the teacher, for others little distinction between roles of the counselor and of the school principal. This illustrated a need for communication of the what and the why of counselor functions.

PERCEPTIONS OF RELATED INDIVIDUALS

There exists a consensus of opinion as to what a counselor's role should or shouldn't be, as can be seen from the material reviewed to this point. Definitions of the counselor's role are rampant and a great deal of time and effort had gone into these role definitions. In turning to the role perception of the counselor as held by other people closely allied with the daily work of the counselor, the reason for the proliferation of counselor role definitions will become readily apparent.

Administrative Perceptions

Many researchers have found that administrators tend to look at counselors as additions to their administrative staff and they utilize them as clerks, assistant principals, and discipline officers. Hart and

Prince (1970) found that the role of a counselor as he learned it is in conflict with the principal's perception of that role. Principals surveyed in this study felt that the counselor should do clerical work and should not do personal, emotional counseling. They felt that the counselor was obligated to reveal confidentialities to them as well as to the parents of youths they were counseling.

The role of the counselor has often been limited as a result of the attitudes of the professional educator concerning the function of counseling. In a study by Grant (1964) a group of 276 teachers and administrators responded to a survey testing attitudes concerning counselor ability to handle problems dealing with educational planning, vocational planning, or personal emotions. Seventy percent of this group felt that the counselor should not attempt to deal with personal problems of students. The implication was that the counseling role should be defined within the educational or vocational planning function. This also indicated a feeling of need for more training in the dynamics of personal adjustment.

A similar study by Dunlop (1965) using an attitude opinionaire was done almost ten years later. There were some definite similarities among the findings of the two studies. In this study professional educators tended to view the role of the counselor primarily in terms of educational and vocational guidance. The counselor was also seen as an authoritarian, a disciplinarian, and an advisor. It was indicated that

the counselor had too little time to become involved with personal-emotional problems. Much of his time was also seen as necessarily involving administrative, clerical, and teacher-like functions.

Recommendations of these studies advocated promoting the image of the counselor more in line with that as viewed by the counseling profession. It was suggested that counselors be less involved with teaching, advising, and disciplining in order to bring teachers and administrators to expect more personal, emotional counseling and more counseling professionalism. This attitude change of the professional educator would then be reflected in the profession.

PRACTICING COUNSELOR ACTIVITIES

To this point the primary concern of this review has been the perception of the counselor's role as seen by others. The review now turns to examination of the counselor's role as seen and practiced by the working counselor. If there is one item that the studies devoted to this area have in common it is that very few counselors are conforming to the standards set by professional organizations and counselor educators.

Nationwide Studies

Trotzer and Kassea (1971), in a study conducted in Wisconsin Junior and Senior High Schools, found that the counselors were spending forty-five percent of their time in nonrelated guidance activities such

as clerical work. They also found that counselors were spending forty-five percent of their time directly working with students and only thirty-three percent of their time in direct counseling situations. They concluded that counselors are not doing the things that are stressed in counselor education programs.

Pruett and Brown (1966) found much the same type of situation. They compared their findings to the recommendations made by Wrenn (1962) previously cited in this review. They found that only fifty-five percent of the counselor's time was spent in working with students, parents, and staff as compared to the sixty-six to seventy-five percent recommended by Wrenn. They found that twenty-five percent of the counselor's time is being spent on nonguidance activities. They also found that Wrenn's recommendations pertaining to the study of changing facts about the student populations and explanation of these findings to the school and the function of coordinating counseling resources of the school and community are both being largely neglected by school guidance personnel.

Ashcraft (1966) conducted a five state study to determine areas in which counselors were and were not meeting the standards established by the ASCA Statement of Policy reviewed earlier in this chapter. He found nine major areas of difficulty that these counselors were experiencing. Among these were: (1) responsibility for large amounts of clerical duties not related to the counseling program, (2) lack of

clerical assistance in performing extra clerical duties, (3) lack of a philosophy of guidance common to the entire school system, and (4) lack of written policies concerning the specific duties of the counselor. Ashcraft concluded that counselors were indeed having a difficult time adopting the ASCA Statement of Policy.

Humes and Lavitt (1971) in a study of counselor attitudes towards administrators found that the counselors felt that much of the conflict over counselor role was due to the fact that their programs were controlled by school principals. The counselors felt that if they were given administrative control of the guidance system that much of the confusion over the role would be reduced.

Carson (1971), in a survey of counselors concluded that too many counselors look at themselves as teachers operating out of a counselor's office. His instrument contained eight statements relating to the field of a counselor. The counselors were asked to agree or disagree with each statement. A majority of the counselors supported such statements as: among administrators, teachers, and counselors; personal individual interview counseling is not a function uniquely of the counselor; and a counselor as a member of the school faculty shares an equal responsibility as a disciplinarian when he observes incidental misconduct. Carson interprets results such as these indicating that far too many counselors view their role as teaching oriented function, rather than a highly personalized involvement on a one-to-one basis with

students as recommended by the ASGA.

Montana Studies

Morang (1967) conducted a time analysis study of guidance functions in ten Western Montana High Schools. He found that counselors spent about fifty percent of their time in counseling students, about ten percent of their time in conferences with teachers and parents, and about forty percent of their time in clerical work such as recording information, administering and scoring tests, typing, filing, and preparing transcripts. Morang concluded that counselors need clerical assistance so as to have more time to better serve their students.

Johnson (1968), in a time analysis study of five large Montana High Schools, found the counselors to be ill-prepared educationally and burdened with many other duties. The counselors conducted little or no personal counseling and seemed to have no idea of the purpose of the guidance program. Most of the counselors felt their counseling duties were secondary to their other functions which ranged from superintendent to librarian.

SUMMARY

The review of literature has attempted to convey some of the ambiguity surrounding the question of the counselor's role. The concept has been examined from many different points of view as can be seen each viewpoint perceives the counselor as having a different function.

A great deal of effort has been exerted by professional organizations to give the counselor a working guideline for his role. It does not appear from the studies cited in this review of literature, that the counselor's role definition is close to adoption. Administrator and teacher perceptions of the counselors do not coincide with the professional definitions.

Time analysis studies of counselor functions have shown that counselors fall drastically below the recommended time amounts for individual student counseling and consultations with parents and staff members. Far too much time is spent in nonrelated guidance activities, such as clerical work.

CHAPTER III

PROCEDURES

INTRODUCTION

The problem of this study was to ascertain administrator, teacher, and counselor attitudes toward the counseling program at specially selected Class AA, Class A, Class B, and Class C high schools in the state of Montana. Quantitative scores were obtained from each respondent. Those quantitative scores were used to compare the perceptions of the administrators, teachers, and counselors sampled on several variables including counselor guidance activities, counselor testing activities, counselor teaching activities, counselor follow-up activities, and counselor orientation activities.

In this chapter the procedural aspects of the investigation will be examined in detail. The first procedure to be discussed will be that concerned with obtaining a representative sample from the described population. Following will be a brief discussion of the categories of investigation with which the study is concerned. Next a detailed account of the method of collecting data to be used will be presented. Methods of analyzing and organizing data to be collected through use of the research instrument will then be explained. Questions to be answered through the research study are presented, followed by a brief discussion of precautions taken to assure accurate interpretation of data. A summary of the chapter will then review the discussions of research

procedures to be used.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

The population of this study will be Montana administrators, teachers, and counselors employed in secondary public schools. Due to the large variation in school size the duties of counselors employed in these schools are very diverse in several aspects. Larger schools may have a staff of several full-time counselors while in some of the smaller schools counselors may be employed on a part-time basis only. In several of the smaller schools an individual may perform dual duties; counselor-administrator, counselor-teacher, counselor-coach, or counselor-librarian. Because of the fact that the individuals in the population involved in this study were so greatly influenced by the size of the school in which they work, the investigator decided to obtain an equal number of administrators, teachers, and counselors from each of the selected categories.

For the purpose of athletic competition the Montana High School Association has categorized schools according to student population. These categories in effect break schools down into four classes to ensure equality in athletic competition. It is probable that schools within each class will encounter similar problems in establishing a counseling program.

INVESTIGATIVE CATEGORIES

The categories with which the study was concerned were those which describe the perceptions of the administrators, teachers, and counselors in the specially selected schools in the study. There are basically only two such categories, actual perceptions and desired perceptions. It must be noted that individual items of the questionnaire must be considered in order to categorize responses as actual or desired perceptions. However, it can be generally assumed that responses which indicate agreement or affirmative answers were those which were positive.

METHOD OF COLLECTING DATA

A questionnaire was used as the research instrument to collect the data. The questionnaire was developed and given to local administrators, teachers, and counselors to check their reaction to it. Their suggestions were utilized to revise the instrument to better fit the study. Multiple reproductions were sent through the mail to all members of the sample under the study. Also included was an explanatory cover letter along with a stamped, self-addressed envelope.

METHOD OF DATA ANALYSIS AND ORGANIZATION

The percentage of respondents who responded to each category of response for each item was presented in tabular form, with actual responses tabulated and presented in percentages.

SUMMARY

The problem of this study was to determine how Montana administrators, teachers, and counselors perceive the counselor's role and to compare those perceptions with professional standards. The population involved was specially selected Montana secondary school administrators, teachers, and counselors in Southwestern Montana. The data were collected utilizing an instrument constructed by the investigator after receiving constructive suggestions from local administrators, teachers, and counselors. The data collected were organized in tabular form and analyzed graphically and descriptively.

The results of the study showed how the public school administrator, teacher, and counselor perceive the counselor's role. The study may provide new directions for research and give university personnel new insights and new programs for proposed educators.

CHAPTER IV

RESULTS

INTRODUCTION

This chapter examines in detail the findings of this study. Each of the eight questions posed in Chapter I was analyzed descriptively utilizing information derived from the study. Due to the nature of the instrument mailed to the specially selected sample of professional educators, data were obtained which does not tend to relate directly to the questions in Chapter I. Nevertheless, these data have been included in this chapter to give the reader a general idea of the perceptions of Montana school administrators, teachers, and counselors toward the counseling program.

FINDINGS

A total of twenty-four questionnaires were sent out on May 1, 1975. All twenty-four questionnaires were returned by May 10, 1975, after follow-up phone calls were made prompting late returnees.

The respondents were asked to estimate actual and desired amounts of time spent with each of the selected activities included in the questionnaire (see appendix, page 55). The questionnaires were divided into their respective respondent areas of administrator, teacher and counselor. Each category was treated separately with responses being totaled in each category.

Each response was weighted in the following manner:

Response	Weight Assigned
A = No time given or desired	A = 0
B = 1 - 25 percent	B = 1
C = 25 - 50 percent	C = 2
D = 50 - 75 percent	D = 3
E = 75 - 100 percent	E = 4

The actual and desired percentages were determined by adding the weighted responses and dividing the total by the number of responses in each category. This calculated mean was multiplied by a factor of twenty-five (was a difference between the response modes) to convert the responses to percentage figures. Each of the questions will be treated individually with a brief description of the findings in each case.

Table 1

Amount of Time Counselor Spends With Students
On a One-to-One Basis

	Actual	Desired
Administrator	40.75	65.75
Teacher	50.00	62.50
Counselor	62.50	62.50

The research findings found the counselor actually spends more time counseling than either the administrator or teacher realized.

However, the desired time to be spent by the counselor on a one-to-one basis appears to be about the same in each instance.

Table 2

Amount of Time Counselor Devotes Meeting
With Two or More Students

	Actual	Desired
Administrator	28.25	37.50
Teacher	31.25	34.50
Counselor	31.25	47.00

Research findings indicated the administrator, teacher, and counselor very closely perceive the actual amount of time the counselor spends counseling with two or more students. The study points out that the counselor would desire to spend more time with such activities.

Table 3

Amount of Time Counselor Spends With Students
Discussing Personal Problems

	Actual	Desired
Administrator	40.75	50.00
Teacher	25.00	40.75
Counselor	34.50	28.25

Research conclusions show both the administrator and teacher overestimate and underestimate respectively the actual time the counselor spends counseling students with personal problems. Research also points out that the administrator and teacher both place more emphasis on time the counselor should spend on counseling students with personal problems.

Table 4

Amount of Time Counselor Spends With Students
Discussing Social Problems

	Actual	Desired
Administrator	32.25	39.25
Teacher	22.00	28.25
Counselor	28.25	31.25

The research findings indicate the teacher underestimates the time spent by the counselor on counseling the students with social problems. The research findings also indicate the counselor would like to spend a bit more time on such problems, with the teachers in close agreement. However, the administrators place a very high value on this counselor function.

Table 5

Amount of Time Counselor Spends With Students
Discussing Drug Abuse Problems

	Actual	Desired
Administrator	21.50	32.25
Teacher	18.75	25.00
Counselor	22.00	22.00

The research findings indicate that the actual time that the counselor spends with students discussing drug abuse problems is perceived quite accurately by all three respondent groups. However, the administrator and teacher tend to place a higher emphasis on the desired time spent in drug abuse problems than does the counselor.

Table 6

Amount of Time Counselor Spends With Students
Regarding Vocational Counseling

	Actual	Desired
Administrator	40.75	40.75
Teacher	37.50	43.75
Counselor	34.50	34.50

Findings indicate, again, that both the administrator and the teacher overestimate the actual time spent by the counselor with students in vocational counseling. The administrator and teacher would like to see more emphasis placed on this part of the counseling role than the counselor sees necessary for this counseling function.

Table 7

Amount of Time Counselor Spends With Students
Regarding Educational Counseling

	Actual	Desired
Administrator	47.00	50.00
Teacher	34.50	40.75
Counselor	31.25	37.50

The findings indicate, again, that both the administrator and the teacher overestimate (according to the counselor) the amount of time spent by the counselor with students in educational counseling. The administrator and teacher would also like the counselor to spend more of his time in this activity than the counselor suggested as the ideal amount of time for this activity.

Table 8

Amount of Time Counselor Devotes Administering
And Interpreting Individual Tests

	Actual	Desired
Administrator	22.00	25.00
Teacher	25.00	28.25
Counselor	25.00	28.25

Research findings indicate very close perception by all groups of the counselor's role in administering and interpreting individual tests. The desired amount of time increases in close relationship among the three educational functions also.

Table 9

Amount of Time Counselor Spends Administering
And Interpreting Group Tests

	Actual	Desired
Administrator	22.00	25.00
Teacher	25.00	28.25
Counselor	28.25	31.25

Research findings indicate administrators underestimating the amount of time spent in administering and interpreting group tests. The teachers and counselors are in fairly close agreement on the amount of desired time to be spent. However, the administrators are again underestimating the amount of desired time the counselor and teacher perceive the counselor expending on this activity.

Table 10

Amount of Time Counselor Spends Orienting Students
And Staff Members to Guidance Programs

	Actual	Desired
Administrators	22.00	25.00
Teachers	12.50	22.00
Counselors	18.75	22.00

Research findings indicate that teachers don't perceive the same amount of time the counselor perceives in this same role. However, each phase of the educational system included in this study recommends more time and all three are in close agreement as to how much time should be spent performing this activity.

Table 11

Amount of Time Counselor Devotes to Conferences
With Other People Involved With Students

	Actual	Desired
Administrator	28.25	22.00
Teacher	15.75	22.00
Counselor	25.00	31.25

Research findings concerning the role of the counselor here indicates that teachers underestimate the amount of time the counselor spends performing this activity. The amount of time spent performing this activity was recommended to be increased by the teachers and counselors, with the counselors desiring the program expanded the most.

Table 12

Amount of Time Counselor Devotes
Scheduling Student Classes

	Actual	Desired
Administrator	28.25	18.75
Teacher	12.50	18.75
Counselor	22.00	12.50

Research findings indicate extreme differences in opinion. The administrator over perceives the actual amount of time spent, while the teacher under perceives the amount of time the counselor spends at this activity. It is also interesting to note that both administrator and counselor favor a reduction in time devoted to this activity, while the teacher seems to favor an increase.

Table 13

Amount of Time Counselor Spends Helping
Students Locate Jobs in Community

	Actual	Desired
Administrator	15.75	22.00
Teacher	6.25	18.75
Counselor	18.75	12.50

Research findings indicate another extreme difference in perceptions of the counselor's role. It's readily apparent that both the administrator and teacher under perceive how much time the counselor actually expends at this activity. It's also interesting to note that while both teacher and administrator recommend considerable more time be devoted to this activity, the counselor sees a need to reduce the amount of time spent helping students locate jobs in the community.

Table 14

Amount of Time Counselor Spends Conducting Follow-up
Studies on Students Who Have Graduated

	Actual	Desired
Administrator	12.50	25.00
Teacher	9.50	22.00
Counselor	18.75	25.00

Research findings indicate that administrators and teachers both underestimate the amount of time the counselor spends on follow-up studies concerning graduates. All three are in agreement that more time should be devoted to such an activity.

Table 15

Amount of Time Counselor Spends Teaching
Outside the Guidance Area

	Actual	Desired
Administrator	22.00	12.50
Teacher	43.75	18.75
Counselor	28.25	31.25

Research findings differ here also. Administrators under-perceive the amount of time the counselor spends teaching outside the field of guidance. Teachers, on the other hand vastly over perceive the amount of time expended on such activity. It's also interesting to note that both the administrators and teachers favor a reduction in time spent on such activity, while the counselors seem to favor an increase.

Table 16

Amount of Time Counselor Spends Doing Clerical
Work Outside Guidance Area

	Actual	Desired
Administrator	17.75	6.25
Teacher	6.25	9.50
Counselor	12.50	3.25

Research findings indicate the teachers underestimate the amount of time the counselor spends engaged in this activity. The administrators tend to overestimate the amount of time counselors engage in this activity. While administrators and counselors tend to favor a reduction, the teachers feel the role of the counselor should receive more stress in this area.

Table 17

Amount of Time Counselor Spends Acting
As Resource Person for Students

	Actual	Desired
Administrator	28.50	18.75
Teacher	22.00	25.00
Counselor	37.50	37.50

Research findings indicate administrators and teachers under-perceive the amount of time the counselor actually expends engaged in this activity. It is also interesting to note administrators favor a reduction in time spent engaged in this activity, while teachers favor a slight increase. The counselor seems to favor leaving well enough alone ~~here.~~

Table 18

Amount of Time Counselor Devotes
To Curriculum Study

	Actual	Desired
Administrator	12.50	22.00
Teacher	9.50	28.25
Counselor	22.00	18.75

Research findings here indicate that both teachers and administrators under perceive how much time the counselor actually expends involved in curriculum study. Research also points out that, although the counselor would like these duties reduced, both teachers and administrators feel that possibly a bit more concentration is necessary in this area.

Table 19

Amount of Time Counselor Devotes to Disciplinary
Actions Involving Students

	Actual	Desired
Administrator	15.75	00.00
Teacher	6.25	15.75
Counselor	15.75	7.25

Research findings indicate the administrators very closely perceive the amount of time the counselor devotes to such activities. The teachers do not perceive as much time spent with such activities. The administrators favor a reduction of these activities to zero, while the teachers tend to feel there should be an increase. The counselors seem to desire about half their present activities in this area to be dismissed.

Table 20

Amount of Time Counselor Spends
Handling Attendance Problems

	Actual	Desired
Administrator	12.50	3.25
Teacher	6.25	12.50
Counselor	15.75	7.25

Research findings indicate that administrators hold a very accurate perception concerning the activity of the counselor in this area. The teachers tend to under perceive the actual activity of the counselor in this area and contrary to what the administrators and counselors feel, the teachers recommend an increase by the counselor in this area.

SUMMARY

This chapter has presented the results of this research study. The data were analyzed through the use of tables and descriptive techniques. The eight questions posed in Chapter I can be answered in relation to the data gathered from the instrument utilized in this study. The data compiled produced the following answers to those questions:

(1) Are there prevalent negative attitudes toward counseling services which are actually beneficial? There were indications that there was a difference in the attitudes of the administrators, teachers, and counselors in relationship to the amount of time spent with students and amount of time spent testing students. In most cases the administrators and teachers felt more attention is needed by the students than they are presently receiving.

(2) Do positive administrator or teacher attitudes indicate understanding of specific counseling functions or merely support for a counseling program in general? It is not possible to know how many hours the selected administrators and teachers had in counseling, but it seems they felt the counselors have not been allotted enough time to support an effective counseling program. Administrators and teachers feel some of the time used for administrative and other purposes could be better utilized in the counseling field itself.

(3) Do administrators or teachers view the counselor as a source of advice or as an agent for personal growth? The counselors have been used as sources of advice and personal growth, but there seems to be room for additional work by the counselor in this area.

(4) Do administrators or teachers view the counseling program as a service they can readily use? The administrators and teachers do view the counseling program as a service they can readily use, but there was some discrepancies as to what percentage of time should be used for

the particular duties of the counselor.

(5) Do administrators or teachers feel a need for reduction or expansion of the counseling program? In most cases both administrators and teachers seem to view the counseling program as a very valuable program and the desired time for each area usually was larger than the actual time. This would indicate a desire for an expansion in the counseling program.

(6) Are administrators and teachers willing and available to consult with a counselor? The administrators and teachers do feel the counseling program is a vital part of curriculum and feel they should consult often with the counselor.

(7) Do administrators or teachers feel a need for more available information concerning counseling services? Both administrators and teachers express a need for the counseling program to be expanded and made more readily available to students and all concerned parties.

(8) What are some administrator or teacher suggestions for improvement of the counseling program? Some of the recommendations for improving the counseling program were that the counselor be relieved of clerical duties not connected with counseling, disciplinary duties, attendance duties, and extra teaching duties outside the counseling area.

Other additional information was presented in the tables which did not relate to the above questions. This was an attempt to give the

reader a descriptive overview of the working relationship perceptions existing between administrators, teachers, and counselors in reference to the counseling program.

CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the prevalent perceptions toward the counseling program as viewed by the school administrators and teachers and the role requirements as perceived by the counselors themselves, in the four different Montana school classification levels. A questionnaire was sent to each of the specially selected Southwestern Montana schools considered to be representative of their respective districts. The questionnaire was designed in such a manner that it asked the respondents to record their perceptions of the amount of time the counselor actually spent performing various activities and duties not directly connected with the counseling program. The second part of the questionnaire asked respondents to record the amount of time the counselor should be spending on counseling functions and extra duties not directly connected with the counseling field.

The research responses were tabulated gaining total responses in each category, for each question, by each of the three educational branches involved in the study. Each response was averaged and in turn given a particular value, this value in turn given its particular weight. Each of the questions were then treated individually with a descriptive table and brief analysis of research conclusions in each instance.

CONCLUSIONS

The research findings of this study were not in complete agreement in some instances with the findings of the review of literature cited in Chapter II. It seems in most cases Montana counselors closely agree with what their role should be in terms of professional recommendations.

Results indicate that Montana administrators and teachers stress additional interaction in the guidance and testing area of the counseling program by the counselor. It is also interesting to note teachers perceive the counselor devoting more time to the areas of handling disciplinary problems, attendance roles, and clerical duties. Administrators encourage additional work by the counselor in the curriculum study field only. In fact, administrators recommend less time expended by the counselor in areas of discipline, attendance, and clerical work. The counselors tend to support the administrators' perceptions.

One could conclude, as a result of the study, that present counselor education programs are accomplishing their objectives in terms of teaching the student counselor what to do in the schools. An interesting question comes to light. Do the counselors feel they have actually implemented professional recommendations for their individual roles? One could conclude from the study that counselors aren't fully satisfied with their present roles.

The descriptive picture of Montana administrators and teachers present some interesting results. It has been suggested that both administrators and teachers support an expanded program in guidance and testing. It is also interesting to note both administrators and teachers encourage the counselor to be more active in curriculum research. However, controversy develops between administrators and teachers over the issues of discipline, attendance, and clerical work, with administrators tending to support the counselors' viewpoints.

It seems to the investigator that the counseling program suffers, possibly from two nonrelated elements: (1) the counselor failing to explain the services of the counseling program to the faculty and making these services available to the faculty and (2) the failure of the faculty to understand the counseling program.

The basic issue involved with this study was the influence of administrators', teachers', and counselors' perceptions upon the counseling program. Results of the study indicate to the investigator that counseling programs have considerable work to do along the lines of counselor role requirement awareness.

RECOMMENDATIONS

This study has given new directions for future research of this type. The investigator felt the following recommendations for additional research in the future could provide a better basis for understanding the counseling program:

(1) It seems administrators, teachers, and counselors all support expanding the counseling program in areas of guidance and testing. Perhaps research in the future could explore the possibility of the counselor explaining the counseling program to the school faculty so as to achieve a better understanding of the program by the school faculty.

(2) The study indicates failure of the school faculty to fully understand the counselor's role. The investigator feels programs could be instituted at the teacher preparation level to eliminate this oversight. The investigator feels future studies along this line would be very beneficial to the entire education profession in Montana.

(3) The investigator feels future study should also involve the feasibility of the counselor participating in curriculum research or study projects. Both administrators and teachers in this study expressed a desire for expansion of the counseling program, this suggestion should be considered very seriously.

SUMMARY

A synopsis of the procedural methods of this study was presented in the initial portion of this chapter. The data collected was reviewed and conclusions reached based on the research results. Recommendations resulting from conclusions of this study were then presented encouraging future research and study in selected areas.

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LIST OF SELECTED REFERENCES

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APPENDIX

54

Route 4, Riverside Court #15
Bozeman, Montana 59715
May 8, 1975

Dear

Your school has been selected as one of ten to participate in a study which will complete the requirements for my master's degree. The enclosed questionnaire will require about five minutes of your time and the information will, of course, be kept confidential. If you wish to receive the results of the study, please complete the last section of the questionnaire.

The purpose of the study is to determine the prevalent perceptions toward counseling programs as viewed by school administrators, teachers, and counselors. Therefore, one teacher, one counselor, and one administrator from each school have been selected to complete the questionnaire.

I would appreciate it if you would return the questionnaire as soon as possible. Thank you for your cooperation, time, and effort.

Sincerely,

Jim Watts

DIRECTIONS: Mark each question in the ACTUAL time column and the DESIRED time column according to the following key:

A = No time given or desired
 B = 1 to 25 percent
 C = 25 to 50 percent
 D = 50 to 75 percent
 E = 75 to 100 percent

	<u>ACTUAL</u>	<u>DESIRED</u>
1. Amount of time the counselor spends with students on a one-to-one basis.	_____	_____
2. Amount of time the counselor devotes to meeting with two or more students.	_____	_____
3. Amount of time the counselor spends with students discussing personal problems.	_____	_____
4. Amount of time the counselor spends with students discussing social problems.	_____	_____
5. Amount of time the counselor spends with students discussing drug abuse problems.	_____	_____
6. Amount of time the counselor spends with students discussing drug abuse problems.	_____	_____
7. Amount of time the counselor spends with students regarding educational counseling.	_____	_____
8. Amount of time the counselor devotes to administering and interpreting individual tests.	_____	_____
9. Amount of time the counselor spends administering and interpreting group tests.	_____	_____
10. Amount of time the counselor spends orienting students and staff members to the guidance program.	_____	_____

	<u>ACTUAL</u>	<u>DESIRED</u>
11. Amount of time the counselor devotes to conferences with other people involved with students.	_____	_____
12. Amount of time the counselor devotes to scheduling student classes.	_____	_____
13. Amount of time the counselor spends helping students locate jobs in the community.	_____	_____
14. Amount of time the counselor spends conducting follow-up studies on students who have graduated.	_____	_____
15. Amount of time the counselor spends teaching outside the guidance area.	_____	_____
16. Amount of time the counselor spends doing clerical work outside the guidance area.	_____	_____
17. Amount of time the counselor spends acting as a resource person for the students.	_____	_____
18. Amount of time the counselor devotes to curriculum study.	_____	_____
19. Amount of time the counselor devotes to disciplinary actions involving the students.	_____	_____
20. Amount of time the counselor spends handling attendance problems.	_____	_____

Please indicate your present position by checking one or more of the following:

_____ Administrator

_____ Teacher

_____ Counselor

_____ I wish to receive a copy of the results of this study. My mailing address is:

Name _____

Address _____

Street Number and Name

City _____ Zip Code _____