GUIDANCE IN THE ELEMENTARY SCHOOL: A SURVEY OF GUIDANCE-RELATED FUNCTIONS PERFORMED AND PREFERRED BY CLASSROOM TEACHERS IN SELECTED NEWFOUNDLAND SCHOOLS

NOEL AKMAN

15040

GUIDANCE IN THE ELEMENTARY SCHOOL: A SURVEY OF GUIDANCE-RELATED FUNCTIONS PERFORMED AND PREFERRED BY CLASSROOM TEACHERS IN SELECTED NEWFOUNDLAND SCHOOLS

A Thesis

Presented to

the Faculty of Education

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

Noel Akman

August 1972

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
FACULTY OF EDUCATION

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "Guidance in the Elementary School: A Survey of Guidance-Related Functions Performed and Preferred by Classroom Teachers in Selected Newfoundland Schools" submitted by Noel Akman in partial fulfillment of the requirements for the Degree of Master of Education.

. . . . . .
Supervisor

. . . . . .

. . . . . .

Date . . . . . .

ACKNOWLEDGEMENTS

The author wishes to express her gratitude for the stimulating supervision received from Dr. W. Spain, Assistant Professor, Department of Educational Psychology, from the inception to the conclusion of the research project.

A note of appreciation is extended to Mr. F. J. Kearsey, Superintendent of the Roman Catholic School Board for St. John's, for giving permission to undertake the study and to the principals and teachers of the schools for patiently and carefully responding to the opinionnaire used in the research.

TABLE OF CONTENTS

LIST OF TABLES

FIGURE PAGE

ABSTRACT

Modern primary-elementary educational programs place a major emphasis on the integration of classroom instruction with the delivery of guidance services. In this developmental approach, the classroom teacher is expected not only to concentrate on her pupils' academic performance but also to foster the necessary conditions for their optimal social and emotional development.

The major objectives of the study were to survey and compare the nature and frequency of the guidance-related functions actually performed by primary-elementary classroom teachers with those which they would ideally like to perform and to examine the implications of the findings as these relate to local conditions and needs.

The study took place in St. John's Roman Catholic School Board. The total sample consisted of 151 teachers attached to 18 primary-elementary schools of the Board selected by the simple random sample method.

The research instrument consisted of a "General and Personal Information Sheet" and of an opinionnaire in two parts, identical in content and each comprising 74 statements describing guidance-related activities in the areas of orientation services, vocational information and planning services, record services, group testing services, pupil appraisal services, counseling and adjustment services, referral services and services to parents. The respondents were asked to indicate on a five point continuum the frequency with which they actually performed

these activities (Part A), and the frequency with which they would ideally perform them (Part B).

In each of the eight areas, the actual and ideal ratings for each item were examined and compared in terms of their respective frequency distributions, the mean scores and the standard deviations. The differences between the mean scores for each item were analysed with the differences of means test, using dependent samples with separate variance estimates, and the strength of the relationships was analysed with the Pearson product moment correlation coefficient. The results were tested for statistical significance at five per cent confidence level.

The major findings indicated that, in general the 151 teachers who were surveyed widely differed both in the guidance-related functions which they actually performed and in those which they would like to perform. Further, while the respondents indicated a general tendency to be less involved in activities than they would wish, the linear relationship between the actual and ideal involvement was weak. Finally, there appeared to be a tendency for teachers to be actually involved and to desire even greater involvement in task oriented activities of an academic nature or related to the well being of the classroom. Teachers tended to be less involved and to desire less involvement in technical activities and those requiring close interpersonal work with the pupils and their parents.

The major implications of the findings are clear about teacher opinion. This opinion should be consulted and guidance activities in elementary schools should not be developed nor allocated by defining, a

priori, the specific contents of the guidance functions. The identification of guidance tasks and their allocations should take into account the actual and ideal teacher preferences, their respective abilities and limitations. Furthermore, guidance services should be developed jointly by the teachers and the counselor(s), and the team approach should be particularly sensitive to the process of program development, in order to insure flexibility and encourage experimentation. Moreover, in view of teachers' reluctance to be involved in counseling, guidance programs should clearly define and distinguish teacher oriented guidance and counseling from specialist oriented guidance and counseling to insure meaningful teacher support and participation in guidance activities. A tentative framework for task distribution in elementary guidance and counseling services is found at the conclusion of the study.

CHAPTER I

INTRODUCTION AND STATEMENT OF PURPOSE

Statement of Purpose

The major objectives of this study were to survey and compare the nature and frequency of the guidance-related functions actually performed by primary-elementary classroom teachers with those which they would ideally like to perform, in eight major areas of guidance services. The secondary objective of the study was to examine the implications of the findings of the survey, towards the assessment of the role of the teacher, in the context of an integrated development of teaching and guidance in elementary schools.

Objectives of Primary-Elementary Education

Many modern primary-elementary educational programs are designed to reach far beyond the traditional three R's. In a major theoretical work on the concepts, dimensions and practices of elementary school guidance, Munson has grouped the major objectives of primary-elementary education into four major areas. First, education must facilitate the child's physical and emotional self-realization by ensuring his healthy physical development and socio-emotional growth. The second objective, corollary to the first is to develop the child's ability to deal effectively with a whole range of new types of social relationships which are thrust upon him in the school, to solve the problems arising

from these new relationships, and finally, to develop healthy human relationships within his enlarged social network. If the child is to achieve his social and emotional potential, the third objective must be to develop his 'economic efficiency' by providing him with the required knowledge base and skills so that he may, simultaneously, compete effectively with his peers and yet be integrated into his peer group. Finally, the educational system must help the child internalize the appropriate social values and standards which guide the application of his knowledge and skills.[1]

Guidance objectives. In the context of these four objectives, Munson views elementary school guidance as essentially developmental in emphasis and application and designed to meet the specific needs of the pupil and of the teachers who are entrusted with the major role in the attainment of these objectives. As such, guidance is an integral part of, rather than an addition to the educational program. In Munson's view:

> Guidance is concerned . . . with the learner and his assimilation-internalization of learnings . . . with the child's ability to deal with elements of the school program . . . that teaching (should) provide for individual learning variants . . . with fostering and creating learning episodes for effective individualization of instruction . . . with the influence of the school and classroom environment on individual learning . . . with behavioural outcomes of individual learning.[2]

---

[1]Harold L. Munson, Elementary School Guidance (Boston: Allyn and Bacon, Inc., 1970), p. 45.

[2]Munson, op. cit., p. 62.

Guidance services. Kowitz and Kowitz place the relationship between elementary education and guidance services in perspective when they state:

> In our modern world, there is a developing recognition of the person and his rights as an individual. His personal success demands as careful consideration and preparation as does his vocational success. In order to assure this, schools have been given additional responsibility for providing training in group relations, personal adjustment and propitious use of leisure time. This training is not meant to replace the traditional goals of academic achievement but to supplement them. These goals of formal education are best reached by use of the group of techniques and methods referred to as guidance services.[3]

The role of the teacher. The attainment of the modern educational objectives in primary-elementary schools are defined above, exacts heavy demands from the teacher. These objectives enlarge the definition of her role, the scope of her work and concerns beyond those of simply ensuring the compliance of the pupil to formal academic and behavioural expectations, and of helping him to meet these expectations. Rather, the teacher is expected to assume responsibility not only for the academic progress of the child, but also for his social and emotional growth and development, within and without the classroom walls. Furthermore, the teacher is expected to assess this growth and development, not only in terms of quantity and outcome, but also in terms of the quality of, and the conditions under which growth and development take place. Thus, rote-learning is no longer an acceptable methodology. The teacher is expected

---

[3]Gerald T. Kowitz and Norma G. Kowitz, Guidance in the Elementary Classroom (New York: McGraw-Hill Book Company, 1959), p. 16.

to ensure optimal learning conditions for social and emotional as well as academic achievement for her class as a group and for her pupils as individuals.

Significance of the Study

The expectations placed upon the teachers, desirable as they might be, raise a number of important issues. These relate to questions concerning the teachers' ability and motivation to meet these expectations, the implications of these questions for the definition of the role of teachers and counselors, as well as the content and structure of guidance programs at the primary-elementary level.

The realistic and operational definitions of the expectations would seem to require an examination of the way in which teachers themselves define their actual involvement in the delivery of guidance services and the outer perimeters of this involvement.

In Newfoundland, where teachers must assume the major share of the responsibility for meeting the guidance objectives in primary-elementary schools without the immediate assistance of guidance personnel, the study of this question becomes one of pressing importance.

The present study is designed to investigate this question with a view to describing the extent and nature of the teachers' actual involvement in guidance activities in the context of their normal teaching duties and their perception of what their involvement ideally should be.

The study, therefore, should contribute to a better understanding of the teacher's definition of her actual role and her role aspirations

in attaining the integrated objectives of elementary education. The study should also help delineate the guidance areas in which teachers could be provided with support by the reorganization of existing school structures, the development of new services, the introduction of guidance personnel and the provision of in-service and/or academic training.

Limitations of the Study

The specific limitations of the study are indicated in the appropriate sections throughout the remainder of the thesis. At this point two basic limitations will be discussed.

The setting. In terms of the purposes stated above, the setting in which the study has been conducted constitutes the first basic limitation. More specifically, the present study examines the actual and preferred guidance-related activities of classroom teachers in an essentially urban school system, even though, as will be noted later, some of the schools included in the sample are outside the geographical boundaries of the city in question.

In view of the significant and pervasive differences in the demographic and cultural structures of urban and rural Newfoundland, and espousing the assumption that these different structures affect the educational processes in different ways, the generalization of the findings and implications of the study to the whole of the province would rest on tenuous grounds.

Furthermore, in contrast to the paucity of social and educational services available in rural areas, the city provides not only a broad

range of such services, but also exposes teachers to the work and thinking of professionals delivering these services. Consequently, it is reasonable to assume that urban teachers define the nature and scope of their work in a different frame of reference than do rural teachers. The investigation of this problem would be the subject of another study.

Division of labour. The second basic limitation of the study relates to its focus. More specifically, the study focuses on the role definition and perception of classroom teachers in relation to the nature and extent of their participation in guidance-related activities. The study, however, does not examine the teachers' definition and perception of the roles of other school personnel who are, could and should be engaged in guidance-related activities. In other words, the study does not examine the interaction patterns and the perceived division of labour between the teachers and other school personnel in guidance-related activities, but rather limits itself to the survey of the actual contributions and ideal preferences of the teachers in the execution and development of these activities.

Organization of the Remainder of the Report

The remainder of the report is divided into four chapters. Chapter II reviews and discusses the relevant literature. Chapter III describes the research design of the study and more specifically, the sampling plan, the instrumentation, the administration of the instrument and the techniques of analysis. Chapter IV presents an analysis and interpretation of the findings. The major conclusions and implications are formulated in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Role Allocations in Guidance Functions

The issues of role definition and allocation in the delivery of guidance services required for primary-elementary school programming have been and continue to be the subject of lively debate and discussion. McCabe[1] has reviewed a number of suggestions for role allocations and has reduced them to two basic alternatives.

The first, which could be designated as the specialist approach, would allocate the guidance role to a specialist, with little provision for a concerted approach among the specialist and the school staff.

The second alternative, which could be designated the team approach, would provide for a teacher-specialist team where the specialist would act as consultant as well as providing leadership and on-going in-service training.

The second alternative is in keeping with the basic philosophical premises of elementary school guidance which are advocated by Meeks. She states:

> Guidance . . . is an integral part of the total educational process; is concerned with the developmental needs of children and therefore it is for all children; is focused on the child

---

[1]G. McCabe, "Guidance in the Classroom, A Series of Hypotheses", Educational Administration and Supervision, 44: 213, July, 1958.

as learner in the educational setting of the school; is a developmental continuum at the elementary school level.[2]

This approach raises the important question regarding the division of labour among the team members. If, as Kowitz and Kowitz put it, "the principles of mental hygiene are basic to effective teaching,"[3] then by necessity, the teacher would be expected to play the strategic role in the delivery of guidance services. Indeed, as the only member of the team responsible for the pupils' welfare and progress throughout the day, she would be expected to integrate guidance-related functions into her interaction with the pupils. This would undoubtedly require a major alteration of the daily classroom routine.

The contents of the strategic role entrusted to the teacher remain to be determined. Two possible roles might be the instructional role or the organizer role.

The instructional role. The writings of Glanz, as well as Peters, Shertzer and Van Hoose, define the teacher's role as primarily an instructional one, contributing to the guidance program by "creating a healthy classroom environment, information-giving, helping to improve study habits and adapting classroom instruction to individual needs."[4] They suggest

---

[2]Anna R. Meeks, Guidance in the Elementary School (New York: The Ronald Press, 1968), p. 9.

[3]Gerald T. Kowitz and Norma G. Kowitz, Guidance in the Elementary Classroom (New York: McGraw-Hill Book Company, 1959), p. 4.

[4]E. C. Glanz, Foundations and Principles of Guidance (Boston: Allyn and Bacon, 1964), p. 40; and Herman Peters, Bruce Shertzer and William Van Hoose, Guidance in Elementary Schools (Chicago: Rand McNally and Company, 1965), p. 80.

that the counselor assume responsibility for all the other guidance functions.

The organizer role. Kowitz and Kowitz[5] on the other hand see the teacher as the organizer, the motivator and the key person in the entire guidance program. Their position is echoed by Willey who rather categorically states that "the classroom teacher, as the basic force in the guidance program can judge the merits of an activity as it is related to the child's needs and abilities and to the needs of society."[6]

Role problems. These two conceptions of the teacher's role raise two different sets of problems, as well as those involved in the cooperation of two professionals with differing immediate concerns and the status system in the school social system.

If the teacher is to play the organizer role effectively, she must reconcile the expectations attached to this role with those attached to her teaching role. In a practical perspective, she will have to find the time for guidance activities, while teaching successively a number of different subjects, and she will have to find the space necessary for group management within the walls of her classroom.

Most important, however, much guidance theory de-emphasizes the judgemental approach. Thus, in a guidance role the teacher would have to reconcile this with the requirement of evaluating pupils' academic performance. The possibility that this could end in role conflict cannot be

---

[5]Kowitz and Kowitz, op. cit., p. 19.

[6]Roy D. Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1962), p. 6.

overlooked, because if this did occur the teacher's position in the classroom would become untenable. Further, the blurring of student expectations of teacher roles and the rules of interaction between student and teacher could have serious consequences for the outcomes of education.

In the light of the foregoing, the literature will be analyzed with a view to seeking the answers to the following questions. First, what are the areas of guidance-related functions appropriate to the primary-elementary school setting? Second, what is known about teacher participation in each of these areas? Third, is it possible to be more specific about the types of tasks recommended for teachers, as well as the tasks currently accomplished by them? Finally, what considerations are given in the literature to the problems of role conflict between the various teaching and guidance functions, as well as the jurisdictional conflict between the teacher and the counselor?

The major areas of primary-elementary guidance services covered in the review are: orientation services, vocational information and planning services, record services, group testing services, pupil appraisal services, counseling and adjustment services, referral services and services to parents.

Orientation Services

Orientation services consist of those activities designed to facilitate the child's entry and adaptation to the school environment. These activities occur at the beginning and towards the end of the school year.

In the fall, the pupils are introduced to the school plant, to

the school purposes, its rules, facilities and staff members and more particularly to the class teacher and the members of the class. In the spring, the orientation activities concentrate on the preparation of the pupil for the next higher grade by group discussions or visits.

From the foregoing it is clear that these activities are essentially appropriate for the Kindergarten or first grade level, where the home to school transition occurs.

Detjen and Detjen[7] suggest that orientation activities should be planned and carried out by a team comprising the counselor, the principal and the teachers involved with the beginning pupils. In this team the teachers would be expected to actually carry out most of the activities and assume responsibility for making both parents and children feel welcome and at ease in the school setting.

The available empirical data however, do not entirely support Detjen and Detjen's position. On the one hand, their position is somewhat confirmed by Cottingham[8] who surveyed the orientation procedures followed in a number of schools across the United States. He reports that, on the whole, the schools favoured the 'team-planning-teacher-executing' approach. On the other hand, Brown and Pruett,[9] in a more systematic study, have

---

[7]Winfred E. Detjen and Mary F. Detjen, Elementary School Guidance (New York: McGraw-Hill Book Company, 1952).

[8]Harold F. Cottingham, Guidance in Elementary Schools, Principles and Practices (Bloomington, Ill.: McKnight and McKnight Publishing Co., 1956).

[9]D. Brown and Rolla F. Pruett, "The Elementary Teacher Looks at Guidance", in Guidance in the Elementary School, Eugene D. Koplitz (ed.) (Dubuque, Iowa: Wm. C. Brown Co., 1968), pp. 17-30.

noted that teachers' opinions on this question are not crystallized.

Brown and Pruett surveyed three thousand Indiana elementary classroom teachers to obtain an indication of the teachers' attitudes concerning the need for various guidance functions and "to determine the teachers' attitudes concerning who should perform (these)."[10] The teachers were asked to rate on a five point scale the need for 71 guidance functions. Furthermore, they were asked to indicate their preferences for the distribution of these guidance functions among four possible categories of school personnel: namely, the teacher, the counselor, the school principal and other professionals, such as the social worker, the school psychiatrist, the psychometrist or the school nurse. A total of 992 teachers completed the questionnaire. The findings indicate that the teachers would like to be quite deeply involved in orientation activities. The teachers saw themselves as responsible for ensuring the adjustment of transfer students to the new school, as well as conducting individual conferences with each new pupil. However, the teachers were of divided opinion on two orientation tasks. First, teachers were almost equally divided in attributing the function of conducting group discussions on school purposes, rules, facilities and staff members. While 41 per cent of the teachers felt they should assume this function, 50 per cent felt this to be the principal's role. Second, the majority of teachers felt that the planning and coordination of the school orientation program should be essentially the principal's function (60 per cent), while 23 per cent attributed this function to the counselor and a minority of

---

[10]Brown and Pruett, op. cit., p. 18.

15 per cent felt this function should be theirs.

As was pointed out earlier, orientation services are primarily relevant for Kindergarten and the first grade. These results cannot be used without reservation, since the authors did not distinguish between the ratings of the teachers involved in these grades and those involved in higher grades. Brown and Pruett's findings could have been affected by the fact that relatively fewer teachers in their sample taught Kindergarten or grade one. Since teachers of grades two to six are involved mostly with pupils with previous school experience, their rating could have significantly affected the final results.

In summary, it appears that the teachers would like to play an important role in orientation services. However, the distribution of the work load among the school personnel for the delivery of these services remains a matter of divided opinion.

Vocational Information and Planning Services

Kowitz and Kowitz suggest that the activities which comprise vocational information and planning services should be part of the teacher's duties, since her daily contact with her pupils and knowledge of their needs enables her to determine when and how the information can be provided with optimal benefit.[11]

Underlying this is the importance attached to helping pupils understand and relate to a whole range of occupational roles and the behaviour patterns attached to these roles. A related point was made by Hill

---

[11]Kowitz and Kowitz, op. cit., p. 144.

who states:

> The increasing complexity of choices and the growing awareness that basic attitudes and choices begin early in a child's life have sensitized many teachers and administrators to the need for a critical evaluation of early and middle childhood education, as to their impact upon the child's growth in life-planning and choice making.[12]

The literature however, reflects a disagreement about the need and general usefulness of providing vocational information at the primary-elementary school level. According to current vocational counseling theory, the primary-elementary school child is at a developmental stage characterized by unrealistic occupational choices which are more in the realm of fantasy than reality. Consequently, serious educational and vocational planning is regarded as irrelevant to the needs of the pupils. Arbuckle sums up this view when he states:

> I question what seems to be a general assumption that an increase in the amount of information will somehow result in a broader learning by the student. Learning is, after all a process. It does not come with an automatic piling on of information.[13]

This opinion however has been seriously challenged by Simmons who empirically examined the extent to which primary-elementary school pupils are able to rank the status of selected occupations in a realistic fashion. On the basis of his data, Simmons concluded that these pupils are indeed

---

[12]George E. Hill, "Guidance in Elementary Schools," in Guidance and Counseling in the Elementary School, Don C. Dinkmeyer (ed.), (New York: Holt Rinehart and Winston, Inc., 1968), p. 19.

[13]Dugald S. Arbuckle, "Occupational Information in the Elementary Schools," in Guidance in the Elementary School, Eugene D. Koplitz (ed.), (Dubuque, Iowa: Wm. C. Brown Co., 1968), p. 110.

quite realistic in ranking the relative prestige of the occupations. The author concludes that the pupils are much less fantasy ridden that is generally believed and therefore they are far more capable of receiving and making personal use of vocational information than is generally assumed.[14]

Brown and Pruett report that the teachers felt they should be the ones to plan field trips and other activities to stimulate their pupils' interest in the world of work. Forty-two per cent of them felt that it should be their role to conduct group discussions about pupils' future vocational and educational plans, while 48 per cent saw this as being the counselor's role. The teachers also expected the counselor to provide occupational information in the form of individual and group guidance, to arrange for the distribution of occupational information materials, as well as to bring in speakers on this subject.

Witmer and Cottingham, in a study of rural and urban schools in Florida, with a sample of 556 elementary teachers drawn from 45 schools, sought data on the teachers' perceptions of the use and value of selected guidance practices with a 5 point Likert-type rating scale. Their major finding relevant to the present discussion is that the teachers placed high value on the practice of helping children to explore the world of work and also made great use of it in their classrooms.[15]

---

[14]Dale D. Simmons, "Children's Rankings of Occupational Prestige" in Guidance in the Elementary School, Eugene D. Koplitz (ed.), (Dubuque, Iowa: Wm. C. Brown Co., 1968), p. 155.

[15]J. C. Witmer and Harold F. Cottingham, "The Teacher's Role and Guidance Functions as Reported by Elementary School Teachers," Elementary School Guidance and Counseling, 5: 12-20, October, 1970.

In summary, the theoretical literature indicates a divided opinion about the necessity and importance of providing vocational information and planning in the primary-elementary schools. The empirical data, however, indicate that the teachers themselves strongly subscribe to the provision of these services, make use of them and wish to play a role in their delivery.

Record Services

Meeks describes the purpose of developmental or cumulative records as:

> helping the staff and the child understand his growth, his changing patterns of behaviour . . . in order that the staff and the child may build on resources of strengths and ameliorate weaknesses.[16]

The cumulative records are usually kept in the school administrative offices. According to Detjen and Detjen, teachers often prefer to keep class folders containing test results, anecdotal records, and observations, in their classroom. Some of this information is recorded in the cumulative record towards the conclusion of the school year.[17]

The general opinion, as reflected by Willey and Kowitz and Kowitz,[18] is that teachers should be responsible for maintaining the records by making the appropriate entries, since they are the major consumers of the information. However, it is agreed that the task of the teachers could be facilitated with the assistance of clerical help and the adoption of simplified and streamlined record forms.

---

[16]Meeks, op. cit., p. 78.

[17]Detjen and Detjen, op. cit., p. 5.

[18]Willey, op. cit., pp. 729-30; Kowitz and Kowitz, op. cit., p. 107.

Brown and Pruett's teachers reported that, in order to better understand the development of their pupils, the job of analyzing and using cumulative records should be theirs. However, they were of divided opinion about whose responsibility it should be to discuss the purpose and contents of the records with individuals and groups of pupils. Furthermore, they expressed the need for in-service training, presumably in observation, recording and interviewing, and they expected the counselor or the principal to provide this training.

Witmer and Cottingham report that teachers placed a high value on, and made great use of the information available in the cumulative records, although they do not specify the extent of the teachers' actual involvement in the upkeep of the records.

In summary, teachers in general appear to regard the record services as a basic tool for classroom work, but seem to want training in increasing their effectiveness in this area. Opinion about the responsibility of teachers for the upkeep of records is divided.

Group Testing Services

Peters, Shertzer and Van Hoose suggest that since counselors and teachers are required to assess their pupils, the validity and reliability of their assessments would be increased by the use of standardized group tests.[19]

Cottingham cautions against the ad hoc use of such tests when he writes that the use of such tests must be:

---

[19]Peters, Shertzer and Van Hoose, op cit., p. 114.

> geared to certain objectives, so that a purpose lies behind each testing instrument; if tests do not serve specific needs of the instructional program or guidance service, they should not be undertaken.[20]

Meeks, Detjen and Detjen, and Kowitz and Kowitz are of the opinion that the testing plan should be organized by the principal, the counselor and the teacher acting as a team. They suggest, however, that as the teachers are not familiar with the various tests, nor cognizant of the capabilities and limitations of the testing program, they should be provided with in-service training in this area. Failing the provision of such training, the authors fear that the teachers would eventually gear their lessons to the contents of the tests rather than using the tests for the further development of the pupils. The authors further agree that teachers can and should administer and score the tests. The responsibility for interpreting the results of the tests to the pupils and their parents, however, would be entrusted to the counselor.[21] Dyer emphasizes the importance of the counselor's handling the test interpretation by drawing attention to the second principle of section C of the American Personnel and Guidance Association's Code of Ethics and Standards, which states that:

> Counselors should provide adequate orientation or information to the examinee so that the results of testing may be placed in proper perspective with other relevant factors.[22]

---

[20]Cottingham, op. cit., p. 28.

[21]Meeks, op. cit., p. 85; Detjen and Detjen, op. cit., p. 3; Kowitz and Kowitz, op. cit., p. 126.

[22]quoted by Henry F. Dyer, in "A Critique of Testing," in Guidance in American Education III: Needs and Influencing Forces Edward Landy and Arthur M. Kroll (eds.) (Cambridge, Mass.: Harvard University Press, 1966), p. 107.

The opinions of teachers about the distribution of tasks in group testing is not very clear. Brown and Pruett report that teachers would like to assume the responsibility for administering tests and for using the results for diagnostic purposes, while entrusting the counselor with the task of developing local norms for the tests and of providing in-service training in testing. The need expressed by the teachers for further training is underscored by divided teacher opinion as to who should interpret test results. On the other hand, Witmer and Cottingham report that teachers "saw only limited use and moderate value in interpreting test results to pupils."[23]

In summary then, while the consensus of the literature is that teachers should administer and score group tests, the teachers questioned by Brown and Pruett, Witmer and Cottingham are divided on the extent of their participation in the interpretation of the results.

Pupil Appraisal Services

Effective guidance services, in general, require relevant, complete and accurate information about pupils. The responsibility for gathering this information, appears, logically to be incumbent upon the teacher. As Detjen and Detjen point out:

> because of his close and daily contact with the children, (the teacher) has an excellent opportunity to know each one well and to find ways of meeting individual needs. He is in a strategic position to observe children closely, and being familiar with their usual reactions and responses in various situations, he is able to recognize any deviation from the normal.[24]

---

[23]Witmer and Cottingham, op. cit., p. 18.

[24]Detjen and Detjen, op. cit., p. 13.

The authors, however, feel that the most effective way to provide the service would be to place the teacher as the key person in a counselor-teacher team.

This viewpoint is further refined by Kowitz and Kowitz, who list three advantages deriving from the teacher's involvement in the systematic study and observation of pupils. First, the teacher acquires insight into the dynamics and composition of her own class. Second, the teacher develops and improves her knowledge and skills in the study and understanding of normal child development. Third, it improves the teacher's overall effectiveness in assessing her pupils' gains and losses without reducing these to the marks achieved.[25] Meeks, while expressing a similar viewpoint, insists on the development of in-service training for teachers in order to develop the skills needed for the task.[26]

The available evidence supports Meeks' position. Witmer and Cottingham report that the teachers expected counselors to conduct in-service training to develop their skills in making use of appraisal services. Brown and Pruett's study indicates that the overwhelming majority of teachers felt that they should be engaged in observing and writing anecdotal reports, as well as involving the pupils in self-appraisal activities. Furthermore, the teachers felt that their skills in this area should be strengthened by in-service training, provided by the counselor or by the principal. Over half the teachers (56 per cent) felt they should extend

---

[25]Kowitz and Kowitz, op. cit., p. 80.

[26]Meeks, op. cit., p. 79.

their appraisal of their pupils by visiting their home at least once a year, so as to better understand their environment.

In summary then, it seems that there is agreement between the theoretical writing and the empirical findings on the distribution of roles in pupil appraisal services.

Counseling and Adjustment Services

Primary-elementary school counseling places emphasis on providing counseling for all the children in the school, rather than the few whose problem comes to the attention of the school personnel. Or, to put it differently, elementary school counseling has a broad developmental, rather than remedial or therapeutic, emphasis.

In this context, Willey and Detjen and Detjen believe that primary-elementary school counseling and adjustment services are mainly the teacher's responsibility. Presumably, the close teacher-pupil relationship enables the teacher to be the first to identify the unmet needs and problems of her pupils and to respond to them.[27]

Cottingham, however, suggests that the question of who should perform what type of counseling should be decided in the light of three factors. These are: the level of professional skill and training of the teacher, the type of problem involved, and the circumstances in which the teacher functions. Cottingham, of course, does not suggest that the teacher should relinquish all responsibility for counseling, but rather that she should recognize her own limitations and the external constraints which

---

[27]Willey, op. cit., p. 30; and Detjen and Detjen, op. cit., p. 7.

may affect the quality of help which she can provide her pupils.[28]

Kowitz and Kowitz agree with Cottingham's cautious view, and point out that the teacher, besides being hampered by a lack of time and appropriate space, generally also lacks the kind of training in counseling which is particularly relevant to helping elementary school children who have limited conceptual and verbal skills with which to communicate their problem. In these circumstances then, the teacher can at best provide the child with a sympathetic audience. The authors point out that teachers are specifically hired to teach and

> when a teacher uses school time to aid a pupil with his personal problems, it should be primarily because the problems are interfering with the child's ability to learn. The problem of personal adjustment as an end in itself lies in the field of other professions.[29]

The latter position reflects that of the teachers in the Brown and Pruett, Witmer and Cottingham studies. They felt that personal counseling was the responsibility of the counselor and that any counseling undertaken by the teachers should be with the assistance and supervision of a trained specialist.

In summary, while the teacher's role in identifying the needs of pupils for counseling and adjustment services is deemed to be very important, it is clear that the teachers would prefer to leave the task of delivering these services to a trained person.

---

[28]Cottingham, op. cit., p. 109.

[29]Kowitz and Kowitz, op. cit., p. 141.

Referral Services

There is general agreement with Cottingham's position that:

> although the elementary teacher is the primary source of guidance assistance to her pupils, there are occasions when the nature of the problem, the particular circumstances, or the limited qualifications of the teacher call for the services of a specialist.[30]

Cottingham states that to be an efficient referral agent the teacher must be able to diagnose a wide range of behavioural problems and be well informed about the nature and accessibility of relevant services as well as the relationship of these services to the school system. Further, the effectiveness of referrals will depend on the teacher's ability to induce the school administrators, the specialists and the parents to take concerted action to deal with the problem. Finally, the teacher must be ready to ensure continuity to the prescribed treatment of the pupil or to implement the treatment recommendations made by the specialist.

In view of the preventive measures built into primary-elementary guidance, Meeks suggests that if the teacher is to play an important role in referrals she must be assisted by the counselor or provided with in-service training.[31]

The evidence collected by Brown and Pruett indicates that teachers would like to assume the role of primary referral agents for almost every pupil problem. They saw the counselor's role as that of a

---

[30]Cottingham, op. cit., p. 146.

[31]Meeks, op. cit., p. 62.

middle man, scheduling and arranging appointments and interviews.

This preference however, does not seem to have widespread support. Indeed, Witmer and Cottingham report that the teachers prefer to be part of a guidance team which arranges for referrals rather than to work independently.

In summary, while the teacher's role as primary referral agent is generally agreed upon, the extent and the form of this involvement are not clear in terms of the teachers' own expressed preferences.

Services to Parents

The objectives of services to parents have been described by Dinkmeyer as follows:

> To give teachers an understanding of family relationships and the setting in which the child is raised; to enable parents to understand the school programme and its objectives; to have parents report to and share with the school personnel the child's reactions to the school programme.[32]

Dinkmeyer and Meeks divide the responsibility for consulting with the parents between the teacher and the counselor. The teacher would be expected to initiate contact with parents and to keep in touch with them throughout the year, especially when the progress reports are sent home. The counselor would be expected to arrange for periodic conferences between the teacher-parent meetings, to discuss information provided by the teacher. The authors attach particular importance to the in-service training of the teacher by the counselor to enable her to use the

---

[32]Don C. Dinkmeyer (ed.) Guidance and Counseling in the Elementary School (New York: Holt Rinehart and Winston, Inc., 1968), pp. 342-43.

interviews with the parents to optimal benefit.[33]

Kowitz and Kowitz and Landy[34] emphasize the importance of providing the teacher with effective interviewing abilities by pointing out that parent consultation is a difficult task which needs to be handled carefully. However, once the teacher is trained for the task, the responsibility for the parent services should be given to the teacher.

Detjen and Detjen and Cottingham[35] list the teacher's duties in parent consultation to be: home visits, arrangement of conferences with individual parents or groups of parents to discuss pupil progress or problems, encouragement of parent participation in or observation of actual instruction and curriculum content.

Brown and Pruett's study indicates division of opinion about the nature of the responsibility which teachers should assume in the provision of services to parents. The teachers divided the responsibility between themselves and the counselor for consulting with parents to discuss home and family problems affecting pupils' school adjustment, and meeting parents as a result of individual counseling sessions with pupils. Furthermore, the teachers felt that they should share equally with the principal

---

[33]Ibid.; and Meeks, op. cit., p. 62.

[34]Kowitz and Kowitz, op. cit., pp. 276-77; and Edward Landy, "Working with Parents of Troubled Children," in Guidance in the Elementary School, Eugene D. Koplitz (ed.) (Dubuque, Iowa: William C. Brown Co., 1968), p. 339.

[35]Detjen and Detjen, op. cit., pp. 32-35; and Cottingham, op. cit., p. 140.

the responsibility for parent 'orientation'; that is, acquainting them with various aspects of the school, to create a good home-school relationship.

Similarly, the teachers surveyed by Witmer and Cottingham felt that the work with parents should be undertaken by the guidance team as a whole rather than the individual teacher.

In summary, teachers have indicated that they believe a broad range of involvement with parents to be appropriate to their role; however, perhaps because of the delicacy of this function, and the time it involves, a team approach is generally advocated. Further, there seems to be a need for in-service teacher education to facilitate this activity.

Limitations of the Literature

Six major points emerge from the review of the literature.

The first point is the general theoretical agreement about the desirability of having a counselor in the primary-elementary school system, regardless of the guidance-related functions assumed by the teacher.

The second point is that the pervasive agreement on the extent and nature of teachers' involvement in the eight major areas of guidance manifest in the theoretical writings is not adequately supported by the available evidence.

Third, the two major studies which have been quoted throughout the review seem to support equally the contention of some that elementary guidance-related functions should be performed mostly be teachers and the

contention of others who view the guidance services as the product of a team effort involving the teacher, the counselor, the principal and other school personnel. Indeed, Brown and Pruett's study tends to support the first contention, while Witmer and Cottingham tend to support the latter one. Brown and Pruett in anticipation of this inference are careful to qualify their findings, even though the data do not wholly justify their qualification, since unanimity of opinion among any group of professionals is an unrealistic criterion. They state:

> Certainly neither the position of Ferris nor Koeppe cited earlier has been supported.[36] No unanimity of opinion was evident from the responses. What was shown was a feeling that teachers believe that they have considerable responsibility for guidance, but a great number of the teachers indicated a need for a counselor to help in implementing the guidance program. This does not mean that public relations work and in-service education does not need to be done prior to the establishment of elementary guidance programs and will need to be continued after their establishment, but it does demonstrate that guidance will have support among the teaching staffs of the elementary schools.[37]

It is necessary, however, to point out that the difference in findings may be due to the phrasing and the structure of the response

---

[36]Ferris' position is summarized by Brown and Pruett as follows:

> . . . the elementary classroom teacher should conduct the total elementary guidance program . . . the school cannot afford guidance specialists, the teacher is closest to the elementary school student and hence in the best position to help. Brown and Pruett, op. cit., p. 17.

Koeppe's position is that:

> The literature on elementary guidance seems to be in unanimous agreement that the elementary classroom teacher has a key role in the program.

Richard P. Koeppe, "The Elementary School Counselor - What is He?", School Counselor, 12:12, 1964.

[37]Brown and Pruett, op. cit., p. 20.

choices available to the teachers participating in these studies. Brown and Pruett not only asked the teachers to report the guidance functions which they should be performing, but also asked the teachers to indicate the guidance functions which should be performed by other school personnel. They did not ask, however, the teachers to identify the guidance functions which should be handled by team-work. The areas involving team-work were inferred by regrouping the 71 guidance-related functions used by the authors into the eight guidance areas.

Witmer and Cottingham's study attempted to determine the guidance functions which the teachers used and valued, and asked the teachers to express their opinion as to whether these functions would be handled by teachers alone or by a guidance team.

The fourth point emerging from the review of the literature is the limited refinement in the analysis of the empirical data. Both studies fail to identify the factors which influence the attitudes of teachers towards, and participation in various guidance services. Indeed, the only study which attempts to examine these factors has been conducted by Stewart,[38] who, incidentally, also remarked on the paucity of research on this question.

Stewart's study comprised a sample of 404 teachers employed in schools, each school with a counselor who devoted at least one-third or more of his time to guidance. One hundred and two secondary schools and

---

[38]J. A. Stewart, "Factors Influencing Teacher Attitudes Toward and Participation in Guidance Services," Personnel and Guidance Journal, 39:729-34, May, 1969.

9 elementary schools were used.

His objective was to determine, among other things, whether,

> 1. . . . teacher training, experience, grades, and other correlates were significantly related to attitudes toward guidance services. 2. . . . teacher training, experience, grades, and other correlates were significantly related to participation in guidance services. 3. . . . teacher participation in guidance could be predicted from attitudes, training, experience, and other known variables.[39]

These factors were studied with a participation-in-guidance scale and an attitude-toward-guidance scale, which were constructed by the author.

Stewart's major findings indicate that while marital status, experience, type of school, grades taught, institution conferring degrees and graduate experience significantly affected the mean participation scores, they did not affect the attitude scores. Furthermore, the author was able to identify scalable attitudes towards guidance. In this connection, women scored significantly more highly than did men. The study also uncovered evidence that guidance attitudes were positively related to general attitudes towards teaching. According to Stewart, the optimal predictors of participation-in-guidance were attitude scores and the length of teaching experience. Stewart's findings, however, are not readily usable in designing sampling plans, since it would be first necessary to determine the characteristics of the teacher population as registered in the Stewart scales before drawing the sample.

The fifth point to be noted from the review of the literature is the absence of concern with the last of the four questions raised at

---

[39] Ibid., p. 729.

the beginning of the review, namely, there is little consideration given to the problems of role conflict between various teaching and guidance functions, as well as jurisdictional conflict between teacher and counselor.

Ferris identifies a possibility of conflict between teacher and counselor by pointing out that "taking students out of the classroom for guidance and counseling would add another interruption to an already hectic day,"[40] and therefore possibly become a major source of irritation for the teacher.

Brown and Pruett noted that "some evidence of strong feelings against guidance and guidance specialists were manifested in the returns," even though "many elementary teachers feel that there is a need for guidance in the elementary school."[41] The authors concede that "the question concerning elementary teachers' feelings about the need for a guidance specialist in the elementary school has, of course, not been completely answered."[42]

The last but not the least important point is that, despite widespread agreement about the importance of the role to be played by the teacher in elementary school guidance, surprisingly enough there has been no research undertaken to determine, simultaneously, the guidance-related functions which these teachers actually perform and those they would like

---

[40]Ferris, op. cit., p. 18.

[41]Brown and Pruett, op. cit., p. 20.

[42]Ibid.

to perform. As a case in point, Brown and Pruett ask the teachers to identify the guidance functions which they should perform, while failing to determine the functions which they actually do perform. Witmer and Cottingham on the other hand, merely ask the teachers to identify the guidance services which they value and use but not the extent of their participation in these services.

The study reported in the following pages is designed precisely to collect evidence on this question.

CHAPTER III

RESEARCH PROCEDURES AND TECHNIQUES OF ANALYSIS

This chapter will describe the research procedures followed in designing the sampling plan, the instrumentation, administering the research instrument and the statistical techniques used in the analysis of the data.

The Sampling Plan

Sources of information. In designing the sampling plan the first step was to examine the nature and the sources of the information available from the Roman Catholic School Board for St. John's.

The school board compiles three types of information useful to the study. The first is found in the file on each teacher and contains up-to-date record of relevant personal and professional information. The second consists of an up-to-date list of the names of all full-time primary-elementary teachers, the school and grade to which they are assigned, and their qualifications as indicated by their teacher grade certificate level. The third consists of a list of all the schools with primary-elementary grades, the names of the principal and vice-principal, the location of the schools and their total enrollment.

The first source of information was not available in view of the confidential nature of the information. The inaccessibility of the source made it impossible to design a sampling plan which would take into

account the distribution of selected and relevant characteristics of primary-elementary teachers which may affect their attitudes towards guidance activities and the extent of their participation in such activities.

Sampling distribution. In view of the foregoing, the problem of designing a sampling plan became one of drawing a valid sample, adequate in size and economical in terms of the time required to draw the sample and have access to it.

Two alternative plans were considered. The first consisted of drawing a simple random sample from the list of teachers. The second consisted in drawing a simple random sample of primary-elementary schools and including all the full-time classroom teachers attached to the schools comprising the sample.

The first alternative was rejected on the grounds of economy of time and procedure, as well as administrative practicality. This alternative would have involved the necessity of visiting nearly every one of the thirty-five schools in order to reach the selected teachers, to explain the purpose of the study and the reason for their inclusion in the sample. Furthermore, individual arrangements would have had to be made with each teacher to determine a suitable time and place for the administration of the research instrument.

Sampling strategy. The final sampling strategy, then, consisted of drawing a simple random sample of the thirty-five primary-elementary schools and using all of the full-time teachers attached to these schools.

This strategy was examined for the built-in biases which it might contain. For example, the possibilities that larger schools might have a better quality of, or easier access to, guidance services than the smaller schools and conversely, that small schools would have a more advantageous pupil-teacher ratio, were examined. However, on closer examination, these possibilities were found not to cause problems. The larger schools did receive a greater amount of services but these are mainly in French, music and physical education. On the other hand, the pupil-teacher ratio is determined by the Provincial Department of Education at the level of 35 to 1, and similar variations around this ratio are found both in large and small schools.

The distribution of the final sample is summarized in Table I.

The sample. The sample, drawn with random numbers, consisted of seventeen schools with a total number of one hundred and eighty six teachers. However, as can be noted in Table I, thirty-six of these did not participate in the project because they were absent (due to illness) from school at the time of the visit. Only 10 teachers failed to complete the research instrument properly. There were no refusals.

The final sample consisted of seventeen schools and 140 teachers plus the 11 teachers of Holy Spirit school used for pre-testing the research instrument.

TABLE I

DISTRIBUTION OF THE SAMPLE

School Name	Location	Total Enrollment	Number of Primary/ Elementary Teachers	Number of Teachers Participating
Our Lady of Lourdes	Nagel's Hill St. John's	182	6	5
Mary Queen of Peace	Torbay Road St. John's	508	13	11
Presentation Elementary	Barnes Road St. John's	577	9	4
St. Pius X Girls	Elizabeth Avenue St. John's	519	12	10
Our Lady of Mercy	Military Road St. John's	894	18	15
Mary Queen of the World	Topsail Road Mount Pearl	689	15	7
St. Agnes	Pouch Cove	195	5	5
St. Joseph's Primary	Signal Hill Road St. John's	325	8	8
Holy Cross Primary	Buckmaster's Field, St. John's	325	10	10
St. John Bosco	Blackhead Road St. John's	580	13	11
St. Francis of Assisi	Outer Cove	272	7	7
Immaculate Conception	St. Thomas' Line	242	7	5
Immaculate Conception	Bell Island	715	18	15
St. Michael's	Flatrock	176	5	5
St. Theresa's Boys	Mundy Pond Road St. John's	504	11	7
St. Bonaventure	Bonaventure Avenue St. John's	881	16	5

TABLE I (continued)

School Name	Location	Total Enrollment	Number of Primary/ Elementary Teachers	Number of Teachers Participating
Holy Trinity	Torbay	733	13	10
Sub-totals			186	140
Pre-test Holy Spirit	Powers Court Manuels	642	12	11
Totals			198	151

Description of sample characteristics. The characteristics of the sample described in Appendix A are summarized in this section.

Age and sex. The majority of the respondents were young with 77.5 per cent thirty years of age and under (cf. Table X). All but five respondents were female.

Place of birth. Over eighty percent (81.3) are natives of the province, with over half of those born in St. John's (cf. Table XI).

Marital status. The sample was nearly evenly divided between married persons (50.4 per cent), and single respondents (43.4 per cent) (cf. Table XII).

Educational qualifications. The majority of the respondents, (72.8 per cent) possessed a Newfoundland Teacher's Certificate of Grade III

or less (cf. Table XIII), and only one-fifth (19.1 per cent) of respondents had completed a university degree (cf. Table XIV).

The foregoing must be qualified by the fact that over half the respondents (52.9 per cent) were currently enrolled in university courses and 90 per cent of these were studying towards a university degree (cf. Table XV).

Exposure to guidance training. It is interesting to note that most of the educational preparation of the sample teachers did not include much exposure to guidance courses. Under 10 per cent of the sample reports having taken courses in guidance, all of these at the undergraduate level (cf. Table XVII).

Teaching experience. The sample consisted of experienced teachers. Nearly three quarters (70.2 per cent) had five years or more teaching experience and less than 10 per cent had taught for one year or less (cf. Table XVIII). Furthermore, this teaching experience is concentrated in primary-elementary teaching, since 67 per cent had been teaching grades K to 6 for five years or more (cf. Table XIX). Over one third of the teachers (40.3 per cent) reported having taught outside St. John's (cf. Table XX). Of these, nearly half (47.5 per cent) had taught less than two years, whereas one third (34.4 per cent) had taught five years and more (cf. Table XXI).

Class data. The distribution of teachers by the grade taught was fairly even, with relatively high percentages (17.3 and 17.9 per cent) teaching grades I and II (cf. Table XXII).

Nearly half the sample (49.7 per cent) taught classes of

twenty-six to thirty-five pupils, and a surprisingly large proportion of teachers (27.1 per cent) taught classes of thirty-six and more pupils (cf. Table XXIII).

Summary. The majority of the respondents then, were young females, natives of Newfoundland, without a university degree, but working toward one. They had little exposure to guidance training. The sample comprised a very large proportion of experienced teachers evenly distributed over grades K to 6, teaching average-size classes.

Limitations of the sampling plan. The sample of 151 respondents represented nearly half of the total number of primary-elementary school teachers (370) of the Roman Catholic School Board for St. John's. It also represented 83 per cent of the reported number of teachers of the schools which comprised the sample.

Since the sampling unit was the school rather than the teacher, technically, the sample was not necessarily representative of the board's primary-elementary teachers. However, it was assumed to be representative, since it can be realistically assumed that the teachers were randomly distributed throughout the school system in terms of the sample characteristics described above. One method to test the validity of this assumption would have been to compare the characteristics with those of the total primary-elementary teacher population of the school board. However, as pointed out above, in view of the confidentiality of certain records, this was not possible. If the assignment of teachers to schools was biased, the bias is probably related to the school. A random sampling

of schools then would tend to defeat this bias.

Instrumentation

The research instrument. The instrument consisted of two sections. The first section entitled "General and Personal Information Sheet" was designed to determine the characteristics of the respondents. The data sheet is listed in Appendix B.

The questionnaire. The second section of the instrument consisted of a questionnaire in two parts (A and B) which were identical in content, except for the instructions for completing the instrument which the respondents were asked to follow.

The contents of Parts A and B consisted of seventy-four items each (statements) describing the major guidance-related activities which are, or realistically can be performed in Newfoundland. The complete research instrument is found in Appendix C.

Part A of the instrument asked the respondents to read each statement and indicate the frequency with which they actually performed the activity described in the statement, as part of their teaching duties, by circling the appropriate letter-symbol, along a five point continuum which read: N - Never, R - Rarely, S - Sometimes, U - Usually, A - Always.

Part B of the instrument required the respondents to follow the same procedure, except that, instead of describing the actual situation, they are asked to describe the ideal situation, that is, the frequency with which the teachers thought they ideally should perform

each of the guidance-related activities.

Development of the research instrument. The original version of the questionnaire was devised by B. G. Raines,[1] to study the role of the counselor, and entitled "The Elementary School Guidance Opinionnaire."

The original instrument consisted of one hundred and four statements, covering the following ten guidance areas: orientation services, pupil appraisal services, group testing services, record services, vocational information and planning services, counseling and adjustment services, services to staff, services to parents and research and evaluation services.

The instrument had been revised by Seville[2] and used to survey the guidance functions which were performed and preferred by grades seven and eight teachers in Ottawa, Ontario. The revision reduced the number of statements to eighty, even though the ten guidance areas were still covered in the amended instrument.

The original instrument could not be obtained and therefore the Seville questionnaire was used with two revisions. First, the guidance areas dealing with services to staff, and research and evaluation were eliminated because these areas were not relevant to the classroom teaching situation, and therefore to the purpose of the study. Second, three statements were also deleted, because these had little relevance to the

---

[1]B. G. Raines, "A Study of the Role of the Counselor in the Elementary Schools of Ohio" (unpublished Doctoral Dissertation, Ohio University, Columbus, 1964).

[2]Saturnino Seville, "A Study of the Guidance Functions Performed and Preferred by Grades Seven and Eight Teachers in the Separate Schools of Ottawa" (unpublished Doctoral Dissertation, University of Ottawa, Ottawa, 1970).

Newfoundland school situation. The statements dealt with the administration of sociometric inventories, discussion of sociometric findings with the class without identifying specific children; and identification of children who should be referred to the school psychologist.

The questionnaire used in this study comprised seventy-four statements describing the guidance-related activities in eight areas. These areas identified with the appropriate statement numbers are: orientation services (items 1 to 5), vocational information and planning services (items 35 to 39 and 42 to 44), record services (items 30 to 34), group testing services (items 14 to 29), pupil appraisal services (items 6 to 13), counseling and adjustment services (items 40 and 41 and 49 to 65), referral services (items 45 to 48) and services to parents (items 66 to 74).

Seville does not discuss in detail the questions of instrument reliability and validity. Thus, it must be assumed that the author was satisfied with the reliability and validity data presented by Raines.

Limitations of the research instrument. The instrument described in a comprehensive manner the various guidance-related activities which are relevant to the concerns of the classroom teacher. The instrument surveys the extent and nature of the classroom teacher's actual and ideal involvement in such activities in the contex of her classroom work.

The major limitationsof the instrument are twofold. First, the rating scale cannot differentiate accurately the true frequencies of the actual and ideal involvement of different teachers since the meaning of the words 'never', 'rarely', 'sometimes', 'usually' and 'always' may well

vary from teacher to teacher. Hopefully, the individual teacher's frame of reference remains constant, permitting valid comparisons between actual and ideal measures. Second, the instrument implicitly attaches equal weight of importance to each area and to each of the activities described within the area. This limitation is relatively unimportant since the technique of analysis emphasized the responses to individual items and groups of items.

Administration of the Research Instrument

The pre-test. In order to test the clarity of the instructions and of the statements, and to assess the procedures for administering the instrument, a pre-test was arranged. The procedures consisted in a) describing briefly the general purpose of the study for which the questionnaire was designed; b) asking the respondents to complete the general and personal information sheet; c) reading aloud the instructions covering Part A of the questionnaire; d) allowing the respondents to complete that part; and e) repeating the last two procedures for the completion of the second, Part B of the questionnaire.

The completion of the total instrument required thirty-five to forty-five minutes. Following the completion of the instrument, the general reaction of the teachers to the questionnaire was favourable, as well as to the procedures of administration. No changes were suggested by the teachers.

The analysis of the data collected from the pre-test did not reveal any unusual response patterns suggestive of ambiguous items or

general lack of reliability.

Administration procedures. Following the completion of the pre-test, the permission and cooperation of the principals of the schools included in the sample was sought for the administration of the instrument to their staff. During the initial interview, the principals were provided with a brief statement of the objectives of the study and with a letter of permission to contact the schools which was written by the assistant superintendent of the school board. All the principals, with the exception of one, agreed to collaborate. The school where permission was not obtained was replaced in the sample with another school, chosen by the use of random numbers.

Each school was visited on the day and at the time designated by the principal. The principal introduced the writer to the teachers assembled for the purpose of responding to the questionnaire. During these visits the procedures developed for the pre-test were followed. The time required to complete the questionnaire averaged about forty minutes.

However, in three schools, because of the pressure on teachers' time, the procedure was somewhat modified, and the teachers were allowed to complete the instrument on their own time, after having been fully briefed and instructed in detail, in group sessions. Unfortunately, in one of these schools, the majority of the instruments were spoiled due to an initial misunderstanding with the principal about the procedure to be followed. The teachers' comments were favourable throughout the visits.

Techniques and Stages of Analysis

Coding. In order to facilitate the analysis of the data, a coding sheet was devised to extract the responses from the research instrument. The responses were then converted into appropriate codes and recorded on general computer coding forms for computer programming and analysis. The coding sheet is found in Appendix D.

Preliminary analysis. The first stage of the formal analysis process consisted in the systematic examination of the data contained on the general and personal information sheet. The data was manually extracted and converted into summary tables describing the composition and characteristics of the sample. These tables were examined with a view to the possible use of the sample characteristics as independent variables in the analysis of the responses to the questionnaire. The respondents emerged as a fairly homogeneous group in terms of their socio-educational background and of their teaching experience. Consequently, the possibility of using the variations in sample characteristics as independent variables was not pursued. Where variations were noted, the numbers involved were not sufficiently large to warrant their consideration in further statistical analysis.

Statistical information sought. The second stage of the analysis process dealt with the determination of the kinds of information which were needed and the statistical techniques best suited to extract this information.

In view of the exploratory nature of this research four kinds of information were sought. The first kind of information was the frequency with which the teachers actually performed the guidance-related functions and the frequency with which they thought they should ideally perform them.

The second kind of information was the extent of the dispersion in the ratings of the teachers.

The third kind of information was the statistical relationship between the actual and ideal frequencies reported by the teachers for each statement.

The fourth kind of information was the strength of the relationship sought above.

Selection of statistical techniques. For the first kind of information, three measures of central tendency were computed. They were the median, the mode and the mean. The mean was selected since the three techniques did not produce significantly different results. Furthermore, the mean is generally a more stable measure than the median, in the sense that it varies less from sample to sample[3] and can be more easily manipulated algebraically.[4]

The second kind of information was obtained through the computation of the standard deviation for each item.

Two statistical techniques were examined for the third kind of

---

[3]Hubert M. Blalock, Social Statistics (New York: McGraw-Hill Book Company, Inc., 1960), p. 58.

[4]Ibid., p. 59.

information: the chi-square and the differences of means.

The chi-square technique was applied to five-by-five contingency tables for each of the 74 statements based on the five rating points by which the teachers described the actual and ideal frequencies related to guidance-related activities. This technique was found to be wanting since, in a considerable number of instances, the expected frequencies were considerably less than five. When the contingency tables were reduced to three-by-three by collapsing the 'never' and 'rarely' categories and the 'usually' and 'always' categories the same problem was encountered. Furthermore, this technique was also found to be inappropriate for the kind of data at hand. The use of the chi-square generally assumes mutually exclusive frequency counts in each cell, whereas the ideal and actual ratings could not be assumed to be independent.

The differences of means test using dependent samples with separate variance estimates was found to be the most appropriate statistical technique.[5] The differences were tested for statistical significance at the five per cent level, with one hundred and twenty degrees of freedom.

The fourth kind of information was the strength of the relationship between the actual and ideal ratings and for this the Pearson product moment correlation coefficient, as well as the Spearman and Kendall rank-order correlation coefficients were considered. The latter two techniques were eliminated because the data contained a large number of tied ranks

---

[5]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), pp. 297-98.

and a very limited number of categories. Consequently, the Pearson product moment correlation was used and the coefficient was tested for statistical significance at the five per cent level.

The statistical analysis was done by computer through the packaged program known as the SPSS (Statistical Package for the Social Sciences).[6]

Limitations of the Analysis

The analysis of the data was limited by the use of the Pearson product moment correlation to examine the strength of the relationship between the actual and the ideal frequencies for each statement. This statistical technique is advantageously used when the relationship can be assumed to be linear. Therefore, a weak correlation did not necessarily indicate a weak or non-existent relationship. In this study a linear component in the relationship between the ideal and actual ratings was probable. However, a curvilinear component was possible as well. This possibility was investigated in the examination of distributions of ratings.

---

[6]Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), pp. 145-46.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE FINDINGS

The preceding chapter discussed the procedures used in sampling and collecting the information to investigate the research questions of the study, and described the statistical techniques which were used in data analysis.

This chapter will present the analysis of the data. First, the strength of the relationships between the actual and ideal ratings of guidance-related functions will be investigated. Second, the eight major groupings of guidance functions will be examined with respect to the distribution of ideal and actual ratings for the items (statements) comprising the groupings.

Stage One: Relationship Between Actual and Ideal Ratings

The examination of Tables II to IX indicates that while there is some degree of agreement between the actual and ideal ratings, in general, this agreement is weak. Indeed, the correlation coefficients, which are significant at the five per cent confidence level, range from a low of .14 to a high of .58 with the bulk of the correlations clustering around the .20 to .30 range. Nine items show no significant correlation at the five per cent level.

Standard deviations of the ratings range from .61 to 1.64 for ratings of actual functions performed and .55 to 1.51 for the ratings of

ideal functions. These standard deviations suggest that, in general, opinion about the various functions is quite varied.

To sum up, first, while there is a weak linear relationship between the guidance-related activities which teachers actually perform and those which they would ideally like to perform, in general, the actual functions performed by the teachers differ from those they ideally would perform. Second, the large standard deviations around the mean ratings indicated that there is a good deal of variation in the extent to which teachers actually carry out guidance-related activities, and not a very strong consensus about the extent to which they should become involved in these activities.

Stage Two: Item by Item Analysis

Orientation services. Table II, presented on the following page, reveals that the teachers are involving themselves selectively in orientation services, but would ideally like to be nearly always involved in their delivery.

The examination of the mean actual ratings indicate that teachers 'usually' conduct class discussions to orient the students properly to the purpose of the school, its rules, facilities and staff ($\bar{X}$ = 3.89), 'sometimes' have individual conferences with each new pupil ($\bar{X}$ = 3.30), and arrange 'get acquainted' activities for their pupils, ($\bar{X}$ = 3.13). However, teachers 'never' or 'rarely' take pupils new to the school on a tour of the school plant, ($\bar{X}$ = 1.89), and prepare them for the next higher grade or school, by group discussions or visits ($\bar{X}$ = 2.50).

TABLE II

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE ORIENTATION SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Have an individual conference with each child new to the class	1. A	17.6	12.2	18.9	25.7	25.7	3.30	9.48*	1.43	0.20*
	I	2.0	-	7.9	19.2	70.9	4.57		0.80	
Take pupils new to the school on a tour of the school plant	2. A	57.3	17.3	10.7	8.7	6.0	1.89	17.48*	1.25	0.29*
	I	4.7	4.0	10.0	23.3	58.0	4.26		1.10	
In the spring, prepare pupils for the next higher grade or school by group discussions or visits	3. A	38.5	15.5	15.5	18.2	12.2	2.50	13.28*	1.46	0.12
	I	3.3	1.3	8.0	28.0	59.3	4.39		0.94	
Conduct class discussions, in the fall, on school purposes, rules, facilities and staff members	4. A	9.4	4.0	12.1	37.6	36.9	3.89	5.47*	1.22	0.35*
	I	2.0	1.3	4.6	24.5	67.5	4.54		0.81	
Arrange "Get Acquainted" activities for pupils	5. A	20.8	10.1	22.8	27.5	18.8	3.13	10.02*	1.40	0.21*
	I	2.0	1.3	7.9	4.5	64.2	4.48		0.86	

(1)Frequency adjusted for missing cases (out of a possible 151 cases)
*Significant at .05 level

A=Actually performed I=Ideally preferred

The data also indicated considerable variations among the teachers in the extent of their actual involvement. While 51.4 per cent of teachers, 'usually', or 'always' have a conference with a new child, 29.8 per cent 'rarely', or 'never' do this.

It seems then that teachers are concentrating their efforts in those orientation activities which help the pupils adapt to the school and class settings and develop a class spirit through the 'get acquainted' activities thereby facilitating teaching. Those which require more time, or which are not immediately related to the classroom situation receive much less emphasis.

Ideally, teachers would like to be 'usually-always' involved in orientation activities as indicated by their high mean ratings which range from 4.26 to 4.57. Unlike the actual ratings, the ideal ratings show a much stronger consensus of opinion as indicated by the frequency distributions and standard deviations, which tend to be smaller for the ideal ratings.

In the review of the literature, it was noted that orientation services are particularly relevant to Kindergarten and the first grade. The data, however, indicate their perceived application throughout the primary-elementary grades, since only 28.6 per cent of the respondents teach Kindergarten and first grade. This, then, indicates the necessity of qualifying the general statement of applicability. It can be hypothesized, for example, that the need for orientation services increases in direct proportion to the degree of urbanization and social mobility of the area where the school is located. The teachers' responses in this

study are in keeping with the findings of Brown and Pruett, which indicated a lack of strong consensus similar to the one noted in this study.

Vocational information and planning services. Primary-elementary teachers attach a considerable importance to helping their pupils develop positive attitudes towards honest work and a good understanding of the world of work. They are, however, quite reluctant to engage in individualized vocational counseling, although they would like to increase their involvement in this area. This is the picture which emerges from the data presented in Table III.

The information contained in Table III reveals that over 30 per cent of the teachers 'usually' and nearly 60 per cent of the teachers 'always' help children develop the attitude that all legitimate occupations are worthy of respect. Towards this objective, approximately fifty per cent report that they also 'usually' or 'always' plan activities, evaluate instructional materials ($\bar{X}$ = 3.34) develop and teach units of vocational information ($\bar{X}$ = 3.35). Almost 80 per cent would ideally like to be 'usually' or 'always' involved in these ($\bar{X}$ = 4.18 and 4.33 respectively). In the area of individualized vocational counseling and planning over 50 per cent of the teachers report that they 'never' or 'rarely' discuss with pupils their future vocational plans ($\bar{X}$ = 2.41) and 70 per cent do not provide individual conferences for pupils interested in discussing their future goals and plans ($\bar{X}$ = 1.85). This general picture is somewhat blurred, with almost one third of the teachers reporting that they 'usually' provide counseling with children regarding the relationship

TABLE III

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE VOCATIONAL INFORMATION AND PLANNING SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Evaluate instructional materials regarding the picture they give children concerning the world of work	35 A	10.9	12.2	22.4	40.8	13.6	3.34	6.58*	1.19	0.41*
	I	2.7	2.7	16.4	30.1	47.9	4.18		0.99	
Plan activities (discussions, field trips) to stimulate interest in the world of work	36 A	3.3	5.3	28.7	44.7	18.0	3.69	7.45*	0.94	0.25*
	I	2.7	0.7	7.4	25.5	63.8	4.47		0.87	
Help children develop the attitude that all honest occupations are worthy of respect	37 A	4.0	2.0	6.0	31.8	56.3	4.34	4.40*	0.97	0.20*
	I	-	-	5.4	14.8	79.9	4.75		0.55	
Develop and teach units on the world of work	38 A	10.1	10.7	31.5	29.5	18.1	3.35	8.03*	1.19	0.39*
	I	1.3	0.7	18.8	22.1	57.0	4.33		0.90	
Counsel with children regarding the relationship between their self-concept and their future vocational plans	39 A	26.0	22.0	22.7	24.0	5.3	2.61	8.81*	1.25	0.44*
	I	8.7	6.0	18.1	20.1	47.0	3.91		1.30	

TABLE III (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Obtain and show guidance films and discuss them with the class	42 A	62.8	17.6	12.8	6.1	0.7	1.64	14.20*	0.97	0.20*
	I	12.2	8.8	21.1	21.1	36.7	3.61		1.38	
Discuss with pupils their future vocational plans	43 A	30.0	22.0	30.0	12.7	5.3	2.41	8.56*	1.19	0.37*
	I	10.8	6.8	23.0	25.0	34.5	3.66		1.31	
Provide individual conferences in which pupils might discuss their future goals and plans	44 A	56.8	14.2	20.3	5.4	3.4	1.85	12.31*	1.13	0.25*
	I	12.8	4.7	26.2	20.1	36.2	3.62		1.35	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)

* Significant at the .05 level

A = Actually performed

I = Ideally preferred

between their self concept and their future vocational plans, ($\bar{X}$ = 2.61) and approximately 30 per cent of the teachers 'sometimes' get involved in all of the individualized activities. The distribution of ideal ratings is almost the opposite of the actual ratings with nearly 60 per cent of the teachers indicating the desire to be 'usually' and 'always' involved in individualized vocational guidance.

The findings of Brown and Pruett were that their teachers expressed the desire to assume the responsibility of providing vocational information and planning while leaving the task of providing individual and group vocational guidance in distributing information and bringing in speakers to the school counselors.

The foregoing indicates that the teachers' primary interest in providing vocational information and planning services is related to their ability to integrate these with their ongoing teaching activities, and the fact that vocational material can be put to good pedagogical use by attracting and maintaining the interest of the pupils in the class. This is amply demonstrated by the wide discrepancies between the ratings--both actual and ideal--for general vocational information and those for individualized attention. Presumably an alternative interpretation for this discrepancy would be the teachers' skepticism about the value and relevance of individualized vocational guidance and discussions with pupils at the primary-elementary level. This interpretation in itself would tend to support the hypothesis that teachers are interested in or have the necessary time to provide only those activities which have an immediate and tangible effect on their pupils' interest in the classroom rather than

those which have long term developmental benefits for the pupil.

Record services. Table IV shows that the teachers perceive the record services to consist of three separate tasks.

The first consists in the effective recording, analysis and use of information related to pupils. This set of tasks, comprising the responsibility for keeping pupils' cumulative record up to date, and the analysis of the record information for a better understanding of the child, seems to be carried out by the majority of the teachers. Indeed, almost three-quarters of the respondents reported that they 'usually-always' carry out these tasks.

The second task consists in discussing with parents their child's cumulative record, except for the confidential material. Half the teachers 'never' or 'rarely' do this, while another quarter of the respondents report doing it 'sometimes' ($\bar{X}$ = 2.41).

The third task which ranks the lowest in terms of teacher involvement covers the explanation of the purpose and content of cumulative records to the class as a whole, and the discussion of the contents of cumulative records with individual pupils. Indeed, 82 per cent of the teachers reported 'never' or 'rarely' having had individual discussions ($\bar{X}$ = 1.57), while almost three-quarters stated that they had 'never' discussed with the class the meaning of cumulative records ($\bar{X}$ = 1.81).

The ideal ratings indicate significant differences with the actual rating although a similar pattern is revealed. The teachers want to have an even greater involvement in the first set of tasks, but seem somewhat more cautious and hesitant about becoming involved in the second

TABLE IV

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE RECORD SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Assume responsibility for keeping pupils' cumulative record up to date	30 A	15.6	4.1	6.1	27.2	46.9	3.86	2.87*	1.45	0.33*
	I	3.4	6.1	10.2	19.0	61.2	4.29		1.09	
Analyze cumulative record information to better understand each child	31 A	7.3	4.0	12.6	33.8	42.4	4.00	4.88*	1.17	0.33*
	I	0.7	4.1	4.1	20.3	70.9	4.57		0.81	
Discuss with the class the purpose and content of cumulative records	32 A	64.0	10.0	10.0	12.7	3.3	1.81	- 8.41*	1.23	0.27*
	I	22.8	10.7	22.1	16.8	27.5	3.15		1.51	
Discuss individually with pupils the content of their cumulative record, except that material which is confidential	33 A	71.3	10.7	10.7	4.7	2.7	1.57	10.96*	1.03	0.34*
	I	20.4	8.8	28.6	22.4	19.7	3.12		1.38	
Discuss with parents their child's cumulative record, except for the confidential material	34 A	43.0	6.6	26.5	13.9	9.9	2.41	7.79*	1.41	0.30*
	I	8.1	6.0	33.6	24.2	28.2	3.58		1.19	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)
* Significant at the .05 level
A = Actually performed I = Ideally preferred

and third tasks. Here, the mean ideal ratings range from $\bar{X}$ = 3.12 to 3.58, and the highest score refers to the discussion of the cumulative record with the parents.

These findings generally corroborate the findings of Brown and Pruett.

In summary, the data indicate the teachers to be, both in actual and ideal terms, task rather than process oriented with respect to records services. The first priority is placed on the tasks which directly facilitate their classroom work. A lower priority is given to the use of record services for the enrichment of teacher-class, for teacher-pupil communications, as well as for eliciting greater parental interest and participation by providing them with useful information about their child's progress.

These teacher preferences could be explained by the fact that discussion of records consumes time which the teachers cannot afford. Furthermore, such discussions with the parents can contribute to the teacher's goals only if the teacher has the appropriate training and skills in selecting and communicating the information. The latter point is of particular significance since less than one-fifth (19.1 per cent) of the respondents have completed a university degree program.

Group testing services. In operational terms, group testing services involve several distinct activities; namely, the administration, scoring, analysis, recording and interpretation of test results to pupils, individually and in groups, and to parents. Finally, the results of tests are used for diagnostic and instructional purposes. The two most widely

used types of group tests are intelligence and achievement tests. Table V summarizes the teacher responses.

Broadly the data suggest that while teachers perform 'rarely' group testing functions and would like to increase their involvement in this area only moderately, these respondents indicate a somewhat greater preference for involvement in achievement rather than in intelligence tests.

With reference to intelligence tests, over 65 per cent of the respondents report to have 'never' or 'rarely' administered these tests ($\bar{X}$ = 1.91), over 70 per cent do not score them ($\bar{X}$ = 1.80), while nearly 80 per cent have 'never' interpreted or discussed the results with the pupils or the parents as a group. The interpretation of intelligence tests to individual pupils or parents seems to be the most avoided activity, since nearly 95 and 82 per cent respectively 'never' performed these two functions.

This state of affairs is quite understandable since the school board as a matter of policy does not encourage the administration of group intelligence tests, except where this is undertaken by the counselor attached to the board. The principal and the teachers who have the training or are deemed to have the equivalent experience rarely have the opportunity to administer these tests.

The ideal ratings indicate that the teachers seem to be quite content with this state of affairs, but would 'sometimes' like to administer the tests ($\bar{X}$ = 3.46) and score ($\bar{X}$ = 3.48) as well as discuss the results with groups of parents ($\bar{X}$ = 3.15).

TABLE V

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE GROUP TESTING SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Administer intelligence tests	14 A	56.7	12.7	15.3	13.3	2.0	1.91	10.09*	1.20	0.19*
	I	17.6	6.8	18.2	27.0	30.4	3.46		1.44	
Score intelligence tests	15 A	60.9	11.9	15.2	9.9	2.0	1.80	10.95*	1.14	0.18*
	I	18.2	6.8	18.9	20.9	35.1	3.48		1.48	
Discuss with the class the meaning of intelligence test results	16 A	85.4	6.0	3.3	3.3	2.0	1.31	9.33*	0.85	0.22*
	I	36.2	11.4	24.2	10.7	17.4	2.62		1.50	
Interpret to individual pupils their intelligence test results	17 A	94.7	2.0	0.7	1.3	1.3	1.13	7.99*	0.61	0.12
	I	51.0	15.4	14.8	8.7	10.1	2.11		1.38	
Discuss with groups of parents the meaning of intelligence test results	18 A	82.7	3.3	8.0	3.3	2.0	1.40	12.14*	0.96	0.12
	I	23.0	6.8	27.7	17.6	25.0	3.15		1.47	

TABLE V (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Interpret to individual parents their children's intelligence test results	19 A	82.1	8.6	4.6	3.3	1.3	1.33	10.69*	0.82	0.14
	I	28.2	14.1	26.8	13.4	17.4	2.78		1.44	
Administer achievement tests	20 A	41.3	8.0	16.7	18.0	16.0	2.59	8.16*	1.55	0.26*
	I	8.0	4.0	18.7	28.0	41.3	3.91		1.22	
Score achievement tests	21 A	45.0	7.9	14.6	16.6	15.9	2.50	8.72*	1.57	0.29*
	I	7.3	5.3	18.7	26.0	42.7	3.91		1.22	
Discuss with the class the meaning of achievement test results	22 A	63.3	9.3	9.3	11.3	6.7	1.89	8.95*	1.33	0.35*
	I	18.0	9.3	22.7	23.3	26.7	3.31		1.42	
Interpret to individual pupils their achievement test results	23 A	67.6	7.4	6.8	10.8	7.4	1.83	7.86*	1.35	0.27*
	I	22.0	10.7	32.7	25.3	19.3	3.09		1.42	
Discuss with groups of parents the meaning of achievement test results	24 A	69.3	6.0	8.0	10.7	6.0	1.78	10.68*	1.31	0.24*
	I	14.9	8.8	23.0	23.6	29.7	3.45		1.39	

TABLE V (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Interpret individually to parents their child's achievement test results	25 A	55.0	8.1	11.4	14.8	10.7	2.18	9.35*	1.48	0.17*
	I	10.1	6.1	23.6	25.0	35.1	3.69		1.29	
Analyze the instructional implications of intelligence and achievement test results	26 A	47.9	8.2	12.3	19.2	12.3	2.40	9.75*	1.53	0.23*
	I	8.9	4.1	13.5	27.0	46.6	3.99		1.25	
Record the test results in the cumulative folder	27 A	26.2	5.4	8.7	22.8	36.9	3.39	7.48*	1.64	0.14*
	I	3.4	2.7	3.4	16.9	73.6	4.55		0.94	
Use group test results for diagnostic purposes	28 A	32.2	7.0	14.0	32.2	14.7	2.90	8.46*	1.51	0.24*
	I	3.4	2.0	17.7	26.5	50.3	4.18		1.02	
Test new pupils transferring into the class without adequate intelligence and achievement test results	29 A	38.5	12.8	17.6	18.2	12.8	2.54	12.22*	1.47	0.21*
	I	4.0	4.0	6.0	24.8	61.1	4.35		1.04	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)

* Significant at .05 level

A = Actually performed I = Ideally preferred

With reference to achievement tests, nearly half of the respondents have 'never' or 'rarely' administered or scored these tests ($\bar{X}$ = 2.59) while over 70 per cent have 'never' or 'rarely' interpreted or discussed the results with the class ($\bar{X}$ = 1.89) or with the parents as a group ($\bar{X}$ = 1.78). Sixty-three per cent have never interpreted the results to individual parents ($\bar{X}$ = 2.18) Once again, there is little evidence of involvement with individual pupil results ($\bar{X}$ = 1.85), although the percentage of respondents who 'never' discuss the results with individual pupils is under 70 per cent, as compared with 95 per cent in the case of intelligence tests.

The teachers, however, indicate that they are fairly interested in administering and scoring achievement tests, since nearly 70 per cent would 'usually' or 'always' like to do this ($\bar{X}$ = 3.91) and 'sometimes' get involved in the discussion ($\bar{X}$ = 3.31) and interpretation of these results to individuals ($\bar{X}$ = 3.09) and groups of pupils and parents ($\bar{X}$ = 3.69 and 3.45).

The most noteworthy difference between the actual and ideal ratings relate to the analysis of the test results for instructional and diagnostic purposes. Fifty-five per cent of the teachers 'never' or 'rarely' analyze the test results in terms of their instructional implications ($\bar{X}$ = 2.40), but nearly half would 'always' like to be able to do so, and over 75 per cent would like to do so at least 'usually' ($\bar{X}$ = 3.99). With reference to the use of group tests for diagnostic purposes, a similar picture emerges, although over 45 per cent report to be doing this 'usually' or 'always' ($\bar{X}$ = 2.90) and over 75 per cent

would like to do it to that extent ($\bar{X}$ = 4.18).

An interesting finding in the data is the relatively greater involvement, actual and desired, in testing pupils who come into class from another school without test information on their file. This is reflected by a mean actual score of 2.54, and an ideal score of 4.38, compared to a score of 1.80 and 3.46 for intelligence tests, and 2.59 and 3.41 for achievement tests. It is possible that the respondents were thinking much more of achievement than of intelligence tests when describing their activity in this area.

The findings are similar to those of Witmer and Cottingham's study where teachers did not attach much value to interpretation of test results to the pupils, and to those of Brown and Pruett's study where teachers divided with the counselor the responsibility for interpreting test results to pupils though they felt they should administer the tests and leave the task of developing local norms to the counselor.

The differences noted above are difficult to interpret since it is impossible to compare the level of formal qualifications possessed by the teachers involved in the two aforementioned studies with those of the teachers who participated in the present one. Certainly, the level of actual involvement and the aspirations expressed by the teachers are quite realistic and understandable in view of their limited professional training. Furthermore, the policy of the school board itself, which emphasizes the role of the counselor in administering and interpreting tests, is very much in keeping with the prevalent academic positions on this matter.

In line with the observations made in the previous sections, it should be noted once again that the teachers' marked preference for achievement rather than intelligence tests might reflect an identification with their instructional role.

Pupil appraisal services. The extent of teacher involvement in pupil appraisal is essentially confined to classroom-related and unilateral (as opposed to interactional) activities. Ideally, teachers would like to increase their involvement in this area, although their priority remains the problems of classroom adjustment. These are the major conclusions which can be drawn from Table XI.

More specifically it appears that from their ratings teachers separate pupil appraisal services into four distinct types of activities, namely, appraisal of learning and adjustment problems, group and pupil self-appraisal, individualized social appraisal and problem discussion, and technical appraisal and pupil appraisal based on the study of family circumstance and conditions.

With reference to appraisal of learning and adjustment problems, teachers report to 'sometimes' be involved in developing plans to facilitate pupil adjustment with their peers ($\bar{X}$ = 3.49), conducting studies of those presenting special learning or adjustment problems ($\bar{X}$ = 3.17) and involving pupils in self-appraisal activities so that they may better know their own strong and weak points ($\bar{X}$ = 3.16).

In connection with individualized social appraisal and problem discussion, slightly over 40 per cent report that they 'never'

TABLE VI

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE PUPIL APPRAISAL SERVICES

Description of Activity	Item No.		Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Conduct studies of children presenting special learning or adjustment problems	6	A	17.4	13.2	22.2	29.2	18.1	3.17	8.62*	1.35	0.41*
		I	3.4	2.7	7.4	27.5	59.1	4.36		0.97	
Develop plans to facilitate pupil adjustment with peers	7	A	8.0	10.7	22.7	42.0	16.7	3.49	7.91*	1.13	0.28*
		I	1.3	1.3	11.3	28.5	57.6	4.40		0.84	
Provide individual conferences for those children who wish to discuss peer relationships and problems	8	A	43.6	9.4	17.4	22.1	7.4	2.40	10.27*	1.42	0.33*
		I	7.4	3.4	18.2	27.2	43.9	3.97		1.20	
Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices	9	A	54.1	12.3	19.2	13.0	1.4	1.95	10.59*	1.18	0.21*
		I	12.4	7.6	24.8	29.0	26.2	3.49		1.30	

TABLE VI (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Make observations and write anecdotal records on pupils selected for study	10 A	29.9	10.4	22.9	22.2	14.6	2.81	8.23*	1.44	0.49*
	I	7.4	4.7	12.2	20.9	54.7	4.11		1.24	
Visit the home of pupils presenting special problems	11 A	71.5	11.9	11.3	5.3	-	1.50	15.43*	0.89	0.26*
	I	9.3	10.0	35.3	20.7	24.7	3.41		1.23	
Visit children's homes to better understand their total environment	12 A	73.3	14.7	11.3	0.7	-	1.39	17.58*	0.71	0.28*
	I	7.5	11.6	39.5	20.4	21.1	3.36		1.16	
Involve pupils in self-appraisal activities so that they may better know their own strong and weak points	13 A	14.4	10.1	33.6	30.2	12.1	3.16	7.25*	1.20	0.53*
	I	2.7	4.7	16.8	32.2	43.6	4.09		1.02	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)

* Significant at the .05 level

A = Actually performed

I = Ideally preferred

provide individual conferences for those children who wish to discuss peer relationships and problems ($\bar{X}$ = 2.40).

The studies conducted by teachers about children with special learning and adjustment problems seem to be based on the application of the practical knowledge acquired over time, for their involvement in technical appraisal work is quite limited. Over half of the teachers report 'never' having administered any student appraisal devices ($\bar{X}$ = 1.95) and over 40 per cent reported that they 'never' or 'rarely' make observations or write anecdotal reports on pupils selected for study ($\bar{X}$ = 2.81).

Finally, teachers are most reluctant to extend the appraisal of their pupils' problems to include the family, since over 80 per cent of the teachers report 'never' or 'rarely' having visited the home of pupils presenting special problems. Eight-eight per cent 'never' visit their pupils' home in order to understand better their total environment.

The extent to which the teachers ideally would like to be involved in pupil appraisal services is significantly greater than their actual involvement in all areas. Teachers remain reluctant to prepare technical appraisals ($\bar{X}$ = 3.49), to provide individual conferences ($\bar{X}$ = 3.97), and to extend their appraisal activities into the homes of their pupils ($\bar{X}$ = 3.36 and 3.41). This reluctance is expressed by their willingness to engage in these activities only 'sometimes' ($\bar{X}$ = 3.36 and 3.41).

The foregoing can be better appreciated in the light of the comments made by the respondents following the administration of the

questionnaire. These comments were succinctly summarized by one of the teachers who stated, "It wouldn't do any good to go into the homes of the pupils, and in any case, a lot of the teachers don't feel that it's their place to get involved with their families. A lot of the children with problems come from neighbourhoods which the teachers would be afraid to visit. Anyway, what can a visit do?" This would indicate that the teachers do not appear to define pupil problems in terms of their total environment or are highly skeptical that intervention in this environment could produce positive results.

In summary then the pupil appraisal activities for which the teachers show strong preferences are those which can be initiated and completed by themselves alone, without involving pupils, parents or other school personnel in the process. Appraisals involving pupils appear to be limited and confined to classroom concerns.

The findings are only partially corroborated by those of Brown and Pruett. As noted earlier, they reported that teachers thought that they should make observations, write anecdotal records, involve pupils in self-appraisal activities so that they may better know their strong and weak points, and visit pupils' homes to better understand their environment. They preferred to leave the technical aspects of appraisal to the counselors.

Counseling and adjustment services. These comprise three interrelated but fairly distinct types of activities which may be described as educational, developmental guidance and remedial-therapeutic counseling. The extent of actual involvement of ideal preferences reported by the

teachers is described in Table VII.

The pattern which emerges from the information presented in Table VII is in line with that noted in the preceding sections. Specifically, teachers are extensively involved and would like to be further involved in these types of guidance activities, particularly those related to 'normal' classroom achievement.

The extent of the actual involvement in developmental (social and emotional) guidance and in remedial counseling is much more limited, although the extent to which they would ideally like to perform these functions is greater for the remedial than for the developmental category.

In the area of educational guidance, nearly 90 per cent of the teachers 'usually-always' help children who are not doing well to develop effective subject matter skills ($\bar{X}$ = 4.36). Slightly over 85 per cent give remedial help to children who have fallen behind in reading, mathematics or other subjects, ($\bar{X}$ = 4.38) and nearly 70 per cent have individual conferences with children who are not achieving well ($\bar{X}$ = 3.70). An interesting discrepancy in this area relates to the technical aspect of educational counseling which involvesskills in teaching children methods of effective studying and the development and teaching of units designed to this end. Indeed, 60 per cent of the teachers report they 'usually' or 'always' teach children study skills ($\bar{X}$ = 3.55). Although at most 75 per cent only 'sometimes' develop and teach a unit on the techniques and skills of studying ($\bar{X}$ = 2.52).

Nearly 90 per cent of the teachers indicate that they would like to be 'usually-always' engaged in all the phases of educational

TABLE VII

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE COUNSELING AND ADJUSTMENT SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Teach children methods of effective studying	40 A	13.9	4.6	18.5	38.4	24.5	3.55	5.01*	1.30	0.58*
	I	6.7	2.7	9.4	20.1	61.1	4.26		1.17	
Develop and teach a unit on how to study	41 A	33.3	16.0	24.0	18.7	8.0	2.52	9.93*	1.34	0.36*
	I	7.4	4.7	18.2	18.9	50.7	4.00		1.25	
Help children who are not doing well to develop effective subject matter skills	49 A	1.3	2.0	8.6	35.8	52.3	4.36	4.78*	0.83	0.04
	I	-	0.7	5.4	12.1	81.9	4.75		0.58	
Give remedial help to children who have fallen behind in reading, mathematics or other subjects	50 A	2.0	0.7	9.9	31.8	55.6	4.38	2.96*	0.85	0.22*
	I	2.1	1.3	5.3	10.7	80.7	4.67		0.81	
Have individual conferences with children who are not achieving well in school	51 A	9.9	8.6	14.6	35.8	31.1	3.70	6.15*	1.27	0.29*
	I	2.0	2.7	9.3	17.3	68.7	4.48		0.92	

TABLE VII (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Meet with small groups of children who present attendance, behaviour, or learning problems	52 A	22.5	13.9	21.2	25.2	17.2	3.01	6.69*	1.41	0.30*
	I	6.7	4.0	18.8	21.5	49.0	4.02		1.21	
Develop and teach units on social and emotional adjustment	53 A	26.7	17.3	19.3	23.3	13.3	2.79	8.37*	1.41	0.23*
	I	5.4	2.7	17.4	34.9	39.6	4.01		1.08	
Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves	54 A	14.9	13.5	35.1	21.6	14.9	3.08	6.96*	1.24	0.24*
	I	2.7	2.0	28.2	27.5	39.6	3.99		1.00	
Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in such groups	55 A	34.7	15.0	26.5	15.0	8.8	2.48	9.93*	1.34	0.36*
	I	4.1	4.8	26.5	26.5	38.1	3.90		1.10	
Counsel, in groups, children who have educational type problems in common	56 A	38.3	19.5	21.5	12.1	8.7	2.33	7.55*	1.33	0.29*
	I	11.5	6.8	28.4	31.1	22.3	3.46		1.24	

TABLE VII (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Counsel in groups, children who have personal type problems in common	57 A	46.6	27.0	15.5	4.1	6.8	1.97	9.05*	1.18	0.27*
	I	14.8	7.4	32.9	27.5	17.4	3.26		1.26	
Plan sessions to help children to better understand and cope with their emotions	58 A	34.5	16.2	29.7	14.9	4.7	2.39	10.21*	1.23	0.29*
	I	6.8	4.7	23.0	31.8	33.8	3.81		1.16	
Seek background information about children prior to counseling	59 A	22.3	10.8	14.2	32.4	20.3	3.18	8.03*	1.46	0.27*
	I	4.7	1.3	10.1	21.5	62.4	4.36		1.04	
Schedule individual conferences for children in which they may discuss matters of interest	60 A	33.3	20.0	30.7	12.0	4.0	2.33	13.50*	1.17	0.23*
	I	4.0	2.0	22.1	25.5	46.3	4.08		1.06	
Use counseling to help children in their normal development	61 A	22.4	15.0	30.6	22.4	9.5	2.82	9.81*	1.28	0.26*
	I	1.3	2.0	26.2	26.2	44.3	4.10		0.95	
Development healt units in which children discuss or write about their fears, their anger, or their problems	62 A	28.0	18.7	24.0	22.7	6.7	2.61	9.98*	1.29	0.25*
	I	3.4	5.4	21.5	29.5	40.3	3.98		1.07	

TABLE VII (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Provide individual counseling for those children presenting learning or adjustment difficulties	63 A	20.0	14.7	24.7	28.7	12.0	2.98	8.78*	1.31	0.05
	I	5.4	4.1	8.1	28.4	54.1	4.22		1.11	
Counsel with children with deeper types of problems	64 A	37.2	16.2	19.6	19.6	7.4	2.44	8.95*	1.36	0.13
	I	10.8	6.1	16.9	19.6	46.6	3.85		1.36	
Do diagnostic work with children presenting problems	65 A	34.5	13.5	23.6	20.3	8.1	2.54	9.72*	1.36	0.09
	I	7.4	4.1	17.6	23.0	48.0	4.00		1.22	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)

* Significant at the .05 level

A = Actually performed

I = Ideally preferred

guidance and once again, to a lesser extent in developing and teaching guidance units on how to study, where the percentage although high, drops to just slightly under 70 per cent ($\bar{X}$ = 4.00).

In the area of developmental guidance, teachers report very limited activity. Eighty five per cent 'never', 'rarely' or only 'sometimes' schedule individual conferences for children in which they may discuss matters of interest ($\bar{X}$ = 2.33); 80 per cent do not schedule and conduct classes to help children improve their understanding of and their ability to cope with their emotions ($\bar{X}$ = 2.39); 76 per cent do not conduct group dynamics sessions so that children may better understand the way groups operate and their own role in such groups ($\bar{X}$ = 2.48); 71 per cent do not develop mental health units in which children discuss or write about their fears, angers or their problems ($\bar{X}$ = 2.61); 68 per cent do not use counseling to help children in their normal development ($\bar{X}$ = 2.82); and nearly 64 per cent 'rarely', 'never' or at best 'sometimes' develop and teach units on social and emotional adjustment ($\bar{X}$ = 2.79), and/or conduct sessions where children may express their feelings about matters concerning themselves ($\bar{X}$ = 3.08).

These percentages are interesting because they indicate that teacher involvement in developmental guidance tends to be higher, even if modestly, for the types of activities which can be structured as information and delivered through instruction by appealing to the children's cognitive abilities. This is much more the case than for those activities which deal with the psychological stresses (such as feelings of anxiety, anger, fear and frustration).

The developmental guidance activities in which teachers report the relatively highest rate of involvement are those which can be designed to manage tensions which are potentially disruptive. Thus, in essence, the teacher involvement appears to be oriented more towards stability and control rather than towards development.

The ideal ratings in this area indicate that teachers express the desire to perform 'always' most of the developmental guidance functions.

The word "counsel" does not strike a very resonant note with primary-elementary teachers. In the area of remedial counseling, teachers show a definite lack of actual involvement and little motivation to assume additional responsibility. Seventy-three per cent of the teachers report to have 'never-rarely' counseled children with deeper type problems (19 per cent do it 'sometimes'). The rate of non-involvement rises to nearly 90 per cent with the mention of group counseling of children with personal types of problems in common ($\bar{X}$ = 1.97). The percentage improves slightly for the provision of individual counseling for those children presenting learning or adjustment difficulties ($\bar{X}$ = 2.98) and for the meeting with small groups of children who have attendance, behaviour or learning problems ($\bar{X}$ = 3.01).

The data on remedial and therapeutic counseling with problem children do not provide an entirely clear picture. Nonetheless, the differences between the mean actual score for counseling those children with personal problems, and those with learning and adjustment difficulties, indicate that teachers are more anxious to deal with learning and adjustment

situations than they are to deal with personal problems. This interpretation gains strength from similar differences noted for the mean ideal scores as well as in the considerable teacher interest in seeking background information about children, prior to counseling, and in doing diagnostic work with children presenting problems. In fact, while the extent of teacher involvement in these two activities is actually very limited, with mean ratings of 3.18 for the former and 2.54 for the latter, their ideal ratings are next highest ($\bar{X}$ = 4.00) to that of providing individual counseling to children with learning and adjustment difficulties ($\bar{X}$ = 4.22).

The strong interest in background information and diagnostic information further suggests that teachers would like to distinguish those pupils with personal problems from those with learning and adjustment problems perhaps so that they can help the latter group or make the proper type of referral.

The data presented above are somewhat at variance with the findings of Brown and Pruett and Witmer and Cottingham. These authors report that the teachers overwhelmingly felt that the delivery of the majority of counseling and adjustment services should be left to personnel trained especially for this task and more specifically to the school counselor assisted by the principal. The low availability of counseling services in the district might partially explain the difference.

Referral services. Teachers report extensive involvement

in referral activities and ideally would like to be involved to the fullest possible extent. This summarizes the data presented in Table VIII.

In ascending degree of involvement, 65.8 per cent report that they identify pupils who should be referred for psychiatric help ($\bar{X}$ = 3.72), 73.8 per cent refer them to be screened for special classes for slow learners ($\bar{X}$ = 4.01), while 78.5 per cent identify pupils who should be referred to the speech therapist ($\bar{X}$ = 4.15) and almost 90 per cent 'usually-always' identify those pupils who need referral to the school nurse.

It is worth emphasizing that the lowest mean ideal rating is 4.71, and the ideal mean scores for referral activities represent the highest set of scores to be found in the data.

These findings which are in keeping with the data of Brown and Pruett are both somewhat disturbing and interesting. First, the ability to make a referral presupposes an adequate understanding of a broad range of behavioural problems and an ability to recognize the symptoms manifested in the pupil's behaviour. Given the respondents' very limited training, it is difficult not to be somewhat skeptical of the reported level of involvement in making referrals and the level which teachers would like to attain. While the willingness to make referrals may indicate the teachers' recognition of the limitations of their qualifications, the decision to make a referral has a major pitfall which is not often recognized. The pitfall is that the very act of referring a pupil for psychiatric help, or screening for slow learners and (to a lesser extent)

TABLE VIII

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE REFERRAL SERVICES

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Identify pupils who should be referred to the school nurse	45 A	3.4	2.0	6.0	25.5	63.1	4.43	3.58*	0.95	0.21*
	I	1.4	2.7	12.8	83.1	-	4.76		0.63	
Identify pupils who should be referred to the speech therapist	46 A	10.7	4.0	6.7	16.8	61.7	4.15	4.96*	1.34	0.22*
	I	1.3	0.7	3.4	10.1	84.6	4.76		0.67	
Identify pupils who should be referred for psychiatric help	47 A	15.4	9.4	9.4	19.5	46.3	3.72	7.36*	1.50	0.37*
	I	0.7	0.7	5.4	13.5	79.7	4.71		0.66	
Refer pupils to be screened for special classes for slow learners	48 A	10.1	4.7	11.4	22.1	51.7	4.01	5.91*	1.32	0.38*
	I	0.7	0.7	6.0	10.7	81.8	4.73		0.67	

(1) Frequency adjusted for missing cases (out of a possible 151 cases)

* Significant at the .05 level

A = Actually performed

I = Ideally preferred

assessment of speech problems is an act of labelling which may have serious effects on the pupils' self-concept, as well as on his total development. This was pointed out by a small number of respondents during the discussions which followed the administration of the questionnaire. They indicated that teachers who are eager to help pupils overcome certain problems make hasty referrals which, in the end, not only are inconclusive but even worse create additional psychological problems. These, of course, reinforce the apparent handicap for which the referral is made in the first place.

Secondly, the interesting aspect of these findings is that psychiatric services and speech therapy are scarcely available in schools, and none of the schools included in the sample, except one, has the services of a guidance counselor who might conceivably encourage teachers to make referrals. Furthermore, it seems that teachers have more faith in psychiatric services than in the guidance services made available by the school board. As a matter of fact, only one of the 151 respondents reported to have referred a case to the board level counselor.

Finally, the strong involvement in referrals, particularly for screening for opportunity classes, relates more to a possible teacher interest in having a problem-free class than in dealing with students who are potentially or actually disruptive as well as being very consuming of the teacher's time.

Of the 151 respondents in the study 116 said that their school needed one or more additional, special education classes. In view of the fact that teacher referral activity is probably confined to making

recommendations for the assignment of students to special education classes, the reasons that teachers have for making such referrals become a matter of considerable interest in evaluating the worth of their involvement in this activity.

Services to parents. Teachers are most likely to provide services to parents in connection with the academic performance, or lack of it, of their pupils. They are, however, reluctant to become involved in home or family problems which affect their pupils' adjustment. They 'never' or 'rarely' provide counseling for parents who may seek their help in resolving family problems which affect pupils, although they 'sometimes' would like to be of help. This is the general picture which emerges from the analysis of Table IX.

Indeed, the highest actual and ideal scores for involvement to be noted in the table relate to consulting parents regarding the development of their child ($\bar{X}$ = 3.99 and 4.55), conducting parent conferences to discuss the academic program ($\bar{X}$ = 4.32 and 4.40) and school adjustment of children who are experiencing academic difficulty ($\bar{X}$ = 4.18 and 4.66), or who exhibit social and emotional problems in school ($\bar{X}$ = 3.82 and 4.50), and the help needed by certain children in terms of a special class or agency referral ($\bar{X}$ = 3.39 and 4.36). In the process of dealing with these tasks, nearly 70 per cent of the teachers 'usually-always' provide conferences to increase parents' knowledge of the school and its program and to develop a good home-school relationship. The actual mean rating score is 3.79 and over 90 per cent of the teachers would ideally like to provide this service.

TABLE IX

SUMMARY OF STATISTICAL DATA DESCRIBING ACTUAL AND IDEAL RESPONSES TO GUIDANCE-RELATED ACTIVITIES WHICH COMPRISE SERVICES TO PARENTS

Description of Activity	Item No.	Adjusted Frequency of Activity (%)[1] (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Conduct parent conferences to better acquaint them with the school, the school programme, and to develop a good home-school relationship	66 A	8.7	9.3	14.0	30.7	37.3	3.79	4.66*	1.28	0.14*
	I	1.4	1.4	6.8	20.9	69.6	4.56		.96	
Conduct parent conferences to discuss the academic programme and adjustment of their child in school	67 A	2.7	1.3	9.4	34.9	51.7	4.32	2.49*	0.90	0.15*
	I	3.4	1.3	10.1	22.8	62.4	4.40		0.79	
Conduct parent conferences to discuss children who are experiencing academic difficulty	68 A	5.4	2.7	7.4	37.6	47.0	4.18	4.71*	1.05	0.06
	I	0.7	0.7	4.7	19.6	74.3	4.66		0.67	
Conduct parent conferences to discuss the child who exhibits social or emotional problems in school	69 A	9.4	7.4	10.7	36.9	35.6	3.82	5.36*	1.26	0.27*
	I	2.7	1.4	8.1	18.9	68.9	4.50		0.91	

TABLE IX (continued)

Description of Activity	Item No.	Adjusted Frequency of Activity (%)(1) (Never) 1	(Rarely) 2	(Sometimes) 3	(Usually) 4	(Always) 5	$\bar{X}$	t*	s	r*
Consult with parents regarding the development of their child	70 A	6.1	2.0	16.9	36.5	38.5	3.99	4.98*	1.09	0.31*
	I	2.0	-	8.7	19.5	69.8	4.55		0.82	
Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment	71 A	23.8	13.2	25.2	19.9	17.9	2.95	8.10*	1.42	0.31*
	I	6.1	4.1	11.6	23.8	54.4	4.16		1.17	
Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral	72 A	19.2	6.6	15.2	33.8	25.2	3.39	6.70*	1.43	0.22*
	I	4.7	2.0	10.1	18.8	64.4	4.36		1.06	
Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment	73 A	61.3	18.7	8.0	6.7	5.3	1.76	13.30*	1.18	0.23*
	I	6.2	23.1	20.0	50.8	-	3.15		1.40	
Meet with small groups of parents when they have children with similar problems and the parents wish help	74 A	78.0	10.7	5.3	4.0	2.0	1.41	14.94*	0.91	0.22*
	I	15.4	7.4	24.2	22.8	30.2	3.45		1.39	

(1) Frequency adjusted for missing cases (out of possible 151 cases)

* Significant at the .05 level

A = Actually performed I = Ideally preferred

In the discussions which followed the administration of the questionnaire, the teachers pointed out that these activities described above are pursued in the context of the 'meet the teachers' nights which usually take place in order to distribute the report cards. Teacher-parent meetings rarely occur at other times except when serious discipline and behaviour problems, requiring specialized attention and treatment, occur. Therefore, the teachers emphasized that their ratings did not refer to the frequency of their involvement in these activities throughout the year but only during the periods which are formally pre-arranged for the whole school.

Teachers are almost equally divided in terms of their school involvement with parents to discuss a home or family problem which is affecting the child's school adjustment. Nearly 40 per cent reported to having 'never' or 'rarely' been involved while an approximately equal percentage report their continuous and constant involvement ($\bar{X}$ = 2.95). However, ideally nearly 80 per cent think they should be 'usually-always' involved ($\bar{X}$ = 4.16).

Only a minority of teachers report involvement in helping the parents themselves as 80 per cent of the respondents 'never' or 'rarely' get involved in parental counseling ($\bar{X}$ = 1.76), although over 50 per cent think they should ideally provide this service ($\bar{X}$ = 3.15).

An interesting finding in the area of parental services is the negligible involvement of teachers in meeting with small groups of parents who have children with similar problems and seek the teacher's help. Nearly 90 per cent of the teachers 'never' or 'rarely' arrange

for such meetings but slightly over 50 per cent 'usually-always' ideally would do this type of work ($\bar{X}$ = 3.45). Simple as the interpretation of this may appear, throughout the discussion of the questionnaire the teachers nearly all admitted, much to their own surprise, that they had never thought of the possibility before.

In summary, the responses presented above are in keeping with those presented in the preceding sections in the sense that, in actual terms, teachers tend to use the opportunities available to them to deal exclusively with their pupils' academic performance and school behaviour, as these relate to problems of classroom concern and scholastic achievement of the pupils. In this perspective, parents receive services to the extent to which their contacts are dictated by school policy and their visits can contribute to facilitating teacher objectives. Interestingly enough, in contrast to the data reported for pupil appraisal services, teachers seem to strongly think that they should increase considerably their involvement with the family of the pupils.

The findings are also at variance with those of Brown and Pruett, since their study reports that the teachers divided the responsibility for the range of parental services among themselves, the counselor and the school principal.

General Summary

In general, the 151 teachers surveyed were found to differ widely both in the guidance type functions they actually performed and those which they would like to perform. Additionally, while the correlations indicate that a teacher's degree of involvement in a guidance function

relative to the levels of involvement of her colleagues was related to her desire to become involved, this relationship was weak. Further, there was a general tendency for teachers to be less involved in activities than they would wish. Finally, there appeared to be a tendency for teachers to both be actually involved and desire more involvement in activities which are task oriented, academic in nature, or related to the activities and well being of the classroom. Teachers tended to be less involved and to desire less involvement in technical activities and those requiring work at a close interpersonal level.

CHAPTER V

SUMMARY CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary Conclusions

In the preceding chapter the data related to each of the eight major guidance areas have been analyzed and interpreted.

The activities which comprise the eight guidance areas cannot be delineated in a clear-cut manner. They are clearly complementary and interdependent. Since the specific conclusions drawn from the analysis of the data have already been presented, it will now be in order to present the summary conclusions, describing the guidance-related concerns and functions of the classroom teachers who participated in the study. These conclusions will be drawn by following the summary description of the concerns and functions as presented in Figure 1.

The data indicate fairly clearly that teachers distinguish three types of guidance-related activities in the eight guidance areas studied above. Generally speaking, these deal with the educational, developmental and remedial-therapeutic needs of the pupils. The summary conclusions, subject to the qualifications made in the preceding chapter, are formulated in relation to this typology.

Extent and nature of teachers' actual involvement in guidance-related activities. 1. Teachers are primarily concerned with the academic performance (cognitive development and achievement) of their pupils, and

FIGURE 1

SUMMARY DESCRIPTION OF GUIDANCE-RELATED CONCERNS AND FUNCTIONS OF CLASSROOM TEACHERS DEALT WITH IN THE STUDY

Teacher Concerns		Types, Techniques and Methods of Guidance-Related Activities			Supportive Resource Personnel
		Types	Techniques	Methods	
Academic performance	-Cognitive development (knowledge) -Achievement -Behavioural-attitudinal -Interpersonal relations	Educational	Instruction Information Observation Recording Testing Assessment	Individual Group Class Home Study	School principal School nurse Speech therapist
Personal development	-Emotional growth, adaptation and adjustment	Developmental	Instruction Information Observation Recording Testing Assessment	Individual Group Class Home study	Subject Specialists Counselor
Academic performance problems Personal performance problems		Remedial-Therapeutic	Observation Recording Testing Diagnosis Referral Treatment Follow-up	Individual Group Family intervention	Psychiatrist Opportunity class teachers
Home environment			Family resources Family problems		

therefore are considerably involved in providing educational, guidance-related activities.

2. Teachers prefer to be engaged in guidance-related functions which particularly lend themselves to the instructional technique in the classroom.

3. Teachers' preference for the instructional technique perhaps is largely due to the fact that this technique is the one with which they are the most familiar and comfortable, and which imposes the smallest additional demand on their time.

4. Teachers show strong preference for those guidance-related activities which involve the provision of information perhaps because these can be easily incorporated into their teaching routine. Frequently the contents of these activities are supportive of, and complementary to, their academic concerns and objectives.

5. Teachers' unit of observation and involvement in guidance-related activities is the pupil. They tend to limit their activities to the confines of the classroom. Their interaction with parents tends to be formalized and ritualistic in that it occurs at specified times, in school, in ways which minimize parental involvement and ignore the home environment (family resources and problems) even as it impinges on the pupil's academic performance.

Developmental guidance-related activities. 1. Teachers do not appear to be as concerned with pupils' personal development (behavioural-attitudinal, interpersonal relations, emotional growth, adaptation and

adjustment) as they are with academic performance, at least in terms of the extent of their actual involvement in this area.

2. Teachers' concern with personal development as manifested by the kinds of guidance-related functions in which they report involvement tends to be concentrated on the situations where the academic performance of pupils is thwarted and on situations where emergent personal problems of adjustment are 'potentially' disruptive of the instructional activities of the class.

3. Teachers' involvement in developmental guidance tends to be of the type which can be unilaterally initiated and completed with minimal pupil and certainly negligible parent involvement. The activities which involve pupils tend to make use of instructional informational techniques, using the group and class teaching methods which are not conducive to the expression of feelings of anxiety, anger, fear and frustration experienced by the pupils.

4. Teachers tend to be involved mostly in those activities which focus on adaptation and adjustment to the school environment, and therefore in those activities which are supportive of and facilitate academic objectives. The activities which call for the free expression of emotions and close, personal teacher-pupil relations tend to be relegated to second place.

Remedial-therapeutic, guidance-related activities. 1. Teachers place their priority on remedial classroom activities related to academic achievement consisting mostly of supplementary instruction and tutorials

in specific subject matters.

2. Teachers tend to avoid remedial activities which are of a technical nature or those which are not of an academic nature and which require individualized attention.

3. Teachers are reluctant to define pupil problems in a holistic perspective. The kinds of guidance-related activities in which teachers are involved suggests that they attempt to deal with pupil concerns and problems without due attention to and minimal involvement in family and parental problems, even when the parents specifically seek the teacher's help.

4. The major remedial-therapeutic activity of the teachers is to initiate action through intensive use of referrals to resource personnel such as the speech therapist, the psychiatrist, the school nurse and for screening for opportunity classes.

5. Essentially then the remedial-therapeutic, guidance-related activities of the teachers tend to be those supportive of academic objectives and those concerned with maintaining an orderly classroom. Their activities, by default if not by conscious design, tend to emphasize more the weeding out of problematic pupils through referrals than the integration of these pupils into the classroom.

Extent and nature of teachers' perception of ideal involvement in guidance-related activities. 1. Teachers indicate the desire for greater involvement in all of the guidance areas discussed above and in the kinds of activities which they comprise. This is indicated by the

statistically significant differences between the actual mean scores and the higher ideal mean scores obtained for every item of the questionnaire.

Part of these differences, however, might be simply due to a general tendency on the part of the respondents to regard more involvement to be "ideally" better. There are other possible reasons for the general differences between the ideal and actual responses. Many of the activities involve more time on the part of the teachers than most feel they can spend. As well, possibly the low level of training of most of the respondents result in an unwillingness for having involvement.

2. The patterns of the type and extent of ideally desirable involvement are similar to those of the teachers' actual involvement. The only exception to this generalization is the discrepancy between general ratings related to involvement with parents which tend to be relatively low and the relatively stronger ratings obtained in the activities related to parent services.

Relationship between the actual and ideal involvement in guidance-related activities. 1. The linear relationship between the activities which teachers actually perform and those which they would ideally like to perform is weak for all the items, and indicates a limited agreement.

This can best be appreciated by considering the relative positions of a given teacher's ratings in the ideal and actual rating distributions. The fact that in most cases a significant correlation is found indicates that a teacher's relative position in the two distributions tends to be the same. The small size of the correlation, however, indicates that

this tendency, while present, is in general rather weak. A teacher's relative position in the two distributions is quite frequently different. Since the correlations are consistently low, it is likely that the reasons that teachers make different ideal and actual ratings are just as consistently due to individual factors and not to a systematic cause generalizable to the entire population of teachers. Many possible factors suggest themselves including the age, experience, education level and personality of the teachers.

2. The large standard deviations around the mean scores indicate a lack of uniformity in the extent to which teachers actually perform various types of guidance-related functions, and a lack of strong consensus about the extent to which they thought they should increase their involvement in these activities.

Relationship between teachers and guidance counselors. Teachers are generally not aware of the role of the guidance counselor and the resources which he could bring to bear to assist them.

The vast majority of the respondents (95 out of 151) did not or could not identify the services which the counselor could provide to them. The remaining 56 respondents identified at most two available services, and the total number of services to be identified was three. Only one teacher reported having referred a pupil for the counselor's attention during the previous school term.

Implications and Recommendations

The general picture which emerges from the foregoing analysis

and interpretation is that the guidance-related functions of the teachers are, broadly speaking, of a residual nature. These functions are a by-product of teaching activities and academic concerns rather than an integral part of teacher role and class program. Pupils' educational, developmental and remedial-therapeutic needs are defined and responded to in a fragmented rather than in an integrated, programmed approach.

Consequently, the major type of functions assumed by teachers tends to be academic rather than personal, and remedial rather than preventive-developmental. Therapeutic functions are altogether neglected except for the use of referrals.

These limitations in the teachers' involvement in guidance-related functions should not be looked upon in a negative light for in view of their modest qualifications and the constraints imposed by the essentially academic definition of their role, teachers are actually quite realistic in working within these limitations and very much in keeping with the body of opinion presented in the review of the literature. Rather, these limitations point out the extent and nature of the gaps which exist in the guidance activities at the primary-elementary level, and the need to fill these gaps.

The general lack of understanding of the role of counselors and of the services which they provide, suggests strongly that considerable effort must be made to provide teachers with extensive and systematic exposure to guidance counselors and guidance services.

The fairly wide variations in the extent of actual and ideal teachers involvement in guidance-related functions suggest that guidance

activities in elementary schools should not be developed and carried out by defining, a priori, the specific contents of the guidance functions and then by allocating the responsibility for these functions to the persons felt to be "topically" suitable. Instead, the identification of guidance tasks and their allocation should take into account the actual and ideal preferences expressed by the teachers and the abilities and limitations of individual teachers, together with a realistic assessment of the constraints which the classroom and instructional duties imposed upon teachers.

The identification of guidance tasks and their allocation should be examined in the context of guidance programs designed to meet the specific needs of each school population. Furthermore, in view of the teachers' limited training in and exposure to guidance services, such programs should be developed jointly by the teachers and the counselor(s). The team approach should be strongly cognizant of, and should pay particular attention to the process of developing a program rather than merely focusing on the task of setting up a program. The definition of the tasks and the involvement of the teachers in these tasks would then be likely to emerge gradually and remain flexible. In addition, areas of need for in-service teacher education would be recognized, both by the teachers and counselors, and programs established to meet those needs.

In view of the teachers' limited involvement in the counseling aspects of guidance services and their reluctance to increase significantly this involvement, guidance programs at the primary-elementary level should clearly define and distinguish teacher oriented guidance and counseling

from specialist oriented guidance and counseling in order to ensure effective and meaningful teacher support and participation. In this perspective, teacher oriented guidance and counseling should be defined as those services which are designed to promote the academic and personal growth and development of the pupils who do not suffer from handicaps in these areas. On the other hand, specialist oriented guidance and counseling should be defined as those services which are particularly adapted to the specific needs of pupils with academic and/or personal handicaps and which provide for the appropriate remedial and therapeutic intervention techniques.

The foregoing distinction would be of considerable help in designing a framework for the distribution of tasks in primary-elementary guidance and counseling services. A framework which incorporates the foregoing observations is presented in Figure 2.

Because of the real financial limitations on the deployment of counselors trained at the graduate level in every primary-elementary school, the proposed framework could be implemented by guidance and counseling assistants trained at the undergraduate level, capable of providing teachers, pupils and parents with the appropriate administrative, technical and consultative services, under the supervision of the board level counselor and assisting him in the development and implementation of in-service teacher training programs.

Guidance services are "human services" and as such their ultimate effectiveness depends primarily on the active commitment of the persons involved in guidance activities to the fundamental human values underlying the development and the delivery of these services.

FIGURE 2

SUMMARY DESCRIPTION OF A PROPOSED FRAMEWORK FOR TASK DISTRIBUTION IN PRIMARY-ELEMENTARY GUIDANCE AND COUNSELING SERVICES

Non-Problematic Pupils

Educational Guidance		Developmental Guidance	
Teacher	Counselor	Teacher	Counselor
Class instruction and information	Technical, non-instructional tasks	Class instruction and information	Technical, non-instructional tasks (testing)
Group maintenance (managing class tension)		Group maintenance	
Observation and recording	Observation and recording	Class observational recording	Observation and recording
Technical instructional tasks		Technical instructional tasks	
Implementation of classroom components of educational guidance programs	Implementation of educational guidance program components, not-related to classroom (home and school)	Implementation of classroom components of developmental guidance programs	Implementation of developmental guidance program components, not-related to classroom (home and school)
Services to parents (in school setting) related to academic performance	In-service teacher training, teacher consultation	Services to parents in school setting related to personal performance	In-service teacher training, teacher consultation
	Individual and group guidance		Individual and group guidance
	Program coordination		Program coordination

Teacher-Counselor Team

Assessment of total observations, recordings and related data.

Planning and assessment of educational and developmental guidance programs.

Implementation of school components of educational and developmental guidance programs.

FIGURE 2 (Continued)

Problematic Pupils

Educational Counseling		Developmental Counseling		Remedial-Therapeutic Counseling	
Teacher	Counselor	Teacher	Counselor	Teacher	Counselor
Class observation and recording	Observation and recording	Class observation and recording	Observation and recording	Class observation and recording	Observation and recording
	Technical non-instructional tasks (testing)		Technical non-instructional tasks (testing)		Technical, non-instructional tasks (testing)
Implementation of classroom related components of educational counseling programs (individual and group)	Implementation of educational program components not related to classroom (home and school)	Implementation of classroom-related components of developmental counseling programs (individual and group)	Implementation of developmental counseling program components not related to classroom (home and school)	Implementation of classroom-related components of remedial-therapeutic counseling program (Individual and group)	Implementation of remedial-therapeutic counseling program components not related to classroom (home and school)
	Individual and group counseling		Individual and group counseling		Individual and group counseling
	Referrals to outside agencies and other professionals		Referrals to outside agencies and other professionals		Referrals to outside agencies and other professionals
	In-service teacher training teacher consultation		In-service teacher training teacher consultation		In-service teacher training teacher consultation
	Program coordination		Program coordination		Program coordination

Teacher-Counselor Team

Diagnosis on the basis of teacher and counselor observations recordings and related data.

Planning and assessment of educational, developmental and remedial-therapeutic counseling programs.

In this writer's opinion the proposed framework for developing guidance services in the primary-elementary schools therefore is presented with the strong conviction that it will work only to the extent that it is capable of generating those human ingredients which will reinforce and further develop in the teachers the requisite mental structures and attitudes conducive to the optimal fulfillment of their personal as well as of their professional values. Failure to reach towards this ultimate goal can only lead to the construction of educational structures without foundations. The outcomes of such ventures are too frightening even to contemplate.

Suggestions for Further Research

The study reported in the preceding pages is of an exploratory nature and suggests a number of avenues for further research. Four such avenues are presented.

The first avenue would lead to the replication of this study in rural settings in order to examine the extent and type of actual and preferred participation of rural teachers in guidance-related functions and to compare this participation and that of urban teachers.

The second avenue would be to determine simultaneously the extent and type of teacher involvement in guidance-related functions with their perception of the guidance tasks which should be assumed by other school personnel such as the principal and the counselor.

The third avenue would be to examine the school counselors' perception and assessment of teachers' actual and preferred involvement

in guidance functions in terms of their own role definition and guidance objectives.

Finally, the study has suggested the need for the delineation of teacher characteristics which affect their role definition in guidance-related functions as well as their attitudes towards, and participation in, these functions.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Books

Arbuckle, Dugald S. "Occupational Information in the Elementary Schools;" in Guidance in the Elementary School, Eugene D. Koplitz, editor, Dubuque, Iowa, Wm. C. Brown Co., 1968. pp. 103-112.

Barr, J. A. The Elementary School Teacher and Guidance. New York, Henry Holt and Co., 1958.

Blalock, Hubert M. Social Statistics. New York: McGraw-Hill Book Company, Inc., 1960.

Cottingham, Harold F. Guidance in Elementary Schools, Principles and Practices. Bloomington, Ill. McKnight and McKnight Publishing Co., 1956.

Detjen, Winfred E., and Mary F. Detjen. Elementary School Guidance. Second edition. New York: McGraw Hill Book Co., 1952.

Dyer, Henry F. "A Critique of Testing," in Guidance in American Education III: Needs and Influencing Forces. Edward Landy and Arthur M. Kroll, editors, Vol. III, Cambridge, Mass.,: Harvard University Press, 1966. pp. 97-115.

Educational Policies Commission. 1969. Contemporary Issues in Elementary Education. Washington, D.C.: National Education Association.

Glass, Gene V., and Julian C. Stanley. Statistical Methods in Education and Psychology. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Gordon, Ira J. The Teacher as a Guidance Worker. New York: Harper and Brothers, 1956.

Glanz, E. C. Foundations and Principles of Guidance. Boston: Allyn and Bacon, 1964.

Hart, R. "Are Elementary Counselors Doing the Job?" in Guidance in the Elementary School. Herman J. Peters and A. C. Riccio, editors, New York: McMillan and Co., 1963. pp. 241-244.

Hill, George E. "Guidance in Elementary Schools" in Guidance and Counseling in the Elementary School. Don C. Dinkmeyer, editor, New York: Holt Rinehart and Winston, Inc., 1968, pp. 17-25.

Hill, George E. Management and Improvement of Guidance. New York: Appleton, Century Crofts, Inc., 1965.

Kowitz, Gerald T. and Norma G. Kowitz. Guidance in the Elementary Classroom. New York: McGraw-Hill Book Co., 1959.

Landy, Edward. "Working with Parents of Troubled Children" in Guidance in the Elementary School. Eugene D. Koplitz, editor, Dubuque, Iowa: William C. Brown Co., 1968. pp. 238-243.

Meeks, Anna R. Guidance in the Elementary School. New York: The Ronald Press, 1968.

Munson, Harold L. Elementary School Guidance. Boston: Allyn and Bacon, Inc., 1970.

Nie, Norman H. *et al.* Statistical Package for the Social Sciences. New York: McGraw-Hill Book Company, 1970.

Parmenter, M. D. Blueprint for Guidance in Canadian Schools. Toronto: Crest Publishing Co., 1971-72.

Peters, Herman J. "Counseling Children in the Elementary School" in Guidance and Counseling in the Elementary School, Don C. Dinkmeyer, editor, New York: Holt Rinehart and Winston, Inc., 1968. pp. 250-259.

_____, Bruce Shertzer, and William Van Hoose. Guidance in Elementary Schools. Chicago: Rand McNally and Co., 1965.

Selltiz, Claire *et al.* Research Methods in Social Relations. New York: Holt, Rinehart and Winston, Inc., 1962.

Simmons, Dale D. "Children's Rankings of Occupational Prestige" in Guidance in the Elementary School. Eugene D. Koplitz, editor, Dubuque, Iowa: William C. Brown Co., 1968. pp. 148-155.

Schwartz, G. R. *et al.* The Teacher Looks at Guidance. St. Paul, Minn.: State of Minn. Department of Education, 1961.

Van Hoose, William H. Counseling in the Elementary School. Itasca, Ill.: F. E. Peacock Publishing Co., 1968.

Way, H. H. The Status of Guidance and Counseling in Newfoundland Schools, 1969-1970. St. John's Nfld.: Memorial University of Newfoundland, 1970.

Willey, Roy D. Guidance in Elementary Education. New York: Harper and Brothers, 1962.

_____, and Melvin Dunn. The Role of the Teacher in the Guidance Program. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1964.

2. Periodicals

Axelberd, I. J. "Attitudes of Elementary School Teachers Toward Counseling and Guidance in Elementary Schools," Journal of Experimental Education, 37:1-4, Spring, 1969.

Arbuckle, Dugald S. "The Classroom Teacher's Role in Guidance," Review of Educational Research, 24:181-188, April, 1954.

Brown, D. and Rolla F. Pruett. "The Elementary Teacher Views Guidance," The School Counselor, 14:21-28, March, 1967.

Cottingham, Harold F. and William M. Lifton. "The Role of the Teacher and the Instructor in the Guidance Program," Review of Educational Research, 27:192-201, April, 1957.

Ferris, R. R. "Guidance in the Elementary School, A Teacher Does it Best," NEA Journal, 54:48-52, 1965.

Hamachek, D. "Characteristics of Good Teachers, and The Implications for Teacher Education," Phi Delta Kappan, 50:341-345, February, 1969.

Hill, George E. "How to Define the Functions of the School Counselor," Counselor Education and Supervision, 3:56-62, Winter, 1964.

_____, "The Start of a Continuous Program in Guidance in the Elementary School," Clearing House, 38:6-10, October, 1963.

Koeppe, Richard P. "The Elementary School Counselor--What is He?," School Counselor, 12:11-13, 1964.

Linden, K. W. and J. W. Linden. "A Longitudinal Study of Teacher Attitudes and Personality Characteristics," Journal of Teacher Education, 20:351-360, Fall, 1969.

McCabe, G. "Guidance in the Classroom, A Series of Hypotheses," The School Counselor, 7:28-30, December, 1959.

McGee, R. T. "Guidance in the Elementary Schools," The School Counselor, 7:28-30, December, 1959.

Miller, R. C. and D. Miller. "The Importance of Certain Personal Qualities and Professional Competences in Successful Classroom Teaching," Journal of Teacher Education, 22:37-39, Spring, 1971.

Peters, Herman J. "Differential Factors Between Elementary and Secondary School Counseling," The School Counselor, 7:50-58, October, 1959.

Sorenson, A. G., T. R. Husek and C. Yu. "Divergent Concepts of Teacher Role," Journal of Educational Psychology, 54:287-294, June, 1963.

Stewart, J. A. "Factors Influencing Teacher Attitudes Toward and Participation in Guidance Services," Personnel and Guidance Journal, 39:729-734, May, 1969.

Williamson, J. E. "Teaching and Guidance Can Be Mixed," Clearing House, 25:414-415, March, 1951.

Witmer, J. C. and H. F. Cottingham. "The Teacher's Role and Guidance Functions as Reported by Elementary School Teachers," Elementary School Guidance and Counseling, 5:12-20, October, 1970.

3. Unpublished Materials

Greene, Kenneth L. "Functions Performed and Preferred by Elementary School Guidance Counselors in the United States." Unpublished Doctoral dissertation, Ohio University, Columbus, 1967.

Raines, B. G. "A Study of the Role of the Counselor in the Elementary Schools of Ohio." Unpublished Doctoral dissertation, Ohio University, Columbus, 1964.

Seville, Saturnino. "A Study of the Guidance Functions Performed and Preferred by Grades Seven and Eight Teachers in the Separate Schools of Ottawa." Unpublished Doctoral thesis, University of Ottawa, Ottawa, 1970.

APPENDICES

APPENDIX A

DESCRIPTION OF SAMPLE CHARACTERISTICS

APPENDIX A

DESCRIPTION OF SAMPLE CHARACTERISTICS

TABLE X

AGE AND SEX OF RESPONDENTS[1]

Age	Number of Cases	Percentage
1. Under 21	8	5.2
2. 21 - 25	71	48.0
3. 26 - 30	37	24.3
4. 31 - 35	12	7.9
5. 36 - 40	6	3.9
6. 41 - 45	5	3.0
7. 46 - 50	3	1.9
8. 51 and over	6	3.9
9. Not stated	3	1.9
Total	151	100%

[1]Only 5 respondents are male

TABLE XI

RESPONDENTS' PLACE OF BIRTH

Birthplace	Number of Cases	Percentage
1. St. John's	69	45.7
2. Rural Newfoundland	54	35.6
3. Canada	4	2.7
4. United States	-	-
5. United Kingdom	3	1.9
6. Elsewhere	1	.8
9. Not stated	20	13.3
Total	151	100%

TABLE XII

RESPONDENTS' MARITAL STATUS

Marital Status	Number of Cases	Percentage
1. Single	67	43.4
2. Married	76	50.4
3. Religious	3	1.9
9. Not stated	5	4.3
Total	151	100%

TABLE XIII

RESPONDENTS' TEACHER CERTIFICATE GRADE LEVEL

Certificate Grade Level	Number of Cases	Percentage
1. Grade 1	19	12.5
2. 2	53	35.1
3. 3	38	25.2
4. 4	28	18.5
5. 5	7	4.6
6. 6	3	1.9
7. 7	1	.7
9. Not stated	2	1.2
Total	151	100%

TABLE XIV

RESPONDENTS' FORMAL ACADEMIC QUALIFICATIONS

Level of Education	Number of Cases	Percentage
0. High School	118	79
1. B.A.	9	5.9
2. B.A., B.Ed.	20	13.2
3. B.Sc.	-	-
4. B.Sc., B.Ed.	-	-
5. Diploma in Education	1	
9. Not stated	3	1.9
Total	151	100%

TABLE XV

RESPONDENTS' CURRENT STUDY PROGRAMME

Current Study Programme Level	Number of Cases[1]	Percentage
1. Undergraduate	72	90
2. Graduate	6	7.5
9. Not stated	2	2.5
Total	80	100%

[1] The remaining seventy-one are currently not enrolled in any study programme.

TABLE XVI

TIME ELAPSED SINCE LAST UNIVERSITY COURSES TAKEN BY RESPONDENTS

Time Elapsed	Number of Cases	Percentage
1. Currently Enrolled	78	51.7
2. Less than 1 year	27	17.9
3. 1 year	23	15.3
4. 2 years	5	3.4
5. 3 years	4	2.6
6. 4 years	2	1.3
7. 5 years	2	1.3
8. 6 years	2	1.3
9. Not stated	8	5.2
Total	151	100%

TABLE XVII

RESPONDENTS' EXPOSURE TO GUIDANCE COURSES

Number of Guidance Courses	Number of Cases[1]	Percentage
1. None	129	85.4
2. 1 course	7	4.6
3. 2 courses	5	3.4
4. 3 courses	1	.6
9. Not stated	9	6.0
Total	151	100%

[1] All of the courses were taken at the undergraduate level

TABLE XVIII

LENGTH OF RESPONDENTS' TEACHING EXPERIENCE

Teaching Years	Number of Cases	Percentage
0. Less than 1 year	7	4.7
1. 1 year	4	2.6
2. 2 years	15	9.9
3. 3 years	9	5.9
4. 4 years	8	5.3
5. 5 years	24	15.9
6. 6 years	9	5.9
7. 7 years	15	9.9
8. 8 or more years	58	38.5
9. Not stated	2	1.4
Total	151	100%

TABLE XIX

LENGTH OF RESPONDENTS' TEACHING EXPERIENCE IN K TO 6

Teaching Years	Number of Cases	Percentage
0. Less than 1 year	8	5.2
1. 1 year	5	3.3
2. 2 years	16	10.6
3. 3 years	10	6.6
4. 4 years	7	4.6
5. 5 years	27	17.9
6. 6 years	11	7.3
7. 7 years	13	8.6
8. 8 or more years	50	33.2
9. Not stated	4	2.7
Total	151	100%

TABLE XX

TEACHING EXPERIENCE OF RESPONDENTS OUTSIDE METROPOLITAN ST. JOHN'S

Teaching Experience	Number of Cases	Percentage
0. No	90	59.7
1. Yes	61(1)	40.3
9. Not stated	-	-
Total	151	100%

(1) 8 respondents reported teaching experience outside Newfoundland

TABLE XXI

LENGTH OF TEACHING EXPERIENCE OF RESPONDENTS WHO HAVE TAUGHT OUTSIDE METROPOLITAN ST. JOHN'S

Teaching Years	Number of Cases	Percentage
0. Less than one year	-	-
1. 1 year	14	22.9
2. 2 years	15	24.6
3. 3 years	4	6.6
4. 4 years	4	6.6
5. 5 years	5	8.2
6. 6 years	3	4.9
7. 7 years	3	4.9
8. 8 years or more	10	16.4
9. Not stated	3	4.9
Total	61	100%

TABLE XXII

GRADE PRESENTLY TAUGHT BY RESPONDENTS

Grade	Number of Cases	Percentage
0. K	17	11.3
1. 1	26	17.3
2. 2	27	17.9
3. 3	21	13.9
4. 4	19	12.5
5. 5	20	13.2
6. 6	17	11.3
9. Not stated	4	2.6
Total	151	100%

TABLE XXIII

SIZE OF CLASS TAUGHT BY RESPONDENTS

Number of Pupils	Number of Cases	Percentage
1. Under 15	2	1.3
2. 15 - 25	30	19.9
3. 26 - 35	75	49.7
4. 36 and over	41	27.1
9. Not stated	3	2.0
Total	151	100%

APPENDIX B

GENERAL AND PERSONAL INFORMATION SHEET

APPENDIX B

GENERAL AND PERSONAL INFORMATION SHEET

(This is confidential, please do not identify yourself or your school)

1. Age _____

2. Sex _____

3. Place of birth _____

4. Marital status _____

5. Number of children (if applicable) _____

6. Your current Newfoundland Teachers' Certificate Grade level? _____

7a) How many years has it been since you last took university education courses? _____

b) If you are currently enrolled in education courses, please state the level. _____

8. What university degrees have you earned?

1st degree _____
2nd degree _____
3rd degree _____
Other _____

9. If you have obtained a Specialist's Certificate, please state the type. _____

10a) Have you taken courses in guidance and counseling? _____

b) If yes, state the number of courses. _____

c) Please state the level at which these courses were taken. _____

11. What is the total enrolment in your school? _____

12. What is the enrolment in the class you are teaching? _____

13. Total number of years you have been teaching. _____

14. Number of years teaching in Grades K through 6 _____

15. Which grade are you presently teaching? _____

16a) Have you taught outside the St. John's School Board in Newfoundland? _____

b) If yes, where? _____

c) If yes, for how long? _____

17a) Haw you taught outside Newfoundland? _____

b) If yes, where? _____

c) If yes, for how long? _____

18. State place(s) where you have spent most of your professional career. (studying, teaching) _____

_____

19a) Does your school have the services of a guidance counselor? _____

b) If yes, what type of services does he/she render? (Please be specific) _____

_____

20a) How many junior opportunity classes are there in your school? _____

b) Do you consider this number to be sufficient? _____

c) If not, how many such additional classes would you like to see in your school? (Junior classes) _____

21a) Are there any specialist teachers in your school? _____

b) If yes, in what areas? _____

c) If yes, could you estimate how many referrals you made during the last term and to which specialist?

_____

_____

_____

APPENDIX C

THE OPINNIONNAIRE: PARTS A AND B

APPENDIX C

THE OPINIONNAIRE: PART A

Part I: Functions you ACTUALLY perform as part of your teaching duties.

Directions: This is Part I of the Opinionnaire. The purpose of this part is to elicit your responses describing how frequently you ACTUALLY, as part of your teaching duties, perform various functions we have described.

Please place a circle around the letter opposite each item on this Opinionnaire which best describes your responses.

The possible options are as follows:

N = NEVER, meaning, at no time, or on no occasion as part of my teaching duties do I perform this function.

R = RARELY, meaning, seldom, very infrequently, or hardly ever as part of my teaching duties do I perform this function.

S = SOMETIMES, meaning, about half the time, as part of my teaching duties, I do, and about half the time I do not perform this function.

U = USUALLY, meaning, frequently, most often, or ordinarily, as part of my duties as a teacher, I do perform this function.

A = ALWAYS, meaning, in every instance, invariably or without exception, as part of my duties as a teacher, I do perform this function.

Remember, you are to record your choices on the basis of what YOU ACTUALLY do.

THANK YOU

1. Have an individual conference with each child new to the class.----------(1) N R S U A

2. Take pupils new to the school on a tour of the school plant.----------(2) N R S U A

3. In the spring, prepare pupils for the next higher grade or school by group discussions or visits.----------(3) N R S U A

4. Conduct class discussion in the fall on school purposes, rules, facilities and staff members.----------(4) N R S U A

5. Arrange "get Acquainted" activities for pupils.----------(5) N R S U A

6. Conduct studies of children presenting special learning or adjustment problems.----------(6) N R S U A

7. Develop plans to facilitate pupil adjustment with peers.----------(7) N R S U A

8. Provide individual conferences for those children who wish to discuss peer relationships and problems.----------(8) N R S U A

9. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.----------(9) N R S U A

10. Make observations & write anecdotal records on pupils selected for study.----------(10) N R S U A

11. Visit the home of pupils presenting special problems.----------(11) N R S U A

12. Visit childrens' homes to better understand their total environment.----------(12) N R S U A

13. Involve pupils in self-appraisal activities so that they may better know their own strong & weak points.----------(13) N R S U A

14. Administer intelligence tests.----------(14) N R S U A

15. Score intelligence tests.----------(15) N R S U A

16. Discuss with the class the meaning of intelligence test results.----------(16) N R S U A

17. Interpret to individual pupils their intelligence test results.----------(17) N R S U A

18. Discuss with groups of parents the meaning of intelligence test results.----------(18) N R S U A

19. Interpret to individual parents their children's intelligence test results.----------(19) N R S U A

20. Administer achievement tests.----------(20) N R S U A

21. Score achievement tests.----------(21) N R S U A

22. Discuss with the class the meaning of achievement test results.----------(22) N R S U A

23. Interpret to individual pupils their achievement test results.----------(23) N R S U A

24. Discuss with groups of parents the achievement test results.----------(24) N R S U A

25. Interpret individually to parents their child's achievement test results.----------(25) N R S U A

26. Analyze the instructional implications of intelligence and achievement test results.----------(26) N R S U A

27. Record the test results in the cumulative folder.----------(27) N R S U A

28. Use group test results for diagnostic purposes.----------(28) N R S U A

29. Test new pupils transferring into the class without adequate intelligence and achievement test results.----------(29) N R S U A

30. Assume responsibility for keeping pupils cumulative record up to date.----------(30) N R S U A

31. Analyze cumulative record information to better understand each child.----------(31) N R S U A

32. Discuss with the class the purpose and content of cumulative records.----------(32) N R S U A

33. Discuss individually with pupils the content of their cumulative record, except that material which is confidential.----------(33) N R S U A

34. Discuss with parents their child's cumulative record, except for the confidential material.----------(34) N R S U A

35. Evaluate instructional materials regarding the picture they give children concerning the world of work.----------(35) N R S U A

36. Plan activities (discussions, field trips) to stimulate interest in the world of work.----------(36) N R S U A

37. Help children develop the attitude that all honest occupations are worthy of respect.----------(37) N R S U A

38. Develop and teach units on the world of work.----------(38) N R S U A

39. Counsel with children regarding the relationship between their self-concept and their future vocational plans.----------(39) N R S U A

40. Teach children methods of effective studying.----------(40) N R S U A

41. Develop and teach a unit on how to study.----------(41) N R S U A

42. Obtain and show guidance films and discuss them with the class.----------(42) N R S U A

43. Discuss with the pupils their future vocational plans.----------(43) N R S U A

44. Provide individual conferences in which pupils might discuss their future goals and plans.----------(44) N R S U A

45. Identify pupils who should be referred to the school nurse.----------(45) N R S U A

46. Identify pupils who should be referred to the speech therapist.----------(46) N R S U A

47. Identify pupils who should be referred for psychiatric help.----------(47) N R S U A

48. Refer pupils to be screened for special classes for slow learners.----------(48) N R S U A

49. Help children who are not doing well to develop effective subject matter skills.----------(49) N R S U A

50. Give remedial help to children who have fallen behind in reading, mathematics or other subjects.----------(50) N R S U A

51. Have individual conferences with children who are not achieving well in school.----------(51) N R S U A

52. Meet with small groups of children who present attendance, behaviour or learning problems.----------(52) N R S U A

53. Develop and teach units on social and emotional adjustment.----------(53) N R S U A

54. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves.----------(54) N R S U A

55. Conduct group dynamics sessions so that children may better understand the way groups operate & their own role in such groups.----------(55) N R S U A

56. Counsel in groups children who have educational type problems in common.----------(56) N R S U A

57. Counsel with groups of children who have personal type problems in common.----------(57) N R S U A

58. Plan sessions to help children to better understand & cope with their emotions.----------(58) N R S U A

59. Seek background information about children prior to counseling.----------(59) N R S U A

60. Schedule individual conferences for children in which they may discuss matters of concern or interest.----------(60) N R S U A

61. Use counseling to help children in their normal development.----------(61) N R S U A

62. Develop mental health units in which children discuss or write about their fears, their anger, or their problems.----------(62) N R S U A

63. Provide individual counseling for those children presenting learning or adjustment difficulties.----------(63) N R S U A

64. Counsel with children with deeper types of problems.----------(64) N R S U A

65. Do diagnostic work with children presenting problems.----------(65) N R S U A

66. Conduct parent conferences to better acquaint them with the school, the school programme, and to develop a good home-school relationship.----------(66) N R S U A

67. Conduct parent conferences to discuss the academic programme and adjustment of their child in school.----------(67) N R S U A

68. Conduct parent conferences to discuss children who are experiencing academic difficulty.----------(68) N R S U A

69. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.----------(69) N R S U A

70. Consult with parents regarding the development of their child.----------(70) N R S U A

71. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.----------(71) N R S U A

72. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.----------(72) N R S U A

73. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.----------(73) N R S U A

74. Meet with small groups of parents when they have children with similar problems and the parents wish help.----------(74) N R S U A

THE OPINIONNAIRE: PART B

Part II: Functions YOU judge you IDEALLY should perform as part of your duties as a teacher.

Directions:

This is Part II of the Opinionnaire. The purpose of this is to elicit your responses describing how frequently YOU judge you IDEALLY should perform the various functions we have described.

Assuming the situation or occasion arises when the function could be performed, and further assuming that you have any degree of preparation, experience and/or freedom (from the administration) that may be required to perform this function, please place a circle around the letter opposite each item on this Opinionnaire which best describes your response. The possible options are as follows:

N = NEVER, meaning, at no time, or on no occasion, as part of my duties as a teacher should I perform this function.

R = RARELY, meaning, seldom, very infrequently, or hardly ever, as part of my duties as a teacher, should I perform this function.

S = SOMETIMES, meaning, about half the time, as part of my duties as a teacher, I should and about half the time I should not perform this function.

U = USUALLY, meaning, frequently, most often, or ordinarily, as part of my duties as a teacher, I should perform this function.

A = ALWAYS, meaning, in every instance, invariably or without exception, I should perform this function.

Remember, you are to record your choices on the basis of what YOU think is IDEAL and in view of the following assumptions:

1. A situation has arisen where the function could be performed, and

2. You have any degree of preparation, experience and/or freedom (from the administration) that may be required.

1. Have an individual conference with each child new to the class.----------(1) N R S U A

2. Take pupils new to the school on a tour of the school plant.----------(2) N R S U A

3. In the spring, prepare pupils for the next higher grade or school by group discussions or visits.----------(3) N R S U A

4. Conduct class discussion in the fall on school purposes, rules, facilities and staff members.----------(4) N R S U A

5. Arrange "get Acquainted" activities for pupils.----------(5) N R S U A

6. Conduct studies of children presenting special learning or adjustment problems.----------(6) N R S U A

7. Develop plans to facilitate pupil adjustment with peers.----------(7) N R S U A

8. Provide individual conferences for those children who wish to discuss peer relationships and problems.----------(8) N R S U A

9. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.----------(9) N R S U A

10. Make observations & write anecdotal records on pupils selected for study.----------(10) N R S U A

11. Visit the home of pupils presenting special problems.----------(11) N R S U A

12. Visit childrens' homes to better understand their total environment.----------(12) N R S U A

13. Involve pupils in self-appraisal activities so that they may better know their own strong & weak points.----------(13) N R S U A

14. Administer intelligence tests.----------(14) N R S U A

15. Score intelligence tests.----------(15) N R S U A

16. Discuss with the class the meaning of intelligence test results.----------(16) N R S U A

17. Interpret to individual pupils their intelligence tests results.----------(17) N R S U A

18. Discuss with groups of parents the meaning of intelligence test results.----------(18) N R S U A

19. Interpret to individual parents their children's intelligence test results.----------(19) N R S U A

20. Administer achievement tests.----------(20) N R S U A

21. Score achievement tests.----------(21) N R S U A

22. Discuss with the class the meaning of achievement test results.----------(22) N R S U A

23. Interpret to individual pupils their achievement test results.----------(23) N R S U A

24. Discuss with groups of parents the meaning of achievement test results.----------(24) N R S U A

25. Interpret individually to parents their child's achievement test results.----------(25) N R S U A

26. Analyze the instructional implications of intelligence and achievement test results.----------(26) N R S U A

27. Record the test results in the cumulative folder.----------(27) N R S U A

28. Use group test results for diagnostic purposes.----------(28) N R S U A

29. Test new pupils transferring into the class without adequate intelligence and achievement test results.----------(29) N R S U A

30. Assume responsibility for keeping pupils' cumulative record up to date.----------(30) N R S U A

31. Analyze cumulative record information to better understand each child.----------(31) N R S U A

32. Discuss with the class the purpose and content of cumulative records.----------(32) N R S U A

33. Discuss individually with pupils the content of their cumulative record, except that material which is confidential.----------(33) N R S U A

34. Discuss with parents their child's cumulative record, except for the confidential material.---------(34) N R S U A

35. Evaluate instructional materials regarding the picture they give children concerning the world of work.----------(35) N R S U A

36. Plan activities (discussions, field trips) to stimulate interest in the world of work.----------(36) N R S U A

37. Help children develop the attitude that all honest occupations are worthy of respect.----------(37) N R S U A

38. Develop and teach units on the world of work.---------(38) N R S U A

39. Counsel with children regarding the relationship between their self-concept and their future vocational plans.----------(39) N R S U A

40. Teach children methods of effective studying.---------(40) N R S U A

41. Develop and teach a unit on how to study.----------(41) N R S U A

42. Obtain and show guidance films and discuss them with the class.----------(42) N R S U A

43. Discuss with the pupils their future vocational plans.----------(43) N R S U A

44. Provide individual conferences in which pupils might discuss their future goals and plans.----------(44) N R S U A

45. Identify pupils who should be referred to the school nurse.----------(45) N R S U A

46. Identify pupils who should be referred to the speech therapist.----------(46) N R S U A

47. Identify pupils who should be referred for psychiatric help.----------(47) N R S U A

48. Refer pupils to be screened for special classes for slow learners.----------(48) N R S U A

49. Help children who are not doing well to develop effective subject matter skills.----------(49) N R S U A

50. Give remedial help to children who have fallen behind in reading, mathematics or other subjects.----(50) N R S U A

51. Have individual conferences with children who are not achieving well in school.----------(51) N R S U A

52. Meet with small groups of children who present attendance, behaviour or learning problems.----------(52) N R S U A

53. Develop and teach units on social and emotional adjustment.----------(53) N R S U A

54. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves.----------(54) N R S U A

55. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in such groups.----------(55) N R S U A

56. Counsel in groups children who have educational type problems in common.----------(56) N R S U A

57. Counsel with groups of children who have personal type problems in common.----------(57) N R S U A

58. Plan sessions to help children to better understand & cope with their emotions.----------(58) N R S U A

59. Seek background information about children prior to counseling.----------(59) N R S U A

60. Schedule individual conferences for children in which they may discuss matters of concern or interest.----------(60) N R S U A

61. Use counseling to help children in their normal development.----------(61) N R S U A

62. Develop mental health units in which children discuss or write about their fears, their anger, or their problems.----------(62) N R S U A

63. Provide individual counseling for those children presenting learning or adjustment difficulties.------(63) N R S U A

64. Counsel with children with deeper types of problems.----------(64) N R S U A

65. Do diagnostic work with children presenting problems.----------(65) N R S U A

66. Conduct parent conferences to better acquaint them with the school, the school programme, and to develop a good home-school relationship.----------(66) N R S U A

67. Conduct parent conferences to discuss the academic programme and adjustment of their child in school.----------(67) N R S U A

68. Conduct parent conferences to discuss children who are experiencing academic difficulty.----------(68) N R S U A

69. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.----------(69) N R S U A

70. Consult with parents regarding the development of their child.----------(70) N R S U A

71. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.----------(71) N R S U A

72. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.----------(72) N R S U A

73. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.----------(73) N R S U A

74. Meet with small groups of parents when they have children with similar problems and the parents wish help.----------(74) N R S U A

APPENDIX D

THE CODING SHEET

APPENDIX D

THE CODING SHEET

Item #	Information	Column #
1 - 74	Actual responses 0. Not stated 1. Never 2. Rarely 3. Sometimes 4. Usually 5. Always	1-74
75 - 148	Ideal responses (coded as above)	75-148
149	Age 1. Under 21 2. 21-25 3. 26-30 4. 31-35 5. 36-40 6. 41-45 7. 46-50 8. 51 and over 9. Not stated	149
150	Sex 0. Male 1. Female 3. Not stated	150
151	Place of birth 1. St. John's 2. Rural Newfoundland 3. Canada 4. U.S. 5. U.K. 6. Elsewhere 9. Not stated	151
152	Marital status 0. Single 1. Married 2. Divorced 3. Separated 4. Widow/er 5. Religious 9. Not stated	152
153	Number of children - State No. 8. 8 and more children 9. Not stated	153

Item #	Information	Column #
154	Teacher Certificate Grade Level - State grade 9. Not stated	154
155	No. of years elapsed since last university course taken - 0. Less than 1 year - State years 7. Currently 9. Not stated	155
156	Level of current study program 0. Not studying 1. Undergraduate 2. Graduate 9. Not stated	156
157	University degrees earned 0. None 1. B.A. 2. B.A., B.Ed. 3. B.Sc. 4. B.Sc., B.Ed. 5. Master's (M.A. or M.Ed.) 6. Diploma in Education 9. Not stated	157
158	Type of Specialist's Certificate 0. None 1. Kindergarten 2. Guidance 3. Music 4. French 5. Library 6. Phys. Ed. 7. Home Ec. 8. Special Ed. 9. Not stated	158
159	Number of courses in Guidance - State Number 8. 8 courses or more 9. Not stated	159

Item #	Information	Column #
160	Number and levels of courses in Guidance (this is a combined code) - state number - first digit is undergraduate, second digit is graduate 8. 8 or more courses 9. Not stated	160-161
161	Total enrollment in school 0. Under 300 1. 300-550 2. 551 and over 9. Not stated	162
162	Class enrollment 0. Under 15 1. 15-25 2. 26-35 3. 36 and over 9. Not stated	163
163	Years of teaching experience - state number 0. Less than 1 year 8. 8 or more years 9. Not stated	164
164	Years of teaching in K through 6 - same coding as item 163	165
165	Present grade being taught - enter number of grade 0. Kindergarten 9. Not stated	166
166.	Places taught outside St. John's in Newfoundland 0. None 1. Yes	167
167	Years of teaching experience outside St. John's in Newfoundland - same coding as item 163 0 means none	168

Item #	Information	Column #
168	Teaching experience outside Newfoundland 0. None 1. Maritimes 2. Ontario 3. Rest of Canada 4. U.S. 5. U.K. 6. Elsewhere 9. Not stated	169
169	Length of teaching experience outside Newfoundland - same coding as item 163, 0. means none	170
170	Place where most of professional career spent (study, work) 1. Newfoundland 2. Maritimes 3. Ontario 4. Rest of Canada 5. U.S. 6. U.K. 7. Elsewhere 9. Not stated	171
171	Availability of services of guidance counselor 0. None 1. Board level 2. School level 9. Not stated	172
172	Type of services rendered 0. General 1. Referral 2. Vocational information and planning 3. Orientation 4. Pupil appraisal 5. Individual testing 6. Record services 7. Counseling and adjustment 8. Services to parents 9. Not stated	173

Item #	Information	Column #
173	Number of Jr. Opportunity classes available in school - state number 9. Not stated	174
174	Number of additional Jr. Opportunity classes needed - state number 9. Not stated	175
175	Number of specialists in school - state number 9. Not stated	176
176	Specialists' areas - same coding as in item 158, except 1. reads Art - combined code, each digit refers to 1 type according to order. 9. Not stated	177-178-179-180-181-182-183
177	Number of referrals to each specialist - same coding as in item 176 - combined code - each digit refers to number of times referrals were made to each type, according to order 9. Not stated	184-185-186-187-188-189-190