A STUDY OF COUNSELLOR FUNCTIONS IN NEWFOUNDLAND AND LABRADOR

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A STUDY OF COUNSELLOR FUNCTIONS IN NEWFOUNDLAND AND LABRADOR

BY

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ABSTRACT

The purpose of this study was to determine the degree of congruence between actual and preferred counselling functions as perceived by school counsellors in Newfoundland and Labrador and its relationship to: counsellors' perceived role determining influence, counsellors' self assessed competency, and characteristics of the counsellors' work setting. Concern has been expressed by counsellors and educators who perceive a dissonance between what counsellors actually do in their existing work settings and what they would prefer to do. Some understanding of this situation in Newfoundland and Labrador was sought through this study.

A questionnaire was constructed to obtain the necessary data for the study. In Part A of the four part questionnaire, data was sought on personal and professional information and on work setting characteristics. Part B presented a list of 18 randomly distributed counsellor functions and descriptions for each. Then, in each of two subsections (actual functions and preferred functions), counsellors were requested to indicate their choice of functions and to rate the importance of each chosen function, actual and preferred. Part C requested counsellors to select one of five statements which best represented their role determining influence in their work settings. Finally, in Part D, counsellors were asked to report their perceived proficiency for the competency

described in each of 152 competency statements. Ninety-four counsellors returned the questionnaires, a 95% response rate.

The key findings are: there are fewer counsellors than recommended by counsellor associations; the educational level where counsellors work is related to what functions counsellors regard as important; there is a fairly high level of congruence for half of the functions when counsellors' choice of actual and preferred functions are compared, there being varying and lower levels of congruence for the remaining functions; counsellors report a high level of influence in defining their roles; counsellors have assessed themselves in the mid-range of competency level; there is a complex inter-relationship between counsellor competency and the functions they perform; a weak association exists between work setting characteristics and counsellors functions. Overall, despite some obvious dissonance, there is a moderate level of congruence between what counsellors actually do and what they prefer to do.

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CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of this study was to determine the degree of congruence between actual and preferred counselling functions as perceived by school counsellors in Newfoundland and Labrador and its relationship to the following independent variables:

1. The counsellors' perceived role determining influence.
2. The counsellors' rating of their perceived counselling competencies.
3. Selected indices of the counsellors' work setting.

Rationale and Significance

Concern for demonstrating and improving the effectiveness of school counsellors has accelerated in the last ten years (Shertzer & Stone, 1981); and accountability and evaluation have become increasingly prominent issues. Concerns have been expressed as well about appropriate counsellor functions, role definition, competency, and related school factors. (Bedal, 1979; Brown, 1980, Eberlein, 1981; Furlong, Atkinson & Janoff, 1979; Jevne, 1981; Walsh,

1978). Current debate has focused on how best to determine the effectiveness of school counsellors, the appropriate model for training new counsellors, and the provision of upgrading strategies for established personnel. Basic to pursuing these counselling concerns is the need for a clearer understanding of the functions presently being implemented by school counsellors.

Among those who have addressed school counselling issues, Perry (1977) detected concerns about the variations in counselling functions and counsellor workloads between schools. Also, he noted the lack of time available for one-to-one counselling, deficiency in programs, and the absence of comprehensive and meaningful job descriptions. The accountability trend was a concern for Buckner (1975), in the context of carrying out counsellor activities. Dissonance about the role and function of counsellors as perceived by counsellors themselves, and by teachers, parents, students, administrators, and counsellor educators has precipitated calls for reform in counselling programs.

> This incompatibility of function and assignment suggests that a reevaluation and realignment of objectives and functions should be made so that the goals of counselling and the expectations of those served can be more compatible. Accomplishing this should permit counselors to perform their roles more effectively and to help others to better understand and use their skills (Buckner, 1975, p. 187).

Buckner further suggested that counsellors and administrators participate in a more precise delineation of counsellor role

and function.

Although John Allan (1976) has found substantial agreement on various aspects of role and function among educational personnel, there has been evident disagreement on these to a very great extent. With new functions arising to meet changing needs, more disagreement can be anticipated. How should the counsellor allocate time, resources, and skills? Counsellor orientation is slowly changing from one-to-one remedial counselling to developmental guidance and counselling, change agentry, and consultation (Bedal, 1979; Furlong, Atkinson, & Janoff, 1979; Merchant & Zingle, 1977). Advocates of developmental counselling models place their emphases on the proactive-preventative aspects of guidance and counselling (Gadsby, 1980; Gazda, 1978; Mosher & Sprinthall, 1970).

Gadsby's (1980) developmental model exemplifies the difficulties involved when counsellors are faced with deciding on implementation of traditional and contemporary counsellor functions. Consistent with his advocacy of a developmental approach he raised the following series of questions in referring to a "hidden curriculum," defined as "educating students' attitudes, self-concepts and values" (p. 24):

> What role do counsellors play in the hidden curriculum and how do they influence the education of students in these areas? How can counsellors educate students in the areas of critical thinking, inquiry skills and self-development within the present boundaries of their services? (p. 24)

It is still unclear as to how the more traditional guidance orientation will be integrated or changed to accommodate a developmental service model, or what its impact will be on the professional activities of school counsellors.

Various studies on actual and preferred counselling functions of school counsellors have demonstrated varying degrees of congruence, depending on the type and extent of functions under study (Brown, 1974; Furlong, Atkinson & Janoff, 1979; Walsh, 1978). Generally, they have indicated significant congruence on individual counselling but incongruence on such functions as pupil appraisal, referral, and change agentry. Among the many variables that influence the counsellors' choice of functions there seem to be at least three basic ones: how counsellors perceive their role determining influence appears to be important (Shertzer & Stone, 1980, 1981); second, counsellors' own perceived competence may suggest a certain ordering of functions. In this regard, Jevne (1981) has suggested a link between competency acquisition and choice of function. Third, the exigencies of the work setting (i.e. counsellor-client ratio, ease of access of referral sources and others) may be determinants of function priority. A comprehensive examination of the relationship of these variables to the congruence or divergence between actual and preferred functions of school counsellors may provide new and valuable insight into some specific factors which are influential in this long-standing difference between what counsellors actually do and what

they prefer to do.

How counsellors define their role, as well as their ability to influence the role perception of significant others in the work setting, is an important issue, since there can be a substantial relationship of role definition to choice of counsellor function. For example, Brown (1980) indicated significant disagreement between clients and counsellors, and between administrators and counsellors on counsellor role. Hassard and Costar (1977) found a significant difference between "the perceptions of ideal counsellor role held by principals and counsellors" (p. 199). In determining and negotiating counsellor role, these authors report that "principals held greater sanctions and thus tended to exert greater influence than counsellors in the power structure" (p. 199).

A key question arises. To what extent do counsellors have the capacity and the necessary competency to influence their role definition? Subject to the expectations of teachers, administrators, students and parents, counsellors possess their own role conception, expectations, personality traits and experiential background. All of these factors, combined with competency level and work setting demands, produce specific role expectations and role behaviors.

Not only must counsellors deal with conflict over role definition, but they must co-exist with colleagues and others in the school's social system. Kehas (1975) has put counsellor role into perspective:

> No role in any institution stands alone. Every role is part of a network of interdependent, interlocking, interrelated, and mutually-defining roles. There is, in effect, a system of roles within each institution. The role of the counselor is not immune to that theoretical formulation. Simply said, no school counselor works in isolation. Yet this need not be said to any practicing counselor if he but reflects a moment on the many diverse and often conflicting expectations which various publics have of him. (p. 47)

Counsellors who perceive themselves as having little power or capacity to influence what they do may not be able to carry out functions they prefer. In other words, the degree of congruence between what counsellors do and what they prefer to do may be related to their perceived influence in role definition.

Another variable which can influence choice of counsellor functions is counsellors' mastery of competencies to enable delivery of such services. To meet the needs of clients in the school's social system, Fitzsimmons and Bayers (1977) concluded that counsellor trainees must be taught a diversity of competencies. Additionally, these authors have indicated that,

> ... practitioners in the field must come to expect a certain dissonance in the views held by those they meet in their day-to-day work. The counsellors' base of skills must be broad enough to encompass all of these varying expectations. (p. 10)

Counsellors must be seen by colleagues and clients as having the required competencies to carry out their roles. Additionally, counsellors should be able to recognize their strengths and weaknesses accurately. How they perceive

their competence to perform both traditional and contemporary functions may, in large measure, influence the functions implemented and the priority assigned them.

A variety of initiatives has been underway during the last decade to implement competency-based training programs (Fitzsimmons & Bayers, 1977; Jevne, 1981; Shertzer & Stone, 1980). The concept of counsellor competencies has been discussed in the context of accountability, evaluation and certification. As well, a variety of counsellor education models have been proposed to achieve greater precision in counsellor training programs (Bernstein & Lecomte, 1976; Shoemaker & Splitter, 1976; Sunbury & Cochran, 1980). The Stanford University training model is one of the pioneer competency-based models. It asserts that effective counselling is dependent upon the acquisition of specific knowledge, skills and behaviors (Hendricks, Ferguson & Thoresen, 1973).

There is a recognition that in order for counsellors to successfully implement the increasing variety of functions being assigned to their guidance and counselling roles, it is essential that they acquire the relevant competencies. The proliferation of competency-based counsellor education programs (or at least competency components), as well as recent studies designed to more precisely identify a profile of relevant counsellor competencies, reflects this awareness.

Compilations of competencies seen as required by counsellors have been carried out recently (Cogan & Noble, 1979; Fitzsimmons & Bayers, 1977; Jevne, 1981; Menne, 1975).

Nevertheless, Cogan and Noble (1979) have indicated the need for further research on competencies. "We need to examine the relationship between the theory of human behavior and counsellor competencies" (Cogan & Noble, p. 125). It may be that the dissonance between what counseliors do and what they and others prefer they do, may, in some measure, be a consequence of a lack of acquired skills and knowledge to effectively perform counselling functions. In referring to one of these functions, consultation, Carr (1981) has provided one possible answer why counsellors may not implement such a function:

> Counsellors, then, desirous of learning school consultation skills must remain perplexed as to how to implement a role for which they have received no training ... (p. 84)

Few counsellor education programs in Canada provide such training.

In a recent study, a relationship has been drawn between competence and counsellors' choice of functions (Jevne, 1981).

> Competency-based programs specify the basic role functions of the counsellor and the competencies (specific knowledge and skill) required for those role functions. (p. 58)

The inference is that some functions may have a low priority, some may be ineffectual and others may not be implemented at all when competence is limited.

In recent competency studies there has been a lack of

agreement and consistency "as to how competency statements should be categorized" (Marks, Kahn, & Tolsma, 1981, p. 80). They have been grouped into categories such as various functions, self-awareness and ethical conduct. When researching functions of counsellors in the field, it may be more useful to relate competency statements to functions. Ultimately, the question which arises is to what extent is the degree of congruence between what counsellors do and prefer to do related to their perception of their competence to perform the range of guidance and counselling services?

Choice of counsellor function, in addition to having a possible relationship with competency level, may also be influenced by various work setting demands and characteristics. Some characteristics of counsellors' working environment may be real determiners of counsellor functions. Jeffares and Peters (1974) have stated:

> Although the counsellor's role includes a great number of functions, limitations on his time and the special needs of particular schools prevent the counsellor from devoting an equal amount of time to each function. (p. 12)

Furlong (1980), although referring substantially to the rural setting, has indicated that in any counsellor setting, choice of functions is quite dependent on an accurate assessment of the school and locale.

> Counsellors must learn to assess the situation, to adjust their expectations to the reality they see, and do what they can to help their students within the context that is given them. Counsellors must look at the situation and then at themselves and say, "What can I do?", "Where do I begin"? (p. 43)

A rural environment, a high counsellor-student ratio, and a high school clientele forces a choice of functions in recognition of limitations, opportunities, counsellor skills and client needs. Circumstances, on the other hand, characteristic of an urban environment might suggest a different choice of counsellor functions.

There are a considerable number of circumstances and work setting demands which may have a determinant effect on function choice. For this study, a limited selection of such characteristics was chosen, including client population (size and grade level), environmental factors (extent of territory served, available community services and resources for referral and liaison purposes, number of schools served), and additional duties performed by the counsellor (administrative, supervisory, teaching).

While the selection of work setting characteristics (indices) is arbitrary and limited, it does include a variety of factors which serve to reflect the differences in counsellor work settings. An examination of the findings should provide some indication of the status and scope of guidance and counselling programs in the province. More than this, however, it was hoped the data generated would indicate any demonstrable difference between actual and preferred functions in various work settings. Specifically, is there any relationship between the degree of congruence of actual and preferred functions and the nature of the counsellors' work settings?

With the increasing allocation of counselling positions in Newfoundland and Labrador, real and expected socio-economic change in the province, and the anticipated watershed of client needs created by the implementation of the Revised High School Curriculum, a survey of counsellors' choice of functions, in the context of role definition, competence, and work setting, is warranted. Accompanying the benefits of increased self-awareness of their past and current counselling performance and, possibly, motivating realignment of individual counsellor roles, counsellors can profit from this study, for it requires self-assessment. As Fraser, Nutter and Steinbrecher (1974) have indicated:

> The practitioner is one of the best resources for guidelines necessary for specific skills and training. However, before demands can be made and input offered, counselors must re-evaluate their own competencies. They must be accountable to themselves and their colleagues. (p. 124)

Obtaining counsellors' perceptions on their role, and understanding the factors which may contribute to the congruence or divergence between what counsellors do and what they feel they should be doing, is a start toward greater comprehension of current issues by counsellor educators, other decision makers, clients and counsellors themselves.

In summary, this study attempted to assess the potential influence of the three variables - role determining influence, competency level, and work setting indices - on counsellors' choice of functions. This investigation was designed to

promote a more critical evaluation of school guidance and counselling programs, demonstrate the need for training counsellors to acquire competencies required for implementing various functions, provide more understanding of the impact of particular work setting demands, and present the view and knowledge of key players in the guidance and counselling process.

Research Questions

Answers to the following questions were sought:

1. What is the degree of congruence between actual and preferred counselling functions as perceived by school counsellors in Newfoundland and Labrador?
2. What is the relationship between the degree of congruence between actual and preferred functions as perceived by counsellors, and their perceived capacity to influence role definition in the work setting?
3. What is the relationship between the degree of congruence between actual and preferred functions as perceived by counsellors, and the counsellors' self-assessment of function-related competencies?
4. What is the relationship between the degree of congruence between actual and preferred functions as perceived by counsellors and selected indices of

the counsellors' work setting (i.e. client population, environmental factors, and additional duties)?

Definition of Terms

For the purpose of this study, these terms will be defined as follows:

Function - An activity or service, or series of services carried out by a counsellor (e.g. psycho-educational assessment).

Actual Function - Those functions reported by the counsellor as presently being performed by him/her.

Preferred Function - Those functions which counsellors would prefer to implement (the ideal choice).

Counsellor - An individual engaged in guidance and counselling, either full or part time, hired by a school board, and identified as such by the Department of Education. This definition also includes educational psychologist since there has been no clear delineation of role, in practice, as distinct from counsellor.

Counsellor Role - What a counsellor does in terms of performance and behavior in response to his own expectations and those of others, all within the context of his position in the social structure (i.e. school/district).

Role Determining Influence - The amount of power that a counsellor possesses in defining what he does in his

position in the school/district as perceived by him/her.

Counselling Competency - Knowledge or skill possessed by a counsellor which enables him/her to conduct his/her functions and realize desired outcomes.

Work Setting Indices - Those features which manifest or indicate characteristics of the work setting.

Limitations

Since this study is based on the respondents' (counsellors') perceptions of their role determining influence, competencies and actual and preferred functions, there is a reliance on the ability of the respondents to candidly and reliably assess themselves and their work environment on these dimensions. Also, since both the dependent and independent variables of this study were assessed by means of a single questionnaire there is some risk that this might have confounded the respondents' capacity to assess these variables independently of each other.

Finally, only selected roles were studied, and some roles may be more thoroughly evaluated than others, and by more respondents, since some roles are not carried out by all counsellors to the same degree. Additionally, some roles are more familiar to counsellors, and perhaps better understood. Presumably, these better understood roles are more likely to be more critically asserted.

CHAPTER II

REVIEW OF RELATED LITERATURE

The concern that school counsellors have for the functions which they feel should be implemented in their counsellor settings is a long-standing one. In their review of the literature, Shertzer and Stone (1980, 1981) found that there was a great deal of controversy about what counsellors should be doing, and what they were actually doing as part of their professional counsellor roles. They suggested that in the 1970's counsellors were not totally satisfied with their roles, being unable to implement the functions preferred. Problems of role conflict and recognition of client needs were but two matters which preoccupied counsellors.

In the 1980's the debate about the role of the guidance counsellor is no less controversial than the debate of the 1970's. What may make the debate different is that it is taking place during a period of economic distress, rapid social and technological change, declining school populations, and decreasing educational budgets. According to Kennedy (1984) the situation is serious:

> These times of restraint and monetary conservatism are not high points for school personnel. In terms of their acceptance by those who hold the purse strings we could say that they (school counsellors, psychologists, etc.) are at a low. We have taken a beating during the past five years in terms of financing for education. School counsellors seem to get hit first when cut-backs are called for. In many parts of Canada and the United States school counsellors are being dropped from the school staff to be replaced by classroom people (p. 10).

The focus of the debate is centred on the extent of and effectiveness of guidance and counselling programs, primarily through the functions which are, or can be offered (Bedal, 1980; Brown, 1980; Jevne, 1981; Shertzer & Stone, 1980).

It is within these educational, social, and economic milieux that counsellors must offer an efficacious program. Shertzer and Stone (1981) indicate that these counsellors face a daunting task:

> Within education, school counsellors are individuals who are not expected to act as judges or evaluators. They differ from teachers and administrators as well as from parents in this respect. They are not responsible, as are teachers, for seeing that children meet standards of achievement in academic areas. Consequently, those directly responsible for guidance are better able to establish relationships free from threat and unrestricted in scope, relationships that will facilitate individual growth and development (p. 44).

In essence, the personal development of student clients must be accomplished through an approach and a program which is as effective as possible. Unfortunately, the ideal and the actual functions of counsellors do not always coincide. Counsellors sometimes prefer to implement functions other than those they are actually implementing. There may be a dissonance between counsellors' actual and preferred functions, at least for some of them.

To present a review of relevant literature on the issues regarding counsellor functions, in the context of functions counsellors actually implement and those they

prefer, this chapter is divided into three sections, as follows:

Counsellor Functions

Counsellor Role Defining Influence

Counsellor Competency

Counsellor Functions

The 1980's is a decade in which school counsellors have found themselves facing decreasing educational budgets, social change, severe economic dislocation, and a long period of recession commencing at the start of the decade. Great demands have been placed on counsellors to offer efficacious guidance and counselling programs to their school clients, from kindergarten to the completion of high school. It is what counsellors do, their implementation of functions and how they operate, which is of great concern to both school counsellors and to various interest groups and significant others in the educational system, such as students, parents, administrators, teachers, and school trustees, among others.

In their Position Paper on School Guidance Services (1981), the Canadian School Trustees Association (CSTA) stated:

> Rising inflation, a stagnant economy, and a youth employment rate which prevents the necessary social and economic integration of the young into the labour market is forcing schools to re-think the focus of their guidance services (p. 1).

The CSTA position paper possesses a strong career education orientation, a dominant theme in the literature during the 1980's. However, there is no consensus as to the functions on which counsellors are to focus their energies. The Canadian Guidance and Counselling Association (CGCA) in A Position Paper on Guidance and Counselling Services in Canada (1982) stated that:

> ... every Canadian has the right to whatever professional assistance is needed to:
> - make effective educational and career plans
> - develop the skills and competencies necessary to lead productive and satisfying lives (p. 1).

The need for an effective guidance and counselling program was also recognized by the Provincial Counselling Committee of Newfoundland (1980) when it highlighted the need for effective delivery of such services by "people with counselling/psychological backgrounds who can work and consult with an elementary, junior high and high school's personnel" (p. 1).

When the issue of what functions counsellors ought to implement arises, there is a lot of input as to what these activities should be. More often than not, two main aspects tend to predominate people's concerns: one, counsellors must be responsive to what students, parents, teachers, and other involved persons desire in the context of the social, economic and educational climate; two, the functions implemented must be tailored to meet the particular needs of the clients to be served (Bedal, 1979; CGCA, 1982; CSTA, 1981; Chaulk, 1980; Hassard, 1981a, 1981b; Jevne, 1981; Kennedy

1984; Merchant & Zingle, 1977; Walsh, 1978). The CGCA paper (1982) on guidance and counselling services suggests a three dimensional model which offers three intervention strategies, each to be used at the appropriate time--"crisis intervention, preventative programs, or developmental approaches" (p. 1). On the other hand, as indicated earlier in this section, the CSTA position paper on school guidance services (1981) asserts that counsellors have for too long been oriented toward and trained for personal-social counselling at the expense of career education activities. The CSTA's rationale for advocacy of career education as a major component of a counsellor's functions from K-12/13 is based on a perception and recognition of phenomenal societal change. They have stated:

> In an environment where what is does not necessarily predict what will be students must make important decisions about their lives. They cannot do so unless they are able to integrate the demands of the world into a personal perspective which enables them to deal with current challenges and meet the future with confidence in themselves and their abilities (p. 141).

Perry (1977) indicated that weaknesses existed in guidance and counselling programs across Canada, and there was considerable variability as to program efficacy. He has advocated that secondary school counsellors should include at least the following as part of their functions: orientation, group counselling, family counselling, career education, work experience programs, and provision of study

skills. Walsh (1978) indicated that for the future "the services needed can be met not only by the schools but by the joint efforts of the schools, other agencies of government, and the community". (p. 11). Such is necessary because society is changing.

In his predictions for the 1980s, Harvey (1980) indicated that throughout the decade the demands for counselling services will increase as youth seek to know who they are and determine where they fit. He indicates that career education should span the complete range of public education. Harvey also states that innovative programs involving school counsellors should and will be offered, such as a health curriculum, parent education, secondary education for adults, and work study programs. In essence, counsellors must respond to changing needs.

In implementation of their functions, Chaulk (1980), while promoting the value of some group guidance and counselling activities, stated that it is not realistic, nor necessary, for counsellors to see most of a school's population on a one-to-one basis. The demands of time and workload are so great that too much individual counselling might hamper accomplishment of program objectives. However, Chaulk asserts that a "guidance program must be somewhat crisis oriented if it is to adequately deal with referrals--self, teacher and parent" (p. 10).

The debate on what functions should be implemented runs the gamut from a strong career education component, from

traditional personal-social counselling, to advocacy and ombudsman functions, to programming for special needs, to assessment, and to developmental guidance activities, among others. In their analysis and discussion of functions, Shertzer and Stone (1980) report that parents, teachers, counsellors, and administrators agree that a wide variety of functions should be carried out by counsellors. But, support for various functions reflects the needs and orientations of the populations being served by counsellors. In referring to a functions study, they have stated:

> While some functions--program planning, counselling, career planning--received more support than others, the strength of the support varied across populations surveyed. Stronger support was found for the ombudsman than the change agent. Senior high students and parents rated change agent functions higher than did education professionals (p. 137).

As Shertzer and Stone (1980) observe, it is within this context of conflicting demands and biases that counsellors must choose and implement functions that are congruent with the needs that they and others feel have to be addressed.

In the early 1980s, and since, the need for guidance and counselling programs implemented by competent personnel, and which can serve diverse needs in a variety of school settings and educational levels has been well established. Bedal (1979), in a cross Canada interview survey with officials in provincial departments of education, concluded that more emphasis be placed on career activities, testing, consultation, and group guidance and counselling. He

reported that delivery of career programs would expand in the 1980s. Career education was already, he stated, a higher priority in terms of time than one-to-one counselling. In her study of various counsellor issues, Jevne (1981) found that the career component of counsellors' functions was of primary importance. Hassard (1981a), in his review of the literature found, as well, that career education functions were major components in current guidance and counselling programs. He indicated that career education would continue to grow in prominence.

Regarding the implementation of career education, there has been a shift from content oriented career activities "to one of acquisition of process skills and attitudes which are more enduring" (Sankey, 1981, p. 48). There are many advocates of both process and content oriented career programs (Burke, 1981; CGCA, 1982; CSTA, 1981; Figley, 1981; Provincial Counselling Committee of Newfoundland, 1980; Reid, 1980; Sankey, 1981; Stronck & Uhlemann, 1982). In a study designed to determine the effectiveness of a career education course, Stronck and Uhlemann (1982) found that such a program was efficacious. They concluded that

> ... the course is helpful in meeting the perceived needs of the students. Students lacking the course expressed dissatisfaction with the failure to meet most of their career development needs (p. 187).

However, Stronck and Uhlemann (1982) also have indicated that not all career needs could be met in a course of this type and advocated "the involvement of community resources

and the cooperation of the entire staff in each school ... to meet the basic needs of students in their career development" (p. 188).

While career education activities have been described as being very important components for guidance and counselling programs in the 1980s, Reid (1980), though very supportive of career education, has indicated that school counsellors must always be conscious of the needs of their clients. He has stated:

> Above all, school counsellors must make certain that their priorities are those that will better sense the needs of the students and not just take another bandwagon approach. School counsellors have the expertise to do this. When there is need for a certain change, they must be careful not to become involved in so many things that nothing is being accomplished (p. 41).

Reid has further stated that in an age of uncertainty both career education and personal counselling are absolutely necessary to "provide some direction in the educational system and stability in the lives of its students" (p. 39).

In a study on the most important functions required of school counsellors, Allan (1976) found that three groups--principals and primary and intermediate teachers--had almost universal accord on the most important functions of the counsellor. These functions are: individual counselling, handling of disciplinary problems, teacher consultation, small group counselling, and classroom management techniques. There was also considerable agreement on crisis counselling, consultation with community agencies, teacher in-service,

and testing. Tebay (1981) has indicated that the particular needs of elementary level students are unique and must be served by a comprehensive client-appropriate range of functions. His observation is that the role of the elementary counsellor is different from his/her colleague in secondary school because the environment, the needs, and the characteristics of the clients are different. Moreover, Tebay says that "children in elementary school are not able to control their environments to the extent that older students are able to do" (p. 12).

Tebay (1981) asserts one more distinctive feature that separates or distinguishes the role of the elementary counsellor from the secondary counsellor. The former gets more involved with the teacher to implement appropriate learning strategies. Furlong, Atkinson and Janoff (1979) concur in this view of the elementary counsellor's activities. Tebay recommends ten primary activities which can be implemented by those with the appropriate competencies: in-service, identifying special needs, teacher consultation, individual and group counselling, consultation with parents, referral, utilization of community resources, communication and public relations, and development and evaluation of the guidance program.

In their discussion of the role of the elementary school counsellor, Merchant and Zingle (1977) report that "in today's complex and rapidly changing society educators are faced with many responsibilities and demands" (p. 201). They have indicated that, as much as secondary age school

children, elementary age children are part of this picture too. They report in their Canada-wide study that counsellor functions in elementary school centre on individual contacts with children, rather than group activities. Merchant and Zingle conclude that services offered to elementary age clients are generally inadequate.

Furlong, Atkinson and Janoff (1979) described a 14-point guidance program for elementary school counsellors, and in a study of elementary counsellors' ideal and actual functions, they found that counsellors both preferred to and actually implemented their functions at a high level of congruence. The counsellors in this study reported that a comprehensive approach was best for their clients, but these counsellors were quite emphatic about prioritizing their functions. Some functions, individual counselling and consultation, were much more favoured than others, such as career education and local research. Change agentry and the ombudsman functions were accepted as actual and preferred functions at the mid point of priority.

While Furlong et al (1979) did report overall congruence in ideal and actual functions, there were also noticeable exceptions. Counsellors were not as congruent in their perceptions of these functions: disciplinarian, pupil appraisal and referral. The study's researchers have posed this comment:

> It would be interesting to discover why counsellors engage in these activities more frequently than they

> deem desirable. This finding may be an indication that elementary school counsellors continue to be required to fulfill roles dictated by determinant groups outside the counselling profession (p. 9).

Such a comment can also be applied to other counsellors who face critical and fundamental decisions when assessing the needs of their clients.

In recognition of great societal change, a variety of innovative and developmental approaches by counsellors have been advocated (Carr, 1981; Gadsby, 1980; Katz & Ivey, 1977; Merchant & Zingle, 1977; MacKenzie, 1981; Morris, 1976; Neufeld, 1980; Walsh, 1978; Watts, 1976). Carr (1981) strongly advocates that consultation services be offered by counsellors well trained in this function. Gadsby (1980) asserts that school is not, and should not be, a static learning environment. Counsellors, he says, must be responsive to the needs of clients, and he advocates a developmental guidance approach.

> 'Development' should be the aim of education and consequently also the aim of counselling. A developmental approach to education would encourage counsellors to view their role as having a more educative and preventive function. They would try to be available to the majority of their students rather than only to the present minority they see in adjustment counselling (pp. 26-7).

It is Gadby's view that if counsellors follow this approach then student potential will be realized to a far greater extent than at present.

Similarly, Morris (1976) stresses that counsellors must always establish with their functions a link with the contemporary world "and to provide leadership in changing the

school to match this world" (p. 11). It is this role as innovator and change agent which Watts (1976) also views as important. Watts feels that the counsellor is in a good position to effect change and bring about innovation. Counsellors, he states, are in "the best position to recognize the need to 'liberate the human potential' of all students ..." (p. 4). Dragan (1981b) has called for innovative programs rather than just reliance on traditional approaches, as do Ryan and Lightle (1981).

Reid (1980), in referring to changing family circumstances in the 1980s, states that the one-parent family is an increasingly common phenomenon, and children have needs which must be recognized. Counsellors must be increasingly aware of this reality and choose their functions accordingly. As the practice of integrating children with special physical, emotional and intellectual needs into regular school environments continues to grow, Steer (1981) calls for fair and special treatment of these disadvantaged children. Like Shertzer and Stone (1980), he sees the ombudsman function as vital in this regard.

> Good counselling for the disadvantaged child requires a genuine concern for the child as an individual, an awareness of the particular problems each child experiences, a readiness to receive verbal and non-verbal messages, a willingness to act as a buffer between the child and the hostile elements in his environment, and the ability to communicate well (p. 16).

To Steer, the rights and the self-concept of the disadvantaged child must always be promoted and protected.

The literature has suggested that the functions which counsellors must implement have everything to do with who counsellors' clients are and with the environment in which these clients find themselves. Further, the tremendous societal changes of the 1980s does (and will) demand skilled, rapid, and appropriate response to the needs of those clients. Comprehensive guidance and counselling programs appear to be mandatory, and they must incorporate the best elements of traditional and non-traditional functions.

> No one can counsel a student by taking into account only one dimension of counselling be it career, educational guidance, or personal. All three dimensions are so inextricably mixed that all three have to be taken into account. The role of the counsellor then is a balance of these three dimensions (Walsh, 1978, p. 10).

A willing, innovative, responsive, and competent counsellor can have a positive effect on the progress and growth of those clients to which he or she offers a service or function.

Counsellor Role Defining Influence

In a period of increasing demands for accountability for what they do, counsellors face difficult situations regarding what roles they should fulfill within their schools (Bedal, 1979; Brown, 1974, 1980; CSTA, 1981; Day & Sparacio, 1980; Dragan, 1981b; Eberlein, 1981; Furlong, Atkinson & Janoff, 1979; Hassard, 1981b; Hassard & Costar, 1977; Jevne, 1981; Klas, 1981; Shertzer & Stone, 1980, 1981; Walsh, 1978). A definition of counsellor role is in itself difficult to achieve, let alone some agreement by the counsellor and significant others in the school on what role the counsellor should play (Kehas, 1975; Shertzer & Stone, 1980). After reviewing the literature on counsellor role, Shertzer and Stone (1980) have arrived at this definition of role: "The role of the counsellor is most simply defined as the image derived from the expectations and directives for behavior connected with the position. As such, it is the counsellor's blueprint for action" (p. 119).

It is precisely the various expectations of those who are part of the counsellor's social system--teachers, parents, administrators, pupils--which causes considerable conflict about what role the counsellor should play in his or her school (Bedal, 1979; Brown, 1980; Dragan, 1981; Shertzer & Stone, 1980, 1981; Sweeney, 1966). Shertzer and Stone (1980) assert that it is from his or her role perception to that of carrying out of functions which the counsellor must

move, attempting to serve various groups who have their own expectations of what he or she should be doing. Eberlein (1981) indicates that counsellors and counsellor educators are at "variance with the expectations of the real world" (p. 68). The state of the economy, the need for career education, and other factors in the "real world", are not being recognized nor dealt with by counsellors, according to Eberlein.

The literature indicates that much of the conflict about counsellor role emanates from different perceptions held, on the one hand by counsellors and, on the other, by principals and administrators. Arbuckle, as quoted in Shertzer and Stone (1981) has stated:

> The administrator tends to see the counsellor (a) as an arm of the authority of the school, (b) as one concerned with academic and job advisement, (c) as one who will communicate information about students to him, and (d) as one who will help, persuade, or convince the student to adjust to the reality of the school as it exists. The counselor, who has learned (a) that he is to help the student to self-discovery via individual or group counselling, (b) that he must maintain as confidential material communicated to him by the student, and (c) that responsibility for self is more important than adjustment to the system, will obviously bump heads with school administrators (p. 150).

In the bumping of heads, counsellors do not appear to have the power to influence their roles as they may want them to be. Generally, the power to influence what a counsellor does rests ultimately with the principal. In effect, the role defining influence of counsellors is less than that

of principals (Brown, 1980; CSTA, 1981; Hassard & Costar, 1977; Kehas, 1975). Shertzer and Stone (1981) state that "study after study ... reports that counsellors frequently function as clerks or as quasi-administrators" (p. 150). The CSTA's (1981) perception is that "administrators have often cast the counsellor in the role of executive assistant. As a result, most of their time is spent in clerical administrative functions rather than guidance" (p. 140).

Kehas (1975) is clear in his view that the principal possesses the power in the school, and the counsellor must resort to negotiation to help define his or her role. He states:

> Principals have different priorities, different understandings of human behavior and its relation to self-development, and different commitments which grow out of (and/or lead to) different responsibilities. The principal has much more power than the individual counselor or the counseling department, and this circumstance explains in great part why counselors have used negotiations as the vehicle for establishing work conditions and for the establishment of guidance policy (p. 59).

In a study of principals' perceptions of the ideal counsellor role, Hassard and Costar (1977) concluded that the principal held the power in the school. They agree with Kehas on this aspect of power to influence role, but also on the concept of negotiation. They have stated that in negotiating roles:

> principals held greater sanctions and thus tended to exert greater influence than counsellors in the power structure. However, counsellors were perceived as holding some degree of influence through the students and their ability to interpret student needs to both principal and teachers (p. 199).

It appears that the counsellor is far from being in a hopeless position in terms of defining his own role.

Christensen (1976), Day and Sparacio (1980), and Dragan (1981) feel that this conflict about role cannot be ignored. It is an important issue. The work of the counsellor must not be impeded by the conflict about role; the functions which counsellors implement are too important (Day & Sparacio, 1980). While role conflict exists between principals and counsellors as to how counsellors should conduct themselves, other significant individuals also have perceptions of counsellor role--parents, students and teachers (Buckner, 1975).

In a review of the perceptions on counsellor role of parents, teachers, and of the counsellors' most frequent clients, the students, Shertzer and Stone (1981) state that these three groups have perceptions which are different from each other. Their views are also different from those that counsellors have of their own roles. Students tend to see counsellors as academic advisors, teachers do not understand what counsellors do, and often they have negative views of them. Parents want counsellors who are academic and career programmers. In fact, according to Shertzer and Stone (1981), parents do not see counsellors as particularly helpful as personal-social counsellors, at least not much more than a friend or relative.

Regarding teachers' attitudes toward counsellors and their role, Valine, Higgins, and Hatcher (1982) drew

conclusions similar to those of Shertzer and Stone (1981). Valine et al found that many teachers misunderstood counsellors, and reported that counsellors were ineffective. They state:

> To have 58% of these teachers question the effectiveness of counselors is disturbing. This may well relate to the discussion of not understanding the role of the counselor in the school. If the teacher does not know what the role of the counsellor should be, it would be most difficult to evaluate the effectiveness of that role (p. 210).

Glavine (1980) also pursues this misunderstanding of counsellor role by teachers. He states that many counsellors:

> come out of a graduate program believing that they and they alone will solve all of the schools' 'problems'. This attitude can lead to what I call the 'wounded chicken syndrome' where everyone else on the staff picks on the counsellor because he stands out as being 'different' and they don't really understand what he is trying to do until sometimes it is too late (p. 4).

Given these perceptions and misunderstandings, counsellors are not in an advantageous position.

If, as has been indicated above, counsellor perceptions of their role is at variance with others with whom they work, or with whom they are involved, it should raise real concerns for counsellors. What should they do about their situations? Jevne (1981) has been blunt: "It appears perceived role is related to importance of counselling function" (p. 61). In other words, what functions counsellors may prioritize as to importance may well be related to the role they see themselves playing. The power they possess to influence that

role is crucial. However, as has been indicated, counsellors do not appear to be the ultimate determiners of counsellor role. Jevne (1981) has posed a dilemma:

> There is a demand for the services of the counsellor to reach more persons with fewer dollars. The question of role becomes important here. What does a counsellor do? The era of one-to-one counselling may be on the decline .... The counsellor of today, indeed, the counselling profession of today, will increasingly find difficulty defending the validity of an insular role away from the mainstream of the lives of the person she/he works with (p. 60).

It is a quandary, and not really a new one, which counsellors must face. Bedal (1979) even refers to the counsellor role issue "as an identity crisis for counsellors" (p. 1).

Others see more than an identity crisis for counsellors. They see the discrepancy between what is expected and what is achieved, the decreasing budgets for guidance and counselling programs, the issue of accountability, the conflict between counsellors and others, particularly principals, as producers of great personal problems and strains--stress (Cummings & Nall, 1982; Dragan, 1981a; Hassard, 1981b; Mercer, 1981). Mercer (1981) has stated:

> If we agree that one of the most powerful stress-producing situations arises when there is a discrepancy between what a person expects to do, and what is achieved, then we should first consider what has happened and is happening to the role of the guidance counsellor (p. 13).

With declining school populations and decreasing budgets, Mercer (1981) has further indicated that counsellors feel

threatened.

> The era of 'accountability' had dawned, and the almost impossible task of objectively measuring, assessing, documenting, and evaluating the counsellor's work had to be done. Counsellors were, and still are, placed in that stressful situation of not knowing to whom they are primarily accountable and for what (p. 14).

Dragan (1981a) concurs with this impact of stress on counsellors. He states:

> Personal costs associated with role conflict and ambiguity are staggering. Evidence indicates that, for some individuals, uncertain and conflicting role expectations foster internal motivational conflict. For some there is an increase in job tension and anxiety, preoccupation with work events, reduction in job satisfaction, and an erosion of confidence in superiors and the organization at large (p. 19).

Hassard (1981b) has recognized, as well, the stress factors which are all too frequent ingredients of counsellors' approach to their tasks and of their response to demands of others in their schools. Hassard (1981b) has declared:

> The problems of role definition, role conflict, and role strain have brought stress unique to the counsellors working in educational settings. The emphasis varies greatly according to the perception of counsellor role and function held by the administrators in the educational system (p. 24).

The implication is that counsellors must take action to clarify and define their role.

Since counsellors are viewed as important persons in the educational system, strategies have to be put in place by counsellors themselves to negotiate their role so that

they can function effectively (Christensen, 1976). Agreeing with this idea, Podemski and Childers (1982) propose negotiation of a contract between principal and counsellor.

> The development of a psychological contract between the principal and counselor will assist the counselor in the formulation of an operational definition of his or her role within the school. A clear perception of the counselor role will thereby assist the counselor in performing that role (p. 184).

The heart of such a contract would be "the articulation of specific expectations for the behavior of the counselor" (Podemski & Childers, 1982, p. 185).

The preceding proposal complements an earlier proposal by Sweeney (1966). He said counsellors must state their objectives, and take leadership for guidance services, something which, he felt, administrators would seem to welcome.

Borgen (1981) also believes that clear stating of objectives by the counsellor is important in order for him or her to have an impact on his or her role definition. According to Borgen, counsellors must also market themselves and consult with three significant groups: (a) those who give permission for functions, (b) those who participate with the counsellor in offering services, and (c) clients who avail of counsellor services. Counsellors, Borgen says, must have attending behaviours and be able to synthesize data in order to market themselves. He states:

> The goal is for the counsellor to clearly understand his/her organization's operation and point of view .... The approach places the organization in the role of

> 'client', and it is the goal of the counsellor to start from where the 'client is at' in making an offer of service (p. 95).

This approach of Borgen's would be congruent with Boy and Pine (1981) who state that the "quality of counseling is directly related to the counselor's ability to assimilate and to identify with certain professional goals" (p. 50).

Gadsby (1980) has suggested that changing times and needs require a new role for counsellors, one in which developmental guidance is stressed. Like Stewart (1974), who sees the counsellor as responsible for his or her own actions; Furlong (1980) has stated that a counsellor's activities will determine how a counsellor's role will be perceived by others.

> Students who at first cannot recognize a guidance counsellor as distinct from other teachers will eventually do so by recognizing what it is the counsellor does that is different from what ... teachers do. If the role is not defined ... then the counsellor must act in a way that defines the role of counsellor in the best possible terms. This can be very demanding (p. 43).

In essence, the opinion seems to be that counsellors must take leadership in defining their roles.

In referring to counsellor educators' response to the issue of role conflict, Hassard (1981a) suggests that the educators are unsure of their responsibility in this regard. He has expressed the following:

> ... there is still ambivalence and uncertainty among counsellor educators concerning the definition of counsellor role. The issue has not been clarified except to note that economics and accountability have

> influenced counsellor educators to examine their concepts of counsellor role in terms of the complex issues of career development, career education, and career counselling (p. 124).

Eberlein (1981) is much more critical of counsellor educators and counsellors. He says that counsellor educators are insulated from the public and school trustees, and are at odds with them in terms of expectations of guidance and counselling practices and role. He states:

> A somewhat cynical observation might be that counsellors have failed to convince a skeptical public that the counsellor's preferred and ideal role has much usefulness in the schools. If counsellors want jobs in the educational field in the future they will have to start providing service that the ratepayers desire (p. 68).

The conflict, disagreement, and lack of clarity about an appropriate counsellor role must be addressed. "The passing of time should result in resolve to improve the situation" (Day & Sparacio, 1980, p. 271). And, as Jeffares and Peters (1974) have indicated, the "role of the counsellor is complex and permeates all aspects of the educational process" (p. 13). The counsellor is too important not to have the problem of role definition dealt with. Hassard and Costar (1977) see great danger in not resolving conflict. "If either the principal or the counsellor is unaware of this inherent role conflict, they may personalize it. In such a case, each may resent the other" (p. 199).

The counsellor, the administrator, and significant others in the school's social system, have an important task

in bringing about some clear definition of counsellor role. Buckner (1975) has indicated both a prophetic and a continual concern. He has declared that "counselors can never become a strong profession until opinion as to what counselors should do can be unified" (p. 191). Walsh (1978) has suggested a goal to be achieved.

> All that we can possibly aim for at any particular point in time is a selection of services as congruent as possible with the needs of that time. There can be no static solution, one which defines clearly, and forever, what the role of a counsellor is. Counselling is a dynamic function that must change with the times (p. 11).

Counsellor Competency

The question of counsellor effectiveness in responding to client needs is one which has aroused considerable response by counsellors, counsellor educators, students, parents, administrators, and school trustees. These individuals are concerned with counsellors' competence to carry out their functions in an efficient manner (CSTA, 1981; CGCA, 1982; Dash, 1975; Fitzsimmons & Bayers, 1977; Goldman, 1974; Jevne, 1981; Klas, 1981; Peavy & Jevne, 1981; Sunbury & Cochrane, 1980; White, 1980). By the early 1980s a growing consensus has been building that some form of competency-based counsellor training programs must be put in place (many have been) or, at least, existing counsellor education programs must possess a competency assessment component (Cogan & Noble, 1979; Jevne, 1979;

Kennedy, 1976; Menne, 1975; Peavy & Jevne, 1981).

Many counsellors and counsellor educators perceive competency, or the acquisition of specific skills and knowledge, to be related to prioritization and implementation of counsellor functions (Cogan & Noble, 1979; Fitzsimmons & Bayers, 1977; Jevne, 1981; Menne, 1975). Consequently, a number of studies have been undertaken regarding counsellor competencies, one study by each of the four aforementioned references. Each of these studies had its own particular purposes, but they also had something in common. Some of the individual purposes included determining what competencies were most important for counsellors, or which were appropriate for particular tasks. What they had in common was a generation of numerous competency statements which could be used as instruments to assess whether a counsellor trainee has mastered the requisite skills and knowledge to perform appropriately and effectively as a counsellor in a helping relationship.

Cogan and Noble (1979) initiated their study to identify "competencies that increase the effectiveness of the counselor-client relationship" (p. 121). They requested their counsellor educator respondents "to indicate the perceived importance of each of the 98 items listed in the Survey of Counselor Competencies" (p. 122). The competencies were categorized into six areas: personal characteristics, philosophical foundations, communication of counselling skills, adjunctive activities, and ethical standards. The

results indicate that 90 of the 98 competencies were regarded as important for a competent counsellor. Cogan and Noble have stated that many of the competencies were generic, or essential to all tasks and settings.

For Cogan and Noble, the utility of collating and categorizing a comprehensive set of competencies is that it will further the development of an effective training program for counsellor trainees. They do offer a caution regarding competency-based training. There must also be an understanding of human behaviour in counsellors' training programs. They have stated:

> We cannot be satisfied with merely identifying a set of counselor competencies. We must develop appropriate instructional programs and procedures to assess their effectiveness. We need to examine the relationship between theory of human behavior and counselor competencies. We need to remain cognizant of our responsibility to the counselor-trainee, the public, and the counseling profession (p. 125).

Fitzsimmons and Bayers (1977) developed a competency study, and in their survey of the literature they found that there were major problems of organizing, stating and categorizing competencies. There is more than one approach. This has been indicated, as well, by Chiko, Tolsma, Kahn and Marks (1980) and by Jevne (1981). The Fitzsimmons and Bayers study was designed to determine the expected training--competencies of school psychologists and counsellors through a response to a questionnaire composed of 224 competencies grouped into 13 categories. Parents, students, counsellors,

and a cross section of helping professionals were asked to choose the skills expected of a good counsellor or school psychologist. The responses reflected the backgrounds and biases of the respondents.

The authors of the study concluded that a comprehensive set of skills must be taught to counsellor trainees in order to serve client needs when required. Further, it is Fitzsimmons' and Bayers' view that the counsellor must be visible and integrated within the learning community. They have declared that part "of the implication for counsellor education is the need for ... more effective strategies for reaching, teaching and selling the role of the counsellor and his abilities" (p. 10).

Fraser, Nutter, and Steinbrecher (1974) expressed similar views to those of Fitzsimmons and Bayers in calling for skill building, competency-based programs of counsellor training. They have stated that "counsellors must re-evaluate their own competencies. They must be accountable to themselves and their colleagues" (p. 124). Moreover, the skills they apply must be appropriate to situations and clients.

Menne's (1975) competency study consisted of a set of 132 competencies submitted to 376 experienced counsellors and therapists with the main purpose of ascertaining from them their opinions as to what competencies were the most important. Further purposes were to develop training and assessment procedures for counsellor-trainees. While she

found differences in responses to the competencies in each of the 12 groups they were set, she has stated there is "some evidence of what competencies are needed for different targets, for different purposes, and for different methods of intervention" (p. 553). In this regard, Menne has called for application of competencies to counsellor training, as well as for more research on the subject.

A major Canadian study by Jevne (1981) was conducted concurrently with concerns by the Canadian Guidance and Counselling Association about what competencies are required for an effective counsellor, and what guidelines for counsellor education could be established, including how best to promote the use of a competency-based counsellor education program. From her review of the literature Jevne drew, among others, the following conclusions: (a) there is no one best way to train counsellors, (b) there is an inadequate definition of terms, such as "practicum," (c) "Until required competencies are identified, cour llor education will continue to be a 'hit and miss' process and the counsellor educator will have no solid grounds on which to develop methods or assess outcomes" (p. 58), (d) competency-based counsellor training is gaining momentum, and (e) the counsellor's capacity to implement functions is dependent in part on his or her competency. Based on her survey of the literature, Jevne has suggested "that there is no research-based consensus sufficient to provide clear cut guidelines as to the nature of the effective counsellor

education program" (p. 59).

In her study, Jevne (1981) grouped 203 competencies within 20 categories and sought responses from counsellors, counsellor educators, counsellor supervisors, and counsellor students. The results indicated a high level of consensus as to the order of importance of competencies, with three areas favoured much more than the others: self-awareness (1st ranked), personal characteristics (2nd), and counselling skills and techniques (3rd). It would have been revealing if purely function-related groupings of competencies were ranked by respondents and the first two ranked categories were dropped from the study. Jevne has indicated that her "data collected consisted of informed opinion rather than empirically tested 'knowledge'" (p. 63). In summary, she has called for minimal standards of professional preparation and for development of methods of assessment of competence, as well as for more research in the area.

Talley (1981) has indicated, in response to the Jevne study, that the study shows a general trend in the thinking of counsellors and counsellor educators as to the competence needed now and in the future. Eberlein (1981) is more critical. He feels that Canadian counsellors and counsellor educators have not been sufficiently responsive to public concerns about counsellor activities, as well as concerns expressed by students and by the Canadian School Trustees Association. He refers to the lowering in support of, and decreasing esteem for, counsellors by users of the public

education system. According to Eberlein, "the results of Jevne's survey clearly identify the bias of the counselling profession in Canada and reflect the problems perceived by the CSTA" (p. 68).

The evolution toward competency-based training programs for counsellor trainees grew out of concerns for counsellor efficacy and the demand for accountability in the counsellor profession (Bernstein & Lecomte, 1976; Brammer & Springer, 1971; Dash, 1975; Fitzsimmons & Bayers, 1977; Fuller, 1975; Goldman, 1974; Hendricks, Ferguson, and Thoresen, 1973; Jevne, 1981; Peavy & Jevne, 1981; Shoemaker & Splitter, 1976). In stating that static counsellor education programs were not needed, Brammer and Springer (1971) called for "performance standards rather than accumulation of credits, degrees, and experience" (p. 803). For them, a competency-based approach was deemed appropriate. Bernstein and Lecomte (1976) stated that counsellor education goals were not clear. "While the basic question as to what a counsellor should accomplish is avoided ..., instructional goals necessarily remain unexpressed or general and ambiguous" (p. 27).

Dash (1975) has provided a clear description of the composition, organization, and goals of a competency-based counsellor education program, which he calls the competency-based curriculum. He wrote:

> Simply stated, the competency-based curriculum (CBC) is an effort to improve the quality of counseling and guidance work at all levels of activity. It is a program of studies and experiences that guides the trainee

> through the skills required for competent job performance. The program of studies may be based on theoretical and research insights which scholars have contributed to our knowledge of human behavior. The CBC experiences are designed to develop practitioner skills in the trainee in areas such as diagnosis, goal setting, establishing a therapeutic climate, modeling, information organizing, and the multitude of tasks in which helpers typically engage. Competent job performance is usually gauged by a multitude of imaginative tasks usually created by the CBC designers (p. 222).

Such programs, he states, will provide the counsellor with the skills to implement client appropriate functions. He challenges counsellor educators to evaluate existing counsellor education programs.

> It is time to face honestly our program and professional inadequacies. We must look at the actual training experiences we are asking our students to endure and make adjustments to the realities of the skills that are truly necessary. The gaps between the actual curriculum in many counselor training institutions and the actual practice of guidance in schools and other agencies is unfortunately too wide. The time to close the gap is now (p. 227).

Fuller (1975) has presented a competency-based counsellor training model which calls for the acquisition of credit only when the counsellor trainee is able to master the appropriate competencies. There is a "no fail" system in this model, only an "I" (incomplete) until the required competency is learned. Some of the problems in the model are that individual contact with counsellor training is more difficult and is time consuming, it is sometimes difficult not to become too "mechanical", and credibility must always be pursued. However, the model he describes has produced

quality graduates, it is continually being evaluated, and the process is less competitive than conventional course-based education programs.

Gavilan and Ryan (1979) have described the counsellor education program at Florida International University, which is competency-based. It uses Stufflebeam's CIPP model, CIPP being an acronym representing four kinds of evaluation: context, input, process, and product. They state that there is continuous evaluation. Regarding the objective of a competency-based program, they have commented:

> The major goal of a competency-based program is to produce people who can demonstrate that they can work with other people through applying these skills and behaviors. Thus, the ultimate criterion of effectiveness for this program is stated in terms of the effects on the clients of student who have completed the training program (p. 147).

Gavilan and Ryan have asserted that competency and the implementation of counsellor functions are intertwined.

The well-established Stanford program of counsellor education is a competency-based systems approach, as described by Hendricks, Ferguson, and Thoresen (1973). It is a behaviourally oriented program where counsellor-trainees must attain the specified performance skills. The program has eight components: a general counselling and behaviour methodology, practicum, philosophical foundations, group counselling, research, decision making, preventive systems, and dealing with minority clients. Hendricks, et. al. have stated:

> If counseling competence is judged in terms of client change, it follows that a counselor education program should produce measurable effects on trainee behavior. Therefore, to the extent that the program produces counselors capable of eliciting desired results with clients, the program becomes accountable (p. 419).

Shoemaker and Splitter (1976) agree with Hendricks, et. al. about the ability of a competency-based program to produce measurable change in clients. They have expressed confidence in this type of program.

> Inherent in competency-based programs is the potential to improve the efficacy of counsellor training by determining whether counsellors who have demonstrated the required competencies have also improved in their functioning on the job (p. 268).

White (1980) has cautioned counsellor education departments, however, "to select and define competencies to their own institutional mission, characteristics, and values" (p. 34).

One of the great difficulties in implementing an effective competency-based education program for counsellor-trainees is the lack of a universally accepted format for stating and categorizing counsellor competencies (Marks, Kahn, Tolsma, 1981). They assert that such a format would help improve research and counsellor education. Nevertheless, they see great value in current competency-based programs, though the implementation takes a lot of time. Klas (1978) has offered a Counselling Interview Proficiency Scale to help evaluate the effectiveness or competency of counsellor-trainees. Such a scale, he states, would make assessment of competency more systematic and effective.

Competency-based programs are not without critics. Among these is Caliste (1978) who has written that a competency based program does not account for understanding. He says that determining counsellor competence by measuring behavioural changes in students is impossible. To him counselling "is a process, not an event" (p. 326). He further states that there is no research supportive of competency-based programs. Finally, he says that we should not be motivated to reforms in educational processes just because of demands for accountability. "That accountability will result in major gains in education is a fradulent claim not supported by previous efforts using this method" (p. 323).

Kennedy (1976), in general, approves of a competency-based training program for counsellor education. However, he is not sure if "field experiences" should take place in the first half of the program, since trainees may not have the knowledge of theory and research. Nor is he convinced of the value of the credit/no credit system of marking and evaluation.

> With a greater emphasis on performance goals, there might be a greater relationship between degree of competency achievement in the training program and differential performance on-the-job. If so, a greater number of discriminations in student performance than is possible with a credit/no credit system might be desirable (p. 248).

He expresses the hope that competency-based education programs are not a fad. If they are they may be thrown out sometime in the future taking much good with them.

> The present status of research on the effectiveness of different teaching methods suggests that there is no empirical reason to believe that any one approach to training is better than another (Bush & Enemark 1975). However, the increased emphasis on individualized instruction, self-pacing, performance goals, and field experiences makes good sense (p. 250).

In their presentation of the guidelines of the CGCA for counsellor education in Canada, Peavy, Robertson, and Westwood (1982) indicate strongly the need for guidelines and counsellor education standards. They acknowledge tremendous variation in counsellor training programs in Canada and they recognize the flexibility in education approaches. They do recommend, as a minimum, that each counsellor education program have within it "core" skills, concepts, and knowledge.

Counsellors and counsellor educators have to respond to the perceptions of a parent, like Grant (1975), who said "The most common complaint about guidance seems to be the lack of competence of the counsellor" (p. 33). Sunbury and Cochran (1980) state that the profession has to be "refreshed", or counsellors will decrease in importance and utility. They state that counsellor education programs will have to change and respond to the pressures of the 1980s from within and without the profession. Sunbury and Cochrane state that counsellor-trainees must graduate from quality programs and demonstrate:

> that they are quality professionals. Finally, they must address further effort to increase their knowledge of counseling, providing their effectiveness and the relevance of the training to consumer needs. Counselors and counselor educators need to add to, and refine, the

> content of counseling and the efficiency of its delivery. They must take a fresh look at what they are doing (pp. 138-9).

Nevison (1972), in portraying the development of the counsellor since the 1940s describes the person who is a counsellor. It is incumbent that education of counsellors be such that it participates in training the right individual for the job. Who is the counsellor?

> The counsellor's job demands a person of competence, courage, and compassion: he must himself be a model of a person who finds life satisfying, who enjoys his contact with others, and who is able to bring insight and encouragement to another (p. 39).

Counsellors and counsellor educators might well heed Goldman (1974) who advised that we, in the profession, should consider the quality of our programs and of our graduates. "It is responsibility, and it is for us as a profession to be responsible for the dependable quality of our field and its practitioners" (p. 638). Wilson and Rotter (1982) may sum up best the need for change to meet the future.

> We must begin our new programs and outlooks with ourselves, teaching ourselves to keep our minds open to the novel, the surprising, and even the seemingly radical (p. 356).

CHAPTER III

METHODOLOGY

This chapter will describe the methodology used in this study, regarding: sample selection, instrument development and administration of the instrument.

The Sample

To gain as wide an input as possible for this study, all school and district counsellors in the Province of Newfoundland and Labrador were asked to participate. Since the number of possible respondents (ninety-nine) was relatively small, no major difficulties occurred in follow up activities to ensure a high rate of response. The respondents are situated in a variety of school levels and district positions. Specifically, these include elementary (K-6) counsellors, and those in junior high, senior high, and K-11 school levels. Some counsellors serve either one or more of these levels, and some do so in one school, while others work at several schools. Other counsellors work out of school board offices in several capacities, such as coordinating special programs and others act as assessment and placement personnel, either full or part time. Many of these personnel are known as educational psychologists, hereafter to be called counsellors for the purposes of this study.

The addresses of the counsellors were obtained from three sources to ensure maximum comprehensiveness. These sources were:

1. The provincial Department of Education, through the offices of the Guidance Supervisor.
2. The membership list of SCAN (School Counsellors Association of Newfoundland).
3. The Department of Educational Psychology, Memorial University of Newfoundland.

The respondents are situated in widely distributed areas of the province in both rural and urban settings.

Instrumentation

Description. The research instrument is divided into four parts, A, B, C and D. The complete instrument is found in Appendix A. Part A sought personal and professional information, and data on work setting characteristics. Respondents were asked to check (✓) the appropriate space opposite the items they had chosen. This part consisted of twelve groups of items.

Part B presented a list of eighteen randomly distributed contemporary and traditional counsellor functions and descriptions for each. Having read the descriptions, respondents were asked to indicate, in Section 1, what functions they actually implemented. Following this they were to indicate

the degree of importance which they assigned to these functions which they were actually implementing in their present positions. In Section 2, the respondents were asked to indicate their preferred functions and, also, rate the degree of importance each one would have for them. The rating for each section is on a seven point continuum which reads: Least Important, Slightly Important, Moderately Important, Important, Considerably Important, Very Important, and Most Important.

In Part C, counsellors' perceptions of their role determining influence were sought. Five statements, characteristic of the amount of influence a counsellor might have in defining his role as a counsellor, were presented. The statements, randomly distributed, range from a description of low influence to high influence. Respondents were asked to select one statement which best represents their role determining influence in their present work setting. They were to check (✓) the appropriate spaces to the right of the selected statement.

In Part D, a list of one hundred and fifty-two randomly distributed competency statements, judged as necessary to conduct traditional and contemporary counsellor functions, were presented. In replying to each competency statement, respondents were asked to indicate their perceived level of proficiency for the competency described in each item. To the right of each item respondents were to check (✓) one of the spaces representative of one of the ratings along a five

point continuum which reads: E - Excellent, V. G. - Very Good, G - Good, F - Fair, P - Poor.

Instrument development. The research instrument was developed after a review of literature dealing with the variables under study - counsellor functions, role, competence, and work setting indices. In addition, an investigation of questionnaire construction methodology and techniques was conducted, and, as well, advice and help was sought and received from faculty and colleagues in the Department of Educational Psychology, particularly in the validation of the instrument.

Part A of the questionnaire had been designed to gather data about work setting demands and characteristics of the counsellors' place of employment. Integrated with this, information of a personal and professional nature was sought to present a clear picture of who is engaged in the counselling profession in the Newfoundland school system, particularly as regards their qualifications and responsibilities. Specifically, Part A had been designed to elicit information, as efficiently as possible, on client population, environmental factors, and duties additional to counselling responsibilities. The response options generated were intended to accommodate all respondents.

In drafting and describing the counsellor functions (Part B of the questionnaire), three major hurdles had to be overcome in order to present an accurate reflection of what

counsellors understand to be their functions. One, since the study sought input from counsellors working in a variety of school levels and work settings, the discreteness of the functions, and their operational definitions, had to accommodate everyone from an elementary counsellor to a counsellor at the district level. It was immediately recognized that not all functions are appropriate to all counsellors because of the nature of their individual positions. A tentative list of functions was generated from a review of the literature and anticipation of the various functions which might be performed by counsellors in Newfoundland and Labrador.

Some counsellors might prefer to have individual personal-social counselling integrated with individual career-educational counselling. Many of the arguments in favor of this view are sound. There is no doubt that elements of both functions can appear in one counselling session or series of sessions with a client. However, that is not always the case. Some counsellors might deal almost exclusively with one of the two areas. As well, individual counselling may focus on personal and social concerns as a priority over career related concerns, or vice versa. Perhaps, it is not too cumbersome to separate individual counselling into two functions in order to get a more accurate reflection of what counsellors are doing or would prefer to do. Similarly, teacher consultation and parent consultation might be united as one function - consultation,

but, in actuality, listing them separately can more accurately reflect the reality of counsellors' employment situations. The higher level of specificity of functions permits further discrimination amongst the various counselling roles. The nature of the position, the competence of the counsellors, peculiarities of the work settings, the disposition of school staffs, and other factors may reveal that one or the other of the consultation functions may or may not be implemented at all, or only to a limited extent. An argument can be made either for or against the arrangement or description of each of the other functions listed here as well. However, for this study, it was judged that the existing arrangement was best.

The second factor to consider in Part B was: while functions have a specified label in the questionnaire counsellors may tend to label certain functions differently. To overcome this difficulty, counsellors were asked to accept the functions as labelled and described in the questionnaire. This was done to avoid confusion and evoke consistent and reliable interpretation from the respondents. The validation procedures (described below) and the literature review, assured the researcher of the face validity of this aspect of the instrument regarding function labels.

A third obstacle to consider in drafting the counsellor functions was how best to incorporate more recent (or contemporary) counsellor functions into the list. The literature review resolved most of this difficulty. A factor to

consider here was the familiarity that some senior counsellors might (or might not) have with the contemporary counsellor functions. Would, in fact, all counsellors accept the functions as labelled and defined? The judgement was made that counsellors have that familiarity, and that reliance on the function descriptions would add sufficiently to their further understanding of the nature of both contemporary and traditional functions. It was decided not to include administration and responsibility for the school/district guidance program as a function (Shertzer & Stone, 1981), since it is assumed that such is conducted anyway as an integral part of the counsellors' responsibilities.

A validation procedure was conducted with a group of ten graduate counselling students and three faculty members to assess the function descriptions for clarity, brevity and discreteness from other functions. In doing so they rated the descriptions on a scale according to the three preceding criteria. As well, they were asked to make comments and suggest changes for each function (if appropriate) and comment in general. The form used for this purpose is in Appendix B. There was general agreement on this portion of the instrument but some changes were suggested. After analysis of the data from the validation procedures, and further examination of this part of the instrument by the researcher, some changes were made. Changes in the descriptions were made primarily by making some shorter, eliminating redundancies, and by dispensing

with some examples and illustrations. Also, some slight modifications were made with some function "Labels." No major recommendations were made either to add functions to or remove functions from the list, though such suggestions were sought. Given the high ratings on clarity, brevity and discreteness, and the reasonable assumption that these evaluations could be considered representative of those expected from counsellor respondents, confidence was then placed in this portion of the instrument.

In Part B, selection of a seven point continuum from Least Important to Most Important was judged to be a valid measuring device for determining how important each function is. Though one might be concerned with how respondents might interpret such adjectives in such a measure, the meaning of the words is not as important as the context in which they appear (Bradburn & Sudman, 1979). Referring to various studies on this point, Bradburn and Sudman concluded by quoting Chase, an author of one of the studies:

> '... respondents get a good deal of meaning from scale adjectives because of the adjectives' relative position in a group of response categories, rather than in terms of a "standard" definition of a given word out of context of other category levels'. (p. 154)

Also, the seven point continuum provided a sufficiently broad range of choice for the respondents.

Finally, in Part B, the layout had been designed to

enable the respondent to utilize the function descriptions to best advantage, thus contributing to greater validity and reliability. The counsellor functions were randomly distributed, with distribution for both Sections 1 and 2, to eliminate any possible bias.

In Part C, the method used for seeking the level of the counsellors' role determining influence, as perceived by counsellors themselves, was decided after a number of options were contemplated. One method considered was to have the respondents choose a number on a continuum from zero to ten to represent their degree of influence. This was not felt to be satisfactory because the inherent subjectivity would lead to a high degree of unreliability. Another option was to have the counsellors place themselves in a position of influence relative to others (principal, teachers, students, parents). Here rank ordering would be conducted. Though one could get a comparison here, there would still be no real indication of the counsellors' amount of influence. This method was rejected. For similar reasons a rating scale variation of the preceding option was rejected. Here, as well, the influence of others would be indicated (while taking up valuable time), and, in any case, was not required. Other rating scale methods were considered but rejected.

The question of measuring influence is further complicated if a respondent fails, in his position, to exercise his capacity to exert influence. Other factors, such as personal style, timidity or aggressiveness, apathy, can

make counsellor influence difficult to measure. For this study no efficient straightforward measure can account for all these variables which contribute to influence. Consequently, it was decided that a series of randomly assigned statements, each of which reflects a different degree of influence in determining counsellor role would be presented to the respondents. Each statement had a pre-determined "numerical weight of influence." The respondents were to choose the one statement which best reflected their degree of influence in their present work settings. Five statements were presented.

This procedure is efficient but each statement can be prone to various interpretations by the respondents. To lessen this problem a panel of eight graduate counselling students and faculty members of the Department of Educational Psychology, Memorial University, were presented with twenty-seven statements, each statement being generally equivalent in its application to various work settings and counsellor responsibilities. The statements ranged on a continuum from minimal influence to extensive influence, and were randomly distributed. Each member of the panel was asked to assign a numerical rating, from zero to ten, which represented the degree of influence each statement attempted to characterize. The purpose was to see if there was a consistent rating of the statements, and subsequently, to choose those statements which had the least amount of variance in their ratings. See Appendix C for the validation

forms used.

Calculation of the mean and standard deviation for each statement was carried out, based on the responses of the panel. The criteria used to select the five statements for the questionnaire were that the statements should reflect (as a group) the extent of counsellor influence on a numerical basis, from the range of one to ten, and that the standard deviation for each be at least below one. The statement having the lowest standard deviation, where the means of two or more statements were substantially the same, was chosen. See Table 1. A final criterion, if appropriate, was to determine the choice of statement(s) on clearness and conciseness of language. For example, if statement twenty-one had a standard deviation of .57 and a mean of one, and statement seventeen had a standard deviation of .89 and a mean of one, and the language was generally equivalent, then statement twenty-one would be chosen.

Part D of the questionnaire was designed to determine the counsellors' own perceived level of competence through their response to one hundred and fifty-two randomly distributed competency statements. As a group the statements represent the competencies required to implement the eighteen counsellor functions compiled in Part B. A coding system was established to enable the researcher to match the appropriate competency statements to specific functions when statistical analysis was undertaken to examine the relationship between counsellor functions and counsellor competency level. The

Table 1

INFLUENCE STATEMENTS: MEANS AND STANDARD DEVIATIONS OF THE FIVE STATEMENTS SIGNIFYING THE DEGREE OF ROLE DEFINING INFLUENCES

	Statement	Mean	Standard Deviation
1.	I feel that my attempts to define my role have not been successful. Consequently, my professional responsibilities are determined primarily by others.	.94	.90
2.	No matter what efforts I bring to bear, I am generally at odds with school/district personnel to the extent that I can only implement less than half of the professional responsibilities which I prefer.	3.44	.86
3.	My endeavours to promote my role definition have enabled me to carry out about half of the functions which I deem necessary.	5.50	.53
4.	With the people I work with I have been successful in bringing about some reasonable understanding and agreement on my role. However, there are still some areas of disagreement on my role and about how I should spend my time.	6.88	.64
5.	I am very satisfied that my efforts in promoting my role and function in the school/district have achieved consensus with my colleagues.	9.56	.62

respondents were not aware of any such grouping of competencies since all competencies were randomly presented without any reference to functions.

The competency statements were compiled after an intensive examination of relevant literature, including a study of major competency studies (Cogan & Noble, 1979; Fitzsimmons & Bayers, 1977; Jevne, 1981; Menne, 1975). Lists of competencies, including those of the aforementioned researchers, were examined to aid in the construction of the competency section of the questionnaire. The statements were written in as clear and concise a style as possible, keeping in mind that psychological jargon was to be eliminated where possible. Initially, the statements were alloted to specific functions. A series of revision and editing procedures were conducted, culminating in a final draft following analysis of an assessment of the statements by a group of graduate counselling students. This task was part of a larger evaluation of the instrument. See Appendix D for a copy of the procedure used.

With the competency statements grouped within functions, the graduate students checked for redundancies and repetitions between and within functions, as well as commenting on how the statements were written. They were free to suggest reassignment of some statements to other functions, and to propose addition or elimination of competency statements. A limited number of changes were suggested and appropriate revision was made. One final note, in this regard: many

of the competencies listed under Individual Personal-Social Counselling are also required to implement other functions, such as Crisis Intervention and Individual Career-Educational Counselling. Such competencies have not been listed, in most cases, in other functions, in order to eliminate redundancies. However, there is occasional redundancy because of some similarity in the nature of the functions (e.g. Career Education and Individual Career-Educational Counselling). Without listing such similar competencies in both these function categories (and other categories) basic competency groupings required to implement a function would not be complete. This would have had deleterious implications for statistical analysis when the essential questions of the study were answered. (This will be discussed further in statistical techniques and data analysis - Chapter IV).

The scale used to have the respondents indicate their level of proficiency for each competency - Excellent, Very Good, Good, Fair, Poor - is one with which most counsellors are familiar. And, as Bradburn and Sudman (1979) have reported, the relative position of the terms in a scale helps provide the respondents with a great deal of meaning of the adjectives.

Administration of the Research Instrument

Pre-administration assessment. A working draft of the questionnaire was presented for assessment to seven graduate

counselling students, one individual with a Master of Educational Psychology degree, two graduate students in educational administration, and two faculty members from the Department of Educational Psychology. All individuals were associated with Memorial University. Such a cross section of evaluators was chosen to obtain a wide range of opinion and judgement. This diversity in raters proved to be valuable.

The evaluators were to: a) preview the instrument; b) respond to the items where appropriate; c) determine completion time of the instrument; d) examine the directions for clarity; e) assess general precision and accuracy of language; f) indicate informational gaps; g) comment on the proposed layout. With the exception of one graduate counselling student, a meeting was held between each of the evaluators and the researcher, in addition to his/her completion of evaluation forms. Their conclusions and recommendations were discussed at these sessions. See Appendix E for the evaluators' directions and answer forms.

The evaluators' most pronounced comment referred to the scope of the instrument and the amount of time it might take for respondents to complete it. Completion time was estimated at approximately one and a half hours, but, considerable individual variability was expected. The evaluators felt that the time factor might cause a lower rate of response than desired. They judged that a clear and facilitative layout, intelligible and concise language, and unambiguous

directions would increase not only reliability but, also, the likelihood of the desired rate of response. In this regard, there was general approval with the proposed layout but some changes were recommended, particularly for Part A. It was somewhat crowded and cluttered in appearance. Their recommendations were, substantially, implemented. At their suggestion modifications were made in the directions for Section 1, Part B, and for Parts C and D. Several other minor adjustments were also made in the wording of some competency statements in Part D. Overall, the instrument was judged to be sufficiently valid and reliable to carry out its intended purpose. The instrument was professionally printed on 8½ x 11" yellow book paper and was saddle stitched into booklet form. This gave the instrument aesthetic appeal as well as clarity and readability.

Administration procedures. Collection of data for this study commenced on November 26, 1981, with the mailing of a letter to counsellors from Dr. Glenn Sheppard, Head: Department of Educational Psychology, Faculty of Education, Memorial University of Newfoundland. The letter introduced the researcher and supported the study. This was part of the mailed "package" sent to counsellor respondents. Sent, as well, with the questionnaire, was a cover letter from the researcher informing counsellors of the purposes of the study, requesting their assistance, stressing confidentiality, and outlining procedures to be used in returning the question-

naire and dealing with problems. Counsellors were informed that a coding system was to be used to identify non-responsive counsellors enabling efficient follow-up procedures. See Appendix B for both letters.

An examination of literature, pertinent to stimulating a high response to a mailed questionnaire, was undertaken (Berdie & Anderson, 1974; Brown & Hartman, 1980; Kerlinger, 1973; Porter, 1950). After careful consideration, various procedures were used to ensure a high rate of response to the instrument. These included: a token ($1.00) placed in the initial mailing of the questionnaire, a stamped addressed envelope for mailing the completed questionnaire, and a series of follow-up letters to non-respondents. Three follow-up letters were sent, on December 10, 18 and 31 (handwritten), respectively. See Appendix E.

Six weeks had been planned for data collection. The vast majority of questionnaires were returned within that time span. A small number were received in the latter half of January, 1982. Of the 99 persons identified as counsellors, 94 (95%) returned their questionnaires. Twelve other persons had been sent questionnaires but they were no longer in counselling, had left no forwarding address, or had left the province.

The following chapter (IV) will deal with the statistical techniques and analysis procedures for the collected data, as well as present the major findings.

CHAPTER IV

A DESCRIPTION OF COUNSELLORS' PERSONAL AND PROFESSIONAL BACKGROUND AND WORK SETTING DEMANDS

Purpose

The purpose of the chapter is to present a descriptive analysis of the data supplied from Part A (General Information and Work Setting Demands) of the questionnaire (see Appendix A). The data were instrumental in not only supplying the essential background information in the analysis of counsellors' preferred and actual functions, but also provided a profile of the professional qualifications of school counsellors, as well as providing some insight into the salient attributes of their work environment. The counsellors are those individuals who provide counsellor functions, and who are employed as school board/district counsellors and coordinators, in-school counsellors and some few engaged as educational psychologists.

Descriptive Analysis Procedures

To facilitate analysis of the data in Part A of the questionnaire, as well as subsequent portions of the instrument, the responses were coded, computer cards were punched, and the data were transferred to disc utilizing the facilities of Memorial University of Newfoundland's Computer Centre.

The statistical analysis was done by computer through a program called SPSS (Statistical Package for the Social Sciences). Frequency distributions were obtained for the data in Part A, as well as specific options and statistics. Cross tabulations were obtained for specific response items in the information and work setting part of the instrument (e.g. Sex with Age).

Sex and Age of Counsellors

Of the 94 identified counsellors in Newfoundland and Labrador, 73 are male, 19 female, with two (2) participants not providing this information. Data reveals that by far the largest single age group is in the 31-40 age range, comprising 54 (58.7%) counsellors. The mean age of all counsellors is 33 years. Table 2 presents the distribution of respondents according to sex and age. There is no difference in the age range of male counsellors as compared to female counsellors. The great majority of counsellors are aged 40 and under (82.2% male, 73.6% female).

Professional Training of Counsellors

Data revealed that 64 (68.8%) of counsellors possess a master's degree in counselling, while 22 (23.7%) respondents have either a graduate diploma, or at least some graduate level training. Doctoral training was being undertaken by 2 (2.2%) counsellors. Arts and education are the under-

TABLE 2

DISTRIBUTION OF COUNSELLORS BY SEX AND AGE

SEX	AGE							TOTAL
	25 and under n (%)	26-30 n(%)	31-35 n(%)	36-40 n(%)	41-45 n(%)	46-50 n(%)	51 and over n(%)	
MALE	4 (4.3)	9 (9.8)	24 (26.1)	23 (25.0)	7 (7.6)	5 (5.4)	1 (1.1)	73 (79.3)
FEMALE	2 (2.2)	5 (5.4)	5 (5.4)	2 (2.2)	1 (1.1)	3 (3.3)	1 (1.1)	19 (20.7)
TOTAL	6 (6.5)	14 (15.2)	29 (31.5)	25 (27.2)	8 (8.7)	8 (8.7)	2 (2.2)	92 (100.0)

Note: Two counsellors did not indicate the requested information.

graduate programs of more counsellors than any other degree program. Table 3 presents the distribution of counsellors' education and training. When each counsellor's level of training was further analyzed to determine what combination of training degrees was held, a strong arts education orientation was evident (see Table 4).

Experience and Job Titles of Counsellors

More than half (57.6%) of the counsellors have more than five (5) years of counselling experience (see Table 5). The data reveals a small increase in the number of persons entering the school counselling profession each year. Of the 91 counsellors indicating their job title, 58 (63.7%) are known as school counsellors, 4 as educational psychologists and supervisors of guidance respectively, 10 as supervisors of special services, and 15 persons had various other designations.

Educational Level of Students Served by Counsellors

The educational level of students at counsellors' work settings was considered of vital importance in helping to determine why counsellors chose to implement certain functions. Data indicated that 64 (70%) of the 91 counsellors who stated their work setting deal with a broad range of students in terms of educational level or grade. This fact

TABLE 3

DISTRIBUTION OF COUNSELLORS ACCORDING TO PROFESSIONAL TRAINING

TYPE OF TRAINING/DEGREE OBTAINED	NUMBER (PERCENTAGE) OF COUNSELLORS
B. A.	56 (60.2)
B. A. (Ed.)	42 (45.2)
B. Ed	22 (23.7)
B. Sc.	14 (15.1)
Graduate Courses in Counselling	9 (9.7)
Graduate Diploma in Counselling	13 (14.0)
Master's Degree in Counselling	64 (69.0)
Doctoral Training in Counselling	2 (2.2)
Other (Religious Studies, etc.)	10 (10.8)
	N=92

Note: Two counsellors did not indicate the requested information.

TABLE 4

DISTRIBUTION OF COUNSELLORS ACCORDING TO THEIR UNDERGRADUATE LEVEL OF EDUCATION/TRAINING

DEGREES HELD	NUMBER (PERCENTAGE) OF COUNSELLORS
B. A. / Graduate Courses in Counselling	4 (4.3)
B. A. / Graduate Diploma in Counselling	1 (1.1)
B. A. / Master's Degree in Counselling	18 (19.4)
B. A. (Ed)/Graduate Courses in Counselling	2 (2.2)
B. A. (Ed)/Graduate Diploma in Counselling	8 (8.6)
B. A. (Ed)/Master's Degree in Counselling	28 (30.1)
B. Sc./ Graduate Courses in Counselling	1 (1.1)
B. Sc./ Graduate Diploma in Counselling	1 (1.1)
B. Sc./ Master's Degree in Counselling	8 (8.6)
Undergraduate Degrees only	5 (5.3)
Graduate level training but undergraduate education not specified	17 (18.4)
	N=93 (100.0)

Note: One counsellor did not indicate the requested information.

suggests that these counsellors have to master a large number of competencies and implement a broad range of functions. It also appears that counsellors would have to carefully plan priorities, given the task required to service such varied grade and age groups. This data was further analyzed and will be dealt with in Chapter V. Table 6 presents the various educational level categories and the distribution of counsellors within those categories.

Time Spent in Counsellor Role and Other Duties

Of the 93 counsellors who responded to this section of the questionnaire, 54.8% reported that they are employed full-time in their counsellor roles. Full-time is expressed as fulfilling the counsellor role 91-100% of the time. The mean percentage of time spent in the counsellor role is 73%. Table 7 presents the distribution of time that counsellors actually spend in counselling and in performing non-counsellor role activities.

Counsellors working at the elementary and elementary-junior high level spend a much greater amount of time in their counsellor roles than those counsellors in any other educational level. At the elementary level, six (6) of the seven (7) counsellors (85.7%) work full-time, and all counsellors (5) at the elementary-junior high level report that they are full-time. At the junior high level, only 1 out of 6 counsellors (16.2%) works full-time. Table 8

TABLE 5

DISTRIBUTION OF COUNSELLORS ACCORDING TO THEIR COUNSELLOR EXPERIENCE

YEARS OF EXPERIENCE	NUMBER (PERCENTAGE) OF COUNSELLORS	
Less than one year	4	(4.3)
1 year	8	(8.7)
2 - 5 years	27	(29.3)
6 - 10 years	39	(42.4)
11 - 15 years	12	(13.0)
16 years or more	2	(2.2)
	N= 92	(100.0)

Note: 2 Counsellors did not respond to this item.

TABLE 6

DISTRIBUTION OF COUNSELLORS ACCORDING TO EDUCATIONAL LEVEL OF STUDENTS

EDUCATIONAL CATEGORY	NUMBER (PERCENTAGE) OF COUNSELLORS
Elementary (K-6)	7 (7.7)
Junior High	6 (6.6)
Senior High	9 (9.9)
Elementary and Junior High	5 (5.5)
Junior High and Senior High	28 (30.8)
K - 11	36 (39.6)
	N=91 (100.0)

Note: 3 Counsellors did not respond to this item.

TABLE 7

DISTRIBUTION OF COUNSELLORS ACCORDING TO THE PERCENTAGE OF TIME SPENT IN THEIR COUNSELLOR ROLES

PERCENTAGE OF TIME SPENT IN GUIDANCE ROLE	NUMBER (PERCENTAGE) OF COUNSELLORS n (%)
91-100%	51 (54.8)
81-90	5 (5.4)
71-80	8 (8.6)
61-70	1 (1.1)
51-60	5 (5.4)
41-50	4 (4.3)
31-40	3 (3.2)
21-30	7 (7.5)
20% or less	9 (9.7)
	N= 93 (100.0)

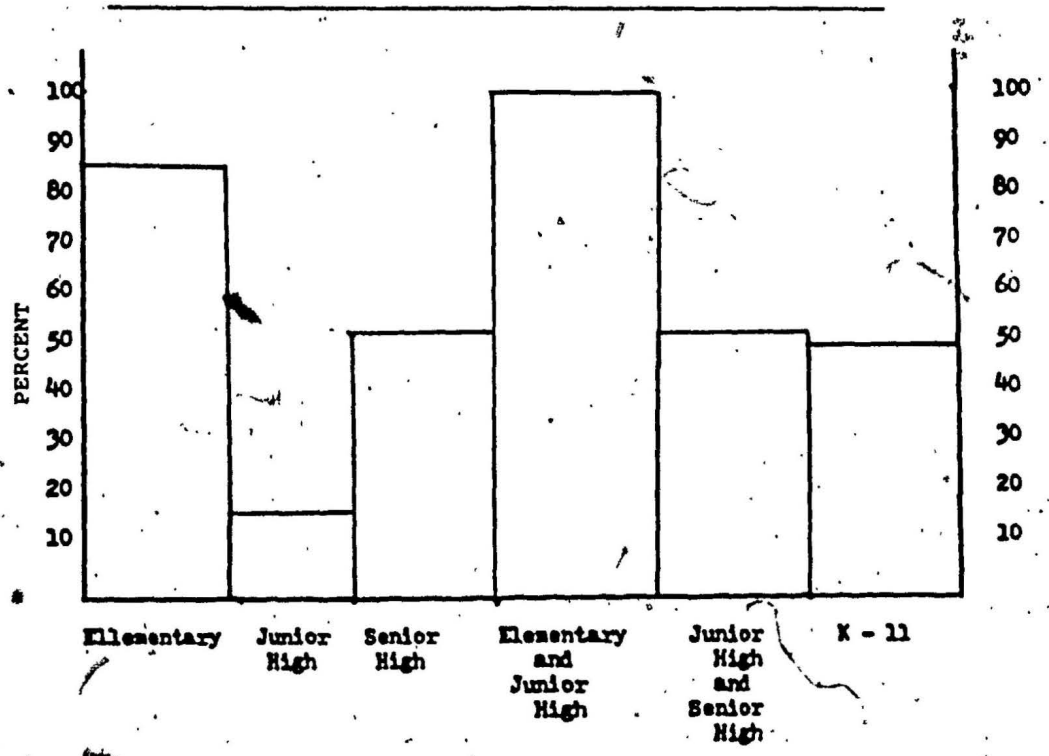
Note: One counsellor did not respond to this item.

DISTRIBUTION OF NON FULL-TIME COUNSELLORS ACCORDING TO THE PERCENTAGE OF TIME SPENT IN OTHER DUTIES (NOT COUNSELLOR ROLE)

OTHER DUTIES	NUMBER (PERCENTAGE OF TIME SPENT)
TEACHING	28 (66.7)
SUPERVISORY	10 (23.8)
ADMINISTRATIVE AND TEACHING	2 (4.8)
ADMINISTRATIVE	1 (2.4)
SUPERVISORY AND TEACHING	1 (2.4)
	N=42 (100.0)

TABLE 8

DISTRIBUTION OF COUNSELLORS SERVING SPECIFIC EDUCATIONAL LEVELS 100% OF THE TIME IN THE COUNSELLOR ROLE



presents the distribution of counsellors in each educational level, further illustrating that 45.2% of counsellors have to implement their counsellor functions in a part-time counsellor role. For these "part-timers" there might be pressures of varying intensity which influence their counselling priorities, perhaps forcing them to abandon implementation of functions they might desire. Also, some roles are not carried out by all counsellors to the same degree, and some roles are more familiar to some counsellors than others. For elementary and elementary-junior high counsellors this may have not been so, given their different status. They may have more time for program planning and implementation. This assumes, of course, that all other considerations are equal. Such a conclusion is difficult to reach.

Number of Schools and Students Served, and Travel Required by Counsellors

An analysis of the counsellor-student ratio in all educational levels reveals a ratio of 1:877. Minimum-maximum ranges are 1:150 to 1:1501 or more. This range indicates a ratio which is far above the suggested optimum level of 1:400 for grades VII-XI, as stated in the Report on Psychological and Counselling Services for Newfoundland Schools by the Provincial Counselling Committee (1980, p. 13). Table 9, which presents the data on the distribution of counsellors according to educational level, also indicates that the median ratio of counsellors to students is in the 601-900 range, which is to say that 50% of counsellors have ratios this high or higher. However, since a large

TABLE 9

DISTRIBUTION OF COUNSELLORS ACCORDING TO THE NUMBER OF STUDENTS SERVED (RATIO OF CLIENTS TO COUNSELLOR) WITHIN SPECIFIC EDUCATIONAL LEVELS

EDUCATIONAL LEVELS	NUMBER OF STUDENTS												TOTAL
	0-150 n (%)	151-300 n(%)	301-450 n(%)	451-600 n(%)	601-900 n(%)	901-1200 n(%)	1201-1500 n(%)	1501-2000 n(%)	2001-2500 n(%)	2501-3500 n(%)	3501-5000 n (%)	5001 or more n(%)	n(%)
Elementary (K-6)				1(1.1)		3(3.4)	1(1.1)	2(2.2)					7 (7.9)
Junior High			2(2.2)	3(3.4)	1(1.1)								6 (6.7)
Senior High		1(1.1)	2(2.2)	1(1.1)	5(5.6)								9 (10.1)
Elementary and Junior High					1(1.1)		1(1.1)	1(1.1)	1(1.1)			1(1.1)	5 (5.6)
Junior High and Senior High	2(2.2)	4(4.3)	3(3.4)	3(3.4)	8(9.0)	5(5.6)				1(1.1)		1(1.1)	27(30.3)
K - 11			1(1.1)	4(4.5)	5(5.6)	4(4.5)	2(2.2)	7(7.9)	3(3.4)	2(2.2)	2(2.2)	5(5.6)	35(39.3)
TOTAL	2(2.2)	5(5.6)	8(9.0)	12(13.5)	20(22.5)	12(13.5)	4(4.5)	10(11.2)	4(4.5)	3(3.4)	2(2.2)	7(7.9)	89 (100.0)

percentage (45.2%) of counsellors are not full-time, these statistics on the ratios must be examined and interpreted in this light. Moreover, these statistics are for schools where counsellors exist! It must be recognized that there are too few counsellors in Newfoundland schools, far below recommended numbers.

Counsellors who are required to travel to meet their job description demands comprise 66 (71.7%) of the counsellor respondents. Twenty-six (28.3%) counsellors report no travel while 32 (34.8%) indicate they travel from 1-25 miles on average per week. There is a wide distribution of counsellors in other mileage categories (see Table 10). The mean weekly mileage is 24 miles. As mileage tends to increase, the number of counsellors tending to travel generally decreases.

If average weekly mileage over ~~100 miles~~ can be judged as "considerable", and the designation is largely arbitrary, then 14% of counsellors have placed themselves in that category. The data suggests that for the majority of counsellors who are required to travel, school identification with one school setting would be difficult to achieve. The actual consequences on counsellors' ability to carry out their counsellor roles could not be ascertained from the data, but interesting information on counsellor work demands was provided.

Counsellors who serve only one school are the single largest group with 36 (38.7%) of the 93 respondents reporting

TABLE 10

DISTRIBUTION OF COUNSELLORS ACCORDING TO THE AVERAGE WEEKLY MILEAGE TRAVELLED AS PART OF THEIR COUNSELLOR ROLE

Mileage Category	Number of Counsellors (Percentage)
None	26 (28.3)
1 -25	32 (34.8)
26 - 50	9 (9.8)
51 - 75	7 (7.6)
76 - 100	5 (5.4)
101 - 150	3 (3.3)
151 - 200	4 (4.3)
201 - 250	2 (2.2)
251 - 300	1 (1.1)
301 or more	3 (3.3)
	N= 92 (100.0)

Note: Two counsellors did not respond to this item.

this information. The mean number of schools for each counsellor is 3 schools. Table 11 presents the distribution of counsellors to schools. The apparent lack of school identification for 61% of counsellors (more for some, less for others), the increased responsibility, the wide variability in functions assigned are just some of the possible consequences of this multischool responsibility for counsellors.

Counsellors' Perceived Accessibility to Referral and Liaison Services

Counsellors report that their accessibility to referral and liaison services varied considerably. These services and trained personnel are, when available, psychological services, social workers, public health nurses, audiologists, and a variety of agencies which both supplement and complement the efforts of the counsellor. Of note is that 62.4% of counsellor respondents feel that such accessibility is relatively easy. On a scale of 1-5, with 1 being easy and 5 difficult, the mean rating of accessibility is 2.2. A relatively small number of counsellors reported that they find accessibility to referral and liaison services as being difficult. This is indicated in Table 12, which presents the distribution of respondents' perceived accessibility to referral and liaison services.

The prevailing view of observers who have knowledge of

TABLE 11

DISTRIBUTION OF COUNSELLORS ACCORDING TO THE NUMBER OF SCHOOLS IN WHICH THEY SERVE

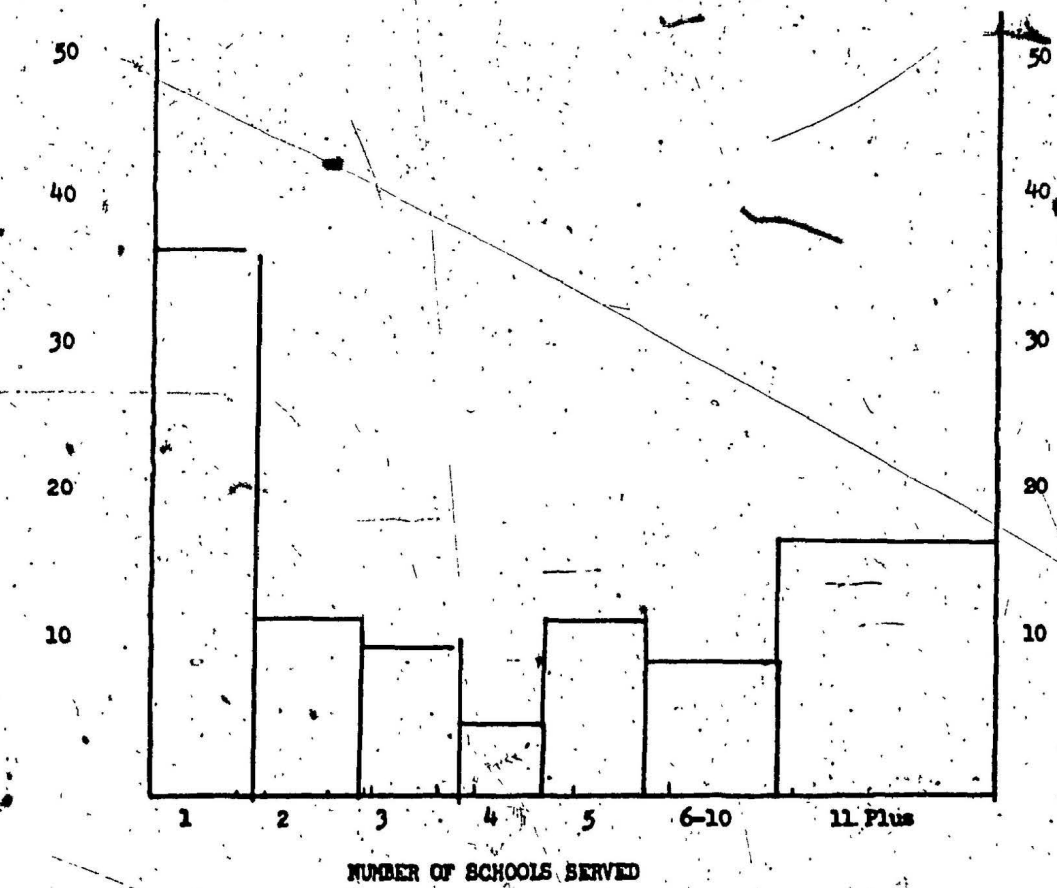


TABLE 12

DISTRIBUTION OF COUNSELLORS' PERCEIVED ACCESSIBILITY TO REFERRAL AND LIAISON SERVICES

ACCESSIBILITY	NUMBER OF COUNSELLORS (PERCENTAGE)
1 (Easy)	33 (35.5)
2	25 (26.9)
3	20 (21.5)
4	11 (11.8)
5 (Difficult)	4 (4.3)
	N= 93 (100.0)

Note: One counsellor did not respond to this item.

the extent and state of aforementioned services is that the number of such services is insufficient to serve client needs and, consequently, the rating of 1 and 2 may seem high. However, the majority of counsellors are clustered in urban areas and large towns where such services tend to be based. These persons may have given a high rating on accessibility. Urban counsellors and others in rural areas may well have related their actual functions to services present in their areas which support and complement their counsellor roles. Once again this would tend to cause the accessibility rating to be high regarding these services.

Having already observed, through study of the data, the broad range of grade levels for which many counsellors are responsible, a large portion of these persons may have developed the expertise necessary to deal with concerns in their respective counselling settings, and, therefore, they may possess moderate concerns for the accessibility of referral and liaison services. In conclusion, the 62.4% who checked the scale at number 1 and 2 have made a strong comment on accessibility of such services.

Summary and Conclusions

This chapter profiles the professional and personal attributes as well as their work setting demands as reported by the 94 counsellors who participated in this study. In summary, the findings point to the following conclusions:

1. Of the reporting counsellors, 79.3% are male, 20.7% are female, and the mean age of all counsellors is 33 years. Counsellors' qualifications are relatively high, with 68.8% possessing a master's degree, and 23.7% possessing a graduate diploma or some graduate level training, which suggests a high level of professional competency.
2. Seventy per cent of counsellors report serving clients in more than one educational level. They serve clients with a wide variety of needs, indicative of the clients' educational level and age.
3. Full-time counsellors comprise 54.8% of respondents. Of those who are engaged in other duties, teaching constitutes 66.7% of the non-counselling responsibilities of those persons who are part-time.
4. The data reveals a high counsellor-student ratio in schools where counsellors work, the median being in the 1:600-900 range. Travel is required of 71.7% of counsellors, and 61.3% of them have responsibilities at more than one school/setting. Almost 85% of counsellors report that accessibility to referral and liaison services is moderately to relatively easy.

CHAPTER V

AN ANALYSIS OF THE DEGREE OF CONGRUENCE BETWEEN ACTUAL AND PREFERRED FUNCTIONS AS PERCEIVED BY COUNSELORS AND ITS RELATIONSHIP TO SELECTED INDEPENDENT VARIABLES

Purpose

The purpose of this study was to determine, through counsellors' perceptions, the degree of congruence between actual and preferred counselling functions and its relationship to selected independent variables. Essential to furthering this analysis was an understanding of personal, professional and work setting characteristics previously reported in Chapter IV. Regarding counsellor functions, this chapter will report on functions actually implemented by counsellors and their preferences for functions. The chapter will also report on ratings of the importance of each function, both actual and preferred. As well, a report and explanation of the degree of congruence between actual and preferred functions will be presented. The three selected variables, counsellor role defining influence, counsellor competence and specific work setting indices were chosen to help explain the degree of congruency between actual and preferred functions. The relationship between these three independent variables and the congruency level was examined and analyzed, and will be reported and discussed in this chapter.

Analysis Procedures

As in the descriptive analysis procedures for Part A of the instrument (described in Chapter IV), the SPSS (Statistical Package for the Social Sciences) computer program was the analysis tool used to analyze the data. In addition to having frequency distributions and crosstabulations obtained, a variety of statistical analysis procedures were undertaken, which will be explained as part of the reporting and discussion process in subsequent sections of this chapter.

Counsellors' Choice of Actual Functions and Their Ratings of the Importance of Each Function

In reporting what they actually do in their existing work settings, counsellors have indicated what functions they are implementing. From the 18 functions presented to them in the questionnaire, each counsellor was requested to place a check mark next to the function which he or she was currently performing in his or her place of work. This selection being made, the counsellors were then requested to rate how important these selected functions are for them by choosing a number on a seven point rating scale from least important to most important (1-7). A tabulation of the checked functions (i.e. those being currently performed) enabled the construction of a rank ordering of the 18 functions according to the number of counsellors reporting implementation of each function in their work environment.

Further, a tabulation of the ratings of importance for each function provided for the composition of a mean rating of importanee of each funetion which counsellors report they implement (see Table 13).

Regarding their implementation of each of the 18 identified functions, counsellors report that for each function at least a majority of counsellors are engaged in implementation. Secondly, for 12 of the functions, 75% or more of the counsellors report implementation in each case. There is a considerable gap between the number of counsellors who have reported implementation of some functions as compared to implementation of others, and, overall, counsellors are indicating a considerable variation in the functions they actually perform. More precisely, 91.2% of counsellors state that Teacher Consultation is their most widely implemented function. On the other hand, the least implemented function, and, consequently, the lowest ranked, is Developmental Guidance at 56% (see Table 13).

As described above, and discussed comprehensively in the methodology in Chapter III, counsellors were asked to examine the 18 functions presented in the questionnaire and then to rate the importance that those functions they currently implement have for them. They were requested to indicate the degree of importance by selecting one of seven designations of importance from least important to most important, a seven point rating scale. The mean ratings of counsellor responses for each function were calculated along with the standard

TABLE 13

DISTRIBUTION OF ACTUAL FUNCTIONS ACCORDING TO COUNSELLOR CHOICE, AND COUNSELLORS' IMPORTANCE RATINGS OF THESE SAME FUNCTIONS

FUNCTIONS	RANK	PERCENTAGE OF COUNSELLORS IMPLEMENTING THIS FUNCTION	MEAN RATING OF IMPORTANCE	S.D.
T. Consultation	1	91.2	4.80	2.06
Psychoed. Assess.	2	89.0	4.26	2.28
Crisis Inter.	3	87.9	4.10	2.16
Ind. Coun.: Per. Soc.	3	87.9	4.93	2.31
Prog. For Sp. Needs	4	84.6	3.80	2.32
Referral...Resources	4	84.6	3.63	2.12
P. Consultation	5	83.5	4.0	2.30
Infor. Services	5	83.5	3.59	2.27
Ind. Coun.:C. Ed.	6	80.2	4.22	2.58
Car. Education	7	80.1	4.12	2.53
Evaluation	8	76.9	2.80	2.07
Orientation	9	74.7	2.72	2.10
Ombudsman	10	70.3	2.50	2.04
Ad. of Data Services	11	69.2	2.22	1.94
Inservice Ed.	12	67.0	2.25	2.12
Gp. Counselling	13	61.5	2.21	2.16
Inter...Program	14	58.5	1.61	1.78
Dev. Guidance	15	56.0	2.18	2.33

deviations (see Table 13). This procedure provided an overall rating of importance that counsellors have assigned for the functions they currently perform. The most highly rated function is Individual Counselling: Personal-Social, with a mean rating of 4.93 on the 1-7 scale. The least important function is Interpreting the Guidance Program, possessing a mean rating of 1.62. Though the literature suggests that too few parents, teachers, and students know what counsellors do, perhaps counsellors either do not realize this, and/or they do not have the time to implement this least rated function.

Generally, there is a noticeable consistency in ratings and rankings of actual functions. Functions which were the most popularly implemented (i.e. the highest ranked) also tended to be rated as the most important of all functions. On the other hand, the least implemented functions of counsellors also tended to be the same ones which were rated as low in importance by those same counsellors.

Counsellors' Preferred Functions and the Rating of the Importance of Each Function

Regarding the 18 functions presented in the instrument, counsellors were requested to indicate which functions they would prefer to implement in their existing work settings if they were to establish their roles as they would want them to be. This counsellor task utilized the questionnaire in a similar manner as was described in the previous section for functions which were actually implemented. For counsellors' preferred functions, two measures were sought here as well. Not only were counsellors to choose the functions they

preferred, but, also, they were to rate how important their preferred functions would be for them (i.e. those functions which they had selected). From the data collected on counsellors' preferred functions, a ranking of the most to the least preferred function was calculated based on counsellors' responses (see Table 14). The most preferred function is Teacher Consultation at 91.2%, and the least preferred (lowest ranked) is Administration of Pupil Data Services at 45.1%.

The ratings of importance, based on the same seven-point scale used for actual functions, reveals that counsellors have a wide dispersion in what they report as important in terms of functions (see Table 14). The mean rating of counsellors' responses indicates that the most important function (highest rated) is Individual Counselling; Personal-Social, with a mean rating of 5.23 on the seven-point scale, and the lowest rated is Administration of Pupil Data Services, with a mean of 1.46 on the same scale. With few exceptions, Career Education being the most notable, and as in the case with actual functions, those functions which were most preferred by counsellors were also rated by them as the most important. In the case of lesser preferred functions, they were rated lower in importance (see Table 14).

TABLE 14

DISTRIBUTION OF PREFERRED FUNCTIONS ACCORDING TO COUNSELLOR CHOICE, AND COUNSELLORS' IMPORTANCE RATINGS OF THESE SAME FUNCTIONS

FUNCTIONS	RANK	PERCENTAGE OF COUNSELLORS PREFERRING THIS FUNCTION	MEAN RATING OF IMPORTANCE	S.D.
T. Consultation	1	91.2	4.99	2.99
P. Consultation	2	89.0	4.97	2.09
Ind. Coun.: Per. Soc.	3	84.6	5.23	2.48
Prog. For Sp. Needs	4	79.1	4.09	2.54
Ind. Coun.: C. Ed.	5	76.9	4.15	2.68
Dev. Guidance	5	76.9	3.79	2.50
Psychoed. Assess.	5	76.9	3.75	2.55
Referral...Resources	5	76.9	3.64	2.40
Evaluation	5	76.9	3.26	2.24
Crisis Inter.	6	74.7	3.97	2.67
Gp. Counselling	7	73.6	3.52	2.45
Inservice Ed.	8	72.5	3.21	2.50
Car. Ed.	9	71.4	4.06	2.83
Infor. Services	9	71.4	3.41	2.56
Ombudsman	10	65.9	2.67	2.32
Orientation	11	62.6	2.65	2.51
Inter...Program	11	62.6	2.57	2.41
Ad. of Data Services	12	45.1	1.46	2.07

A Comparison of Counsellors' Choice of Actual and Preferred Functions

In the previous two sections of this chapter the frequency with which counsellors implement and prefer the assigned 18 functions in the research instrument was reported and discussed. Similarly, the counsellors' ratings of the importance of the selected functions were noted and discussed (see Tables 13 and 14). This section of the chapter will present a comparison of counsellors' choice of and ratings of their actual and preferred functions. This comparison of the congruence between what counsellors actually do and what they prefer to do will be done in three ways, as follows: (1) a preliminary overview and comparison of functions based on the frequency of counsellors' responses; (2) analysis and discussion of a statistical measure of the level of congruence, known as the discrepancy score and (3) analysis and reporting of Pearson correlation coefficients between actual and preferred functions.

A preliminary comparison of the rankings counsellors have assigned for actual and preferred functions reveals that if counsellors have the opportunity to implement functions they might prefer, there would be a fairly high level of congruence between at least seven of the eighteen functions presented to them in the questionnaire. The seven functions most frequently identified by counsellors as constituting part of their current responsibilities are precisely the same seven functions that rank in the top six

positions (there are tied rankings) when counsellors were asked to identify what functions they would prefer to perform. There is a high level of congruence here for these functions (see Tables 13 and 14). For example, Teacher Consultation is ranked #1 by an identical number of counsellors (91.2%). Specifically, counsellors have reported a strong congruency between these actual and preferred functions, in addition to the previously cited one, as follows: Psychoeducational Assessment, Crisis Intervention, Individual Counselling: Personal Social, Programming for Special Needs, Referral/Professional/Community Resources, Parent Consultation.

Though they were lower ranked as actual and preferred functions, Interpreting the Guidance Program to the Public and the Ombudsman function also have a high level of congruence, actual and preferred. After counsellors indicated their preference for functions on the questionnaire, 66.9% of them have reported that they would like to carry out the Interpreting the Guidance Program function, while 58.5% actually do so. Similarly, for the function of Ombudsman 65.9% prefer to implement it, with 70.3% actually doing so.

While there is a fairly consistent and high level of congruence for half of the functions presented in the questionnaire, for the rest of them there is considerably less congruence. In some of these cases there are great differences between what counsellors report that they perform and what they would prefer to do. For Developmental Guidance,

56% actually carry it out but 76% would prefer to do so. Likewise, for Group Counselling, 61.5% perform this function while 73.6% would like to implement it.

Regarding those functions for which there has been reported a high level of congruence between actual and preferred, this relationship might be explained by counsellors' priorities. Counsellors are key personnel in setting their own agenda. They may set their priorities knowing what must be done in their work settings. At least for higher ranked functions they tend to prefer what they actually do in their work environments. On the other hand, for those 9 of the 18 functions for which there is a lower level of congruence between actual and preferred, there may be a number of factors which could explain this incongruence. Such variables as the work setting itself, counsellors' level of competence and their own perceived role defining influence are possibly some of the factors. These variables will be examined later in this chapter.

Initial conclusions on counsellors' reported level of congruence between actual and preferred functions suggest that for half of the functions there is a fairly high level of congruence between what counsellors prefer to do and what they actually do. However, for the rest of the 18 functions there are varying levels of congruence, some fairly low, indicative of some obvious dissatisfaction by counsellors regarding a number of the functions they are currently implementing or wish to implement. For this group of functions

counsellors possess a desire to set different priorities in their jobs regarding functions they prefer to implement if they could establish their roles as they wish to do.

The intial conclusions referred to in the preceding paragraph are based on a non-statistical comparison of the distribution of counsellors' responses regarding their actual and preferred functions. While this was informative, further measures were judged as necessary to ascertain more accurately the degree of congruence between actual and preferred functions. Accordingly, one statistical measure which was devised to measure the degree of congruence was called the discrepancy score.

This measure was obtained after counsellors' responses for actual and preferred functions, respectively, were added and the sum of the differences between them was calculated. It reveals the number of differences counsellors have in their choice of the 18 actual and preferred functions. In effect, this discrepancy score is a measure of the degree of congruence between actual and preferred functions.

The intent of this measure of the degree of congruence was to demonstrate the extent of the difference in what counsellors report as preferred and actual functions. Secondly, the counsellors' reported degree of congruence for each function, actual and preferred, would be ascertained. The possible score for total discrepancy (i.e. the extent of congruency to noncongruency) ranges from 0-126. The data reveals a range of differences (i.e. the degree of congruence)

from 0-66, which is a measure of the difference between what counsellors actually do in their work settings and what they would prefer to do (see Table 15). The mean discrepancy is 24.9, and great variability in responses is evident, as shown in the standard deviation of 12.6. For example, for three counsellors, there is no difference in their choice of actual and preferred functions--absolute congruency. For five counsellors there is a discrepancy score of 21--a moderate degree of congruence. The greatest degree of incongruence exists for one counsellor who possesses the greatest measured difference or discrepancy at a score of 66, the highest discrepancy score.

While this congruence measure presented a global perspective on the degree of congruence, it was judged as not being sufficiently adequate in narrowing down more precisely the degree of congruence because of the wide dispersion of counsellors' responses. More useful information on the degree of congruence was obtained by using the same discrepancy measure to ascertain the degree of congruence for each matched pair of functions, actual and preferred (eg. Orientation with Orientation). In this procedure the sum of the choices by counsellors of each actual and preferred function is calculated to determine the discrepancy in counsellors' choice of each function. This calculation of the differences between counsellors' responses for each function would be an indication of the degree of congruence that exists for each actual and preferred function. For each

TABLE 15

DISTRIBUTION OF COUNSELLORS' DISCREPANCY BETWEEN ACTUAL AND PREFERRED FUNCTIONS

Discrepancy Score	Number(%)	Discrepancy Score	Number(%)
0	3(3.3)	28	6(6.7)
1	1(1.1)	29	1(1.1)
6	1(1.1)	31	3(3.3)
8	2(2.2)	32	2(2.2)
9	2(2.2)	33	1(1.1)
10	1(1.1)	34	1(1.1)
11	4(4.4)	35	1(1.1)
12	1(1.1)	36	1(1.1)
13	4(4.4)	37	1(1.1)
14	3(3.3)	38	4(4.4)
16	1(1.1)	39	1(1.1)
17	1(1.1)	40	2(2.2)
18	2(2.2)	41	2(2.2)
19	3(3.3)	43	1(1.1)
20	3(3.3)	45	4(4.4)
21	5(5.6)	49	1(1.1)
22	3(3.3)	54	1(1.1)
23	2(2.2)	66	1(1.1)
24	2(2.2)	Total	90(100)
25	3(3.3)		
26	3(3.3)		
27	6(6.7)		

Note: Four counsellors did not respond.

Mean Discrepancy 24.9

Standard Deviation 12.6

function the following has been provided: (1) the number of counsellors not implementing functions they prefer; (2) the number of counsellors implementing functions they prefer not to do; and (3) the number of counsellors who have no difference in what they implement and prefer--no discrepancy (see Table 16).

Of the 90 counsellors responding to this part of the instrument, there are only 4 of 18 functions where 50% or more of respondents have no discrepancy in what they prefer to do as compared to what they actually do. These functions are: Career Education (56.7%), Teacher Consultation (51.1%), Ombudsman (50%) and Orientation (51.1%). In 10 other functions there is no discrepancy for 40-49% of counsellors. For the remaining 4 functions, congruency (i.e. no discrepancy) is 37.8% for Information Services, 36.7% for Developmental Guidance, 33.3% for Group Counselling and 30% for In Service Education. Calculated in this way it would seem that there is a small core of four functions for which there is at least a moderate level of congruency. Counsellors have reported that in 14 of 18 functions more than half of the counsellors are not currently implementing these functions as they would prefer to do--obvious incongruence. Further, they are implementing functions they would prefer not to do.

There are a number of functions that highlight the extent of discrepancy, in effect a low level of congruence. They are Group Counselling, In Service Education, and

TABLE 16

COMPARISON OF COUNSELLORS' RESPONSES ON WHAT THEY PREFER TO DO AS COMPARED TO WHAT THEY ACTUALLY DO

FUNCTION	NO. OF COUNSELLORS NOT IMPLEMENTING FUNCTIONS THEY PREFER TO DO (%)	NO. OF COUNSELLORS WHO ARE IMPLEMENTING FUNCTIONS THEY PREFER NOT TO DO(%)	NO. OF COUNSELLORS WHO HAVE NO DISCREPANCY IN ACTUAL AND PREFERRED FUNCTIONS(%)	MEAN	S.D.
1. Prog. For Sp. Needs	28(31.1)	18(20.0)	44(48.9)	-0.29	1.87
2. Referral...Resources	25(27.8)	22(24.4)	43(47.8)	0.04	1.99
3. Psychoed. Assess.	21(23.3)	29(32.2)	40(44.4)	0.48	2.02
4. Evaluation	34(37.8)	20(22.2)	36(40.0)	-0.50	2.27
5. Gp. Counselling	50(55.6)	10(11.0)	30(33.3)	-1.28	2.35
6. Car. Education	22(24.4)	17(18.8)	51(56.7)	0.06	1.80
7. T. Consultation	27(30.0)	17(18.8)	46(51.1)	-0.19	1.58
8. Infor Services	24(26.7)	32(35.5)	34(37.8)	0.21	2.34
9. P. Consultation	43(47.8)	9(9.9)	38(42.2)	-1.02	2.18
10. Dev. Guidance	49(54.4)	8(8.8)	33(36.7)	-1.64	2.45
11. Ombudsman	25(27.8)	20(22.2)	45(50.0)	-0.21	2.02
12. Ad. of Data Services	13(14.4)	37(41.1)	40(44.4)	0.72	2.01
13. Ind. Coun.: C. Ed.	23(25.6)	24(26.7)	43(47.8)	0.08	2.0
14. Inservice Ed.	49(54.4)	14(15.4)	27(30.0)	-1.0	2.4
15. Crisis Inter.	30(33.3)	24(26.7)	36(40.0)	0.09	2.34
16. Ind. Coun.: Per. Soc.	34(37.8)	12(13.3)	44(48.9)	-0.28	2.54
17. Orientation	21(23.3)	23(25.6)	46(51.1)	0.04	1.62
18. Inter...Program	42(46.7)	12(13.3)	36(40.0)	-1.01	2.01

Developmental Guidance where, respectively, 55.6%, 54.4% and 54.4% of counsellors report that they do not implement these functions to the extent that they prefer to do. For those functions which counsellors actually implement, 41.1% and 35.5% respectively of counsellors do not prefer Administration of Data Services and Information Services. Interestingly, for some functions only a small percentage of the total number of counsellors who are implementing them do not prefer those functions: Group Counselling (11%), Parent Consultation (9.9%), Developmental Guidance (8.8%)--a high level of congruence.

Calculation of the mean percentage of counsellors' responses indicates that 34.5% of counsellors fail to implement those functions which they indicate they prefer. On the other hand, the mean is 21.5% for those who are implementing functions they prefer not to do. Regarding the balance of counsellors, after the responses for all 18 functions have been averaged, there are 44% of counsellors who have indicated that there is no incongruence in their actual and preferred functions (i.e. no discrepancy in their score).

To conclude, at this stage of the analysis, some incongruency has been demonstrated for every function where counsellors have indicated what they prefer and what they implement as functions. The degree of congruence varies considerably among the 18 functions. Counsellors do implement functions though they do not wish to do so. Alternatively, counsellors wish they could implement certain

functions that they do not presently carry out.

Through the discrepancy procedure, it was demonstrated that there is an obvious incongruence between what counsellors have chosen to report as preferred and actual functions. Further, the level of congruence can be more meaningfully understood when the discrepancy for each function is observed and interpreted rather than analysis of the total discrepancy score. However, to state that the overall degree of congruence of actual and preferred functions as determined by the discrepancy score is either great, significant, marginal or small would be unnecessarily arbitrary and of little value. It can be stated that the degree of congruence for the functions is varied, and the number of counsellors who differed in responses to actual and preferred functions is substantial. This arouses interest in the impact that this condition has on counsellors and clients, in terms of stress, dissatisfaction, and on counsellor efficiency.

So far in this section of the chapter, two procedures used to compare the congruency of actual and preferred functions have been presented and the findings discussed. These are the study of counsellors' respective rankings of the 18 actual and preferred functions, and, second, the use of the discrepancy scores in determining the degree of congruency. To conclude this study of congruency, a further procedure was devised to study the relationship between actual and preferred functions. Pearson product-moment correlation coefficients were calculated to measure the strength of the

relationship between those functions actually performed by counsellors and those preferred by them. For each matched pair of actual and preferred functions a coefficient was produced (e.g. Evaluation as implemented and Evaluation as preferred). The coefficients range from .4429 for Individual Counselling: Personal-Social to .7816 for Career Education (see Table 17).

To determine the mean level of correlation between counsellors' actual and preferred functions, the coefficients were transformed to Fisher Z scores. This procedure is a mathematical transformation which yields a quantity with a sampling distribution which has the same variance. This allows for an accurate averaging of the 18 coefficients. The mean coefficient is .5955. This third approach of determining the level of congruence through using correlations (here the Fisher Z scores) yields a moderate level of congruency between what counsellors do and what they prefer to do. However, although moderate, it demonstrates a higher level of congruence than was found by using the discrepancy score procedure. On the other hand, the Fisher Z coefficient tends to be more consistent with the results from the first procedure used, comparison of counsellors' ranking of actual and preferred functions. In this first procedure, half of the functions had fairly high levels of congruence, actual with preferred, based on counsellors' responses.

A correlation matrix was constructed to further examine the relationship between and among functions as reported by

TABLE 17

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN COUNSELLORS' ACTUAL AND PREFERRED FUNCTIONS

PAIRED FUNCTIONS	VALUES OF r_{xy} (COEFFICIENTS)*
1. Prog. For Sp. Needs	.7112
2. Referral...Resources	.6166
3. Psychoed. Assess.	.6531
4. Evaluation	.4492
5. Gp. Counselling	.4875
6. Car. Education	.7816
7. T. Consultation	.7021
8. Infor. Services	.5357
9. P. Consultation	.5002
10. Dev. Guidance	.4797
11. Ombudsman	.5770
12. Ad. of Data Services	.5002
13. Ind. Coun.: C. Ed.	.7124
14. Inservice Ed.	.4592
15. Crisis Inter.	.5443
16. Ind. Coun.: Per. Soc.	.4429
17. Orientation	.7709
18. Inter...Program	.5728

Note: All coefficients were significant at $p < .01$.

counsellors (see Table 18). The functions in Table 18 have a numerical designation due to space limitations; the numbers can be matched with functions in Table 17. The matrix was scrutinized to determine the strength of the association between the various actual and various preferred functions, and to seek out any particular patterns and sub groups. All co-efficients are significant at the .01 level of confidence. What emerges is that the strongest correlations are between the matched actual and preferred functions (#1 with #1, etc.), with two exceptions. Actual function #8 (Information Services) has a closer association with preferred functions #6 (Career Education) and #13 (Individual Counselling: Career-Educational) than with its preferred counterpart. The other exception is a stronger association between actual function #9 (Parent Consultation) and preferred function #7 (Teacher Consultation) than with preferred function #9. Both teachers and parents are significant others, and this would suggest that a counsellor would be most likely committed to consultation with significant others.

The correlation matrix reveals some interesting patterns of association among groups of functions. For example the following preferred functions--Referral/Professional/Community Resources, Psychoeducational Assessment, Teacher Consultation, and Parent Consultation (#s 2,3,7 and 9 respectively) tend to be associated in a limited way with actual function, Programming for Students with Special Needs (#1), with significant correlations ranging from .3068 to .4261. As indicated in the preceeding paragraph, matched actual and preferred

TABLE 18

PEARSON CORRELATION COEFFICIENTS * FOR

ACTUAL AND PREFERRED FUNCTIONS

ACTUAL FUNCTIONS	Preferred Functions 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	.7112	.3229	.4261			-.3114	.3068		.3550				-.1961					
2	.3166	.6166				-.2890	.4762		.5097				-.2030					
3	.3693	.2768	.6531		-.2595	-.3276	.2807	-.3104					-.3384			-.1876		
4		.1828		.4492						.3656				.2952			.2047	
5		.1860			.4875				.3748						.2829		.1902	
6	-.3362	-.2611	-.2901			.7816	-.2588	.4044	-.2982				.7167					
7		.4214				-.2068	.7021		.4530	.3218		.3329						
8	-.2128					.6429		.5357					.6177				.4270	
9		.3419				-.3157	.5196		.5002									
10	.2134	.2543	.1981				.3003			.4797				.3042				.2310
11		.3447							.3853	.1760	.5770				.4591	.3510	.4121	.1722
12							.2670			.2428	.2007	.5002			.2133		.2392	
13	-.2722		-.3266		.3659	.5677		.3844					.7124					
14						-.2756	.3209			.4023			-.2414	.4592			-.2147	
15											.3964				.5443	.4551		
16					.3198										.4239	.4429		
17		.1793		.1726				.4421			.4121		.3951		.3826	.3570	.7709	
18		.1766		.2146			.3059			.3916				.3855				.5728

* $p < .01$

Note: See Table 21 for correlation of function numbers to function names.

functions tend to have the strongest associations. Programming for Students with Special Needs (#1) has a correlation of .7112. A high level of congruence is evident here. In contrast, preferred functions, Career Education (#6) and Individual Counselling: Career-Education (#13) are negatively correlated with actual function, Programming for Students with Special Needs (#1). It appears that counsellors who may have a preference for one group of functions, those dealing with programming, referral, assessment, teacher and parent consultation (#s 1,2,3,7 and 9 respectively) do not prefer another group, career oriented functions, individual and groups (#s 13 and 6).

Those counsellors who identify Career Education (#6) as a function actually performed also indicate a preference for that function. In this case, the correlation of .7816 indicates a high degree of congruence. Further, if counsellors tend to prefer Career Education, which is group oriented, they are very likely to engage in individual approaches to Career Education (#13). Information Services (#8) also is associated with the two career oriented functions (#s 6 and 13). As an actual function, Information Services is moderately associated with Career Education and Individual Counselling: Career-Educational, as preferred functions. The correlations are .6429 and .6177 respectively.

In the above-cited functions there is a readily observable and statistical divergence in the grouping of some functions as compared to other groupings, which, conceivably, can

lead to certain function groups being selected for implementation or preference over other groups. In some cases, it may mean that there are groups of functions which counsellors do not choose to perform in their work settings. For a variety of reasons, which will be examined later in this chapter, some functions are placed at different levels of priority.

The Pearson correlation coefficients demonstrate a moderate correlation in general between matched actual and preferred functions, though in six cases the congruency is quite high (see Table 17). The congruency for unmatched functions is much more varied (see Table 18). In many cases there is no statistically significant correlation, for others there are negative coefficients, and for most of the rest, the congruency as measured by the coefficients is low to moderate. In a small number of previously cited functions, there is a fairly high level of congruence.

Given the nature of the data collection procedure on the questionnaire, where counsellors were first requested to signify their choice of actual functions and, secondly, to choose their preferred functions, there may have been some contamination in their responses. Regardless of the reality, counsellors may have been reluctant to admit any degree of incongruence between what they actually do in their jobs as compared to what they might prefer. Perhaps they do not want to exhibit any dissonance. In their responses to this part of the questionnaire, there may have been a causal relationship between the response to actual

and preferred functions, but it has not been judged as very strong. In any event, it was a necessary limitation to the study. Regarding the relationship between the function variables, Glass and Stanley (1970) have stated that "the relationships that exist among variables in education and social sciences are always too complex to be explained in terms of a single cause" (p. 121).

In this section, counsellors' actual and preferred functions have been compared. This has been carried out in a number of ways: (1) an overview and comparison of the rankings of functions based on the frequency of counsellors' responses; (2) analysis and reporting of discrepancy measures; and (3) analysis and reporting of Pearson correlation coefficients between actual and preferred functions. Based on these procedures analysis of the data suggests that there is a moderate degree of congruency between actual and preferred functions, though the extent of congruence varies from function to function.

Counsellors' Importance Ratings of Actual Functions According to the Educational Level of Their Work Settings

To acquire a clearer understanding of what differences exist between counsellors' actual and preferred functions, as well as a means of explaining the degree of congruency, the counsellor response data was broken down into educational levels which counsellors serve. Table 6, Chapter IV, reveals

that there are six distinct groups of clients and settings, defined here as educational levels. Table 19 presents the counsellors' ratings of the importance (1-7 continuum, least important to most important) which their actual functions have for them in their respective work settings--Elementary, Junior High, Senior High, Elementary and Junior High, Junior and Senior High, and K-11. Counsellors can be classified as being in one of six categories, each representative of an educational level (eg. Senior High Counsellor).

At this stage of the analysis, the procedure utilized was the SPSS BREAKDOWN computer program which yielded the frequency of ratings as reported by counsellors, and which provided an analysis of variance of the importance ratings for each counsellor category (see Table 20).

The analysis of variance was computed to determine if there are any significant differences in the way in which counsellors rate the importance of actual functions in the six educational levels in which they work. Such significant differences were tested at the .01 level of confidence. The rating of functions differs significantly within the six educational levels for 7 of the 18 functions (see Table 20). These significant differences indicate, to a moderate degree at least, that what counsellors actually do is determined by the unique educational circumstances in which they work (i.e. the educational level of their student clients).

As indicated in Table 19, the BREAKDOWN procedure reveals a great deal of variability, at the six educational levels, of counsellors' ratings of specific functions. How-

TABLE 19

RANK ORDER* OF COUNSELLORS' IMPORTANCE RATINGS OF ACTUAL FUNCTIONS ACCORDING TO THEIR EDUCATIONAL CATEGORY

ACTUAL FUNCTIONS	ELEMENTARY Rank(Rating)	JR. HIGH Rank(Rating)	SR. HIGH Rank(Rating)	ELEMENTARY & JR. HIGH Rank(Rating)	JR. & SR. HIGH Rank(Rating)	K-11 Rank(Rating)
1. Prog. For Sp. Needs	4(5.42)	10(3.0)	10(2.44)	6(3.2)	9(3.18)	4(4.64)
2. Referral...Resources	6(4.42)	3(4.66)	8(2.55)	4(4.8)	6(3.62)	10(3.32)
3. Psychoed. Assess.	1(6.71)	6(4.0)	12(1.88)	1(6.6)	10(2.85)	1(5.17)
4. Evaluation	9(3.14)	10(3.0)	11(2.0)	13(.80)	7(3.55)	11(2.67)
5. Gp. Counselling	14(1.57)	7(3.83)	7(3.2)	13(.80)	13(2.48)	15(1.85)
6. Car. Education	17(.42)	6(4.0)	3(5.22)	11(1.60)	1(5.33)	8(4.02
7. T. Consultation	2(6.57)	4(4.5)	5(3.88)	3(5.2)	4(4.59)	2(4.76)
8. Infor. Services	15(1.42)	8(3.33)	4(4.11)	9(2.2)	5(4.55)	9(3.5)
9. P. Consultation	3(6.0)	3(4.66)	12(1.88)	3(5.2)	6(3.62)	6(4.14)
10. Dev. Guidance	14(1.57)	13(.66)	13(1.77)	11(1.6)	12(2.55)	12(2.52)
11. Ombudsman	11(2.71)	5(4.16)	9(2.44)	11(1.6)	11(2.74)	14(2.2)
12. Ad. of Data Services	8(3.57)	9(3.16)	11(2.0)	8(2.6)	14(2.22)	16(1.79)
13. Ind. Coun.: C. Ed.	16(.57)	7(3.83)	2(5.44)	12(1.4)	2(5.22)	5(4.38)
14. Inservice Ed.	13(2.0)	11(2.16)	8(2.55)	7(2.8)	15(1.85)	13(2.35)
15. Crisis Inter.	7(3.71)	2(5.0)	6(3.55)	5(4.0)	5(4.33)	7(4.11)
16. Ind. Coun.: Per. Soc.	5(4.71)	1(6.0)	1(6.11)	2(5.4)	3(4.85)	3(4.7)
17. Orientation	10(2.85)	5(4.16)	5(3.88)	10(2.0)	8(3.51)	15(1.85)
18. Inter...Program	12(2.28)	12(.83)	13(1.77)	13(.80)	16(1.59)	17(1.64)

Note: Ratings are in brackets based on a scale of 1-7, 7 being the highest.

TABLE 20

ANALYSIS OF VARIANCE BETWEEN CATEGORIES OF COUNSELLORS IN THEIR RATINGS OF ACTUAL FUNCTIONS

FUNCTION	D.F.	MEAN SQUARE	F.	SIG.
1. Prog. For Sp. Needs	5	15.03	3.14	0.01*
2. Referral...Resources	5	6.25	1.387	0.23
3. Psychoed. Assess.	5	40.52	14.33	0.00*
4. Evaluation	5	8.53	2.08	0.75
5. Gp. Counselling	5	8.81	1.99	0.08
6. Car. Education	5	35.63	7.50	0.00*
7. T. Consultation	5	6.38	1.49	0.19
8. Infor. Services	5	14.09	3.15	0.01*
9. P. Consultation	5	16.48	3.48	0.00*
10. Dev. Guidance	5	5.47	1.00	0.42
11. Ombudsman	5	5.09	1.25	0.29
12. Ad. of Data Services	5	5.09	1.36	0.24
13. Ind. Coun.: C. Ed.	5	35.06	6.83	0.00*
14. Inservice Ed.	5	1.45	0.32	0.89
15. Crisis Inter.	5	1.98	0.40	0.84
16. Ind. Coun.: Per. Soc.	5	4.39	0.84	0.52
17. Orientation	5	13.90	3.33	0.00*
18. Inter...Program	5	2.07	0.71	0.61

*p < .01

ever, across the six work levels some actual functions possess remarkable uniformity in the ratings. To clearly show the relative importance that specific functions have for each category of counsellors, the functions are ranked numerically from highest to lowest, with the actual mean rating of importance placed in brackets after the ranking numeral.

Uniformity in rating is evident for Individual Counselling: Personal-Social and Developmental Guidance, the former being rated moderately high and the latter rated relatively low in importance in all six categories. Psychological Assessment does not have the same degree of uniformity in ranking, reflecting most probably the different nature of the respective settings and the consequent priorities of the counsellors. For this function, ranking ranges from first in three categories, Elementary, Elementary and Junior High, and K-11, to a 12th place ranking by Senior High counsellors. The common element of these three categories which rate psychological assessment high is that counsellors each serve elementary students. This would suggest that the assessment demands on counsellors who work with primary and elementary school children differs substantially from the demand for psychological assessment on counsellors who work with students at junior and high school levels.

Counsellors' ratings for Career Education and Individual Counselling: Career Educational clearly illustrates the variability of counsellors' responses to these two functions.

Counsellors in the Junior and Senior High category rank Career Education 1st, in K-11 it is ranked 8th, and at the Elementary level counsellors have ranked it in the 17th position. Regarding Individual Counselling: Career Educational, counsellors again have produced widely divergent ratings of importance. It is ranked 2nd by Senior High and Junior and Senior High counsellors and 16th by their Elementary compatriots. Programming for Special Needs, Information Services, Parent Consultation and Orientation are the other functions which demonstrate significant variability in counsellors' ratings.

The BREAKDOWN analysis presents substantial evidence that counsellors' educational work levels have impact on what they perceive as being important for themselves and their clients in terms of functions. The exigencies of the individual work settings, as they relate to these educational levels, requires different approaches and priorities by counsellors. The needs and demands of the student clientele, teachers and parents have to be served within limitations and circumstances often not of the counsellors' own making.

Counsellors' Importance Ratings of Preferred Functions According to the Educational Level of Their Work Settings

The BREAKDOWN analysis procedure which was conducted on counsellor ratings of actual functions was also done on the preferred functions of counsellors in the same manner.

Counsellors who work within their specific category of the six educational work levels assigned a rating from least important to most important (1-7 on the 7 point scale) for each of the functions they prefer to implement. Rankings of the importance of each function within each educational level were based on the mean rating of importance (see Table 21). There is great variability in the ranked importance of preferred functions from one educational level to another. While these differences are readily observed, it is also clearly evident that a fairly consistent rating of importance exists for some functions across all educational levels, as it is, for example, for Parent Consultation (see Table 21).

Regarding the rating of the importance of preferred functions, the reader should be reminded to refer to the instructions in the questionnaire in order to have a clear understanding of the meaning of the responses. It is only within this context that analysis of the counsellors' ratings can be meaningfully interpreted. Each counsellor was requested to do the following: "From the following list indicate which counsellor function you would prefer to implement in your present work setting if you were to establish your role as you want it to be ... Furthermore, in the remaining columns, please indicate the degree of importance you would assign each of the functions." (Section 2 - Preferred Functions). In essence, counsellors had to be quite cognizant of their ratings within those parameters.

TABLE 21

RANK ORDER* OF COUNSELLORS' IMPORTANCE RATINGS OF PREFERRED FUNCTIONS ACCORDING TO THEIR EDUCATIONAL CATEGORY

PREFERRED FUNCTIONS	ELEMENTARY Rank(Rating)	JR. HIGH Rank(Rating)	SR. HIGH Rank(Rating)	ELEMENTARY & JR. HIGH Rank(Rating)	JR. & SR. HIGH Rank(Rating)	K-11 Rank(Rating)
1. Prog. For. Sp. Needs	3(5.28)	10(3.33)	6(3.55)	3(5.2)	10(3.69)	4(4.48)
2. Referral...Resources	7(4.0)	5(4.66)	14(2.11)	5(4.20)	10(3.69)	8(3.71)
3. Psychoed. Assess.	4(5.14)	6(4.5)	15(2.0)	3(5.2)	12(3.03	6(4.2)
4. Evaluation	9(3.71)	10(3.33)	10(2.77)	9(1.20)	8(3.84)	13(3.05
5. Gp. Counselling	11(2.85)	3(5.83)	8(3.11)	7(2.4)	9(3.76)	11(3.37)
6. Car. Education	14(.28)	9(4.0)	2(4.77)	8(1.80)	2(5.26)	7(3.91)
7. T. Consultation	2(5.71)	4(5.16)	5(3.77)	2(5.6)	5(4.53)	1(5.26)
8. Infor. Services	12(1.71)	12(2.66)	3(4.44)	10(1.0)	7(4.11)	10(3.45
9. P. Consultation	1(6.0)	2(6.0)	2(4.77)	2(5.6)	3(4.80)	3(4.77)
10. Dev. Guidance	6(4.14)	11(3.16)	9(2.88)	4(4.8)	6(4.26)	9(3.57)
11. Ombudsman	11(2.85)	5(4.66)	8(3.11)	9(1.2)	11(3.38)	16(1.94)
12. Ad. of Data Services	11(2.85)	15(.83)	13(2.22)	10(1.0)	14(1.57)	17(1.14)
13. Ind. Coun.: Per. Soc.	13(.57)	8(4.16)	1(5.0)	6(3.0)	2(5.26)	5(4.22)
14. Inservice Ed.	10(3.42)	13(2.5)	12(2.44)	6(3.0)	10(3.69)	14(3.02)
15. Crisis Inter.	8(3.85)	8(4.16)	4(4.33)	4(4.8)	4(4.76)	12(3.31)
16. Ind. Coun.: Per. Soc.	5(5.0)	1(6.16)	1(5.0)	1(6.2)	1(5.34)	2(5.14
17. Orientation	10(3.42)	7(4.33)	7(3.44)	9(1.20)	12(3.3)	16(1.94)
18. Inter...Program	9(3.71)	14(2.0)	11(2.55)	9(1.2)	13(2.88)	15(2.48)

Note: Ratings are in brackets based on a scale of 1-7, 7 being the highest

As with the actual functions, an analysis of variance was computed to determine if there is any significant difference between categories of counsellors' ratings of preferred functions. When such significant differences were tested at .01 level of confidence, the rating of functions differs significantly within the six educational levels for 2 of the 18 functions. When tested at the .05 level of confidence, four more function ratings possess significant differences (see Table 22). These results for preferred functions suggest a shift, though small, in counsellors' perceptions of the importance of functions when they can indicate their preference. Though not as statistically significant as for actual function, the variance in ratings by counsellors, category by category, ranges from a low to moderate level.

Observation of the data presented in Table 21 indicates a marginally more uniform assignment of ratings of importance for preferred than for actual functions, though variability is still evident. Individual Counselling: Personal-Social is ranked highest by four of the six categories of counsellors (second and fifth for the other two), indicative of a relatively high degree of unanimity and congruence. Its rating is not surprising, and reflects the universal concern for counselling activity directed towards clients' individual personal concerns at all age levels. In-service Education, with a low rating in all educational levels but one, testifies to relegation of that function to a low priority in terms

TABLE 22

ANALYSIS OF VARIANCE BETWEEN CATEGORIES OF COUNSELLORS IN THEIR RATINGS OF PREFERRED FUNCTIONS

FUNCTION	D.F.	MEAN SQUARE	F.	SIG.
1. Prog. For Sp. Needs	5	6.20	0.98	0.43
2. Referral...Resources	5	6.01	1.04	0.39
3. Psychoed. Assess.	5	15.38	2.64	0.02*
4. Evaluation	5	7.01	1.40	0.23
5. Gp. Counselling	5	9.06	1.56	0.18
6. Car. Education	5	33.67	5.09	0.00**
7. T. Consultation	5	5.31	1.35	0.25
8. Infor. Services	5	15.02	2.46	0.03*
9. P. Consultation	5	3.60	0.85	0.51
10. Dev. Guidance	5	4.65	0.74	0.59
11. Ombudsman	5	13.68	2.83	0.02*
12. Ad. of Data Services	5	5.22	1.21	0.31
13. Ind. Coun.: C. Ed.	5	25.93	4.66	0.00**
14. Inservice Ed.	5	3.16	0.48	0.78
15. Crisis Inter.	5	7.25	1.04	0.39
16. Ind. Coun.: Per. Soc.	5	2.18	0.35	0.88
17. Orientation	5	13.09	2.24	0.05*
18. Inter...Program	5	4.64	0.79	0.55

*$p < .05$

**$p < .01$

of importance. Low ratings of importance for Interpreting the Guidance Program to the Public, and for Administration of Pupil Data Services, compared to other functions, suggests that those functions which do not seem to have direct impact on clients are less preferred by counsellors at all educational levels.

The function identified as Career Education most noticeably demonstrates that counsellors' preference in terms of importance varies greatly across educational levels. A ranking ranging from 2nd place to 14th place is illustrative of how the educational level of the clientele determines counsellors' ratings of preferred functions. Individual Counselling, Career Educational essentially mirrors the ranking assigned to Career Education. Given other demands, elementary counsellors do not prefer these two functions. The nature of counselling programs for elementary age clientele, as summarized in the literature, illustrates why counsellors have a high rating for Teacher Consultation, Parent Consultation, Programming for Specific Needs and Psychological Assessment rather than career oriented activities. On the other hand, career oriented functions are rated as much more important by Senior High counsellors than by their Elementary compatriots because the former perceive them to be more essential in meeting the needs of their clientele.

For the four other preferred functions which have differences in counsellors' ratings--Psychological Assessment,

Information Services, Ombudsman, or Orientation--their respective natures suggest some reasons why they are rated so differently across the six educational levels. In the case of assessment, counsellors who work in the two educational levels, Junior-Senior High and Senior High, do not rate Psychological Assessment as being very high in importance, in contrast to counsellors who work in other levels. Where there are clients of an elementary age, it seems that assessment procedures are rated as quite important. A reciprocal situation exists for Information Services, where provision of information to students appears to be a much more important function for high school level age clients who normally need more services of this kind compared to younger children. The nature of these distinct school environments suggests the need for counsellors to assign different priorities for the tasks they prefer to perform.

An explanation for the significantly different importance ratings for the function identified as Ombudsman is not as easily apparent as in the two preceding functions under discussion. It does appear, for purposes of explanation, that the elementary age component is an ingredient in the explanation here. Counsellors working only in the Junior High level have rated this function as the highest in the six educational levels. Perhaps they feel they must articulate and represent the needs of their clients because of their unique characteristics compared to the characteristics of other client groups in their respective levels.

Elementary and Senior High students may not have the types of problems requiring ombudsman-type representation.

The significant differences evident in the importance ratings for Orientation may have their origins in the simple fact that many students in K-11 settings, for example, do not shift from school to school, but from grade to grade within the same environment (i.e. same building). Counsellors who serve K-11 clients in different schools (i.e. an elementary school, a junior high, and a senior high school) may not possess the time for orientation activities. On the other hand, the sometimes traumatic change, or just normal change, facing students who leave their elementary school habitat to enter another school may demand quite comprehensive orientation procedures by the counsellor. Hence, Junior High level counsellors rate this function as much more important than Elementary level counsellors.

In conclusion, for this section of the chapter, counsellors' ratings of importance of preferred functions, has presented them with an opportunity to state what they want their counsellor roles to be. As with their report on actual functions, they seem to be stating that the peculiarities and uniqueness of the educational level in which they work results in differences in the kind of functions they think are more or less appropriate for them. As a result, there are certain functions in which there are clear differences between the various educational levels, and other functions which are more consistent regardless of the age of the clients with

whom the counsellor works. The most effective utilization of such elements as their skills and available time, demands from counsellors an arbitrary procedure of assigning ratings of importance to functions they want to perform in order to maximize counsellor efficacy. In essence, the educational level does appear to determine, at least in part, what counsellors rate as important or unimportant for preferred functions in their counsellor roles.

A Comparison of Counsellors' Ratings of Actual and Preferred Functions According to the Educational Level of Their Work Settings

As indicated in an earlier section of this Chapter, overall there is a moderate level of congruence between counsellors' actual and preferred functions, though in some specific cases some incongruence for functions does exist. Regarding a comparison between counsellors' importance ratings of actual and preferred functions according to the respective educational levels where they work, there is a moderate to fairly high level of congruence, though there are cases of obvious incongruence. Alternatively, there are isolated examples of very high congruence. There is a pattern in this relationship between the two sets of importance ratings, characterized in the following way: highly rated actual functions in each level tend also to be highly rated as preferred functions in their respective levels; functions which tend to be rated as moderately important as currently performed are similarly rated when preferred; and,

low rated actual functions tend also to be low rated as preferred functions (see Tables 19 & 21).

Some departures from this general pattern of congruence are found in Developmental Guidance and Group Counselling, which exhibits patterns of incongruence. Counsellors in all six educational levels rate Developmental Guidance much more important as a preferred function than as an actual function. For Group Counselling the situation is similar. On the other hand, Psychological Assessment, Career Education and Teacher Consultation exhibit very high levels of congruence between ratings for actual and preferred functions, with Teacher Consultation being the most congruent.

To summarize, actual functions are assigned similar ratings of importance as those functions identified by counsellors as ones they prefer. Overall, the degree of congruence is fairly high, as noted earlier in this section. After comparing the importance ratings for functions currently performed by counsellors with the ratings for those functions they would prefer to implement, the degree of congruence is quite consistent, though with some exceptions. What counsellors rate as important in actuality, they also rate as important in terms of preferred counsellor functions (see Tables 19 & 21).

At this stage of the analysis, some understanding of the relationship between counsellors' actual and preferred functions was achieved, in terms of the degree of congruence between the two. It was then judged that a further understanding of the relationship between actual and preferred functions, and an inquiry into the factors which are judged or anticipated to contribute to the level of congruence, or lack of it, between counsellors' actual and preferred functions, would be pursued by considering other variables. More analysis was required on the relationship between the functions which counsellors acknowledge that they now have responsibility for, and those which they would prefer to have responsibility for, if given the best of all possible choices. It was to this end of exploring factors that might contribute to the degree of congruence between actual and preferred counsellor functions that three independent variables were designated, and for the purposes of this study, were defined as role defining influence, secondly, a measure of counsellor competency, and a third variable which in this study has been identified as work setting indices. To pursue this inquiry analyses were conducted in consideration of these three variables and their relationship to the degree of congruence of actual and preferred functions.

Counsellors' Own Perceived Role Determining Influence and the Relationship with the Congruency of Actual and Preferred Functions

One of those factors indicated in Chapter I, and referred to in this chapter, which is thought to have impact on counsellors' choice of functions, is the extent to which they have

influence in determining their professional role in the educational environment where they work. In this study the counsellors' judgement of this type of influence is referred to as role determining influence. An objective of the study was to ascertain what level of influence counsellors feel they have in their work setting to determine their counsellor role. Presumably, the more power they feel they possess, the greater impact this would have on the choice and number of functions they implement. It has already been indicated in the review of the literature that counsellors, in their relationship with administrators and others on the school staff, have more or less influence depending on the nature of the setting, and the personalities and practices of those persons involved. Not the least of these persons are the counsellors themselves who have particular personality traits and unique professional training and backgrounds. One of the assumptions of the study is that the greater the degree of influence counsellors feel they have in determining their professional role, the greater the congruence between what they now do and what they would prefer to do. In this regard a second objective of the study was to discover what relationship exists between that role determining influence and the degree of congruence of counsellors' actual and preferred functions.

In Part C of the questionnaire, counsellors were requested to select one statement which best represented their judgement of how influential they are in determining their current

counsellor role in their existing work settings (i.e. their role determining influence). Following calculation of the data, at first glance the results in this study suggest that 90% of counsellors maintain that they have a high level of influence in their existing counsellor work settings. They report that either one of the two statements describing the greatest extent of influence best represents the amount of power they have in their work settings (see Table 23). In effect, these counsellors have assessed their current role determining influence as high. Their mean reported level of influence is 7.82 on a scale ranging from .94 - 9.56 (minimal influence to a high level of influence). To simplify, by rounding off the figures upward it can be stated that, on average, counsellors have assigned themselves an influence rating of 8 out of 10 as their estimate of their power to influence what they do in their counsellor role. However, one must be cautious in accepting the conclusions reached from this data due to a number of factors.

Initial conclusions were dependent on combining statements 3 and 5. In fact, there may be some inadequacy in the measuring approach for role defining influence, specifically in statement 4. It is possible that respondents did not assign sufficient care to the second part of that statement. The second part reads: "However, there are still some areas of disagreement on my role and about how I should spend my time." This second part seems more at odds with the first part than originally considered during the construction of this statement: "With the people I work with I have been

TABLE 23

DISTRIBUTION OF COUNSELLORS' PERCEIVED ROLE DETERMINING INFLUENCE AS REPORTED BY THEM ON WEIGHTED INFLUENCE STATEMENTS

INFLUENCE STATEMENTS (WEIGHT)	NUMBER (%) *
I feel that my attempts to define my role have not been successful. Consequently, my professional responsibilities are determined primarily by others. (0.94)	0 (0.0)
No matter what efforts I bring to bear, I am generally at odds with school/district personnel to the extent that I can only implement less than half of the professional responsibilities which I prefer. (3.44)	1 (1.1)
My endeavours to promote my role definition have enabled me to carry out about half of the functions which I deem necessary. (5.50)	8 (9.0)
With the people I work with I have been successful in bringing about some reasonable understanding and agreement on my role. However, there are still some areas of disagreement on my role and about how I should spend my time. (6.88)	39 (43.8)
I am very satisfied that my efforts in promoting my role and function in the school/district have achieved consensus with my colleagues. (9.56)	41 (46.1)
TOTAL	89 (100.0)

Note: Standard deviation 0.69

*5 counsellors did not check this item

successful in bringing about some reasonable understanding and agreement on my role." Perhaps more counsellors would not have selected this statement of influence had they considered it more carefully. However, this is difficult to ascertain.

A second factor which may have had impact on the counsellors' responses to these statements might be an unwillingness to admit to themselves that their role defining influence might be lower than it actually is. They may not want to express any dissonance between what they do and what they may wish to do in their counsellor role. In other words, some unconscious self-defensive reason may exist. Regardless of the above, 46.1% of counsellors have made a very strong statement about their influence in their work settings when they choose statement 5, the highest level of influence.

After noting the relatively high ratings which counsellors have assigned themselves, in terms of their influence, it was decided to see if there were any relationships between counsellors' perceptions of role determining influence and other counsellor attributes which could explain this response by counsellors. Crosstabulations were calculated between the measure of role determining influence and three selected variables--counsellors' sex, counselling experience, and the amount of time counsellors dedicate to implementation of counsellor functions (i.e. part-time factor). The results indicate that counsellors' sex has little to do with the amount of influence they feel they possess. Males indicate

that they have marginally more influence. Years of counsellor experience has little to do with their perceived capacity to influence counsellor role. Generally, most counsellors place themselves in one or other of the top two ratings of influence, no matter what their experience or sex. The third cross-tabulation, the amount of time counsellors dedicate to implementation of functions with role determining influence, does reveal some information to help explain counsellors' ratings of influence.

The data reveals that the percentage of time spent in the counsellor role has a relationship with the role defining influence counsellors feel they have. There are nine counsellors who report that they spend approximately half their time in their work settings (from 41% - 60%) implementing counsellor functions. Five of these nine have assigned themselves a rating of 5.5 on the weight of influence scale (see Table 24). In short, they rate themselves mid-way in terms of influence. Though the total is small, the proportions of these nine counsellors who perceive themselves as not having great influence is revealing. Their response might be explained by the fact that persons who spend approximately half their time implementing counsellor functions may have some difficulty in fitting into any clearly identifiable role. A lack of identification with a specific or primary role may possibly be related to a less than firm movement to pursue specific objectives and to exert influence within the work setting.

TABLE 24

DISTRIBUTION OF COUNSELLORS' PERCEIVED ROLE DETERMINING INFLUENCE ACCORDING TO THE PERCENTAGE OF TIME SPENT IN THE COUNSELLOR ROLE

Weight of Influence	Number of Counsellors in each percentage category: Percentage of time								
	91-100%	81-90%	71-80%	61-70%	51-60%	41-50%	31-40%	21-30%	20% Or less
.94	0	0	0	0	0	0	0	0	0
3.44	1	0	0	0	0	0	0	0	0
5.50	1	0	0	0	3	2	1	1	0
6.88	22	2	2	1	2	0	1	5	4
9.56	26	3	5	0	0	2	1	1	3

Note: Number of respondents= 89

Overall, with such high ratings on role determining influence, and since there is not a great variability in the influence that counsellors have assigned themselves, it was realized that role determining influence, as a variable, cannot explain, in all probability, the degree of congruence between actual and preferred functions. Nevertheless, to undertake as complete an analysis as possible, an attempt was made to arrive at such an explanation. Accordingly, Pearson product-moment correlation coefficients were calculated between the role determining influence measures and the actual and the preferred functions, and with the discrepancy scores discussed earlier in this chapter. The calculations revealed results which were not unexpected. The association between role determining influence and each of actual functions, preferred functions and discrepancy scores was not statistically significant. In the study, as designed, role determining influence could not explain the discrepancy between actual and preferred functions.

Counsellors in Newfoundland and Labrador, in reporting their role determining influence, have said something about themselves. If they actually have a lot of power in their school setting, would not this fact lead to a finding of little discrepancy in what they actually implement as functions and what they prefer as functions? Such is not the case. There is a noticeable lack of congruence. Two explanations, at least, are possible. One, counsellors have rated themselves higher than they should. This is entirely

possible. Human nature may not allow many persons to admit that they lack influence in their job.

There is a second consideration which could explain this reported level of influence, coupled with some obvious incongruency between actual and preferred functions. Perhaps counsellors feel they have significant influence with administrators and colleagues but choose to compromise their counselling programs in the interests of harmony and a positive relationship with fellow staff members. There may be a recognition of impossibilities. They may simply recognize the realities of the environment in which they work. The functions which they perform are not due to any lack of influence with administrators and colleagues but, maybe, are a realistic response to the situations they face. Regardless, the measure of role determining influence cannot adequately explain the degree of congruence between actual and preferred functions.

Counsellors' Self-Assessed Competency Level and the Relationship With Actual and Preferred Functions

In keeping with the focus of this study on actual and preferred functions, an analysis was conducted on counsellors' self-assessment of their competency level for those skills and appropriate knowledge required to implement their counsellor roles. As indicated in Chapter I, counsellors may tend to select particular functions, and rate their

importance, in a way that is related to the counsellors' own competency. In essence, the tendency of counsellors to perform certain functions and to prefer certain counsellor functions, and to rate the relative importance of these functions differently, may be significantly related to their own assessment of their level of competence to perform these functions. The competency aspect of this study served two purposes: one, how counsellors perceive their own competency would be revealed; two, the competency level might explain the level of congruency between the actual and preferred functions.

Respondents were requested, in Part D of the questionnaire, to complete each competency item (152 competency statements) regardless of whether or not they were "currently carrying out the function-related competencies." For analysis purposes, specific competencies were coded under each appropriate counsellor function (i.e. the competencies normally required to implement each counsellor function were grouped as a unit, a total of 18 groups). This grouping and coding were not known to the counsellors. Each statement was placed randomly in its position from 1 to 152 during construction of the instrument. In the directions the respondents were specifically asked to "indicate your judgement of your level of proficiency for the competency described in each statement, as follows: POOR, FAIR, GOOD, VERY GOOD, or EXCELLENT." The preceding competency ratings were coded and assigned a number for statistical analysis purposes, from 1-5 respectively. In essence, there was a proficiency scale, with 1 being the lowest level of pro-

ficiency and 5 being the highest. Analysis of the data reveals that counsellors generally assess their level of proficiency for the competencies presented as being in the mid-range of competency (see Table 25). The assessments range from a low of 1.89 (S.D. .98) for competency 104 ("Use psychodrama as a counselling strategy".) to a high of 4.04 (S.D. .77) for competency 47 ("Communicate respect and concern for the client's feelings, experiences and potential."). Of the 152 competency statements, 125 ranged from 2.50 to 3.59. A further breakdown revealed that 50 competency statements were rated from 2.50 to 2.99 and 75 statements were rated from 3.0 to 3.59.

It was recognized, at the start of the study, that an attempt to explain the degree of congruence between actual and preferred functions through an analysis procedure involving each separate competency assessment would be cumbersome. As well, the results would have been of questionable value. Accordingly, using the procedure indicated earlier in this section, and explained in Chapter III, the self-assessment scores for the statements were recorded and grouped to represent the competencies required to implement each of the eighteen counsellor functions. This procedure resulted in a competency rating for each of the functions.

There were eighteen Function Competency Groups (FCO's) for which mean levels of competency and standard deviations were calculated (see Table 26). The highest level of competency was for Administration of Pupil Data Services (FCO

TABLE 25

MEANS AND STANDARD DEVIATIONS OF COUNSELLORS' SELF-ASSESSED LEVELS OF COMPETENCY

COMPETENCIES	MEAN	S.D.
1. Knowledge of theories of career development particularly as they relate to school age individuals (e.g Super, Roe, Ginzberg, Holland, etc.).	2.42	.99
2. Utilize information dissemination procedures to effectively communicate career related material and data to students (e.g. monographs, C.C.D.O., periodicals, Choices, etc.).	3.30	1.04
3. Use print and audio-visual media to prepare for and distribute to the school faculty, information on normal and deviant behavior patterns, the use of pupil data, the interpretation and use of standardized test results, and other matters of professional interest.	2.89	1.03
4. Understand the frame of reference of professionals from other disciplines.	3.43	1.00
5. Teach career related decision making skills in a goup format.	3.22	1.01
6. Understand the human developmental process, including a knowledge of personality theory, developmental stages of youth, and the adjustment process.	3.46	.92
7. Negotiate with people and authorities in an advocacy role on behalf of a client.	3.63	.94
8. Assist parents in understanding their children's behavior and the culture of their peer group.	3.53	.85
9. Knowledge of the factors involved in bringing about environmental and attitudinal change in the school.	3.05	.93
10. Knowledge of contemporary issues and practices relevant to the development and education of exceptional children.	2.72	1.14
11. Teach interpersonal and coping skills to a client.	3.32	.99
12. Use clear, concise and straightforward language appropriate to the client's age and educational level.	3.78	.86
13. Interpret a student assessment to a teacher and discuss recommendations and appropriate interventions.	3.66	.86
14. Recognize that extraordinary measures may be needed to act on behalf of an unfairly treated client.	3.44	.85

COMPETENCIES	MEAN	S.D.
15. Structure counselling groups. establish group goal(s), establish appropriate limits, terminate sessions.	2.64	.90
16. Carefully give advice when appropriate in individual counselling.	3.67	.81
17. Possess a thorough knowledge of various counselling theories (i.e. Freudian, Rational-emotive, Client-Centered, Behavioral, Trait-Factor, Existential, Gestalt).	2.97	1.07
18. Understand the school or educational institution, particularly as related to the bureaucracy and power structures.	3.85	.98
19. Estimate a new client's expected progress during individual counselling sessions.	3.21	.79
20. Identify, clarify, label and reflect feelings within a counselling group.	3.29	.93
21. Knowledge of group career exploration activities (e.g. interview skills, life inventory techniques, job search techniques, occupations study, locating occupational information) which facilitate career planning and decision making.	3.38	1.07
22. Identify, clarify, label and reflect on behavior within a counselling group.	3.11	.91
23. Utilize appropriate facilities, design displays, and use multi-media resources for provision of readily accessible information on student concerns and interests.	2.85	.92
24. Use a range of group counselling techniques (e.g. exercises, modelling homework, contracting, etc.).	2.76	.97
25. Use psychoeducational and career assessment records to facilitate career-educational planning and placement.	3.16	.95
26. Help the individual client make a realistic self assessment and understand the implications of his/her choice for future goals.	3.61	.88
27. Conduct ongoing and outcome evaluation of client progress.	3.19	.92
28. Summarize and reveiw important aspects of process and content for a given counselling group.	2.73	.91
29. Use behavioral contracting with a client as a behavior change strategy.	2.83	1.08
30. Work cooperatively with referral and liaison contacts in collaborative assessment, treatment, and follow-up of clients.	3.66	.91
31. Assist a client to emotionally respond to a crisis.	3.28	.90
32. Understand students with special needs.	3.62	.87
33. Help a client express or reveal feelings, thoughts, and behaviors which may be only partially expressed or hinted at.	3.49	.86
34. Knowledge of post-secondary institutions, programs, training opportunities and their related academic requirements.	3.62	1.29
35. Use various stress reducing procedures, (e.g. desensitization, relaxation approaches, biofeedback, etc.) with a client.	2.47	1.17
36. Estimate the client's general coping resources in a crisis.	2.83	.73
37. Let a client know, in a straightforward but sensitive manner, the impact of his/her behavior on you.	3.38	.88
38. Knowledge of entrance/academic/training requirements for in-school and out-of-school placement to best meet client needs and potential for growth.	3.54	.97
39. Selectively self disclose to the client so as to aid in his/her exploration and growth.	3.26	.89
40. Help members in a counselling group see relationships between what they feel, think, and do.	2.98	.93
41. Deal with the client's direction of feelings at the counsellor which he had originally for another person or object.	2.80	.91
42. Promote student awareness of careers as part of a developmental process.	3.45	.85
43. Identify, clarify, label and reflect on cognitive data (e.g. perceptions, assumptions, expectations, etc.) within a group.	2.78	.93
44. Adapt accepted behavior change strategies for appropriate use with young children.	2.79	1.05
45. Can draw upon appropriate counselling theories and methods to optimize personal style and effectiveness in the interest of the client.	2.87	1.07
46. Use the principles of behavior modification in developing behavior change strategies for the client.	2.84	1.15

	COMPETENCIES	MEAN	S.D.
47.	Communicate respect and concern for the client's feelings, experiences, and potential.	4.04	.78
48.	Knowledge of employment conditions and trends, and related socioeconomic factors on a local and national level.	3.11	1.12
49.	Teach a curriculum based career course.	3.06	1.05
50.	Promotion of counsellor-teacher collaboration in planning and implementing curriculum-based delivery of a developmental guidance program (i.e. affective education, psychological education, etc.).	2.75	.90
51.	Provide the client with a possible explanation for relationships between certain behaviors, cognitions and/or feelings.	3.22	.84
52.	Use role playing as a counselling strategy.	2.69	1.12
53.	Knowledge of counselling approaches for young children (i.e. play therapy).	2.36	1.11
54.	Identify precipitating events of a client's crisis situation.	3.29	.83
55.	Discuss with a client the "here and now" issues in the counselling relationship.	3.48	.80
56.	Assist with an individual client's application procedures, documentation, letters of reference, appointments, financial aid/scholarships, and other such activities related to post secondary endeavours.	3.82	1.09
57.	Urge/cajole or otherwise motivate a client to commit himself to take action(s) to resolve problems or concerns.	3.27	.87
58.	Select, critically evaluate, and administer appropriate psychoeducational assessment instruments and procedures in individual and group settings.	3.56	1.16
59.	Awareness of personal and professional limitations in individual counselling.	3.76	.84
60.	Carry out individual and group activities with parents to promote parent effectiveness.	3.02	1.02
61.	Use a facilitative tone and pace of speech appropriate to the individual counselling situation.	3.64	.90
62.	Provide simulated and actual activities in occupational exploration (e.g. work experience program, job shadowing, etc.).	2.87	1.13
63.	Facilitate group decision-making in small groups.	2.85	.83
64.	Conduct programming for exceptional children, such as, planning, coordinating, and implementation.	2.80	1.09
65.	Assist students in using computer information systems.	1.97	1.22
66.	Knowledge of the use of school and public media methods for publicizing and explaining the guidance program to the public.	2.77	.94
67.	Use modelling as a counselling strategy.	2.69	.92
68.	Recognize and be able to control personal biases which may be detrimental to the individual counselling process.	3.43	.85
69.	Knowledge of social/psychological/economic/cultural factors related to career choices.	3.40	.97
70.	Help students know themselves and their abilities, interests, values, and to be able to relate self exploration to career expectations.	3.47	.88
71.	Select from a wide range of counselling techniques and behavioral strategies appropriate to the needs of a given client.	2.92	.99
72.	Knowledge of ethical and confidential guidelines regarding administration, maintenance and use of pupil psychoeducational data.	3.[illegible]	1.03
73.	Assign appropriate counselling related homework to a client.	3.00	.86
74.	Institute effective clerical procedures and maintenance of accurate and up-to-date pupil records.	3.37	1.09
75.	Help the client identify realistic and appropriate short and long term behavioral goals.	3.46	.79
76.	Teach specific management strategies to help resolve a problem(s) and increase teacher effectiveness with students and parents.	2.78	.97
77.	Have students relate their career expectations to training and education requirements.	3.50	.89
78.	Explain relevant aspects of human behavior to a client based on a thorough knowledge of theories of personality and human development (i.e. Freudian, Social Learning Theory, Skinnerian, etc.).	2.57	1.06

	COMPETENCIES	MEAN	S.D.
79.	Assess the needs, interests, and strengths and weaknesses of students new to the school environment or school level.	3.37	.82
80.	Understand the place of and recognize client defense mechanisms	3.28	.97
81.	Conduct tasks to familiarize new students with school regulations, course offerings, physical plant, extra-curricular activities, etc. (i.e. printed information, visitations, conferences, displays, and so on).	3.38	.97
82.	Assist the school librarian in the development and maintenance of guidance related materials	3.07	.93
83.	Provide liaison with feeder schools to maintain the developmental aspects of the learning process.	3.04	.99
84.	Assist a teacher in understanding pupil behavior.	3.36	.81
85.	Structure individual counselling: set counselling priorities and goals, clarify client and counsellor role expectations, set time limits, and terminate counselling relationship at an optimal time.	3.36	.84
86.	Assist the client in coping with a crisis situation and bring about personal control.	3.37	.88
87.	Awareness of professional personnel and various community resources and agencies which can be utilized on behalf of one's clients.	3.96	.96
88.	Promote liaison between the guidance program and those of other schools post secondary institutions and business, labour, and professional organizations.	3.27	1.00
89.	Present receptive physical and psychological presence for the client.	3.40	.93
90.	Awareness of the psychological and social aspects of sex, cultural and racial differences as they relate to career development and career choice.	3.17	.96
91.	Reassure, encourage and support group members in a counselling group.	3.04	.94
92.	Conduct workshop or group activities with teachers both to inform and to teach various skills and strategies	2.63	1.07
93.	Conduct career-educational counselling which allows a student to explore a wide variety of options and styles of living and to help him/her clarify life goals.	3.29	1.07
94.	Utilize a wide range of data sources in conjunction with psychoeducational assessment instruments and procedures when making recommendations on a client.	3.14	1.11
95.	Knowledge of school/academic placement procedures and awareness of their importance for new students.	3.86	.88
96.	Discuss with individual parents, student achievement, placement, abilities, and attitudes.	3.83	.82
97.	Interpret information for students.	3.82	.77
98.	Involve parents in career education planning and activities.	2.66	1.03
99.	Knowledge of psychopathology or deviancy to enable the initiation of appropriate referral of clients.	2.76	1.03
100.	Knowledge of general classroom procedures, processes, and characteristic patterns of the academic environment.	3.82	.93
101.	Question, draw out, and evoke material appropriate for counselling focus in group counselling.	2.74	1.01
102.	Speak to and/or otherwise communicate personally with community and school groups (i.e. PTA, Chamber of Commerce, Recreation Association) on guidance services offered by the school.	3.02	1.13
103.	Offer support and reassurance to the client where it is appropriate and facilitative.	3.64	.81
104.	Use psychodrama as a counselling strategy.	1.89	.99
105.	Recognize and deal with resistant behavior by the client.	2.93	.90
106.	Knowledge of the various school related factors which have an influence on what teachers respond to, do, and think.	3.42	.80
107.	Conduct 'familiarization' sessions with school faculty explaining the purpose and extent of guidance sessions.	2.94	.98
108.	Help members in a counselling group to effectively handle interpersonal conflict.	2.78	.88
109.	Knowledge of measurement theory and how to assess the technical properties of psychometric procedures and instruments.	2.99	1.12

	COMPETENCIES	MEAN	S.D.
110	Teach techniques in career educational related decision making.	3.03	.93
111	Assist a teacher in exploring and understanding his/her professional role, behavior, and expectations	2.73	.93
112	Involve faculty in determining guidance needs and programs.	2.87	.82
113	Co-ordinate a guidance committee in carrying out its activities.	2.92	.98
114	Use clear, concise, and age appropriate communication in group counselling	3.20	.90
115.	Knowledge of the wide range of materials available to assist with group counselling (e.g. exercises, handbooks, published "packaged" programs)	2.69	1.04
116	Understand and critically interpret assessment reports from other professionals.	3.38	.90
117.	Determine when and if a client should make the transition from crisis intervention procedures to regular individual counselling	2.95	.93
118	Communicate on matters of concern with exceptional students and significant others, such as parents, principals, and teachers.	3.55	.90
119	Assist parents in understanding their parental role and help them evaluate the expectations they have for their children.	3.28	.89
120	Explain to students, parents, and teachers the purposes and uses of pupil data.	3.35	.98
121	Recognize and respond to client attempts at counsellor manipulation	3.28	.78
122.	Work efficiently with others in the school/district in conducting evaluation procedures.	3.23	.89
123	Involve faculty in implementing a program for infusing career education into the total school curriculum.	2.68	.94
124	Provide information to meet student needs while fostering student self exploration.	3.11	.77
125	Ask open-ended questions, draw out/evoke, and have the client elaborate on material appropriate to the counselling focus	3.27	.87
126.	Provide parents with information on drug education, communication skills, educational and vocational opportunities.	3.08	.94
127	Accurately respond to a client's affective state (feelings)	3.48	.87
128	Speak concretely to a client about counsellor feelings and thoughts during a counselling session.	3.47	.87
129	Explore sensitively with the client elements of inconsistency and contradictions in feelings, cognitions, and behaviors	3.04	.91
130.	"Be oneself"/be open/be spontaneous and be nonjudgemental about the client's values which may be different from one's own.	3.78	.66
131.	Maintain regular or intermittent liaison with parents about their children and the school.	3.50	.96
132	Knowledge of the range of psychometric devices and procedures available for psychoeducational assessment.	3.16	1.14
133.	Promote student career orientation through field trips, career days, and similar activities.	3.27	1.10
134	Utilize career assessment instruments to measure student attributes such as attitudes, values, interests, aptitudes, career knowledge, etc (e.g. Kuder, Safran, Holland's Self Directed Search).	3.49	1.15
135.	Explore sensitively with the client the natural or logical consequences of his/her feelings, cognitions, and behaviors.	3.42	.89
136	Develop and implement accountability procedures characterized by specific objectives, priorities appropriate to these objectives, and the establishment of systematic evaluative procedures	2.67	.95
137.	Speak concretely to a client about his/her feelings, thoughts, behaviors.	3.57	.84
138	Accurately understand the meaning which certain feelings have for a client.	3.28	.85
139	Knowledge of the various theoretical approaches to group counselling (e.g.: Behavioral, Adlerian, T.A., Psychodrama, etc.)	2.52	1.02
140	Knowledge of curriculum development.	3.02	.93
141	Accurately respond to a client's cognitions (e.g. thoughts, perceptions, assumptions, etc.)	3.23	.82

COMPETENCIES	MEAN	S.D.
142. Maintain direct but nonthreatening eye contact with the client during a counselling session.	3.79	.83
143 Can be comfortable with silences during a counselling session.	3.67	1.02
144. Help the client accept responsibilities for his/her own actions and decisions.	3.65	.77
145. Select group members according to criteria appropriate to the type of group.	2.85	.90
146. Knowledge of research methodology which enables systematic and appropriate use of school and pupil data.	2.70	1.05.
147 Use various research procedures, devices and analysis techniques appropriate to conducting needs assessment.	2.61	1.06
148. Use various research procedures, devices and analysis techniques appropriate to evaluating effectiveness of chosen counsellor functions (process and outcome).	2.33	.95
149 Knowledge of small group processes and group dynamics.	2.71	.89
150. Communicate evaluation results to others in ways that are meaningful to them.	3.35	.90
151. Knowledge of the various leadership functions for effective group counselling.	2.79	.90
152. Help group participants to establish personal goals appropriate to their membership in a counselling group.	2.71	.96

TABLE 26

DISTRIBUTION OF COUNSELLORS' MEAN ASSESSMENTS OF COMPETENCY FOR EACH FUNCTION COMPETENCY GROUP (FCO) COMPARED WITH COUNSELLORS' RANKING OF COUNSELLOR FUNCTIONS, ACTUAL AND PREFERRED

FCO	MEAN (S.D.)	ACTUAL FUNCTION RANK	PREFERRED FUNCTION RANK
12 Ad. of Data Services	3.62(.88)	11	12
11 Ombudsman	3.53(.61)	10	10
17 Orientation	3.53(.73)	9	11
2 Referral...Resources	3.44(.77)	4	5
13 Ind. Coun.: C. Ed.	3.39(.67)	6	5
9 P. Consultation	3.36(.67)	5	2
16 Ind. Coun.: Per. Soc.	3.26(.62)	3	3
3 Psychoed. Assess.	3.24(.92)	2	5
15 Crisis Inter.	3.20(.71)	3	6
6 Car. Ed.	3.17(.72)	7	9
1 Prog. For Sp. Needs	3.17(.79)	4	4
7 T. Consultation	3.11(.72)	1	1
10 Dev. Guidance	3.11(.62)	15	5
14 Inservice Ed.	3.06(.57)	12	8
8 Infor. Services	2.99(.57)	5	9
18 Inter...Program	2.89(.92)	14	11
4 Evaluation	2.79(.76)	8	5
5 Gp. Counselling	2.78(.70)	13	7

12) with a mean of 3.62 (S.D. .88) and the lowest was Group Counselling with a mean of 2.78 (S.D. .70). The unweighted mean for the combined FCO's was 3.2 (the number of competencies within each FCO was not the same). These mean competency assessments were compared in the table with the rankings of counsellors' choice of functions, both actual and preferred.

Careful examination of Table 26 does not reveal an easily discernable pattern. In some cases, being competent to a high degree does not mean that counsellors would implement a certain function. While there are a number of factors which may explain counsellors' assessment of their own competency, counsellors' ratings of their competency to perform a particular function seems unrelated to their ranking of the functions in either the actual or preferred categories.

A number of factors can be considered as having impact on counsellors' ratings of their competency level. The extent that counsellors have been candid and fair in their competency assessments would have a consequent effect on the reliability of their responses. The quality and nature of counsellor training programs can have impact on the competency level of counsellors, but such a determination is beyond the scope of this study.

Though the comparison of the mean counsellor competencies with the ranked actual and preferred functions produced little that was conclusive about their relationship, it was judged that further analysis of this relationship was worth pursuing. The possibility of drawing a significant relation-

ship was based on two questions. If there is a relationship, is counsellor competency influenced by or related to what functions counsellors actually perform? Or, is what functions counsellors perform based on their competency? To provide some answers, if such were available, the analysis was advanced to a consideration of the educational levels where counsellors work. Consequently, data on competency assessment and counsellor functions were analyzed further to examine the relationship between these variables.

This analysis, it was judged, would provide knowledge of counsellors' competency assessment within their educational categories (i.e. in which educational levels they work), illustrate any differences in counsellors' assessment of their competence, and might better explain why these groups of counsellors prefer certain functions. Also, further analysis of factors to seek more understanding of the discrepancy between actual and preferred functions would have been inadequate using the combined competency data for all counsellors. By acquiring information on counsellors' competency assessments within their respective categories, any differences in the assessment of one group from another would be revealed. By combining the assessment score of all counsellors from one group of competencies (FCO), the simple averaging would no longer fairly represent the competency level of particular categories of counsellors. The fairly high standard deviations reported in Table 26 attest to this wide dispersion of assessments.

Competency scores were thus calculated for each of the six educational levels. These results were computed by using the SPSS computer breakdown procedure. As was done in an earlier section of the chapter, counsellors were grouped according to the educational levels where they held their counsellor positions: Elementary, Junior High, Senior High, Elementary and Junior High, Junior and Senior High and K-11. The means are reported in Table 27.

When the respondents' assessment of their competence was studied in Table 27, and compared with the data in Tables 19 and 21, on counsellors' rated importance of actual and preferred functions respectively, a clear pattern was not readily discerned. The number of variables made such a comparison cumbersome and imprecise by simple observation. However, there were indications in some educational levels that counsellor self-assessment was related to the importance that counsellors had assigned for their functions. As indicated in the review of the literature, specific counsellor functions are more likely to be implemented in certain settings as compared to others. And, given particular local conditions and work setting indices, this implementation would have its own priority schedule. This observation was confirmed earlier, and is noted in Tables 19 and 21 for actual and preferred functions. It was decided to test the statistical significance of the impact that this same educational level has on counsellors' assessed level of competence, and accordingly, an analysis of variance was computed to determine

TABLE 27

DISTRIBUTION OF MEAN ASSESSMENTS OF COUNSELLORS' PROICIENCY FOR FUNCTION COMPETENCY GROUPS (FCO) ACCORDING TO THEIR EDUCATIONAL CATEGORY

FCO	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	ELEMENTARY & JR. HIGH	JR. & SR. HIGH	K-11
1. Prog. For Sp. Needs	3.429	3.042	2.861	3.600	2.804	3.451
2. Referral...Resources	3.427	3.417	2.806	3.500	3.419	3.625
3. Psychoed. Assess.	3.571	2.733	2.511	3.640	3.014	3.550
4. Evaluation	3.000	3.694	2.407	2.100	2.667	3.050
5. Gp. Counselling	2.684	2.903	2.608	2.600	2.686	2.909
6. Car. Education	2.349	2.889	3.259	2.600	3.349	3.273
7. T. Consultation	3.464	3.25	3.833	2.850	2.893	3.285
8. Infor. Services	2.694	2.976	3.064	2.743	2.924	3.099
9. P. Consultation	3.571	3.500	3.178	3.320	3.100	3.561
10. Dev. Guidance	3.200	2.933	2.778	3.200	2.971	3.306
11. Ombudsman	3.500	3.75	3.222	3.300	3.518	3.639
12. Ad. of Data Services	3.643	3.417	3.667	4.000	3.446	3.708
13. Ind. Coun.: C. Ed.	2.755	3.048	3.365	2.771	3.495	3.583
14. Inservice Ed.	3.000	3.188	2.764	2.900	2.938	3.254
15. Crisis Inter.	3.000	3.417	3.111	2.950	3.152	3.319
16. Ind. Coun.: Per. Soc.	3.201	3.394	3.092	3.136	3.203	3.346
17. Orientation	3.524	3.778	3.704	3.533	3.464	3.556
18. Inter...Program	3.000	2.583	2.500	2.300	2.857	3.139

Note: Scale of proficiency is 1-5, 5 being the highest level.

if there is any significant difference between groups of counsellors' self-assessed level of competency for function-related competencies (see Table 28). In four function-related competencies (FCO's) there is a significant difference in counsellors' self-assessed competency at the .01 level of confidence for FCO's 1, 3, 6, and 13 (Programming for Special Needs, Psychological Assessment, Career Education, and Individual Counselling: Career Educational).

Observation of counsellors' rankings of importance of actual and preferred functions attests to the significance of the relationship between the four counsellor functions cited above and counsellor competency (see Tables 19 and 21). To illustrate, Elementary counsellors have given an importance rating of 6.71, on a scale of 1-7, for Psychological Assessment (FCO 3) as an actual function. They also rate their ability to perform the competencies necessary to carry out this function at a high level. They rate it in fact at 3.57 on a 5-point scale. To the contrary, Senior High counsellors rate this particular function rather low in importance, at 1.88 (see Table 19), but they also assess themselves at just the mid point on the 5-point competency scale, 2.51. As a preferred function, Elementary counsellors rate Psychological Assessment at 5.14 on the 7-point importance scale, while Senior High counsellors rate it much lower at 2.0 (see Table 21).

Similar observations can be made about another function: FCO 1 (Programming for Special Needs). The fact of significant

TABLE 28

ANALYSIS OF VARIANCE BETWEEN CATEGORIES OF COUNSELLORS IN THEIR SELF-ASSESSMENT OF FUNCTION COMPETENCY GROUPS (FCO # 1-18)

	FCO	D.F.	MEAN SQUARE	F.	SIG.
1.	Prog. For Sp. Needs	5	1.79	3.10	0.01*
2.	Referral...Resources	5	.98	1.70	0.14
3.	Psychoed. Assess.	5	2.56	3.32	0.00*
4.	Evaluation	5	1.46	2.53	0.04
5.	Gp. Counselling	5	0.29	0.55	0.74
6.	Car. Education	5	1.63	3.54	0.00*
7.	T. Consultation	5	0.89	1.76	0.13
8.	Infor. Services	5	0.30	0.92	0.47
9.	P. Consultation	5	0.82	1.86	0.11
10.	Dev. Guidance	5	0.64	1.70	0.15
11.	Ombudsman	5	0.37	0.54	0.74
12.	Ad. of Data Services	5	0.42	0.52	0.76
13.	Ind. Coun.: C. Ed.	5	1.42	3.58	0.00*
14.	Inservice Ed.	5	0.56	1.77	0.12
15.	Crisis Inter.	5	0.30	0.57	0.72
16.	Ind. Coun.: Per. Soc.	5	0.164	0.44	0.81
17.	Orientation	5	0.15	0.27	0.92
18.	Inter...Program	5	1.20	1.40	0.23

*p < .01

differences indicated here reflects the unique characteristics of counsellors' educational work levels, particularly for Elementary as compared to Senior High counsellors.

Though the cases are limited, one more illustration can be presented to show the significance of the relationship between counsellors' reported competency and counsellor functions. For the actual function, Career Education, Senior High counsellors have reported an importance rating of 5.22, on a scale of 1-7. In assessing their ability to perform the competencies required to implement this function, these same counsellors assess their competency at 3.25 on the 5-point competency scale. Elementary counsellors rate Career Education as lowest in importance of any group of counsellors, .42 on the 7-point scale of importance. As a preferred function, Elementary counsellors rate it even lower in importance at .28. Not surprisingly, Elementary counsellors' self-assessed ability to perform the competencies required to implement Career Education is the lowest assessment of competency of all six categories of counsellors, 2.34. Observations on Individual Counselling: Career Educational are very similar to those made on Career Education in this paragraph.

While the relationship of competency and educational level is not statistically significant for those competencies required to implement the 14 other functions, there is a limited difference in the assessed counsellor competency from educational level to educational level. The variety of assessed levels of competence from level to level suggests

that counsellors are, at least in part, responding to their own unique working circumstances in terms of the characteristics and age of their clients at each level. For example, Senior High counsellors may well assess themselves as having a high level of competence to perform those functions which they ordinarily perform in their work settings. On the other hand, for functions they do not normally perform or wish to perform they may rate their competence to perform them as rather low. Similarly, Elementary counsellors who work at the elementary level might well assess themselves as having a high level of competence to perform those functions which seem to be more unique to their level than for other functions. In essence, "practice makes perfect." Frequency of implementation may well heighten competency.

Regarding competency assessments for the competencies needed to implement Career Education and Individual Counselling: Career Educational, Junior-Senior High and Senior High counsellors assess themselves slightly lower than K-11 counsellors in terms of competence. This may seem surprising. However, it is interesting that in the K-11 level, counsellors serve the widest variety of needs, including the needs of students who require knowledge and skills in career related activities.

As a result of the analysis involving counsellors' competency assessment, counsellors' actual and preferred functions and counsellors' educational levels, a number of conclusions can be drawn. One, counsellors tend to assess their

competence as being higher for those actual and preferred functions for which they give the highest ratings of importance. Two, the educational level at which counsellors actually work is significantly related to their self-assessed competence in four function-competency groups (FCOs). Some similar relationships tend to exist in other cases but are not deemed to be statistically significant. In essence, counsellors judge themselves as being more competent for those FCOs in functions they are actually implementing, or prefer to implement.

There seems to be some substance to the view that competency level and function are, to some extent, related. Acquisition of the appropriate counsellor skills (competency) may go hand in hand with the functions counsellors implement. It is difficult to ascertain whether or not the influence of one variable on the other variables is reciprocal, or that one variable influences the other alone (i.e. what counsellors implement or wish to implement is based on their competency, or vice-versa). The issue brings to mind the 'chicken or the egg' question. Is it the necessity to perform a function over time which enhances the counsellor's ability to do it, or is the ability to carry out the task necessary for competent performance of the function a prerequisite to actually taking that particular function on as a responsibility? In summary, there is a considerable variation in counsellors' self-assessed competency from educational level to educational level, and in 4 groups of the 18 function-related competencies there is a significant difference in assessed competency.

In an attempt to further establish the strength of the association between counsellors' perceived competency level and their actual and preferred functions, Pearson product-moment correlation coefficients were calculated between these variables. However, as indicated in the previous section, a statistical analysis which considered each competency score (from #1-152) was not judged to be an effective and useful procedure. Accordingly, correlation coefficients were calculated between the competency ratings for each of the functions and counsellors' rankings of each of the 18 functions (eg. FCO 1 with function 1 - Programming for Special Needs). These coefficients were obtained not only for the matching functions and competency ratings, but also for all combinations of functions and competencies.

The correlation is illustrated in a matrix containing all significant coefficients at the .05 level of confidence (see Table 29). This procedure is not only designed to determine the strength of the association but, also, to determine what patterns, if any, exist among the FCO's (competency groups) and functions.

The correlation is not as strong as might be expected. There is a low to moderate correlation (significant coefficients) when FCO's are matched with their function counterparts, FCO 1 with actual function 1 (Programming for Special Needs), etc. Some coefficients show a stronger association between some "unmatched" FCO's and function (eg. FCO 10 with function 9). This demonstrates that some functions are

TABLE 29

PEARSON CORRELATION COEFFICIENTS* FOR FUNCTION COMPETENCY GROUPS (FCO S) AND ACTUAL FUNCTIONS

FCO	ACTUAL FUNCTIONS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	
FCO 1	.4921	.4842	.4771			(-).5255	.3277	(-).3805	.3775	.2207			(-).3265	.3672				
FCO 2	.3186	.4776	.2605		.2291	(-).2223	.4703		.5190	.2927			(-).3265	.3642	.3931			
FCO 3	.3349	.2819	.4889			(-).2975	.2740	(-).2138	.2891	.2147			(-).2333	.1911	.2145			
FCO 4	.2197		.1751	.1941			.3382		.3654	.2798				.2614	.3146			
FCO 5					.3164				.3654	.2798				.2614	.3146			.2964
FCO 6			(-).1846			.5070		.4710		.3335			.5433				.3025	.2964
FCO 7	.3813	.4230	.3108			(-).3415	.4484	(-).2180	.4203	.2679	.2689			.3391	.2865			.3195
FCO 8		.2196					.2966		.2491	.2352				.2669	.1718	.2036		.3318
FCO 9		.3843	.2529			(-).3382	.3997	(-).2586	.4853		.1997			.3111	.2417	.1987		.3735
FCO10	.3605	.4230	.3343			(-).3146	.3353	(-).1708	.4048	.3145	.2979			.3236	.3856	.1820		.2476
FCO11	.2909	.4839		.2119		(-).1996	.3843		.4321	.3410	.4897			.2882	.4411	.3267	.2287	.2388
FCO12		.3245	.2636			(-).2981	.3108		.3219			.2160			.3412	.2177		
FCO13						.3628		.3287		.2786			.4611		.2434		.2248	.1926
FCO14	.3043	.4381	.2374	.2053		(-).2412	.3391		.3785	.3351	.2818			.4042	.2472			.3091
FCO15		.3726			.3542		.2727		.3672	.1723	.3448				.4388	.3620	.2355	.2136
FCO16		.3463			.2264	(-).1818	.2632		.3364	.2328	.2789			.1734	.4104	.2940		
FCO17	.2982	.3379					.1958			.2262	.3076				.2671	.2597	.3645	.2080
FCO18	.2601						.3125		.2833	.2652	.1799			.2387	.1825			.4318

*$p < .05$

Note: See Table 27 for correlation of function numbers to function names

related to each other, and that the competencies needed to implement them overlap to some extent. This apparent lack of discreteness in competencies from one function to another could not have been avoided at the construction of the instrument. Many of the same competencies are needed to carry out a variety of functions with any reasonable degree of efficiency. In essence, certain functions may require, to a large extent, similar competencies in order to have the functions performed effectively.

Analysis of the matrix reveals a number of patterns between and among FCO's and functions due to the similar nature of some functions (eg. Parent Consultation and Teacher Consultation) and, also, due to the lack of competency discreteness. Not surprisingly, FCO 6 (Career Education) correlates at one of the highest levels with function 13 (Individual Counselling: Career Educational -- .5444. FCO 13 had a lower but still moderate correlation with function 6--.3628. FCO 11 (Ombudsman) and function 8 (Referral Community/Resources) have similarities in that the competencies for both can and do overlap; they are moderately correlated at .4839.

As in Table 29 for FCO's and actual functions, a correlation matrix containing all significant correlations, at the .05 level of confidence, was constructed to detect any patterns among the FCO's and preferred functions, as well as to assess the strength of their association (see Table 30). The correlation is moderate at best among sig-

TABLE 30

PEARSON CORRELATION COEFFICIENTS* FOR FUNCTION COMPETENCY GROUPS (FCO S) AND PREFERRED FUNCTIONS

FCO	PREFERRED FUNCTIONS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
FCO 1	.4211	.4487	.3637			(-).4160	.3670		.2262	.1839			(-).3168					
FCO 2	.2371	.4715	.2185				.5647		.3144	.2565			(-).3168					
FCO 3	.3029	.2935	.3852		(-).1839	(-).2179	.3377	(-).1919					(-).1995					
FCO 4		.1723					.3667											
FCO 5		.2325			.3661		.3042		.2088	.2542				.2187	.2379	.1937		
FCO 6						.4859		.2288	(-).1851				.5202				.1686	
FCO 7	.2371	.3789	.2257			(-).2289	.4884		.2295	.1991				.1862	.1830		.1686	
FCO 8		.2501					.3365			.1743								
FCO 9		.1815				(-).2649	.3901											
FCO10	.2241	.3523	.1930			(-).2347	.4644		.2576	.2506					.2301			
FCO11		.2990					.3357			.2825	.2352							
FCO12			.2656	.1895			.2787								.3401	.1853		
FCO13						.3333			(-).2034				.4208					
FCO14	.1821	.4004				(-).2147	.4745			.2388				.2306				
FCO15		.3464			.1797		.3498		.2233						.3428	.2538		
FCO16			.2945				.4143		.1831							.2920		
FCO17	.2233	.3207					.2571		.1944								.2287	.2287
FCO18		.2382					.3514			.1990				.2181	.1809			.2221

*p .05

Note: See Table 27 for correlation of function numbers to function names.

nificant coefficients. Similar patterns among the variables exist as in the preceding matrix. Functions which are similarly related, and which possess over-lapping competencies, have a common pattern of association, and have a low to moderate correlation with their counterpart FCO's (eg. functions 6 and 13 with FCO's 6 and 13). In general, the overall correlation between FCO's and functions in the two cited matrices is similar in most respects.

In summary, by utilizing correlational procedures, the relationship, or strength of the association between counsellors' functions and their perceived competency to perform them, is only moderate at best. Regardless of the extent of the relationship, the reason for, or explanation of, the relationship cannot be determined by a correlational procedure. What can be concluded, at any rate, is that the various competencies and functions have a complex interrelationship.

In an earlier section of this chapter, discrepancy scores were examined to determine the extent of the congruence between counsellors' actual and preferred functions. To seek a further explanation of the degree of congruence between actual and preferred functions, Pearson product-moment correlation coefficients were calculated between the counsellors' rated competencies (the 18 FCO's) and the 18 function discrepancies which were determined earlier (see Table 31).

This correlational procedure reveals that the association

TABLE 31

PEARSON CORRELATION COEFFICIENTS* FOR FUNCTION COMPETENCY GROUPS(FCO S) AND FUNCTION DISCREPANCY SCORES(DISC)

FCO	DISC 1	DISC 2	DISC 3	DISC 4	DISC 5	DISC 6	DISC 7	DISC 8	DISC 9	DISC 10	DISC 11	DISC 12	DISC 13	DISC 14	DISC 15	DISC 16	DISC 17	DISC 18
FCO 1																		
FCO 2																		
FCO 3									.2237									
FCO 4																		
FCO 5																		
FCO 6								.2232		.2320		.2191						.3072
FCO 7									.1887									
FCO 8	.1905										.1745						.2023	.2146
FCO 9	.1858		.2188											.2323				.1765
FCO10																		
FCO11		.1829							.2898									
FCO12						.1821			.2434						.1854		.1904	
FCO13										.2696		.2047						.3323
FCO14									.1953									
FCO15																		
FCO16																		
FCO17																		
FCO18	.2055										.2263							

*p < .05

Note: See Table 27 for correlation of function numbers to function names.

between the discrepancy scores and competency ratings is weak, and there is no significant correlation between any of the matched variables, except for two, Parent Consultation (FCO 9 with Discrepancy 9) and Ombudsman (FCO 11 with Discrepancy 11). The few remaining significant coefficients show a very limited strength of association. This stage in the analysis reveals that counsellors' self-assessed level of competency seems to be unrelated to the degree of congruence between actual and preferred functions.

Counsellors' Work Setting Indices (WSI) and the Relationship Between the Degree of Congruence of Actual and Preferred Functions

As a further step in the analysis of actual and preferred functions, a third independent variable was considered to examine the relationship between it and the degree of congruence between actual and preferred functions. This variable is a summation of the characteristics of the working environment in which counsellors have to carry out their counsellor functions. The construction of a variable for statistical analysis purposes was initiated and will be explained later in this chapter. The variable is named work setting indices, also designated as WSI. The descriptive aspect of these various work characteristics was dealt with at length in Chapter IV. It portrayed the work settings of counsellors in Newfoundland and Labrador. This part of Chapter V contains an indepth description of the analysis

which was initiated to examine these characteristics and their relationship with counsellors' functions and with counsellors' self-perceived competency.

Of the two main selected variables analyzed thus far, competency level and role defining influence, only the former has any significant relationship with functions, actually performed or preferred. Also, the factor of educational level was found to be important. At this stage of the analysis of counsellors' actual and preferred functions, the educational level where counsellors work has been found, in some cases, to be significantly related to counsellors' choice of functions, as described in previous sections of this chapter. However, the statistical significance of the relationship between functions and educational level must not be overstated. As described in the previous section, the significant relationship between counsellors' self-assessed competency within particular educational levels and the choice of functions holds for only four functions: Programming for Special Needs, Psychoeducational Assessment, Career Education and Individual Counselling: Career Educational.

To some extent at least, it was reasoned that to the degree that work setting characteristics are related to the factor of educational level, then these characteristics, or indices, might have some meaningful relationship with the degree of congruency. It was judged that an analysis of these indices and counsellor functions was warranted.

To summarize, analysis of actual and preferred functions at this stage, suggests that what counsellors prefer to do for half of their functions may be based in part on the functions they are actually performing. Do the demands of the work situation which may necessitate implementation of certain functions (the educational level indicated this) strongly influence what counsellors also prefer to do? To put it another way: is what counsellors prefer to do in terms of implementing functions similar to what they actually do? It was hypothesized that the work environment is a major factor in determining not only what counsellors actually choose to do but what they prefer to do.

Commencement of the analysis began with construction of a factor which best represents the degree of difficulty in implementing counsellor functions in the work setting. This factor is called work setting indices (WSI). A low score in WSI indicates that within the work setting itself there is not a major obstacle in function implementation, while a high score indicates the opposite. It was judged that three characteristics of the work setting would be chosen and combined to construct the WSI factor. These items, #9, 10, and 11, in Part A of the instrument, "General Information and Work Setting Demands", are, respectively, the number of students served by the counsellor (ratio), average weekly mileage travelled by counsellors, and the number of schools served. Values (describing the degree of difficulty) were assigned to each of the choices in each of

the three items; the scores were calculated, than standardized. The three standardized scores for counsellors were totalled and averaged to obtain the WSI factor. Thus, a score was obtained which represents the degree of difficulty in the work setting that counsellors have in carrying out their functions.

The WSI was believed to be related to the degree of congruence between actual and preferred functions, and would be reflected in those counsellors with a high WSI, meaning a high counsellor-client ratio, a lot of travelling as part of the job, and a large number of schools to serve. Those counsellors would evidence a greater degree of incongruity, or a lower level of congruence between what they now do and what they would prefer to do, based on the assumption that their circumstances make it very difficult to implement preferred functions. Such was the supposition. Therefore, would the statistical analysis show WSI (work setting indices) as a predictor of counsellors' actual and preferred functions?

Prior to further statistical analysis, in order to obtain a sense of the degree of difficulty in carrying out counsellor functions in various work settings, the WSI was crosstabulated with counsellors' educational work levels. This procedure reveals that counsellors in Junior High, Senior High and Junior-Senior High settings have an apparently easier setting in which to work than those counsellors in the other three categories. The highest WSI score (most difficult work setting) is for K-11 counsellors. The WSI

scores for the educational categories were rank ordered (see Table 32). The number of counsellors who are past the mid point on the WSI scale (i.e. from the mid point of difficulty to greatest difficulty) are indicated on the table to compare the extent of difficulty in carrying out their functions.

Based on previous analysis and discussion of educational levels, the fact that counsellors in the K-11 category have a greater degree of difficulty than those in other categories is not surprising. Counsellors in this setting would normally be required to implement a wider range of functions than those in levels with a more homogeneous type of clientele, such as in Senior High. The preceding cross-tabulation was a statistically useful analytical procedure utilized to fulfill the objectives of the study, but the information, when broken down, was essentially the same as that presented in more descriptive terms in Chapter IV.

To further a major objective of the study, which was to ascertain some explanation for the degree of congruency between actual and preferred functions, the WSI variable and its relationship to counsellor functions was considered. The strength of the association between WSI and counsellor functions was calculated by obtaining Pearson product-movement correlation coefficients between the dependent and independent variables, actual functions with WSI, and preferred functions with WSI. The results of this correlation procedure between WSI and actual functions are found in

TABLE 32

RANK ORDER OF THE WORK SETTING INDICES (WSI) FACTOR FROM MOST DIFFICULT TO LEAST DIFFICULT ACCORDING TO COUNSELLORS' EDUCATIONAL CATEGORY

EDUCATIONAL CATEGORY	RANK	NO. OF COUNSELLORS OF TOTAL WHO EXPERIENCED HIGHER THAN THE MEAN LEVEL OF DIFFICULTY	(PERCENTAGE)
K-11	1	18/36	(50%)
Elementary-Jr High	2	2/50	(4%)
Elementary	3	2/7	(28.5%)
Junior-Senior High	4	1/28	(7%)
Senior High	5	0/9	(0%)
Junior High	6	0/6	(0%)

Table 33 with the coefficients being significant at the .05 level of confidence. The results show a moderate level of association in the strength of the relationship in only two instances, a weak association in four, with six relationships being negatively correlated (i.e. the two variables in the cases of specified functions moving counter to one another in terms of their association).

A pattern discussed earlier in this chapter is evident in this table as well. When the congruence of actual and preferred functions underwent analysis earlier, certain functions were found to be aligned with each other, or grouped together. Career Education (Function 6) and Individual Counselling: Career Educational (Function 13) were strongly associated with each other as were Programming for Special Needs (#1), Referral ... (#2) and Psychoeducational Assessment (#3) with each other. In the WSI-actual functions correlation, the patterns are similar and the functions clearly divergent in terms of the strength of their association with WSI. It appears that for some functions, #'s 1, 2, 3 and 14, counsellors are responsive to the WSI factor. However, counsellors who choose to carry out certain other functions (i.e. those with negative coefficients) implement them regardless of the degree of difficulty within the work setting. Other functions, presumably, are just not chosen for implementation, or the work setting is not of great significance.

Similarly, the WSI correlation with preferred functions

TABLE 33

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN COUNSELLORS' ACTUAL FUNCTIONS AND WORK SETTING INDICES(WSI)

ACTUAL FUNCTIONS	VALUES OF r_{xy} (Coefficients)
1. Prog. For Sp. Needs	.4956
2. Referral...Resources	.2338
3. Psychoed. Assess.	.5074
4. Evaluation	
5. Gp. Counselling	(-).2721
6. Car. Education	(-).3691
7. T. Consultation	.2366
8. Infor. Services	(-).2930
9. P. Consultation	.1660
10. Dev. Guidance	
11. Ombudsman	
12. Ad. of Data Services	
13. Ind. Coun.: C. Ed.	(-).3245
14. Inservice Ed.	.2720
15. Crisis Inter.	
16. Ind. Coun.: Per. Soc.	(-).2170
17. Orientation	(-).2367
18. Inter...Program	

Note: All coefficients were significant at $p < .05$

reveals a like pattern (see Table 34) to their actual function counterparts. The type (positive or negative) and extent of significant correlations are alike, and generally, the subgroups of functions are likewise the same, and clearly divergent from each other. These two correlation procedures suggest that the work situation of counsellors has a similar impact on choice of both actual and preferred functions. As a predictor of counsellor functions, the work setting appears to play a limited to moderate role with regard to a small number of functions, but very little with most functions. Overall, the strength of the association is weak between WSI and counsellor functions, actual and preferred. It appears that the challenges of the WSI, as indicated by distance travelled, the number of schools served and the number of clients served, and the ability of counsellors to perform their functions, except for certain functions, do not appear to be strongly associated. As Tables 33 and 34 indicate, only Programming for Special Needs and Psychoeducational Assessment are moderately associated with WSI.

There are a number of factors which may explain this very limited relationship between functions and WSI. Possibly, for most functions, they can be performed despite the difficulties they present, or counsellors are so motivated to perform them they do so despite obstacles. Perhaps there is pressure from colleagues and administrators, which is a stimulus to counsellors to perform their duties despite their own particular wishes. In essence, generally, counsellors

TABLE 34

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN COUNSELLORS' PREFERRED FUNCTIONS AND WORK SETTING INDICES(WSI)

PREFERRED FUNCTIONS	VALUES OF r_{xy} (Coefficients)
1. Prog. For Sp. Needs	.3759
2. Referral...Resources	.1866
3. Psychoed. Assess.	.4017
4. Evaluation	
5. Gp. Counselling	(-).2791
6. Car. Education	(-).3519
7. T. Consultation	.2583
8. Infor. Services	(-).1949
9. P. Consultation	
10. Dev. Guidance	
11. Ombudsman	
12. Ad. of Data Services	
13. Ind. Coun.: C. Ed.	(-).2811
14. Inservice Ed.	
15. Crisis Inter.	(-).1745
16. Ind. Coun.: Per. Soc.	(-).1825
17. Orientation	(-).2076
18. Inter...Program	

Note: All coefficients were significant at $p < .05$

are not inhibited or affected by their work setting indices in carrying out their counsellor duties.

As an additional means of examining the relationship between work setting indices (WSI) and counsellors' functions, the WSI was correlated with the discrepancy score for each function, #1-18 (i.e. the level of congruence measure for matched actual and preferred functions). In only one instance, Crisis Intervention, is there a significant correlation (.1711), nor is there any significant correlation with the total discrepancy score.

In summary, analysis involving the work setting indices indicates that the conditions under which counsellors work has a limited impact on a small number of the functions which counsellors perform and which they prefer to perform. Most correlation coefficients are very low, many being negatively correlated. This analysis indicates that WSI accounts for a small portion of the variance or differences between what counsellors actually do and what they prefer to do.

The Relationship Between The Percentage of Time Counsellors Spend in Their Counsellor Role (TIME) With Their Choice of Actual and Preferred Functions

Since counsellors have reported that the percentage of time they spend in their counsellor role (TIME) varies considerably (see Table 8), and many counsellors are, in fact, implementing their functions less than 100% of the time, it

was decided that this aspect of the work setting characteristics should be correlated with counsellor functions. This correlation would provide a means of assessing to what extent time spent in the counsellor role was related to counsellors' choice of functions. A low score in TIME signifies that a counsellor is almost always engaged 100% of the time in counsellor functions. The higher the score in TIME means that counsellors are increasingly spending less time in counsellor functions and more in teaching and other duties.

When Pearson product-moment correlation coefficients were calculated between actual counsellor functions and TIME, there were nine significant coefficients at the .05 level of confidence, all negative (see Table 35). These significant coefficients indicate that the greater the extent of a part-time counsellor role, the less likely that counsellors would choose certain functions and groups of functions as compared to some others. If counsellors do not have what they feel is sufficient time to carry out their traditional and non-traditional counsellors functions, then they have to make provision for strict allocation of that time given these conditions. In this study, the data reveal that in the actual functions exhibiting a significant negative correlation with TIME counsellors are affected in what they choose to do by the factor of availability of time to perform this function, or lack of it, to be more precise. This measurement appears to conform with experts in the field who have observed that

TABLE 35

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN COUNSELLORS' PREFERRED FUNCTIONS AND WORK SETTING INDICES(WSI).

PREFERRED FUNCTIONS	VALUES OF r_{xy} (Coefficients)
1. Prog. For Sp. Needs	.3759
2. Referral...Resources	.1866
3. Psychoed. Assess.	.4017
4. Evaluation	
5. Gp. Counselling	(-).2791
6. Car. Education	(-).3519
7. T. Consultation	.2583
8. Infor. Services	(-).1949
9. P. Consultation	
10. Dev. Guidance	
11. Ombudsman	
12. Ad. of Data Services	
13. Ind. Coun.: C. Ed.	(-).2911
14. Ingervice Ed.	
15. Crisis Inter.	(-).1745
16. Ind. Coun.: Per. Soc.	(-).1925
17. Orientation	(-).2076
18. Inter...Program	

Note: All coefficients were significant at $p < .05$

the amount of time counsellors possess has a direct bearing on how much and what they can implement in terms of functions. This would seem logical.

When TIME was correlated with preferred functions, it was found to be significantly correlated with six functions, all being negative (see Table 36). Though the relationship between TIME and preferred functions indicates a decreased frequency of significant relationships (one-third), and the extent of the relationship is not as strong as in the TIME and actual function correlation, TIME still is, to some measureable extent at least, a predictor of what counsellors prefer to do in the case of six functions. It does appear, however, that when the preferred option is offered to counsellors, they give a low level of credence to the TIME factor overall.

Another Pearson product-moment correlation was calculated between TIME and the discrepancy scores for actual and preferred functions, but little of interpretive value was obtained. As with the variable, WSI (work setting indices), while TIME has provided meaningful information regarding what counsellors actually do and prefer to do, it does not adequately explain or reveal the source of the level of congruence between counsellors' actual and preferred functions.

TABLE 36

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN COUNSELLORS' ACTUAL FUNCTIONS AND COUNSELLORS' TIME SPENT IN THEIR GUIDANCE ROLE

ACTUAL FUNCTIONS	VALUES OF r_{xy} (COEFFICIENTS)
1. Prog. For Sp. Needs	
2. Referral...Resources	(-).3056
3. Psychoed. Assess.	
4. Evaluation	
5. Gp. Counselling	(-).2889
6. Car. Education	
7. T. Consultation	(-).3399
8. Infor. Services	
9. P. Consultation	(-).3990
10. Dev. Guidance	
11. Ombudsman	(-).3946
12. Ad. of Data Services	
13. Ind. Coun.: C. Ed.	
14. Inservice Ed.	
15. Crisis Inter.	(-).4145
16. Ind. Coun.: Per. Soc.	(-).4526
17. Orientation	(-).2632
18. Inter...Program	(-).2069

Note: All coefficients were significant at $p < .05$

The Relationship Between Counsellor Competency and Work Setting Characteristics (WSI, TIME, ACCESS)

Earlier in this chapter it was concluded that there is an apparently complex interrelationship between counsellors' reported competency level and their functions (see Tables 29 and 30). Accordingly, the status of this reported competency was deemed to be a useful variable to correlate with specific work setting characteristics: WSI, work setting indices; TIME, the time that counsellors spend in their counsellor role; and ACCESS, the degree of accessibility that counsellors have to referral and liaison services. A calculation of the relationship might provide new insight as to why counsellors choose their actual and preferred functions, since these three variables themselves are basic to all counsellors' work settings. Also, in themselves, they have unique and intricate relationships. It was concluded that a measure of the strength of the relationship between competency and the three variables cited above might prove useful.

As was done in earlier analysis procedures, the function competency groups (FCO's) were used to represent the counsellors' self-assessed level of competency. Pearson product-moment correlation coefficients were calculated between these function grouped competencies (FCO's), #1-18, and WSI; TIME and ACCESS. Table 37 shows the extent and significance of the relationships. The number of significant coefficients is highest between the FCO's and TIME (16 out of 18 coefficients), followed by WSI (10 out of 18) and ACCESS (4 out of 18).

TABLE 37

DISTRIBUTION OF PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN FUNCTION COMPETENCY GROUPS (FCOs) AND SELECTED WORK SETTING CHARACTERISTICS (WSI, TIME, ACCESS)

FCO** MEAN LEVEL OF COMPETENCY	VALUES OF r_{xy} (COEFFICIENTS) WSI	TIME	ACCESS
FCO 1 (3.165	.5195*	(-).1940*	(-).0446
FCO 2 (3.439)	.2901*	(-).3627*	(-).1907*
FCO 3 (3.238)	.4173*	(-).3332*	(-).0433
FCO 4 (2.791)	.2436*	(-).2510*	(-).0886
FCO 5 (2.781)	.0972	(-).2108*	(-).0636
FCO 6 (3.172)	(-).0232	(-).1466	(-).0382
FCO 7 (3.114)	.2081*	(-).3332*	(-).1127
FCO 8 (2.985)	.0948	(-).2879*	(-).1543
FCO 9 (3.377)	.1895*	(-).3518*	(-).1171
FCO10 (3.111)	.2971*	(-).4471*	(-).1406
FCO11 (3.532)	.1950*	(-).2727*	(-).1708*
FCO12 (3.622)	.1575	(-).4798*	(-).1245
FCO13 (3.389)	.0946	(-).2147*	(-).0939
FCO14 (3.060)	.3722*	(-).2369*	(-).1041
FCO15 (3.202)	.1250	(-).3577*	(-).1868*
FCO16 (3.261)	.1869*	(-).3244*	(-).1385
FCO17 (3.525)	.0714	(-).2911*	(-).1791*
FCO18 (2.894)	.1600	(-).1549	(-).0769

*$p < .05$

**See Table 37 to match FCO numbers to functions

These correlations are generally quite low, and, therefore, account for very little of the variance in the functions identified by counsellors as those actually performed or preferred by them.

Regarding the FCO-ACCESS correlation, the status of the relationship is such that counsellors' access to referral and liaison services appears to have little or no relationship to the counsellors' assessment of their own level of competence. On the other hand, the coefficients suggest that when this counsellor competency is correlated with the amount of time that counsellors spend in their role (TIME) and with specific work setting indices (WSI), the statistics reveal that there is a weak to relatively moderate association between competency and these two variables. Overall, the strength of the association between the variables is weak, though its existence is noticeable.

It should be remembered that WSI and TIME cannot be isolated from the educational levels in which counsellors work. To the extent that TIME and WSI are part of the educational level (which is related to some extent to counsellor competency), then they have at least a limited bearing on counsellors' level of competency.

Finally, it appears that for counsellors in Newfoundland and Labrador, insofar as they decide to implement functions or prefer to do so, they may be aware of various work setting characteristics in which they find themselves. However, such characteristics do not appear to make a great difference in

what they actually do or prefer to do as counsellors.

Summary and Conclusions

1. The majority of counsellors see all of the 18 actual functions identified in the questionnaire with which they were presented as constituting part of their current counsellor responsibilities. There is a considerable gap between those functions which are selected most often by counsellors and those which are selected least often. For example, Teacher Consultation was selected by 91% of counsellors, whereas Development Guidance is a function which 56% of counsellors chose to perform. However, there is a significant relationship between the frequency that functions are identified by counsellors as constituting part of their current responsibilities and the importance which they attach to that function. This means that the more frequently a function is identified by counsellors as one they implement, the higher rating of importance that function is given as well, compared to other functions. By and large, counsellors seem to be carrying out responsibilities which are congruent with those responsibilities which they deem important, given their work circumstances (see Table 13).

2. Concerning the 18 preferred functions with which counsellors were presented, all of the functions are preferred

by a majority of them as part of their responsibilities, with the exception of one function. In the case of Administration of Pupil Data Services, a minority of counsellors (45.1%) prefer to implement it. For preferred functions, as with actual functions, there is a large gap between those functions which are selected most often by counsellors and those which are selected least often. A strong relationship exists here as well between the preferred functions of counsellors and the rating of importance they assign to each. The higher the frequency of selection, the higher the rating of importance, and the lower the rating of importance, with few exceptions. There is an apparent agreement between what counsellors prefer and what they feel is important (see Table 14).

3. To determine the degree of congruence between counsellors' actual and preferred functions, three procedures were used: one, a non statistical overview and comparisons of the rankings of functions based on the frequency of counsellors' responses, along with a review of their ratings for these functions; two, a measure of the sum of the differences counsellors have in their choice of actual and preferred functions, known as the discrepancy score; and three, an analysis and reporting of Pearson product-moment correlation coefficients between actual and preferred functions.

In the first procedure of comparison of actual and preferred functions, observation of the rankings reveals that there is a fairly high degree of congruence for about half of

the functions, with varying degrees of lesser congruence for the remainder (see Tables 13 and 14). For the second procedure, the discrepancy measure(s), the degree of congruence is not consistent from function to function. There is a considerable variation in congruence from fairly high to very low. No overall level of congruence can be said to be evident (see Tables 15 and 16). Finally, Pearson correlation procedures reveal that, overall, there is a substantial relationship between actual and preferred functions. There is a fair level of agreement between what counsellors do and prefer to do, particularly for one-third of the functions (see Tables 17 and 18). This final procedure reveals that there are sub groups of functions which cluster. In this circumstance some counsellors have demonstrated that they have a preference for career oriented functions as compared to a function group composed of Programming for Special Needs, Referral, Psychological Assessment, and Teacher Consultation.

4. The educational levels at which counsellors' work have an impact on what they perceive as being important for themselves and for their clients in terms of actual functions (see Table 19). For 7 of these functions, the educational level is statistically significant (see Table 20). Ratings of importance of functions often varies from level to level for each function, such as Career Education. In other cases, such as Programming for Special Needs, fairly consistent ratings were assigned for this function across all levels, except for Junior and Senior High, and for Senior High.

5. As with actual functions, counsellors' ratings of the importance of preferred functions is related to the educational level where they work, and for six functions this is statistically significant (see Tables 22 & 23). Generally, counsellors rate as most important those same functions which they actually perform and those which they prefer.

6. Most counsellors report their role determining influence as quite high, with 43.8% of them stating that they and their teaching and administrative colleagues generally agree on the role counsellors should play in the work place, but they qualify this assertion by also stating that there are some areas of disagreement between them. Another 46.1% of counsellors report the highest level of influence by selecting the statement which represents the greatest degree of influence on Part C of the questionnaire (see Table 23). The usefulness of this influence measure, for analysis purposes, is dependent on counsellors' candid responses. Possibly, to avoid admitting any dissonance between what they do and what they may wish to do, they may have reported a degree of influence greater than actuality. It might have been unrealistic, in retrospect, to expect counsellors to report significant dissonance in their capacity to influence their role. Further, in this aspect of the study, there seems to be very little relationship between the role defining influence counsellors feel they have and the degree of congruence between the functions they actually perform and those they prefer to perform. The degree of influence measure cannot help to explain the actual-preferred functions relationship.

7. In terms of their reported level of competency, counsellors have placed themselves in the mid-range of proficiency for the counsellor skills necessary to implement their counsellor functions (see Table 25). Counsellors also tend to assess their competence as being higher for those actual and preferred functions for which they have assigned the higher ratings of importance (see Table 26). There are four functions where there is a significant relationship between counsellors' competency and the educational levels where they work (see Table 28). These functions are Programming for Special Needs, Psychological Needs, Career Education, and Individual Assessment: Career Educational. Regarding the Pearson correlational procedure which was used to determine the strength of the relationship between competency and actual functions and with preferred functions, the results were inconclusive in that there was a considerable variation in the strength of the relationship (see Tables 29 & 30).

8. Pearson correlational coefficients between competency level and function discrepancy scores reveals a weak association between the degree of congruence and competency. In essence, counsellors' self-assessed competency cannot explain the degree of congruence between actual and preferred functions, nor does it appear to have anything substantial to do with it (see Table 31).

9. The degree of difficulty which counsellors report about their work setting seems to be related to the educational

level in which they work, with the K-11 category being reported as the most difficult. The conditions under which counsellors work has some limited impact on the majority of the functions which counsellors actually perform or prefer to perform. The relationship, though statistically significant, is generally weak, with few exceptions (see Tables 33 & 34). It appears that the challenges of the work setting, except for a small number of functions (Programming for Special Needs and Psychological Assessment), do not appear to be strongly or even moderately associated with counsellors' actual and preferred functions. The analysis of the relationship between the work setting and counsellor functions demonstrates that the work setting accounts for a small portion of the variance between what counsellors actually do and what they prefer to do.

10. The amount of time that counsellors have available to perform their responsibilities appears to have a direct bearing on which functions and how many functions counsellors actually implement. This relationship seems to be evident for half of the 18 functions presented to them. On the other hand, the amount of time which counsellors can commit to their counsellor responsibilities does not seem to bear as strong a relationship to the functions selected when counsellors were asked to identify those which they would prefer (see Tables 35 & 36).

11. Regarding the available time which counsellors possess for their roles, this variable (TIME), when correlated

with counsellor competency, is significantly related for 16 out of 18 functions. For the work setting variable (WSI), when correlated with competency, there are 10 significant coefficients out of the 18 functions. Overall, these two variables have a relatively weak association with counsellor competency and, consequently, these variables account for very little of the variance between actual and preferred functions (see Table 37).

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the degree of congruence between actual and preferred functions as indicated by school counsellors in the Province of Newfoundland and Labrador. Coupled with this objective was the goal of establishing what relationship this congruence had with selected independent variables pertinent to their guidance role: counsellors' role determining influence, their perceived level of competency in counselling skills, and selected indices of the counsellors' work setting (see Research Questions, p. 12, Chapter 1).

In Chapter II a review of the related literature was presented on the topic, and arranged in appropriate sections to provide traditional and current views in so far as they related to the study. In the review, care was taken to include current views and information on the existing school counselling situation in Newfoundland and Labrador.

Based on the literature review and requirements of the research questions, a questionnaire was constructed to seek the required information for the study. Assistance in the questionnaire's construction was obtained from colleagues in the counselling profession who participated in a variety of assessments in order to test the efficacy, validity and

reliability of the questionnaire. The questionnaire was mailed on November 26, 1981, to all known counsellors in the province, and returns were accepted until late January, 1982. A 95% response rate was achieved.

Following receipt of the questionnaire, the data were collated and the SPSS (Statistical Package for the Social Sciences) computer program was utilized to provide the statistical information which was used in Chapter IV to present the descriptive analysis of counsellors and their work settings. Further statistical procedures, including Pearson product-moment correlation coefficients, discrepancy scores, breakdown analysis and analysis of variance were utilized in the analysis reported in Chapter V.

Conclusions

A number of general conclusions were reached as a result of this study. They are described in each of the subsections which follow:

1. Counsellors as profiled in the study:

   In Newfoundland and Labrador school counsellors are predominately male, in their early to mid-thirties, and have achieved a high level of training, typically a master's degree or graduate diploma. Over 70% of counsellors serve in more than one educational level, and 54.8% describe themselves as full-time. For part-time counsellors,

teaching constitutes two-thirds of their non-counsellor time. The majority of counsellors also describe themselves as having relatively difficult work setting characteristics, such as travel, the number of schools served, and a high counsellor-student ratio, far in excess of recommended ratios according to various counsellor associations and organizations. Their access to referral and liaison services is reported as being relatively easy. Finally, with few exceptions, there are too few counsellors for the tasks which have to be performed.

2. Counsellors' actual functions:

Counsellors report a considerable variability in what they implement as functions to the extent that there is a noteworthy gap between those functions which are selected most often by counsellors and those which are selected least often. The rating of importance of actual functions generally coincides with the priority they assign for their counsellor responsibilities (i.e. functions). When the various functions are examined across the educational levels at which counsellors work, certain functions take on more importance related to a specific educational level. This difference for some functions which are related to educational levels is also reflected in the importance which

counsellors attribute to certain functions. Counsellors' responses in this situation seem logical and appropriate. It also indicates that some counsellors have a greater number of duties than other counsellors to perform in order to serve the needs of their clientele, particularly in the K-11 level.

3. Counsellors' preferred functions:
Counsellors report even greater variability in their selection of preferred functions as compared to actual functions. In fact, the function that is chosen most often by counsellors, Teacher Consultation, was chosen by 91% of them, whereas the least chosen, Administration of Pupil Data Services, is favoured by 45.1% of counsellors. The rating of importance of preferred functions is consistent with the assignment of importance given to actual functions (i.e. most frequently selected functions are usually rated most important). As with actual functions, the educational level in which counsellors work appears to be a salient factor in the determination of their preferences for certain functions, but not all of them.

4. The degree of congruency between counsellors' actual and preferred functions:
Th[illegible]gh comparison of counsellor responses indicates

that the degree of congruence between actual and preferred functions is, moderate, overall, there is a fairly high level of congruence for half of the 18 functions presented to counsellors in the questionnaire. For example, frequently selected functions, such as Teacher Consultation, Psychological Assessment and Individual Counselling: Personal-Social, are also frequently selected as preferred functions. Even the much lower selected actual function, Interpreting the Guidance Program to the Public, received a comparable number of responses as a preferred function. Regarding the discrepancy measure of congruence, there is variability in the discrepancy between each matched pair of functions. For some functions, the discrepancy is small, for others quite considerable. Pearson correlation coefficients indicate that, generally, there is a moderate level of congruence between matched actual and preferred functions, though in six cases the congruency is quite high.

The moderate congruency level between actual and preferred functions (quite high in some cases) can, perhaps, be explained by the fact that when counsellors indicate their preferred functions they may be quite conscious of their work environment, particularly the educational level. There is

a recognition that there may be certain functions they believe they ought to perform, and they may perform that function regardless of their work circumstances. Even if these conditions were different from what now exists, they might perform these same functions. Perhaps, there are even generic responsibilities for counsellors which are somewhat independent of work circumstances. Within a given place of work a large number of preferred functions would be almost the same as actual functions. Though they have reported a high level of role determining influence, counsellors may well have reported a limited discrepancy for some functions because they do not wish to be perceived as implementing functions against their own wishes and professional judgement. The influence of the principal, client need, satisfying fellow staff members, might explain this response.

While the congruence of functions identified as actually performed and preferred has been described as moderate, it should be noted that obvious areas of incongruence do exist. For a variety of reasons and because of unique circumstances, perhaps competency level, work setting characteristics, client need, educational level, and other reasons, counsellors have indicated that some actual functions

are unsuitable or inappropriate for their counsellor roles. Hence, the level of congruence for some tasks which counsellors would prefer to perform and those which they report as being currently implemented is low.

The data reveals that for counsellors in Newfoundland and Labrador there is a fair degree of agreement by counsellors on what they are doing as compared to what they would prefer to do in terms of carrying out counsellor responsibilities. Admittedly, there are obvious areas of dissonance, suggesting that in some circumstances counsellors may not be totally satisfied with their counsellor roles. Also, some client needs may not be receiving the attention that counsellors would like to give them. However, while the following conclusion may be somewhat imprecise, it could be appropriate to state that there is a reasonable level of congruence between what counsellors do and what they prefer to do in their work places.

5. Counsellors' role defining influence:

While 46.1% of counsellors report that they have a very high level of influence in defining their roles in their work situation, according to a weight of infleunce statement (rounded off it is 9.5 out of 10), another 43.8% report a considerable

amount of influence as well. This second group of counsellors places itself at the second highest level of influence (rounded off at 7 out of 10), but these counsellors assert that there is some disagreement with colleagues and administrators on their appropriate counsellor role. There appears to be an inconsistency, to some extent, between the reported levels of counsellor influence and the degree of congruence between actual and preferred functions.

At the commencement of the study, it was thought there might be a relationship between the influence which counsellors report they have and the degree of congruence between counsellors' actual and preferred functions. For example, it was assumed that a high role defining influence measure would coincide with a high degree of congruence between actual and preferred functions. However, an expected relationship between these variables was not clearly discerned, nor is the relationship between them statistically significant. The role defining influence measure has not proved to be a useful vehicle for explaining the congruence between actual and preferred functions. Counsellors may well have chosen not to highlight any dissonance in their professional relationship with their colleagues when

they reported their extent of influence. Perhaps many counsellors may have given little consideration to their colleagues when reporting their role defining influence. There may be any number of possibilities. In any case, the relatively high level of influence does not appear to be largely reflected in the degree of congruence between actual and preferred functions.

6. Counsellors' reported level of competency: Counsellors have assessed themselves as being in the mid-range of proficiency for the skills necessary to implement the various functions. This level of competency tends to increase as counsellors' work demands and involvement in actual counselling activities also increases. In categories such as K-11, where there is also reported a high level of difficulty in the work setting characteristics, the competency for some functions is reported as somewhat higher for K-11 counsellors than for counsellors in settings regarded as less difficult. For higher rated functions (actual and preferred), as expected, counsellors have a higher reported proficiency for the function-related competencies than for competencies aligned with lower ranked functions. Proficiency and rating of function seems, to some extent, to go hand in hand. The data do not

suggest which comes first. Do counsellors choose functions because they have attained the required competencies? Or, do they see the need to implement functions, and then, as a result, does this enhance their ability to carry out the skills in this area? Quite probably, there may be something of each scenario.

In conclusion, there is a complex interaction between counsellor competency and the functions which counsellors feel they must implement. Sometimes there may be a low level of skill initially but there can be on-the-job growth in competency. From a statistical perspective, the extent of congruence between actual and preferred functions cannot be judged as being closely associated with counsellors' self-assessed competency level.

7. Counsellors' perception of work setting characteristics:

Counsellors indicate that the degree of difficulty in implementing their functions is related to the educational level where they work. Their work setting characteristics are generally difficult, and these difficulties are worsened in specific work settings by numerous demands of the clientele, such as in the K-11 category. These same demands, however, apparently help to increase competency.

The amount of time counsellors spend in their counsellor role has its impact on the competency level--more implementation of counsellor functions tends to be reflected in a higher level of competence. There is a minimal association between the work setting characteristics and choice of functions. There is no apparent close association between the work setting characteristics and the congruency of actual and preferred functions.

Recommendations

The following are recommendations designed to remove weaknesses from guidance and counselling programs in Newfoundland and Labrador and to improve the situation of counsellors and their clients to an optimum level.

1. Counsellors who are carrying out their roles in something less than 100% of the working day should have their status upgraded to full-time counsellors. Further, the number of counsellors in the school system should be increased to ensure that client needs will be adequately served.

2. The curriculum of the counsellor training program at Memorial University should be assessed to ensure that its graduates are prepared to deal with a wide range of client needs. Differentiated training

programs should be expanded to more accurately reflect the differences which exist at the various educational levels in terms of client needs. Suitable competency acquisition by counsellor trainees should be required so that implementation of appropriate functions can be carried out. Finally, the uniqueness of the various work setting characteristics should be recognized and accounted for in the counsellor education process.

3. Since some obvious dissonance or incongruence exists for counsellors between specific actual and preferred functions, a clarification of counsellor role is necessary. Further research is required to help determine what role counsellors must play in their respective work settings. Such organizations as the School Counsellors Association of Newfoundland, the Newfoundland Teachers Association, the Newfoundland Department of Education, and the Faculty of Education of Memorial University all can play a role in this needed process.

4. Greater efforts should be undertaken to expand seminars, upgrading programs, workshops and related activities to ensure that counsellors in the field are kept up-to-date on new methods and techniques of counselling.

5. More research into the role and function of counsellors should be implemented soon to assess the impact that the Revised High School Curriculum is having on students, parents, teachers and counsellors in so far as it relates to that role and function.

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APPENDICES

Appendix A

A Study of Counsellor Functions in Newfoundland and Labrador

AUTUMN 1981

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PART A: GENERAL INFORMATION AND WORK SETTING DEMANDS

DIRECTIONS:
Please indicate your response by placing a check (✓) in the appropriate block to the right of the selected items.

1. Sex: Male ☐
   Female ☐
2. Age: 25 and under ☐
   26 — 30 ☐
   31 — 35 ☐
   36 — 40 ☐
   41 — 45 ☐
   46 — 50 ☐
   51 and over ☐
3. Professional training (Check appropriate items):
   B.A. ☐
   B.A.(Ed.) ☐
   B Sc. ☐
   B.N. ☐
   B. Comm. (Bus. Admin.) ☐
   B. Eng. ☐
   B Soc. Work ☐
   B. Ed. ☐
   Graduate level courses in Counselling ☐
   Graduate Diploma in Counselling ☐
   Master's Degree in Counselling (Educational Psychology) ☐
   Doctoral training in Counselling ☐
   Ph.D. in Counselling ☐
   Ed. D. in Counselling ☐
   Other (Please specify) _____ ☐
4. School Educational counselling experience:
   Less than 1 year ☐
   1 year ☐
   2 — 5 years ☐
   6 — 10 years ☐
   11 — 15 years ☐
   16 years or more ☐
5. Your job title:
   School Counsellor ☐
   Educational Psychologist ☐
   Supervisor of Guidance ☐
   Supervisor of Special Services ☐
   Other (Please specify) _____ ☐
6. Educational level of students in the school(s) which you serve. (Check more than one item if necessary):
   Elementary ☐
   Junior High ☐
   Senior High ☐
   K-11 ☐
   Other (Please specify) _____ ☐
7. Percentage of time spent in guidance role:
   91 — 100% ☐
   81 — 90 ☐
   71 — 80 ☐
   61 — 70 ☐
   51 — 60 ☐
   41 — 50 ☐
   31 — 40 ☐
   21 — 30 ☐
   20% or less ☐
8. If you have indicated a part-time guidance role, indicate the other duties you perform (Check more than one if necessary):
   Administrative (Vice Prin., Dept. Head, etc.) ☐
   Supervisory (in charge of Curriculum, Phys. Ed. Coordinator, etc.) ☐
   Teaching ☐
   Other (Please specify) _____ ☐

9. Number of students in the school(s) which you serve:

- 0 — 150 ☐
- 151 — 300 ☐
- 301 — 450 ☐
- 451 — 600 ☐
- 601 — 900 ☐
- 901 — 1200 ☐
- 1201 — 1500 ☐
- 1501 — 2000 ☐
- 2001 — 2500 ☐
- 2501 — 3500 ☐
- 3501 — 5000 ☐
- 5001 or more ☐

10. Average weekly mileage travelled as part of your job:

- None ☐
- 1 — 25 ☐
- 26 — 50 ☐
- 51 — 75 ☐
- 76 — 100 ☐
- 101 — 150 ☐
- 151 — 200 ☐
- 201 — 250 ☐
- 251 — 300 ☐
- 301 or more ☐

11. Number of schools served:

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐
- 6 — 10 ☐
- 11 or more ☐

12. Accessibility to referral and liaison services, such as psychological psychiatric personnel, Department of Social Services personnel, etc. Indicate on a scale of 1 — 5, 1 meaning easy accessibility and 5 meaning difficult accessibility:

Easy Accessibility				Difficult Accessibility
1	2	3	4	5
☐	☐	☐	☐	☐

PART B: COUNSELLOR FUNCTIONS

DIRECTIONS:

The following is a list of traditional and contemporary counsellor functions. In order to account for the differences in counsellor work settings, each function has been carefully described and discriminated from other functions. Even though you might label or combine some functions differently, *you are asked to consider these functions as they are labelled and described here.* Please read the descriptions of functions below, prior to reading the directions in Section 1 and Section 2.

1. **PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS**
   Coordinating and/or participating in educational programming for students with special needs (i.e. specific learning problems, mental retardness, reading disabilities).
2. **REFERRAL/PROFESSIONAL/COMMUNITY RESOURCES**
   Assisting clients by employing specialized professional/community assistance and resources for referral and liaison purposes.
3. **PSYCHOEDUCATIONAL ASSESSMENT**
   Using standardized and nonstandardized methods for assessing a wide range of students' traits, abilities and acquired academic, personal, and social skills.
4. **EVALUATION**
   Determining guidance program needs, and assessing both outcomes and effectiveness of the guidance and counselling program.
5. **GROUP COUNSELLING**
   Small group activities designed primarily to facilitate mutual self awareness and achievement of individual participant goals (e.g. personal growth, skills training in assertion, peer counselling techniques, etc.).
6. **CAREER EDUCATION**
   Classroom group activities which promote career awareness, exploration, planning, and development of career knowledge and skills.
7. **TEACHER CONSULTATION**
   Assisting individual teachers to resolve or deal more effectively with school student related concerns. This can include exploration of teacher-student interactions and classroom procedures, teaching of specific management strategies, reporting and discussing a student assessment, and so forth.
8. **INFORMATION SERVICES**
   Activities designed for students directed toward development, dissemination and maintenance of information on educational, career, personal-social concerns, and community resources (e.g. utilizing library, displays, bulletin boards, etc.).
9. **PARENT CONSULTATION**
   Individual and group activities designed to improve parent effectiveness. Activities can include delivery of parent education programs, home visits, teaching of child management techniques, and school-parent liaison.
10. **DEVELOPMENTAL GUIDANCE**
    Counsellor-teacher collaboration in the development and/or delivery of programs, integrated into the regular school curriculum, and designed to promote students' personal, social, and affective growth (variously labelled as affective education, psychological education, etc.).
11. **OMBUDSMAN**
    Intermediary and/or advocacy activities on behalf of a client being unfairly treated or unfairly represented in the home or school. This can involve seeking information from and making representation to specific persons and authorities.
12. **ADMINISTRATION OF PUPIL DATA SERVICES**
    Activities directed toward maintenance, utilization, and access to pupil data (e.g. cumulative records, special assessment files).
13. **INDIVIDUAL COUNSELLING – CAREER-EDUCATION**
    One to one counselling where the focus is on assisting the client in career educational related concerns and decisions, and aiding in educational and work *placement*.
14. **IN SERVICE EDUCATION**
    Workshop or group activities with faculty members designed to promote an understanding of the guidance counselling program, an awareness of the need for change in the school environment, discussion of specific concerns, and assistance in improving teachers' professional and interpersonal competencies, and so forth.
15. **CRISIS INTERVENTION**
    Activities which help clients deal with traumatic and extraordinary circumstances affecting client behavior.
16. **INDIVIDUAL COUNSELLING – PERSONAL -SOCIAL**
    One to one counselling focusing on individual intrapersonal and interpersonal concerns of the client.
17. **ORIENTATION**
    Providing group and/or individual assistance for students in their transition from one school (or school level) to another, and for transfer students, with their adjustments and educational placement.
18. **INTERPRETING GUIDANCE PROGRAM TO THE PUBLIC**
    Activities which explain, publicize, and seek feedback on the school district guidance and counselling program. Distribution of printed matter, communicating with parent groups (e.g. PTA, Home and School Association), and utilization of the various media are some activities.

SECTION 1 — PRESENT FUNCTIONS

DIRECTIONS:
From the following list indicate the counsellor functions which constitute your current role in your present work setting by making a check (✓) in the first column opposite your present functions. Furthermore, in the remaining columns please indicate the degree of importance which you must now assign *in your present job* to these functions. Specifically, check (✓) the appropriate blocks from "Least Important" to "Most Important" for each of the functions you have checked in the first column. Please refer to the opposite page to ensure your understanding of the functions being rated.

FUNCTIONS	Present Functions	Least Important	Slightly Important	Moderately Important	Important	Considerably Important	Very Important	Most Important
1. PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS								
2. REFERRAL PROFESSIONAL COMMUNITY RESOURCES								
3. PSYCHOEDUCATIONAL ASSESSMENT								
4. EVALUATION								
5. GROUP COUNSELLING								
6. CAREER EDUCATION								
7. TEACHER CONSULTATION								
8. INFORMATION SERVICES								
9. PARENT CONSULTATION								
10. DEVELOPMENTAL GUIDANCE								
11. OMBUDSMAN								
12. ADMINISTRATION OF PUPIL DATA SERVICES								
13. INDIVIDUAL COUNSELLING - CAREER-EDUCATIONAL								
14. IN-SERVICE EDUCATION								
15. CRISIS INTERVENTION								
16. INDIVIDUAL COUNSELLING - PERSONAL-SOCIAL								
17. ORIENTATION								
18. INTERPRETING GUIDANCE PROGRAM TO THE PUBLIC								

SECTION 2 — PREFERRED FUNCTIONS

DIRECTIONS:
From the following list indicate which counsellor functions you would *prefer* to implement in your present work setting if you were to establish your role as you want it to be. *Please note* these may include some functions you are presently implementing. Check (✓) these preferred functions in the first column ("Preferred Functions"). Furthermore, in the remaining columns please indicate the degree of importance you would assign each of these preferred functions. Specifically, check (✓) the appropriate blocks from "Least Important" to "Most Important."

FUNCTIONS	*Preferred Functions*	*Least Important*	*Slightly Important*	*Moderately Important*	*Important*	*Considerably Important*	*Very Important*	*Most Important*
1. PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS								
2. REFERRAL: PROFESSIONAL COMMUNITY RESOURCES								
3. PSYCHOEDUCATIONAL ASSESSMENT								
4. EVALUATION								
5. GROUP COUNSELLING								
6. CAREER EDUCATION								
7. TEACHER CONSULTATION								
8. INFORMATION SERVICES								
9. PARENT CONSULTATION								
10. DEVELOPMENTAL GUIDANCE								
11. OMBUDSMAN								
12. ADMINISTRATION OF PUPIL DATA SERVICES								
13. INDIVIDUAL COUNSELLING - CAREER-EDUCATIONAL								
14. IN SERVICE EDUCATION								
15. CRISIS INTERVENTION								
16. INDIVIDUAL COUNSELLING - PERSONAL-SOCIAL								
17. ORIENTATION								
18. INTERPRETING GUIDANCE PROGRAM TO THE PUBLIC								

PART C: ROLE DETERMINING INFLUENCE

DIRECTIONS:
The following statements are an attempt to characterize the way which you, as a counsellor, might describe *your degree of influence* in defining your professional guidance role. Select *ONE* statement which best represents your judgement of how influential you've been in determining your current role in your present work setting. Check (✓) the appropriate block to the right of the selected statement.

1. My endeavours to promote my role definition have enabled me to carry out about half of the functions which I deem necessary. ☐
2. I feel that my attempts to define my role have not been successful. Consequently, my professional responsibilities are determined primarily by others. ☐
3. No matter what efforts I bring to bear, I am generally at odds with school district personnel to the extent that I can only implement less that half of the professional responsibilities which I prefer. ☐
4. I am very satisfied that my efforts in promoting my role and function in the school/district have achieved consensus with my colleagues. ☐
5. With the people I work with I have been successful in bringing about some reasonable understanding and agreement on my role. However, there are still some areas of disagreement on my role and about how I should spend my time. ☐

PART D: COMPETENCY STATEMENTS

DIRECTIONS:
The following items are descriptions of competencies deemed to be necessary in carrying out traditional and contemporary counsellor functions. Please respond to *each* competency statement *regardless of whether you are currently carrying out these function related competencies.* Indicate your judgement of *your level of proficiency* for the competency described in each statement, as follows.

POOR, FAIR, GOOD, VERY GOOD, OR EXCELLENT

COMPETENCIES	Poor	Fair	Good	Very Good	Excellent
1. Knowledge of theories of career development particularly as they relate to school age individuals (e.g. Super, Roe, Ginzberg, Holland, etc.).	☐	☐	☐	☐	☐
2. Utilize information dissemination procedures to effectively communicate career related material and data to students (e.g. monographs, C.C.I.D.O., periodicals, Choices, etc.).	☐	☐	☐	☐	☐
3. Use print and audio-visual media to prepare for and distribute to the school faculty, information on normal and deviant behavior patterns, the use of pupil data, the interpretation and use of standardized test results, and other matters of professional interest.	☐	☐	☐	☐	☐
4. Understand the frame of reference of professionals from other disciplines.	☐	☐	☐	☐	☐
5. Teach career related decision making skills in a goup format.	☐	☐	☐	☐	☐
6. Understand the human developmental process, including a knowledge of personality theory, developmental stages of youth, and the adjustment process.	☐	☐	☐	☐	☐
7. Negotiate with people and authorities in an advocacy role on behalf of a client.	☐	☐	☐	☐	☐
8. Assist parents in understanding their children's behavior and the culture of their peer group.	☐	☐	☐	☐	☐
9. Knowledge of the factors involved in bringing about environmental and attitudinal change in the school.	☐	☐	☐	☐	☐
10. Knowledge of contemporary issues and practices relevant to the development and education of exceptional children.	☐	☐	☐	☐	☐
11. Teach interpersonal and coping skills to a client.	☐	☐	☐	☐	☐
12. Use clear, concise and straightforward language appropriate to the client's age and educational level.	☐	☐	☐	☐	☐
13. Interpret a student assessment to a teacher and discuss recommendations and appropriate interventions.	☐	☐	☐	☐	☐
14. Recognize that extraordinary measures may be needed to act on behalf of an unfairly treated client.	☐	☐	☐	☐	☐

COMPETENCIES	Poor	Fair	Good	Very Good	Excellent
15. Structure counselling groups: establish group goal(s), establish appropriate limits, terminate sessions.	☐	☐	☐	☐	☐
16. Carefully give advice when appropriate in individual counselling.	☐	☐	☐	☐	☐
17. Possess a thorough knowledge of various counselling theories (i.e. Freudian, Rational-emotive, Client-Centered, Behavioral, Trait-Factor, Existential, Gestalt).	☐	☐	☐	☐	☐
18. Understand the school or educational institution, particularly as related to the bureaucracy and power structures.	☐	☐	☐	☐	☐
19. Estimate a new client's expected progress during individual counselling sessions.	☐	☐	☐	☐	☐
20. Identify, clarify, label and reflect feelings within a counselling group.	☐	☐	☐	☐	☐
21. Knowledge of group career exploration activities (e.g. interview skills, life inventory techniques, job search techniques, occupations study, locating occupational information) which facilitate career planning and decision making.	☐	☐	☐	☐	☐
22. Identify, clarify, label and reflect on behavior within a counselling group.	☐	☐	☐	☐	☐
23. Utilize appropriate facilities, design displays, and use multi-media resources for provision of readily accessible information on student concerns and interests.	☐	☐	☐	☐	☐
24. Use a range of group counselling techniques (e.g. exercises, modelling, homework, contracting, etc.).	☐	☐	☐	☐	☐
25. Use psychoeducational and career assessment records to facilitate career-educational planning and placement.	☐	☐	☐	☐	☐
26. Help the individual client make a realistic self assessment and understand the implications of his/her choice for future goals.	☐	☐	☐	☐	☐
27. Conduct ongoing and outcome evaluation of client progress.	☐	☐	☐	☐	☐
28. Summarize and reveiw important aspects of process and content for a given counselling group.	☐	☐	☐	☐	☐
29. Use behavioral contracting with a client as a behavior change strategy	☐	☐	☐	☐	☐
30. Work cooperatively with referral and liaison contacts in collaborative assessment, treatment, and follow-up of clients.	☐	☐	☐	☐	☐
31. Assist a client to emotionally respond to a crisis.	☐	☐	☐	☐	☐
32. Understand students with special needs.	☐	☐	☐	☐	☐
33. Help a client express or reveal feelings, thoughts, and behaviors which may be only partially expressed or hinted at.	☐	☐	☐	☐	☐
34. Knowledge of post-secondary institutions, programs, training opportunities and their related academic requirements.	☐	☐	☐	☐	☐
35. Use various stress reducing procedures, (e.g. desensitization relaxation approaches, biofeedback, etc.) with a client.	☐	☐	☐	☐	☐
36. Estimate the client's general coping resources in a crisis.	☐	☐	☐	☐	☐
37. Let a client know, in a straightforward but sensitive manner, the impact of his/her behavior on you.	☐	☐	☐	☐	☐
38. Knowledge of entrance academic training requirements for in-school and out-of-school placement to best meet client needs and potential for growth.	☐	☐	☐	☐	☐
39. Selectively self disclose to the client so as to aid in his/her exploration and growth.	☐	☐	☐	☐	☐
40. Help members in a counselling group see relationships between what they feel, think, and do.	☐	☐	☐	☐	☐
41. Deal with the client's direction of feelings at the counsellor which he had originally for another person or object.	☐	☐	☐	☐	☐
42. Promote student awareness of careers as part of a developmental process.	☐	☐	☐	☐	☐
43. Identify, clarify, label and reflect on cognitive data (e.g. perceptions, assumptions, expectations, etc.) within a group.	☐	☐	☐	☐	☐
44. Adapt accepted behavior change strategies for appropriate use with young children.	☐	☐	☐	☐	☐
45. Can draw upon appropriate counselling theories and methods to optimize personal style and effectiveness in the interest of the client.	☐	☐	☐	☐	☐
46. Use the principles of behavior-modification in developing behavior change strategies for the client.	☐	☐	☐	☐	☐

COMPETENCIES	Poor	Fair	Good	Very Good	Excellent
47. Communicate respect and concern for the client's feelings, experiences, and potential.	☐	☐	☐	☐	☐
48. Knowledge of employment conditions and trends, and related socioeconomic factors on a local and national level.	☐	☐	☐	☐	☐
49. Teach a curriculum based career course.	☐	☐	☐	☐	☐
50 Promotion of counsellor-teacher collaboration in planning and implementing curriculum-based delivery of a developmental guidance program (i.e. affective education, psychological education, etc.).	☐	☐	☐	☐	☐
51. Provide the client with a possible explanation for relationships between certain behaviors, cognitions and/or feelings.	☐	☐	☐	☐	☐
52. Use role playing as a counselling strategy.	☐	☐	☐	☐	☐
53. Knowledge of counselling approaches for young children (i.e. play therapy)	☐	☐	☐	☐	☐
54. Identify precipitating events of a client's crisis situation.	☐	☐	☐	☐	☐
55. Discuss with a client the "here and now" issues in the counselling relationship.	☐	☐	☐	☐	☐
56. Assist with an individual client's application procedures, documentation, letters of reference, appointments, financial aid, scholarships, and other such activities related to post secondary endeavours.	☐	☐	☐	☐	☐
57. Urge cajole or otherwise motivate a client to commit himself to take action(s) to resolve problems or concerns.	☐	☐	☐	☐	☐
58. Select, critically evaluate, and administer appropriate psychoeducational assessment instruments and procedures in individual and group settings.	☐	☐	☐	☐	☐
59. Awareness of personal and professional limitations in individual counselling.	☐	☐	☐	☐	☐
60. Carry out individual and group activities with parents to promote parent effectiveness.	☐	☐	☐	☐	☐
61. Use a facilitative tone and pace of speech appropriate to the individual counselling situation.	☐	☐	☐	☐	☐
62. Provide simulated and actual activities in occupational exploration (e.g. work experience program, job shadowing, etc.).	☐	☐	☐	☐	☐
63 Facilitate group decison-making in small groups.	☐	☐	☐	☐	☐
64. Conduct programming for exceptional children, such as, planning coordinating, and implementation.	☐	☐	☐	☐	☐
65. Assist students in using computer information systems.	☐	☐	☐	☐	☐
66 Knowledge of the use of school and public media methods for publicizing and explaining the guidance program to the public.	☐	☐	☐	☐	☐
67 Use modelling as a counselling strategy.	☐	☐	☐	☐	☐
68 Recognize and be able to control personal biases which may be detrimental to the individual counselling process.	☐	☐	☐	☐	☐
69. Knowledge of social psychological economic cultural factors related to career choices.	☐	☐	☐	☐	☐
70. Help students know themselves and their abilities, interests, values, and to be able to relate self exploration to career expectations.	☐	☐	☐	☐	☐
71. Select from a wide range of counselling techniques and behavioral strategies appropriate to the needs of a given client.	☐	☐	☐	☐	☐
72. Knowledge of ethical and confidential guidelines regarding administration, maintenance and use of pupil psychoeducational data.	☐	☐	☐	☐	☐
73. Assign appropriate counselling related homework to a client.	☐	☐	☐	☐	☐
74. Institute effective clerical procedures and maintenance of accurate and up-to-date pupil records.	☐	☐	☐	☐	☐
75. Help the client identify realistic and appropriate short and long term behavioral goals.	☐	☐	☐	☐	☐
76. Teach specific management strategies to help resolve a problem(s) and increase teacher effectiveness with students and parents.	☐	☐	☐	☐	☐
77. Have students relate their career expectations to training and education requirements.	☐	☐	☐	☐	☐
78. Explain relevant aspects of human behavior to a client based on a thorough knowledge of theories of personality and human development (i.e. Freudian, Social Learning Theory, Skinnerian, etc.).	☐	☐	☐	☐	☐

COMPETENCIES	Poor	Fair	Good	Very Good	Excellent
79 Assess the needs, interests, and strengths and weaknesses of students new to the school environment or school level.	☐	☐	☐	☐	☐
80. Understand the place of and recognize client defense mechanisms.	☐	☐	☐	☐	☐
81 Conduct tasks to familiarize new students with school regualtions, course offerings, physical plant, extra-curricular activities, etc. (i.e printed information, visitations, conferences, displays, and so on).	☐	☐	☐	☐	☐
82 Assist the school librarian in the development and maintenance of guidance related materials.	☐	☐	☐	☐	☐
83 Provide liaison with feeder schools to maintain the developmental aspects of the learning process.	☐	☐	☐	☐	☐
84 Assist a teacher in understanding pupil behavior.	☐	☐	☐	☐	☐
85. Structure individual counselling: set counselling priorities and goals, clarify client and counsellor role expectations, set time limits, and terminate counselling relationship at an optimal time.	☐	☐	☐	☐	☐
86. Assist the client in coping with a crisis situation and bring about personal control.	☐	☐	☐	☐	☐
87. Awareness of professional personnel and various community resources and agencies which can be utilized on behalf of one's clients.	☐	☐	☐	☐	☐
88. Promote liaison between the guidance program and those of other schools, post secondary institutions and business, labour, and professional organizations.	☐	☐	☐	☐	☐
89. Present receptive physical and psychological presence for the client.	☐	☐	☐	☐	☐
90. Awareness of the psychological and social aspects of sex, cultural and racial differences as they relate to career development and career choice.	☐	☐	☐	☐	☐
91. Reassure, encourage and support group members in a counselling group.	☐	☐	☐	☐	☐
92. Conduct workshop or group activities with teachers both to inform and to teach various skills and strategies.	☐	☐	☐	☐	☐
93. Conduct career-educational counselling which allows a student to explore a wide variety of options and styles of living and to help him-her clarify life goals.	☐	☐	☐	☐	☐
94. Utilize a wide range of data sources in conjunction with psychoeducational assessment instruments and procedures when making recommendations on a client.	☐	☐	☐	☐	☐
95. Knowledge of school academic placement procedures and awareness of their importance for new students.	☐	☐	☐	☐	☐
96. Discuss with individual parents: student achievement, placement, abilities, and attitudes.	☐	☐	☐	☐	☐
97. Interpret information for students.	☐	☐	☐	☐	☐
98. Involve parents in career education planning and activities.	☐	☐	☐	☐	☐
99. Knowledge of psychopathology or deviancy to enable the initiation of appropriate referral of clients.	☐	☐	☐	☐	☐
100. Knowledge of general classroom procedures, processes, and characteristic patterns of the academic environment.	☐	☐	☐	☐	☐
101. Question, draw out, and evoke material appropriate for counselling focus in group counselling.	☐	☐	☐	☐	☐
102. Speak to and/or otherwise communicate personally with community and school groups (i.e. PTA, Chamber of Commerce, Recreation Association) on guidance services offered by the school.	☐	☐	☐	☐	☐
103. Offer support and reassurances to the client where it is appropriate and facilitative.	☐	☐	☐	☐	☐
104. Use psychodrama as a counselling strategy.	☐	☐	☐	☐	☐
105. Recognize and deal with resistant behavior by the client.	☐	☐	☐	☐	☐
106. Knowledge of the various school related factors which have an influence on what teachers respond to, do, and think.	☐	☐	☐	☐	☐
107. Conduct 'familiarization' sessions with school faculty explaining the purpose and extent of guidance sessions.	☐	☐	☐	☐	☐
108. Help members in a counselling group to effectively handle interpersonal conflict.	☐	☐	☐	☐	☐
109. Knowledge of measurement theory and how to assess the technical properties of psychometric procedures and instruments.	☐	☐	☐	☐	☐

COMPETENCIES	Poor	Fair	Good	Very Good	Excellent
110. Teach techniques in career-educational related decision making	☐	☐	☐	☐	☐
111. Assist a teacher in exploring and understanding his/her professional role, behavior, and expectations.	☐	☐	☐	☐	☐
112. Involve faculty in determining guidance needs and programs.	☐	☐	☐	☐	☐
113. Co-ordinate a guidance committee in carrying out its activities	☐	☐	☐	☐	☐
114. Use clear, concise, and age appropriate communication in group counselling	☐	☐	☐	☐	☐
115. Knowledge of the wide range of materials available to assist with group counselling (e.g. exercises, handbooks, published "packaged" programs).	☐	☐	☐	☐	☐
116. Understand and critically interpret assessment reports from other professionals.	☐	☐	☐	☐	☐
117. Determine when and if a client should make the transition from crisis intervention procedures to regular individual counselling.	☐	☐	☐	☐	☐
118. Communicate on matters of concern with exceptional students and significant others, such as parents, principals, and teachers.	☐	☐	☐	☐	☐
119. Assist parents in understanding their parental role and help them evaluate the expectations they have for their children.	☐	☐	☐	☐	☐
120. Explain to students, parents, and teachers the purposes and uses of pupil data.	☐	☐	☐	☐	☐
121. Recognize and respond to client attempts at counsellor manipulation	☐	☐	☐	☐	☐
122. Work efficiently with others in the school district in conducting evaluation procedures.	☐	☐	☐	☐	☐
123. Involve faculty in implementing a program for infusing career education into the total school curriculum.	☐	☐	☐	☐	☐
124. Provide information to meet student needs while fostering student self exploration.	☐	☐	☐	☐	☐
125. Ask open-ended questions, draw out, evoke, and have the client elaborate on material appropriate to the counselling focus	☐	☐	☐	☐	☐
126. Provide parents with information on drug education, communication skills, educational and vocational opportunities.	☐	☐	☐	☐	☐
127. Accurately respond to a client's affective state (feelings).	☐	☐	☐	☐	☐
128. Speak concretely to a client about counsellor feelings and thoughts during a counselling session.	☐	☐	☐	☐	☐
129. Explore sensitively with the client elements of inconsistency and contradictions in feelings, cognitions, and behaviors.	☐	☐	☐	☐	☐
130. "Be oneself"/be open, be spontaneous and be nonjudgemental about the client's values which may be different from one's own.	☐	☐	☐	☐	☐
131. Maintain regular or intermittent liaison with parents about their children and the school.	☐	☐	☐	☐	☐
132. Knowledge of the range of psychometric devices and procedures available for psychoeducational assessment.	☐	☐	☐	☐	☐
133. Promote student career orientation through field trips, career days, and similar activities.	☐	☐	☐	☐	☐
134. Utilize career assessment instruments to measure student attributes such as attitudes, values, interests, aptitudes, career knowledge, etc (e.g. Kuder, Safran, Holland's Self Directed Search).	☐	☐	☐	☐	☐
135. Explore sensitively with the client the natural or logical consequences of his/her feelings, cognitions, and behaviors.	☐	☐	☐	☐	☐
136. Develop and implement accountability procedures characterized by specific objectives, priorities appropriate to these objectives, and the establishment of systematic evaluative procedures.	☐	☐	☐	☐	☐
137. Speak concretely to a client about his/her feelings, thoughts, behaviors.	☐	☐	☐	☐	☐
138. Accurately understand the meaning which certain feelings have for a client.	☐	☐	☐	☐	☐
139. Knowledge of the various theoretical approaches to group counselling (e.g.: Behavioral, Adlerian, T.A., Psychodrama, etc.).	☐	☐	☐	☐	☐
140. Knowledge of curriculum development.	☐	☐	☐	☐	☐
141. Accurately respond to a client's cognitions (e.g. thoughts, perceptions, assumptions, etc.).	☐	☐	☐	☐	☐

COMPETENCIES

	Poor	Fair	Good	Very Good	Excellent
142. Maintain direct but nonthreatening eye contact with the client during a counselling session.	☐	☐	☐	☐	☐
143. Can be comfortable with silences during a counselling session.	☐	☐	☐	☐	☐
144. Help the client accept responsibilities for his/her own actions and decisions.	☐	☐	☐	☐	☐
145. Select group members according to criteria appropriate to the type of group.	☐	☐	☐	☐	☐
146. Knowledge of research methodology which enables systematic and appropriate use of school and pupil data.	☐	☐	☐	☐	☐
147. Use various research procedures, devices and analysis techniques appropriate to conducting needs assessment.	☐	☐	☐	☐	☐
148. Use various research procedures, devices and analysis techniques appropriate to evaluating effectiveness of chosen counsellor functions (process and outcome).	☐	☐	☐	☐	☐
149. Knowledge of small group processes and group dynamics.	☐	☐	☐	☐	☐
150. Communicate evaluation results to others in ways that are meaningful to them.	☐	☐	☐	☐	☐
151. Knowledge of the various leadership functions for effective group counselling.	☐	☐	☐	☐	☐
152. Help group participants to establish personal goals appropriate to their membership in a counselling group.	☐	☐	☐	☐	☐

APPENDIX B

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Psychology
Faculty of Education

Telex: 016-4101
Telephone: (709) 737-8611

November 24, 1981.

Dear

Ralph Purcell is a graduate student in our counselling program and the enclosed questionnaire which he is asking you to complete is essential to his thesis research. I have worked closely with him in developing this instrument and it is the result of a great deal of hard work on his part. The questionnaire has been carefully and thoughtfully constructed and reasonably well validated.

I do appreciate that this request is yet another demand on your already busy schedule. However, I am sure that you also appreciate that, short of the impractical option of personal interviews, there is no other way to obtain this important information. Despite the personal nature of the questions, I can assure you that your responses will be treated in such a way as to insure your anonymity and only group data will be reported.

Your cooperation is important to the success of this study, so, I do hope that you will find the time to devote to this request.

Thank you.

Sincerely,

Glenn W. Sheppard.

P.O. Box 745
Deer Lake, Nfld.
A0K 2E0
November 26, 1981

Dear

The enclosed questionnaire is an important segment of my study on counsellor functions in Newfoundland and Labrador. I believe that the data gained and the conclusions drawn will have some practical benefit for those of us in the counselling profession. Your assistance is earnestly solicited to complete this project. The fact that this is a thesis requirement has additional significance for me.

You will notice a number in the lower left hand corner of the questionnaire cover. It is used to identify the source of the response so that follow-up procedures (if necessary) will be facilitated. All such coding numbers are confidential. With regard to the data, as Dr. Sheppard has indicated, your anonymity is of uppermost concern.

In responding please answer all sections where requested. Return the questionnaire in the stamped self-addressed envelope. As a counsellor myself I can appreciate your workload. However, I would like a response at your earliest possible convenience.

The small gratuity is given in appreciation for your anticipated assistance and courtesy in helping me complete my study.

Should you have any questions please contact me at your convenience at 635-3698 (Collect).

Thank you.

Sincerely,

Ralph G. Purcell
(Graduate student-Counselling)

MCC

P. O. Box 745
Deer Lake, Nfld.
A0K 2E0
December 10, 1981

Dear _____

Late in November I sent you a questionnaire entitled, "A Study of Counsellor Functions in Newfoundland and Labrador." As the calendar year is ending and the Christmas break is looming I realize you may be finding yourself overextended. I, too, have some knowledge of that feeling. If you could squeeze in a few moments of your time to complete my questionnaire it would be deeply appreciated.

The questionnaire is part of a useful study as well as being part of a thesis. The results will be valid only if you help by returning your completed copy. If there is a particular problem please let me know.

Possibly, we can both gain if you send in your questionnaire now; your desk will be that much clearer, and your response will be a Christmas present for me.

Thank you for your attention. I am hoping for an early reply to my request.

Sincerely,

Ralph Purcell
Graduate Student - Counselling

RP:ck

P.S. If you have already sent your copy I thank you, and please disregard this letter.

To: All prenatal counsellor respondents

From: Ralph Purcell

Subject: Return of questionnaire

Date: December 18, 1981

Your questionnaire, "A Study of Counsellor Functions in Newfoundland and Labrador, has not yet been returned. Can you do so by Christmas? I would appreciate your wise going. In fact, it is vital. Every single questionnaire is important.

Merry Christmas

P.S. WHY NOT

SEND IT TH