

AN INVESTIGATION OF THE UTILIZATION OF THE COUNSELOR'S  
TIME IN THE SCHOOLS OF NEWFOUNDLAND AND LABRADOR AND  
ITS RELATIONSHIP TO SELECTED PROFESSIONAL CRITERIA

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INVESTIGATION OF THE UTILIZATION OF THE COUNSELOR'S  
TIME IN THE SCHOOLS OF NEWFOUNDLAND AND LABRADOR AND  
ITS RELATIONSHIP TO SELECTED PROFESSIONAL CRITERIA

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by  
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TIGHT BINDING

# ABSTRACT

The objectives of this study were to examine the actual and ideal roles of the school counselors of Newfoundland and Labrador and to discover any significant relationships between these roles and the counselor's professional experience, his educational background in guidance and counseling, and factors existing within the counselor's educational setting which might limit performance of an appropriate counselor role.

From a theoretical background developed from related literature, fourteen hypotheses were presented in null form indicating that no significant differences existed between the counselor's actual and ideal roles and the counselor's professional experience, his educational background in guidance and counseling, and factors in his educational setting. Each hypothesis was divided into two sections for the actual and ideal roles respectively.

The population of the study involved all of the fifty-six counselors of Newfoundland and Labrador and their fifty-three principals. The counselors indicated their professional experience, educational background in guidance and counseling, and rated their actual and ideal percentages of time for eight major guidance roles and functions. The principals, in a separate questionnaire,

indicated how they believed their counselors should spend their guidance time on the same eight guidance roles and functions. The key findings were: significant differences existed between the counselors' actual and ideal guidance roles; counselors with different types of professional experience differed significantly in the allocation of their guidance time; counselors with different levels of professional counselor education spent their time differently; the principals and their counselors held similar views on how the counselor should spend his guidance time; and of the five factors considered influential on counselor role within the school setting, three were found to be significant--professional duties, working at one or more than two school levels, and student ratio. Only two of the fourteen hypotheses were fully supported.

Emerging from the study was the observation that provincial school counselors are not satisfied with some aspects of their roles and a number of counselors are confused over what constitutes an adequate counselor role. It is suggested that the provincial school counselors and their association (School Counselors' Association of Newfoundland) should work toward defining the role of the school counselor in the province and providing the necessary school atmosphere for an adequate guidance program. In addition, it may be advantageous if all

provincial school counselors could be trained at the Master's Degree level in order to achieve a professional level of counselor status and effectiveness in provincial schools.

**TIGHT BINDING**

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## CHAPTER I

### INTRODUCTION

Today's need for professional guidance services in Newfoundland schools has grown out of the phenomenal social and technological changes which have been sweeping our province for more than a decade. The Royal Commission on Education and Youth for the Province of Newfoundland and Labrador, published in 1968, stated that:

Dramatic social and technological changes . . . have altered the very nature of our way of life. Automation, occupational shifts, competition for jobs, increased leisure, conflicting values, bigness in industry and government, and population mobility have made more formidable the task of building a career and solving personal problems.<sup>1</sup>

The Royal Commission further added that:

There is no easy answer to the question of how a person may best cope with these pressures and conflicts. It is certain, however, that never has there been a greater need for a clear understanding of and commitment to a system of values which supplies the individual with a sense of purpose and direction.<sup>2</sup>

One of the major implications of these social and technological trends was the need for a complete revision

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<sup>1</sup>P.J. Warren (Chairman), "Guidance Services," Report of the Royal Commission on Education and Youth: Province of Newfoundland and Labrador, II (October 1967), p. 22.

<sup>2</sup>P.J. Warren (Chairman), "Changing Personal Values," Report of the Royal Commission on Education and Youth: Province of Newfoundland and Labrador, I (January, 1967), pp. 10-11.

of our schools' educational policies. Parsons stressed the vital necessity of such an educational revision when he stated that:

Traditionally in Newfoundland our education has been along academic lines - what you might call "book learning." Little emphasis has been placed on problem solving, examining, evaluating and being concerned with the real issues of living in the twentieth and twenty-first centuries. Any society which leaves the solution to its technological and developmental problems to other societies is not investing in the future.<sup>3</sup>

In 1968 the Royal Commission advocated that "nothing less than a complete revision of our ideas in every phase of education . . . will be satisfactory" in order to ensure that Newfoundland's school educational policies will adequately provide for the needs of our students in a manner commensurate with demands and pressures of a new age.<sup>4</sup> In its policy for broad, general educational objectives for the province, the Royal Commission recommended that "an educational program should be provided which would give each individual the opportunity to make the most of his potentialities."<sup>5</sup> To achieve this educational goal,

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<sup>3</sup> Llewellyn Parsons, "The Relationship Between Education and Economic Productivity," (paper read for Speech Night Activities, Norman's Cove, T.B., December, 1967, Memorial University of Newfoundland), p. 6. (Mimeographed).

<sup>4</sup> P.J. Warren (Chairman), "Summary," Report of the Royal Commission on Education and Youth, I (January, 1967), p. 27.

<sup>5</sup> Ibid., p. 17.

the Royal Commission specifically stated that:

Guidance and counseling must be accepted as a vital and integral part of our educational system. Well-trained guidance personnel can do much to reduce the waste of human resources resulting from drop-outs and educational underachievement.<sup>6</sup>

The need for guidance services in our provincial schools to help students prepare for the demands and pressures of a new age was also felt by others. In its Brief to the Royal Commission in 1968, the Anglican Board for St. John's stated that:

Educators attempt to see each child as the individual that he is and try to assist him in the educational, vocational, social and emotional problems which may arise from time to time. The resolution of these problems helps the child to develop his potentialities to their fullest extent. This fulfillment of the child's potential is the fundamental purpose of the guidance and counseling services.<sup>7</sup>

A Brief submitted to the Royal Commission by the Guidance Council of the Newfoundland Teachers' Association made the following case for guidance services:

With adequate facilities, a large diversified high school can provide a suitable educational environment for every suitable student. Without such facilities, our efforts in the future will remain episodic and nugatory.<sup>8</sup>

Thus, guidance services have been seen by the Royal Commission on Education and Youth for this province and our educational planners as a major school program which

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<sup>6</sup> Ibid., p. 18.

<sup>7</sup> P.J. Warren (Chairman), "Guidance Services," II, p. 22.

<sup>8</sup> Ibid.

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will help move our province and its people into the age of technology. Although guidance services have been an integral part of the educational program on mainland Canada for more than a decade, our educational lag has given our educational planners, counselor educators, and school officials the perfect opportunity to approximate an ideal counselor role for the province by adopting procedures, methods, and functions which have proven most beneficial and successful in the other Canadian provinces.

However, our guidance programs will not be without their problems. As noted by the St. John's United Church Board in its Brief to the Royal Commission in 1968:

... the generally accepted desirability of guidance services should not blind us to the reality that the practical procedures and techniques of guidance are far from perfectly understood.<sup>9</sup>

Also, with guidance services relatively new in Newfoundland, the demands for counselors have been greater than the supply, resulting in guidance functions being performed by personnel with varying types of educational background; some of these personnel have little or no professional counselor education at the Master's level. A survey conducted by H.H. Way showed that of the twenty-six counselors employed in our provincial schools during 1969-70, approximately 38 per cent had Master's degrees in Education, these

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<sup>9</sup> Ibid., p. 23.

degrees were not necessarily in guidance. The remaining 62 per cent had educational backgrounds referring to such degrees as B.Sc., B.A., B.N., and B.Ed.<sup>10</sup> Within the counselor's educational setting, confusion and conflict may evolve over the counselor's role if the staff, students, and the administrator are not fully aware of the purposes of the guidance program. It is vital that the counselor be fully aware of his professional counselor functions and continually relate these to the administrator and teachers with whom he is working.

In view of the social and technological changes occurring in Newfoundland, the recognition by members of the Royal Commission and other educators on the importance of sound guidance programs in preparing Newfoundland for the future, and the fact that guidance is presently a young but growing profession in this province, it is vital that we (1) constantly examine the quality of guidance programs being promoted in our schools, (2) consider the factors which affect the promotion of these programs and (3) develop ways of continuously implementing better and more suitable guidance programs.

# I. THE PROBLEM

## Statement of the Problem

The overall purpose of the study was to examine the

<sup>10</sup>H.H. Way, "Status of Guidance and Counseling in Newfoundland Schools, 1969-70," (Memorial University of Newfoundland, 1970), p. 10.



actual and ideal roles of the school counselor in Newfoundland and Labrador and the relationship of these roles to the counselor's professional experience, his educational background in guidance and counseling, and factors in the educational setting in which he worked.

Answers to the following research questions were sought:

1. How do counselors actually divide their time among several guidance functions and activities?
2. What do counselors believe to be an ideal allocation of their time among these same functions and activities?
3. Do counselors with varying degrees of educational background and professional experience in guidance and counseling differ in respect to (1) the types of functions they perform or (2) the amount of time they actually spend on these functions?
4. Do counselors with varying degrees of educational background and professional experience in guidance and counseling differ in their perceptions of what an ideal amount of time would be to spend on these same functions and activities?
5. Do such factors in the educational setting as counselor-pupil ratio, the principal's counselor role perception, the length of time the counselor has been in a particular school setting, his professional duties other than counseling in the school setting, and the school level(s) in which he works, create counselor role variability among counselors in the province of Newfoundland and Labrador?
6. Do counselors and their principals assign similar time allotments to the various functions performed by counselors?

#### Significance of the Study

This study looks at what the investigator considers to be two very important factors which may cause counselor

role discrepancy among Newfoundland counselors: (1) differences in the level of professional counselor education (caused in our province by the immediate demand for counselors in the educational setting) and factors existing within the counselor's educational setting which might limit performance of an appropriate counselor role.

Dr. H.H. Way's survey in 1969 showed that the majority of counselors in our provincial schools had not received counselor education at the Master's level.<sup>11</sup> When counselors have little or no professional background in guidance and counseling, they may, in determining their guidance role, rely on their own limited professional knowledge of counseling or on the advice and information given to them by other educational personnel within the school setting. Determining one's guidance role from such basis may result in a negligence by the counselor of critical guidance functions or may lead to the performance of non-counseling duties imposed through the advice of other school personnel. With professional guidance services being extended every year to more Newfoundland schools, any misuse of guidance time must be avoided; the counselor's functions should gradually approximate a more ideal counselor role.

Within the educational setting, the counselor is

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<sup>11</sup> Ibid.

subjected to various role demands and pressures from a number of sources, chief of which is the school administrator. The attitude of the school administrator is central to the development of an effective guidance program; he is the leader of the school program and thus plays a major role in determining the functions of each staff member, including the counselor. It is usually when the counselor wants to function in ways incongruent with the principal's expectations that a role conflict emerges. When a role conflict develops it is vital that the counselor be fully aware of his professional role and responsibilities; otherwise, he may find himself spending too much time on non-counseling functions.

In Newfoundland and Labrador, where guidance and counseling is new and somewhat unfamiliar to many of the schools, it is important to find out what principals expect of their counselors. Are the principals' expectations in agreement with those of the counselors? To what extent is the counselor's role performance guided by the expectations of the principal? Is there any relationship between the level of the counselor's professional counselor education and the extent to which his role performance might be similar to the expectations of the principal?

Like counselors in the other Canadian provinces and in the United States, Newfoundland school counselors face a dilemma created by their level of professional counselor

education and factors in the educational setting. Those counselors with limited counselor training may find themselves consciously and/or unconsciously spending time on non-counseling functions because they really do not know what their professional functions should be. Counselors trained at the graduate level may become frustrated because principals impose or try to impose duties upon them which they feel deviate from appropriate counselor functions. Such problems and questions about the counselor's role and the factors related to that role merit careful investigation.

Without laying claims to all-inclusiveness, this study should provide further clarification of the school counselor's role in Newfoundland and Labrador. Specifically, the study should prove significant in the following ways:

1. It should provide information on the present professional level of guidance in the schools of Newfoundland and Labrador. Insights into the types of functions which counselors are actually performing, the amount of time they devote to the various functions, and whether or not they are satisfied with the actual amount of time spent on these functions will aid in assessing the quality of our guidance programs being promoted and how the incumbent counselors feel about these programs.
2. It should provide information on any existing relationship between the professional level of guidance being performed in our schools and the counselor's educational setting, his counselor educational background, and his professional experience. Such information would prove beneficial in encouraging incumbent counselors to extend their counselor education to a more professional level.

3. The study should prove helpful in developing the counselor's professional consciousness of enabling him to compare himself in a number of significant ways to other counselors in similar positions throughout the province.
4. The findings should prove helpful to superintendents, principals, and other educational personnel in understanding more clearly the nature of the guidance program and the work of the counselor.
5. It should aid counselor educators in evaluating the effectiveness and the use of courses designed to prepare counselors for Newfoundland and Labrador schools.
6. The study could indicate the need for counselors to clarify their roles to their employers.
7. The study should prove helpful in assessing the advancements made in our provincial guidance services since the survey made by Dr. H.H. Way in 1969-1970.
8. The study should provide information on the work of the counselor in Newfoundland and Labrador to those who may be considering counseling as their lifework, but who are having difficulty in making a decision because of the lack of practical information.

#### Statement of Hypotheses

The following hypotheses are presented for this study in null form:

Hypothesis 1. There is no significant difference between the mean scores of how counselors, as a group, actually spend their time on individual guidance functions and how they believe their time should ideally be spent on each of these functions. (The functions are listed in Section II of the questionnaire).

H<sub>1</sub>: NA = NB

A: NA ≠ NB

Hypothesis 2.1. There is no significant difference between the mean scores of the administrators' opinions of what the counselor's role should be for each of the guidance

functions and the mean scores of the counselors' actual role for each of the guidance functions.

H:  $NA = NB$       A:  $NA \neq NB$

- 2.2. There is no significant difference between the mean scores of the administrators' opinions of what the counselor's role should be for each of the guidance functions and the mean scores of the counselors' ideal role for each of the guidance functions.

H:  $NA = NB$       A:  $NA \neq NB$

- Hypothesis 3.1. There is no significant difference between the actual mean scores of counselors with a Master's degree in guidance on each of the guidance functions and the actual mean scores of counselors with an incomplete Master's degree in guidance on each of the guidance functions.

H:  $NA = NB$       A:  $NA \neq NB$

- 3.2. There is no significant difference between the ideal mean scores of counselors with a Master's degree in guidance on each guidance function and the ideal mean scores of counselors with an incomplete Master's degree in guidance on each guidance function.

H:  $NA = NB$       A:  $NA \neq NB$

- Hypothesis 4. There is no significant difference between the actual mean scores and the ideal mean scores of counselors with a Master's degree in counselor education on each guidance function.

H:  $NA = NB$       A:  $NA \neq NB$

- Hypothesis 5. There is no significant difference between the actual and ideal mean scores on each guidance function for counselors with an incomplete Master's degree in counselor education.

H:  $NA = NB$       A:  $NA \neq NB$

Hypothesis 6.1. There is no significant difference between the actual mean scores on each guidance function for counselors above the mean age and the actual mean scores on each guidance function for counselors equivalent to or younger than the mean age.

H:  $NA = NB$  A:  $NA \neq NB$

6.2. There is no significant difference between the ideal mean scores on each guidance function for counselors above the mean age and the ideal mean scores on each guidance function for counselors equivalent to or younger than the mean age.

H:  $NA = NB$  A:  $NA \neq NB$

Hypothesis 7.1. There is no significant difference between the actual mean scores of counselors with one year or less of counseling experience and the actual mean scores of counselors with more than one year of counseling experience for each of the guidance functions.

H:  $NA = NB$  A:  $NA \neq NB$

7.2. There is no significant difference between the ideal mean scores of counselors with one year of counseling experience and the ideal mean scores of counselors with more than one year of counseling experience for each of the guidance functions.

H:  $NA = NB$  A:  $NA \neq NB$

Hypothesis 8.1. There is no significant difference between the actual mean scores of counselors with administrative experience and the actual mean scores of counselors with no administrative experience on each of the guidance functions.

H:  $NA = NB$  A:  $NA \neq NB$

8.2. There is no significant difference between the ideal mean scores of counselors with administrative experience and the ideal

mean scores of counselors with no administrative experience on each of the guidance functions.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 9.1. There is no significant difference between the actual mean score on each guidance function for counselors with five years or less of teaching experience and the actual mean score on each guidance function for counselors with more than five years of teaching experience.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 9.2. There is no significant difference between the ideal mean score on each guidance function for counselors with five years or less of teaching experience and the ideal mean score on each guidance function for counselors with more than five years of teaching experience.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 10.1. There is no significant difference between the actual mean scores on each guidance function for part-time counselors and the actual mean scores on each guidance function for full-time counselors.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 10.2. There is no significant difference between the ideal mean scores on each guidance function for part-time counselors and the ideal mean scores on each guidance function for full-time counselors.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 11.1. There is no significant difference between the actual mean scores on each guidance function for counselors working in an educational setting for one year and the actual mean scores on each guidance function for counselors working in an educational setting for more than one year.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 11.2. There is no significant difference between the ideal mean scores on each guidance function for counselors working in an educational setting for one year and the ideal mean scores on each guidance function for counselors working in an educational setting for more than one year.

H: NA = NB

A: NA  $\neq$  NB

Hypothesis 12.1. There is no significant difference between the actual mean scores on each guidance function for counselors working at one school level and the actual



mean scores on each guidance function for counselors working at two school levels.

H:  $NA = NB$       A:  $NA \neq NB$

- 12.2. There is no significant difference between the ideal mean scores on each guidance function for counselors working at one school level and the ideal mean scores on each guidance function for counselors working at two school levels.

H:  $NA = NB$       A:  $NA \neq NB$

- Hypothesis 13.1. There is no significant difference between the actual mean scores on each guidance function for counselors working at one school level and the actual mean scores on each guidance function for counselors working at more than two school levels.

H:  $NA = NB$       A:  $NA \neq NB$

- 13.2. There is no significant difference between the ideal mean scores on each guidance function for counselors working at one school level and the ideal mean scores on each guidance function for counselors working at more than two school levels.

H:  $NA = NB$       A:  $NA \neq NB$

- Hypothesis 14.1. There is no significant difference between the actual mean scores on each guidance function for counselors with a student ratio equivalent to or less than five hundred and the actual mean scores on each guidance function for counselors with a student ratio greater than five hundred.

H:  $NA = NB$       A:  $NA \neq NB$

- 14.2. There is no significant difference between the ideal mean scores on each guidance function for counselors with a student ratio equivalent to or less

than five hundred and the ideal mean scores on each guidance function for counselors with a student ratio greater than five hundred.

H: NA = NB

A: NA  $\neq$  NB

## II. ASSUMPTIONS

It is assumed that:

1. The instrument used in the study is adequate for measuring counselor roles and factors related to these roles.
2. The responses to the instrument are valid.

## III. LIMITATIONS

1. The study is limited to the school counselors employed in Newfoundland and Labrador.
2. The study is limited by the extent to which counselors fail to respond to items on the questionnaire.
3. The fact that related guidance functions are grouped under a major heading limits the possibility of finding out how much time is actually devoted to each function within the group. (See questionnaire, Appendix A).

## IV. DEFINITION OF TERMS

Counselor. A person within the school setting who had devoted a minimal of 20 per cent of his working time to guidance and counseling functions.

Actual counselor role. The guidance and counseling functions which the counselors stated they were performing in their school settings.

Ideal counselor role. The guidance and counseling functions which the counselors stated they should be performing in their schools if they could structure a work situation for themselves.

Administrator. The leader of the school program. He determines school policy as well as the functions of each staff member, including the school counselor.

Part-time counselor. One who devotes an assigned portion of his professional time to duties other than guidance and counseling.

Full-time counselor. One who devotes his total professional time to guidance and counseling functions within the school setting.

Counselor's administrative experience. Any part or present situations whereby the counselor performed or performs a principal's role within a school setting.

School levels. Refer to the Elementary, Junior High, High School, and District positions in which the counselors work.

Professional counselor education. This term refers to specialized graduate training in counseling and related guidance services.

Educational background. Throughout the study the term describes any level of university training which the incumbent counselor had acquired either in guidance and counseling or in other professional areas (i.e. teaching, administration, nursing, business).

Professional experience. The counselor's working background in education and other fields for which he was qualified.

No counselor education. The term referred to any counselor who had not received any training in guidance and counseling at the graduate level.

Role conflict. This term shall be interpreted as meaning the extent to which the counselor's actual and ideal roles are not congruent.

#### V. SUMMARY

This Chapter presented a statement of the problem to be investigated, the significance of the study, a resumé of the history of the problem and its present status, the limitations of the study, and definitions of terms unique to the study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This Chapter is divided into four major sections, as follows:

#### I. COUNSELOR ROLE PROBLEMS: USE OF GUIDANCE TIME.

This section presents literature related to time spent by counselors on non-guidance functions, factors attributing to such counselor time misuse, and proposed roles and functions which the professional counselor should perform.

#### II. COUNSELOR ROLE PREPARATION.

This section presents literature on the relationship between inadequacies in counselor role and the quality of counselor education programs, the counselor's level of professional training, and teaching experience.

#### III. FACTORS IN THE EDUCATIONAL SETTING INFLUENCING COUNSELOR ROLE.

The major factors considered will be the principal's influence, the counselor's pupil ratio, and the counselor's performance of professional duties other than guidance and counseling.

#### IV. SUMMARY.

This section presents a summary of the literature related to the topic under study.

#### I. COUNSELOR ROLE PROBLEMS: USE OF GUIDANCE TIME

Riese and Stoner wrote that:

One need not delve too far into the literature and reports of research to learn that the functions and the role of the school counselor have not been agreed upon. Not only do administrators, teachers, parents, and students have diverse and varied perceptions of the functions and the role of the school counselor, but counselors themselves are not in accord.<sup>1</sup>

The counselor is often found spending time performing functions which should be performed by other school personnel. A survey conducted by Lytton on thirteen top quality schools in the United States showed that "much counselor time is taken up by quasi-clerical and administrative duties . . . ." <sup>2</sup> Lytton estimated that such activities consume between 75 to 95 per cent of the counselor's time. Similarly, Martyn found that counselors in the San Francisco Bay area were spending from 43.1 to 80 per cent of their time on clerical work. <sup>3</sup>

Stewart reported that a study conducted by Sevdy on the distribution of working time by counselors in California showed that:

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<sup>1</sup> H.C. Riese and W.G. Stoner, "Perceptions of the Functions and Role of the School Counselor," The School Counselor, XVII (November, 1969), p. 1263.

<sup>2</sup> H. Lytton, "School Counseling - An Outside View," Personnel and Guidance Journal, XLVII (September, 1968), pp. 13-14.

<sup>3</sup> K.A. Martyn, "We are Wasting the Counselor's Time," California Journal Secondary Education, XXXII (November, 1957), pp. 439-441.

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... A considerable proportion of their time was spent in such noncounseling tasks as substitute teaching, administrative functions, attendance accounting, hall duty, punishing discipline cases, and chaperoning student social events.<sup>4</sup>

In a study of 106 counselors in the Long Island Guidance Association, Purcell pointed out the loss of time caused by the assignment of counselors to such a variety of chores as assigning students to classes, keeping daily attendance records, checking registers, recording test results or transcripts, preparing the school schedule and dealing with attendance problems. Purcell found that 70 per cent of these counselors spent one-half a day on clerical duties.<sup>5</sup>

Other studies have also shown the counselor's time to be misused and/or abused. In an article entitled "A Bill of Rights for School Counselors," Stewart stressed the urgent need for counselors to perform the functions which the term counselor implies. He stated that:

... Appointed as counselors, they frequently serve as clerks, disciplinarians, or attendance accountants. Because of this misrepresentation, many counselors are discouraged and ashamed of their services.<sup>6</sup>

Cody observed that counselors are performing roles and functions in many absurd situations. He stated that:

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<sup>4</sup>C.C. Stewart, "A Bill of Rights for School Counselors," Personnel and Guidance Journal, XXXVII (March, 1959), p. 501.

<sup>5</sup>F.E. Purcell, "Counseling Assignments and Efficiency," Vocational Guidance Quarterly, V (November, 1957, pp. 111-113.

<sup>6</sup>Stewart, op.cit., p. 500.

... Keeping a wall size chart of classroom schedules, monitoring the lunch room, head ticket taker for athletic events, keeping attendance records, copying test scores, and serving as secretary for the administrative council meetings are a few examples . . .<sup>7</sup>

Gannon said that, "(counselors) are often involved in duties that few individuals could seriously construe as guidance . . . many of their efforts more logically classify them as 'junior administrators'".<sup>8</sup> Like Gannon, Noble contended that, "Many counselors . . . are functioning more as junior administrators or over-paid clerks than counselors."<sup>9</sup> Also, in an article entitled, "The School Counselor's Role Dilemma," Boy called particular attention to the counselor's lack of sufficient time in establishing therapeutic counseling relationships. He stated that:

He (counselor) bears the title "counselor" but usually he hasn't the time to involve himself in an interpersonal counseling relationship with a troubled student since he is too busy with programming, interviewing students who are academic failures, handling discipline problems, checking absences, arranging a co-curricular activities schedule and handling a variety of other administrative duties.<sup>10</sup>

<sup>7</sup> John J. Cody, "Rethinking the Purposes of Guidance," Bulletin of the National Association of Secondary School Principals, XLVIII (April, 1964), p. 13.

<sup>8</sup> F.B. Gannon, "Counselors in Action," The School Counselor, XIII (October, 1965), p. 41.

<sup>9</sup> F.C. Noble, "Why Don't Counselors Counsel?" The School Counselor, XVI (November, 1968), p. 97.

<sup>10</sup> A.V. Boy, "The School Counselor's Role Dilemma," The School Counselor, IX (May, 1962), p. 129.



Like Boy, Wrenn also was of the opinion that counselors have little time to do real counseling. He said that:

Counselors are pulled away from their counselor functions in two ways: (a) in performing guidance program functions other than counseling; and (b) in doing clerical work, serving as advisor to clubs, assemblies, and social events, substituting for absent teachers, and engaging in similar non-guidance activities.<sup>11</sup>

Many studies have indicated that the counselor's time is not always utilized in accordance with his professional skills. Specifically, the indications are that the counselor is spending too much time on clerical work.

Kaplan said that:

A guidance counselor, as a professionally trained person, spends his time best at guidance activities. If an inordinate amount of time is spent at clerical tasks, guidance quality and output will suffer.<sup>12</sup>

However, many writers are not in agreement on what constitutes clerical tasks for the counselor. Goldstein indicated that, although many of the clerical duties performed by counselors could be handled more expeditiously and with less expense by a school clerk, certain clerical tasks require the professional judgement and skills of the counselor. In this list he included checking on test scores, preparing bulletins, and working with pupil records.

<sup>11</sup> C.G. Wrenn, The Counselor in a Changing World, (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 141.

<sup>12</sup> B.A. Kaplan, "The Role and Duties of the New Guidance Director," The National Association of Secondary-School Principals Bulletin, XLI (November, 1957), p. 51.

as suitable counselor clerical functions.<sup>13</sup> Similarly,

Hoyt said that:

While the administration and enforcement of attendance regulations and student codes of conduct are the responsibility of the school administrator, the counselor should be expected to become involved at the request of the principal in many cases. This involvement should extend to searching for causes of behaviour . . .<sup>14</sup>

In a CALIFORNIA GUIDANCE NEWSLETTER, published in 1950, the assumption was made that, " . . . a certain amount of clerical work is necessary to the proper functioning of a guidance service . . ."<sup>15</sup> The newsletter further added that some counselors had worked out more effective ways of handling clerical duties than others.

Again, Martinson indicated that some administrative responsibilities are suitable counselor functions. However, in contrast to Goldstein and Hoyt, Martinson stated that, "Clerical duties involving records or attendance reports curtail possible guidance contributions."<sup>16</sup>

<sup>13</sup> H.A. Goldstein, "Job Analysis of Junior and Senior High School Counselors," Industrial Arts and Vocational Education, XXXIX (December, 1950), pp. 386-388.

<sup>14</sup> K.B. Hoyt, "What the School Has a Right to Expect of its Counselors," Personnel and Guidance Journal, XL (October, 1961), p. 131.

<sup>15</sup> K.A. Martyn, "Counselors Revealed as Clerical Workers," Occupations, XXIX (January, 1951), p. 294.

<sup>16</sup> R.A. Martinson, "Duties of Elementary School Counselors," Occupations, XXX (December, 1951), p. 169.

It is apparent then, that counselors have met frustrations when trying to define their role. In many instances, their concepts of appropriate counselor role are not coinciding with their actual role performance.

As Katz portrayed it:

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 rôle, he is like an actor on a stage surrounded by prompters. Even though he may not have faltered or solicited any help, all these prompters simultaneously may throw him different lines. How can he decide which script to follow?<sup>17</sup>

A study conducted by Hitchcock on approximately two thousand counselors in forty-eight states in the United States showed such striking contrasts between what counselors were doing and what they believed they should not be doing, that Hitchcock doubted whether or not the counselors themselves knew what their counseling roles really were.<sup>18</sup> In his dissertation study, Tennyson found that school counselors in Missouri were not fully satisfied with their actual counselor roles. Like Hitchcock, Tennyson found that great variability existed in the time that counselors spent on guidance activities and their perceptions as to

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<sup>17</sup> M. Katz, "The Role of the Guidance Counselor," Bulletin of the National Association of Secondary School Principals, XLVII (September, 1963), p. 1.

<sup>18</sup> W.L. Hitchcock, "Counselors Feel They Should," Personnel and Guidance Journal, XXXII (October, 1953), pp. 72-74.

how their time should be spent.<sup>19</sup> In a similar study on actual, ideal and expected roles of secondary school counselors in Wisconsin, Dahlem reported that the counselors showed a desire to participate in more professional duties than they were then doing.<sup>20</sup> Koch spoke of the counselor's confusion in role performance in this way:

There are numerous well-established counseling "mispractices," so well stamped in that counselors can no longer discriminate what they do from what they should be doing.<sup>21</sup>

Addressing themselves to the same issue, Hart and Prince said that:

Ideally his professional activities should be guided by pupil personnel philosophies and techniques which have as their basis sound research support. In practice, however, the counselor probably adopts a more pragmatic position, and the result is an interaction between the role conceptions of others and his own perceptions of what he should be doing.<sup>22</sup>

Apparently, the school counselor is faced with a dilemma whereby he devotes time and effort to functions

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<sup>19</sup> W.W. Tennyson, "An Analysis of the Professional Guidance Position of Certified Secondary School Counselors in Missouri," (Unpublished doctoral dissertation, University of Missouri, 1956), p. 3.

<sup>20</sup> G.G. Dahlem, "Actual, Ideal and Expected Role Concepts of Secondary School Counselors," The Journal of Educational Research, LXIV (January, 1971), p. 207.

<sup>21</sup> J.H. Koch, "The Trouble with Counseling," The School Counselor, XIX (May, 1972), p. 173.

<sup>22</sup> D.H. Hart and D.J. Prince, "Role Conflict for School Counselors: Training Versus Job Demands," Personnel and Guidance Journal, XLVIII (January, 1970), p. 374.

which he feels deviate from his own concept of appropriate counseling practice. A verbal statement recorded by Stewart in his study of secondary school counselors summarizes this dilemma very well: "I never had such a frustrating job in all my life. I have no time to do any real counseling."<sup>23</sup>

Related to the evidence that the counselor's time is being misused in the schools are the causes of such misuse and role confusion. Johnson proposed that the time dilemma and role confusion is probably caused by a semantic problem in defining counseling and guidance. He suggested that if a division were made between these two separate but interdependent functions, then counselors would not be obligated to perform the functions of the guidance worker.<sup>24</sup> Referring himself to Johnson's proposal, Daldrup said that:

While there would be problems and hurdles to overcome before the above situation comes into existence, many counselors in the field, as well as school administrators, see it as the only effective way to solve the time dilemma of the school counselor.<sup>25</sup>

Concern with semantics as a contributory factor to counselor role confusion has also been discussed by such well known

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<sup>23</sup> Stewart, op.cit., p. 501.

<sup>24</sup> B.G. Johnson, "Guidance and Counseling: A Serious Error in Nomenclature," Counselor Education and Supervision, V (Summer, 1966), pp. 198-204.

<sup>25</sup> R.J. Daldrup, "Counselor Time: A Persisting Problem," Counselor Education and Supervision, VI (Spring, 1967), p. 186.

writers and researchers as Boy and Pine (1963), Harry and Wolf (1963), Froehlich (1958), Miller (1968) and Crow and Crow (1951).

Other writers have placed the counselor himself at fault for the role confusion because of his failure to define his professional role within the school setting. Tennyson said that the counselor must strive to define his proper role according to his professional consciousness and learn to avoid functions which are not his.<sup>26</sup> Arbuckle examined the concepts and attitudes of school counselors and their principals and suggested that counselor role confusion may be caused by differences in counselor and administrator personalities. He concluded that:

It would seem essential that the school counselor have enough awareness of the uniqueness of his professional tasks and his professional responsibilities so that he can help the administrator understand these functions and responsibilities.<sup>27</sup>

Peters stated that:

If we do not define our duties, we will be saddled with tasks and responsibilities that not only take time away from our primary concerns, but actually interfere with the guidance function.<sup>28</sup>

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<sup>26</sup>W.W. Tennyson, op. cit.

<sup>27</sup>D.S. Arbuckle, "A Question of Counselor Function and Responsibility," Personnel and Guidance Journal, XLVII (December, 1968), p. 344.

<sup>28</sup>H. Peters, "The School Counselor's Emerging Responsibilities," The School Counselor, IX (May, 1962) pp. 134-135.

Arnold's study on counselor duties also revealed that a great deal of time was being spent on nonguidance functions; he called attention to the counselors' apparent lack of thought as to the purpose of their activities and posed the provocative question: "Are counselors themselves clear as to what they really want to do?"<sup>29</sup> Arbuckle was more direct: "Some counselors, then, whether they perform their questionable acts because of ignorance or because of their own weaknesses, are a menace to the profession."<sup>30</sup> The counselor must take an active role in establishing a professional identity for himself. A former President of the American School Counselor Association, Frank Morin, urged that:

We, the counselors, must become accountable for initiating necessary changes in our profession or face the alternative of having some other professional group determine our destiny.<sup>31</sup>

Similarly, Shertzer and Stone claimed that the counselor must take the major responsibility for role definition, even to the point of becoming, at times, 'the militant counselor.'<sup>32</sup> Like Shertzer and Stone, Pietrofesa and

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<sup>29</sup>D.L. Arnold, "Time Spent by Counselors and Deans," Occupations, XXVII (March, 1949), pp. 391-393.

<sup>30</sup>D.S. Arbuckle, Counseling: Philosophy, Theory and Practice, (2d ed.; Boston: Allyn and Bacon, Inc., 1970), pp. 99-100.

<sup>31</sup>Frank E. Morin, "The President's Message," The School Counselor, XVII (January, 1969), p. 3.

<sup>32</sup>B. Shertzer and S. Stone, "The Militant Counselor," Personnel and Guidance Journal, XLII (December, 1963), pp. 342-347.

Vriend strongly contended that:

Counselors can no longer afford to be subservient in their educational enterprise. They cannot allow themselves to be tossed hither and yon based on the whims of administrators and teachers. Cooperatively, much can be done for the proper redefinition of counselor role . . . But counselors must be willing to stand up and be counted.

Confrontation, at times, may be what is most needed.<sup>33</sup> In addressing himself to the same issue, Arbuckle stated that:

The counselor must resist the tendency in the name of good fellowship and harmony, to become saddled with a series of tasks which, while possibly quite essential, are those of teachers and administrators, not counselors.<sup>34</sup>

It is evident from the studies that much of the confusion and frustration over counselor role is created by the counselor himself. As Knapp and Denny stated:

Although there is a tendency to place 'blame' for this situation on an uninformed administrator or school staff that is not 'guidance oriented', it is equally if not more closely related to the counselor's own lack of initiative in at least tentatively delineating his role.<sup>35</sup>

The school counselor must begin to take the initiative to

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<sup>33</sup>J.J. Pietrofesa and J. Vriend, The School Counselor as a Professional, ed. William H. Van Hoose and Edward G. Adamed (Itasca: F.E. Peacock Publishers, Inc., 1971), p. 39.

<sup>34</sup>D.S. Arbuckle, "Does the School Really Need Counselors?" The School Counselor, 17 (May, 1970), p. 329.

<sup>35</sup>D.L. Knapp and E.W. Denny, "The Counselor's Responsibility in Role Definition," Personnel and Guidance Journal, XL (September, 1961), p. 48.



organize his time within the school setting and establish priorities on functions and roles. As Koch stated:

In the 1970's it is imperative that counselors (not administrators) defend their own role and function, and demonstrate physical exemplars of specific individual outcome.<sup>36</sup>

Many writers have suggested specific roles, functions, and concepts that the counselor should develop in order to establish a professional identity. Hoyt, for example, emphasized three types of activities in which the school counselor must engage in defining counselor role: (1) relating directly with students -- one-half time; (2) relating with other personnel contributing to the total guidance program -- one-third time; and (3) organizing, studying, and interpreting data required for successful accomplishment of activities (1) and (2) -- one-sixth time.<sup>37</sup> Similarly, in 1962 the American School Counselor Association suggested that the counselor should divide his time among four main functions. They are as follows:

(a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time 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

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<sup>36</sup> Wrenn, op.cit., p. 137.

<sup>37</sup> K.B. Hoyt, "Guidance: A Constellation of Services," Personnel and Guidance Journal, XL (April, 1962), p. 694.

nor encouraged as part of the counselor's regular work schedule.<sup>38</sup>

Pruett and Brown studied the extent to which counselors in Indiana were following the above recommendations by ASCA on professional use of counselor time. It was found that counselors were spending approximately 50 per cent of their time in areas (a) and (b) instead of the recommended two-thirds to three-fourths; about one-quarter of assigned time was spent on nonguidance functions.<sup>39</sup>

Within the past decade, a sociological approach to guidance has developed. For example, Richardson felt that the essential role of the counselor, to distinguish his role from that of teacher and other educational personnel, is:

To assist in the process of educating individuals by helping them . . . learn to study and know themselves as subjects through the course of their development as persons in a social context.<sup>40</sup>

Lipsman proposed that:

Action or involvement in the community's major issues is an appropriate strategy for counseling, consistent with fundamental philosophy, major professional guidelines, and day-to-day operations.<sup>41</sup>

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<sup>38</sup> Wrenn, op.cit., p. 137.

<sup>39</sup> R.F. Pruett and D. Brown, "Guidance Worker's Use of Assigned Guidance Time," The School Counselor, XIV (November, 1966), pp. 90-93.

<sup>40</sup> H.D. Richardson, "Preparation for Counseling as a Professional," Counselor Education and Supervision, VII (Winter, 1968), p. 127.

<sup>41</sup> C.K. Lipsman, "Revolution and Prophecy: Community Involvement for Counselors," Personnel and Guidance Journal, XLVIII (October, 1969), p. 97.

Other writers and researchers such as Weinberg (1968), Leacock (1968), Cicourel and Kitsuse (1963), and Stewart and Warnath (1965) have also suggested that the counselor spend his guidance time as a "social engineer." In response to the sociological view of the counselor's role, Boy and Pine stated that:

We would resist converting the school counselor into a school sociologist whose primary responsibility would be the reconstructing of the societal context of the school . . . The school counselor's primary responsibility is counseling.<sup>42</sup>

In summary, debate and controversy continue from many quarters on the professional use of the counselor's guidance time. In the light of such controversy and critical issues, Niehaus said that:

It serves little constructive purpose to lay the blame exclusively at any particular doorstep. Everyone -- counselors, supervisors, trainers, and administrators -- has contributed to and shares a responsibility in this matter.<sup>43</sup>

Our major task is to develop a professional counselor role. As Riese and Stoner said:

Since one of the major problems confronting the guidance counselor is that of his function and role in the school, it appears that such conflicts should be resolved so that friction can be minimized and ambiguity of role can be diminished.<sup>44</sup>

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<sup>42</sup> A.V. Boy and G.J. Pine, "A Sociological View of The Counselor's Role: A Dilemma and a Solution," Personnel and Guidance Journal, XLVII (April, 1969), p. 736.

<sup>43</sup> S.W. Niehaus, "The Counselor Menagerie," Phi Delta Kappan, XLVII (January, 1966), p. 253.

<sup>44</sup> H.C. Riese and W.G. Stoner, "Perceptions of the Functions and Role of the School Counselor," p. 128.

## II. COUNSELOR ROLE PREPARATION

Bentley stated that:

The issue of counselor preparation necessarily runs throughout any exploration of counselor role since, invariably, the quality of preparation will greatly influence role performance.<sup>45</sup>

In an article entitled, "Forces Influencing the Counselor's Role," Moler said that:

I do not think that we are doing a very good job in all areas of counselor education. The problem here is that we have all kinds of counselor education programs, and again no uniformity. Until we come to some kind of an agreement as to where we are going in the counselor planning program, I believe we will have a difficult time defining counselor roles.<sup>46</sup>

Like Moler, Pierson claimed that lack of agreement among counselor educators on what an adequate counselor education program should be makes it difficult to define counselor roles. To illustrate his contention he wrote that:

There are counselor training programs oriented to social work, clinical psychology, remedial teaching, differential psychology, speech therapy, home economics, and educational administration.<sup>47</sup>

Other writers have criticized the quality of counselor

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<sup>45</sup> Joseph C. Bentley (ed.), The Counselor's Role: Commentary and Readings (Boston: Houghton Mifflin Co., 1968), p. 13.

<sup>46</sup> D. Moler, "Forces Influencing the Counselor's Role," issued by Ray Page, Research in Education (prepared by Elementary School Guidance, Dept. of Guidance Services office of the superintendent of Public Instruction, Illinois, 1966), p. 21.

<sup>47</sup> G.A. Pierson, "Aesop and the School Counselor," Personnel and Guidance Journal, XXXII (1952), p. 236.

education programs. Arbuckle stated:

That some counselors perform nonprofessional tasks is not always, however, due to ignorance, feeble state departments, or inadequate school preparation . . . . The fault here lies on the doorstep of the counselor preparation institution . . . . Everytime a graduate of a counselor education program shows on the job that he is functioning in an unprofessional manner, the institution must look at its program, and at its admission policies, and feel that somehow, somewhere, it has not done the job that it should be doing.<sup>48</sup>

Similarly, Nelson and Fredrickson said that:

Perhaps counselor educators could assist in role clarification by re-examining their school counselor preparatory curricula for more self-searching opportunities whereby counselors can develop their role and "Hatch".<sup>49</sup>

Lytton discovered a need to re-examine the counselor education programs in his survey of top quality schools in the United States. He reported a discrepancy between what counselors' tasks were like in university courses and training and what actually went on in the counselor educational setting.<sup>50</sup> Hart and Prince compared principals' expectations on six counselor role dimensions to ideal roles as seen by counselor educators. They concluded that since all the principals--some principals had counselor

<sup>48</sup> D.S. Arbuckle, Counseling: Philosophy, Theory and Practice, p. 99.

<sup>49</sup> R.J. Nelson and R.H. Fredrickson, "School Counselor Problems: Colorado and Massachusetts," XLVI (December, 1967), p. 386.

<sup>50</sup> Lytton, op.cit., pp. 12-17.

training--differed remarkably from the ideal role as viewed by counselor educators, the counselor's role should be re-examined and possibly modified in the light of job demands.<sup>51</sup> Cody tended to attribute confusion in counselor role definition to guidance training when he stated that:

Apparently, professors of guidance have failed to select guidance personnel with promise or the educational experience provided have not equipped counselors with the knowledge and/or skills necessary to carry out guidance responsibilities in the secondary schools.<sup>52</sup>

The quality of the counselor education programs have also been examined and criticized by writers and researchers such as Ivey and Robin (1966), Goldin (1966), Daldup (1967), Boy and Fine (1963), Van Hoose (1970) and Malcoim (1971).

The level of the counselor's professional training will influence his role performance. Arpuckie said that: As long as the school counselor can be considered to be adequately educated by having picked up a few part-time courses . . . then it is surely ludicrous to talk in terms of the professional status and the professional competence of the school counselor.<sup>53</sup>

Richardson indicated that counseling cannot become a profession if students' needs are being met or served by lay

<sup>51</sup>Hart and Prince, op.cit., pp. 374-379.

<sup>52</sup>Cody, op.cit., p. 17.

<sup>53</sup>D.S. Arpuckie, "The Conflicting Functions of the School Counselor," Counselor Education and Supervision, 1 (Winter, 1961), p. 55.

# TIGHT BINDING

members. Special training in guidance on a two-year program was proposed by Richardson in order to help students to function in a complex and changing society.<sup>54</sup> Martyn said that, "Counselors purposely keep themselves busy with clerical work as a result of deficiencies in counseling skills."<sup>55</sup> In an article entitled, "Aesop and the School Counselor," Pierson claimed that one of the factors that make the school counselor so insecure is the performance of counseling assignments before he is adequately trained.<sup>56</sup> Bentley indicated that a great many practicing counselors fall into the category of sub-professionals according to the standards of the American Personnel and Guidance Association, which stated that a counselor should spend a substantial portion of a two year period in full-time graduate study.<sup>57</sup> Wrenn observed that:

The large-scale employment of counselors at a sub-professional level may affect negatively not only the autonomy of the professionally-qualified counselor but eventually the quality of the total service provided to the client.<sup>58</sup>

Hansen also noted that the sub-professional may complicate

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<sup>54</sup> Richardson, op.cit., pp. 124-131.

<sup>55</sup> Martyn, "We are Wasting the Counselor's Time," pp. 439-441.

<sup>56</sup> Pierson, op.cit., pp. 236-239.

<sup>57</sup> Bentley, op.cit., p. 15.

<sup>58</sup> Ibid., p. 16.

the process of clarifying counselor role. Often the sub-professional is identified with the professional counselor, thus diffusing the two roles. Hansen claimed that the sub-professional needs more supervision and less freedom of role to distinguish him from the professionally qualified counselor.<sup>59</sup> In an editorial comment, Harden claimed that too many counselors are without the training to "tackle" the students' problems. The arguments that counselors don't have enough time to do their guidance work are excuses to cover up for their lack of training.<sup>60</sup> Apparently, Hoyt threw his hands into the air at the whole counselor issue when he stated that:

There are too many inadequately prepared school counselors, too many substandard programs of school counselor education, too many inadequate certification provisions and too many ineffective programs of guidance services in existence.<sup>61</sup>

Another issue in counselor preparation is the necessity of teaching qualifications among those selected for the counselor education program. Hudson insisted that a counselor with teaching experience and qualifications knows what teaching entails and can appreciate the complexity of the teacher's job, thus providing for greater

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<sup>59</sup> Ibid.

<sup>60</sup> Editorial Comment, "Counseling Services Must be Improved," Occupations, XXX (April, 1952), pp. 536-537.

<sup>61</sup> Hoyt, "Guidance: A Constellation of Services," p. 696.



communication between the two.<sup>62</sup> Hudson may be considered representative of those such as Hoyt (1961), Pierson (1954), Tooker (1957), Ricker (1969), Norris (1960), and Weitz (1958) who all argued that a teaching background is of great importance in developing harmonious relationship with the staff and the principal. On the other hand, Arbuckle said that, "Teaching gives one so many bad counseling habits that a major function of counselor education is to help former teachers unlearn most of what they learned as teachers."<sup>63</sup> Stewart and Warnath protested that recruitment of counselors solely from the ranks of teachers shuts off new ideas from the guidance field.<sup>64</sup> Campbell demonstrated that people going into counseling with a teaching background used subroles in counseling similar to their teaching experiences and made significantly more use of tutoring, advising, and information giving than counselors without teaching experience.<sup>65</sup>

<sup>62</sup>G.R. Hudson, "Counselors Need Teaching Experience," Counselor Education and Supervision, 00 (Spring, 1961), pp. 24-27.

<sup>63</sup>Arbuckle, "The Conflicting Functions of the School Counselor," p. 54.

<sup>64</sup>L. Stewart and G. Warnath; The Counselor and Society: A Cultural Approach (Boston: Houghton Mifflin Company, 1965), Chapter 3.

<sup>65</sup>R.E. Campbell, "Counselor Personality and Background and his Interview Sub-Role Behaviour," Journal of Counseling Psychology, IX (1962), pp. 329-334.

Similar views were expressed by Cohen (1961), Brown and Peterson (1968), Rochester and Cottingham (1966), Barry and Wolf (1962), and Nugent (1966).

Defining the role of the counselor is a task which is complicated by a variety of counselor training programs being offered and the apparent lack of agreement about what should constitute an appropriate counselor preparation program. As Moler stated:

Certification is needed and national standards should be set up. Also, there is a need for greater cohesion between various counselor training programs even though they are designed to meet the needs of varying school programs and community needs. The kinds of roles the counselor should perform are to act as a member of the educational team, to provide helping relationships for students, to serve as a professional consultant to the students, to serve as a professional consultant to the staff, parents, teachers, children, and people in the community, to be able to develop and manage a guidance program, and to serve as a resource person making contacts with hospitals, using community resources, and finding psychologists. In the future, differing levels of counseling activity will exist and the term counselor may be changed to more accurately reflect the nature of counseling activities.<sup>66</sup>

### III. FACTORS IN THE EDUCATIONAL SETTING INFLUENCING COUNSELOR ROLE

Wasson and Strowig wrote that:

Studies of counselor role should always give adequate attention to the work settings of counselors, for these settings are related to some facet of role, and they may even influence role. Counselors cannot be understood apart from their

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<sup>66</sup> Moler, op.cit., p. 1.

situations. If these situations differ substantially, then counselor roles may differ as well.<sup>67</sup>

The most influential factor on counselor role within the school setting is the school administration. Gould said that, "Perhaps it is unnecessary to mention the fact that, if a counseling program is to be effective, it must be implemented through the support of the school administrator."<sup>68</sup> Kemp also observed that the principal is the major influence in determining the function of each staff member, including the counselor, and that the guidance program will have very little success if the counselor wants to function in ways incongruent with the expectations of the principal.<sup>69</sup> Erickson said that:

The attitude of the high-school principal is basically responsible for the effectiveness or ineffectiveness of the high school guidance program . . . . It is the school principal who encourages the counselor to work in effective ways or who vitiates the counselor's effectiveness by having him perform countless chores which bear little relation to acknowledged counselor functions.<sup>70</sup>

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<sup>67</sup>M. Wasson and R.W. Strowig, "Professional Isolation and Counselor Role," Personnel and Guidance Journal, XLIV (January, 1965), p. 460.

<sup>68</sup>L.M. Gould, "How can we provide Effective Counseling Services for Students in Junior and Senior High Schools?" Bulletin of the National Association of Secondary School Principals, XLII (1958), p. 154.

<sup>69</sup>C.G. Kemp, "Counseling Responses and Need Structure of High School Principals and of Counselors," Journal of Counseling Psychology, IX (1962), pp. 326-328.

<sup>70</sup>K.A. Erickson, "The Principal and the Counselor in a Changing World," Bulletin of the National Association of Secondary School Principals (April, 1962), p. 189.

Arbuckle examined the concepts and attitudes of the school administrator regarding the functions of the school counselor. He found that some administrators expected the counselor to discipline, to have courses in administrative and curriculum development, to be a teacher on assignment, and to have functions similar to college deans.<sup>71</sup>

Shertzer and Stone outlined several administrative deterrents to the development of an effective guidance program and claimed that "... administrators have been quick to assign ... clerical and administrative duties, such as taking attendance, scheduling, assigning discipline penalties, and doing substitute teaching" to counselors.<sup>72</sup> Hott felt that:

The administrator certainly must draw upon the resources of his staff including the counselor, but it is when clerical or semi-administrative tasks are included in the job description of the counselor that a re-evaluation is necessary.<sup>73</sup>

Sweeney reported that although counselors and principals ranked six counselor activities similarly on a survey conducted in Ohio, the administrators put more stress on

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<sup>71</sup> Arbuckle, "A Question of Counselor Function and Responsibility," pp. 341-345.

<sup>72</sup> B. Shertzer and S.C. Stone, "Administrative Deterrents to Guidance Program Development," pp. 40-43.

<sup>73</sup> I. Hott, "The Counselor in the Junior High Schools," Bulletin of the National Association of Secondary School Principals, XLVII, (September 1963), p. 86.

clerical and administrative functions for the counselor.<sup>74</sup> In a study comparing principals' expectations on six counselor roles with ideal counselor roles as seen by counselor educators, Hart and Prince concluded that there is a conflict between counselors and principals over counselor role, with the principal seeing the counselor as an all-around assistant for clerical work, monitoring, and teaching.<sup>75</sup> However, Schmidt studied the actual and ideal counselor role concepts among forty counselor-principal pairs and found that counselors and principals were much closer in agreement regarding counselor role than is popularly believed.<sup>76</sup> Similarly, Lund compared the perceptions of the ideal counselor role held by counselors, teachers, and principals in Minnesota and found that counselors and principals were in closer agreement than either was with teachers.<sup>77</sup> Apparently there is a conflict between counselors and principals over counselor role, although not necessarily in every situation. In an

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<sup>74</sup>T.J. Sweeney, "The School Counselor as Perceived by School Counselors and Their Principals," Personnel and Guidance Journal, XLIV (April 1966), pp. 844-849.

<sup>75</sup>Hart and Prince, loc.cit.

<sup>76</sup>L.D. Schmidt, "Concepts of the Role of Secondary School Counselors," Personnel and Guidance Journal, XLI (1962), pp. 600-605.

<sup>77</sup>D.R. Lund, "A Study of Counselor, Principal and Teacher Perceptions of the Secondary School Counselor," rev. by G.G. Dahlem, The Journal of Educational Research, LXIV (January, 1971), p. 205.

article entitled "Solution to School Counselor Role: Administrative Change," Humes said that the school counselor should be controlled by a director of guidance services rather than the school administrator, who is not professionally qualified to direct or supervise a guidance program. Humes stated that:

When this comes about the school counselor will be emancipated from quasi-instructional tasks, administrative trivia, and myriad clerical chores.<sup>78</sup>

In addressing the 45th annual principals' convention, Spears claimed that the school administrator should achieve better utilization of the time and energies of the school counselor. Spears suggested that principals must first have an adequate perspective regarding counselors, then initiate procedures for better use of the counselor's time, advance the sophistication of the counselor's role to attract pupils, provide clerical assistance, and aid the teachers to understand and appreciate guidance.<sup>79</sup> Addressing himself to the same issue, Koch said that:

The administrator's role (in counseling) is to provide the necessary climate, time and necessary facilities in order for the professionally certified counselor to obtain results.<sup>80</sup>

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<sup>78</sup>C.W. Humes, Jr., "Solution to School Counselor Role: Administrative Change," Counselor Education and Supervision, X (Fall, 1970), p. 89.

<sup>79</sup>M.J. Spears, "How Can We Make the Best Use of the Time and Energy of the Guidance Counselors We now Have," Bulletin of the National Association of Secondary School Principals, XLV (April, 1961), pp. 302-304.

<sup>80</sup>Koch, op.cit., p. 178.

Differences in perception of appropriate counselor roles between counselors and principals were also investigated by Filbeck (1965), Getzels and Guba (1954), Potiu (1967), Herr and Cramer (1965), and Dunlop (1963).

There appears to be a general consensus on what constitutes an adequate counselor-pupil ratio for an effective guidance program. Assuming that the counselor's work consists of eight basic functions, with counseling consuming 50 per cent of the counselor's time, Hoyt concluded that a full-time counselor is needed for every 400 students (in order for the counselor to perform at a minimal level of effectiveness).<sup>81</sup> Wrenn recommended that for a counselor to have a meaningful relationship with students, the pupil ratio should be approximately 300 students per counselor.<sup>82</sup> In a study to determine an adequate counselor-pupil ratio during a school year, Finley and Shertzer concluded that considering the amount and nature of contacts needed and expected by students and the counselor's time available for contact with pupils, teachers, parents and others, the counselor could serve 235 students.<sup>83</sup> The American School Counselor Association

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<sup>81</sup> K.B. Hoyt, "What Should be the Pupil Load for the School Counselor," Personnel and Guidance Journal, XXXIV (October, 1955), pp. 86-88.

<sup>82</sup> Wrenn, op.cit.

<sup>83</sup> R. Finley and B. Shertzer, "What is an Adequate Counselor-Student Ratio," School Counseling: Perspectives and Procedures, ed. H.J. Peters and M.J. Bathory (Itasca: F.E. Peacock Publishers, Inc., 1968), pp. 291-297.

recommended that the counselor's pupil load should not exceed 250-300 students, in order that the counselor may carry out his functions effectively.<sup>84</sup> The Newfoundland

Royal Commission on Education and Youth stated that,

"Ideally, there should be one school counselor for every 250 to 300 students."<sup>85</sup> Such writers and researchers as Cherks (1958), Shertzer and Stone (1968), Stewart (1959), and Kennedy (1971) expressed similar opinions on adequate counselor-student ratio. However, as Finley and Shertzer cautioned that:

A counselor-student ratio, however carefully computed, cannot be regarded as an enduring and universal standard but rather should be determined for each counselor based upon his characteristics and the students he serves within a particular school.<sup>86</sup>

Very little of the literature dealt with the effect that the counselor's performance of professional duties other than counseling had upon the counselor's role.

However, Arbuckle stated that;

Every individual who has a part-time counseling function . . . should check carefully to determine the degree to which he is being rendered ineffective as a counselor because of his other conflicting functions. He might exert every effort to see that he becomes either a full-time teacher, or a full-time counselor, and we may hope that the day is not too far off when every school counselor is a fully qualified professional worker. This he can never be

<sup>84</sup> Pietrofesa and Vriend, op.cit., p. 183.

<sup>85</sup> Warren, Report of the Royal Commission on Education and Youth, II, pp. 23-24.

<sup>86</sup> Finley and Shertzer, op.cit., p. 297.



if he is satisfied to accept a dual role, a part-time status, which makes him an ineffective fish and an equally ineffective fowl.<sup>87</sup>

Peters provided a suitable summary for the three prior sections of this chapter when he wrote that:

If we are to be valid entities, secure within the educational team, our duties must be realistically assigned; loads must be rational, and counseling time must not be squandered on items which could best be handled by clerical help and lower echelon administrators.<sup>88</sup>

#### IV. SUMMARY

Section I of this chapter has presented research findings to support two positions: (1) the school counselor has been found spending time performing nonguidance roles and functions at the expense of his professional duties, and (2) a number of studies have indicated that three factors contribute significantly to counselor role confusion: a semantic problem in defining counseling and guidance, the counselor's own lack of initiative in defining his professional role, and conflicts among educators concerning what the professional roles and functions of the professional school counselor really are.

Section II has presented research findings which identified factors in the counselor's educational and

<sup>87</sup>Arbuckle, "Conflicting Functions of the School Counselor," p. 59.

<sup>88</sup>D.L. Peters, "Professional Identity," The School Counselor, 18 (May, 1971), p. 307.

experiential backgrounds which have attributed to counselor role confusion. The main factors presented were varying types of curricula in counselor education programs, the level of the counselor's professional training in guidance and counseling; and teacher qualifications and experience.

Section III has presented research findings on three factors within the counselor's educational setting which influence the professional performance of the school counselor: the attitude of the school administrator towards the guidance program, the counselor-student ratio, and the counselor's professional duties other than counseling.

## CHAPTER III

### METHOD OF COLLECTION AND TREATMENT OF DATA

#### I. THE QUESTIONNAIRES

Two questionnaires were developed by the investigator from authoritative resources available in the literature on the functions and roles of the school counselor. No particular methods, procedures or items were adopted from any single study or researcher for the questionnaires. Specifically, the sources for the questionnaires were as follows:

1. Previous research studies, surveys and articles on the role of the school counselor.
2. Textbooks on principles and methods of school guidance programs.
3. Booklets and statements of school counselor duties and roles as prepared by the Division of Special Services of the Department of Education for Newfoundland and Labrador and by the Newfoundland Guidance Association.
4. The investigator's own training in counselor education at the Master's level from July, 1971 to April, 1972.
5. Interviews and consultation with counselor educators at Memorial University while the questionnaire was being devised.

As a result of critical analysis made by a number of counselors employed in various St. John's school settings, a number of graduate students in guidance, and on suggestions made by the writer's thesis supervisor, several

revisions were made in the original questionnaires. The questionnaires which appear in Appendix A were the instruments used in the collection of data for the study.

The counselor questionnaire was divided into two sections. Section I required the respondent to provide certain personal, professional, and experimental data such as age, educational background, length of time in present setting as a counselor, and the school level(s) in which the counselor was working. Section II contained eight roles and functions which consume the counselor's time in the educational setting. These were as follows:

- A. Assistance to students.
- B. Conducting follow-up research on students and/or curriculum.
- C. Parent consultant.
- D. Teacher consultant.
- E. Administrative consultant.
- F. Clerical functions.
- G. Professional relationships.
- H. Travel.
- I. Other.

Function A, assistance to students, was further subdivided into seven specific sub-roles and functions which the counselor performs in his relationships with students. Although it is not a "guidance function," travel was included as a factor which might utilize the counselor's

time. An "Other" heading was included at the end of the questionnaire to ensure that any function or functions which the counselor may have been performing, but which was omitted from the questionnaire, would be included for analysis.

The presentation of each role and function aimed at eliciting responses which lend themselves to a quantitative interpretation in the form of percentages. The respondent indicated the actual percentages of time he devoted to each of the roles and functions in COLUMN A, and the percentage of time he considered would be ideal to spend on each of these same roles and functions in COLUMN B. (See Appendix A, Counselor's Questionnaire).

At the end of Section II the respondents were given the opportunity to provide some relevant comments which could possibly be incorporated into a discussion of the findings of the study.

Since the study considered the school principal to be a major role influence within the counselor's educational setting, a questionnaire was sent to all principals in Newfoundland and Labrador employing counselors in their schools. In the case of a counselor working at the district level and not servicing any particular school, the questionnaire was sent to the district superintendent. The questionnaire to the principal and the superintendent contained the same eight roles and functions as the

counselor's questionnaire. However, the respondents were asked to indicate only the percentage of time they believed that the counselor should be spending on the eight roles and functions. (See Appendix A, Administrator's Questionnaire).

On both questionnaires the respondents were required to present a total allotment of 100 per cent for the eight roles and functions.

## II. THE POPULATION AND DISTRIBUTION OF QUESTIONNAIRES

In order to obtain the names and addresses of the total counselor population employed in our provincial schools, three sources were used:

1. A list of school counselors employed in the schools of Newfoundland and Labrador for 1971-72, as recorded by the Special Services Division of the Department of Education.
2. A list of school counselors for 1971-72 as recorded by the Department of Educational Psychology, Guidance and Counseling at Memorial University.
3. A letter to each school district superintendent within the province requesting the names of the counselors employed in his district.

The names of the principals involved in the study were obtained from two sources:

1. The Newfoundland and Labrador Schools Directory.
2. The district superintendents.

The letter to each district superintendent's office contained a tentative list of the counselors and their

principals from the school district, as developed from the information available from the Department of Education. The superintendent was requested to confirm the accuracy of the list or make the necessary adjustments. The same letter also requested permission to conduct the study on the school district's counselors and their principals. This letter appears in Appendix B, page 219.

After obtaining the required information from the provincial school board offices, a copy of the appropriate questionnaire was sent to each of the principals and counselors. Of the fifty-three principals involved, four were engaged in counseling activities on a part-time basis. These four principals were included with the counselor population for use in the study. Two other principals had two counselors assigned to their school. Therefore a copy of the principal's questionnaire was sent to just forty-seven principals. Three superintendents also received a copy of the principal's questionnaire. A copy of the counselor's questionnaire was sent to each of the forty-two counselors and to each of the four counselor-principals, making a total of fifty-six counselor respondents.

These questionnaires were sent to the counselors and their principals on May, 1972. A self-addressed, stamped envelope was enclosed so that the completed questionnaire could be mailed directly to the investigator. Although the respondents were encouraged to maintain

anonymity, several of them elected to sign their names. A check on these signatures and the postmarks assisted in identifying those counselors, principals, and superintendents who had not returned the appropriate questionnaire. A follow-up letter was sent to these non-respondents at the end of May in order to elicit a greater response. (See Appendix C). During the final week in June, those who had not responded were contacted by telephone. The final date for receipt of questionnaires used in the study was July 17, 1972.

Of the fifty-six questionnaires mailed to counselors, thirty-eight were used in the study. Four returns were discarded because the respondents did not meet the criteria necessary for participation in the study. Although these four respondents were listed by the Special Services Division of the Department of Education as counselors during the school year 1971-72, they did not perform any guidance functions in their educational settings. A total of fourteen counselor questionnaires were unaccounted for in the study. Therefore, of the questionnaires which were delivered to counselors qualified to participate in the study, 74 per cent were used.

Of the fifty questionnaires mailed to principals and superintendents, thirty-three were used in the study. Omitted from this population were the four principals whose counselors were discarded as indicated above. A total of thirteen principal questionnaires were



unaccounted for in the study. Therefore, of the questionnaires which were delivered to principals qualified to participate in the study, 70 per cent were used.

### III. TREATMENT OF DATA

Section I of the counselor's questionnaire was treated first in the study (see Appendix A). Data such as age, professional and educational background, years of professional experience, counselor-student ratio, and school level(s) in which the counselor worked are presented in tabular form in Chapter IV; the investigator aimed to determine any significant relationships between these data in Section I and (1) how the counselor actually spent his guidance time and (2) how he believed his time should be ideally spent as recorded in Section II of the questionnaire.

Each respondent was asked to rate his actual and ideal percentages of time for each guidance function. For analysis, actual and ideal mean percentages were calculated for each function. Comparisons and cross-comparisons were made between these actual and ideal mean percentages to test the hypotheses and answer the research questions stated in Chapter I.

From the principals' questionnaires, mean scores of percentages were calculated on how the principals and superintendents believed the counselor should spend his

time on each guidance function. These means were used in accordance with the hypotheses and research questions stated in Chapter I.

Descriptive statistics were used to explain the distribution of responses. In comparing and cross-comparing actual and ideal means on each function,  $t$  tests of the differences between the means were computed for significance. The critical level of significance was set a priori at .05.

#### IV. SUMMARY

This Chapter has discussed the development and final draft of the two questionnaires used in the study, the population from whom the data was collected, the method of distributing the questionnaires, and the treatment of the data.

## CHAPTER IV

### A DESCRIPTION OF THE PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE RESPONDENTS

The purpose of this chapter is to present a descriptive analysis of the data gathered from Section I (Personal and Professional Information) of the counselor's questionnaire (see Appendix A). The data were the bases from which mean percentages of time were computed for actual and ideal counselor roles in Section II of the questionnaire and compared and cross-compared for significant differences at the .05 level of confidence.

#### I. SEX AND PROFESSIONAL/PERSONAL TITLE OF THE RESPONDENTS

Table I presents the distribution of respondents according to sex and professional/personal title. Of the thirty-one male respondents there were two ministers, each of whom held educational degree at the post graduate level, and one doctor of education. The remaining twenty-eight male respondents had concentrated their professional studies in the field of education. Of the seven female respondents, two held degrees in professional fields other than education. Thus, four of the responding counselors had professional degrees in fields other than education. It was suggested in the review of related literature that recruiting

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TABLE I  
DISTRIBUTION OF THE RESPONDENTS BY SEX  
AND PROFESSIONAL/PERSONAL TITLE

Professional/Personal Title	Number	Sex		*Professional Training	
		Male	Female	Education and/or	Other
Mr.	28	28		28	0
Mrs.	3		3	2	1
Miss	4		4	3	1
Father	1	1		1	1
Reverend	1	1		1	1
Doctor	1	1		1	1
Total	38	31	7		

\* Professional training does not have totals because a number of the counselor respondents are included in both categories.

counselors solely from the field of education, especially teacher education, prevents the entry of new ideas into the guidance field.<sup>1</sup>

## II. AGE, COUNSELOR TRAINING, AND PROFESSIONAL EXPERIENCE OF THE RESPONDENTS

Table II presents the distribution of the respondents by age. The ages ranged from twenty-three years to forty-nine years, with a mean age of 32.7 years and a median age of thirty years. Twenty-two counselors, or 60 per cent of the respondents, were below the mean age. Of the counselors below the mean age, seven had completed the Master's degree in counselor education, ten were in the process of completing the degree, and five had no graduate education. The professional experience of this age group showed a mean of 1.91 years of counseling experience and a mean of 3.41 years of teaching experience. Two of the counselors had one year of administrative experience. Of the sixteen counselors above the mean age, twelve had completed the Master's degree in counselor education, three were in the process of completing the degree, and one had no graduate education. The professional experience of this age group showed a mean of 3.13 years of counseling experience and

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<sup>1</sup>L. Stewart and C. Warnath, The Counselor and Society: A Cultural Approach (Boston: Houghton Mifflin Company, 1965), Chapter 15, p. 365.

TABLE II  
DISTRIBUTION OF RESPONDENTS BY AGE

Age	Respondents	
	Number	%
25 years and under	4	10.5
Age 26-30 years	15	39.5
Age 31-34 years	6	15.8
Age 35-38 years	4	10.5
Age 39-42 years	6	15.8
Age over 42 years	3	7.9
Mean Age 32.66		
Median Age 30 years	Total 38	100%

*TIGHT BINDING*

a mean of 9.51 years of teaching experience. A mean of two years of administrative experience was found for the twelve counselors with a Master's degree in counselor education. Hypothesis 6.1 and 6.2 (page 12) will test significant differences between the actual and ideal roles of counselors above and below the mean counselor age.

Table III presents the educational background of the respondents. Nineteen counselors, or 50 per cent of the respondents, had completed a Master's degree in counseling and guidance. This percentage shows an increase in the number of counselors with Master's degrees in counseling and guidance over the Way study ("Status of Guidance and Counseling in Newfoundland Schools, 1969-70") in which approximately 38 per cent held Master's degrees but not necessarily in guidance and counseling.<sup>2</sup> Of the nineteen counselors who had completed a Master's degree in guidance and counseling, three had a Bachelor's degree in Theology and three had worked beyond the Master's level with one having completed a doctorate in education. Eleven counselors, or 29 per cent of the respondents, were working on a Master's degree in guidance and counseling. One counselor had an incomplete Master of Arts and one other counselor had an incomplete graduate diploma in guidance and counseling. Six counselors had no graduate counselor education; one of these six had

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<sup>2</sup>Way, op.cit., p. 10-11.

TABLE III  
EDUCATIONAL BACKGROUND OF RESPONDENTS AS OF ACADEMIC  
YEAR 1971-72

Type of Educational Background	Counselors	
	Number	%
No degree	1	2.6
B.N.	1	2.6
B.A.	31	81.6
B.Ed.	13	34.2
B.A. (Ed.)	17	44.7
B.Sc.	3	7.9
B.Th.	3	7.9
B.F.E.	1	2.6
M.Ed. (Complete)--Guidance & Counseling	19	50.0
M.Ed. (Incomplete)--Guidance & Counseling	11	28.9
Diploma in Counseling (Complete)	1	2.6
Diploma in Counseling (Incomplete)	1	2.6
Diploma in other (Complete)	1	2.6
M.A. (Incomplete)	1	2.6
Work beyond Master's (Completed)	3	7.9
No Graduate Education	6	15.8



no undergraduate degree. (See Appendix D, page 223, for a list of graduate guidance and counseling courses completed by the respondents). Review of related literature indicated that it may not be appropriate to talk in terms of adequate school guidance programs and professional status when counselors lack professional training at the Master's degree level.<sup>3</sup>

Table IV presents the professional experience of the respondents. The maximum amount of counseling experience was six months. Ninety-two per cent of the counselors had five years or less of counseling experience. The maximum teaching experience of the counselors was nineteen years; two counselors had no teaching experience. Sixty-one per cent of the counselors had five years or less of teaching experience. Such percentages indicate that the respondents have had more teaching experience than counseling experience. The review of related literature on counselor role preparation presented evidence supporting the assumption that counselors with teaching experience tend to use teaching subroles in their performance of guidance roles and functions.<sup>4</sup> Twenty-six per cent of the respondents had

<sup>3</sup>D.S. Arbuckle, "The Conflicting Function of the School Counselor," Counselor Education and Supervision, I (Winter, 1961), p. 55.

<sup>4</sup>R.E. Campbell, "Counselor Personality and Background and His Interview Sub-role Behaviour," Journal of Counseling Psychology, IX (1962), pp. 329-334.

TABLE IV  
PROFESSIONAL EXPERIENCE OF RESPONDENTS AS OF ACADEMIC  
YEAR 1971-72

Professional Experience	Number of years													Mean
	1 or 0	1	2	3	4	5	6	8	9	12	14	>14		
Counseling	1	13	10	6	3	2	3						2.40	
Teaching	3	4	3	5	4	4	3	3	2	1	1	5	6.02	
Administration	28	5	1		2			1		1			0.92	
Other	32	3	1			2							0.40	

administrative experience, ranging from one to twelve years. Sixteen per cent of the respondents had other work experiences, including industrial work, clinical work, and research.

### III. LENGTH OF TIME IN PRESENT COUNSELOR SETTING

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Table V presents the length of time the respondents had been in their present school settings as counselors. The length of their employment ranged from one to six years, with a mean of 1.84 years and a median of 1.58 years. The greatest percentage of counselors had been in their school setting for one year (47.4%). Counselors who had been in the school setting for two years or more reported the most teaching experience, with a mean of 7.35 years as compared to a mean of 5.43 years for counselors employed in the school setting for one year; however, counselors employed in the school setting for one year reported the most administrative experience, with a mean of 1.22 years as compared to a mean of 0.65 years. When the length of time in the present counselor setting was considered in relation to professional duties performed by the counselors, it was found that 61.1 per cent of the counselors in the school setting for one year were performing guidance services full-time as compared to 61.5 per cent of the counselors in the school setting for two years, 50 per cent of the counselors in the school setting for three years, 100 per cent of the

TABLE V

LENGTH OF TIME RESPONDENTS HAD SERVED AS COUNSELORS IN  
THEIR PRESENT SCHOOL SETTINGS

Length of time	Counselors	
	Number	%
1 year	18	47.4
2 years	13	34.2
3 years	4	10.5
4 years	2	5.3
6 years	1	2.6
Mean years 1.84		
Median years 1.58	Total 38	100%

counselors in the school setting for four years, and 100 per cent of the counselors in the school setting for six years.

#### IV. AMOUNT OF TIME COUNSELORS SPENT ON VARIOUS PROFESSIONAL ACTIVITIES

Table VI shows the amount of time the respondents spent on various professional duties in their school settings. Of the thirty-eight respondents, 63 per cent were employed as full-time counselors. This percentage is in contrast to Dr. Way's study, "Status of Guidance and Counseling in Newfoundland Schools, 1969-70," in which more than one-half of the counselors were reported as part-time guidance workers.<sup>5</sup> The other duties of the part-time counselors in the present study consisted primarily of teaching. Of the full-time counselors, 58.3 per cent had a Master's degree in guidance and counseling whereas only 35.7 per cent of the part-time counselors had a Master's degree in guidance and counseling. In Chapter V, Hypotheses 10.1 and 10.2 (pp.146-151) will test significant differences between the actual and ideal roles of full-time and part-time counselors.

#### V. COUNSELOR-STUDENT RATIO OF THE RESPONDENTS

Table VII presents the distribution of the respondents

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<sup>5</sup>Way, op.cit., p. 5.

TABLE VI

AMOUNT OF TIME RESPONDENTS SPENT ON VARIOUS PROFESSIONAL  
DUTIES IN THEIR SCHOOL SETTINGS DURING 1971-72

Professional duties	Full-time		Time Allocations		One-third		One-fourth		Other	
	Number	%	Half-time Number	%	Number	%	Number	%	Number	%
Counseling	24	63.2	5	13.2	1	2.6	2	5.3	6	15.7
Teaching			5	13.2	1	2.6	2	5.3	6	15.7
Administration			1	2.6						
Other										

TABLE VII  
COUNSELOR-STUDENT RATIO FOR RESPONDENTS

Ratio	Number
1 to 100	0
1 to 200	3
1 to 300	5
1 to 400	6
1 to 500	4
1 to 600	2
1 to 700	1
1 to 800	1
1 to 900	1
1 to 1000	1
1 to 1100	1
1 to 1200	5
1 to 1300	0
1 to 1400	1
1 to 1500	1
1 to 1600	1
1 to 1700	1
1 to 1800	0
1 to 1900	0
1 to 2000	0
1 to 3000	1
1 to 3500	1
1 to 4000	1
1 to 4500	1
Total	38

Mean student ratio: 1 to 1055.3

Median student ratio: 1 to 600

according to their counselor-student ratios. The ratios ranged from 1-250 to 1-4500, with a mean counselor-student ratio of one to 1055.3 and a median counselor-student ratio of one to 600. Such a discrepancy between the mean score and the median score may be attributed to the wide range of student ratios (250-4500) for the thirty-eight counselors and the fact that four of these counselors had a student ratio of 2000 or more. Thus, the median may be a more accurate estimate of the counselor-student ratio for the province.

Of the respondents, 52.6 per cent had a student ratio greater than 500; one-quarter of these counselors were employed at the district level. In the review of related literature it was reported that a commonly agreed upon optimum counseling load was one full-time counselor to every 250 to 300 students.<sup>6</sup> A high student ratio for Newfoundland counselors was also pointed out by the Way study entitled, "Status of Guidance and Counseling in Newfoundland Schools, 1969-70."<sup>7</sup> In the present study only eight of the respondents approximated the optimum

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<sup>6</sup>C.G. Wrenn, The Counselor In A Changing World, (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 137.  
 J.J. Pietrofesa and J. Vriend, The School Counselor As A Professional, ed. William H. Van Hoose and Edward G. Adamek (Itasca: F.E. Peacock Publishers, Inc., 1971), p. 183.  
 P.J. Warren, Report of the Royal Commission on Education and Youth, II, pp. 23-24.

<sup>7</sup>Way, op.cit., p. 4



counselor-student ratio as reported in the review of related literature. In Chapter V, Hypotheses 14.1 and 14.2 will test significant differences between the counselors' guidance roles when classified according to student ratio.

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#### VI. A COMPARISON OF PROFESSIONAL DUTIES AND SIZE OF COUNSELOR-STUDENT RATIO

Table VIII presents a comparison between the amount of time the counselors spent on the various professional duties in their school settings and the size of their counselor-student ratio. The table shows that the amount of time devoted by counselors to guidance functions generally increases as the size of the student population increases.

#### VII. SCHOOL LEVELS AT WHICH THE RESPONDENTS WERE EMPLOYED

Table IX presents the school levels at which the respondents were employed. Although the majority of the counselors were found at the senior high school level (27), only eight of them devoted their full-time to guidance and counseling activities within a senior high school; the remaining nineteen counselors performed guidance functions at all four levels. Only one counselor spent 100 per cent of his time at the elementary school level. Only two

TABLE VIII  
COMPARISON OF PROFESSIONAL DUTIES OF COUNSELORS AND THEIR STUDENT RATIOS

Student Ratio	Full-time		One-half		One-third		One-fourth		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
950 and over	15	39.5	0	0.0	0	0.0	0	0.0	1	2.6
500-949	4	10.5	2	5.3	0	0.0	0	0.0	2	5.3
0-499	5	13.2	3	7.1	1	2.6	2	5.3	3	7.1

\* The student ratio subdivisions indicate that the amount of time devoted by counselors to guidance functions generally increases as the size of the student population increases.

TABLE IX  
THE NUMBER OF RESPONDENTS WORKING IN THE VARIOUS  
NEWFOUNDLAND SCHOOL LEVELS DURING 1971-72

Type of School Level	Respondents	
	Number*	%
Elementary	16	11.05
Junior High	24	25.16
Senior High	27	54.18
District	5	9.61

\* The number of respondents working at each school level includes part-time respondents who were working at one or more of the other school levels in the Table.

counselors were employed full-time at the junior high school level. Of the five counselors employed at the district level, three were full-time supervisors of guidance services. Thus, there is a tendency for many provincial counselors to work at several school levels rather than at one school level.

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An analysis of the student ratio of counselors performing specific guidance roles and functions at all four school levels (elementary, junior high, senior high, and district) revealed a mean of 1-1000 and minimum-maximum ranges of 1-250 and 1-2500. Counselors performing specific guidance roles and functions at only one of the first three levels (elementary, junior high, and senior high) had a mean student ratio of 1-709 and minimum-maximum ranges of 1-270 and 1-950. The optimum counselor-student ratio reported in the review of related literature was one full-time counselor to 250-300 students.<sup>8</sup>

#### VIII. SUMMARY AND CONCLUSIONS

The purpose of this chapter was to present a descriptive analysis of the data gathered from Section I of the counselor's questionnaire (Personal and Professional Information). A total of thirty-eight counselors was studied. The findings in the descriptive analysis of the personal and

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<sup>8</sup>Wrenn, op.cit., p. 137.

Pietrofesa and Vriend, op.cit., p. 183.

Warren, op.cit., pp. 23-24.

professional characteristics of the respondents point to several conclusions:

1. Of the total counselor respondents, 81.6 per cent were males. Thus, the majority of Newfoundland counselors were males during the school year 1971-72.
2. Of the total respondents presently working as counselors in Newfoundland schools, 89.5 per cent have been recruited from the educational field.
3. The respondents' mean age was 32.7, thus indicating that Newfoundland has a young school counselor population.
4. There has been an increase in the number of counselors with a Master's degree in counselor education in provincial schools since 1969-70. The present study revealed that 50 per cent of the counselors had completed the Master's degree in counselor education and 29 per cent were working on the Master's degree.
5. The majority of counselors working in the provincial schools have more teaching experience than counseling experience. Analysis showed that the professional experience of the counselors ranged from six months to six years of counseling experience and from none to nineteen years of teaching experience, with means of 2.46 years and 6.46 years respectively.
6. There has been an increase in the number of full-time counselors in Newfoundland schools since 1969-70. Of the thirty-eight respondents in this study, 63 per cent were employed as full-time counselors as compared to Dr. Way's findings in 1969-70 wherein more than one-half of the provincial counselors were part-time guidance workers.
7. The majority of full-time guidance positions were held by counselors with a Master's degree in counselor education. Analysis showed that the counselors with the most professional counselor qualifications (completed Master's degree) were the ones provided with the most time for guidance services. Of the full-time counselors, 58.3 per cent had a Master's degree in guidance and counseling whereas 35.7 per cent of the part-time counselors had a Master's degree in guidance and counseling.
8. A minimum number of the counselor respondents, 21.1 per cent, approximated the optimum counselor-

student ratio of one full-time counselor to 250-300 students. The present study showed a mean counselor-student ratio of one to 1055.3 and a median counselor-student ratio of one to 600.

9. The majority of counselor respondents were found at the senior high school level. The study showed that of the thirty-eight respondents, twenty-seven, or 71.1 per cent, performed guidance functions at the senior high school level.

10. A minimum number of counselor respondents were employed full-time at any one of the four school levels. Of the sixteen counselors working at the elementary school level, twenty-three at the junior high school level, and twenty-seven at the senior high school level, only 6.3 per cent, 8.7 per cent, and 29.6 per cent, were employed as full-time guidance workers at their respective school level. At the district level, three of the five counselor respondents, or 60 per cent, were employed as full-time supervisors of guidance services.

## CHAPTER V

### AN ANALYSIS OF THE ACTUAL AND IDEAL COUNSELOR ROLES OF THE RESPONDENTS AND THEIR RELATIONSHIP TO PERSONAL AND PROFESSIONAL DATA

The major purpose of this study was to examine the actual and ideal roles of the provincial school counselors and the extent to which such personal and professional factors as age, educational background, professional experience, student ratio, and professional duties within the school setting influenced these roles. Section II of the counselor's questionnaire (see Appendix A) required the counselor respondents to indicate the percentages of time they actually spent on certain guidance functions and the percentages of time they considered ideal to spend on these same guidance functions. Mean percentages of time were computed for each actual and ideal guidance function for the counselor group, and comparisons and cross-comparisons were made for significant differences at the .05 level of confidence. The major purpose of this chapter is to present the results of the analyses related to the hypotheses stated in Chapter I (pp. 1-17) and to discuss the related findings.

#### I. DIFFERENCES BETWEEN THE ACTUAL AND IDEAL COUNSELOR ROLES

Hypothesis 1: There is no significant difference between

mean scores of how counselors, as a group, actually spend their time on individual guidance functions and how they believed their time should be ideally spent on each of these functions.

In testing Hypothesis 1, means were computed on each guidance function for the counselor group. A total of thirty-five counselors was included; there were three missing observations.

Findings. Table X indicates that Hypothesis 1 is rejected: Significant differences between the actual and ideal mean percentages were found on four functions: Clerical Functions, Educational/Vocational Information, Follow-Up and Research, and Professional Relationships. The counselors felt that less of their guidance time should be spent in providing educational/vocational services to students and in performing clerical work; they felt that more of their time should be spent in conducting follow-up studies and consulting with professional workers. Individual Counseling received more of the counselors' actual and ideal guidance time than any other guidance function. With the exceptions of "Travel" and "Other", the least amount of time was actually and ideally spent on Religious Counseling.

The widest ranges were found on Individual Counseling, with an actual range of 70 and an ideal range of 65. Other notably high ranges were found on Group Counseling with an actual range of 40 and an ideal range of 45 and on Educational/



TABLE X

COMPARISONS OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON CERTAIN GUIDANCE FUNCTIONS BY RESPONDENTS TO MEAN PERCENTAGES OF TIME THE SAME RESPONDENTS BELIEVED SHOULD BE IDEALLY SPENT ON GUIDANCE FUNCTIONS

Guidance Functions	Actual		Ideal	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.29	10	3.46	10
2. Counseling				
(a) Individual	20.86	70	24.56	65
(b) Group	11.23	40	14.11	45
3. Religious Counseling	1.44	5	1.83	10
4. Educational/Vocational Information	17.26	43	13.51*	30
5. Individual Appraisal	8.80	30	7.39	27
6. Student Services	3.64	15	3.73	15
7. Placement Services	4.81	20	4.06	15
B. Follow-up Research on Students and/or Curriculum	2.01	5	3.57*	10
C. Parent Consultant	5.40	14	6.49	15
D. Teacher Consultant	5.66	15	6.69	26
E. Administrative Consultant	3.89	10	3.24	20
F. Clerical Functions	6.86	25	2.19*	10
G. Professional Relationships	3.46	15	4.94*	25
H. Travel	1.27	15	0.34	5
I. Other	0.80	5	0.49	12

\* denotes significant difference at the .05 level of confidence.

Vocational Information with an actual range of 43 and an ideal range of 30. The lowest range was 5, found on the actual counselor role for Religious Counseling, Follow-Up, and Other, and on the ideal counselor role for Travel.

In general, the data indicate that the counselors felt that they should be spending more time on the majority of these guidance functions. Although there was a fairly uniform range of actual and ideal raw scores on each function, noted discrepancies occurred mainly on the four significant guidance functions.

Discussion. The findings in Table X indicate that the counselors in this study were not fully satisfied with the time actually spent on certain guidance roles and functions. A review of related literature indicated that counselors often spend too much time performing clerical work which should be performed by others.<sup>1</sup> In this study, the counselors believed that two-thirds of their clerical

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1B.A. Kaplan, "The Role and Duties of the New Guidance Director," The National Association of Secondary School Principals Bulletin, XLI (November, 1957), p. 51.

K.A. Martyn, "We are Wasting The Counselor's Time," California Journal Secondary Education, XXXIII (November, 1957), pp. 439-441.

F.E. Purcell, "Counseling Assignments and Efficiency," Vocational Guidance Quarterly, V (November, 1957), pp. 111-113.

C.C. Stewart, "A Bill of Rights for School Counselors," Personnel and Guidance Journal, XXXVII (March, 1959), p. 501.

C.G. Wrenn, The Counselor in a Changing World, (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 141.

work was nonguidance oriented. Similarly, the counselors believed that one-quarter of the time spent on providing career information services to students was unnecessary. In contrast, the counselors felt that more of their guidance time should be spent in doing follow-up and research on students and the school curriculum and in developing professional relationships with such personnel as psychiatrists and social workers.

Review of related literature indicated that approximately one-third of the counselor's time should be spent relating with personnel contributing to the total guidance program.<sup>2</sup> In this study, consultative relationships with teachers, parents, professional workers, and administrators occupied one-fifth of the counselor's guidance time. However, the mean percentages of time that the counselor respondents considered ideal to spend on consultative relationships approximated that of the authorities in the related literature.

Related literature also indicated that counselors should spend 50 per cent of their available guidance time on individual counseling.<sup>3</sup> Table X shows that the counselors in this study had an inadequate actual and ideal role concept for individual counseling since their actual and ideal mean percentages of time spent on individual counseling were 20.86

<sup>2</sup>K.B. Hoyt, "Guidance: A Constellation of Services," Personnel and Guidance Journal, XL (April, 1962), p. 694.

<sup>3</sup>Ibid.

and 24.56 respectively. However, the actual and ideal ranges indicated that some counselors allotted more than one-half of their guidance time to individual counseling.

### Summary and Conclusions

Hypothesis I stated that there was no significant difference between the respondents' actual and ideal counselor roles on certain guidance functions.

Significant differences were found between the counselors' actual and ideal roles on four guidance functions: Educational/Vocational Information, Follow-Up and Research, Clerical Functions, and Professional Relationships. The counselors felt that less of their guidance time should be spent in providing occupational information and in performing clerical functions and more of their time spent in conducting follow-up studies and consulting with professional personnel. In conclusion, then, Hypothesis I was not supported.

## II. DIFFERENCES BETWEEN ACTUAL AND IDEAL COUNSELOR ROLES AND PRINCIPALS' PERCEPTIONS OF COUNSELOR ROLE.

Hypothesis 2.1: There is no significant difference between the mean scores of the administrators' opinion of what the counselor's role should be for each of the guidance functions and the mean scores of the counselors' actual role for each of the guidance functions.

In testing this hypothesis, both the counselor and the principal respondents were included. Group one included

thirty-five counselors; group two included thirty-three principals.

Findings. Table XI indicates that Hypothesis 2.1 is rejected. Significant differences between the counselors' actual mean percentage of time spent on guidance functions and the principals' opinion on how much time the counselor should spend on the same guidance functions were found for Educational/Vocational Information and Clerical Functions. The Counselors spent significantly more time in the areas of educational/vocational information services and clerical duties than the principals felt they should spend. Although not statistically significant, the principals felt that a higher percentage of time should be devoted to orientation activities, moral and religious counseling, and consultation with personnel contributing to the total guidance program. The principals believed that the counselors should spend considerably less time on Individual Counseling than they reportedly spent. However, the counselors' actual percentages of time spent on Group Counseling, Individual Appraisal, Student Services, and Travel were similar to the percentages that principals reported to be ideal.

Both responding groups had the highest ranges on Individual Counseling, with a range of 70 for counselors and a range of 50 for principals. Similarly, high ranges occurred for both groups on Group Counseling, Educational/Vocational Information, and Individual Appraisal. The large

TABLE XI.

COMPARISON OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON CERTAIN GUIDANCE  
FUNCTIONS BY COUNSELORS AND MEAN PERCENTAGES OF TIME PRINCIPALS  
BELIEVED COUNSELORS SHOULD SPEND ON THE SAME GUIDANCE  
FUNCTIONS

Guidance Functions	Counselors' Actual %		Principals' Opinion %	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.96	10	4.36	12
2. Counseling				
(a) Individual	20.86	70	17.61	50
(b) Group	11.23	40	12.21	40
3. Religious Counseling	1.44	5	3.24	15
4. Educational/Vocational Information	17.26	43	12.24*	30
5. Individual Appraisal	8.80	30	8.76	23
6. Student Services	3.64	15.5	3.24	10
7. Placement Services	4.81	20	5.30	12
B. Follow-up Research on Students and/or Curriculum	2.01	5	3.30	5
C. Parent Consultant	5.40	14	7.24	20
D. Teacher Consultant	5.66	15	7.12	22
E. Administrative Consultant	3.89	10	4.88	15
F. Clerical Functions	6.86	25	3.12*	10
G. Professional Relationships	3.46	15	4.24	10
H. Travel	1.27	15	1.24	5
I. Other	0.80	5	1.88	45

\* denotes significant difference at the .05 level of confidence.

range discrepancy between the counselors and their principals on "Other" was caused by one principal who was of the opinion that counselors should devote 45 per cent of their guidance time to functions other than those included in the Principal's Questionnaire.

Discussion. Table XI indicated that the principals did not agree with how their school counselors actually spent some of their guidance time. Review of related literature indicated that the school principal was the most influential factor within the school setting on counselor role and that the guidance program would have very little success without his support.<sup>4</sup> Thus, from Table XI it may seem that the school principal was an influential factor in causing dissatisfaction among provincial school counselors over their actual guidance role as reported in Table X (p. 78). On the contrary, the principals' opinion as to how their counselors should spend their guidance time on Educational/Vocational Information and Clerical Functions, and on the majority of the guidance functions as a whole,

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<sup>4</sup>K.A. Erickson, "The Principal and the Counselor in a Changing World," Bulletin of the National Association of Secondary School Principals, (April, 1962), p. 189.

L.M. Gould, "How can We Provide Effective Counseling Services for Students in Junior and Senior High Schools?" Bulletin of the National Association of Secondary School Principals, XLII (1958), p. 154.

C.G. Kemp, "Counseling Responses and Need Structures of High School Principals and of Counselors," Journal of Counseling Psychology, IX (1962), pp. 326-328.

closely approximate the ideal counselor role as reported in Table X (p. 78). Thus, the counselors spent much more time on clerical duties and educational/vocational information services than their principals and themselves thought necessary.

Authorities in related literature indicated that counselors should spend approximately one-third of their available guidance time relating with personnel contributing to the total guidance program.<sup>5</sup> In Table XI, the principals felt that their counselors should be spending 23.48 per cent of their available guidance time consulting with parents, teachers, administrators and professional personnel such as psychologists, nurses and social workers, as compared to 18.41 per cent actually spent by the counselors on these guidance functions.

However, in contrast to authorities in review of related literature and to the provincial school counselors as a whole, the principals in the study felt that less time should be devoted to Individual Counseling than was actually devoted by the counselors as shown in Table XI. Thus, provincial counselors should ensure that their principals be fully aware as to the purposes and functions served by individual counseling and the importance of having sufficient time available to perform this guidance function. However, Table XI shows that the need for this will vary from setting

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<sup>5</sup>Hoyt, op.cit. p. 695.



to setting since the range on Individual Counseling indicates that some principals do feel that counselors should be spending 50 per cent of their time on this function. As Koch stated;

In the 1970's it is imperative that counselors (not administrators) define their own role and function, and demonstrate physical examples of specific individual outcome.<sup>6</sup>

Hypothesis 2.2: There is no significant difference between the mean scores of the administrators' opinion of what the counselor's role should be for each of the guidance functions and the mean scores of the counselors' ideal role for each of the guidance functions.

In testing this hypothesis, the counselor and principal groups remained the same as for Hypothesis 2.1.

Findings. Table XII indicates that Hypothesis 2.2 is rejected. There was a significant difference between the counselors' ideal role and the principals' opinion on "Other" guidance functions. However, the counselors' range on "Other" was 5, as compared to 45 for the principals. As discussed in the findings for Hypothesis 2.1, the higher principal range on "Other" was influenced by one principal who felt that counselors should spend 50 per cent of their guidance time as a teacher. Thus, except for the "Other" section, the counselors and their principals had similar beliefs as to how the counselor should ideally spend his guidance time.

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<sup>6</sup>J.H. Koch, "The Trouble with Counseling," The School Counselor, XIX (May, 1972), p. 173.

TABLE XII

COMPARISON OF MEAN PERCENTAGES OF TIME COUNSELORS BELIEVED THEY SHOULD SPEND ON CERTAIN GUIDANCE FUNCTIONS AND MEAN PERCENTAGES OF TIME PRINCIPALS BELIEVED COUNSELORS SHOULD SPEND ON THE SAME GUIDANCE FUNCTIONS

Guidance Functions	Counselors' Ideal		Principals' Opinion	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.46	10	4.36	12
2. Counseling				
(a) Individual	24.26	65	17.61	50
(b) Group	14.11	45	12.21	40
3. Religious Counseling	1.83	10	3.24	15
4. Educational/Vocational Information	13.51	30	12.24	30
5. Individual Appraisal	7.39	27	8.76	23
6. Student Services	3.73	15	3.24	10
7. Placement Services	4.06	15	5.30	12
B. Follow-up Research on Students and/or Curriculum	3.57	10	3.30	5
C. Parent Consultant	6.49	15	7.24	20
D. Teacher Consultant	6.68	25	7.12	22
E. Administrative Consultant	3.24	20	4.88	15
F. Clerical Functions	2.19	10	3.12	10
G. Professional Relationships	4.94	25	4.24	10
H. Travel	0.34	5	1.24	5
I. Other	0.49	5	1.88*	45

\* denotes significant difference at the .05 level of confidence.

Both the counselor respondents and the principal respondents had the highest ranges on Individual Counseling, with ranges of 65 and 50 respectively. Other than "Other", Group Counseling received the next highest ranges, with a range of 45 for the counselor respondents and a range of 40 for the principal respondents. These ranges seemed to indicate that both responding groups in the study ideally felt that individual and group counseling should receive a large portion of the counselor's available time.

Discussion. It is a reasonable assumption that the counselors and principals in this study had similar beliefs as to how the counselor should spend his guidance time. This is similar to findings reported in the review of related literature by Schmidt and Lund who studied the actual and ideal counselor role perceptions of counselors and principals and found that both groups were much closer in agreement regarding counseling role than was popularly believed.<sup>7</sup> However, Hypothesis 2.2 was not supported due to the finding on "Other."

Since the counselors and their principals generally agreed on what the counselor should be doing, provincial

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<sup>7</sup>D.R. Lund, "A Story of Counseling, Principal, and Teacher Perceptions of the Secondary School Counselor," rev. by G.G. Dahlem, The Journal of Educational Research, LXIV (January, 1971), p. 205.

L.D. Schmidt, "Concepts of the Role of Secondary School Counselors," Personnel and Guidance Journal, XLI (1962), pp. 600-605.

counselors should receive principal support in implementing their school guidance programs. However, in some provincial school settings, counselors may have to comply with the contentions of Pietrofesa and Vriend that:

Counselors . . . cannot allow themselves to be tossed hither and yon based on the whims of administrators and teachers . . . counselors must be willing to stand up and be counted. Confrontation, at times, may be what is most needed.<sup>8</sup>

### Summary and Conclusions

Hypothesis 2 tested for significant differences between the counselors' actual and ideal roles and the principals' opinions as to how the counselors should spend his guidance time.

Significant differences were found between the counselors' actual role and the principals' opinion of two functions in Hypothesis 2.1. The counselors scored significantly higher than the principals on occupational informational services and clerical duties. Although there was agreement on some guidance functions, in general the principals often disagreed with the way the counselors actually spent their time.

Only one significant difference was found between the counselors' ideal role and the principals' opinion in Hypothesis 2.2. Principals scored significantly higher on

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<sup>8</sup>J. J. Pietrofesa and J. Vriend, The School Counselor as a Professional, ed. William H. Van Hoose and Edward G. Adamczak (Itasca: F.E. Peacock Publishers, Inc., 1971), p. 39.

the area of "Other" guidance functions. Thus, there was a large degree of agreement between counselor and principal respondents as to how the counselor should ideally spend his guidance time.

In conclusion, Hypotheses 2.1 and 2.2 were not fully supported.

### III. THE RELATIONSHIP BETWEEN ACTUAL AND IDEAL COUNSELOR ROLES AND LEVEL OF PROFESSIONAL COUNSELOR TRAINING

Hypothesis 3.1: There is no significant difference between the actual mean scores of counselors with a Master's degree in guidance on each guidance function and the actual mean scores of counselors with an incomplete Master's degree in guidance on each guidance function.

To test Hypothesis 3.1 counselors were selected and grouped according to their amount of professional counselor training. Group one included seventeen counselors with completed Master's degrees in guidance and counseling; there were two missing observations. Group two included eleven counselors with an incomplete Master's degree in guidance and counseling.

Findings. Table XIII indicates that Hypothesis 3.1 is rejected. There was a significant difference between the actual roles of the two groups of counselors on Religious Counseling. Counselors with a Master's degree in guidance and counseling spent significantly more time counseling

## ***TIGHT BINDING***

functions: Clerical Functions and Professional Relationships. The counselors felt that they were spending over twice as much time on clerical work as they should. In

TABLE XIII

COMPARISON OF MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH A MASTER'S DEGREE IN GUIDANCE ACTUALLY SPENT ON CERTAIN GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH AN INCOMPLETE MASTER'S DEGREE IN GUIDANCE ACTUALLY SPENT ON CERTAIN GUIDANCE FUNCTIONS

Guidance Functions	Complete Master's		Incomplete Master's	
	Actual %	Range	Actual %	Range
A. Assistance to Students				
1. Orientation	3.47	19	2.50	10
2. Counseling				
(a) Individual	20.12	50	23.82	60
(b) Group	12.47	40	10.09	32
3. Religious Counseling	2.00*	5	0.59	2
4. Educational/Vocational Information	18.24	43	16.09	38
5. Individual Appraisal	8.53	22	7.09	26
6. Student Services	2.50	15.5	4.27	15
7. Placement Services	4.76	20	5.05	10
B. Follow-up Research on Students and/or Curriculum	2.35	5	1.86	5
C. Parent Consultant	5.59	14	4.45	9
D. Teacher Consultant	6.15	15	5.50	14.5
E. Administrative Consultant	3.94	10	4.91	9
F. Clerical Functions	4.47	10	8.55	25
G. Professional Relationships	4.65	15	2.91	8
H. Travel	1.00	7	1.86	15
I. Other	0.47	5	0.45	5

\* denotes significant difference at the .05 level of confidence.

students on religious and moral values than did counselors presently working on the Master's degree in guidance and counseling. Although not significant, counselors with an incomplete Master's degree in guidance and counseling spent slightly more time on Individual Counseling, Student Services, Placement Services, and Administrative Consultant, and twice as much time on Clerical Functions as did counselors with a completed Master's degree in guidance and counseling. Individual Counseling received more guidance time from both counselor groups than any other guidance function. With the exception of "Travel" and "Other", the least amount of time is spent on Religious Counseling by both groups.

Wide ranges were found on Individual Counseling for both counselor groups, with a range of 50 for counselors with a Master's degree in guidance and counseling and a range of 60 for counselors with an incomplete Master's degree in guidance and counseling. Other notably high ranges occurred on Group Counseling, with a range of 40 for counselors with a Master's degree and a range of 32 for counselors working on the Master's degree and on Educational/Vocational Information, with ranges of 43 and 38 respectively. These ranges, together with their respective means, indicate that both counselor groups actually spent one-half or more of their guidance time on Individual Counseling, Group Counseling, and Educational/Vocational Information.

Discussion. Table XIII indicates that counselors with a Master's degree in guidance and counseling actually spent their guidance time differently than those counselors working on a Master's degree in guidance and counseling, although a significant difference was found on only one function, Religious Counseling. Further examination showed that a total of nine completed Master degree counselors performed religious counseling; three of these counselors held theological degrees (see Table III, p. 61). A total of six incomplete Master degree counselors performed religious counseling; none of these counselors had previous theological training. Thus, a significant difference between the two counselor groups on Religious Counseling may be attributed to the finding that some completed Master degree counselors held theological degrees. Further investigations revealed that the three counselors with theological training devoted 5 per cent of their guidance time to religious counseling; two per cent was the highest range devoted by incomplete Master degree counselors to Religious Counseling as compared to 5 per cent devoted by completed Master degree counselors. Review of related literature presented two poles of controversy on the influence of previous teacher training and qualifications on counselor role, with one pole arguing that counselors with teaching backgrounds tend to use teacher subroles in the performance of their guidance and counseling



functions.<sup>9</sup> If this argument is true for a teaching background, then it can certainly be true for a theological background.

Authorities in related literature indicated that counselors should devote approximately one-third of their guidance time to consulting with personnel contributing to the success of the total guidance program.<sup>10</sup> Counselors with completed Master's degrees in guidance and counseling approximated the authorities more accurately in Table XIII by devoting 20.33 per cent of their guidance time to consulting with teachers, parents, administrators, and professional personnel as compared to 17.77 per cent devoted by incomplete Master degree counselors to the same guidance functions.

Table XIII also indicates that incomplete Master degree counselors spent approximately twice as much time performing clerical duties as did counselors with a Master's degree in guidance and counseling. Review of related literature pointed out the large percentages of time that counselors waste on clerical work, with some counselors having spent as much as 80 per cent of their available guidance time

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<sup>9</sup>R.E. Campbell, "Counselor Personality and Background and His Interview Sub-role Behaviour," Journal of Counseling Psychology, IX (1962), pp. 329-334.

D.S. Arbuckle, "The Conflicting Functions of the School Counselor," Counselor Education and Supervision, I (Winter, 1961), p. 55.

<sup>10</sup>Hoyt, op.cit.

on clerical functions.<sup>11</sup> Researchers such as Arbuckle, Peters, Arnold and Bentley concluded that such misuse of guidance time could be attributed to such factors as (1) incomplete counselor training which contributed to the incompetent counselor not knowing what his professional counselor roles really were, (2) lack of initiative on the part of the school counselor to explain his counselor role to the administration and staff within his school setting, and/or (3) inadequacies in counselor role preparation at the Master's degree level.<sup>12</sup> With guidance and counseling relatively new to Newfoundland schools, school counselors and counselors' educators should work together to eliminate any possibility of such factors causing counselor role "mispractise" on the part of provincial school counselors.

Hypothesis 3.2: There is no significant difference between the ideal mean scores of counselors with a Master's degree in guidance on each guidance function and the ideal mean scores of counselors with an incomplete Master's degree in guidance on each guidance function.

<sup>11</sup> Kaplan, *op.cit.*, p. 51.

Martyn, "We Are Wasting the Counselor's Time," pp. 439-441.

Purcell, *op.cit.*, pp. 111-113.

Stewart, *op.cit.*, p. 501.

Wrenn, *op.cit.*, p. 141.

<sup>12</sup> D.S. Arbuckle, "A Question of Counselor Function and Responsibility," Personnel and Guidance Journal, XLVII (December, 1968), p. 344.

D.L. Arnold, "Time Spent by Counselors and Deans," Occupations, XXVII (March, 1949), pp. 391-393.

J.C. Bentley (ed.), The Counselors Role: Commentary and Readings (Boston: Houghton Mifflin Co., 1968), p. 13.

H. Peters, "The School Counselors Emerging Responsibilities," The School Counselor, IX (May, 1962), pp. 134-135.

In testing Hypothesis 3.2, the ideal mean percentage for each guidance function for counselors with a completed Master's degree in guidance and counseling was compared to the ideal mean percentage on each guidance function for counselors with an incomplete Master's degree in guidance and counseling. The counselor groups remained as for testing Hypothesis 3.1.

Findings. Table XIV indicates that Hypothesis 3.2 is accepted; there was no significant difference between the ideal counselor role of complete and incomplete Master's degree counselors. Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", counselors with a Master's degree in guidance and counseling felt that Clerical Functions should receive the least amount of guidance time whereas counselors with an incomplete Master's degree felt that Religious Counseling should receive the least amount of guidance time.

The widest range was found on Individual Counseling for both counselor groups, with a range of 60 for counselors with a completed Master's degree and a range of 40 for counselors with an incomplete Master's degree. A noted range discrepancy was found on Group Counseling for both groups with completed Master's degree counselors having a range of 45 as compared to a range of 19 for incomplete Master's degree counselors. However, counselors with an incomplete

TABLE XIV

COMPARISON OF MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH A MASTER'S DEGREE IN GUIDANCE BELIEVED SHOULD BE IDEALLY SPENT ON CERTAIN GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH AN INCOMPLETE MASTER'S DEGREE IN GUIDANCE BELIEVED SHOULD BE IDEALLY SPENT ON CERTAIN GUIDANCE FUNCTIONS.

Guidance Functions	Complete Master's Ideal %		Incomplete Master's Ideal %	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.56	10	2.77	9.5
2. Counseling				
(a) Individual	25.29	60	24.09	40
(b) Group	16.18	45	11.73	19
3. Religious Counseling	2.06	10	1.82	10
4. Educational/Vocational Information	12.65	30	14.27	26
5. Individual Appraisal	7.32	20	8.00	25
6. Student Services	2.71	15	4.14	15
7. Placement Services	3.76	15	3.91	9
B. Follow-up Research on Students and/or Curriculum	3.88	10	3.45	10
C. Parent Consultant	6.76	10	6.00	15
D. Teacher Consultant	6.82	25	6.91	19
E. Administrative Consultant	2.24	5	4.31	19.5
F. Clerical Functions	1.47	5	3.05	10
G. Professional Relationships	5.47	25	5.18	12
H. Travel	0.06	1	0.18	1
I. Other	0.35	3	0.09	1

\* denotes significant difference at the .05 level of confidence.

Master's degree in guidance and counseling had a range of 19.5 on Administrative Consultant as compared to a range of 5 for counselors with a Master's degree in guidance and counseling. When compared, the ranges on the remaining guidance functions for both counselor groups were fairly uniform throughout.

Discussion. The findings indicate that the ideal counselor role perceptions of complete and incomplete Master degree counselors were similar, even though both groups had different levels of professional counselor training. However, there were some non-significant differences. In Table XIV the appropriate means show that counselors with a Master's degree felt that more time should be spent on Group Counseling than did counselors with an incomplete Master's degree. Counselors with an incomplete Master's degree ideally assigned more guidance time to occupational informational services, student services, consulting with the administration, and performing clerical work than did counselors. Although a range of 60 on Individual Counseling for completed Master's degree counselors approximated the view of authorities in related literature, their mean of 25.29 per cent is inadequate. Different levels of counselor education for the two groups may have warranted differences in the ideal counselor role perception on certain guidance functions but not a great enough difference to be statistically significant.

Hypothesis 4. There is no significant difference between the actual mean scores and the ideal mean scores on each guidance function for counselors with a Master's degree in guidance and counseling.

In testing this hypothesis, counselors with Master's degrees in guidance and counseling were selected from the total counselor sample in the study. The actual and ideal mean percentages of guidance time on each guidance function for these selected counselors were then compared for significant differences. A total of nineteen counselors were included.

Findings. Table XV indicates that Hypothesis 4 is rejected. Significant differences were found on three guidance functions: Follow-up Research, Administrative Consultant, and Clerical Functions. Master's degree counselors felt that (1) significantly more of their guidance time should be spent doing follow-up studies and research on students and the school curriculum and (2) significantly less of their guidance time should be spent consulting with the administration and in performing clerical duties. Although not significant, these counselors also felt that more time should be spent on individual and group counseling and that less time should be spent providing educational and vocational information to students. There was a fairly uniform range of actual and ideal mean percentages of time on the remaining guidance roles and functions.

Individual counseling had the widest ranges, with an

TABLE XV

COMPARISON OF THE ACTUAL AND IDEAL MEAN PERCENTAGES OF TIME SPENT  
ON EACH GUIDANCE FUNCTION FOR COUNSELORS WHO HAVE COMPLETED THE  
MASTER'S DEGREE IN GUIDANCE

Guidance Functions	Actual %		Ideal %	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.47	10	3.56	10
2. Counseling				
(a) Individual	20.12	50	25.29	60
(b) Group	12.47	40	16.18	45
3. Religious Counseling	2.00	5	2.06	10
4. Educational/Vocational				
Information	18.24	43	12.65	30
5. Individual Appraisal	8.53	22	7.32	20
6. Student Services	2.50	15.5	2.71	15
7. Placement Services	4.76	20	3.76	15
B. Follow-up Research on Students and/or Curriculum	2.35	5	3.88*	10
C. Parent Consultant	5.59	14	6.76	10
D. Teacher Consultant	6.15	15	6.82	25
E. Administrative Consultant	3.94	10	2.24*	5
F. Clerical Functions	4.47	10	1.47*	5
G. Professional Relationships	4.65	15	5.47	25
H. Travel	1.00	7	0.06	1
I. Other	0.47	5	0.35	3

\* denotes significant difference at the .05 level of confidence.

actual range of 50 and an ideal range of 60. Other noticeably wide ranges were found on-group counseling with an actual range of 40 and an ideal range of 45 and occupational informational services with an actual range of 43 and an ideal range of 30.

Discussion. The findings in Table XV indicate a conflict between the actual and ideal role perceptions of the Master's degree counselors on three guidance functions: Follow-up Research, Administrative Consultant, and Clerical Functions. A similar conflict was evident for the counselor respondents as a whole (see Table X). Both Master's degree counselors actually spent considerably less time performing clerical duties than did the counselor respondents as a whole. Review of related literature had indicated that counselors often spend too much time performing clerical work.<sup>13</sup> In contrast to the counselor respondents as a whole, counselors with a Master's degree in guidance and counseling felt that less time should be spent in consulting with the school administration.

Further comparisons between the two counselor groups revealed that the actual percentages of time for Master's

<sup>13</sup>Kaplan, *op.cit.*, p. 51.

Martyn, "We Are Wasting the Counselor's Time," pp. 439-441.

Purcell, *op.cit.*, pp. 111-113.

Stewart, *op.cit.*, p. 501.

Wrenn, *op.cit.*, p. 141.



degree counselors on orientation, religious counseling, occupational information, teacher consultation, and professional relationships and the ideal percentages of time for Master's degree counselors on individual counseling, religious counseling, and professional relationships were slightly above the respective actual and ideal mean percentages for the counselor respondents as a whole.

In Chapter IV of this study it was shown that the counselors who had a completed Master's degree in guidance and counseling had the majority of counseling experience, the most professional training in guidance and counseling, and the majority of full-time counseling positions. The differences between the actual and ideal roles of Master's degree counselors and the counselor respondents as a whole may have been partially due to these factors.

Hypothesis 5: There is no significant difference between the actual and ideal mean scores on each guidance function for counselors with an incomplete Master's degree in guidance and counseling.

In testing this hypothesis, counselors with incomplete Master's degrees in guidance and counseling were selected from the total counselor respondents in the study. The actual and ideal mean percentages of time spent on each guidance function for these selected counselors were compared for significant differences.

Findings. Table XVI indicates that Hypothesis 5 is rejected. Significant differences were found on two guidance

TABLE XVI

COMPARISON OF THE ACTUAL AND IDEAL MEAN PERCENTAGES OF TIME SPENT  
ON EACH GUIDANCE FUNCTION FOR COUNSELORS WITH AN INCOMPLETE  
MASTER'S DEGREE IN GUIDANCE

Guidance Functions	Actual %		Ideal %	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.50	10	2.77	9.5
2. Counseling				
(a) Individual	23.82	60	24.09	40
(b) Group	10.09	32	11.73	19
3. Religious Counseling	0.59	2	1.82	10
4. Educational/Vocational Information	16.09	38	14.27	26
5. Individual Appraisal	7.09	26	8.00	25
6. Student Services	4.27	15	4.14	15
7. Placement Services	5.05	10	3.91	9
B. Follow-up Research on Students and/or Curriculum	1.86	5	3.45	10
C. Parent Consultant	4.45	9	6.00	15
D. Teacher Consultant	5.50	14.5	6.91	19
E. Administrative Consultant	4.91	9	4.41	19.5
F. Clerical Functions	8.55	25	3.05*	10
G. Professional Relationships	2.91	8	5.18*	12
H. Travel	1.86	15	0.18	1
I. Other	0.45	5	0.09	1

\* denotes significant difference at the .05 level of confidence.

functions: Clerical Functions and Professional Relationships. The counselors felt that they were spending over twice as much time on clerical work as they should. In addition, they felt that they were spending only about one-half of the time on professional relationships that they should ideally be spending. Although not significant, these counselors also felt that they should be spending more time on orientation activities, individual, group, and religious counseling services, consultative relationships with parents and teachers, and follow-up and research studies on students and the school curriculum. With the exception of "Travel" and "Other", these counselors felt that the least amount of their time should be spent on religious counseling. Of all the guidance functions, individual counseling received the largest percentage of these counselors' time on the actual and ideal counselor role. Individual counseling also had the widest ranges with an actual range of 60 and an ideal role percentages of occupational/informational services and group counseling.

Discussion. The rejection of the null hypothesis indicated that counselors with an incomplete Master's degree in guidance and counseling were not completely satisfied with their actual counselor roles in the school settings. Their belief that they should be spending significantly more time on developing professional relationships and significantly less time on clerical duties corresponded with the

**TIGHT B**

feelings of the counselors as a whole (see Table X); however, the ideal percentage ratings of the incomplete Master's degree counselors were higher on these two guidance functions. Actually, the incomplete Master's degree counselors' ideal time for clerical functions resembled the principals' opinion (see Table XI) more than it did the ideal of the counselors as a whole or of the Master's degree counselors (see Table XV). The desire of counselors with an incomplete Master's degree to spend more time on orientation, individual, group, and religious counseling, follow-up and research on students and curriculum, and consultative relationships with parents and teachers was also expressed by the counselors as a whole and the counselors who had completed a Master's degree in guidance and counseling.

#### Summary and Conclusions

Hypotheses 3.1, 3.2, 4, and 5 compared and cross-compared actual and ideal roles of counselors with a Master's degree and counselors with an incomplete Master's degree in guidance and counseling. Analysis of data related to these hypotheses indicated certain trends. Both counselor groups felt that significantly less time should be spent performing clerical duties. Counselors with educational background in theology were thought to be using religious subroles in performing their counselor roles. In general, the actual and ideal roles of counselors with a completed Master's degree in guidance and counseling more closely approximated

the ideal guidance role reported by authorities in review of related literature than did the actual and ideal roles of counselors with an incomplete Master's degree in guidance and counseling. With the exception of "Travel" and "Other", both counselor groups actually spent the least amount of their guidance time on religious counseling. Individual counseling received the largest actual and ideal percentages of time for both counselor groups. Review of related literature indicated that the counselor should devote approximately 50 per cent of his guidance time to individual counseling; both counselor groups have actual and ideal mean percentages of time for individual counseling far below that of authorities' opinion in related literature. The ideal counselor roles of both groups were very similar with no significant differences found between the ideal mean percentages of time that both groups felt should be spent on each guidance function.

In addition to noted trends, there were some inconsistencies. Although both Counselor groups agreed that significantly less time should be spent on clerical duties, counselors with a Master's degree in guidance and counseling also felt that significantly less time should be spent on helping the administration and more time on conducting follow-up research, whereas counselors with an incomplete Master's degree felt that more time should be spent on professional relationships. Master's degree counselors ideally devoted one-half as much time to helping the administration than was ideally devoted by counselors with

an incomplete Master's degree. Although Master's degree counselors actually spent more time on disseminating occupational materials to students than was actually spent by incomplete Master's degree counselors, the former felt that less time should be spent on this function, than was felt by the latter.

Hypothesis 3.1 on actual counselor roles was rejected when counselors with a Master's degree in guidance and counseling scored significantly higher than incomplete Master's degree counselors on Religious Counseling.

No significant difference was found when a comparison was made between the ideal counselor roles of counselors with a Master's degree and counselors with an incomplete Master's degree. Thus, Hypothesis 3.2 was supported.

When counselors with a Master's degree in guidance and counseling had their actual and ideal mean percentages of time on each guidance function compared, significant differences were found on three guidance functions: They felt that significantly more time should be spent on follow-up and research and significantly less time should be spent on helping the administration and in performing clerical work. Thus, Hypothesis 4 was rejected.

When counselors with an incomplete Master's degree had their actual and ideal counselor roles compared, significant differences were found on two guidance functions. They felt that significantly more time should be spent on

professional relationships and that significantly less time should be spent on performing clerical work. Thus, Hypothesis 5 was rejected.

In conclusion, then, only Hypothesis 3.2 was supported; both counselor groups had similar counselor role ideals, although each group had attained different levels of professional counselor training. Review of related literature had indicated that counselor role is influenced by the level of counselor training. Further tests revealed significant differences between the counselor groups' actual roles, between the actual and ideal roles of Master's degree counselors, and between the actual and ideal roles of incomplete Master's degree counselors.

In general, then, these two counselor groups were found to be not only dissatisfied with the time they actually spent on certain guidance roles but were also found to be spending various amounts of time on guidance functions, with a significant difference found on Religious Counseling.

#### IV. RELATIONSHIP BETWEEN COUNSELOR AGE AND DIFFERENCES BETWEEN ACTUAL AND IDEAL COUNSELOR ROLES

Hypothesis 6.1: There is no significant difference between the actual mean scores on each guidance function for counselors above the mean age and the actual mean scores on each guidance function for counselors equivalent to or younger than the mean age.

In testing this hypothesis, counselors were divided

into two groups, according to their ages. Group one included twenty counselors who were equivalent to or younger than the mean counselor age of 32.7. Group two included fifteen counselors who were above the mean age of 32.7. There were three missing observations.

In Chapter IV, Table II (page 59), it was shown that 60 per cent of the counselor respondents were below the mean age. Of these, only seven had completed the Master's degree in counselor education and ten were in the process of completing the degree. The professional experience of this age group showed a mean of 1.91 years of counseling experience and a mean of 3.41 years of teaching experience. Two of the counselors had one year of administrative experience. Of the counselors above the mean age, twelve had completed the Master's degree and three were in the process of completing it. The professional experience of this group showed a mean of 3.13 years of counseling experience and a mean of 9.51 years of teaching experience. The twelve counselors with a Master's degree in counselor education had a mean of two years of administrative experience.

Findings. Table XVII indicates that Hypothesis 6.1 is rejected. Significant differences between the two groups were found on Student Services and Clerical Functions. Counselors equivalent to or younger than the mean counselor age spent significantly more time performing clerical duties and student services than did counselors older than the mean



TABLE XVII

COMPARISON OF THE ACTUAL MEAN PERCENTAGES ON GUIDANCE FUNCTIONS FOR COUNSELORS  
 ABOVE THE MEAN AGE AND THE ACTUAL MEAN PERCENTAGES ON GUIDANCE FUNCTIONS  
 FOR COUNSELORS EQUIVALENT TO OR YOUNGER THAN THE MEAN AGE

Guidance Functions	Actual % for counselors younger than or equiva- lent to mean age		Actual % for counselors above the mean age	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.70	10	3.30	10
2. Counseling				
(a) Individual	18.75	50	23.67	70
(b) Group	10.60	33	12.07	40
3. Religious Counseling	1.33	5	1.60	5
4. Educational/Vocational Information	17.35	38	17.13	43
5. Individual Appraisal	8.85	30	8.73	22
6. Student Services	5.33	15	1.40*	5
7. Placement Services	9.15	20	4.37	10
B. Follow-up Research on Students and/or Curriculum	1.70	5	2.43	5
C. Parent Consultant	5.05	9	5.87	15
D. Teacher Consultant	5.06	15	6.43	15
E. Administrative Consultant	3.75	10	4.07	10
F. Clerical Functions	9.10	25	3.87*	20
G. Professional Relationships	2.75	8	4.40	15
H. Travel	1.38	15	1.13	7
I. Other	1.25	5	0.20	2

\* denotes significant difference at the .05 level of confidence.

counselor age. Although not significant, counselors older than the mean counselor age spent more time on Individual Counseling, Group Counseling, Teacher Consultation, and Professional Relationships than did counselors equivalent to or younger than the mean counselor age. Individual counseling received more guidance time by both counselor groups than any other guidance function. Individual counseling also had the widest ranges for both counselor groups, with a range of 50 for counselors equivalent to or younger than the mean counselor age and a range of 70 for counselors above the mean counselor age. Other notable high ranges for both counselor groups were found on occupational information services and group counseling respectively. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling for counselors equivalent to or younger than the mean age and on Student Services for counselors above the mean counselor age. In addition, counselors equivalent to or younger than the mean age had the lowest range on Religious Counseling and those counselors above the mean age had the lowest range on Student Services.

Discussion. In Table II. (page 59), it was shown that a relationship existed between the age, experience, and training of the counselor respondents, with counselors above the mean counselor age of 32.7 having (1) the greater amount of counseling experience, (2) the greater amount of teaching experience, and (3) the majority of completed Master's degrees.

in guidance and counseling. In Table XVII, counselors equivalent to or younger than the mean age spent approximately three times as much time performing clerical duties and four times as much time performing student services than did counselors above the mean counselor age. Review of related literature indicated that counselors often spend time performing nonguidance functions because of inadequate counselor education. For example, Martyn said that, "Counselors purposely keep themselves busy with clerical work as a result of deficiencies in counseling skills."<sup>14</sup> Again, Pierson claimed that one of the factors that make the school counselor so insecure is the performing of counseling assignments before he is adequately trained.<sup>15</sup>

Table XVII shows that counselors above the mean counselor age and thus with more counselor training and more teaching and counseling experience, spent more time on Orientation, Individual Counseling, Group Counseling, Follow-up, Parent Consultant, Teacher Consultant, Administration Consultant, and Professional Relationships than did counselors equivalent to or younger than the mean counselor age. Review of related literature stressed the importance of (1) counseling with students--one-half time, (2) consulting with parents, teachers and administrators--one-third time, and

<sup>14</sup> Martyn, "We Are Wasting the Counselor's Time," pp. 439-441.

<sup>15</sup> G.A. Pierson, "Aesop and the School Counselor," Personnel and Guidance Journal, XXXIII (February, 1954), p. 327.

(3) organizing, studying, and interpreting data such as follow-up services and orientation activities--one-sixth time.<sup>16</sup> From Table XVII, it is evident that counselors above the mean counselor age approximated the view of authorities in review of related literature much better than did counselors equivalent to or younger than the mean counselor age.

Thus, age appears to be an influential factor in the conflict between the actual counselor role of the two counselor groups probably because of the close relationship between age, counselor experience, and level of counselor training. Hypotheses 3.1, 3.2, 4 and 5 showed that a relationship existed between the actual and ideal roles of counselors and the level of their professional training. Hypotheses 7, 8 and 9 will determine whether a significant relationship exists between the counselor actual and ideal roles and his professional experiences or a counselor, administrator and/or teacher.

Hypothesis 6.2: There is no significant difference between the ideal mean scores on each guidance function for counselors above the mean age and the ideal mean scores on each guidance function for counselors equivalent to or younger than the mean age.

In testing this hypothesis, the counselor groups remained divided as for testing Hypothesis 6.1.

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<sup>16</sup> Hoyt, "Guidance: A Constellation of Services," p. 694.

Findings. Table XVIII indicates that Hypothesis 6.2 is rejected. Significant differences between the two counselor groups were found on Group Counseling and Student Services. Counselors older than the mean age felt that significantly more guidance time should be spent on group counseling than did counselors equivalent to or younger than the mean age. However, counselors equivalent to or younger than the mean age felt that significantly more guidance time should be spent on student services than did counselors older than the mean age. It should be noted that this latter finding is consistent with the finding in Hypothesis 6.1, the highest mean percentage of time was found on Individual Counseling also had the widest ranges, with a range of 65 for counselors equivalent to or younger than the mean age and a range of 60 for counselors above the mean age. With the exception of "Travel" and "Other", both counselor groups felt that the least amount of guidance time should be spent on Religious Counseling. However, counselors equivalent to or younger than the mean age felt that more time should be spent on religious counseling than did counselors older than the mean age. Other than Group Counseling, Student Services, and Religious Counseling, the ideal perceptions of the two counselor groups on the remaining guidance functions were generally similar.

Discussion. Counselors equivalent to or younger

TABLE XVIII

COMPARISON OF THE MEAN PERCENTAGES OF TIME THAT COUNSELORS ABOVE THE MEAN AGE CONSIDER IDEAL TO SPEND ON CERTAIN GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS EQUIVALENT TO AND YOUNGER THAN THE MEAN AGE CONSIDER IDEAL

Guidance Functions	Ideal % for counselors younger than and equivalent to mean age		Ideal % for counselors above the mean age	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.38	10	3.57	10
2. Counseling				
(a) Individual	23.95	65	24.67	60
(b) Group	10.85	30	18.47*	45
3. Religious Counseling	2.50	10	0.93	2
4. Educational/Vocational Information	13.45	30	13.60	30
5. Individual Appraisal	7.33	27	7.47	15
6. Student Services	5.30	15	1.63*	5
7. Placement Services	4.80	15	3.07	5
B. Follow-up Research on Students and/or Curriculum	3.10	10	4.20	10
C. Parent Consultant	6.40	15	6.60	10
D. Teacher Consultant	7.00	19	6.27	25
E. Administrative Consultant	4.03	20	2.20	5
F. Clerical Functions	2.88	10	1.27	5
G. Professional Relationships	4.30	13	5.80	25
H. Travel	0.55	5	0.07	1
I. Other	0.70	5	0.20	3

\* denotes significant difference at the .05 level of confidence.

than the mean counselor age had different ideal perceptions of how their guidance time should be spent than counselors older than the mean counselor age. Table II (page 59) indicated that counselors older than the mean age have (1) the majority of completed Master's degrees in guidance and counseling and (2) the greater amount of teaching and counseling experience. Table XVIII indicates that counselors older than the mean age felt that approximately twice as much time should be spent on group counseling than did counselors equivalent to or younger than the mean age. In addition, counselors equivalent to or younger than the mean age would devote approximately three times as much time to student services as would counselors older than the mean age. Review of related literature had indicated that adequate counselor training is essential to develop professional concepts for the proper utilization of guidance time.<sup>17</sup> It would seem that differences between the two counselor groups on Group Counseling and Student Services may be due to the fact that counselors above the mean age have the majority of counselors with a

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<sup>17</sup>D.S. Arbuckle, "The Conflicting Functions of the School Counselor," p. 127.

Bentley, The Counselor's Role: Commentary and Readings, pp. 15-16.

Editorial Comment, "Counseling Services must be Improved," Occupations, XXX (April, 1952), pp. 536-537.

Boyt, "Guidance: A Constellation of Services," p. 696.

Martyn, "We are Wasting the Counselor's Time," pp. 439-441.

D.D. Richardson, "Preparation for Counseling as a Professional," Counselor Education and Supervision, VII (Winter, 1968), p. 127.

completed Master's degree in guidance and counseling. Analysis, however, revealed that for both counselor groups, the Master's degree counselors ideally devoted the least time to group counseling, with a mean of 10.0 for completed Master's degree counselors equivalent to or younger than the mean age and a mean of 19.0 for incomplete Master's degree counselors above the mean age. On Student Services, Master's degree counselors in both counselor age groups ideally devoted more time to this function than did counselors without a Master's degree, with a mean of 5.4 for complete Master's degree counselors younger than or equivalent to the mean age and a mean of 1.6 for completed Master's degree counselors above the mean age as compared to a mean of 4.3 for incomplete Master's degree counselors younger than or equivalent to the mean age and a mean of 1.5 for incomplete Master's degree counselors above the mean age. Thus, the level of professional training was not an apparent factor in determining significant differences between the two counselor groups on Group Counseling and Student Services.

Review of related literature had also indicated that teaching experience is an influential factor in determining counselor roles.<sup>18</sup> In Chapter IV, Table IV,

<sup>18</sup>Arbuckle, "The Conflicting Functions of the School Counselor," p. 54.

Campbell, "Counselor Personality and Background and His Interview Sub-Role Behaviour," pp. 329-334.

L. Stewart and C. Warnath, The Counselor and Society: A Cultural Approach (Boston: Houghton Mifflin Company, 1965), Chapter 3.



(p. 63), the mean teaching experience of the counselor respondents was 6 years. Analysis showed that counselors with more than six years of teaching experience had ideal mean percentages on Group Counseling of 12.1 for counselors above the mean age and 7.5 for counselors equivalent to or younger than the mean age. Counselors with six years or less of teaching experience had ideal mean percentages of 26.0 for counselors above the mean age and 10.6 for counselors equivalent to or younger than the mean age. Thus, counselors with more than six years of teaching experience ideally assigned less time to Group Counseling than did counselors with six years or less of teaching experience. On Student Services, counselors with more than six years of teaching experience had ideal mean percentages of 1.13 for counselors above the mean age and 4.25 for counselors equivalent to or younger than the mean age. Counselors with six years or less of teaching experience had an ideal mean percentage of 3.6 for both, counselors above the mean age and counselors equivalent to or younger than the mean age. Thus, counselors equivalent to or younger than the mean age with more than six years of teaching experience believed that more time should be spent on Student Services than did counselors equivalent to or younger than the mean age with six years or less of teaching experience.

A similar analysis was made to determine whether counseling experience was an influential factor in

determining significant differences in Hypothesis 6.2. In Chapter IV, Table IV (p. 63), the mean counseling experience of the counselor respondents was 2.40 years. On Group Counseling, counselors with more than two years of counseling experience had ideal mean percentages of 19.9 for counselors above the mean age and 10.5 for counselors equivalent to or younger than the mean age. Counselors with two years or less of counseling experience had ideal mean percentages of 20.0 for counselors above the mean age and 9.8 for counselors equivalent to or younger than the mean age. Thus, counselors equivalent to or younger than the mean age with more than two years of counseling experience believed that more time should be spent on Group Counseling than did counselors equivalent to or younger than the mean age with two years or less of counseling experience. On Student Services, counselors with more than two years of counseling experience had ideal mean percentages of 2.6 for counselors above the mean age and 7.5 for counselors equivalent to or younger than the mean age. Counselors with two year percentages of 2.2 for counselors above the mean age and 2.7 for counselors equivalent to or younger than the mean age. Thus, counselors with more than two years of counseling experience had higher ideal mean percentages for both counselor age groups on Student Services than did counselors with two years or less of counseling experience.

Table II had indicated that counselors older than

the mean counselor age had (1) the majority of completed Master's degrees in guidance and counseling, and (2) the greater amount of teaching and counseling experience. The analysis showed that differences in the level of professional counselor training was not a factor in determining significant differences between the two age groups. On Group Counseling and Student Services however, it was shown that the teaching and counseling experiences of the respondents may have been influential factors, particularly on Student Services. Counselors equivalent to or younger than the mean age with more than six years of teaching experience believed that more time should be spent on Student Services than did counselors equivalent to or younger than the mean age with six years or less of teaching experience. Similarly, counselors with more than two years of counseling experience, in both counselor age groups, believed that more time should be spent on Student Services than did counselors with two years or less of teaching experience. Counselors with more than six years of teaching experience and more than two years of counseling experience ideally assigned less time to Group Counseling than did counselors with six years or less of teaching experience and two years or less of counseling experience.

#### Summary and Conclusions

Hypothesis 6 stated that respondents classified on

the basis of age would not differ significantly in their actual and ideal counselor role perceptions. In testing this hypothesis, counselors were classified on the basis of age, with those counselors above the mean age of 32.7 having their actual and ideal counselor role perceptions compared with the perceptions of those counselors at or below the mean age.

Significant differences were found on two guidance functions on the actual role comparisons in Hypothesis

6.1. Counselors equivalent to or younger than the mean age actually scored significantly higher on Student Services and Clerical Work. It was indicated that such differences may be due to differences in the level of professional counselor training of the two age groups. This corresponded with findings in related literature.

Significant differences were found on two guidance functions on the ideal role comparisons in Hypothesis 6.2. Counselors above the mean age scored significantly higher on Group Counseling and counselors equivalent to or younger than the mean age scored significantly higher on Student Services. It was evident that the level of professional counselor training was not an influential factor in determining significant differences on Group Counseling and Student Services. However, it was shown that teaching experience and counseling experience of the two counselor age groups were factors determining significant differences.

Thus, Hypothesis 6 was not supported.

V. THE RELATIONSHIP BETWEEN PROFESSIONAL EXPERIENCE  
AND DIFFERENCES BETWEEN ACTUAL AND IDEAL  
COUNSELOR ROLES

Hypotheses 7, 8, and 9 state that counselor respondents classified on the basis of such professional experience as counseling, administration, and teaching would not differ significantly in the actual and ideal counselor roles.

Hypothesis 7.1: There is no significant difference between the actual mean scores of counselors with one year or less of counseling experience and the actual mean scores of counselors with more than one year of counseling experience on each of the guidance functions.

In testing this hypothesis, the counselor respondents were divided into two groups, based on professional counselor experience. Group one included fourteen counselors with one year or less of counseling experience. Group two included twenty-one counselors with two or more years of counseling experience. There were three missing observations.

Findings. Table XIX indicates that Hypothesis 7.1 is rejected. A significant difference was found between the two groups of counselors on Individual Counseling. Counselors with one year or less of counseling experience spent significantly less time counseling students individually than did counselors with two or more years of counseling experience. In addition, counselors with one year

TABLE XIX

COMPARISON OF THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY COUNSELORS WITH ONE YEAR OR LESS OF COUNSELING EXPERIENCE AND THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY COUNSELORS WITH MORE THAN ONE YEAR OF COUNSELING EXPERIENCE.

Guidance Functions	Actual % for counselors with experience < one year		Actual % for counselors with experience > one year	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.21	10	3.45	10
2. Counseling				
(a) Individual	14.71	40	24.95*	70
(b) Group	10.79	30	11.52	40
3. Religious Counseling	1.36	5	1.50	5
4. Educational/Vocational Information	18.36	40	16.52	41
5. Individual Appraisal	10.14	30	7.90	27
6. Student Services	3.42	15	3.79	15
7. Placement Services	4.86	15	4.76	20
B. Follow-up Research on Students and/or Curriculum	2.26	5	1.83	5
C. Parent Consultant	6.21	14	4.85	9
D. Teacher Consultant	6.93	13	4.81	14
E. Administrative Consultant	5.00	10	3.14	10
F. Clerical Functions	7.21	25	6.62	20
G. Professional Relationships	3.07	10	3.71	15
H. Travel	2.29	15	0.60	5
I. Other	1.14	5	0.57	5

\* denotes significant difference at the .05 level of confidence.

or less of counseling experience spent more time on Educational/Vocational Information than on any other guidance function. Although not significant, counselors with one year or less of counseling experience spent considerably more time on Individual Appraisal than did counselors with two or more years of counseling experience. Also, both counselor groups spent more time on Clerical Functions than on Follow-up Research, Professional Relationships, Student Services, Placement Services, Parent Consultant, Teacher Consultant, and Administrative Consultant.

Individual Counseling had the widest ranges for both groups, with a range of 70 for counselors with two or more years of counseling experience and a range of 40 for counselors with one year or less of counseling experience. The latter group also had a range of 40 on Educational/Vocational Information. The lowest range was 5, found on Religious Counseling, Follow-up Research, and Other for both counselor groups. Counselors with two or more years of counseling experience also had a range of 5 on Travel.

Discussion. Counselors with more than one year of counseling experience spent their guidance time differently than counselors with one year or less of counseling experience. A significant difference was found on Individual Counseling. However, the mean percentages of time spent on Individual Counseling by both counselor groups

were considerably less than the 50 per cent that authorities in review of related literature felt counselors should spend on this function.<sup>19</sup> In comparison to Table X, counselors with more than one year of counseling experience spent more time on Individual Counseling than did the whole counselor group in the study. In Table XIX, the ranges for the two counselor groups on Individual Counseling shows that some counselors with more than one year of counseling experience spent as much as 70 per cent of their guidance time on individual counseling as compared to a maximum range of 40 per cent for counselors with one year or less of counseling experience.

Both counselor groups spent more time on Clerical Functions than on consultative relationships, student services, and follow-up studies. Review of related literature reported the loss of valuable guidance time because of numerous clerical duties that counselors become saddled with and furthermore, cautioned counselors on the detrimental effects of abundant clerical work on the establishment of a successful guidance program.<sup>20</sup>

<sup>19</sup> K.B. Hoyt, "Guidance: A Constellation of Services," Personnel and Guidance Journal, XL (April, 1962), p. 694.

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

<sup>20</sup> Kaplan, op.cit., p. 51.  
Martyn, "We are Wasting the Counselor's Time," pp. 439-441.

Purcell, op.cit., pp. 111-113.

Stewart, op.cit., p. 501.

Wrenn, op.cit., p. 141.



Table XIX shows that the amount of time that both counselor groups assigned to consultative relationships with parents, teachers, administration, and professional personnel is far less than the one-third that authorities in related literature expect to be spent on such guidance activities.<sup>21</sup>

Hypothesis 7.2: There is no significant difference between the ideal mean scores of counselors with one year or less of counseling experience and the ideal mean scores of counselors with more than one year of counseling experience for each of the guidance functions.

In testing this hypothesis, the same groups were used as in testing Hypothesis 7.1. For the present hypothesis, the ideal ratings of the two groups were compared to test significance.

Findings: Table XX indicates that Hypothesis 7.2 is rejected. Significant differences were found between the two counselor groups on three guidance functions: Individual Counseling, Administrative Consultant, and Clerical Functions. Counselors with more than one year of counseling experience felt that more counselor time should be spent on counseling students individually. However, counselors with one year or less of counseling experience felt that more counselor time should be spent consulting with the administration and in performing

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<sup>21</sup>Hoyt, "Guidance: A Constellation of Services," p. 694.

Wrenn, op.cit., p. 137.

TABLE XX

COMPARISON OF THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH ONE YEAR OR LESS OF COUNSELING EXPERIENCE CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH MORE THAN ONE YEAR OF COUNSELING EXPERIENCE CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Ideal % for counselors with experience $\leq$ one year		Ideal % for counselors with experience $>$ one year	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.07	5	3.71	10
2. Counseling				
(a) Individual	16.07	65	29.71*	60
(b) Group	13.64	25	14.43	45
3. Religious Counseling	2.57	10	1.33	10
4. Educational/Vocational Information	14.14	30	13.10	30
5. Individual Appraisal	8.36	15	6.74	27
6. Student Services	4.21	10	3.40	15
7. Placement Services	4.86	10	3.52	15
B. Follow-up Research on Students and/or Curriculum	3.64	5	3.52	10
C. Parent Consultant	7.07	15	6.10	10
D. Teacher Consultant	6.86	15	6.57	25
E. Administrative Consultant	5.00	5	2.07*	20
F. Clerical Functions	3.29	10	1.45*	20
G. Professional Relationships	5.57	13	4.52	25
H. Travel	0.64	5	0.14	2
I. Other	1.00	5	0.14	3

\* denotes significant difference at the .05 level of confidence.

clerical duties. Both counselor groups had similar ratings for Orientation, Follow-up Research, and Teacher Consultant. Although not significant, counselors with one year or less of counseling experience felt that more time should be spent providing on Educational/Vocational Information, Individual Appraisal, Placement Services, Parent Consultant, and Professional Relationships. For both groups, Individual Counseling received more guidance time than any other guidance function. With the exception of "Travel" and "Other", both groups assigned the least amount of time to Religious Counseling.

The widest ranges were found on Individual Counseling for both groups, with a range of 60 for counselors with two or more years of counseling experience and a range of 65 for counselors with one year or less of counseling experience. The former also had a range of 45 per cent on Group Counseling as compared to a range of 25 per cent for the latter.

Discussion. Table XX indicated that counselors with one year or less of counseling experience had different ideal perceptions of how their guidance time should be spent than counselors with more than one year of counseling experience. Although both groups differed significantly on the amount of time which should be spent on Individual Counseling, neither group approximated the 50 per cent which authorities in review of related literature felt

should be spent on this guidance function.<sup>22</sup> However, the 29.71 per cent which counselors with two or more years of counseling experience felt to be ideal, is the highest percentage of time devoted to Individual Counseling by any counselor group in the entire study. Examination of data showed that counselors with one year or less of counseling experience had fewer completed Master's degrees (six) in guidance and counseling than did counselors with more than one year of counseling experience (thirteen). Thus, the level of counselor training may be an influential factor in causing role discrepancy between the ideal perceptions of the two groups.

Counselors with one year or less of counseling experience significantly felt that 5.0 per cent of their available guidance time should be spent in consulting with the administration as compared to a mean of 2.07 per cent for counselors with more than one year of counseling experience. Table IV (p. 63) showed that counselors with one year or less of counseling experience had the majority of administrative experience. There is the possibility that counselors with one year or less of counseling experience were inclined to perform administrative subroles as part of their counselor role. However, since the review of related literature indicated that counselors should spend approximately one-third of their guidance time in

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<sup>22</sup> Ibid.

consultative relationships, the 5 per cent that counselors with one year or less of counseling experience devoted to administrative consultation may not be significantly high when compared to the view of authorities in related literature.<sup>23</sup> In contrast, the 2.07 per cent that counselors with more than one year of counseling experience assign to administrative consultation may be inadequate. Hypothesis 8.1 and 8.2 will determine whether previous administrative experience played a significant role in the performance of counselor roles.

Counselors with one year or less of counseling experience felt that significantly more time should be spent on clerical work than felt by counselors with more than one year of counseling experience. As mentioned in Hypothesis 7.1, review of related literature cautioned counselors against taking time away from important guidance functions by performing numerous clerical duties. However, such researchers as Goldstein and Hoyt indicated that certain clerical tasks such as checking on test scores, searching for causes of improper student conduct, and working with pupil records were suitable counselor clerical functions.<sup>24</sup> Thus, it is important that provincial school

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<sup>23</sup> Ibid.

<sup>24</sup> H.A. Goldstein, "Job Analysis of Junior and Senior High School Counselors," Industrial Arts and Vocational Education, XXXIX (December, 1950), p. 386-388.

K.B. Hoyt, "What the School has a Right to Expect of its Counselors," Personnel and Guidance Journal,

counselors analyze their clerical roles with emphasis on the types of clerical duties they are performing and the suitability of such clerical functions to the total guidance program.

Hypothesis 8.1: There is no significant difference between the actual mean scores of counselors with administrative experience and the actual mean scores of counselors with no administrative experience on each guidance function.

In testing this hypothesis, the counselors in the study were divided into two groups. Group one included ten counselors with administrative experience; group two included twenty-six counselors with no administrative experience. In group two there were two missing observations.

Findings. Table XXI indicated that Hypothesis 8.1 is rejected. Significant differences were found between the two groups on two guidance functions: Religious Counseling and Teacher Consultant. Counselors with previous administrative experience spent significantly more time performing religious counseling and consulting with teachers than did counselors with no previous administrative experience. Although not significant, counselors with administrative experience spent considerably more

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XXXIX (October, 1961), p. 131.

R.A. Martyn, "Counselors Revealed as Clerical Workers," Occupations, XXIX (January, 1951), p. 294.

R.A. Martinson, "Duties of Elementary School Counselors," Occupations, XXX (December, 1951), p. 169.

TABLE XXI

COMPARISON OF THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WITH NO ADMINISTRATIVE EXPERIENCE AND  
THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WITH ADMINISTRATIVE EXPERIENCE

Guidance Functions	Actual % of counselors with no administrative experience		Actual % of counselors with administrative experience	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.79	10	3.44	10
2. Counseling				
(a) Individual	22.27	70	16.78	50
(b) Group	12.23	40	8.33	15
3. Religious Counseling	0.98	5	2.78*	5
4. Educational/Vocational Information	17.15	40	17.56	30
5. Individual Appraisal	8.92	30	8.44	20
6. Student Services	4.13	15	2.22	5
7. Placement Services	4.71	20	5.11	10
B. Follow-up Research on Students and/or Curriculum	1.98	5	2.11	5
C. Parent Consultant	5.12	9	6.22	14
D. Teacher Consultant	4.65	15	8.56*	15
E. Administrative Consultant	3.50	10	5.00	10
F. Clerical Functions	7.38	20	5.33	25
G. Professional Relationships	2.65	10	5.78	15
H. Travel	0.60	5	3.22	15
I. Other	1.00	5	0.22	2

\* denotes significant difference at the .05 level of confidence.

TIGHT BINDING

differ significantly in the actual and ideal counselor

time on professional relationships and parent consultation than did counselors with no previous administrative experience. With the exception of Travel and Other, the least amount of time was spent on Follow-up by group one and Religious Counseling by group two. Of all the guidance functions, Individual Counseling received the most guidance time from both groups.

The widest ranges were found on Individual Counseling for both groups, with a range of 70 for counselors with no administrative experience and a range of 50 for counselors with administrative experience. The widest discrepancy between the two groups on any one guidance function was found on Group Counseling with a range of 40 for counselors with no administrative experience and a range of 15 for counselors with administrative experience.

Discussion. Do counselors with previous administrative experience use administrative subroles in the performance of their guidance functions? The review of related literature indicated that people going into counseling with teaching backgrounds tend to use teaching subroles in the performance of their guidance duties.<sup>25</sup>

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<sup>25</sup> Arbuckle, "The Conflicting Functions of the School Counselor," p. 54.

Campbell, "Counselor Personality and Background and His Interview Sub-role Behaviour," pp. 329-334.

Stewart and Warnath, The Counselor and Society: A Cultural Approach, Chapter 3.



In Table XXI, the actual mean percentage of time that counselors with administrative experience spent on Individual Counseling, Individual Appraisal, Placement Services, Administrative Consultant, and Teacher Consultant approximated the percentage of guidance time that the principals in Table XI felt the counselor should spend on these functions. In addition, Table XXI showed that counselors with administrative experience spent a significantly larger amount of time in consulting with teachers and more time consulting with parents (administrative subroles).

Counselors with administrative experience spent significantly more time on Religious Counseling than did counselors with no previous administrative experience. Two of the counselors with administrative experience held theological degrees; none of the counselors with no administrative experience had theological training.

Such findings may point to a tendency for the counselors with previous administrative and theological experience to perform such professional-like subroles in counseling. Hypothesis 3.1 (p. 90) also showed a tendency for counselors with theological training to emphasize theological subroles in their counselor role.

Hypothesis 8.2: There is no significant difference between the ideal mean scores of counselors with administrative experience and the ideal mean scores of counselors with no administrative experience on each guidance function.

In testing this hypothesis, the same counselor groups were used as for testing Hypothesis 8.1.

Findings. Table XXII indicates that Hypothesis 8.2 is rejected. Significant differences were found on three functions: Parent Consultant, Travel, and Other. Counselors with previous administrative experience felt that significantly more time should be spent consulting with parents whereas counselors with no previous administrative experience felt that Travel and Other should receive significantly more guidance time. Although not significant, counselors without administrative experience spent more time on Individual Counseling, Educational/Vocational Information, Individual Appraisal, Student Services, and Placement Services. Counselors with administrative experience spent more time on Group Counseling, Teacher Consultant, and Professional Relationships. Both groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", the least amount of guidance time was assigned to Religious Counseling for counselors without administrative experience and on Clerical Functions for counselors with previous administrative experience.

The widest range was 65, found on Individual Counseling for both counselor groups. Wide ranges were also found on Group Counseling, with a range of 45 for counselors without administrative experience and a range of 30

TABLE XXII

COMPARISON OF THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH NO ADMINISTRATIVE EXPERIENCE CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH ADMINISTRATIVE EXPERIENCE CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Ideal % of counselors with no administrative experience		Ideal % of counselors with administrative experience	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.54	10	3.22	10
2. Counseling				
(a) Individual	24.96	65	22.22	65
(b) Group	13.23	45	16.67	30
3. Religious Counseling	1.85	10	1.78	5
4. Educational/Vocational Information	14.62	30	10.33	20
5. Individual Appraisal	7.90	27	5.89	15
6. Student Services	4.25	15	2.22	5
7. Placement Services	4.12	15	3.89	10
B. Follow-up Research on Students and/or Curriculum	3.27	10	4.44	10
C. Parent Consultant	5.65	10	8.89*	15
D. Teacher Consultant	5.92	19	8.89	25
E. Administrative Consultant	3.48	20	2.56	5
F. Clerical Functions	2.44	10	1.44	5
G. Professional Relationships	4.04	10	7.56	25
H. Travel	0.46	5	0.00*	00.0
I. Other	0.65	5	0.00*	00.0

\* denotes significant difference at the .05 level of confidence.

for counselors with administrative experience. The remaining ranges were fairly uniform throughout the Table.

Discussion. The findings in this Table are somewhat consistent with the findings on Table XXI. Previous administrative experience may have influenced counselors with administrative experience to ideally assign significantly more time to consulting with parents and more time, though not significant, to consulting with teachers. The ideal roles of counselors with no administrative experience more closely approximated the ideal roles of the counselors as a whole. (See Table X).

Counselors with administrative experience felt that no guidance time should be spent on "Other" functions such as travelling between schools or attending guidance meetings whereas counselors without administrative experience felt that some portion of the counselor's time should be spent on these functions. However, this portion is still very small, with a mean of 0.46 for "Travel" and a mean of 0.65 for "Other."

Hypothesis 9.1: There is no significant difference between the actual mean score on each guidance function for counselors with five years or less of teaching experience and the actual mean score on each guidance function for counselors with more than five years of teaching experience.

In testing this hypothesis, the counselor respondents were divided into two groups according to amount of teaching experience. Group one included twenty-one counselors

with five years or less of teaching experience. Group two included fourteen counselors with more than five years of teaching experience.

Findings. Table XXIII indicates that Hypothesis 9.1 is rejected. Counselors with five years or less of teaching experience spent significantly more time on Student Services than did counselors with more than five years of teaching experience. Although not significant, counselors in groups one spent more time on Individual Counseling, Group Counseling, and Clerical Functions. However, counselors in group two spent considerably more time on Educational/Vocational Information and Student Appraisal. Counselors in group two spent almost as much time on Educational/Vocational Information as they spent on Individual Counseling. However, Individual Counseling received more guidance time for both groups than any other function. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling by both groups.

Table XXIII showed a wide range discrepancy between the two counselor groups. Counselors with five years or less of teaching experience had their highest range of 70 on Individual Counseling, with other notable high ranges of 33, 38, and 30 found on Group Counseling, Educational/Vocational Information, and Individual Appraisal respectively. Counselors with more than five years of teaching experience had their highest range of 43 found on Educational/

TABLE XXIII

COMPARISON OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WITH TEACHING EXPERIENCE EQUIVALENT  
TO OR LESS THAN FIVE YEARS AND THE MEAN PERCENTAGES OF  
TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY  
COUNSELORS WITH MORE THAN FIVE YEARS OF  
TEACHING EXPERIENCE

Guidance Functions	Actual % of counselors with teaching experience ≤ five years		Actual % of counselors with more than five years of teaching experience	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.31	10	3.93	10
2. Counseling				
(a) Individual	21.48	70	19.93	38
(b) Group	13.00	33	8.57	40
3. Religious Counseling	1.33	5	1.61	5
4. Educational/Vocational Information	16.05	38	19.07	43
5. Individual Appraisal	6.71	30	11.93	20
6. Student Services	4.88	15.5	1.79*	5
7. Placement Services	5.21	20	4.21	15
B. Follow-up Research on Students and/or Curriculum	1.88	5	2.21	5
C. Parent Consultant	5.05	14	5.93	8
D. Teacher Consultant	5.33	15	6.14	15
E. Administrative Consultant	4.10	10	3.57	10
F. Clerical Functions	7.76	25	5.50	20
G. Professional Relationships	3.24	10	3.79	15
H. Travel	1.52	15	0.89	5
I. Other	0.71	5	0.93	5

\* denotes significant difference at the .05 level of confidence.

Vocational Information, with other notable high ranges of 40 and 38 found on Group Counseling and Individual Counseling respectively.

Discussion. Since a significant difference between the two groups was found on only one function, Student Services, it is important to note how close the two counselor groups really were on the distribution of their time for guidance functions. However, these counselor groups with varying degrees of teaching experience did spend their guidance time differently. Counselors with more than five years of teaching experience spent more time on distributing career information to students and appraising students' abilities than did counselors with five years or less of teaching experience; also, group two spent significantly less time on student services (organizing youth associations, securing physical-social needs for students or setting up a sex education program within the school). The function of distributing career information to students and appraising students' potentials and abilities can be teaching duties as well as counseling duties. Having more teaching experience may have contributed to the more frequent performance of these functions by counselors in group two. In addition, counselors with more than five years teaching experience spent as much time distributing career information as they spent on individual counseling. Authorities in the related

literature considered individual counseling to be the major guidance function, occupying 50 per cent of the counselor's time.<sup>26</sup> In comparison to the actual time spent on guidance functions by all the counselor respondents in the study (Table X), the actual mean scores of counselors with five years or less of teaching experience (more counselors in this group) more closely approximated the total counselor respondents than did those of the counselors with more than five years of teaching experience. A review of related literature showed two distinct poles of opinion on the necessity of teaching experience for counselors, with one group insisting that counselors with teaching experience can better understand the complexity of the teacher's job and the other group claiming that counselors with teaching experience tend to use teaching subroles in the performance of their counseling duties (tutoring, advising, and information giving) to the extent that teaching gives many bad counseling habits.<sup>27</sup> From the findings in Table XXIII, it appears that in the

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<sup>26</sup>Hoyt, "Guidance: A Constellation of Services," p. 694.

Wrenn, op.cit., p. 137.

<sup>27</sup>G.R. Hudson, "Counselors Need Teaching Experience," Counselor Education and Supervision, 00 (Spring 1961), pp. 24-27.

Arbuckle, "The Conflicting Functions of the School Counselor," p. 54.

Campbell, op.cit., pp. 329-334.

Stewart and Warnath, op.cit., Chapter 3.



case of some guidance functions the amount of previous teaching experience may be an influential factor in the utilization of the counselor's guidance time.

Hypothesis 9.2: There is no significant difference between the ideal mean score on each guidance function for counselors with five years or less of teaching experience and the ideal mean score on each guidance function for counselors with more than five years of teaching experience.

In testing this hypothesis, the counselor groups remained divided as for testing Hypothesis 9.1.

Findings. Table XXIV indicated that Hypothesis 9.2 is rejected. Counselors with five years or less of teaching experience felt that they should spend significantly less of their counseling time on Student Services than did counselors with more than five years of teaching experience. This finding is the same as for Hypothesis 9.1. Although not significant, counselors with five years or less of teaching experience would ideally spend less guidance time on Orientation, Individual Counseling, and Individual Appraisal. This is similar to the findings on Hypothesis 9.1 except for Individual Counseling on which counselors in group one devoted more time. The remaining guidance functions in Table XXIV were fairly uniform throughout for both counselor groups. Both counselor groups felt that Individual Counseling should receive more guidance time than any other function. With the exception of "Travel" and "Other", the two groups believed that the

COMPARISON OF MEAN PERCENTAGES OF TIME COUNSELORS WITH FIVE YEARS OR LESS  
OF TEACHING EXPERIENCE CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS  
AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WITH MORE THAN  
FIVE YEARS TEACHING EXPERIENCE CONSIDER  
IDEAL TO SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Ideal % of counselors with teaching experience five years		Ideal % of counselors with more than five years teaching experience	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.76	5	4.50	10
2. Counseling				
(a) Individual	22.38	65	27.07	60
(b) Group	13.90	30	14.43	45
3. Religious Counseling	2.29	10	1.14	5
4. Educational/Vocational Information	13.48	30	13.57	30
5. Individual Appraisal	6.98	27	8.00	15
6. Student Services	5.26	15	1.43*	6
7. Placement Services	4.66	15	3.14	10
B. Follow-up Research on Students and/or Curriculum	3.52	10	3.64	10
C. Parent Consultant	6.67	15	6.21	10
D. Teacher Consultant	6.71	19	6.64	25
E. Administrative Consultant	3.86	20	2.32	5
F. Clerical Functions	2.43	10	1.82	5
G. Professional Relationships	4.95	13	4.93	25
H. Travel	0.19	2	0.57	5
I. Other	0.43	5	0.57	5

\* denotes significant difference at the .05 level of confidence.

least amount of time should be spent on Religious Counseling.

The widest ranges were found on Individual Counseling for both groups, with counselors in group one having a range of 65 and counselors in group two having a range of 60. Wide ranges were also found on Group Counseling, with a range of 30 for counselors in group one and a range of 45 for counselors in group two. A range of 30 was also found on Educational/Vocational Information for both counselor groups.

Discussion. Table XXIV indicated that counselors with varying degrees of teaching experience had slightly different views on how they should spend their guidance time. Counselors with five years or less of teaching experience would ideally spend less (but not significantly less) time on Orientation activities, individual counseling, and student appraisal, and significantly more time on student services. These findings are similar to those in Hypothesis 9.1 with the exception of Individual Counseling. However, these differences may not necessarily have been due to the differences in teaching experience. Of the twenty-one counselors with five years or less of teaching experience ten had a Master's degree in guidance and counseling, eight were working on the Master's degree in guidance and counseling, and three had no graduate studies. Of the fourteen counselors with more than five years of

teaching experience nine had completed a Master's degree in guidance and counseling, three were working on the Master's degree in guidance and counseling, and two had no graduate studies. Related literature had indicated that adequate counselor training at the Master's level is essential to develop professional concepts for the proper utilization of guidance time.<sup>28</sup>

In addition, counselors with five years or less of teaching experience had a mean of 5.00 years of counseling experience as compared to a mean of 2.64 years of counseling experience for counselors with more than five years of teaching experience. Thus, differences in the ideal counselor role perceptions of counselors with five years or less of teaching experience may be due to a number of influential factors such as level of counselor training, counseling experience, and amount of teaching experience.

#### Summary and Conclusions

Hypotheses 7, 8 and 9 stated that counselor respondents classified on the basis of such professional experience as counseling, administration, and teaching would not

<sup>28</sup>Arbuckle, "The Conflicting Functions of the School Counselor," p. 127.

Bentley, The Counselor's Role: Commentary and Readings, pp. 15-16.

Editorial Comment, "Counseling Services Must Be Improved," pp. 536-537.

Hoyt, "Guidance: A Constellation of Services," p. 696.

Richardson, "Preparation for Counseling as a Profession," p. 127.

differ significantly in the actual and ideal counselor roles.

It was found that counselors with one year or less of counseling experience actually spent significantly less time on individual counseling than did counselors with more than one year of counseling experience. In addition, counselors with one year or less of counseling experience felt that ideally, significantly more time should be spent in consulting with the administration and in performing clerical duties but significantly less time should be spent on individual counseling.

When the counselors were classified by amount of administration experience, significant differences were found between the actual counselor roles of the respondents on two guidance functions. Counselors with previous administrative experience spent significantly more time performing religious counseling and consulting with teachers than did counselors with no previous administrative experience. In addition, counselors with administrative experience felt that, ideally, significantly more time should be spent in consulting with parents but significantly less time should be spent on travelling and in performing "other" guidance functions.

When the counselors were classified by teaching experience a significant difference was found between the actual counselor roles of the respondents on one guidance

function. Counselors with five years or less of teaching experience spent significantly more time on student services than did counselors with more than five years of teaching experience. A significant difference was also found between the ideal counselor roles of the two groups on student services.

In conclusion, then, Hypotheses 7, 8, and 9 have not been supported. Tests revealed that the actual and ideal guidance roles of the respondents differed when the respondents were classified on the basis of such experience as counseling, teaching, and administration.

#### VI. DIFFERENCES BETWEEN THE ACTUAL AND IDEAL COUNSELOR ROLES OF RESPONDENTS WHEN CLASSIFIED BY INFLUENTIAL FACTORS WITHIN THE EDUCATIONAL SETTING

Hypotheses 10, 11, 12, 13, and 14, state that respondents classified according to such influential factors in the counselor's educational setting as professional duties, length of time in present school setting, school levels at which guidance functions are performed, and student ratio would not differ significantly in their actual and ideal role performance.

Hypothesis 10.1: There is no significant difference between the actual mean scores on each guidance function for part-time counselors and the actual mean scores on each guidance function for full-time counselors.

In testing this hypothesis, the counselor respondents were divided into two groups. Group one included twenty-one full-time counselors and group two included fourteen part-time counselors. There were three missing observations.

Findings. Table XXV indicates that Hypothesis 10.1 is rejected. A significant difference between the two groups was found on Professional Relationships. Full-time counselors spent significantly more of their guidance time consulting with professional personnel (psychologists, psychiatrists, social workers) than did part-time counselors. Although not significant full-time counselors also spent more time on Orientation and Group Counseling, whereas part-time counselors spent more time on Individual Counseling and Individual Appraisal. Both counselor groups spent more guidance time on Individual Counseling than on any other guidance function. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling for full-time counselors and on Follow-up Research for part-time counselors.

The widest ranges were found on Individual Counseling for both groups with ranges of 50 and 70 for full-time and part-time counselors. Ranges of 40 and 41 were found on Group Counseling and Educational/Vocational Information for full-time counselors. Similarly, a range of 40 was found on Educational/Vocational Information for part-time

TABLE XXV

COMPARISON OF THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY FULL-TIME COUNSELORS AND THE MEAN PERCENTAGES OF  
TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY PART-TIME  
COUNSELORS

Guidance Functions	Full-Time Actual %		Part-Time Actual %	
	Mean	Range	Mean	Range
1. Assistance to Students				
1. Orientation	3.10	10	2.75	10
2. Counseling				
(a) Individual	18.52	50	24.36	70
(b) Group	13.00	40	8.57	30
3. Religious Counseling	1.17	5	1.86	5
4. Educational/Vocational Information	17.48	41	16.93	40
5. Individual Appraisal	7.76	27	10.36	30
6. Student Services	3.74	15	3.50	15
7. Placement Services	4.95	20	4.61	15
B. Follow-up Research on Students and/or Curriculum	2.24	5	1.68	5
C. Parent Consultant	5.00	9	6.00	13
D. Teacher Consultant	6.40	14	4.54	15
E. Administrative Consultant	4.10	8	3.57	10
F. Clerical Functions	6.48	25	7.43	20
G. Professional Relationships	4.43	14	2.00*	10
H. Travel	1.40	15	1.07	7
I. Other	0.81	5	0.79	5

\* denotes significance difference at the .05 level of confidence.



counselors. The other ranges were lower and fairly uniform for both groups.

Discussion. Table XXV indicates that full-time and part-time counselors spent their guidance time somewhat differently, with a significant difference found on Professional Relationships. Review of related literature indicated that consultative relationships with teachers, parents, administrators and other personnel contributing to the success of the guidance program should occupy one-third of the counselor's time.<sup>29</sup> However, although the mean percentages of time spent on professional consultation by both groups in Table XXV may be deemed inadequate in comparison to review of related literature, the greater percentage of time spent on this function by full-time counselors may have been due to two factors: (1) level of counselor training, and (2) availability of professional assistance. Review of related literature stressed the need for all counselors to have a Master's degree in guidance and counseling in order to gain professional competency.<sup>30</sup> Table VI (p. 67) indicated that 58.3 per cent

<sup>29</sup> Hoyt, "Guidance: A Constellation of Services," p. 694.

Wrenn, op.cit., p. 137.

<sup>30</sup> Arbuckle, "The Conflicting Functions of the School Counselor," p. 127.

Bentley, op.cit., pp. 15-16.

Editorial Comment, "Counseling Services Must be Improved," pp. 536-537.

Hoyt, "Guidance: A Constellation of Services," p. 696.

Richardson, op.cit., p. 127.

of the full-time counselors had such Master's degrees as compared to 35.7 per cent of the part-time counselors. Thus, the fact that full-time counselors spent significantly more time on professional consultation than did part-time counselors may be due to differences in the level of professional counselor training attained by the two groups. In addition, a list of the school counselors in Newfoundland (1971-72) available from the Department of Education, Division of Pupil Personnel Services, indicated that the majority of provincial counselors were employed in the major populated centers such as St. John's, Grand Falls, Gander, and Corner Brook, and thus near professional assistance. The majority of counselors in this study were full-time counselors. Thus, it seems that the availability of professional help had a significant influence on the amount of time that provincial counselors devoted to such a guidance function.

Hypothesis 10.2: There is no significant difference between the ideal mean scores on each guidance function for part-time counselors and the ideal mean scores on each guidance function for full-time counselors.

In testing this hypothesis, the counselor groups remained divided as for testing Hypothesis 10.1.

Findings. Table XXVI indicates that Hypothesis 10.2 is accepted. There is no significant difference between the ideal role perceptions on each guidance function for the two counselor groups. Although not significant, part-time

TABLE XXVI

COMPARISON OF THE MEAN PERCENTAGES OF TIME THAT FULL-TIME COUNSELORS  
CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN  
PERCENTAGES OF TIME THAT PART-TIME COUNSELORS CONSIDER  
IDEAL TO SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Full-Time Ideal %		Part-Time Ideal %	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.50	10	3.39	10
2. Counseling				
(a) Individual	22.38	65	27.07	65
(b) Group	14.95	45	12.86	30
3. Religious Counseling	1.14	5	2.86	10
4. Educational/Vocational Information	14.14	30	12.57	25
5. Individual Appraisal	7.17	27	7.71	15
6. Student Services	3.52	15	4.04	10
7. Placement Services	3.76	15	4.50	10
B. Follow-up Research on Students and/or Curriculum	3.76	10	3.29	5
C. Parent Consultant	6.81	15	6.00	10
D. Teacher Consultant	7.81	25	5.00	10
E. Administrative Consultant	2.69	5	4.07	20
F. Clerical Functions	2.26	10	2.07	5
G. Professional Relationships	5.81	25	3.64	10
H. Travel	0.14	2	0.64	5
I. Other	0.62	5	0.29	3

\* denotes significant difference at the .05 level of confidence.

counselors believed that more time should be spent on Individual Counseling and Administrative Consultant whereas full-time counselors believed that more time should be spent on Group Counseling, Educational/Vocational Information, Teacher Consultant, and Professional Relationships. Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", ideally the least amount of time was spent on Religious Counseling for full-time counselors and on Clerical Functions for part-time counselors. Individual Counselors had the widest ranges, with both counselor groups having a range of 65.

Discussion. Table XXVI indicated that there is general agreement among the full-time and part-time counselors in the study on how their guidance time should be spent even though Table VI (p. 67) showed that 58.3 per cent of the full-time counselors had Master's degrees in guidance and counseling as compared to 35.7 per cent of the part-time counselors. In comparison to the statistical findings for the whole counselor group in Table X (p. 78), the full-time counselors approximated more closely the ideal role of the whole counselor group.

Review of related literature stressed the necessity of adequate counselor training at the Master's level to avoid nonguidance functions and establish a sound guidance program. Table VI showed that a minority of the province's

Master's degree counselors were working part-time with their other duties consisting mainly of teaching. In related literature Arbuckle said that:

Every individual who has a part-time counseling function should check carefully to determine the degree to which he is being rendered ineffective as a counselor because of his other conflicting functions. . . we may hope that the day is not too far off when every school counselor is a fully qualified professional worker. This he can never be if he is satisfied to accept a dual role, a part-time status, which makes him an ineffective fish and an equally ineffective fowl.<sup>31</sup>

Although the full-time and part-time counselors had similar ideal counselor role perceptions, based on the related literature, there is still a need for a large number of provincial counselors to be trained at the Master's level and to perform their professional counselor role on a full-time basis to become more professionally confident and competent, in order to establish sound guidance policy throughout the province.

Hypothesis 11.1: There is no significant difference between the actual mean scores on each guidance function for counselors who had worked in their educational setting for one year or less and the actual mean scores on each guidance function for counselors who had worked in their educational setting for more than one year.

In testing this hypothesis, the counselor respondents were divided into two groups. Group one included seventeen counselors who had been in their school counselor setting for one year or less and group two included eighteen

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<sup>31</sup> Arbuckle, "The Conflicting Functions of the School Counselor," p. 59.

counselors who had been in their school setting for more than one year. There were three missing observations.

Findings. Table XXVII indicates that Hypothesis 11.1 is accepted. No significant differences were found between the mean percentages of time that counselors in their school settings for one year or less spent on guidance functions and the mean percentages of time that counselors in their school settings for more than one year spent on the same function. However, there were notable differences in the time spent by the two counselor groups on some guidance functions. Counselors in their school setting for more than one year spent considerably more time on Individual Counseling than did those in the school setting for one year or less, whereas counselors in the school setting for one year or less spent considerably more time on Educational/Vocational Information. Both groups spent more time on Individual Counseling than on any other guidance function. With the exception of "Travel" and "Other", both groups spent the least amount of time on Religious Counseling.

The widest ranges were found on Individual Counseling for both groups with a range of 50 for counselors in their school setting for one year or less and a range of 60 for counselors in their setting for more than one year. Other notable wide ranges were found on Group Counseling and Educational/Vocational Information for the two groups with ranges of 30 and 40 and 43 and 38 respectively.

TABLE XXVII

COMPARISON OF THE MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY COUNSELORS WHO HAD WORKED IN THEIR EDUCATIONAL SETTING FOR ONE YEAR OR LESS AND THE MEAN PERCENTAGES OF THEIR TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY COUNSELORS WHO HAD WORKED IN THEIR EDUCATIONAL SETTING FOR MORE THAN ONE YEAR

Guidance Functions	Actual % for counselors in a setting for one year or less		Actual % for counselors in a setting for more than one year	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.24	10	3.64	10
2. Counseling				
(a) Individual	17.12	50	24.39	60
(b) Group	10.53	30	11.89	40
3. Religious Counseling	1.59	5	1.31	5
4. Educational/Vocational Information	19.71	43	14.94	38
5. Individual Appraisal	9.12	30	8.50	27
6. Student Services	3.18	10	4.08	15
7. Placement Services	4.82	15	4.81	20
B. Follow-up Research on Students and/or Curriculum	2.00	5	2.03	5
C. Parent Consultant	6.29	14	4.56	9
D. Teacher Consultant	6.65	15	4.72	14
E. Administrative Consultant	4.24	10	3.56	10
F. Clerical Functions	6.88	25	6.83	20
G. Professional Relationships	3.71	10	3.22	15
H. Travel	1.88	15	0.69	5
I. Other	0.65	5	0.94	5

\* denotes significant difference at the .05 level of confidence.

Discussion. The length of time that the counselors in this study had been in their counselor setting as counselors was apparently not a significant factor in determining the counselor role. Table V indicated that the length of time that the counselor respondents had been in their school settings ranged from one to six years with the largest percentage of counselors (47.4) having been in their school settings for one year (p. 65). In comparison to review of related literature both groups spent considerably less time on Individual Counseling and Consultative Relationships than they should have spent.<sup>32</sup> No literature was found relating the performance of counseling duties to the length of time in the school setting.

Hypothesis 11.2: There is no significant difference between the ideal mean scores on each guidance function for counselors who had worked in their educational setting for one year or less and the ideal mean scores on each guidance function for counselors who had worked in their educational setting for more than one year.

In testing this hypothesis, the counselor groups remained divided as for testing Hypothesis 11.1.

Findings. Table XXVIII indicates that Hypothesis 11.2 is accepted. There are no significant differences between the ideal perceptions on each guidance function for counselors in the educational setting for one year or less

<sup>32</sup> Hoyt, "Guidance: A Constellation of Service," p. 694.

Wrehn, op.cit., p. 137.



TABLE XXVIII

COMPARISON OF THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WORKING IN AN EDUCATIONAL SETTING FOR ONE YEAR OR LESS CONSIDERED IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME THAT COUNSELORS WORKING IN AN EDUCATIONAL SETTING FOR MORE THAN ONE YEAR CONSIDERED IDEAL TO SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Ideal % of Counselors in a setting for one year or less		Ideal % of counselors in a setting for more than one year	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.24	5	3.67	10
2. Counseling				
(a) Individual	20.59	65	27.72	60
(b) Group	15.35	25	12.94	45
3. Religious Counseling	1.82	10	1.83	10
4. Educational/Vocational Information	13.71	30	13.33	30
5. Individual Appraisal	6.76	15	7.97	27
6. Student Services	3.59	10	3.86	15
7. Placement Services	4.47	10	3.67	15
B. Follow-up Research on Students and/or Curriculum	3.59	5	3.56	10
C. Parent Consultant	7.29	15	5.72	10
D. Teacher Consultant	6.71	15	6.67	25
E. Administrative Consultant	3.82	5	2.69	20
F. Clerical Functions	2.47	10	1.92	5
G. Professional Relationships	5.35	13	4.56	25
H. Travel	0.47	5	0.22	2
I. Other	0.76	5	0.22	3

\* denotes significant difference at the .05 level of confidence.

and the counselors in the educational setting for more than one year. However, there were notable differences on some guidance functions. Counselors in the educational setting for more than one year felt that considerably more time should be spent on Individual Counseling than did counselors in their setting for one year or less, but counselors in the setting for one year or less felt that Group Counseling should get considerably more guidance time than did those counselors in their setting for more than one year. Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling by both counselor groups.

The widest ranges were found on Individual Counseling with a range of 65 for counselors in their setting for one year or less and a range of 60 for counselors in their setting for more than one year. A wide discrepancy between the ranges of the two counselor groups was found on Group Counseling with counselors in their setting for one year or less having a range of 25 as compared to a range of 45 for counselors in their setting for more than one year. The other ranges were lower and fairly uniform throughout for both groups.

Discussion. Table XXVIII indicated that there is a general agreement among counselors who had worked in their

school setting for one year or less and counselors who had worked in their school setting for more than one year on how their guidance time should be spent on guidance functions. Thus, the length of time that the counselors in this study had been in their educational settings as counselors was apparently not a significant factor in determining ideal counselor role perceptions of the two counselor groups. When compared to the ideal counselor role perceptions of the counselor respondents as a whole in Table X (p. 78), both counselor groups approximated these ideals very closely. No literature was found relating counselor role perceptions to length of time in the educational setting.

Hypothesis 12.1: There is no significant difference between the actual mean scores on each guidance function for counselors working at one school level and the actual mean scores on each guidance function for counselors working at two school levels.

In testing this hypothesis, the counselor respondents were selected and grouped according to the appropriate school level desired. Group one included twelve counselors who worked at one school level. Group two included fifteen counselors who worked at two school levels. There was one missing observation.

Findings. Table XXIX indicates that Hypothesis 12.1 is accepted. No significant differences were found between the mean percentages of time actually spent on

***TIGHT BINDING***

(1) counselors working at one school level have a greater opportunity to become acquainted with their teacher

TABLE XXIX

COMPARISON OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WORKING AT ONE SCHOOL LEVEL AND THE  
MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WORKING AT TWO SCHOOL LEVELS

Guidance Functions	Actual % of counselors at one school level		Actual % of counselors at two school levels	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	1.79	5	3.93	10
2. Counseling				
(a) Individual	23.67	65	22.67	30
(b) Group	12.25	33	13.33	30
3. Religious Counseling	1.50	5	1.37	5
4. Educational/Vocational Information	14.92	38	14.00	25
5. Individual Appraisal	6.50	20	7.67	22
6. Student Services	2.33	10	3.93	15
7. Placement Services	4.29	10	5.67	20
B. Follow-up Research on Students and/or Curriculum	2.04	5	2.20	5
C. Parent Consultant	5.67	13	5.73	9
D. Teacher Consultant	7.63	15	4.60	10
E. Administrative Consultant	4.42	10	3.87	10
F. Clerical Functions	7.66	25	6.27	20
G. Professional Relationships	4.00	15	3.33	10
H. Travel	1.08	7	1.10	5
I. Other	0.25	2	1.00	5

\* denotes significant difference at the .05 level of confidence.

each guidance function by the two counselor groups. However, counselors who worked at two school levels spent considerably more time on Orientation activities than did counselors at one school level, whereas counselors working at one school level spent considerably more time on Teacher Consultation. Both groups spent more time on

Individual Counseling than on any other guidance function. With the exception of "Travel" and "Other" the least amount of time was spent on Religious Counseling by both counselor groups.

The widest ranges were found on Individual Counseling. However, there was a large range discrepancy between the two counselor groups on Individual Counseling with counselors working at one school level having a range of 65 as compared to a range of 30 for counselors working at two school levels. In addition, counselors working at two school levels also had a range of 30 on Group Counseling. Counselors working at one school level had ranges of 33 and 38 on Group Counseling and Educational/Vocational Information. With the exception of "Travel" and "Other", the lowest ranges were found on Religious Counseling with a range of 5 for both groups. Counselors working at two school levels also had a range of 5 on the Follow-up Research.

Discussion. Table XXIX indicated that the null hypothesis is accepted. Counselors who worked at one

school level spent their time similarly to counselors who worked at two school levels. However, although there was very little discrepancy found between the mean percentages of time spent on each guidance function by both counselor groups, a notable range discrepancy occurred on Individual Counseling. Analysis of data showed that this discrepancy was reasonably due to minimal-maximum ranges of 5 and 70 for counselors working at one school level as compared to minimal-maximum ranges of 0 and 30 for counselors working at two school levels. Only one counselor working at one school level spent 70 per cent of his time on Individual Counseling.

When compared to the statistical findings in Table X, Table XXIV showed that both counselor groups spent more time on Individual Counseling than the whole counselor group included in the study. However, like the total counselor respondents, the counselors under study in Table XXIX spent considerably less time on Individual Counseling than agreed upon by authorities in the review of related literature.<sup>33</sup> Further comparisons showed that the counselors in Table XXIX spent more time on Group Counseling, than did counselors in Table X; counselors working at one school level also spent more time on Teacher Consultant, Administrative Consultant, Clerical Functions, and Professional Relationships than did counselors

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<sup>33</sup> Ibid.

in Table X.

Table XXIX also indicated that counselors working at two school levels spent considerably more time performing orientation activities than did counselors working at one school level. This may be reasonably due to the fact that there is greater need for orientation activities at two school levels than at one school level.

No literature was found on the relationships between how the counselor spent his time and the number of school levels in which he worked.

Hypothesis 12.2: There is no significant difference between the ideal mean scores on each guidance function for counselors working at one school level and the ideal mean scores on each guidance function for counselors working at two school levels.

In testing this hypothesis, the counselors remained divided as for testing Hypothesis 12.1.

Findings. Table XXX indicates that Hypothesis 12.2 is accepted. No significant differences were found between the ideal mean percentages on each guidance function for the two counselor groups. However, the ideal counselor role perceptions for counselors who worked at two school levels were considerably greater on Orientation, Group Counseling, Educational/Vocational Information, and Student Appraisal than they were for counselors who worked at one school level. Counselors working at one school level had higher ideal mean percentages on Individual

TABLE XXX

COMPARISON OF MEAN PERCENTAGES OF TIME THAT COUNSELORS AT ONE SCHOOL LEVEL  
CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES  
OF TIME THAT COUNSELORS AT TWO SCHOOL LEVELS CONSIDER IDEAL TO  
SPEND ON GUIDANCE FUNCTIONS

Guidance Functions	Ideal % of counselors at one school level		Ideal % of counselors at two school levels	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	2.46	5	4.20	10
2. Counseling				
(a) Individual	25.83	60	23.00	30
(b) Group	13.75	30	16.20	30
3. Religious Counseling	1.42	10	2.20	10
4. Educational/Vocational Information	11.83	30	13.00	25
5. Individual Appraisal	5.75	15	8.73	20
6. Student Services	2.70	5	3.93	10
7. Placement Services	3.08	5	4.33	15
B. Follow-up Research on Students and/or Curriculum	4.58	10	2.73	5
C. Parent Consultant	7.58	12	5.40	10
D. Teacher Consultant	9.83	24	4.67	10
E. Administrative Consultant	2.83	5	3.63	20
F. Clerical Functions	1.42	5	2.43	5
G. Professional Relationships	6.67	25	4.27	10
H. Travel	0.00	0	0.67	5
I. Other	0.25	0	0.60	3

\* denotes significant difference at the .05 level of confidence.



Counseling, Teacher Consultant, and Professional Relationships.

Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", both groups felt that Religious Counseling should receive the least amount of guidance time.

The widest ranges were found on Individual Counseling for both groups. Again, as in Table XXIX, there was a large range discrepancy between the two groups on Individual Counseling with counselors working at one school level having a range of 60 as compared to a range of 30 for counselors working at two school levels. In addition, counselors who worked at two school levels also had a range of 30 on Group Counseling. This was similar to the finding in Table XXIX. With the exception of "Travel" and "Other", the lowest range was 5 found on Orientation, Student Services, Placement Services, Administrative Consultant, and Clerical Functions for counselors working at one school level and on Follow-up Research and Clerical Functions for counselors working at two school levels.

Discussion. Table XXX indicated that there is general agreement among both counselor groups on how their guidance time should be spent even though they work at different levels. Further analysis of data showed

that general agreement among the two counselor groups may be due to similar levels of professional training. Table III (p. 61) showed that nineteen counselors had a Master's degree in guidance and counseling and eleven were in the process of completing a Master's in guidance and counseling. In Table XX, fifteen of the counselors had completed a Master's degree in guidance and counseling and ten were in the process of completing it. Review of related literature on counselor role preparation stressed the need for professional counselors trained at the Master's level to reduce much of the role conflicts in guidance and to come to some kind of agreement as to what we should be doing.<sup>34</sup> Apparently, lack of significant conflict on guidance functions and the presence of general agreement on how the counselor should spend his time may be due to both counselor groups in Table XXX having a high level of professional training.

In addition, noted similarities were found between Hypothesis 12.1 and Hypothesis 12.2. In both cases, Individual Counseling received the greatest amount of guidance time. Noted discrepancies occurred on the Individual Counseling ranges with counselors working at one school level having the higher ranges on this function.

<sup>34</sup>Arbuckle, "The Conflicting Functions of the School Counselor," p. 127.

Bentley, *op.cit.* pp. 15-16.

Editorial Comment, "Counseling Services Must be Improved," pp. 536-637.

Hoyt, "Guidance: A Constellation of Services," p.694.

Wrenn, *op.cit.*, p. 137.

A range of 30 was found on Individual Counseling and Group Counseling for counselors working at two levels on both hypotheses.

Hypothesis 13.1: There is no significant difference between the actual mean scores on each guidance function for counselors working at one school level and the actual mean scores on each guidance function for counselors working at more than two school levels.

In testing this hypothesis, the counselors were selected and grouped according to the appropriate school levels to be tested. Group one included twelve counselors who worked at one school level. Group two included twenty-three counselors who worked at more than two school levels. There were three missing observations.

Findings. Table XXXI indicates that Hypothesis 13.1 is accepted. No significant differences were found between the mean percentages of time actually spent on each guidance function by the two counselor groups. However, counselors who worked at one school level spent considerably more time on Individual Counseling, Group Counseling, and Teacher Consultant than did counselors who worked at more than two school levels, whereas, counselors at two levels spent considerably more time on Orientation, Educational/Vocational Information, Individual Appraisal, and Student Services than did counselors at one school level. Both counselor groups spent more time on Individual Counseling than on any

TABLE XXXI

COMPARISON OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WORKING AT ONE SCHOOL LEVEL AND THE  
MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WORKING AT MORE THAN  
TWO SCHOOL LEVELS.

Guidance Functions	Actual % of counselors working at one school level	Range	Actual % of counselors working at more than two school levels	Range
	Mean		Mean	
A. Assistance to Students				
1. Orientation	1.79	5	3.57	10
2. Counseling	23.67	65	19.39	50
(a) Individual	12.25	33	10.70	40
(b) Group	1.50	5	1.41	5
3. Religious Counseling				
4. Educational/Vocational Information	14.92	38	18.48	41
5. Individual Appraisal	6.50	20	10.00	27
6. Student Services	2.33	10	4.33	15
7. Placement Services	4.29	10	5.09	10
B. Follow-up Research on Students and/or Curriculum	2.04	5	2.00	5
C. Parent Consultant	5.67	13	5.26	9
D. Teacher Consultant	7.63	15	4.63	15
E. Administrative Consultant	4.42	10	3.61	5
F. Clerical Functions	7.66	25	6.43	14
G. Professional Relationships	4.00	15	3.17	10
H. Travel	1.08	7	1.37	15
I. Other	0.25	2	1.09	5

\* denotes significant difference at the .05 level of confidence.

other guidance function. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling by both groups.

The widest ranges were found on Individual Counseling for both groups with a range of 65 for counselors who worked at one school level and a range of 50 for those at more than two school levels. Both counselor groups had fairly wide ranges on Group Counseling and Educational/Vocational Information, with ranges of 33 and 38 for counselors at one school level and ranges of 40 and 41 for counselors at more than two school levels on these functions. The other ranges were low and fairly uniform throughout.

Discussion. Table XXXI indicated that counselors who worked at one school level spent their guidance time similarly to counselors who worked at more than two school levels. Again, as in Table XXIX, counselors who worked at one school level spent more time on Teacher Consultation, with both groups spending more time on Individual Counseling and the least amount of time on Religious Counseling. In addition, Table XXXI, like Table XXIX, showed that counselors who worked at more than one school level spent considerably more time on orientation activities. Such a finding may be due to the fact that more orientation services are needed when a counselor works at more than one school level. No

literature was found on the relationship between how the counselor spent his guidance time and the number of school levels in which he worked.

Hypothesis 13.2: There is no significant difference between the ideal mean scores on each guidance function for counselors working at one school level and the ideal mean scores on each guidance function for counselors working at more than two school levels.

In testing this hypothesis, the counselors remained divided as for testing Hypothesis 13.1.

Findings: Table XXXII indicated that Hypothesis 13.2 is rejected. Significant differences were found between the two groups on Teacher Consultant and Travel. Counselors at one school level felt that considerably more time should be spent on consulting with teachers whereas, counselors at more than two school levels felt that considerably more time should be spent on travelling. Although not significant, counselors at more than two school levels felt that more time should be spent on Orientation, Educational/Vocational Information, and Individual Appraisal than was felt by counselors at one school level. However, counselors at one school level felt that more time should be spent on Individual Counseling, and Parent Consultant than was felt by counselors at more than two school levels. Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function.

TABLE XXXII

COMPARISON OF MEAN PERCENTAGES OF TIME COUNSELORS AT ONE SCHOOL LEVEL  
 CONSIDER IDEAL TO SPEND ON GUIDANCE FUNCTIONS AND THE MEAN  
 PERCENTAGES OF TIME COUNSELORS AT MORE THAN TWO  
 SCHOOL LEVELS CONSIDER IDEAL TO SPEND ON  
 GUIDANCE FUNCTIONS

Guidance Functions	Ideal % of counselors working at one school level	Range	Ideal % of counselors working at more than two school levels	Range
	Mean		Mean	
A. Assistance to Students				
1. Orientation	2.46	5	3.98	10
2. Counseling				
(a) Individual	25.83	60	23.43	65
(b) Group	13.75	30	14.30	45
3. Religious Counseling	1.42	10	2.04	5
4. Educational/Vocational Information	11.83	30	14.39	30
5. Individual Appraisal	5.75	15	8.24	27
6. Student Services	2.70	5	4.26	15
7. Placement Services	3.08	5	4.57	10
B. Follow-up Research on Students and/or Curriculum	4.58	18	3.04	5
C. Parent Consultant	7.58	12	5.91	10
D. Teacher Consultant	9.83	24	5.04*	15
E. Administrative Consultant	2.83	5	3.46	5
F. Clerical Functions	1.42	5	2.59	10
G. Professional Relationships	6.67	25	4.04	10
H. Travel	0.00	0	0.52*	2
I. Other	0.25	0	0.61	5

\* denotes significant difference at the .05 level of confidence.

With the exception of "Travel" and "Other", the least amount of time was to be spent on Religious Counseling by both groups. However, counselors working at one school level also felt that the least amount of time should be spent on Clerical Functions, with a mean of 1.42 for both Religious Counseling and Clerical Functions.

Individual Counseling had the widest ranges, with range of 60 for counselors working at one school level and a range of 65 for counselors working at more than two school levels. Counselors working at more than two school levels also had a range of 45 on Group Counseling as compared to a range of 30 for counselors working at one school level. With the exception of "Travel" and "Other", the lowest range was 5 found on Orientation, Student Services, Placement Services, Administrative Consultant, and Clerical Functions for counselors working at one school level and on Religious Counseling, Follow-up Research, and Administrative Consultant for counselors working at more than two school levels.

Discussion. In Table XXXII it was shown that counselors working at one school level had different ideal perceptions of how they should spend their guidance time than did counselors working at more than two school levels. Significant differences between the two groups on Teacher Consultant might possibly be due to two factors:



(1) counselors working at one school level have a greater opportunity to become acquainted with their teacher colleagues and to have continuous professional contacts with them since both spend all their time in the same setting, and (2) six of the counselors working at one school level were teaching part-time which might have been an influential factor in why counselors at one school level considered consulting with teachers so important. In addition, working at more than two school levels, counselors might have found it physically impossible to establish professional rapport with all the teachers involved because of the time factor.

The significant difference between the two counselor groups on Travel may be due to the necessity of counselors working at more than two school levels to travel much more than counselors working at one school level.

Hypothesis 14.1: There is no significant difference between the actual mean scores on each guidance function for counselors with a student ratio equivalent to or less than five hundred and the actual mean scores on each guidance function for counselors with a student ratio greater than five hundred.

In testing this hypothesis, the counselor respondents were divided into two groups. Group one included seventeen counselors who had a student ratio equivalent to or less than five hundred. Group two included eighteen counselors who had student ratios greater than five hundred. There were no missing observations.

Findings. Table XXXIII indicates that Hypothesis 14.1 is rejected. Significant differences between the two groups were found on Clerical Functions and Professional Relationships. Counselors with a student ratio less than 500 spent considerably more time on Orientation and Parent Consultant whereas counselors with a student ratio greater than 500 spent considerably more time on Individual Counseling and Educational/Vocational Information. Both counselor groups spent more time on Individual Counseling than any other guidance function. With the exception of "Travel" and "Other", the least amount of time was spent on Religious Counseling.

Individual Counseling had the widest ranges, with a range of 50 for counselors with a student ratio equivalent to or less than 500 and a range of 70 for counselors with a student ratio greater than 500. The lowest range was 5 found on Religious Counseling, Follow-up Research, and Professional Relationships for counselors with a student ratio equivalent to or less than 500 and on Religious Counseling, Follow-up Research, and Administrative Consultant for counselors with a student ratio greater than 500.

Discussion. Examination of the level of professional counselor training of the two groups may have given insight into the reason for significant differences on Clerical Functions and Professional Relationships. Analysis

TABLE XXXIII

COMPARISON OF MEAN PERCENTAGES OF TIME ACTUALLY SPENT ON GUIDANCE  
FUNCTIONS BY COUNSELORS WITH A STUDENT RATIO EQUIVALENT TO  
OR LESS THAN FIVE HUNDRED AND THE MEAN PERCENTAGES OF  
TIME ACTUALLY SPENT ON GUIDANCE FUNCTIONS BY  
COUNSELORS WITH A STUDENT RATIO GREATER  
THAN FIVE HUNDRED

Guidance Functions	Actual % of counselors with student ratio $\leq$ five hundred		Actual % of counselors with student ratio $>$ five hundred	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	5.59	10	3.31	10
2. Counseling				
(a) Individual	18.29	50	23.28	70
(b) Group	11.00	33	11.44	40
3. Religious Counseling	2.00	5	0.92	5
4. Educational/Vocational Information	15.82	35	18.61	43
5. Individual Appraisal	8.41	30	9.17	27
6. Student Services	3.53	45	3.75	15.5
7. Placement Services	5.59	15	4.08	20
B. Follow-up Research on Students and/or Curriculum	2.35	5	1.69	5
C. Parent Consultant	6.00	13	4.83	9
D. Teacher Consultant	6.18	15	5.17	14
E. Administrative Consultant	4.41	10	3.39	5
F. Clerical Functions	9.35	25	4.50*	15
G. Professional Relationships	2.12	5	4.72*	15
H. Travel	1.17	7	1.36	15
I. Other	1.18	5	0.44	5

\* denotes significant difference at the .05 level of confidence.

TIGHT BINDING

showed that counselors with a student ratio greater than 500 had the majority of Master's degrees in counselor education. Authorities in the review of related literature indicated the need for professionally trained counselors at the Master's-degree level to practice guidance in the schools to eliminate inadequate guidance programs and avoid misuse of counselor time. For example, Martyn said that, "Counselors purposely keep themselves busy with clerical work as a result of deficiencies in Counseling skills."<sup>35</sup> Arbuckle stated it this way:

As long as the school counselor can be considered to be adequately educated by having picked up a few part-time courses . . . then it is surely ludicrous to talk in terms of the professional status and the professional competence of the school counselor.<sup>36</sup>

In addition, significant differences between the two counselor groups on clerical duties and professional relationships may have been due to other factors, specifically, existing demands on available guidance time and the school levels at which the counselor worked. Examination of the data revealed that of the eighteen counselors with student ratios greater than five hundred, eight worked at three or more school levels, with three of these at the district level. This would render it

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<sup>35</sup>K.A. Martyn, "We are Wasting the Counselor's Time," pp. 439-441.

<sup>36</sup>Arbuckle, "The Conflicting Functions of the School Counselor," p. 55.

practically impossible for a counselor to provide guidance services for a large student body and at the same time be involved in the clerical duties of any one particular school or schools. Of the seventeen counselors with student ratios equal to or less than five hundred, only three counselors worked at more than two levels. Thus, a large majority of these counselors spent their available guidance time at one or two school levels. Since this counselor group spent more than twice as much time on clerical duties as the former counselor group, it appears that there might be a relationship between counselor-student ratio and the amount of clerical work performed by the school counselor.

Similarly, counselors with student ratios greater than five hundred may have spent more time consulting with professional personnel, particularly referral agencies, because the demands and needs of the many school levels on the guidance program rendered it practically impossible for a single counselor to handle every counseling case.

Hypothesis 14.2: There is no significant difference between the ideal mean scores on each guidance function for counselors with a student ratio equivalent to or less than five hundred and the ideal mean scores on each guidance function for counselors with a student ratio greater than five hundred.

In testing this hypothesis, the counselor respondents remained divided as for testing Hypothesis 14.1.

Findings. Table XXIV indicates that Hypothesis 14.2 is accepted. No significant differences were found between the two counselor groups on the ideal amount of time each felt they should spend on the guidance functions. Although not significant, counselors with a student ratio greater than 500 felt that considerably more time should be spent on Individual Counseling than did counselors with a student ratio equivalent to or less than 500. The ideal role perceptions on the remaining guidance functions for both counselor groups were very similar. Both counselor groups felt that Individual Counseling should receive more guidance time than any other guidance function. With the exception of "Travel" and "Other", the least amount of guidance time would be spent on Clerical Functions by counselors with a student ratio equivalent to or less than 500 and on Religious Counseling by counselors with a student ratio greater than 500.

The widest ranges were found on Individual Counseling with both groups having an identical range of 15. Fairly high ranges were also found on Group Counseling with a range of 30 for counselors with a student ratio equivalent to or less than 500 and a range of 45 for counselors with a student ratio greater than 500, the latter had a range of 30 on Educational/Vocational Information. With the exception of "Travel" and "Other", the lowest ranges were found on Clerical Functions for counselors with a student ratio equivalent to or less

TABLE XXXIV

COMPARISON OF MEAN PERCENTAGES OF TIME COUNSELORS WITH A STUDENT RATIO  
LESS THAN OR EQUIVALENT TO FIVE HUNDRED CONSIDER IDEAL TO SPEND  
ON GUIDANCE FUNCTIONS AND THE MEAN PERCENTAGES OF TIME  
COUNSELORS WITH A STUDENT RATIO GREATER THAN FIVE  
HUNDRED CONSIDER IDEAL TO SPEND ON GUIDANCE  
FUNCTIONS

Guidance Functions	Ideal % of counselors with student ratio $\leq$ five hundred		Ideal % of counselors with student ratio $>$ five hundred	
	Mean	Range	Mean	Range
A. Assistance to Students				
1. Orientation	3.24	10	3.67	10
2. Counseling				
(a) Individual	22.06	65	26.33	65
(b) Group	13.24	30	14.94	45
3. Religious Counseling	2.71	10	1.00	5
4. Educational/Vocational Information	13.24	25	13.78	30
5. Individual Appraisal	7.59	15	7.19	27
6. Student Services	3.65	10	3.81	15
7. Placement Services	4.76	10	3.39	15
B. Follow-up Research on Students and/or Curriculum	3.52	10	3.61	10
C. Parent Consultant	6.47	15	6.50	10
D. Teacher Consultant	7.18	20	6.22	25
E. Administrative Consultant	4.06	20	2.47	5
F. Clerical Functions	2.59	5	1.81	10
G. Professional Relationships	4.35	13	5.50	25
H. Travel	0.53	5	0.17	2
I. Other	0.82	5	0.16	3

\* denotes significant difference at the .05 level of confidence.

than 500, and on Religious Counseling and Administrative Consultant for counselors with a student ratio greater than 500.

Discussion. Counselors with a student ratio equivalent to or less than 500 have ideal counselor role perceptions similar to those of counselors with a student ratio greater than 500. However, although both groups had similar ideal role perceptions, their actual counselor roles differed significantly as pointed out in Hypothesis 14.1.

In review of related literature it was reported that a commonly agreed upon optimum counseling load was one full-time counselor to every 250 to 300 students.<sup>37</sup> In the present study, 52.6 per cent of the respondents had a student ratio greater than 500. Only eight of the respondents approximated the optimum counselor-student ratio as reported in the review of related literature (see Table VII, p. 68). A high student ratio for

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<sup>37</sup> K.B. Hoyt, "What Should be the Pupil Load for the School Counselor," Personnel and Guidance Journal, XXXIV (October, 1955), pp. 86-88.

Pietrofesa and Vriend, op.cit., p. 183.

R. Finley and B. Shertzer, "What is an Adequate Counselor-Student Ratio," School Counseling: Perspectives and Procedures, ed. H.J. Peters and M.J. Bathory (Itasca: F.E. Peacock Publishers, Inc., 1968), pp. 291-297.

P.J. Warren, Report of the Royal Commission on Education and Youth: Province of Newfoundland and Labrador, II, October, 1967, pp. 23-24.

Wrenn, op.cit., p. 137.



Newfoundland counselors was also reported by the Way study entitled, "Status of Guidance and Counseling in Newfoundland Schools, 1969-70."<sup>38</sup> Thus, for provincial counselors to adequately perform their guidance role, student ratios must be reduced.

#### Summary and Conclusions

Hypotheses 10, 11, 12, 13, and 14 stated that counselor respondents classified on the basis on such factors within the counselors' educational setting as professional duties, length of time in present school setting, school levels at which guidance functions are performed, and student ratio would not differ significantly in the actual and ideal counselor roles.

When the counselors were classified by their professional duties in the educational setting, it was found that full-time counselors spent significantly more time on developing professional relationships than did part-time counselors. However, no significant differences were found between the ideal counselor roles of the two groups.

When the counselors were classified by length of time they had been in their present educational settings as counselors, no significant difference was found when

<sup>38</sup> H.H. Way, Status of Guidance and Counseling in Newfoundland Schools, 1969-70. Memorial University of Newfoundland, 1970, p. 4.

the actual counselor roles of respondents working in their educational setting for one year or less were cross-compared with the actual counselor roles of respondents working in their educational setting for more than one year. Similarly, no significant difference was found when the same two groups had their ideal counselor roles cross-compared.

When the counselors were classified by the number of school levels at which they worked, no significant difference was found between the actual counselor roles of respondents working at one school level and the actual counselor roles of respondents working at two school levels. Similarly, no significant difference was found when the same two counselor groups had their ideal counselor roles cross-compared. When the actual counselor roles of respondents working at one school level were cross-compared with the actual counselor roles of respondents working at more than two levels, no significant difference was found. However, when the same two counselor groups had their ideal counselor roles cross-compared, it was found that counselors working at one school level would ideally spent significantly more time on consulting with teachers than would counselors working at more than two school levels, whereas, counselors at more than two school levels ideally devoted more time to travelling.

When the counselors were classified by student ratio, respondents with a student ratio less than 500 spent significantly more time on clerical duties, whereas counselors with a student ratio greater than 500 spent significantly more time on professional relationships. However, no significant difference was found between the ideal counselor roles of these same two counselor groups.

In conclusion, then, only Hypotheses 11 and 12 were completely supported; tests revealed no significant differences between the actual and ideal roles of the counselor respondents when classified as working at one or two school levels and by length of time in the present school setting. However, tests revealed significant differences on the actual and ideal roles of the counselor respondents classified by professional duties in the educational setting, student ratio, and working at one and more than two school levels.

## VII. CONCLUSIONS

The findings in the analysis of Chapter V have pointed out several important conclusions on the relationship between personal and professional data on Newfoundland counselors and their actual and ideal counselor roles. These conclusions are based on pertinent questions raised in Chapter I, p. 6.

1. As a whole, Newfoundland counselors experienced conflicts between the time spent on guidance functions and their perceptions on how much time should be spent on guidance functions. Specifically, the counselors felt that less time should be spent providing occupational information and in performing clerical duties and more time spent on conducting follow-up studies and consulting with professional personnel.
2. The principals and their counselors held similar views on how the counselor should spend his guidance time.
3. Counselors with different levels of professional training in guidance and counseling spent their guidance time differently, although there was general agreement among all counselors as to how they should ideally spend their guidance time. Of the counselors, those with a Master's degree in guidance and counseling more closely approximated the views of authorities in related literature.
4. Counselors with varying degrees of educational background in areas other than in counseling differed significantly in the allocation of their guidance time among various guidance functions. The primary educational backgrounds discussed were teaching, administration, and theology.
5. Counselor age was an apparent factor significantly influencing the allocation of guidance time with counselors equivalent to or younger than the mean age of 32.7 having different actual and ideal roles than counselors older than the mean age.
6. The amount of professional experience in counseling, teaching, and administration significantly influenced the counselors' allocation of guidance time among various guidance functions.
7. Of the five factors considered influential on counselor role within the school setting, (1) professional duties, (2) length of time in the educational setting, (3) working at one or two school levels, (4) working at one or more than two school levels, and (5) student ratio, only (2) and (3) were shown not to be influencing the counselor's actual and ideal role.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of the study was to examine the actual and ideal roles of the school counselors in Newfoundland and Labrador and the relationship of these roles to the counselor's professional experience, his educational background in guidance and counseling, and factors in the educational setting in which he worked.

Answers to the following research questions were sought:

1. How do counselors actually divide their time among several guidance functions and activities?
2. What do counselors believe to be an ideal allocation of their time among these same functions and activities?
3. Do counselors with varying degrees of educational background and professional experience in guidance and counseling differ in respect to (1) the types of functions they perform or (2) the amount of time they actually spent on these functions?
4. Do counselors with varying degrees of educational background and professional experience in guidance and counseling differ in their perceptions of what an ideal amount of time would be to spend on these same functions and activities?
5. Do such factors in the educational setting as counselor-pupil ratio, the principal's counselor role perception, the length of time the counselor has been in a particular school setting, his professional duties other than counseling in the

school setting, and the school level(s) in which he works, create counselor role variability among counselors in the province of Newfoundland and Labrador?

6. Do counselors and their principals assign similar time allotments to the various functions performed by counselors?

In Chapter II research literature was presented on the topic under study and divided into four major sections as follows: (1) Counselor Role Problems: Use of Guidance Time, (2) Counselor Role Preparation, (3) Factors in the Educational Setting Influencing Counselor Role, and (4) Summary. Two questionnaires were developed by the investigator from authoritative resources available in the related literature. These questionnaires were sent to provincial counselors and their principals.

The Counselor Questionnaire and the Principal Questionnaire were sent on May, 1972. A self-addressed, stamped envelope was enclosed. The respondents were encouraged to maintain anonymity. At the end of May a follow-up letter was sent to non-respondents in order to elicit a greater response. During the final week in June, those who had not responded were contacted by telephone. Of the fifty-six questionnaires mailed to counselors, thirty-eight were used in the study. Of the fifty questionnaires mailed to principals, thirty-three were used in the study. The final date for receipt of questionnaires used in the study was July 17, 1972.

Upon receipt of the data, descriptive statistics were used to explain the distribution of responses. Mean percentages of time were computed for actual and ideal roles and comparisons and cross-comparisons were made for significant differences at the .05 level of confidence.

## II. CONCLUSIONS AND RECOMMENDATIONS

Conclusion 1. Role confusion exists among Newfoundland school counselors.

Recommendation. Newfoundland school counselors experienced some conflict between the actual time spent on guidance functions and their perception of how much time they should spend on these functions. In addition, the counselor respondents indicated that some counselor time was being spent on non-guidance functions. It is recommended that the school counselors initiate a clarification of their guidance roles through the School Counselors' Association of Newfoundland.

Conclusion 2. In terms of professional literature, inadequate time was spent by provincial school counselors on Individual Counseling, but the provincial counselors did not feel that this is a serious problem.

Recommendation. Although the school counselors spent more time on Individual Counseling than on any other guidance function, the actual and ideal mean percentages of time allocated to this function by the counselors as a whole was

inadequate. Whereas authorities in related literature indicated that school counselors should devote one-half of their guidance time working directly with students and in this study the school counselors, as a whole, devoted approximately 25 per cent of their time to this function, it is recommended that provincial school counselors spend much more time on individual counseling.

Conclusion 3. In accordance with related literature, provincial school counselors need to devote more time to consulting with professional personnel contributing to the total guidance program and to follow-up research.

Recommendation. Whereas, provincial school counselors spent less than 20 per cent of their guidance time on these functions, authorities in related literature recommended that approximately one-third of the school counselor's guidance time should be spent in these areas. Thus, it is recommended that school counselors in Newfoundland need to devote more time to follow-up research and to consulting with professional personnel contributing to the guidance program.

Conclusion 4. According to related literature, as a whole, provincial school counselors spent too much time on Clerical Functions with some counselors devoting as much as 25 per cent of their guidance time to this function.

Recommendation. Since the school counselor's time should be devoted solely to guidance functions, it is



recommended that provincial school counselors eliminate all clerical work which is not a part of their guidance functions.

Conclusion 5. Provincial school counselors were dissatisfied with the amount of time they spent on Educational/Vocational Information and felt that less time should be devoted to this function.

Recommendation. To eliminate devoting too much time to Educational/Vocational Information, it is recommended that counselors (1) provide students with direct access to this information through a film club, student aids, career days, periodic occupational group work, and (2) provide a room or part of the school library where students can find the information themselves.

Conclusion 6. The school counselors and their principals were in close agreement on how the counselor should spend his guidance time.

Recommendation. Since the amount of conflict between a counselor and his principal will vary from school setting to school setting, it is recommended that school counselors be fully aware of what constitutes an adequate guidance program and present this program to their principals upon entering a school system or prior to employment. For a guidance program to be effective, it must be implemented

with the support of the school principal, who is the major influence in determining the function of each staff member, including the school counselor.

Conclusion 7. As a whole, school counselors with a Master's degree, in guidance and counseling more closely approximated the statements of authorities in the related literature as to how the counselor's time should be spent.

Recommendation. Whereas guidance and counseling is relatively new to Newfoundland schools, it is recommended that all personnel assuming the role of school counselor have adequate counselor training at the Master's degree level. If a person within the school setting can be considered a school counselor after having taken only a few part-time courses in guidance and counseling, it will be difficult to achieve a professional level of counselor status and effectiveness in the provincial schools. In this study it was shown that only 50 per cent of the provincial school counselors had completed a Master's degree in guidance and counseling.

Conclusion 8. Other than "Travel", the least amount of actual and ideal guidance time was devoted to Religious Counseling.

Recommendations. No authoritative literature was found on the amount of time that school counselors should

devote to religious counseling or on whether or not this is a guidance function. In this study, religious counseling was performed mainly by counselors with theological backgrounds. It is recommended that counselors use their own discretion in deciding when they are performing religious counseling and judge their professional competence in this matter in accordance with their own educational backgrounds and type of religious problems with which they are presented.

Conclusion 9. An optimum counselor-student ratio of one counselor to 250 to 300 students was achieved by a minimal number of the provincial school counselors.

Recommendation. It is recommended that to have efficient guidance programs within the provincial schools the counselor-student ratio should not exceed 300 students. Such an optimum counselor-student ratio had also been stressed by the Report of the Royal Commission on Education and Youth II and by authorities in related literature.

Conclusion 10. A total of 63 per cent of provincial school counselors were employed as full-time guidance counselors.

Recommendation. Although there has been an increase in the number of full-time counselors in provincial schools since 1969-70 (in which more than one-half of the counselor

population was part-time workers) we still have too many part-time workers. Since an individual who has a part-time counseling position may be rendered less effective as a counselor because of other conflicting school functions; it is recommended that such counselors exact every effort to become full-time counselors.

Conclusion 11. Previous professional experience of the counselors in fields other than counseling may have been an influential factor in determining the allocation of available guidance time.

Recommendation. Since the study showed that counselors without previous administrative experience and with less than five years of teaching experience more closely approximated an ideal counselor role than did counselors with such experience, it is recommended that previous professional experience be considered an influential factor in the selection of applicants for the Master's degree program in guidance and counseling.

Conclusion 12. The majority of the provincial school counselors worked at several school levels with emphasis placed mainly at the senior high school level.

Recommendation. It is recommended that more school counselors be employed full-time at the Elementary and Junior High school levels since it is at these two levels that preventative counseling can take place.

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APPENDICES

APPENDIX A  
THE INSTRUMENT

TIGHT BINDING

Long Pond, Manuels  
Conception Bay  
May 3, 1972.

To The Counselors:

The following questionnaire is an important part of a study which I am doing on the role of the school counselor in Newfoundland and Labrador.

The questionnaire will hopefully provide valuable information both on the various activities actually performed by school counselors and on the judgement of the counselors as to what would be an ideal performance of these activities. This could assist the Department of Education and the Department of Educational Psychology, Guidance and Counseling at Memorial University in determining future policies regarding the education of student counselors for our Newfoundland and Labrador school scene.

As a graduate student in counseling and a future colleague, I am asking for your generous cooperation in helping me partially fulfill my thesis requirements by completing the attached questionnaire. I would like to point out to you that this is voluntary and that you are in no way obligated to answer the questions. However, your full cooperation will be very much appreciated.

You need not put your name on the questionnaire. Also, leave blank any question which is not applicable or which you cannot (or would rather not) answer. A self-addressed, stamped, envelope is enclosed for your convenience.

Yours truly

---

Albert W. Bishop  
Graduate student in  
Guidance and Counseling,  
Department of Educational  
Psychology, Guidance, and  
Counseling,  
Memorial University of  
Newfoundland

---

Dr. L.D. Klas  
Thesis supervisor

---

Dr. H.H. Way, Head  
Dept. Ed. Psychology



QUESTIONNAIRE ON THE ROLE OF THE SCHOOL COUNSELOR  
IN NEWFOUNDLAND AND LABRADOR

SECTION I. GENERAL INFORMATION

A. TITLE

- |                 |                   |
|-----------------|-------------------|
| 1. Mr. _____    | 5. Reverend _____ |
| 2. Mrs. _____   | 6. Doctor _____   |
| 3. Miss _____   | 7. Brother _____  |
| 4. Father _____ | 8. Sister _____   |

B. PROFESSIONAL EXPERIENCE (including this year)

- |                          |       |
|--------------------------|-------|
| 1. Counseling _____      | years |
| 2. Teaching _____        | years |
| 3. Administration _____  | years |
| 4. Other (specify) _____ | years |

C. INDICATE WHETHER YOUR PREVIOUS PROFESSIONAL EXPERIENCE WAS FULL-TIME AND/OR PART-TIME.

- |                   |                 |       |                 |       |
|-------------------|-----------------|-------|-----------------|-------|
| 1. Counseling     | Full-time _____ | years | Part-time _____ | years |
| 2. Teaching       | Full-time _____ | years | Part-time _____ | years |
| 3. Administration | Full-time _____ | years | Part-time _____ | years |
| 4. Other          | Full-time _____ | years | Part-time _____ | years |

D. LENGTH OF TIME IN YOUR PRESENT COUNSELOR SETTING

\_\_\_\_\_ years.

E. YOUR AGE \_\_\_\_\_ years.

F. WHAT UNIVERSITY DEGREES HAVE YOU RECEIVED? (i.e. B.A., M.Ed., etc.)

- |                                  |   |
|----------------------------------|---|
| 1. No degree (if so check) _____ | 5. Have you worked beyond the Master's level? (check one) |
| 2. Undergraduate degree(s) _____ | a. yes  |
| 3. Diploma (specify area) _____  | b. no   |
| 4. Graduate degree(s) _____      |   |
| a. completed (specify) _____     |   |
| b. incomplete (specify) _____    |   |

G. PRESENT PROFESSIONAL DUTIES (Check appropriate space)

- |                                 |   |
|---------------------------------|---|
| 1. Counseling (full-time) _____ |   |
| 2. Counseling (part-time) _____ | one-half one-third one-fourth other (specify) |
| 3. Teaching _____               | one-half one-third one-fourth other (specify) |
| 4. Administration _____         | one-half one-third one-fourth other (specify) |

H. AT WHICH SCHOOL LEVEL DO YOU WORK? (you may check more than one).

1. Elementary \_\_\_\_\_
2. Junior High \_\_\_\_\_
3. Senior High \_\_\_\_\_
4. District Level \_\_\_\_\_

I. IF YOU CHECKED MORE THAN ONE IN "H", PLEASE INDICATE THE PERCENTAGE OF TIME YOU SPEND WORKING AT EACH LEVEL.

1. Elementary \_\_\_\_\_ %
2. Junior High \_\_\_\_\_ %
3. Senior High \_\_\_\_\_ %
4. District Level \_\_\_\_\_ %

J. WHAT IS YOUR COUNSELOR-STUDENT RATIO? (i.e. one to 500)

One counselor to \_\_\_\_\_ students.

K. CHECK COURSES OR THEIR EQUIVALENTS COMPLETED IN GUIDANCE AND COUNSELING.

1. Principles of Guidance
2. Tests and Measurements in Education
3. Vocational/Occupational Information
4. Counseling Techniques
5. Research Methods
6. Statistics
7. Personality Theory
8. Individual Testing
9. Group Testing
10. Practicum in Counseling
11. Organization and Administration of Guidance Services
12. Adolescent Psychology
13. Child Psychology
14. Other (specify) \_\_\_\_\_

## SECTION II: COUNSELOR ROLE INFORMATION

This section requires two types of information: (1) the actual time spent in performing various guidance activities (COLUMN A), and (2) the ideal amount of time you feel should be spent in performing these activities (COLUMN B).

In COLUMN A please indicate as accurately as possible the per cent of your available guidance time that you actually spend in performing each of the professional activities.

In COLUMN B please indicate as accurately as possible the per cent of your available guidance time that you consider would be ideal to spend in performing each of the professional activities.

Each of COLUMN A and COLUMN B must have a total time allotment of 100%. Also, the examples given under each major guidance service are not necessarily complete for that service; they are given to clarify the types of functions and activities indicated by the particular guidance service.

PROFESSIONAL ACTIVITIES PERFORMED BY THE SCHOOL COUNSELOR	COLUMN A % of time you actually spend in performing these activities	COLUMN B % of time you consider would be ideal to spend on these activities
---	---	--

## A. ASSISTANCE TO STUDENTS

## 1. ORIENTATION

(i.e. planning and coordinating orientation programs, developing a student handbook)

\_\_\_\_\_ % \_\_\_\_\_ %

## 2. PERSONAL COUNSELING

(social, emotional, and behavioural)

a. Individual Counseling

\_\_\_\_\_ % \_\_\_\_\_ %

b. Group Guidance and/or Group Counseling

\_\_\_\_\_ % \_\_\_\_\_ %

## 3. RELIGIOUS COUNSELING

(i.e. counseling students on moral and religious values)

\_\_\_\_\_ % \_\_\_\_\_ %

## PROFESSIONAL SERVICES

	COLUMN A	COLUMN B
	% of time you actually spend	% of time you consider ideal

- |   |         |         |
|---|---------|---------|
| 4. EDUCATIONAL/VOCATIONAL COUNSELING<br>(i.e. organizing vocational/educational programs, organizing occupational materials, individual or group discussions on careers)  | _____ % | _____ % |
| 5. INDIVIDUAL APPRAISAL<br>(i.e. administering psychological tests for pupil data, developing and/or updating the pupil record system, helping identify pupils for special programs and activities)                       | _____ % | _____ % |
| 6. STUDENT SERVICES<br>(i.e. organizing special youth groups, (A.Y., AL-T Teen); securing basic physical needs (shoes, glasses) for students, developing a sex education program)   | _____ % | _____ % |
| 7. PLACEMENT SERVICES<br>(i.e. consulting with and distributing data to employers and local agencies, helping students select appropriate courses, writing recommendations)   | _____ % | _____ % |
| B. CONDUCTING FOLLOW-UP RESEARCH ON STUDENTS AND/OR CURRICULUM.<br>(i.e. follow-up studies on the location of graduates, research on drop-outs, research on the introduction of new courses or the elimination of others) | _____ % | _____ % |
| C. PARENT CONSULTANT<br>(i.e. conferences assisting parents in developing or understanding of their child's educational planning, progress, or personal-social development)   | _____ % | _____ % |

## PROFESSIONAL SERVICES

COLUMN A  
% of time you  
actually spend

COLUMN B  
% of time you  
consider ideal

- |   |         |         |
|---|---------|---------|
| D. TEACHER CONSULTANT<br>(i.e. case conferences and interviews on problem students, discussions on the instructional needs of pupils, interpretations of test results to teachers)  | _____ % | _____ % |
| E. ADMINISTRATOR CONSULTANT<br>(i.e. discussing discipline cases, helping to devise a school timetable, serving on curriculum committees, substitute teaching during counseling time)   | _____ % | _____ % |
| F. CLERICAL FUNCTIONS<br>(i.e. handling and filing various types of school records and reports, ordering school materials, scheduling and registering pupils for classes)   | _____ % | _____ % |
| G. PROFESSIONAL RELATIONSHIPS<br>(during school guidance time)<br>(i.e. in-service training at workshops, consultative relationships with psychiatrists, psychologists, and social workers, making and discussing referrals, attending local guidance counselor meetings) | _____ % | _____ % |
| H. TRAVEL BETWEEN SCHOOLS (during school guidance time)   | _____ % | _____ % |
| I. OTHER (specify at the bottom of this questionnaire in the space for comments)  | _____ % | _____ % |

100%

100%

Please mention any function not included in the questionnaire which you now perform and which you consider vital to your counseling. You may also use this space to comment concerning any of the items in the questionnaire.

Thank you for your cooperation on this project

Long Pond, Manuels  
Conception Bay, Nfld

To the Principal:

The following questionnaire is an important part of a study which I am doing on the role of the school counselor in Newfoundland and Labrador.

The questionnaire will hopefully provide valuable information on how principals, employing counselors, believe the counselor should divide his time among various roles and functions. This information is important since the principal is the school leader and thus is a major factor in the development of an adequate school guidance program.

As a graduate student in guidance and counseling, I am asking for your generous cooperation in helping me partially fulfill my thesis requirements by completing the attached questionnaire. I would like to point out to you that this is voluntary and that you are in no way obligated to answer the questions. However, your full cooperation will be very much appreciated.

You need not put your name on the questionnaire. Also, leave blank any questions which are not applicable or which you cannot (or would rather not) answer.

A self-addressed, stamped, envelope is enclosed for your convenience. I trust that this questionnaire will not take too much of your valuable time.

Yours truly,

---

Albert W. Bishop  
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QUESTIONNAIRE ON HOW PRINCIPALS IN THE SCHOOLS OF  
NEWFOUNDLAND AND LABRADOR BELIEVE THE COUNSELOR'S  
TIME SHOULD BE DIVIDED IN PERFORMING VARIOUS  
FUNCTIONS.

**SECTION I. GENERAL INFORMATION**

**A. TITLE (check one)**

- |                 |                   |
|-----------------|-------------------|
| 1. Mr. _____    | 5. Reverend _____ |
| 2. Mrs. _____   | 6. Doctor _____   |
| 3. Miss _____   | 7. Brother _____  |
| 4. Father _____ | 8. Sister _____   |

**B. PROFESSIONAL EXPERIENCE (including this year)**

- |                          |       |
|--------------------------|-------|
| 1. Administration _____  | years |
| 2. Teaching _____        | years |
| 3. Counseling _____      | years |
| 4. Other (specify) _____ | years |

**C. AT WHICH SCHOOL LEVEL DO YOU WORK? (you may check more than one)**

- |                          |       |
|--------------------------|-------|
| 1. Elementary _____      | years |
| 2. Junior High _____     | years |
| 3. Senior High _____     | years |
| 4. District Level _____  | years |
| 5. Other (specify) _____ | years |

**SECTION II. COUNSELOR ROLE INFORMATION**

In this section the principal is to indicate as accurately as possible the per cent of the counselor's guidance time the principal believes the counselor should spend on each of the listed roles and functions.

Each major role and function is supplied with examples of some of the activities involved in that particular role. This will hopefully clarify to the principal what each major role entails.

It is necessary that Column A have a total time allotment of 100%.



PROFESSIONAL ACTIVITIES PERFORMED  
BY THE SCHOOL COUNSELOR

COLUMN A  
% of time you  
believe counselors  
should spend on  
each of these  
activities

A. ASSISTANCE TO STUDENTS

1. ORIENTATION  
(i.e. planning and coordinating  
orientation programs, developing  
a student handbook) \_\_\_\_\_ %
2. PERSONAL COUNSELING (social, emotional  
and behavioural)  
a. Individual Counseling \_\_\_\_\_ %  
b. Group Guidance and/or  
Group Counseling \_\_\_\_\_ %
3. RELIGIOUS COUNSELING  
(i.e. counseling students on moral  
and religious values) \_\_\_\_\_ %
4. EDUCATIONAL/VOCATIONAL COUNSELING  
(i.e. organizing educational/vocational  
programs, organizing occupational  
materials, organizing individual or  
group discussions on careers) \_\_\_\_\_ %
5. INDIVIDUAL APPRAISAL  
(i.e. administering psychological tests  
for pupil data, developing and/or  
updating the pupil record system, helping  
identify pupils for special programs  
and activities) \_\_\_\_\_ %
6. STUDENT SERVICES  
(i.e. organizing special youth groups  
(A.Y., AL-A TEEN), securing basic  
physical needs (shoes, glasses) for  
students, developing a sex education  
program) \_\_\_\_\_ %
7. PLACEMENT SERVICES  
(i.e. consulting with and distributing  
data to employers and local agencies,  
helping students select appropriate  
school courses, writing recommendations) \_\_\_\_\_ %

**PROFESSIONAL ACTIVITIES PERFORMED  
BY THE SCHOOL COUNSELOR**

**COLUMN A**  
% of time you  
believe counselors  
should spend on  
each of these  
activities

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- B. CONDUCTING FOLLOW-UP RESEARCH ON STUDENTS  
AND/OR CURRICULUM**  
(i.e. follow-up studies on the location  
of graduates, research on drop-outs,  
research on introducing new courses or  
eliminating others) \_\_\_\_\_ %
- C. PARENT CONSULTANT**  
(i.e. conferences assisting parents in  
developing or understanding of their  
child's educational planning, progress,  
or personal-social development) \_\_\_\_\_ %
- D. TEACHER CONSULTANT**  
(i.e. case conferences and interview on  
problem students, discussions of the  
instructional needs of pupils,  
interpretations of test results to  
teachers) \_\_\_\_\_ %
- E. ADMINISTRATOR CONSULTANT**  
(i.e. discussing discipline cases,  
helping to devise a school timetable,  
serving on curriculum committees,  
substitute teaching during guidance  
time) \_\_\_\_\_ %
- F. CLERICAL FUNCTIONS**  
(i.e. handling and filing various types of  
school records and reports, ordering  
school materials, scheduling and registering  
pupils for classes, checking on absentees) \_\_\_\_\_ %
- G. PROFESSIONAL RELATIONSHIPS (during school  
guidance time)**  
(i.e. in-service training at workshops,  
consultative relationships with social  
workers, psychiatrists, and psychologists,  
making and discussing referrals, attending  
local guidance counselor meetings) \_\_\_\_\_ %
- H. TRAVEL BETWEEN SCHOOLS (during school  
guidance time)** \_\_\_\_\_ %

PROFESSIONAL ACTIVITIES PERFORMED BY  
SCHOOL COUNSELORS

COLUMN A  
% of time you  
believe counselors  
should spend on  
each of these  
activities

I. OTHER (specify at the bottom of the  
questionnaire in the space for comments) \_\_\_\_\_ %

TOTAL

100%

Please mention any function not included in the  
questionnaire which you believe counselors should perform.  
You may also use this space to comment concerning any of  
the items in the questionnaire.

Thank you for your cooperation in this project.

APPENDIX B

LETTER TO SCHOOL BOARDS REQUESTING PERMISSION  
FOR THE STUDY

PLEASE RETURN THESE ATTACHED SLIPS,

NAME OF SCHOOL BOARD (if not indicated on the return  
letter)

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Questionnaire to the Counselors

1. I approve of the study being done in this school district.
2. I disapprove of the study being done in this school district.

Questionnaire to the Principals

1. I approve of the study being done in this school district
2. I disapprove of the study being done in this school district.

Return to:

Albert W. Bishop  
Long Pond, Manuels,  
Conception Bay, Nfld.

The following is a list of school counselors and their principals which I have for your school district. To avoid inaccuracies and inconveniences for your school personnel, please indicate the names of school counselors and/or their principals which have been omitted from the list or make the necessary corrections on those which have been listed.

Counselors	Principals	Corrections
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

In the case of supervisory counselors working at district levels, the possibility may exist that this counselor does not spend enough time in a particular school for any one principal to be familiar with what the counselor's role should be. Check the personnel whom you believe could give the better perception of what this counselor should be doing, basically because that person is more familiar with that particular counselor's activities and functions.

Principal: name \_\_\_\_\_  
 school \_\_\_\_\_

Superintendent \_\_\_\_\_

Other: name \_\_\_\_\_  
 address \_\_\_\_\_

APPENDIX C  
CORRESPONDENCE

TIGHT BINDING

Long Pond, Manuels  
Conception Bay  
May 30, 1972

Dear Colleague:

Some time ago I sent you a questionnaire on the role of the school counselor in Newfoundland and Labrador. To date I have received about 50% of the questionnaires completed but I still do not have enough returns to complete my thesis requirements.

I realize that this is a very busy time in the school year but to avoid further follow-up letters on my part and further reading of such letters on your part, would you please complete my questionnaire and return it immediately.

Since this letter is forwarded to all personnel involved in the study, you may have already completed the questionnaire and returned it. If so, I would like to take this opportunity to thank you for your cooperation on my study.

I would also like to thank those of you who are presently going to "Heed the call" and complete the questionnaire for me.

Sincerely yours,

Albert W. Bishop  
Dept. Ed. Psychology,  
Guidance & Counseling,  
M.U.N.



APPENDIX D

GRADUATE COURSES IN GUIDANCE AND COUNSELING  
COMPLETED BY NEWFOUNDLAND SCHOOL COUNSELORS

## APPENDIX D

GRADUATE COURSES IN GUIDANCE AND COUNSELING  
COMPLETED BY NEWFOUNDLAND SCHOOL  
COUNSELORS

Courses	Counselors	
	Number	%
Principles of Guidance	32	84.2
Tests and Measurements	31	81.6
Educational/Vocational Information	28	73.7
Counseling Techniques	30	78.9
Research Methods	22	57.9
Statistics	20	52.6
Personality Theory	21	55.3
Individual Testing	24	63.2
Group Testing	25	65.8
Practicum in Counseling	24	63.2
Organization and Administration of Guidance Services	14	36.8
Adolescent Psychology	25	65.8
Child Psychology	18	47.4
Group Dynamics	5	13.2
Other	15	39.5





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