

A COMPARISON OF THE OPINIONS OF HIGH SCHOOL
ADMINISTRATORS, TEACHERS, PUPILS AND COUNSELLORS
ABOUT THE IDEAL AND ACTUAL ROLE
OF THE HIGH SCHOOL COUNSELLOR

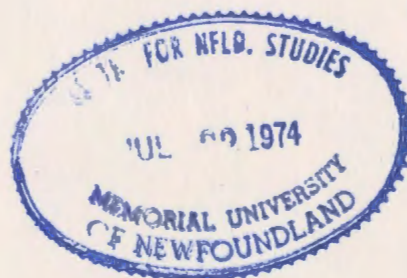
CENTRE FOR NEWFOUNDLAND STUDIES

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ADMINISTRATORS, TEACHERS, PUPILS AND COUNSELLORS
ABOUT THE IDEAL AND ACTUAL ROLE
OF THE HIGH SCHOOL COUNSELLOR

by



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ABSTRACT

The purpose of this thesis was twofold: first, to investigate and compare the actual and ideal opinions of teachers, students, counsellors and administrators about the role of the counsellor in the Newfoundland high schools; and second, to compare the opinions among these groups about the ideal and then the actual role of the counsellor.

Five Newfoundland high schools were randomly selected from the total population. From each of these schools two classes of students, two teachers, and the administrators were selected. All full and part-time counsellors in Newfoundland high schools were included in the sample.

The questionnaire was made up of two parts, the first eliciting opinions on the ideal role of the counsellor, and the second gaining impressions of the actual importance of these roles. The questionnaire presented fifty-two possible tasks in twenty broad areas in which counsellors could function.

The ideal and actual opinions of each group were compared. The opinions of the four groups were compared with one another. Several differences were found between

the ideal and actual opinions of each group, and between the opinions among the groups.

With one exception, the students tended to view the ideal and actual roles similarly. The other three groups saw important differences. All four groups felt that counsellors were not as involved in field trips as they should have been. The three groups of professionals felt that the counsellor's role in follow-up, in-service training and class talks was ideally more important than they saw it to be in actuality. Counsellors felt that they should be more involved in guiding teachers and administrators in discipline problems. Several other differences were noted.

Considerable support was evident for all the tasks included in the questionnaire suggesting that most conflicts about counsellor role would concern the setting of priorities for the counsellor's work rather than decisions about what functions are appropriate.

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CHAPTER I

INTRODUCTION

I Statement of the Problem.

When a guidance counsellor enters a social setting, there are several channels of communication which he may use in doing his work. Some of these channels are those with students, teachers, administrators and parents. In pursuing their duties, some counsellors may employ all of these channels of communication, while others may confine themselves largely to single means.

The factors determining where the major emphasis will be placed are numerous and complex; for example the self-confidence of each individual counsellor, his previous training and orientation could be related to the channels of communications that he uses. It is the opinion of this writer that the differences of opinion about the role of the counsellor and the counsellor's opinions about his own role are also influential factors.

II Purpose of the Study.

The twofold purpose of this study was as follows:

(1) to compare the intragroup opinions of high school administrators, teachers, students and counsellors about the

ideal role of the counsellor and what they believe he actually does in the Newfoundland high school;

(2) to compare the intergroup opinions of high school administrators, teachers, students and counsellors about the ideal role of the counsellor and what they believe he actually does in the Newfoundland high school.

III. Significance of the Study.

A. The Potential of the Counsellor

As of September, 1971, there were thirty-seven Newfoundland high schools employing the services of a counsellor. The thirty-seven were responsible to approximately 150 administrators and responsible for approximately 12,000 high school students and 300 teachers.¹

Thus, the total number of people that could be influenced by a counsellor was very large. According to the relationship established between counsellors and the various members of the school, the influence could either have a negative or positive effect. This view is reflected by Robert K. Merton's theory of 'Role-Set' which states that knowledge of each other's behavior increases stability among the members and member groups in the 'role-set'. Conversely, lack of knowledge about the behavior of these members of

¹William J. Kennedy, Guidance, What's it all About? Department of Education, November 1971, Appendix I.

the 'role-set' can cause an unrealistic level of expectation for each other and consequently, an inducement to conflict and frustration.²

B. Ideal and Actual Role Differences.

During the year 1957, Leon Festinger published his theory of cognitive dissonance. This theory states that when an individual places himself in a situation that is not congruent with his cognitions, dissonance will develop. This dissonance in turn will produce dissatisfaction and consequently an attempt to reduce the dissonance by either changing his behavior or cognitions.³

In entering a school setting, a counsellor is sometimes obliged to do certain tasks for which he may feel he is not responsible. Conversely, he is sometimes obliged to neglect tasks which he may feel are the responsibility of the counsellor. In view of Festinger's theory, this writer believes that the amount of discrepancy that a counsellor sees between what he is actually doing (actual role) and should be doing (ideal role) can influence the amount of satisfaction experienced in most counselling

²Robert K. Merton, Social Theory and Social Structure, The Free Press, Illinois: 1957, pp. 368-384.

³Leon Festinger, A Theory of Cognitive Dissonance, Stanford University Press, California: 1963, pp. 84-122.

situations. This would also be true of teachers, students and administrators. What they actually see the counsellor to be doing and what they feel he should be doing would almost certainly influence and might even determine their attitude toward the counsellor and the level of cooperation given him.

It would appear, then, that all segments of the school 'community' should arrive at some consensus of what does indeed constitute the essential function of the guidance counsellor. Ripee, Hanvey, and Parker sum up the situation in the following words:

The counselling profession in recent years has emphasized how important it is to clearly identify the role of the counsellor, both from the standpoint of what his functions are in practice and what his function should be. Several investigators have found wide-spread differences in practice and perceptions of the counsellor's role on the part of the teachers, administrators, students and counsellors themselves. Obviously, if the profession is to perform the functions for which it exists, the counsellor and those with whom he works must directly have a clearer perception of what the work of the counsellor is.⁴

C. Counsellor Preparation.

Are counsellors adequately prepared to meet the demands of an actual school setting after completing their program of counsellor preparation? Donald Harmon and Dwight L. Arnold state the view that:

⁴Ripee, Hanvey and Parker, "The Influence of Counselling on the Perception of Counsellor's Role," Personnel Guidance Journal, XLIII (1964-65), 396-701.

... Further studies need to be done to assure that the preparation counsellor trainees receive is relevant to counselling out in the field.⁵

Universities responsible for the preparation of school guidance counsellors have an obligation to supply the schools with properly trained counsellors; thus it is essential that they realize the needs and demands of the schools concerned. In order to achieve this, feedback from the actual and potential work situations of counsellors is essential.

D. The Increasing Number of School Counsellors in Newfoundland Schools.

As of 1971, there were thirty-seven counsellors involved in Newfoundland schools. Since there were at least 172 high schools in operation, this meant that there were 135 such schools without the services of a guidance counsellor. By 1973, there were a total of one hundred guidance counsellors employed to serve the Newfoundland high schools. As stated by Mr. William Kennedy, Supervisor of Special Services, Department of Education:

Most of the schools now employing counsellors have done so during the last five years, approximately one year preceding the establishment of the school guidance program at Memorial University of Newfoundland.⁶

⁵Donald Harmon and Dwight L. Arnold, "High School Counsellors Evaluate Their Formal Preparation," Personnel Guidance Journal, XXXIX (1960), 303-306.

⁶Mr. William Kennedy had passed the above information to this writer verbally. The information has not been formally documented.

In view of this past development it is possible that many more new counsellors will be trained and directed into the school system within the next few years. In order for this influx of trained personnel into the school system to be effected smoothly and with the most benefit to the schools, a clearer understanding of and agreement about the counsellor's role must be reached.

E. Lack of Research.

Canadian research in the area of counsellor's role is very limited, but not as limited as formal research in Newfoundland. Professor Way, the originator of the guidance preparatory program in Newfoundland, is among those few who have completed local research in this area.⁷ It is hoped that the study by this writer will help to provide some of the needed understanding about the role of the counsellor in Newfoundland.

IV. Hypotheses.

1. The perception of high school administrators of the actual role of Newfoundland high school counsellors will be different from their opinions about the counsellor's ideal role.

⁷H. H. Way, Status of Guidance and Counselling in Newfoundland Schools (1969-70), p. 5.

2. The perceptions of high school counsellors of their actual role will be different from their opinions about their ideal role.

3. The perceptions of high school students of the actual role of Newfoundland high school counsellors will be different from their opinions about the counsellor's ideal role.

4. The perceptions of high school teachers of the actual role of Newfoundland high school counsellors will be different from their opinions about the counsellor's ideal role.

5. There will be a difference of opinion among administrators, counsellors, teachers and students about the ideal role of the counsellor in the Newfoundland high schools.

6. There will be a difference of opinion among administrators, counsellors, teachers and students about the actual role of the counsellor in the Newfoundland high school.

V. Definition of Terms.

Actual Role - actual role will be defined as the observations of involved persons concerning the function of any individual who occupies a given position in an organization or social setting.

Ideal Role - ideal role will be defined as the expectations of involved persons about the function of any

individual who occupies a given position in an organization or social setting.

Opinion - opinion will be defined as a view, judgment or appraisal formed in the mind of any individual concerning the behavior of others.

Function - a function will be defined as a set of interrelated values.

High School Student - a high school student will be defined as any person enrolled in and attending junior (Grades 7, 8, 9) and senior (Grades 10, 11) high schools in Newfoundland.

High School Teacher - a high school teacher will be defined as a person employed by any of the provincial school boards to instruct any number of persons in any Newfoundland high school.

Guidance Schools - guidance schools will be defined as schools that employ the services of a guidance counsellor.

High School Counsellor - a high school counsellor will be defined as any person employed by any of the provincial school boards to perform guidance counselling in any number of Newfoundland high schools.

VI. Limitations

1. This study did not examine the opinions of parents about the ideal and actual role of the counsellor.

2. The nature of the questionnaire, its development, and the procedures used in its administration suggest that caution should be used in interpreting the data collected.

3. The majority of schools with the services of a counsellor are in the larger and more densely populated areas of the province; however, variations in different cultural settings might influence variations in counsellor expectations. Since the number of counsellors in Newfoundland schools is too limited for adjustment of this problem, the urban sampling will have to remain a limiting factor of this study.

VII. Summary

The purpose of this study was to survey the opinions of high school teachers, counsellors, students and administrators in Newfoundland about the ideal and actual role of the counsellor in the high schools. It was also planned to investigate the degree of discrepancy in opinions among these groups concerning, first, the ideal role of the counsellor and secondly, the actual role of the counsellor. Many researchers and educators, notably Harlan C. Riese and William G. Stoner, agree that it is very important for those working with the counsellor to understand his role as well as for the counsellor to understand his own role. Without this understanding, it is felt that the groups

involved would be limited in their performance in the area of counselling services.⁸

The next chapter will present a review of the related literature. Chapter III will describe the procedures involved in the study, and Chapter IV will give the results of the analysis of this data. The final chapter will present the conclusions of the study and recommendations for further research.

⁸Harlan C. Riese and William G. Stoner, "Perceptions of the Functions and Role of the School Counselor," The School Counselor, XVII (1969), 126.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

This chapter will give the reader a review of the literature relevant to the role of the counsellor. The chapter is divided into five sections, which are as follows:

- I. The Theoretical Role of the Counsellor
- II. Differences in Intragroup Ideal Perceptions and Actual Observations of the Counsellor's Role
- III. Differences in Intergroup Ideal Perceptions and Actual Observations of the Counsellor's Role
- IV. Need for Further Research
- V. Summary.

I. Theoretical Role of the Counsellor

Johnson, Stefflre, and Edelfelt presented the following list of tasks that they felt should have been done by the counsellors:

1. Visiting schools and colleges for the purpose of preparing transfer students.
2. Assisting teachers with student problems.
3. Developing cumulative records and compiling student information on abilities, achievement and aptitude scores.

4. Interpreting test results to students and staff.
5. Holding meetings concerning case studies with teachers and mothers.
6. Filing and updating information on occupations, education, personal and social needs.
7. Arranging referrals whenever necessary.
8. Assisting teachers with personal problems.
9. Participating in curriculum planning.
10. Arranging field trips and other activities.
11. Assisting students in planning courses.
12. Following-up of drop-outs and graduates.¹

William Kennedy, in writing a guide book for Newfoundland counsellors, suggested the following counsellor roles:

1. Helping to plan and develop guidance.
2. Helping students to help themselves.
3. Acting as consultant in student appraisal.
4. Collecting and disseminating information in areas of occupation and education to pupils and their parents.
5. Arranging appropriate referrals.
6. Assisting students in school program selection.

¹Walter F. Johnson, Buford Stefflre and Roy A. Edelfelt, Pupil Personnel and Guidance Services, XXXVII (1959), 500-503.

7. Keeping parents informed in educational and occupational opportunities.
8. Acting as consultant to administration and teaching staff.
9. Conducting or cooperating with others in conducting local research, e.g. following-up graduates and drop-outs.
10. Carrying out programs of public relations.²

Manning, a high school counsellor in St. John's, Newfoundland, was more general in his description of what roles the counsellor should perform. His list was as follows:

1. Providing information services.
2. Providing inventory services.
3. Providing counselling services.
4. Providing placement services.
5. Providing follow-up research.³

The preceding lists of tasks, including Manning's more general list of counselling services, suggest that the counsellor's theoretical, or ideal function is specialist in nature. Of course there are certain aspects of such

²William J. Kennedy, Guidance, What's It All About?, Department of Education, November, 1971.

³Tony Manning, NTA Journal, 11, LX (1968), 16-21.

tasks that could be clerical and administrative in nature. Common to all the lists of tasks mentioned in the preceding pages are: follow-up, arranging referrals, providing information, taking students on field trips and assisting teachers and administrators.

After reviewing a number of studies concerning opinions of counsellor's role, Wrenn concluded that, among other things, a counsellor can be both a specialist - the performer of specific roles related to a particular profession - and a generalist - the performer of roles that are not necessarily related specifically to a particular profession.⁴

In summary, there appears to be general agreement among the writers quoted about the tasks that counsellors should perform, although they did disagree on the relative emphasis to assign to a particular task.

There have been questions raised about whether counsellors actually perform these theoretical functions, however. C.C. Stewart, in an article published in 1959, expressed his convictions about the debilitating contrast that existed between the theory and practice of counselling at that time:

Among scores of counsellors he became convinced that there are many who are disillusioned and frustrated by the wide gap between counselling theory and practice. They

⁴C. Wrenn, "Status and Role of the School Counsellor" Personnel Guidance Journal, XXXVI (1957), 175-183.

listen to speeches and read articles by guidance leaders and are inspired by the high-level nature of the work counsellors should be doing. Then they face the cold reality of the tasks their administrators assign them, and the comparison is quite traumatic.⁵

A decade later, in 1970, Joseph Dyer noted that the same discrepancy still existed.⁶

A survey carried out by Arnold, in Ohio, included 126 counsellors. He found that counsellors gave more time to such chores as attendance, discipline and tardiness than to vocational and personal problem counselling.⁷ Results of a survey by A.H. Goldstein concluded with similar findings. He stated that many of the clerical duties that counsellors were doing could have been handled just as efficiently and economically by a school clerk. Although these studies were relatively old, they did point to the fact that in each case, roles less specifically related to the counsellor's profession were being emphasized more than roles specifically related to their profession. But even

⁵C.C. Stewart, "A Bill of Rights for School Counsellors," Personnel Guidance Journal, XXXVIII (1959), 500-503.

⁶Fred Joseph Dyer, A Communication Study of the Actual and Ideal Role and Function Performed by High School Counsellors as Perceived by Professional Personnel and Students, Dissertation Abstracts International, 1970, 30 (10-A), 4219-4220.

⁷D.L. Arnold, "Time Spent by Counsellors and Deans on Various Activities", Occupations, XXVII (1949), 391-393.

these, he concluded could be open to question.⁸ More recently, Hugh Lytton produced findings that verified the view that counsellors were expected to perform tasks that required little or no special training.⁹

II. Differences in Intragroup Ideal Perceptions and Actual Observations of the Counsellor's Role.

Each group in the school environment has its own ideas about what the roles of the counsellor should be as well as what these roles actually are. The following studies were designed to describe the opinions of each individual group regarding the counsellor's role.

A. Students

Marilyn Heilfron reported on a study about the functions of counselling as perceived by high school students. The population consisted of 107 high school juniors. The major findings showed that on the basis of this sample, high school students felt that students who were performing well academically and socially needed much less counselling than students who were intellectually inferior, socially immature and unrealistic in their

⁸A.H. Goldstein, "Job Analysis of Junior and Senior High School Counsellors", Industrial Arts Vocational Education, XXXIX (1950), 386-388.

⁹Hugh Lytton, "School Counselling - An Outside View", Personnel Guidance Journal, XXXII (1954), 386-388.

aspirations.¹⁰

In an earlier study conducted by Grant, an open-ended questionnaire consisting of nine situations was used. Students were asked to choose three persons in order of preference from whom they would like assistance in the following areas: educational planning, vocational planning, and personal-emotional development. Responses were segregated into three categories, according to the choice made by students: 1. Counsellor 2. Other school personnel 3. Non-school people. The conclusions were as follows:

1. Some support is given to the hypothesis that by and large students' perceptions of the counselor's role seem to be a reflection of how the counselor is perceived by the teacher, administrators, and counselors themselves.

2. Training programs for counselors must provide a higher level of competence in dealing with emotional and social type problems experienced by students.

3. A concerted effort must be made to promote the counselor and his counseling services to school personnel and to potential clients.¹¹

R.F. Jensen reported the following study. This study contained a twenty percent random sampling of approximately 8,000 boys and girls distributed among seven high schools (grades nine to twelve). Students reaction sheets were administered under the supervision of classroom teachers

¹⁰ Marilyn Heilfron, "The Functioning of Counselling as Perceived by High School Students", Personnel Guidance Journal, XXXIX (1960), 133-136.

¹¹ Claud W. Grant, "How Students Perceive the Counsellor's Role," Personnel Guidance Journal, XXXII (1954), 386-388.

according to carefully prepared, written instructions. Two of the most significant conclusions were:

1. Teachers were the most help with problems relating to making progress in school.
2. Students felt that friends helped them most in learning how to get along better with others at school.¹²

The preceding studies have adopted an indirect approach in their attempt to elicit student responses about their perceptions of the counsellor's role. The students were not asked whether a counsellor should or should not perform a particular task, but instead were asked which person they would seek help from if they had a particular problem. This approach proved to be very effective, for not only did it show the students' ideal perceptions of particular roles as they relate to the counsellor, but also the actual observations of these same students. Noted were the roles of social counselling and school-oriented tasks.

More recently, W. Kerr conducted a survey about the school counsellor's role in providing assistance in the college decision-making process. One thousand, three hundred, fifty seniors in thirty-three school systems in the state of Iowa were selected for this study. A fourteen-

¹²R.F. Jensen, "Student Feelings About Counselling Help", Personnel Guidance Journal, XXXIII (1955), 498-503.

item questionnaire was administered to the seniors by personnel of the sample schools. Items in the questionnaire asked the students to rank or state briefly their feelings concerning the role the counsellor should play in the college decision. Kerr found that the most important conclusion based on the study was that the students felt that, ideally, the counsellor should be: first, a person to talk through problems with; and second, a source of information. Also, the questionnaire showed that high school counsellors had not influenced the college decision by thirty-seven percent of the seniors, while only fourteen percent indicated that the counsellor had made them aware of the need for and the benefits of college.¹³

More recent than the study reported by Kerr was that of Cox. He found that students perceived the role of educational problem consultant as ideally a very important counsellor task, as opposed to vocational and personal counselling.¹⁴ Dyer, on the other hand, reported that students perceived counselling for social and personal problems to be ideally a very important counsellor role.¹⁵

¹³W. Kerr, "Student Perception of Counsellor Role in the College Decision", Personnel Guidance Journal, XLI (1962), 337-345.

¹⁴H.C. Cox, "The Relative Standings of the High School Counsellor as Perceived by Students, Teachers and Counsellors", Dissertation Abstracts International, 1970, 30 (9-A), 3776-3777.

¹⁵F.J. Dyer, "A Communication Study of the Actual and Ideal Role and Function Performed by High School Counsellors as Perceived by Professional Personnel and Students", Dissertation Abstracts International, 1970, 30 (10-A), 4219-4220.

As indicated by these studies, there were many disagreements among students as to what the counsellor's roles should be, and what they actually observed them to be.

B. Teachers

Teachers in guidance schools also have an opportunity to be in contact with the counsellor. This enables them to form their own opinions about what the counsellor actually does and what he should be doing.

James C. Russell and Arthur R. Willis reported the results of a survey that involved 135 classroom teachers who were asked their opinions of guidance services as they saw them, not as they wished them to be. One finding indicated a significant difference of opinion among teachers as to the role of guidance counsellors regarding discipline. Many teachers felt that counsellors tended to over-protect students.¹⁶

Roeber conducted a questionnaire survey to ascertain how teachers viewed the work of school counsellors. The concept that a counsellor functions as a psychotherapist was rejected.¹⁷

¹⁶James C. Russell and Arthur R. Willis, "Survey of Teacher Counsellor's Role", Personnel Guidance Journal, 1963-64, 42, 707-709.

¹⁷Edward C. Roeber, The School Counsellor (New York: 1966), pp. 7-22.

The study by Cox reported that teachers indicated the role of educational problem consultant to be ideally a very important counsellor task.¹⁸ The study by Dyer showed that teachers indicated that counselling students with personal and social problems, interviewing teacher-referred students, evaluating guidance programs and assisting teachers in evaluating student problems should be very important counsellor tasks.¹⁹ William Jabs and Dustan L. Haettenschwiller reported the finding that teachers believed that summarizing and analyzing the distribution of grades for classes should be a very important counsellor task.²⁰

On the basis of the results of these studies, teachers appeared to be seeking advice and assistance from the counsellor. This was perhaps most obvious in their opinions that counsellors should assist them in evaluating student problems.

¹⁸H.C. Cox, Dissertation Abstracts International, 1970, 30 (9-A), 3776-3777.

¹⁹F.J. Dyer, Dissertation Abstracts International, 1970, 30 (10-A), 4219-4220.

²⁰Dustan L. Haettenschwiller and William Jabs "The Counsellor and the Instructional Program", The School Counsellor, Vol. 17 (2), 1969, 123.

C. Administrators

Administrators, as well as teachers and students, have their own ideas about what the counsellor should be doing. Furthermore, as Stewart stated, administrators are usually responsible for allocating the necessary counselling responsibilities. What the administrators observe the counsellor to be doing and what they expect him to be doing are very important to the counsellor's performance, since this performance will likely be influenced by the degree of rapport established between counsellor and administrator.²¹

Michael T. Cartole reported a study in which a selected group of school administrators throughout Nassau County, Long Island, were questioned regarding the counsellor's role in the handling of disciplinary matters. The study covered senior high schools and junior high schools. There was no significant difference in replies to warrant a breakdown of school types. The results of the study did show that the majority of administrators believed that the guidance staff should not handle the punitive aspects of disciplinary problems.²²

²¹C.C. Stewart, "A Bill of Rights for School Counsellors", Personnel Guidance Journal, XXVII (1959), 500-503.

²²Michael T. Cartole, "Counsellors and Discipline", Personnel Guidance Journal, 1961, 39, 349-350.

The last study mentioned above was concerned with opinions of administrators, and dealt specifically with discipline and who should be responsible for taking care of such problems. The results suggested that counsellors should not be responsible for the actual punishing. The study by Jabs and Haettenschwiller indicated that administrators perceived the role of summarizing and analyzing the distribution of grades for classes to be, ideally, a very important counsellor task.²³ Dyer's study showed that administrators indicated that the use of research in identifying student problems should be a very important counsellor task.²⁴

D. Counsellors

Counsellors also have their own ideas of what their roles actually are. Since it is they who perform the required tasks, it is very important that they feel they are doing what they think they should.²⁵

²³Dustan L. Haettenschwiller and William Jabs, "The Counsellor and the Instructional Program", The School Counsellor, Vol. 17 (2), 1968, 123.

²⁴F. J. Dyer, Dissertation Abstracts International, 1970, 30 (10-A), 4219-4220.

²⁵Richard S. Dunlop, "Professional Educators, Parents and Students Assess the Counsellor's Role", Personnel Guidance Journal, 1964-1965, 43, 1027-1028.

Professor Way conducted a study concerning the opinions of Newfoundland school counsellors. An important focus of this study was on the perceptions and attitudes of counsellors in the field relative to the role, and the function of the guidance and counselling services and of the administrative attitudes towards these services. Of the twenty-seven questionnaires sent to persons responsible for guidance in the schools, twenty-five were completed and returned.

The findings of this study were as follows:

1. A major percentage of the counsellor's time was devoted to clerical routine.
2. Nearly one-third of the counsellor's time was devoted to problems of a disciplinary nature.²⁶

From the results of this study it appeared that, in 1970, Newfoundland counsellors were more involved with tasks that appeared to be unrelated to their profession, tasks that Goldstein suggested could be better performed by a school clerk.²⁷ An important point to be made here is that while in other studies administrators said that the counsellor's role should not include tasks of a

²⁶H.H. Way, Status of Guidance Counselling in Newfoundland Schools, 1969-70, 5.

²⁷A.H. Goldstein, Industrial Arts Vocational Education, XXXIX (1950), 386-388.

disciplinary nature, counsellors reported that a major part of their time was devoted to such tasks.

In another study, an American, W.H. Hitchcock distributed 2,002 questionnaires to counsellors in forty-eight states. The responses are given below:

1. Of 986 who assisted pupils failing school work, forty-one percent did not feel that academic remedial work was their job.
2. Of 1,154 counsellors who assisted pupils with course planning, forty percent did not feel it was their job.
3. Of 1,152 counsellors who assisted pupils with occupational plans, forty percent did not feel it was their job.
4. Of 1,101 counsellors who assisted teachers with discipline problems, thirty-seven percent did not feel it was their job.
5. Of 893 counsellors who interpreted test results to teachers, thirty-three percent did not feel it was their job.
6. Of 538 counsellors who referred cases to other counsellors thirty-three percent did not feel it was their job.
7. Of 499 counsellors who sat on case conferences with other counsellors, twenty-nine percent did not feel it was their job.

8. Of 614 counsellors who served on curriculum planning committees, twenty-nine percent did not feel it was their job.
9. Of 875 counsellors counselling with parents of failing students, thirty-four percent did not feel it was their job.²⁸

When one thinks of the number of respondents disagreeing with majority responses, it is obvious that among practising counsellors there were disagreements about the ideal nature of their job. One significant point about this is that a number of these tasks, for example occupational planning, have been stated in earlier references by Manning, Johnson, Stefflre, Edelfelt,²⁹ Wrenn³⁰ and other eminent educators to be the job of the counsellor.

More recently a number of studies have surveyed counsellors' opinions regarding their role. For example, Cox presented information to suggest that counsellors

²⁸W.L. Hitchcock, "Counsellors Feel They Should", Personnel Guidance Journal, 1953, 72-74.

²⁹Walter F. Johnson, Buford Stefflre and Ray A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill, 1961), 194-197.

³⁰C. Wrenn, "Status and Role of the School Counsellor", Personnel Guidance Journal, XXXVI (1957), 175-183.

perceived one of their roles to be, ideally, counselling for personal problems.³¹ Al Powell presented other recent evidence to support the view that counsellors perceived the tasks of following-up students and taking part in curriculum planning to be ideally an important counsellor task.³² In another study by Charles William Ryan, counsellors indicated that some of their least important tasks were: (1) planning community occupational surveys; (2) counselling discipline problem students referred by principal; (3) conducting research about follow-up, drop-outs and other such research areas. Some of the tasks perceived to be ideally very important were counselling students with educational and personal-social adjustment problems.³³

III. Differences in Intergroup Ideal Perceptions and Actual Observations of the Counsellor's Role.

The preceding studies have been concerned with the opinions of individuals and individual groups. The

³¹H.C. Cox, Dissertation Abstracts International, 1970, 30 (9-A), 3776-3777.

³²Al Powell, "A Reply to Vocational Educators Who Criticize Counsellors", Personnel Guidance Journal, 1969, 17, 93-95.

³³C.W. Ryan, "Idealized and Actual Counselling Roles as Perceived in a Religious School Setting and Their Differential Implications for Counsellor Education", Dissertation Abstracts, 1966, 27 (6-A), 1669-1670.

following studies will include combinations of groups and their opinions about the ideal and actual roles of the counsellor.

A study by Schmidt involved principals and counsellors. These subjects were asked to indicate, for each of fifty statements selected, the least and most important; both ideally and actually.

In summary, the findings of this study were as follows:

1. Both the secondary school counsellors and their principals tended to perceive a significant positive relationship between the ideal and actual role of the counsellor.
2. The counsellors did not perceive a greater similarity between their ideal and actual roles than did the principals.
3. The relationship between the counsellors' and principals' perceptions of the counsellor's actual role was on the average positive and significant.³⁴

In a study by Dunlop empirical data were not reported. The findings of his study were as follows:

1. All respondents groups were in agreement that it is appropriate for school counsellors to engage in

³⁴L.D. Schmidt, "Some Local Considerations for Counselling and Clinical Psychologists", Journal of Counselling Psychology, 1962, 9, 35-44.

educational counselling.

2. Differences were observed among groups in their reactions to the appropriateness of counsellors performing tasks related to personal counselling.
3. Differences were observed among groups in their reactions to counsellor performance of teacher-like tasks.
4. Parents and students supported counsellor performance of administrative clerical tasks. Counsellor educators, counsellors, administrators and teachers rejected this task group.³⁵

The items for both studies were well screened and developed by persons educated in the area of counselling. Schmidt controlled his subjects by selecting only those with at least two years' experience in counselling. Dunlop made no mention of this. But one major difference in the two studies was that while Dunlop developed his questionnaire so that respondents could rank their responses on a scale, Schmidt used a Q-sort which forced the subjects to answer either yes or no to appropriate and inappropriate tasks. This presented an obvious limitation to his study since the respondents could not vary in any particular response. Although both studies were concerned with the ideal and actual roles of the counsellor, no

³⁵Richard S. Dunlop, Personnel Guidance Journal 1964-65, 43, 1024-1028.

comparisons could be made about their findings because of the differences between the groups and tasks selected in each case.

Haettenschwiller, along with William Jabs, did a study concerning the perceptions of administrators, teachers and counsellors about the importance of the counsellor's role in the areas of classroom instruction, instructional program guidelines, curriculum planning and research. Agreements and disagreements were investigated among the groups.

The results indicated that there was no significant disagreement regarding the counsellor's role as it pertains to the classroom instruction, except in the matter of "talking to classes regarding educational and occupational information". Although 60 percent of the counsellors and 72 percent of the teachers were in favor of this, only 17 percent of the former and 43 percent of the latter believed the counsellor should actually do this. Both administrators and teachers had significantly higher expectations that counsellors would "summarize and analyze the distribution of grades for classes". Of the teachers, however, 39 percent were opposed to the counsellor performing this task. In curriculum planning, 87 percent of the counsellors felt they could make a "definite" contribution in this area. This was significantly greater than the 56 percent of the teachers who felt the same.

Teachers also expressed a significantly higher level of expectation that the counsellor should conduct surveys to locate resource persons.³⁶

The most relevant study among those being discussed in this chapter was reported by Dyer. This study surveyed 100 teachers, 21 administrators, 180 students and 34 counsellors. Thirty possible counsellor roles were suggested to each member of the four groups. The subjects were then asked to rate these role statements in terms of their actual observations and ideal perceptions.

Following are the findings:

1. Teachers indicated that counsellors should ideally counsel students with personal or social problems, interview referred students, and use research to identify student problems, more than they perceived the counsellor to be actually performing these functions.
2. Administrators indicated that counsellors should ideally use research to identify common student problems, more than they perceived the counsellor to be actually performing this function.
3. Students indicated that counsellors should ideally counsel students with personal or social problems and interpret the guidance program through speeches more than they perceived the counsellor to be actually performing these functions.

³⁶D.L. Haettenschwiller and William Jabs, "The Counsellor and the Instructional Program", Personnel Guidance Journal, Vol. 17 (1969), 118-125.

4. Counsellors indicated that they should ideally conduct follow-up studies of graduates, direct research studies to evaluate guidance services and discuss the purposes of the guidance program in staff meetings more than they perceived themselves to be actually performing these functions.

The teachers, administrators, students and counsellors indicated that counsellors were actually maintaining cumulative records more than they perceived this to be an ideal function for counsellors to perform. Teachers, students and counsellors felt that counsellors were planning a schedule of classes for each student more than they perceived this to be an ideal function for counsellors to perform. The administrators and counsellors indicated that counsellors were actually sectioning or grouping students for teachers more than they perceived this to be an ideal function for counsellors to perform. The teachers indicated that counsellors were carrying on the work of the principal in his absence more than they perceived this to be an ideal function for counsellors to perform.

The three most significant intergroup differences indicated that administrators felt that counsellors were counselling students with social and personal problems more than the students perceived the counsellor to be actually

performing these tasks. Secondly, administrators felt that counsellors should ideally interview, and were actually interviewing students referred by teachers more than the students perceived the counsellor to be actually performing these tasks. Finally, the counsellors felt that they should ideally consider with a teacher a problem he has with a student in class more than the students perceived this to be an ideal function counsellors should perform.³⁷

IV. Need for Further Research.

The need for further research has been suggested by many researchers. Professor Way, on the basis of his research, said that there is a need to clarify for the public the roles and function of guidance services in modern school settings.³⁸ Stefflre and Way agreed that much research was needed. Stefflre concluded that such studies are best done by local school counsellors who would not involve any ultimate proof of the value of their work, but, rather, would

³⁷F.J. Dyer, Dissertation Abstracts International, 1970, 30 (10-A), 4219-4220.

³⁸H.H. Way, Status of Guidance and Counselling in Newfoundland Schools, 1969-70, 5.

describe what counsellors are actually doing.³⁹

Miller emphasized this conclusion in a study suggesting that there was a need for further surveys into the preparatory needs of counsellors and for the development of a set of standards by which counsellor training programs could be guided.⁴⁰ Hill, in 1961, had essentially the same findings.⁴¹

The differences of opinion outlined in the available literature concerning the counsellor's role in the high school suggests that more detailed local research is necessary before the counsellor will be able to function at his maximum.

V. Summary.

Two major points seem to be constant among the studies reviewed above. First, there is general agreement that the counsellor is not actually performing tasks which he feels are his responsibility. Secondly, it is not at all

³⁹Buford Stefflre, "Research in Guidance: Horizons for the Future", Theory into Practice, 1963, 2, 44-50.

⁴⁰Frank W. Miller, Counsellor Training Programs in Colleges and Universities, 1953, pp. 132-134.

⁴¹George E. Hill, "The Selection of School Counsellors", Personnel Guidance Journal, 1961, 39, 355-359.

evident that agreement has been reached among groups about what the counsellor should be doing. If the original premise of this thesis is correct - that understanding and appreciation of the counsellor's role will promote his effectiveness - then the data accumulated by the research to date would suggest that the typical school counsellor is functioning less effectively because of confusion about his role.

The following chapter will be concerned with sampling, development of the questionnaires, and procedure of study and analysis.

CHAPTER III

METHODOLOGY

I. The Design of the Study.

The following is a step-by-step account of the procedures followed in this study.

1. Five schools were randomly selected from the total thirty-seven high schools in the province employing the services of a guidance counsellor. The samples of students, teachers, counsellors and principals obtained, were based on this selection of schools.
2. Each subject participating in the study responded anonymously to a two-part questionnaire concerning fifty-two possible counsellor roles. One part of the questionnaire concerned the respondent's views regarding the ideal role of the counsellor (Appendix A). The second part concerned the respondent's views about the actual role of the counsellor (Appendix B).
3. The analysis involved a comparison of the ideal opinions with the actual observations of each group of respondents. Then the four groups were compared with respect to their idealistic opinions and their actual observations and practical experiences.

II. Description of Sample and Sampling Procedure.

A. Selection of Students

It was the writer's intention to question students from senior and junior high schools and for this purpose seven schools were selected by drawing from a container cards which held the names of all the high schools on Kennedy's list.¹ After requesting permission from the superintendents and principals to involve the selected schools for which they were responsible, only five schools remained in the study. The two schools which refused to participate explained that they were already heavily committed to research efforts and could not undertake any further involvement.

With the cooperation of the counsellors involved, two classes were randomly selected from each of the five schools, for a total of ten classrooms. It was assumed that the ten classrooms selected were representative of all classrooms in the thirty-seven guidance high schools in Newfoundland. The ten classrooms comprised the sample of 278 students.

¹William J. Kennedy, Guidance, What's It All About?, Department of Education, November 1971, Appendix I.

B. Selection of Counsellors

Each of the thirty-seven counsellors on Kennedy's list was requested to complete the questionnaire.² All five responded from the schools where students were selected. Of the remaining thirty-two, twenty-three responded. Out of the thirty-seven counsellors, twenty-eight comprised the final sample. Since the responses were anonymous, there was no way of knowing which of the counsellors failed to respond. However, since nine, or twenty-four percent, of counsellors did fail to respond, consideration had to be given to alternative interpretations of the data which admits possible response bias.

C. Selection of Teachers

The teachers were randomly selected from each guidance school and asked to respond anonymously to a questionnaire. All the teachers in the schools selected for student survey responded. Thirty-two teachers from the remaining schools also responded, for a total of forty-two, or fifty-seven percent of the sample originally selected. Again, interpretations of the data had to consider the possibility of response bias.

D. Selection of Administrators

The principal and vice-principal of each of Kennedy's listed schools were asked to respond anonymously

²Ibid.

to the questionnaire.³ All the administrators in the schools selected for student survey responded. Forty principals and vice-principals from the remaining schools also responded, for a total of fifty, or sixty-nine percent of the original sample.

E. Nature of Sampling Bias

Table I gives the make-up of the sampling. Since it was planned to sample 100 percent of administrators and counsellors, the random sample of schools, classrooms and teachers would have given four groups representative of schools in Newfoundland employing the services of a counsellor.

F. Method of Data Collection

Since the purpose of the initial contact with counsellors and principals was to inform them about the intentions of the investigation, a second letter was sent requesting their cooperation, along with letters of endorsement from Mr. William Kennedy, Supervisor of Pupil Personnel Services, Mr. Gil Pike, President of the Newfoundland Teachers Association and the superintendents of the school boards concerned. Counsellors in the schools were requested, at that time, to supervise and collect the data from all the groups being sampled. A second copy of

³Ibid.

TABLE 1

ACTUAL MAKE-UP OF SAMPLES

	Schools	Students	Teachers	Vice-Principals Principals	Counsellors
Guidance Schools including students	5	278	10	10	5
Guidance Schools excluding students	23	---	32	40	23
TOTAL	28	278	42	50	28

the letter requesting cooperation was sent to those who did not respond to the first.

A minimum of twenty-four hours elapsed between the administration of the first and second parts of the questionnaire, otherwise administration was random. Some respondents gave their opinions of the ideal role first, and their observations of the actual role second. For other respondents the order was reversed. In the case of the students, questionnaires were administered by classroom with the classrooms randomly ordered.

Each of the two questionnaires was completed anonymously by each respondent. Since neither questionnaire contained identifying data, opinions of ideal and actual role could not be identified with any particular individual.

Since the responses were anonymous, it was impossible to determine any characteristics of the respondents to distinguish them from non-respondents. The decision to make responses anonymous also included a decision not to ask for other identifying information. It was hoped that the total response would be improved if this were done.

The procedure followed in collecting the data gives one clue to the possible nature of a bias, if it were present. Since counsellors in the thirty-seven schools were asked to assume responsibility for supervising data collection, it is possible that the relationship between the

counsellors and the staffs of the schools had an influence on their willingness to pursue collection of the data. This might have resulted in a sample which would show more general agreement among groups since it is not as likely that a counsellor in an uncongenial environment would have been as vigorous or as willing to undertake the task.

III. Description of Instrument Used

Fifty-two possible counsellor tasks were selected from among those suggested in the literature previously reviewed.⁴ But it was felt by the investigator that such a large number of tasks would comprise a very long questionnaire. It was also felt that a shorter questionnaire would improve the chances that the study would be sponsored in the schools selected. Therefore, the investigator and a counsellor-educator transposed these tasks into a pattern whereby they would be included, but in such a manner that the questionnaire would be much shorter.

Since the content and format of the questionnaire were similar to questionnaires used in the studies reviewed above, and reliability and validity had been established

⁴Walter F. Johnson, Buford Stefflre and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill, 1961), pp. 194-197; Tony Manning, N.T.A. Journal, II, LX (1968), 16; W.L. Hitchcock, "Counselors Feel They Should", Personnel Guidance Journal, 1953, 32, 72-74.

satisfactorily, it was not considered necessary to pursue validity and reliability studies for this research.⁵ This was important in view of the limited sample of counsellors and administrators available for the study. It was considered preferable not to use any of these groups for the purpose of establishing instrument validity and reliability. The questionnaire was also submitted to a panel of graduate students in guidance, and examined for ambiguity and clarity of the items and instructions.

The questionnaire was seen to encompass twenty different kinds of counsellor roles, as listed below:

1. Taking students on field trips.
2. Developing and evaluating guidance programs.
3. Arranging referrals for students.
4. Screening and placement of students.
5. Following-up and maintaining records of ex-pupils.
6. Directing students to the counsellor's office.
7. Maintaining students' files.
8. Serving on educational committees.
9. Assisting students in school activities.
10. Acting as mediator between students and administrators.
11. Discussing students' test results.
12. Assisting teachers in evaluating students' needs.

⁵Ibid.

13. Assisting students in choosing colleges.
14. Disciplining students.
15. Giving class talks on important topics.
16. Group and individual therapy.
17. Arranging student living accommodation.
18. Arranging special educational programs.
19. Helping students with home problems.
20. Making information available for students.

The respondent rated each question on a five-point scale where a value of one indicated that he felt that the counsellor function being rated was one of the most important counsellor tasks, and a value of five indicated that the respondent believed the function being rated was one of the least important functions of the counsellor. It should be noted that the respondent was not asked to rank the various functions in order of importance.

The participating counsellors were given a set of instructions for administering the questionnaire, and correspondence with them indicated that the questionnaire was easily understood and completed. The questionnaire took approximately thirty minutes to complete.

IV. Scoring and Analysis of Data

Scoring

The scoring for the questionnaire was simply a

clerical task carried out by the investigator and assistants. Each question on both parts of the questionnaire was considered individually, and the data were transferred to coding forms and then key punched for processing by computer.

Analysis of the Data

The data were computer analyzed using the facilities of the Newfoundland and Labrador Computer Services, sponsored by Memorial University of Newfoundland. Statistical Package for the Social Sciences was used in the analysis.⁶

Several statistical operations were completed. First, distributions of responses on the one-to-five scales were formed for each question. Distributions were found for responses to both the ideal and the actual counsellor roles. Thus, a total of 104 frequency distributions were found.

Next, median responses were found for each distribution. Assuming continuous scaling as required for this statistic, a median was theoretically possible at any point on the scale; however, because of limitations in the computer program, no median smaller than 1.5 or larger than 4.5 could be computed. This meant that a computed median

⁶George A. Ferguson, "Statistical Analysis in Psychology and Education", McGraw-Hill Book Co., Boston (1966), pp. 191-216.

of 1.5 was interpreted as being 1.5 or less. A computed median of 4.5 was interpreted as 4.5 or greater.

The next procedure was to compare the opinions of each separate group regarding opinions on ideal and actual roles. No meaningful statistical comparison suggested itself except the chi square. It was proposed that the ideal opinions could be used as expected frequencies for a goodness of fit test. Given the sensitivity of this test, it was decided that significant differences would occur so frequently that meaningful conclusions could not be drawn. It was therefore decided to compare directly the medians, with a difference of 1.500 between the median ideal perceptions and the median actual observations being considered significant. A consideration of the five-point scale will show that the use of this decision rule insured that at least one complete scale category would have to separate the medians of the ideal perception responses and the actual observation responses. It was believed that a difference of this size would have educational consequences.

The final procedure was a comparison of the opinions of the four groups individually, first their ideal perceptions and then their actual observations. A chi square test of independence was computed for each question; however, nearly all questions were significant at the .05

level. In order to interpret the findings more meaningfully, proportions of each group responding with a scale value of one and two were directly compared. It was believed that a comparison of this level would indicate the response trend for each group and would yield a more fruitful interpretation of the findings than did the chi square test.

V. Summary

This chapter has furnished a description of the procedures followed in this study. Two classrooms of students were chosen randomly from each of the five schools which had been randomly chosen from all high schools in Newfoundland and Labrador employing the services of a counsellor. Principals, vice-principals, two randomly chosen teachers, and the counsellor from the remaining guidance high schools selected were asked to participate. Each member of the final sample completed a two-part questionnaire describing his opinions of what he believed to be the ideal role of the counsellor and what he observed to be the counsellor's actual role in the schools. The responses to the questionnaire were then analyzed through a comparison of the responses indicating actual observations and idealistic perceptions, and a chi square test of the relationships between the distribution of responses for each group of respondents.

The next chapter will present the results of the analysis of the data.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

Hypotheses 1 - 4 required an analysis of the differences in the median scores of the ideal perceptions and actual observations of the four groups under study. Tables 2 - 21 were devised to classify the responses in three categories (1) very important (2) medium importance, and (3) not very important. The criterion for each of these three categories was established by dividing the five point ranking scale used in this study into three major sections as follows: 0 - 2.5 (very important), 2.5 - 3.5 (medium importance), and 3.5 - 5.0 (not very important). This scale was applied to each of the fifty-two tasks.

Hypotheses 5 - 6 were analyzed by comparing percentages of individual group responses about each of the fifty-two tasks. The figures presented on Tables 22 - 41 show the percentage of each group that indicated tasks to be either ideally or actually very important counsellor tasks. Categories indicating "very important" and "not very important" were defined by combining the two ranks at each extreme end of the scale originally used on the instrument devised for this study: 1 + 2 (very important), 4 - 5 (not very important).

This chapter is divided into two sections as follows:

- (1) Comparison of intragroup opinions of administrators, teachers, students and counsellors
- (2) Comparison of intergroup opinions of administrators, teachers, students and counsellors.

I. Comparison of Intragroup Opinions of Administrators, Teachers, Students and Counsellors.

The following section compares the actual observations and ideal perceptions of each of the separate groups studied. The rationale followed in the comparisons has been presented in Chapter III. As has been explained, these comparisons related to the test of hypotheses I through IV, which are about differences between the ideal and actual ratings of the separate groups. If differences do exist, they may be suggestive of possible reasons various people would have for being dissatisfied with the job the counsellor is doing.

Area I - Field Trips (Questions 1, 2, 3)

Table 2 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of taking students on field trips to trade and technical colleges, high schools and universities and areas of commerce and industry.

TABLE 2

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA I

Area 1: Visits to (1) Trade and Technical Schools (2) High Schools and Universities (3) Areas of Commerce and Industry

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	<u>Ideal</u>	<u>Actual</u>	<u>Ideal</u>	<u>Actual</u>	<u>Ideal</u>	<u>Actual</u>	<u>Ideal</u>	<u>Actual</u>
(1)	2.375	2.773	2.111	2.900	0.0	1.896	2.083	3.167
(2)	2.500	3.111	2.450	3.111	0.754	2.982	2.333	3.056
(3)	2.300	3.400	2.444	3.143	1.897	3.300	2.200	3.000

Administrators, teachers and counsellors indicated that taking students on field trips to these three areas should have been more important counsellor tasks than they actually were. Students expressed a similar view except they did indicate that field trips to trade and technical colleges should have been and actually were very important counsellor tasks.

Discussion

Although it was reported that counsellors were involved in the area of field trips to a moderate degree, it was felt by all groups that counsellors should have been involved more than they were. This suggests that factors other than the desires of counsellors were preventing them from performing this task more than they were. Perhaps the facilities were not available or time did not permit the counsellors sufficient opportunity to reach their goal.

Area II - Developing and Evaluating Guidance Programs

(Questions 4, 5, 6).

Table 3 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual responsible importance of members in developing and evaluating guidance programs.

Administrators, teachers and counsellors indicated that this was ideally and actually a very important

TABLE 3

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA II

Developing and Evaluating Guidance Programs								
Area 2: (4) Personally (5) With Administrators (6) With Teachers								
Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(4)	2.300	2.115	1.969	2.250	2.343	2.392	0.0	1.929
(5)	1.583	2.071	1.806	2.500	2.685	2.759	2.000	2.333
(6)	0.0	3.033	1.579	2.625	1.655	2.830	1.643	2.786

counsellor task either alone or together with the principal. They also reported that such a task should have been performed by counsellors and teachers more than it actually was. Students indicated that ideally and actually this task was a very important counsellor task and of less importance to a counsellor-principal combination. They did indicate, however, that such a task should have been performed by a counsellor-teacher combination more than it actually was.

Discussion

In general, it was felt by all groups, except students, that counsellors themselves or together with principals, were no less or no more involved in evaluating guidance programs than they should have been. All groups, however, indicated that teachers should have been more involved with the counsellor in this role than they actually were. Since teachers do spend a large percentage of the school day in direct contact with students, it was understandable why the groups felt that teachers should participate in this area.

Area III - Referrals (Questions 7, 8, 9)

Table 4 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of arranging referrals for students with emotional, social, and medical problems.

TABLE 4

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA III

Area 3: Arranging Referrals for Students With

(7) Emotional Problems (8) Social Problems (9) Medical Problems

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(7)	0.0	1.654	0.0	0.0	0.0	0.0	0.0	0.0
(8)	0.0	2.063	0.0	0.0	0.0	0.0	0.0	2.500
(9)	0.0	2.227	0.0	2.227	2.093	2.340	0.0	2.250

The four groups indicated that referrals in these three areas were ideally and actually very important counsellor tasks. Therefore, there was no discrepancy within either of the groups between the ideal and actual importance of referrals, whether it be for social, emotional or medical problems.

Area IV - Screening and Student Placement (Questions 10, 11, 12)

Table 5 gives the median responses of administrators, teachers, students, and counsellors about the ideal and actual importance of screening students for vocational settings, social grouping, and matriculation and non-matriculation courses.

Administrators indicated that ideally and actually, screening students for vocational settings and matriculation and non-matriculation courses was a very important counsellor task and that screening for social grouping was of medium importance. Apparently there was no discrepancy between the ideal perceptions and actual observations of administrators in this area.

Teachers indicated that screening for social grouping and matriculation and non-matriculation courses was ideally and actually of medium importance to the counsellor. There was no discrepancy between teachers' ideal perceptions and actual observations about these two tasks. They did

TABLE 5

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA IV

Area 4: Screening Students for (10) Vocational Settings (11) Social Groups
(12) Matriculation and Non-Matriculation Courses

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counselors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(10)	2.038	2.500	2.000	2.750	2.756	2.836	1.750	2.214
(11)	2.571	3.318	2.941	3.045	3.266	4.000	2.125	3.500
(12)	2.333	2.500	2.455	3.167	3.011	2.886	2.500	2.643

indicate, however, that counsellors should have been more involved in screening for vocational settings than they were.

Students indicated that screening for vocational settings and matriculation and non-matriculation courses was ideally and actually of medium importance to the counsellor. They did indicate, however, that while they perceived screening for social grouping to be ideally of medium importance to the counsellor, it was actually a very important counsellor task.

Counsellors indicated that screening for vocational settings, social grouping, matriculation, and non-matriculation courses should have been a very important counsellor function. There was no discrepancy between the ideal and actual importance regarding vocational settings but they did indicate that screening for social groupings was actually of medium importance while for matriculation and non-matriculation courses it was not very important.

Discussion

Even though the degree of importance varied among these areas, the degree of discrepancy was not very great. It appeared that if counsellors maintained the reported degree of performance in this area, a successful working relationship with the other groups concerned would be very possible.

Area V - Follow-up (Questions 13, 14)

Table 6 gives the median responses of administrators, teachers, students, and counsellors about the ideal and actual importance of following up drop-outs and graduates.

Administrators indicated that following up both drop-outs and graduates should have been very important counsellor tasks, while in actuality they were not very important. Teachers and counsellors also indicated that these should have been very important counsellor tasks, but reported that they were actually of medium importance. This suggested a greater discrepancy between the ideal perceptions and actual observations of administrators regarding this area than that of teachers and counsellors. However, these three groups did indicate that following up ex-pupils should have been a more important counsellor function than it actually was.

Students, unlike the other three groups, indicated that following up drop-outs and graduates was and should have been a very important counsellor task. Thus, there was no discrepancy among students concerning this area.

In general, counsellors were not performing the task of following up ex-pupils as much as they should have been according to teachers, administrators and counsellors themselves.

TABLE 6

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA V

Area 5: Following-up and Maintaining Records of (13) Drop-Outs (14) Graduates

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(13)	1.889	3.643	2.200	3.063	2.107	2.594	2.278	3.250
(14)	1.900	3.500	2.105	3.000	1.982	2.344	2.125	3.125

Area VI - Visiting Counsellor's Office (Questions 15, 16, 17)

Table 7 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of persons in directing students to the counsellor's office.

Administrators and counsellors indicated that this should have been and actually was a very important task of either the teacher or the students themselves. They also indicated that ideally and actually, such a task was of medium importance to the counsellor. This suggested that neither counsellors nor administrators perceived any discrepancy between the ideal and actual importance of this task. Teachers also indicated that directing students to the counsellor's office was ideally and actually a very important responsibility of teachers or students themselves. They further indicated that actually this was a very important counsellor task but that it should have been only of medium importance.

Students indicated that the decision to visit the counsellor's office should have been and was a very important responsibility of their own and of medium importance to the teacher. Interestingly, they indicated that this was actually a very important counsellor task, but said that it should have not been so.

TABLE 7

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA VI

Area 6: Being Directed to the Counsellor's Office by (15) Counsellor
 (16) Teacher (17) Themselves

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(15)	3.200	3.125	3.150	2.500	4.500	0.0	3.056	2.786
(16)	1.794	1.917	1.861	2.389	2.609	2.839	2.167	2.500
(17)	0.0	1.700	0.0	0.0	0.0	0.0	0.0	0.0

Area VII - Maintaining Student Files (Questions 18, 19)

Table 8 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of maintaining students' personal and general files.

The four groups indicated that maintaining students' personal files was ideally and actually a very important counsellor task. Students indicated that maintaining students' general files was ideally and actually of medium importance. In these particular cases there was no discrepancy reported between the ideal and actual importance of the task mentioned.

On the other hand, administrators and teachers indicated that maintaining students' general files should have been a more important counsellor task than it actually was. With a similar view and a wider discrepancy between the ideal and actual, counsellors indicated that they should have been more involved with maintaining students' general files than they actually were.

Discussion

It appears that counsellors devote more of their attention to maintaining students' personal files than general files. All groups seemed to feel that such emphasis on personal files was desirable but administrators, teachers and counsellors indicated that emphasis on

TABLE 8

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA VII

Area 7: Maintaining Students' (18) Personal Files (19) General Files

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(18)	1.676	1.875	0.0	1.643	0.0	0.0	0.0	0.0
(19)	2.115	3.400	2.438	3.063	3.079	3.434	2.955	4.167

maintaining general files was needed.

Area VIII - Serving on Educational Committees (Questions 20, 21)

Table 9 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of serving on curriculum and P.T.A. Committees.

All groups indicated that serving on curriculum committees was ideally and actually a very important counsellor task. Administrators held the same view about serving on P.T.A. committees. Teachers, students and counsellors, on the other hand, indicated that serving on P.T.A. committees should have been a more important counsellor task than it actually was.

Area IX - Assisting in Student Activities (Questions 22, 23, 24)

Table 10 gives the median responses of administrators, teachers, students, and counsellors about the ideal and actual importance in the area of assisting students in student union activities, orientation, and sports.

Administrators indicated that assisting students in their union activities was ideally and actually of medium importance, but that such assistance in student orientation and sports should have been more important

TABLE 9

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA VIII

Area 8: Serving on (20) Curriculum Committees (21) Parent-Teacher Association Committees

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(20)	1.833	2.233	2.273	2.357	1.893	2.162	2.000	2.500
(21)	1.944	2.800	2.067	2.944	0.0	2.585	2.071	3.333

TABLE 10

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA IX

Area 9: Assisting Students in (22) Student Union Activities (23) Student
Orientation (24) Sports

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(22)	2.548	3.357	2.305	2.750	1.914	2.813	2.577	2.700
(23)	1.912	2.591	1.806	2.227	1.894	2.114	1.773	2.167
(24)	3.143	3.714	2.923	3.864	3.085	3.671	3.083	3.625

counsellor tasks than they actually were.

Teachers indicated that assisting in student union activities and orientation should have been a more important counsellor task than it actually was, while conversely they indicated that assisting in sports should have been of lesser importance than it actually was.

Students indicated that assisting in student orientation was actually and ideally a very important counsellor task whereas assisting in student union activities and sports should have been a more important counsellor task than it actually was.

Counsellors indicated that assisting in student orientation was ideally and actually a very important counsellor task and student union activities of medium importance. However, they indicated that assisting in sports should have been a more important counsellor task than it actually was.

The findings in this area indicated that counsellors were not performing certain functions sufficiently for the purposes of different groups. For example, students indicated that they would have liked to see more emphasis placed on sports and student union activities while teachers included orientation among their list.

Area X - Mediation (Questions 25, 26)

Table 11 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of mediation in student - administration conflict and decision.

Administrators indicated that mediating in both conflict and decision making should have been more important counsellor tasks than they actually were. Conversely, teachers indicated that such tasks should have been of lesser importance than they actually were. Students and counsellors indicated that mediation in both areas should have been and actually was a very important counsellor task.

In general, there was no discrepancy between the ideal perceptions and actual observations of counsellors and students in this area. However, there was an ideal and actual discrepancy among teachers and administrators for they also reported opposing views regarding the importance of the area as a counsellor function.

Area XI - Discussing Test Results (Questions 27, 28, 29)

Table 12 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of discussing test results with students, parents and teachers.

TABLE 11

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA X

Area 10: Mediating in (25) Student-Administrator Decisions (26) Student-Administrator Conflict

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(25)	2.333	2.955	2.938	3.654	1.897	1.934	1.900	2.500
(26)	2.500	3.000	2.850	3.000	1.929	1.960	1.833	2.333

TABLE 12

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XI

Area 11: Discussing Test Results With (27) Students (28) Parents (29) Teachers

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(27)	0.0	1.667	2.077	2.346	0.0	1.765	0.0	0.0
(28)	0.0	2.125	1.947	2.700	2.263	3.308	0.0	2.357
(29)	0.0	2.000	0.0	2.654	2.069	2.038	0.0	2.333

Administrators and counsellors indicated that discussing test results with either of the three groups mentioned was ideally and actually a very important counsellor task. Students indicated that discussing test results with them or their parents was ideally and actually a very important counsellor task, and with teachers, a task of medium importance. Teachers indicated that discussing test results with members of their group was and should have been a very important counsellor task.

Concerning this area there was only one obvious report of discrepancy between the ideal and actual tasks involved, and that was found among teachers, the members of which group indicated that discussing test results with students and parents should have been a more important counsellor task than it actually was.

Area XII - Assisting Teachers in Evaluating Student Needs
(Questions 30, 31, 32)

Table 13 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of assisting teachers in evaluating students' social, academic and moral needs.

Teachers indicated that giving assistance to them in evaluating students' needs in the three areas mentioned was ideally and actually a very important counsellor task.

TABLE 13

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XII

Area 12: Assisting Teachers in Evaluating Students' (30) Social Needs

(31) Academic Needs (32) Moral Needs

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(30)	0.0	2.625	0.0	2.333	2.025	2.455	0.0	0.0
(31)	0.0	1.900	0.0	2.250	0.0	2.134	0.0	1.700
(32)	1.773	3.600	2.050	2.214	2.172	2.595	2.000	2.750

Counsellors agreed with this view but for one exception, that counsellors should have been assisting teachers in evaluating students' moral needs more than they actually were. Students agreed that assisting teachers in evaluating their academic needs was ideally and actually very important but that providing such assistance in moral and social evaluation was not actually so important as it should have been. Administrators indicated that assisting teachers in evaluating students' social needs was ideally and actually a very important counsellor task. They also indicated that giving such assistance in academic and moral areas should have been a more important counsellor task than it actually was, with a greater discrepancy relating to the moral needs.

Area XIII - Assisting Students in College Application
(Questions 33, 34)

Table I4 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of assisting students in choosing colleges and completing application forms for admission to such colleges.

No ideal - actual discrepancies have been found among any of the groups surveyed. All groups indicated that giving assistance in these two areas was a very important counsellor task, both ideally and actually.

TABLE 14

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XIII

Area 13: Assisting Students in (33) Choosing Colleges (34) Completing
Application Forms

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(33)	0.0	2.000	1.667	1.750	0.0	0.0	1.700	2.250
(34)	0.0	2.300	2.091	3.700	0.0	0.0	2.500	2.100

Area XIV - Discipline (Questions 35, 36)

Table 15 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of direct student disciplining by the counsellor and as a guide to teachers and administrators in discipline problems.

Teachers and administrators indicated that being involved as a guide in such matters was ideally and actually a very important counsellor task, while on the other hand, personal involvement with such problems was not a very important counsellor task. The counsellors expressed a similar view except they felt that being personally involved was ideally and actually of medium importance to the counsellor. It is worth noting that there was no ideal - actual discrepancy among teachers, administrators and counsellors about the importance of such tasks. Students, on the other hand, indicated rather strongly that counsellors should have been both personally involved and indirectly involved with discipline problems more than they actually were. The greater discrepancy related to personal involvement.

Area XV - Class Talks (Questions 37, 38, 39)

Table 16 gives the median responses of administrators, teachers, students and counsellors about

TABLE 15

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XIV

Area 14: Involvement in Discipline (35) Personally (36) As a Guide to
Teachers and Administrators

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(35)	4.214	4.375	3.571	3.700	2.952	3.255	0.0	3.700
(36)	2.269	2.441	2.267	2.357	2.014	2.355	2.045	2.700

TABLE 16

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XV

Area 15: Class Talks on (37) Sex (38) Drugs (39) Religion

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(37)	1.667	3.611	2.094	3.682	0.0	1.614	2.056	3.667
(38)	1.667	3.333	2.393	3.000	0.0	0.0	2.071	2.700
(39)	2.500	4.500	2.941	3.625	2.823	3.875	3.045	0.0

the ideal and actual importance of giving class talks on sex, drugs and religion.

Administrators indicated that giving class talks on these three topics was ideally and actually a very important counsellor task. Teachers indicated that giving talks on the three topics should have been a more important counsellor task than it actually was, with the greater discrepancy relating to sex and religion. Students indicated that class talks on sex and drugs was ideally and actually a very important counsellor task but that such talks on religion should have been a more important counsellor task than it actually was. Counsellors agreed with the other three groups that giving class talks on sex and drugs was ideally a very important counsellor task, and agreed with teachers that giving such talks on religion was ideally of medium importance. A discrepancy was evident in that they felt that they should have been more involved in giving class talks on sex and drugs than they actually were, and less involved in religious class talks.

Area XVI - Therapy (Questions 40, 41, 42)

Table 17 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of individual therapy, group therapy, and sensitizing therapy.

TABLE 17

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XVI

Area 16: Giving (40) Individual Therapy (41) Group Therapy
(42) Sensitizing Therapy

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(40)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(41)	0.0	0.0	0.0	1.900	0.0	0.0	0.0	1.833
(42)	2.162	3.357	2.806	3.269	2.667	2.951	2.214	4.500

Teachers and students indicated that group and individual therapy was ideally and actually a very important counsellor task, while sensitizing therapy was considered of medium importance. Administrators expressed a similar view about group and individual therapy, but indicated that sensitizing therapy should have been a more important counsellor task than it actually was. Counsellors agreed with the administrators' view.

In general, there was no discrepancy among any of the groups between the ideal and actual importance of group and individual therapy and none among teachers and students about sensitizing therapy. These findings did make it clear that individual and group therapy was and should have been a very important counsellor task. This suggests a great degree of group satisfaction about the counsellor's performance in the therapy area.

Area XVII - Arranging Living Accommodation (Question 43)

Table 18 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of arranging living accommodation for students.

There was no discrepancy between the ideal perceptions and actual observations among teachers and counsellors concerning the importance of this task. Teachers indicated that such a task was ideally and actually not very important to the counsellors, while

TABLE 18

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XVII

Area 17: Arranging (43) Student Living Accommodation

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(43)	3.300	4.071	3.000	3.625	3.311	0.0	3.250	3.357

counsellors indicated that it was ideally and actually of medium importance. Administrators and students differed in their views at this point, for while students indicated this task to be ideally more important than it actually was, administrators indicated that it should have been of lesser importance.

Area XVIII - Arranging In-Service Training Programs
(Questions 44, 45, 46)

Table 19 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of arranging in-service training programs, special area courses and seminars.

Administrators, teachers and counsellors indicated that arranging programs in the three of these areas should have been more of the counsellor's task than it actually was. Students indicated that arranging in-service training programs and seminars was ideally and actually of medium importance but that arranging special area courses should have been more important than it actually was.

In general, there has been a discrepancy between the ideal and actual importance of the tasks mentioned in this area. This has been particularly evident among administrators, teachers and counsellors. They all felt that counsellors should have been more involved in arranging training programs than they actually were.

TABLE 19

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XVIII

Area 18: Arranging (44) In-Service Training (45) Special Area Courses
(46) Seminars

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(44)	2.833	3.944	2.941	4.357	2.823	3.170	2.750	4.500
(45)	2.857	4.250	2.906	3.875	2.500	2.900	2.962	4.000
(46)	3.045	4.375	2.923	3.700	2.805	3.250	2.750	3.500

Area XIX - Counselling Family Problems (Questions 47, 48, 49)

Table 20 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of counselling students with problems caused by family illness, separation, and conflict.

Teachers and counsellors indicated that counselling students with problems originating from either of the three sources mentioned was ideally and actually a very important counsellor task. Students also indicated that counselling students with problems caused by family illness and conflict was a very important counsellor task, but that counselling students with problems caused by parental separation should have been a more important counsellor task than it actually was. Administrators indicated that counselling students with problems caused by family illness was ideally and actually a very important counsellor task, but that counselling for such problems caused by parental separation and conflict should have been a more important counsellor task than it actually was.

Area XX - Providing Information (Questions 50, 51, 52)

Table 21 gives the median responses of administrators, teachers, students and counsellors about the ideal and actual importance of providing information about academic, vocational and social opportunities.

TABLE 20

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XIX

Area 19: Counselling Students With Problems Due to (47) Family Illness
 (48) Parental Separation (49) Parental Fighting

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(47)	1.700	2.389	1.533	2.143	1.909	2.167	0.0	2.000
(48)	1.654	2.583	1.867	2.136	1.786	2.540	0.0	2.167
(49)	0.0	2.800	1.769	2.100	1.755	2.250	0.0	2.071

TABLE 21

COMPARISON OF IDEAL AND ACTUAL INTRAGROUP MEDIANS ABOUT THE TASKS IN AREA XX

Area 20: Providing Information About (50) Academic Opportunities
 (51) Vocational Opportunities (52) Social Opportunities

Tasks	<u>Administrators</u>		<u>Teachers</u>		<u>Students</u>		<u>Counsellors</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(50)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.625
(51)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(52)	0.0	1.700	0.0	0.0	0.0	0.0	0.0	2.000

The four groups indicated that providing information about opportunities in these three areas mentioned, was ideally and actually a very important counsellor task.

II - Comparison of the Intergroup Opinions of the Administrators, Teachers, Students and Counsellors.

The following section compares the opinions of the various groups. As was explained in the preceding chapter, the questionnaire was composed of fifty-two questions which were categorized into twenty functional areas. Each area is discussed, first with respect to the ideal opinions expressed by each of the groups, and then with respect to their actual perceptions.

Area I - Field Trips (Questions 1, 2, 3)

The four samples of administrators, teachers, students, and counsellors disagreed on the importance of the counsellor's ideal role in taking students on field trips to educational institutions (Table 22). Fifty-two percent of administrators and 56 percent of teachers indicated that taking such trips to trades and technical schools should be a very important task. A larger percentage of counsellors and students (71 - 75 percent), expressed a similar opinion. Fifty percent of the administrators and teachers indicated that taking students to visit high schools and universities should be a very

TABLE 22

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA I

Area 1: Visits to (1) Trade and Technical Schools (2) High Schools and Universities (3) Areas of Commerce and Industry

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(1)	52	43	56	35	75	60	71	31
(2)	50	25	50	23	65	40	60	26
(3)	54	30	51	28	65	30	62	31

* Percentages of each group indicating the task was ideally and actually very important.

important counsellor task, while 54 percent of the administrators and 51 percent of teachers indicated that taking students to visit areas of commerce and industry should be a very important counsellor task. Sixty-two percent of the counsellors and 65 percent of students expressed a similar view. Although more than 50 percent of all groups indicated that taking students on field trips should be a very important counsellor task, a greater percentage of students (65 - 75 percent) and counsellors (60 - 71 percent) expressed this opinion than did administrators and teachers (50 - 56 percent).

These same groups disagreed about the degree to which counsellors actually were involved in taking the students on field trips. Only 35 percent of the teachers and 31 percent of counsellors indicated that taking students to visit trade and technical schools was actually a very important counsellor task. Forty-three percent of administrators and 60 percent of students agreed with this view. Twenty-five percent of administrators, 23 percent of teachers, and 26 percent of counsellors indicated that taking students to visit high schools and universities was a very important counsellor task; 40 percent of students agreed with this view. Approximately 30 percent of all groups indicated that taking students to visit areas of commerce and industry was a very important counsellor task.

A review of the percentages listed showed that, except for student responses about taking students to visit trades and technical schools, from 25 to 40 percent of all groups indicated that taking students on field trips was a very important counsellor task. The discrepancy between the ideal and actual indicated that from 60 to 75 percent of all groups did not feel that counsellors were highly involved in field trip activity.

Discussion

All groups seemed to feel that taking students on field trips should be a very important counsellor task. They also felt that counsellors should be involved in this area more than they actually were. Counsellors and students expressed this view in greater numbers than did other groups.

There are several factors which explain the rather low level of involvement reported by counsellors, teachers and administrators. One of the most obvious is the expense of such trips, particularly for schools in the rural areas of the province. Another is the scheduling problems involved, especially when large numbers of students are involved. A field trip can be fairly disruptive of the entire schedule of a school even where small numbers of pupils participate. Since there are only twelve trade schools distributed over the province, many smaller areas

may be too far from such schools to avail of their services.

The ideal responses of all persons, and especially the responses of students and counsellors, implied perhaps a concern with the need for experiences in educational and vocational planning, field trips constituting only a portion of a more general program.

It is interesting that students perceived counsellors to be more involved in the field trip area than did the other groups. Perhaps in schools where trips are taken, a large portion of actual student-counsellor contact is devoted to this task, leading the students to believe the counsellor is more involved than he actually is. It is possible, as well, that students had a different interpretation of what a field trip is than did the other groups.

Area II - Developing and Evaluating Guidance Programs

(Questions 4, 5, 6)

The four samples of administrators, teachers, students and counsellors disagreed on who should evaluate and develop school guidance programs (Table 23). Fifty-four percent of administrators and 52 percent of students indicated that this task should be performed by the counsellor, and without assistance from teachers and administrators. Sixty-six percent of teachers and 75 percent of counsellors agreed with this view. Seventy-two percent of administrators

TABLE 23

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA II

Area 2: Developing and Evaluating Guidance Programs

(4) Personally (5) With Administrators (6) With Teachers

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(4)	54	60	66	56	52	50	75	70
(5)	72	88	74	50	45	41	67	54
(6)	78	32	84	47	67	38	70	30

* Percentages of each group indicating the task was ideally and actually very important.

and 74 percent of teachers indicated that this task should be performed by principals and counsellors together.

Forty-five percent of students and 67 percent of counsellors agreed with this view. Seventy-eight percent of administrators and 84 percent of teachers indicated that this task should be performed by a counsellor and a committee of teachers. Sixty-seven percent of students and 70 percent of counsellors agreed with this view.

These same groups disagreed on who is actually responsible for the development and evaluation of the school guidance program. Sixty percent of administrators and 70 percent of counsellors indicated that such a task was the responsibility of the counsellor. Only 50 percent of students and 56 percent of teachers agreed with this view. Forty-one percent of students, 50 percent of teachers and 54 percent of counsellors indicated that the task was actually performed by the counsellor and principal. Sixty-eight percent of administrators agreed. Thirty percent of counsellors and 32 percent of administrators indicated that the task was a very important one for counsellors and teachers together. Forty-seven percent of teachers and thirty-eight percent of students agreed with this view.

Discussion

All groups felt that developing guidance programs should be a very important counsellor role. They also felt

that more emphasis should be placed on this task than actually was. But there were some differences of opinion among the groups about who should and who were actually performing this task. Counsellors felt that they themselves were very much involved in this task and they felt strongly that they should be. The other groups did not feel that the counsellor was as personally involved.

These findings are very important, as they represent an area where role conflict is quite possible. The planning and evaluating function is quite an important one since it involves the policy which is followed in guidance programming. This policy must have implications for all groups involved in the study.

It is possible that the questions in this area were considered ambiguous by some of the respondents; however, several implications seem apparent from the data, despite this possibility. First, more counsellors and teachers than principals and students felt that program planning and evaluation should have been by counsellors alone. It is possible that counsellors and teachers regarded this function as professionally expected. Students and administrators obviously did not interpret the question this way as a smaller percentage felt the counsellor should have been involved alone in programming and evaluation.

Second, considerably more teachers and administrators than counsellors and students felt that programming and

evaluation have been done by the principal and counsellor together. This would seem to imply that counsellors are looking for a freer hand in this area than the other professionals are willing to accord them. Students who agreed with counsellors in this case quite possibly believed that counsellors should be free of administrative control.

Third, counsellors seemed to be more willing to cooperate with teachers than with principals in planning and evaluation of their programs.

In actuality, most groups seemed to have been in agreement that the counsellor had a fairly free hand in planning and evaluating his programs. In fact, the actual impressions of the counsellors seemed to have been fairly consistent with the ideal view of the other groups.

Counsellors, themselves, should be fairly comfortable with the situation. It seemed quite apparent, however, that the actual impressions of all groups regarding the participation of principals and teachers in programming and evaluation were considerably less than the ideal level. As well, counsellors seemed to feel that they were more closely involved with the principals than the principals believed themselves to be involved.

The possibilities for role conflict in this very important area are apparent.

Area III - Arranging Referrals (Questions 7, 8, 9)

The four samples of administrators, teachers, students, and counsellors in general agreed about the counsellor's role in arranging referrals for students with different problems (Table 24). Eighty-one percent of administrators and 83 percent of students indicated that arranging referrals for students with emotional problems should be a very important counsellor task. Ninety percent of teachers and 92 percent of counsellors agreed with this view. Approximately 80 percent of each group indicated that arranging referrals for students with social problems should be a very important counsellor task. Seventy percent of administrators and teachers, and 74 percent of counsellors indicated that arranging referrals for students with medical problems should be a very important counsellor task. However, only 57 percent of students agreed with this view.

These same groups agreed about the actual degree of importance of the counsellor's role in arranging referrals for students with different problems. All groups indicated that arranging referrals for students with emotional problems was a very important counsellor task. Seventy-three percent of administrators and students indicated that arranging referrals for students with emotional problems was a very important counsellor task, while 73 percent of students and 70 percent of counsellors agreed. Approximately 70 percent

TABLE 24

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA III

Area 3: Arranging Referrals for Students With

(7) Emotional Problems (8) Social Problems (9) Medical Problems

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(7)	81	73	90	70	83	73	92	70
(8)	82	64	78	71	78	70	81	53
(9)	70	55	70	57	57	52	74	58

* Percentages of each group indicating the task was ideally and actually very important.

of teachers and students felt that arranging referrals for students with social problems was actually a very important counsellor task. Fifty-three percent of counsellors and 64 percent of administrators agreed with this view. Approximately 58 percent of teachers and counsellors felt that arranging referrals for students with medical problems was actually a very important counsellor task. Fifty-two percent of students and 55 percent of administrators agreed with this view.

Discussion

All groups felt that arranging referrals for students should be a very important counsellor task, although this opinion was not expressed as strongly where medical problems were concerned. In general, all groups felt that the counsellor was quite actively involved in this area, although not so much as they would like him to be. If this is true, one reason might be the relatively low level of available referral services in Newfoundland at the time of the survey.

Students differed from the other groups with respect to medical referral. Only about half of them felt that arranging referrals for such problems should be a very important counsellor task, and an equal number actually believed that this was being done.

Another exception to the general observation made above occurs in the case of referral for social problems. Administrators did not agree with the other groups on the extent of the counsellor's actual involvement in this task. They perceived that the counsellor actually pursued this function less than the counsellors themselves believed they did; students and teachers believed that counsellors were involved. It is possible that such work is less visible to the administrator, touching as it does on the more personal aspects of student behaviour.

In any case, perhaps because the counsellor does not inform the principal about his work in this area, an inaccurate evaluation of the counsellor's work by the administrator could result. This would be unfortunate since the two are basically in agreement about the importance of the task.

Area IV - Screening and Student Placement (Questions 10, 11, 12)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in screening and placing students (Table 25). Sixty-two percent of administrators and 70 percent of teachers indicated that screening and placing students in vocational settings should be a very important counsellor task. Forty-five percent of

TABLE 25

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA IV

Area 4: Screening Students for (10) Vocational Settings (11) Social Groups
(12) Matriculation and Non-Matriculation Courses

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(10)	62	49	70	72	45	42	56	58
(11)	48	29	35	34	36	30	56	18
(12)	54	49	50	30	40	42	50	44

* Percentages of each group indicating the task was ideally and actually very important.

students and 56 percent of counsellors agreed with this view. Approximately 35 percent of teachers and students indicated that screening and placement of students in social groups should be a very important counsellor task. Forty-eight percent of administrators and 56 percent of counsellors agreed with this view. Fifty percent of teachers and counsellors indicated that screening and placement of students into matriculation and non-matriculation courses should be a very important counsellor task while only 40 percent of students and 54 percent of administrators agreed with this view.

A review of the percentages listed indicates that in general 50 percent or less of the combined group percentages indicated that screening and placement of students into vocational settings, social groups, or matriculation and non-matriculation courses should be a very important counsellor task.

These same groups disagreed on the actual emphasis on the counsellor's role in screening and placing students. Forty-nine percent of administrators and 42 percent of students indicated that screening and placing students in vocational settings was actually a very important counsellor task. Seventy-two percent of teachers and 58 percent of counsellors agreed with this view. Approximately 30 percent of administrators, and students indicated that screening and placing students in social groups (groups of students

in a school that can better satisfy the social needs of individuals that find it difficult to mix with other students) was a very important counsellor task. Thirty-four percent of teachers agreed with this view but only 19 percent of counsellors agreed. Forty-nine percent of administrators, 42 percent of students, and 44 percent of counsellors indicated that screening and placing students in matriculation and non-matriculation courses was a very important counsellor task. Thirty percent of teachers agreed with this view.

Discussion

Expectations of the counsellor in student placement did not appear to be very high, and the counsellors seemed to be performing this task to a lesser degree than the groups thought they should. Differences of opinion were expressed as to what area of student placement emphasis is being and should be given.

Vocational placement was seen as the area where most emphasis should be placed and social placement the least. Counsellors themselves felt that they were actually complying with these wishes, although from their own point of view they were involved in more vocational placement than they should be.

These observations were quite possibly related to the economic conditions in the Province, and especially

the high level of unemployment which would create a need for assistance in vocational placement. What was more significant were the differences of opinion between the counsellor on the one hand, and teachers and administrators on the other. The latter two groups believed that counsellors should be highly involved, while large numbers of counsellors disagreed with this view. Further, the administrators felt that the counsellor's actual level of involvement was lower than it should have been. Principals, then, felt that counsellors were not doing enough in the way of vocational placement, while counsellors felt that they did too much. The possible conflict here is obvious. It is interesting that such importance was attached to this task since other social agencies such as Canada Manpower are usually charged with the responsibility for vocational placement.

The generally lower level of importance of academic placement is difficult to understand. One explanation is that some schools either did not have a large enough program to permit two academic streams, or had made a philosophical commitment against streaming, or perhaps teachers viewed it as their role. This would have tended to lower the overall numbers of respondents who would view this as an important counsellor task.

Area V - Follow-up (Questions 13, 14)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in following-up and maintaining records of former pupils (Table 26). Fifty-seven percent of counsellors and students indicated that following-up and recording information on drop-outs should be a very important counsellor task. Seventy-two percent of administrators and 59 percent of teachers agreed with this view. Approximately 60 percent of students and counsellors indicated that following-up graduates should be a very important counsellor task. Sixty-four percent of teachers and 68 percent of administrators agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in following-up former pupils. Forty-seven percent of the students and 28 percent of teachers indicated that following-up drop-outs appeared to be a very important counsellor task. Approximately 22 percent of administrators and counsellors agreed with this view. Thirty-seven percent of teachers and 52 percent of students believed that following-up graduates was actually a very important counsellor task. Twenty-nine percent of administrators and 27 percent of counsellors agreed.

TABLE 26

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA V

Area 5: Following-up and Maintaining Records of

(13) Drop-Outs (14) Graduates

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(13)	72	21	59	28	57	47	57	22
(14)	68	29	64	37	59	52	60	27

* Percentages of each group indicating the task was ideally and actually very important.

Discussion

There tended to be general agreement about the importance of the task of following-up students. This is interesting, particularly from the point of view of the counsellors, since in many respects follow-up work is administrative in nature.

With respect to impressions about the work actually being done, students and teachers perceived the counsellor to be more heavily involved than did the counsellors themselves or the administrators. It might be that since this is an administrative matter in many respects, principals were more aware of what the counsellor was actually doing in this regard than were the teachers.

The more puzzling aspect of this particular area is that while all groups tended to agree that follow-up is an important task of the counsellor, there was also agreement about the low level of functioning in the area. There is really no question of role conflict involved. It would seem that all groups would approve of increased counsellor activity in this area.

Area VI - Visiting Counsellor's Office (Questions 15, 16, 17)

The four samples of administrators, teachers, students and counsellors disagreed on the way that students should be directed to the counsellor's office (Table 27). Twenty-nine percent of students and 27 percent of counsellors indicated that the counsellor should have been responsible

TABLE 27

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA VI

Area 6: Being Directed to the Counsellor's Office by (15) Counsellor
(16) Teacher (17) Themselves

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(15)	36	38	36	50	29	26	27	40
(16)	74	65	72	52	48	42	56	44
(17)	70	66	67	66	88	78	78	54

* Percentages of each group indicating the task was ideally and actually very important.

for ordering students to his office. Thirty-six percent of administrators and teachers agreed with this view. Seventy-four percent of administrators and 72 percent of teachers indicated that students should have been referred to the counsellors by the teachers. Only 56 percent of counsellors and 48 percent of students agreed with this view. Seventy percent of administrators and 67 percent of teachers indicated that the students should have been responsible for deciding whether they should or should not visit the counsellor's office. Eighty-eight percent of students and 78 percent of counsellors agreed with this view.

These same groups disagreed about how the students were actually directed to the counsellor's office. Twenty-six percent of students and 38 percent of administrators indicated that students were directed to the counsellor's office by order of the counsellor. Fifty percent of teachers and 40 percent of counsellors agreed with this view. Fifty-two percent of teachers and 65 percent of administrators indicated that students were referred by teachers while 42 percent of students and 44 percent of counsellors agreed. Sixty-six percent of administrators and teachers indicated that students made this decision of their own accord. Seventy-eight percent of students agreed with this view, while only 54 percent of counsellors agreed.

Discussion

Students could have frequented the counsellor's office either by referral of teacher, order from counsellor or by their own decision. All groups indicated that such visits should have been due to teacher referral or student decision. It appeared to be the opinion of most that counsellors should not have required students to visit them. In general, most groups agreed that this is the way referral to the counsellor is being done. Counsellors did not feel that they very often required students to come to their office and apparently depended on the other means mentioned. It is true, however, that counsellors reported that calling in students constituted a more frequent function than they believed appropriate.

The question as stated is decidedly ambiguous as the three means of referral could have been interpreted by the respondent as being mutually exclusive. This could have explained the opinion of the students that self-referral was less important than it should have ideally been, especially in view of the student opinion that teacher referral should have not been as important as they actually saw it to be.

What was most interesting was that counsellors did not view teacher referral to be so important as did the teachers themselves. Certainly this could have been a

cause of misunderstanding about the function of the counsellor and could have been a reason for misconception of the job he was actually doing.

Area VII - Maintaining Student Files (Questions 18, 19)

The four samples of administrators, teachers, students and counsellors agreed on the importance of the counsellor's role in maintaining students' personal files but not general files (Table 28). Approximately 78 percent of all groups indicated that counsellors should have been responsible for maintaining students' personal files, which related to such things as intelligence and personality test scores. Thirty-one percent of counsellors and 40 percent of students indicated that maintaining students' general files such as cheating in class, fighting and missing classes, should have been a very important counsellor task. Sixty percent of administrators and 50 percent of teachers agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in maintaining students' files. Seventy-five percent of the students and 67 percent of counsellors indicated that maintaining students' personal files was a very important counsellor task. Sixty percent of administrators and 63 percent of teachers agreed with this view. Approximately 30 percent of teachers,

TABLE 28

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA VII

Area 7: Maintaining Students' (18) Personal Files (19) General Files

Tasks	Administrators*		Teachers*		Students*		Counsellors*	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(18)	78	60	79	63	78	75	78	67
(19)	60	29	50	28	40	29	31	22

* Percentages of each group indicating the task was ideally and actually very important.

administrators, and students indicated that maintaining students' general files was a very important counsellor task. Only 20 percent of counsellors agreed with this view.

Discussion

The difference between counsellors maintaining students' personal and general files was accepted as two distinct functions by all groups: a very small number stated that maintaining students' general files should have been a very important counsellor task, but more than double that number expressed a similar opinion about personal files. Counsellors themselves agreed very strongly with these opinions and were actually performing such tasks in that order.

The most important discrepancy would seem to be the views of teachers and administrators. While a fairly large group of these believed that the maintenance of general files should be a function, a much smaller group perceived counsellors to be actually doing this. Counsellors seemed to agree with this assessment of the actual job they are doing; but, unlike the teachers and administrators, they did not, as a group, regard this as very important. Here was another area of possible role conflict. Undoubtedly, counsellors would have argued that the maintenance of general files was an administrative

function, quite unrelated to their other duties as a counsellor.

Area VIII - Serving on Educational Committees (Questions 20, 21)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in serving on committees (Table 29). Fifty-four percent of teachers and approximately 63 percent of students and counsellors indicated that serving on curriculum committees should have been a very important counsellor task. Seventy-four percent of administrators agreed with this view. Approximately 60 percent of counsellors and teachers indicated that serving on P.T.A. committees should have been a very important counsellor task. Seventy-six percent of students and 70 percent of administrators agreed with this view.

Fifty percent of administrators, teachers, students and counsellors agreed on the actual importance of the counsellor's role in serving on curriculum committees. Forty-three percent of administrators, 40 percent of teachers, and 46 percent of students indicated that serving on P.T.A. committees was actually a very important counsellor task. Only 26 percent of counsellors agreed with this view.

TABLE 29

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA VIII

Area 8: Serving on (20) Curriculum Committees (21) Parent-Teacher Association Committees

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(20)	74	58	54	54	62	54	63	54
(21)	70	43	59	40	76	46	60	26

* Percentages of each group indicating the task was ideally and actually very important.

Discussion

Committee service can be a very time consuming task; however, all groups, including counsellors themselves, felt that counsellors should be involved in this role more than they actually were. Administrators particularly expressed this view. All groups felt that serving on curriculum committees was more important to the counsellor than serving on P.T.A. committees, although the differences were small. This opinion was also expressed by counsellors. The administrators, on the other hand, felt that counsellors should have been much more heavily engaged in all kinds of committee work. Not only did counsellors tend to view committee work as being less important than did administrators, but also they believed it to be much less important in the actual daily routine than it should be ideally. There are very real possibilities for conflict in this situation. It would appear that the counsellors' priorities placed committee work relatively low.

It is suggestive, as well, that the students appeared to place more emphasis on the need for counsellor involvement in P.T.A. work than did the counsellor. It may be that the student views the P.T.A. as the most direct link between his home and the school.

Finally, it should be noted that the differences between ideal opinions and actual impressions of the counsellor's involvement in committee work could have been

a function of the organization of the various schools and P.T.A. committees. The initiation of committee activity, particularly curriculum committees, would not usually be the responsibility of the counsellor, and some schools could possibly be more active in this regard than others.

Area IX - Assisting in Student Activities (Questions 22, 23, 24)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in assisting in student activities (Table 30). Forty-eight percent of administrators, 52 percent of teachers and 45 percent of counsellors indicated that assisting in student union activities should be a very important counsellor task. Sixty-five percent of students agreed with this view. Seventy-four percent of teachers and counsellors indicated that assisting in student orientation should be a very important counsellor task. Sixty-four percent of students and 70 percent of administrators agreed with this view. Thirty-two percent of administrators and 20 percent of counsellors indicated that assisting students in sports should be a very important counsellor task. Thirty-five percent of students and 38 percent of teachers agreed with this view.

TABLE 30

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA IX

Area 9: Assisting Students in (22) Student Union Activities (23) Student Orientation (24) Sports

Tasks	Administrators*		Teachers*		Students*		Counsellors*	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(22)	48	23	52	41	65	43	45	40
(23)	70	46	74	67	64	55	74	62
(24)	32	21	38	11	35	21	20	69

* Percentages of each group indicating the task was ideally and actually very important.

These same groups disagreed on the actual importance of the counsellor's role in assisting students in their activities. Approximately 40 percent of teachers and counsellors and 43 percent of students indicated that assisting in student union activities was a very important counsellor task. Only 23 percent of administrators agreed with this view. Forty-six percent of administrators and 55 percent of students indicated that assisting in student orientation was a very important counsellor task. Sixty-seven percent of teachers and 62 percent of counsellors agreed. Eleven percent of teachers and 69 percent of counsellors indicated that assisting students in sports was a very important counsellor task while 21 percent of administrators and students agreed.

Discussion

Three major areas in which counsellors could have assisted students were student union activities, orientation, and sports. The indications of groups seemed to suggest that assisting students in sports activities should not have been a very important counsellor task. This was especially emphasized by counsellors and administrators. Student orientation, on the other hand, seemed to be considered an area where the counsellors should have assisted students. It appeared that counsellors were being successful in complying with these wishes although it was still felt that they should be assisting in student union activities and

orientation more than they were.

It was interesting to note that counsellors, students and teachers were in agreement that student union activities made up a fairly important aspect of the counsellor's job in their school, while a much smaller proportion of administrators agreed with this view. The appointment of a faculty advisor for the student union, and ensuring that the student union functions in a way satisfactory to the demands of administration must have been a fairly important problem for the administrator. The data may suggest that this was a visible area to the administrator and one where he actively sensed the need for counsellor involvement.

The area of student orientation was also interesting. The data suggested that while the counsellor was actually performing in this area as he believed he should have, administrator and student expectations, in particular, were not being satisfied. It must be remembered, however, that orientation covers a broad spectrum of activities, expectations for which may vary from group to group.

Finally, the difference between counsellor and teacher expectations with respect to assisting in sports must be placed in a framework of general policy within the school for supervision of extra curricular activities. It

could be that some teachers and students believed that counselling and guidance was intrinsically related in some way to sports activities. It could have been as well, that some students and teachers believed that sports should have been part of the school program, and that counsellors, along with everyone else, should have assumed some responsibility for this activity.

Area X - Mediation (Questions 25, 26)

The four samples of administrators, teachers, students, and counsellors disagreed on the importance of the counsellor's role in acting as a mediator (Table 31). Fifty-six percent of administrators and 42 percent of teachers indicated that acting as a mediator in student-administration decisions should be a very important counsellor task. Sixty-two percent of students and 74 percent of counsellors agreed with this view. Fifty percent of administrators and 42 percent of teachers indicated that acting as mediator in student-administration conflict should be a very important counsellor task. Seventy-four percent of counsellors and 60 percent of students agreed with this view.

These same groups agreed about the actual importance of the counsellor's role in the area of mediation. Forty percent of administrators, 35 percent of teachers, and 49 percent of counsellors indicated that mediation in student-administration decision was a very important counsellor

TABLE 31

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA X

Area 10: Mediating in (25) Student-Administrator Decisions (26) Student-Administrator Conflict

Tasks	Administrators*		Teachers*		Students*		Counsellors*	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(25)	56	40	42	35	62	60	74	49
(26)	50	41	42	40	60	60	74	49

* Percentages of each group indicating the task was ideally and actually very important.

task. Sixty percent of students agreed with this view. Approximately 41 percent of teachers and administrators indicated that mediating in student-administration conflict was a very important counsellor task. Forty-nine percent of counsellors and 60 percent of students agreed with this view.

Discussion

The data suggested that the area of mediation in student-administrator conflict posed a real potential for counsellor role conflict. In general, counsellors and students felt that counsellors should have been involved much more than teachers and administrators felt that counsellors should have been involved. The data concerning actual importance of this area reflected a similar pattern, with each group believing the counsellor was less involved than he should have been.

Since the relationship between ideal opinion and actual impression was the same for all groups, one explanation of actual and ideal differences might simply have been expectancies in filling out the questionnaire; that is, a general tendency to mark a bit higher on the ideal questionnaire than on the actual questionnaire.

The more interesting observation is that while students and counsellors in general saw a greater importance in counsellor involvement than did teachers and administrators, each group believed the role to be

fulfilled a bit below expectancy. From the data in the ideal questionnaire, one would assume conflict to be evidenced on the actual questionnaire. However, counsellors and students actually saw this role to be more important than did teachers and administrators, clearly suggesting that another explanation of the findings was that respondents tended to view the ideal role of the counsellor to have been the actual role perceived in the school.

Area XI - Discussing Test Results (Questions 27, 28, 29)

The four samples of administrators, teachers, students and counsellors disagreed about the importance of the counsellor's role in discussing test results (Table 32). Seventy-eight percent of administrators and 76 percent of students indicated that discussing test results with students should have been a very important counsellor task. Sixty percent of teachers agreed with this view, while 88 percent of counsellors agreed. Seventy-six percent of administrators, 70 percent of teachers, and 74 percent of counsellors indicated that discussing test results with parents should have been a very important counsellor task, whereas only 54 percent of students agreed with this view. Ninety percent of administrators and 81 percent of counsellors indicated that discussing test results with teachers should have been a very important counsellor task. Sixty percent of students and 77 percent of teachers agreed.

TABLE 32

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XI

Area 11: Discussing Test Results With (27) Students (28) Parents (29) Teachers

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(27)	78	71	60	54	76	58	88	67
(28)	76	56	70	45	54	34	74	49
(29)	90	58	77	44	60	60	81	54

* Percentages of each group indicating the task was ideally and actually very important.

These same groups disagreed about the actual importance of the counsellor's role in discussing test results. Seventy-one percent of administrators and 67 percent of counsellors indicated that discussing test results with students was a very important counsellor task. Fifty-eight percent of students and 54 percent of teachers agreed with this view. Forty-five percent of teachers and 49 percent of counsellors indicated that discussing test results with parents was a very important counsellor task. Fifty-eight percent of administrators and only 34 percent of students agreed. Fifty-eight percent of administrators and 60 percent of students indicated that discussing test results with teachers was a very important counsellor task. Fifty-four percent of counsellors and only 44 percent of teachers agreed.

Discussion

It appeared that the majority of all groups wanted test results discussed more than they actually were. The person with whom results should have been discussed differed among groups. One important point involved students' perception and expectations of parent involvement in this area. Very few students reported the involvement of parents in discussion of test results and in comparison with other groups a relatively small number of students felt that test results should have been discussed with parents.

TABLE 33

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XII

Area 12: Assisting Teachers in Evaluating Students' (30) Social Needs
 (31) Academic Needs (32) Moral Needs

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(30)	88	47	80	52	59	50	90	63
(31)	78	62	71	54	71	55	88	62
(32)	66	39	58	54	57	47	60	40

* Percentages of each group indicating the task was ideally and actually very important.

Area XII - Assisting Teachers in Evaluating Students' Needs
(Questions 30, 31, 32)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in assisting teachers to evaluate students' needs (Table 33). Eighty-eight percent of administrators, 80 percent of teachers and 90 percent of counsellors indicated that assisting teachers to evaluate students' social needs should have been a very important counsellor task. Only 59 percent of students agreed with this view. Seventy-one percent of teachers and students indicated that assisting teachers to evaluate student academic needs should have been a very important counsellor task. Seventy-eight percent of administrators and 88 percent of counsellors agreed with this view.

From 58 to 65 percent of all groups felt that an important counsellor task would be the assistance of teachers in evaluating students' moral needs.

These same groups disagreed on the actual importance of the counsellor's role in assisting teachers to evaluate students' needs. Forty-seven percent of administrators, 52 percent of teachers and 50 percent of students indicated that assisting teachers in evaluating students' social needs was actually a very important counsellor task. Sixty-three percent of counsellors agreed with this view. Sixty-two percent of administrators and

counsellors indicated that counsellors actually did assist teachers in the evaluation of student academic needs. Approximately 55 percent of teachers and students agreed with this view. Approximately 40 percent of administrators and counsellors indicated that assisting teachers in evaluating students' moral needs was a very important counsellor task. Fifty-four percent of teachers and 47 percent of students agreed with this view.

Discussion

It was perhaps significant that fewer students agreed with the other groups with respect to the evaluation of social needs. They seemed to feel it to be less important than the other groups who were almost unanimous in according this role a high level of importance. Even though a majority of students agreed with this view, large numbers did not. A most interesting indication in the data is that counsellors perceived their actual performance of this role to have been more important than did all the other groups. Because of the visibility of this service to administrators and students, this finding might have been expected, especially since assistance to teachers implied the participation of teachers. Either teachers and counsellors had different ideas about the nature of social needs, and thus responded differently to the questionnaire or the views of teachers

and counsellors differed sharply on what was meant by assistance in evaluating social needs. In either case, a possible area of role conflict was evident.

There tended to be agreement about the importance of evaluation of academic needs, although more administrators and counsellors felt that it was important than did teachers and students. What was significant was that all groups felt that the actual importance of this role was less than its ideal importance. Once again, expectancies in answering the questionnaire could have explained the observed differences.

Area XIII - Assisting Students in College Application (Questions 33, 34)

The four samples of administrators, teachers, students and counsellors generally were in agreement about the importance of the counsellor's role in assisting students in selecting colleges, with from 75 to 85 percent of all groups agreeing that it should be a very important counsellor function (Table 34). Fifty-eight percent of teachers and 49 percent of counsellors indicated that assisting students in completing application forms should have been a very important counsellor task. Seventy-four percent of administrators and 80 percent of students agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in assisting students in college

TABLE 34

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XIII

Area 13: Assisting Students in (33) Choosing Colleges (34) Completing
Application Forms

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(33)	84	56	74	64	80	75	78	53
(34)	74	51	58	49	80	74	49	58

* Percentages of each group indicating the task was ideally and actually very important.

application. Fifty-six percent of administrators and 53 percent of counsellors indicated that assisting students to choose colleges was a very important counsellor task. Seventy-five percent of students and 64 percent of teachers agreed with this view. Fifty-one percent of administrators, 49 percent of teachers and 58 percent of counsellors indicated that assisting students in completing application forms for admission to colleges and trade schools was a very important counsellor task. Seventy-four percent of students agreed.

Discussion

Assisting students in choosing colleges and completing application forms would seem to be a task that could have been performed by any member in the school. In general all groups, including the counsellor, felt that counsellors should have been involved in assisting students in choosing colleges more than they were. All groups except the counsellors felt this way about completing application forms. Counsellors felt that they were performing this task more than they should have been. This agreed with opinions of counsellors found in the review of literature.

It was noted that more students and principals than counsellors and teachers believed that assistance in filling out applications should have been an important

task. However, the fact that this is an administrative job which must be done supplied the administrator with a motive for looking to the counsellor for assistance. The student, as well, possibly viewed the task of making application more appropriate to a counsellor task since the counsellor might have been associated with the more general role of career and educational planning.

It will be noted later that the provision of vocational and academic information was considered as actually one of the most important jobs done by the counsellor in the school. Certainly, this would be more visible to teachers and students than many of the other tasks done by the counsellor. Since teachers and students have a closer physical relationship than other groups in the school, there may be a greater opportunity for teachers to be in a position for requests of this nature and so be more aware of such needs than administrators and perhaps counsellors also. This could be the reason why students and teachers viewed the counsellor role of helping in choosing a college to be more important than did administrators and counsellors. Perhaps some of the other important roles were less visible to teachers and students.

Area XIV - Discipline (Questions 35, 36)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of

TABLE 35

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XIV

Area 14: Involvement in Discipline (35) Personally (36) As a Guide to
Teachers and Administrators

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(35)	14	21	34	34	44	35	21	18
(36)	56	52	56	54	63	51	70	40

* Percentages of each group indicating the task was ideally and actually very important.

the counsellor's role in discipline (Table 35). Only 14 percent of administrators and 21 percent of counsellors indicated that disciplining students personally should be a very important counsellor task. Forty-four percent of students and 34 percent of teachers agreed with this view. Fifty-six percent of administrators and teachers indicated that counsellors should act only as a guide to teachers and administrators in the area of discipline. Sixty-three percent of students and 70 percent of counsellors agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in the disciplining of students. Twenty-one percent of administrators and 18 percent of counsellors indicated that disciplining students personally was a very important counsellor task. Approximately 35 percent of students and teachers agreed with this view. Fifty-two percent of administrators, 54 percent of teachers, and 51 percent of students indicated that guiding administration and teachers in student discipline was a very important counsellor task. Forty percent of counsellors agreed with this view.

Discussion

Student discipline is generally accepted as a necessity but the person responsible for discipline remains an area of contention. Apparently all groups in this study felt that counsellors should be involved more than they were as a guide to teachers and administrators in discipline. In general, all groups felt that counsellors should not be personally involved, although a significant minority of teachers believed that counsellors should be personally involved in discipline.

From the results it appears that counsellors were not actually involved personally in discipline to any great degree. The response to this question once again is interesting because of the agreement of the ideal and actual opinions of each group, while the opinions between administrators and counsellors and teachers and students were in disagreement. It would appear from the data that a significant minority of the latter two groups believed that the counsellor should be and actually is an agent of discipline in the schools.

Pursuing this idea, it could be that the counsellor referred obvious cases involving discipline to another authority if they came to his attention. This would still leave the impression that he was involved in discipline, especially since referral is likely to be regarded as personal involvement.

The idea that the counsellor should act as a guide in meting out discipline poses a distinctly different question. In this case, the data suggested that administrators and teachers believed that the counsellor was actually involved to the extent that he should be ideally. Counsellors and students tended to disagree. Not only did they in general opt for a higher level of counsellor involvement than the other two groups, but counsellors also felt that their actual involvement was quite a bit lower than administrators and teachers felt it was. Because student discipline can be considered as a developmental, rather than a punitive act, it would be natural for counsellors to seek involvement. The differences among the groups' perceptions of counsellor involvement, then, might be related to their perceptions of what is meant by a "guiding" role in discipline.

Area XV - Class Talks (Questions 37, 38, 39)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in speaking to classes on topics such as sex, religion, and drugs (Table 36). Sixty-two percent of teachers and 67 percent of counsellors indicated that giving class talks on sex should be a very important counsellor task. Seventy percent of administrators and 80 percent of students agreed with this view. Fifty-two

TABLE 36

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XV

Area 15: Class Talks on (37) Sex (38) Drugs (39) Religion

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(37)	70	30	62	32	80	60	67	22
(38)	70	38	52	40	80	71	63	40
(39)	50	18	34	25	45	35	31	13

* Percentages of each group indicating the task was ideally and actually very important.

percent of teachers and 63 percent of counsellors indicated that giving class talks on drugs should be a very important counsellor task. Seventy percent of administrators and 80 percent of students agreed with this view. Thirty-four percent of teachers and 31 percent of counsellors indicated that giving class talks on religion should be a very important counsellor task. Forty-five percent of students and 50 percent of administrators agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in giving class talks. Thirty-two percent of teachers, 30 percent of administrators, and 22 percent of counsellors indicated that giving class talks on sex was a very important counsellor task. Sixty percent of students agreed with this view. Forty percent of teachers and counsellors and 38 percent of administrators indicated that giving class talks on drugs was a very important counsellor task. Seventy-one percent of students agreed. Twenty-five percent of teachers and 35 percent of students indicated that giving class talks on religion was a very important counsellor task. Only 18 percent of administrators and 13 percent of counsellors agreed with this view.

Discussion

One of the functions that a counsellor could perform is giving class talks on sex, drugs, or religion. It

appeared that, in general, all groups felt that counsellors should be giving more class talks on sex and drugs than they actually were. This feeling was not expressed so strongly where religion was concerned. Actually, counsellors were placing less emphasis on religion, although the students perceived the counsellor to be doing more of this than he actually reported doing. It appears, then, that giving class talks on religion was considered as one of the least important counsellor tasks, both ideally and actually.

It should be noted that the students viewed talks on sex and drugs as being more important, ideally and actually, than did any of the other groups. This is again a case of a function which has a great deal of visibility if it is being done. This visibility could make it seem to be more important to the students than it was actually. The two topics are in areas that are very significant in the lives of the students and this could have influenced their opinion of the ideal importance of the functions in the higher direction.

Area XVI - Therapy (Questions 40, 41, 42)

The four samples of administrators, teachers, students and counsellors tended to agree on the importance of the counsellor's role in individual and group therapy and sensitizing therapy (Table 37). Approximately 81 to

TABLE 37

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XVI

Area 16: Giving (40) Individual Therapy (41) Group Therapy
(42) Sensitizing Therapy

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(40)	82	78	81	78	87	88	92	85
(41)	76	65	75	63	78	75	85	80
(42)	56	23	38	25	46	37	57	22

* Percentages of each group indicating the task was ideally and actually very important.

92 percent of all groups indicated that individual therapy should be a very important counsellor task. Approximately 76 percent of administrators and teachers and 78 percent of students indicated that group therapy should be a very important counsellor task while 85 percent of counsellors agreed with this view. Approximately 57 percent of administrators and counsellors indicated that sensitizing therapy should be a very important counsellor task. Thirty-eight percent of teachers and 46 percent of students agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in therapy. Seventy-eight percent of administrators and teachers indicated that individual therapy was actually very important. Eighty-five percent of counsellors and 88 percent of students agreed. Sixty-five percent of administrators and 63 percent of teachers indicated that group therapy was a very important counsellor task. Seventy-five percent of students and 80 percent of counsellors agreed with this view. Twenty-three percent of administrators, 25 percent of teachers, and 22 percent of counsellors indicated that sensitizing therapy was a very important counsellor task. Thirty-seven percent of students agreed.

Discussion

All groups seemed to feel that although individual and group therapy was being performed to a large extent by counsellors, it should be performed more than it was. It was also felt that although sensitization therapy should be a relatively important part of the counsellor's work it is actually relatively unimportant.

This question is very revealing about the perception of the role of the counsellor. If the question were asked -- what does a counsellor do? the answer would be -- he counsels! The respondents were quite certain on this point even though the questionnaire was quite non-specific about the nature or content of therapy. It is interesting, as well, that respondents failed to discriminate between the importance of group and individual therapy, even though local conditions could be expected to force such discrimination. In addition, many respondents felt that sensitization therapy should also be an important counsellor role despite the ambiguity of the word "sensitization". The response suggests that the counsellor was expected to establish important human relationships, and the data further suggest that for the most part, he was doing just that.

Area XVII - Arranging Student Living Accommodation (Question 43)

The four samples of administrators, teachers, students and counsellors appeared to agree on the importance of the counsellor's role in arranging living accommodation for students (Table 38). From 26 to 30 percent of all groups indicated that this should be a very important counsellor task.

These same groups tended to agree about the actual importance of the counsellor role of arranging for living accommodation for students. Twelve to eighteen percent of all the groups felt that it was a very important task.

Discussion

Arranging living accommodation for students is, in general, a task that could be performed by any of the school personnel. The reports suggested that counsellors have performed this task, if at all, as an unimportant adjunct to their regular work.

The question itself is open to interpretation. Students needing living accommodation who are referred to a counsellor would represent a serious problem, and it is difficult to imagine a counsellor who would not try to help, even if only to refer the student to another agency. The response of all groups to this question might reflect their impressions of the frequency of this type of problem arising

TABLE 38

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XVII

Area 17: Arranging (43) Student Living Accommodation

Tasks	Administrators*		Teachers*		Students*		Counsellors*	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(43)	26	16	30	20	26	12	27	18

* Percentages of each group indicating the task was ideally and actually very important.

in the schools.

Area XVIII - Arranging In-Service Training Programs

(Questions 44, 45, 46)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in arranging in-service training programs (Table 39). Forty-four percent of administrators, 42 percent of counsellors, 38 percent of students, and 34 percent of teachers indicated that arranging in-service training programs for administrators and teachers should be a very important counsellor task. Thirty-six percent of teachers and 31 percent of counsellors indicated that arranging special area courses should be a very important counsellor task. Forty percent of administrators and 49 percent of students agreed. Approximately 38 percent of administrators, teachers and counsellors and 40 percent of students indicated that arranging seminars for all administrative and teaching staff should be a very important counsellor task.

These same groups disagreed on the actual importance of the counsellor role in arranging in-service training. Seven percent of teachers and 4 percent of counsellors indicated that arranging in-service training programs for teachers was a very important counsellor task. Twenty-three percent of students and twenty-one percent of administrators agreed with this view. Approximately 19

TABLE 39

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XVIII

Area 18: Arranging (44) In-Service Training (45) Special Area Courses
(46) Seminars

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(44)	44	21	34	07	38	23	42	04
(45)	40	19	36	18	49	34	31	22
(46)	38	19	38	13	40	20	38	12

* Percentages of each group indicating the task was ideally and actually very important.

percent of administrators and teachers and 22 percent of counsellors indicated that arranging special area courses was a very important counsellor task. Thirty-four percent of students agreed with this view. Approximately 20 percent of administrators and students indicated that arranging seminars for all administrators and teaching staff was a very important counsellor task. Approximately 13 percent of teachers and counsellors agreed with this view.

Discussion

A strong minority of all the groups felt that arranging in-service programs should be a very important counsellor task, and they felt that such a task should be performed by the counsellor more than it actually was. The reports suggested that actually the counsellor was hardly ever involved in this task. They seemed to be involved to a greater degree in arranging seminars and special area courses than in in-service training.

Responses to the individual questions in the area of in-service training suggested a degree of discrimination between various roles involved, especially where actual opinions were concerned. It was felt by the writer that a lack of clarity between in-service training, special area courses and seminars may have been a variable that prevented a wider discrepancy among groups and especially students. It was assumed that they have less occasion than counsellors, administrators and teachers to be involved.

There tended to be agreement among the groups on the level of importance of the roles ideally and groups agreed about the actual level of involvement. Teachers and counsellors actually saw the three tasks as being much less important than did administrators and students. It is interesting to note that although it was assumed by the writer that students had less knowledge than other groups about the roles, students actually reported seeing the counsellor more involved. It appears that the interpretation of such a function varies among groups.

Area XIX - Counselling Family Problems (Questions 47, 48, 49)

The four samples of administrators, teachers, students and counsellors disagreed on the importance of the counsellor's role in counselling students with problems caused by the home environment (Table 40). Approximately 82 percent of administrators and counsellors and 78 percent of teachers indicated that counselling students with problems caused by family illness or death should be a very important counsellor task. Seventy-two percent of administrators, 68 percent of teachers, and 62 percent of students indicated that counselling students with problems caused by parental separation should be a very important counsellor task. Eighty-five percent of counsellors agreed. Sixty-eight percent of teachers and 62 percent of students indicated

TABLE 40

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XIX

Area 19: Counselling Students With Problems Due to (47) Family Illness
 (48) Parental Separation (49) Parental Fighting

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(47)	82	51	78	61	59	56	81	63
(48)	72	47	68	59	62	50	85	58
(49)	74	43	68	58	64	54	85	63

* Percentages of each group indicating the task was ideally and actually very important.

that counselling students with problems caused by parental quarrelling and fighting should be a very important counsellor task. Seventy-four percent of administrators and 85 percent of counsellors agreed with this view.

These same groups disagreed only slightly on the actual importance of the counsellor's role in counselling students with problems caused by the home environment. Fifty-one percent of administrators and 56 percent of students indicated that counselling students with problems caused by family illness or death was a very important counsellor task. Approximately 60 percent of teachers and counsellors agreed. Fifty percent of students and 47 percent of administrators indicated that counselling students with problems caused by parental separation was a very important counsellor task. Approximately fifty-nine percent of counsellors and teachers agreed with this view. Forty-three percent of administrators, 54 percent of students, and 58 percent of teachers indicated that counselling students with problems caused by parental fighting and quarrelling was a very important counsellor task. Sixty-three percent of counsellors agreed with this view.

Discussion

A number of student problems can evolve in the home. Parental conflict and separation or deaths in the family cause emotional difficulties which could have a possible

effect on the student's performance and behaviour at school. It appeared that groups in the school did appreciate the significance of such problems, for they reported that counsellors should be involved with the counselling of such students more than they were. The results also show that counsellors were involving themselves a great deal in this area.

There appeared to be a great deal of agreement, in comparison with other areas, among the groups concerning the degree of importance of the counsellor's actual role in counselling students with problems that originate in the home. Expectations of counsellors in this area were higher than those actually perceived and the expectations of counsellors were the lightest. Students' expectations were the lowest among all the groups. The low level of expectancy by students may have been due to misunderstanding or misinterpretation of the questions. For example, some students may have perceived the question as asking about the counsellor's direct relationship with the home while others may have considered the home only as the source of the problem and the school the place where counselling such students would take place. If the former is true, then there may have been a tendency for students to consider the protection of their privacy while completing the questionnaires. The question should have been clarified more than it was although no comment was received by the writer to

this effect.

Another interesting fact was that counsellors themselves suggested that they should be involved in this task more than they were. This might indicate lack of available referral resources.

Area XX - Providing Information (Questions 50, 51, 52)

The four samples of administrators, teachers, students and counsellors were very much in agreement on the importance of the counsellor's role in providing information to students (Table 41). Eighty percent of teachers, 82 percent of students, and 76 percent of counsellors indicated that providing information on academic opportunities should be a very important counsellor task. Sixty-nine percent of administrators agreed with this view.

Approximately 83 percent of students and teachers indicated that providing information on vocational opportunities should be a very important counsellor task. Approximately 77 percent of counsellors and administrators agreed with this view. Sixty-six percent of administrators, 61 percent of teachers, and 63 percent of counsellors indicated that providing information on social opportunities should be a very important counsellor task. Seventy-two percent of students agreed with this view.

These same groups disagreed on the actual importance of the counsellor's role in providing information

TABLE 41

COMPARISON OF IDEAL AND ACTUAL INTERGROUP PERCENTAGES ABOUT THE TASKS IN AREA XX

Area 20: Providing Information About (50) Academic Opportunities
 (51) Vocational Opportunities (52) Social Opportunities

Tasks	<u>Administrators*</u>		<u>Teachers*</u>		<u>Students*</u>		<u>Counsellors*</u>	
	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual
(50)	84	69	87	80	88	82	84	76
(51)	84	76	87	82	88	83	81	77
(52)	76	66	77	61	81	72	88	63

* Percentages of each group indicating the task was ideally and actually very important.

to students. Sixty-nine percent of administrators and 76 percent of counsellors indicated that providing students with information on academic opportunities was a very important counsellor task. Eighty-two percent of students and 80 percent of teachers agreed with this view.

Approximately 77 percent of administrators and counsellors indicated that providing students with information on vocational opportunities was a very important counsellor task. Eighty percent of teachers and 82 percent of students agreed with this view. Sixty-one percent of teachers and 63 percent of counsellors indicated that providing students with information on social opportunities was a very important counsellor task. Sixty-six percent of administrators and 72 percent of students agreed with this view.

Discussion

There are three major areas of information -- academic, vocational, and social. There was a consensus among groups that these three areas should have been considered by the counsellor as very important, and therefore, information about them should have been made available by the counsellor. The reports suggested that counsellors actually were involved heavily in these tasks.

On the basis of these results, it appeared that all groups expected the counsellor to be heavily involved

with the provision of academic and vocational information and not so much with information on social opportunities. Such opinions could be influenced by the increasing unemployment rate in Newfoundland. People responsible for the future of the student and the students themselves may be becoming more concerned with preparation for employment and as a result are placing less emphasis on the social preparation.

III. Summary

This chapter attempted to analyze and interpret the data, and then, wherever appropriate, discuss the findings. Group percentages and median differences of ideal and actual opinions were compared for the fifty-two tasks listed. Significant differences were found about a majority of these tasks by the use of the chi square. However, since it was felt by the investigator that any difference of opinion among or between groups whether large or small was worthy of comment, all tasks were included and considered individually.

The analysis of data showed that discrepancies between the ideal perceptions and actual observations of the four groups surveyed extended to the extreme ends of the scale in a number of cases, while in other cases the discrepancies were not so great. Intergroup percentages

regarding the importance of various tasks varied as much as 40 percent.

Conclusions will be drawn in Chapter V, along with their implications and recommendations.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

The purpose of this chapter is to present the conclusions drawn as a result of the analysis in the previous chapter, to discuss these conclusions and to make recommendations for further study and action.

I. Conclusions

Hypotheses 1-4. Hypotheses one to four stated that there would be differences between the ideal opinions and actual perception of counsellor roles by the four groups of administrators, counsellors, students and teachers. The data supported all of these hypotheses, although fewer differences were noted for students. The ideal perception scores about many counsellor roles were higher than the actual observation scores among all groups.

Some of the more notable differences are summarized below:

Counsellors, in general, indicated differences between their ideal and actual opinions in the areas of field trips, student placement, follow-up, guiding teachers and administrators in discipline problems, class talks, and in-service training. In general, they felt that they were

not as involved in these areas as they should have been, although they did feel that they were rather more involved in religious education than they should have been.

Teachers, in general, indicated differences between their ideal and actual opinions in the areas of field trips, follow-up, assisting in student activities, mediation, interpretation of test results, class talks, and in-service training. They felt that counsellors should have been more involved in these areas than they actually were.

While students felt that there were several minor differences between the ideal and actual roles of counsellors, the only area where a major difference was noted was in the area of field trips. Students felt that counsellors were not as involved with this area as they should have been.

According to the administrators, there were several important areas of differences. They, too, pointed to the areas of field trips, follow-up, assisting in student activities, mediation, evaluation of student needs, class talks, in-service training and counselling students with problems caused by the family. Administrators felt that counsellors were not as involved in these areas as they should have been.

In summary, the agreement expressed between the ideal and actual opinions was more pronounced among students, but the other three groups held differing ideal and actual

opinions in several areas. All four groups felt that counsellors were not as involved in field trips as they should have been. The three groups of professionals held differing opinions about follow-up, in-service training and class talks.

Counsellors held higher ideal than actual opinions about their role in guiding teachers and administrators in discipline problems, even though the other groups, in general, did not. Both teachers and administrators wanted more assistance from counsellors in student activities and mediation, an opinion not shared by counsellors themselves. Teachers were alone in wanting to see more test interpretation while administrators expected more evaluation of student needs and counselling of students with problems caused by families.

Hypotheses 5 and 6. As indicated by a chi square test of significance, almost all of the twenty areas showed significant differences among the opinions of the four groups. While many differences were statistically significant, a comparison of proportions in the various response categories showed many of the differences to be of little importance. Some of the more important areas of difference were as follows:

(1) Students and counsellors indicated that field trips were more important than did teachers and administrators.

The role of evaluating guidance programs was also at issue, with administrators and teachers believing that they were less involved with the counsellor in this than they should have been. They also felt that counsellors should have been more involved in vocational guidance than did the counsellors.

(2) Counsellors did not regard the maintenance of general files to be as important a role as did the teachers and administrators. Administrators felt that counsellors should have been more heavily involved in committee work and student extra-curricular activity than did counsellors.

(3) Students and counsellors believed more strongly than administrators and teachers that mediation in student-school disputes should be a very important counsellor function. Students and principals felt that assisting students in applying to college was more important than did teachers and counsellors.

(4) An interesting finding was that students felt that the evaluation of their social needs was a less important task than did all the other groups. They also regarded class talks on sex and drugs to be a more important task than did the other groups, and more important than talks on religion.

(5) Counsellors and teachers felt that there was much less involvement by counsellors in in-service training than did administrators and students.

II. Discussion and Implications

In Chapter IV there was considerable discussion about specific findings. The more general findings were presented in the previous section of this chapter.

Effects of Expectancy.

One trend which was noticeable was that in quite a few of the tasks, respondents to the questionnaire tended to rate a particular role as being ideally more important than it was actually seen to be in their school. Most of the roles on the questionnaire were roles which were socially desirable; that is, few people would suggest that they should not be done. In addition, some of the roles, such as the evaluation role, had professional expectancies implied as well. Very few of the roles were of the type which a teacher, student or principal would consider to be his own, so that most of those groups, while agreeing that a role was a desirable one, would not expect themselves to be engaged in that function.

Under these circumstances, it was not surprising to note the high importance ideally attributed to any of the roles for the counsellor. The needs were recognized, and someone in the schools should have been meeting them. They sound like something a counsellor should, or could, do and since it is important that the role be filled, let the

counsellor do it. While individuals will differ on the ideal importance of any of the tasks, the data indicated that a generally high degree of support would be available for most of the fifty-two functions on the questionnaire.

Priorities for Counsellor Roles.

The data consistently revealed, with only one exception, that when a difference did exist between the ideal and actual levels of importance of a particular task, the task was seen as not being as important in actuality as it should have been ideally. One explanation for this might simply have been a tendency for raters to mark higher on the ideal than the actual rating. A second explanation for this finding might have been in the level of services available. Resources were perhaps inadequate to meet the high level of expectancy implied in the ideal ratings. Differences in priorities set by the various schools could account, in part, for the discrepancies in the ideal and actual ratings.

Role Conflict and Priorities

One very important implication of the findings, then, was the possibility that much of the conflict reported between counsellors and other professionals could have arisen from the priorities set for the use of the counsellor's time and not from differences of opinion concerning his ideal function in the school. Given adequate

resources, counsellors would possibly find considerable support for most of the roles on the questionnaire. Lacking those resources, a process of setting priorities must be set such that the various concerned persons are satisfied. Failure to reach consensus on priorities may well lead to role conflict. A review of the differences noted among the groups might give some idea of priorities held by the groups.

Role Conflict.

The deficiencies in the data noted in Chapter III and the decision-making procedures which resulted yielded several areas where differences were noted between the ideal and actual ratings of counsellor roles. As was observed in the preceding paragraph, the level of the ratings for the various groups did not give too much insight into role conflict itself, although it might have given some information on the nature of priorities for each group. Because each respondent had his own frame of reference, the individual meanings of a rating would probably vary. Two raters who marked a question in the "very important" block could have meant something quite different. For this reason, it was necessary to look for differences between ideal and actual ratings. Regardless of the meaning attached to ratings, one can assume that if the actual and ideal ratings were similar for a respondent, he was unlikely to

have misgivings about that particular aspect of the school guidance program.

If, on the other hand, ratings were different, conflict could have arisen. By comparing the differences between ideal and actual ratings for each group, the locus of role conflict could be identified.

It can be seen that in one area, field trips, all the groups agreed that the role was ideally more important than it seemed to be in actuality. It can also be seen that all groups gave the role very high ideal ratings, suggesting that this should be a priority role. Counsellors, in general, should have tried to plan more of this type of guidance activity.

Several other areas were shown to be rated similarly by all three professional groups. Again, the three groups agreed that more importance could be given to the tasks, but perhaps disagreed on priorities. Thus, in a given school, some agreement should have been possible on the counsellor's role in class talks, follow-up and in-service training.

Counsellors indicated that their guiding role in student discipline was ideally more important than it actually was. All the other groups, however, agreed on the ideal and actual level of importance of this task, suggesting that they were quite satisfied with the role the

counsellor was playing in their school. This indicated one area of possible role conflict, much of which depended on just how the various respondents interpreted the role of the counsellor in discipline.

Administrators felt that counsellors should have been engaged more in the evaluation of students' needs than they actually were, while teachers felt the same about test interpretation. Counsellors, however, felt that as much actual importance was given to these roles as was ideally necessary.

The different interpretation of the counsellor's role expressed in the above areas could possibly be explained by the very nature of the counsellor's training. A client-centered approach to counselling prefers a non-evaluative attitude toward the students.

III. Recommendations

Priorities

This research indicated the possibility that the setting of priorities for a counsellor's work could be an important source of conflict. A broadly based mechanism for deciding on counsellor role, perhaps a guidance committee, and a method for communicating counsellor role to concerned individuals should ameliorate this problem.

Follow-Up.

Teachers, administrators and counsellors all indicated that follow-up was ideally more important than they found it to be in practice. In view of the critical importance of feedback in educational programs, follow-up activities should be given more time by counsellors.

Field Trips.

All groups studied agreed that student field trips should be a more important counsellor function than they actually found it to be. Accordingly, counsellors should devote more of their time to this activity.

Parents.

Parents comprise a very important component of the educational community. As such, their views concerning counsellor role should be sought in further research.

Counsellor Education.

The findings of this, and other related research, should be considered in developing programs of preparation for school counsellors.

APPENDIX A

WHAT COUNSELLORS SHOULD DO

	1	2	3	4	5
1. Take students on field trips for the purpose of visiting:					
(a) trade and technical schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) other high schools and universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) areas of commerce and industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Should counsellors develop and evaluate counselling and guidance programs:					
(a) on his own responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) together with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) together with a committee of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Should counsellors arrange referrals for students with:					
(a) emotional problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) medical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Should counsellors screen students and place them in:					
(a) vocational settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) social groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) matriculation and non-matriculation courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
5. Should counsellors follow-up and maintain records of:					
(a) drop-outs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students should be directed to the counsellor's office by:					
(a) order of the counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) referral by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) decision of student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Should counsellors maintain students':					
(a) files pertaining to a student's personal character (intelligence & personality test scores).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) general information gathered from day to day about general character (how often he fights, cheats in class, misses class, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Should counsellors serve on:					
(a) curriculum committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) parent, teacher association (PTA) committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Should counsellors assist students in:					
(a) student union activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) student orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Should counsellors act as middlemen in student-administration:					
(a) decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
11. Should counsellors discuss results of IQ aptitude, interest tests and class marks with:					
(a) students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Should counsellors assist teachers in evaluating students' needs:					
(a) socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) morally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Should counsellors assist students in:					
(a) choosing colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) completing application forms for admission to trade schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Should counsellors be involved in the discipline of students:					
(a) personally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) as a guide to teacher and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Should counsellors give class talks on:					
(a) sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Should counsellors give:					
(a) individual therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) group therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) sensitizing therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
17. Should counsellors arrange living accommodation for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Should counsellors arrange:					
(a) teacher in-service training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) special area courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) seminars for all administrative and teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Should counsellors counsel students over difficult periods such as:					
(a) family illness (death of parent or relative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) separation (parental separation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) conflict (fights between parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Should counsellors make and have available information about:					
(a) academic opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) vocational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) social opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

WHAT COUNSELLORS DO

	1	2	3	4	5
1. Take students on field trips for the purpose of visiting:					
(a) trade and technical schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) other high schools and universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) areas of commerce and industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do counsellors develop and evaluate counselling and guidance programs:					
(a) on his own responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) together with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) together with a committee of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do counsellors arrange referrals for students with					
(a) emotional problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) medical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do counsellors screen students and place them in:					
(a) vocational settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) social groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) matriculation and non-matriculation courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
5. Do counsellors follow-up and maintain records of:					
(a) drop-outs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students are directed to the counsellor's office by:					
(a) order of the counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) referral by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) decision of student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do counsellors maintain students':					
(a) files pertaining to a student's personal character (intelligence & personality test scores)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) general information gathered from day to day about general character (how often he fights, cheats in class, misses class, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do counsellors serve on:					
(a) curriculum committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) parent, teacher association (PTA) committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do counsellors assist students in:					
(a) student union activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) student orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do counsellors act as middlemen in student-administration:					
(a) decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
11. Do counsellors discuss results of IQ aptitude, interest tests and class marks with:					
(a) students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do counsellors assist teachers in evaluating students' needs:					
(a) socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) morally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do counsellors assist students in:					
(a) choosing colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) completing application forms for admission to trade schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do counsellors get involved in the discipline of students:					
(a) personally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) as a guide to teacher and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do counsellors give class talks on:					
(a) sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do counsellors give:					
(a) individual therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) group therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) sensitizing therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
17. Do counsellors arrange living accommodation for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do counsellors arrange:					
(a) teacher in-service training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) special area courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) seminars for all administrative and teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do counsellors counsel students over difficult periods such as:					
(a) family illness (death of parent or relative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) separation (parental separation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) conflict (fights between parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do counsellors make and have available information about:					
(a) academic opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) vocational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) social opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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