The school counselors role: Actual and Ideal, as viewed by councelors and building administrators in the tacoma public schools
by Joan Therese England

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

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

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

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

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

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

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

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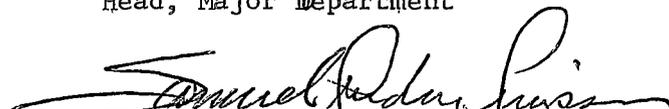TACOMA PUBLIC SCHOOLS

by

JOAN THERESE ENGLAND

A thesis submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

of

DOCTOR OF EDUCATION

Approved:

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ABSTRACT

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Chapter I

INTRODUCTION

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

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

Wrenn (1962:53) further stated:

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

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

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

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

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

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

1. The role stands hierarchically between several others.

2. Counselors operate, depending upon setting, in different climates of autonomy.

3. The functions and activities of counselors are diffusely defined and would be generalizable to any roles in the stage of professional transition (Weinberg, 1969:216).

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

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

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

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

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

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

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

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

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

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

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

STATEMENT OF THE PROBLEM

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

PURPOSE OF THE STUDY

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

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

The investigator hoped that sharing the results of this study

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

GENERAL QUESTIONS TO BE ANSWERED

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

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

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

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

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

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

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

GENERAL PROCEDURE:

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

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

LIMITATIONS OF THE STUDY

This study was limited in the following ways:

1. The instrument was administered to those counselors who were employed in the Tacoma Public Schools at the time of the study.

2. The instrument was administered to those building administrators (building principals) who were employed in the Tacoma Public Schools at the time of the study.

3. Resources of the Montana State University Library may possibly have limited the selection of literature reviewed. Another limiting factor concerning the selected literature reviewed was the choice of focus assumed by the investigator.

4. Due to the experimental nature of this research instrument,

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

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

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

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

DEFINITION OF TERMS

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

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

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

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

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

SUMMARY

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

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

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

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

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

<u>Counselors in the Tacoma Public Schools</u> provided an additional approach

in the definition of counselor role.

The researcher believed that this study has helped to formulate

an approach to clarify the role of the counselor as viewed by the

counselor and building administrator. The researcher hoped that a

delineation of the views of each group may serve to increase communica-

tion and provide for increased awareness of the counselors' role in

the total educational picture.

Chapter II

REVIEW OF LITERATURE

The major endeavor of this chapter was to review literature

discussing counselor perceptions of their role and function and adminis-

trative perceptions and expectations of counselor role performance. The

review was confined to literature generally within the last decade. The

general plan of the chapter was patterned after the following sequence:

1. Definition of guidance.

2. Definition of counseling

3. Brief history of school counseling

4. Definition of "role" and "function"

5. Determinants of counselor role,

6. Counselor responsibility in role determination

7. Studies to determine the counselor role.

8. Administrative and counselor attitudes toward counselor role

GUIDANCE

Many writers have said that guidance was hard to define,

especially to the end that the definition was acceptable to all.

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

was as follows:

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

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

COUNSELING

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

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

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

BRIEF HISTORY OF COUNSELING-GUIDANCE

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

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

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

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

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

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

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

was a professional in contrast to the arguments by Tiedeman and Field

(1962) who regarded the counselor as a technician. According to

Shertzer and Stone (1966:458), "the professional view was relatively

recent in origin."

DEFINITION OF ROLE AND FUNCTION

Shertzer and Stone (1963:457) said, "Role theorists stress that

individual behavior within a role is determined by expectancies or

demands of the role." By definition, at least according to Talcott

Parsons (Parsons and Shiller, 1954:204), "Role is perceived as a set

of complementary expectations which results in behavior."

Webster's Collegiate Dictionary (1963) defined "function" as

the acts or operations expected of a person. Shertzer and Stone (1966:

459) reasoned:

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

COUNSELOR ROLE AND FUNCTION

Investigators have found widespread misunderstanding and misin-

terpretation of the counselor's role. Ideally, his professional activi-

ties should be guided by pupil personnel philosophies and techniques

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

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

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

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

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

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

DETERMINANTS OF COUNSELOR ROLE AND FUNCTION

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

1. If an individual performs his role differently from the way he is expected to perform it.

2. If an individual performs his role as expected, yet perceives his role differently from that enacted.

3. If an individual refuses to accept his role or to perform it as expected.

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

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

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

1. Explore carefully the role expectations held by significant others within the institutional setting.

2. Explore carefully the role perceptions held by the counselor.

3. Assess the differences that may appear.

4. Plan and embark upon strategy of reducing the differences held by the various members of the social setting.

COUNSELOR RESPONSIBILITY IN ROLE DETERMINATION

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

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

A. V. Boy and G. J. Pine (1963) asserted that a counselor who

was willing, competent, and secure had the ability to function profes-

sionally under either autocratic or laissez-faire leadership. Boy and

Pine (1963:156) stated, "If the counselor believes in what he is doing

and has developed a professional identity, he has the power within

himself to be what he knows he must be."

A. E. Ivey and S. S. Robin (1966) reported that while the

counselor may define his role accurately according to professional

standards, it was equally important he communicated this role defini-

tion to those with whom he works. If the counselor communicated his

role successfully, his chances of performing his role are enhanced.

Shertzer and Stone wrote of "reasoned militancy" on the part

of the counselor. Shertzer and Stone (1963:342) discussed how the

"counselor is responsible for creating and achieving his own occupa-

tional identity by cultivating public understanding and support."

G. Bauer (1968), on the other hand, offered another possible

solution to the counselor's role dilemma. Bauer proposed a dyad, a

counseling specialist and a guidance generalist. Bauer described the

role of the guidance generalist as one of information-giving, record-

keeping, placement and follow-up; and the function of the counseling

specialist as one of providing counseling services on an individual

basis. The counseling specialist would need training beyond the one

year of graduate study and have a minimum of two hundred clock hours

with clients in a supervised counseling experience. B. D. Rippee,

W. E. Hanvey, and C. A. Parker (1965) took another tack when they

reported that the activities of a counselor and their performance

served to influence the expectations that others had of them.

STUDIES TO DETERMINE COUNSELOR ROLE AND FUNCTION

C. F. Shumake and C. M. Oelke (1967:130) developed "a

'Counselor Function Inventory' (CFI) to study major service areas

of the counseling program in terms of level of responsibility and

participation on the part of the counselor." Shumake and Oelke

(1967:131) stated, "The inventory is given here in its entirety for

possible use in studying counselor role."

In 1967, J. A. Johnson and G. R. Walz approached actual

and "ideal" counselor role description through a Q-Sort. The Q-Sort

had been developed by L. D. Schmidt (1962). Functions in the Q-Sort

fitted one of five categories: assistance to teachers, students, admin-

istrators, parents, and community research assistance to school. Johnson

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

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

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

ADMINISTRATIVE COUNSELOR ATTITUDES TOWARD COUNSELOR ROLE

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

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

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

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

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

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

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

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

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

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

Shertzer and Stone (1966:413) found:

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

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

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

SUMMARY

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

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

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

Chapter III

PROCEDURES

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

The development of this chapter followed these guidelines:

1. A description of the community

2. A description of the population

3. The sampling procedure

4. A description of the investigation

5. Method of collecting data

6. Reliability and validity of the questionnaire

7. Method of organizing data

8. Hypotheses

9. Analysis of the data

COMMUNITY DESCRIPTION

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

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

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

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

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

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

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

regular program, the Tacoma School District also operated the Bates

Vocational-Technical Institute, an extended education program for adults,

pre-school programs including Day Care Centers for three year olds, Head

Start programs for four-year olds, and follow through programs for five

and six year olds. The Tacoma School District also conducted educational

programs in such settings as Goodwill Industries, Remann Hall, Pierce

County dependent and delinquent center and Faith Home, unwed mother

and female adolescent home (Tacoma Public Schools:1972). Two Community

Colleges and two universities also enhanced the academic environment of

Tacoma.

Ft. Lewis, one of the largest Army installations in the West, and

McCord Air Force Base were located south of the city. The numbers at

these military establishments were a factor in the size of the Tacoma

School District enrollment.

POPULATION DESCRIPTION

The population consisted of seventy-five counselors (forty-six

males and twenty-nine females) and eighty-one building administrators

(seventy-seven males and four females). A candidate for consideration

as a building administrator, principal, or assistant principal was

required to have a Master's degree, show evidence of a good, sound

education, and a high degree of scholarship. The prospective adminis-

trator should have good personal appearance, dignity, tact, and a sense

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

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

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

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

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

SAMPLING PROCEDURE

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

DESCRIPTION OF THE INVESTIGATION

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

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

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

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

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

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

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

1. Students

2. Staff

3. Home

4. Organization

5. Administration

6. Professional Growth

METHOD OF COLLECTING DATA

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

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

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

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

RELIABILITY AND VALIDITY OF THE INSTRUMENT

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

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

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

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

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

1. to provide answers to operational questions,

2. to assess educational programs, practices, and materials,

3. to build up a body of information about educational enterprises,

4. to provide the outlook, stimulation, and guidance for educational innovation,

5. to develop more adequate theory about educational processes (1965:1-12).

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

METHOD OF ORGANIZING DATA

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

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

HYPOTHESES

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

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

Statements of the Null Hypotheses

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

A
I
IA
NANI

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

A
I
IA
NANI

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

Item 6. The counselor uses a plan for student developmental

growth. There is no significant difference in terms of how counselors

responded to item 6 as compared to how building administrators responded

to item 6 in any of the four categories listed below:

A
I
IA
NANI

Item 7. The counselor assists students in selecting extra-

curricular activities. There is no significant difference in terms of

how counselors responded to item 7 as compared to how building adminis-

trators responded to item 7 in any of the categories listed below:

A
I
IA
NANI

Item 8. The counselor assists students in evaluating their

personal assets and limitations. There is no significant difference in

terms of how counselors responded to item 8 as compared to how building

administrators responded to item 8 in any of the categories listed

below:

A
I
IA
NANI

<u>Item 9. He counsels with students concerning their learning</u>

<u>difficulties</u>. There is no significant difference in terms of how

counselors responded to item 9 as compared to how building administra-

tors responded to item 9 in any of the categories listed below:

<u>A</u>
<u>I</u>
<u>IA</u>
<u>NANI</u>

<u>Item 10. He counsels with students in the development of their</u>

<u>special abilities</u>. "There is no significant difference in terms of how

counselors responded to item 10 as compared to how building administra-

tors responded to item 10 in any of the four categories listed below:

<u>A</u>
<u>I</u>
<u>IA</u>
<u>NANI</u>

<u>Item 11. The counselor maintains a balance between problem-</u>

<u>centered counseling and developmental counseling</u>. There is no signifi-

cant difference in terms of how counselors responded to item 11 as

compared to how building administrators responded to item 11 in any of

the four categories listed below:

<u>A</u>
<u>I</u>
<u>IA</u>
<u>NANI</u>

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

    A
    I
    IA
    NANI

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

    A.
    I.
    IA
    NANI

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

    A.
    I.
    IA
    NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

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

$$\frac{A}{I}$$
$$\frac{IA}{NANI}$$

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

$$\frac{A}{I}$$
$$\overline{IA}$$
$$\overline{NANI}$$

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

$$\frac{A}{I}$$
$$\overline{IA}$$
$$\overline{NANI}$$

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

$$\frac{A}{I}$$
$$\overline{IA}$$
$$\overline{NANI}$$

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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

A
I
IA
NANI

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